

Year 9
Overview of
Learning

This term we are learning about
"How do we leave a legacy?"



Our Change Maker principle, this
term is 'Bravery'



English	Maths	Science	Computing & Careers	PSHE/RSE
<p><u>Y9 Group A</u></p> <p>This term, some young people in year 9 will be introduced to Functional Skills qualifications, with a particular focus on the reading component. They will learn how to approach a variety of texts, from informative articles to everyday documents, and develop their ability to understand and interpret information effectively. The aim is to build essential reading skills that will support their overall literacy and practical understanding in real-world contexts. In addition, this focus will help build their confidence as they prepare for future qualifications</p> <p><u>Y9 Group B</u></p> <p>This term, some young people in Year 9 will be introduced to Entry Level English qualifications, with a particular focus on the reading component.</p>	<p><u>Group A</u></p> <p>Students will start their new Functional Skills Level 2 Course. Students will be covering the first 3 modules which include working with numbers of any size. Students will be ensuring that they are able to read, write, order and compare numbers including across zero. Students will learn about check calculations and estimating to help with problem solving. Students will finish this term by learning how to evaluate expressions along with substituting into formulae involving words and symbols.</p> <p><u>Group B</u></p> <p>Students will be revisiting the number topics looking at counting methods and using the four operations effectively.</p>	<p>Students will be diving into the different types of energy, identifying the energy type being used or produced in given situations and how this energy can be changed from one form to another. The concept of useful & wasted energies will be introduced with students having the opportunity to calculate the energy efficiency of everyday devices and reflect on the importance of energy efficiency for the environment. Students will link their knowledge of energy to work done, practice calculations using the work done and work scientifically to practically investigate the factors that affects work done. Finally, students will explore see-saws and the law of moments, use the law of moments equation and apply the law of moments to the design of cranes.</p>	<p><u>Computing</u></p> <p>Students will learn a range of more advanced features of desktop publishing software, including PowerPoint and Publisher. They will learn how to edit and manipulate images in these software packages, how to format and manage text boxes to include features like layering, spacing and kerning. They will then use these skills to create a quiz for other students to complete</p> <p><u>Careers:</u></p> <p>Pupils will look at how they record their own achievements in the working world and how this can be displayed and used. We will look into our own heritage, identity and values and how this can influence decisions and careers choices</p>	<p>The students will be looking at topics involving drugs and alcohol looking specifically into drug misuse and pressures relating to drug use. The students will also address issues such as the effect and influence of habits. The students will also consider the misuse of energy drinks across their studies.</p>

<p>They will explore a range of texts, from simple stories to practical documents, and develop their ability to identify key ideas and details. The goal is to strengthen their foundational reading skills, enhancing their overall comprehension and ability to navigate everyday texts. This approach will help build their confidence as they prepare for future qualifications and continued success in their literacy journey.</p>	<p>Students will then begin exploring the world of money where they look at British notes and coins working in both £ and pence.</p> <p>Students will conclude this term by working with clocks and time. They will be learning about both analogue and digital clocks along with the 12- and 24-hour time systems.</p>			
--	---	--	--	--

Geography & History	Art and DT	PE & Music	MFL & RE
<p><u>Geography:</u> This half term students will focus on Tectonic plates, natural hazards and natural disasters. This will include the difference between tectonic and weather hazards. The structure of the Earth and identifying each layer. Students will understand how the Earth tectonic plates lead to continental drift and the natural hazards that are found at plate margins, such as volcanoes and an increased risk of earthquakes, depending on the type of plate margin</p> <p><u>History:</u> This half term students will continue to study World War Two. Last half term students focused on life on the Home Front, this half term we will compare this to life in Nazi</p>	<p><u>Woodwork</u></p> <p>Students will make use of their joinery skills to undertake their most ambitious project yet....to design and build a working stool</p> <p>Students will consider the range of possible designs they could use and produce their own final design proposal. They will then work through building their stool. When complete, they will evaluate how well they have done in the project</p> <p><u>Art</u></p> <p>Students will learn about colour theory by exploring primary, secondary and tertiary colours, shade tint and tone.</p>	<p><u>Music:</u></p> <p>We will analyse some historical protest songs for their structure, instrumentation, dynamics and lyrics.</p> <p>We will focus on a modern example of a protest song and the students will decide what current issues they feel strongly about.</p> <p>We will then use music technology to add our own accompaniment and lyrics to the song</p> <p>We will then practise and perform our compositions, record</p>	<p><u>MFL:</u></p> <p><u>Do you have a pet?</u></p> <p>To introduce the structure que se llama (that is called) so that pupils can expand their descriptions of the pets by introducing their names.</p> <p>To introduce the negative structure No tengo... (I do not have...) so that pupils can express which pet(s) they do not have in Spanish, alongside which pet(s) they do have.</p> <p>To introduce the conjunction pero (but) so that pupils can combine both positive and negative sentence forms</p>

<p>Germany. Students will examine the use of propaganda in influencing public opinion, the indoctrination of the German youth, a return to traditional family values and the role of women and the use of state sponsored terror and the persecution of various social groups by the Gestapo and SS.</p> <p>From here students will start a unit looking at the key events of World War Two, including the Battle of Stalingrad and the Japanese attack on Pearl Harbour. This unit will continue into next half term.</p>	<p>They will also research the artist Carolee Clark, looking at her style of painting and her background. They will then create their own piece of art inspired by Carolee.</p> <p>Pupils will end the half term by creating egg carton poppies and learning all about the significance of Remembrance Day.</p> <p><u>Food Technology</u></p> <p>Students will learn about health and safety in the food technology room, and they will become competent in a range of different cooking techniques.</p> <p>Pupils will be able to understand the source, seasonality and characteristics of a broad range of ingredients and will be able to apply the principles of nutrition and health when cooking a repertoire of sweet and savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p>	<p>them and evaluate both the composition and the performance</p> <p><u>PE</u></p> <p>The students will be looking at invasion games specifically around netball and basketball. The students will be challenged with skill development looking at passing techniques and how to achieve accuracy as well as looking at shooting skills and positioning involved with this. The students will also have multiple of performance challenges around applying correct footwork in context, execute defensive strategies and adapt play to suit the various positions within a team.</p>	<p>expressing which pets they have and do not have in Spanish.</p> <p><u>RE:</u></p> <p>Students will learn about:</p> <p>Christian teachings on creation and the concept of stewardship as it is described in the Bible. They will understand how these beliefs influence Christian attitudes towards the environment.</p> <p>The religious and cultural importance of harvest in Christianity, including how and why it is celebrated.</p> <p>Insights into the various practices associated with the Christian harvest festival, understanding both the rituals and the community aspects.</p> <p>Identify and articulate both the similarities and differences between Christian harvest practices and those of other faiths, promoting interfaith understanding.</p>
--	--	---	--