

Year 9 Curriculum MTP - Autumn Term 1.2

Subject	What will be covered this Term? Students will learn to:	How will my child be assessed this half term?	Resources
Arabic	Identity and culture Who am I? Family and Friends - Talk about family relationships. - Use description (Physical - character) - Talk about friends and what makes a good friend Use adjectives & nouns Friendship - Make arrangements to go out - Use the future tense	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - End of topic tests	Textbook title: The Pre-GCSE Arabic companion - Interlingo: https://www.interlingo.co.uk/ - Duolingo: https://www.duolingo.com/learn - YouTube Arabic Blooms: https://www.youtube.com/channel/UCmYbjzYhTccpD6MN_b964HA
Art	Topic: Printing - Banksy/Andy Warhol - Develop skills in mono printing through experimentation - Create a block print to portray a social or political issue - Develop a Lino print based on nature and the work of William Morris - Select appropriate materials to create a textured surface to create a collagraph plate - Give feedback after each printing experiment - Create a design or an issue using one of the printing methods learnt - Evaluate work in a critical manner	- Prior Knowledge of drawing test - Starter and end of lesson quiz. - Classwork and homework	https://www.youtube.com/watch?v=h-1K2twnrBo https://www.youtube.com/watch?v=WcwUMYMYCT0
	Topic: Social Education, Physical Health and Wellbeing - Understand why young people commit crimes - Understand what sentences young people receive for committing crimes - Examine the dangers of carrying a knife and knife crime - Understand what 'fake' news is	- Prior knowledge assessments - Ongoing class assessments - End of lesson quizzes	- Your choice- book 3 - Bitesize https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--gcse-dealing-with-an-eating-disorder/zhpknrd

Citizenship	• Understand our personal responsibility for what we post on social media • Identify the responsibilities of the media companies and others • Define climate change • Understand what climate change is and examine what can be done to reduce it • Identify the differences between absolute poverty and relative poverty in more industrialised and less industrialised countries • Identify the widespread reach of poverty and what can be done to reduce it • Explain the arguments for and against GM crops and genetically modified babies • Understand what racism can look like at work and school • Examine how our body image is created • Identify what contributes to our own self image • Discuss the role social media has in shaping our views • Explain why it is vital that we have realistic role models in the media • Identify what an eating disorder is • Examine and explain common causes of eating disorders		• https://www.themanorclinic.com/addiction-treatment/heroin-rehab/heroin-addiction-symptoms • https://www.bbc.co.uk/bitesize/clips/zqyx39
Computing	Topic: Flowcharts • Break a task down into its component steps • Correctly sequence the steps on a task • Identify the key flowchart symbols • Describe how flowchart symbols are used • Be able to use basic inputs and outputs in flowcharts • Understand and be able to use variables in a flow chart • Understand loops and variables in flow charts	• Observational assessments using ICT during the lesson • Evaluation after each lesson • End of topic tests	• Computers • Creately software program • Examples of flowcharts • Help sheets • http://www.gcsecs.com/flowcharts.html

English	Topic: Jane Eyre - Analysing and Comprehending a Historical Text: - Analyse how Bronte creates memorable characters - Research and learn about the main themes and events of Jane Eyre - Understand the imagery of words used to create the monster in the novel and how it is described in Jane Eyre - Create tension and suspense in their writing by: ✓ Employ higher level vocabulary ✓ Incorporate a range of language devices? ✓ Shape language to create a particular effect?	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - Debating issues in class - PEE knowledge tested every lesson - Knowledge of classical literature - End of topic tests	- Jane Eyre PDF read online - Chapter extracts printed every lesson - Worksheets on social class https://www.planetebook.com/free-ebooks/jane-eyre.pdf
Geography	Topic: From Rock to Soil - Describe what rocks are used for - Describe the three different rock types and explain how they are formed - Explain weathering and the impact on rocks - Explain the rock cycle using annotated diagrams - Interpret geological timescales and describe the rocks found during the phanerozoic eon - Explain the formation of UK rock landforms and describe each feature using case study examples - Explain what soil is, how it is formed and its uses - Explore sustainable soil solutions	- End of lesson quizzes - Fortnightly extended answer questions for homework - End of topic assessments	Textbook title: Geog. 3 Pearson - Kerboodle https://www.kerboodle.com/users/login - Ordnance Survey Maps and Atlases
History	Topic: Change - Explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. - See how causes and consequences overlap and interact - Place their causal reasoning within a wider contextual knowledge of the period or country studied - Support comments on sources by using source content and sometimes by referencing the provenance of a source - Distinguish between ideas of utility and reliability - Understand that historians use 'unreliable' sources as valuable pieces of evidence	- Ongoing class assessments - Peer assessments - End of unit assessments	- Pearson Exploring History textbook - BBC bitesize
	Topic 3: Interpreting and representing data - Use standard units of measure and related concepts - Interpret and construct tables, charts and diagrams,	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson	Textbook title: Edexcel GCSE (9-1) Mathematics Higher https://senecalearning.com/en-G

Maths	including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data • Construct and interpret diagrams for grouped discrete data and continuous data i.e. histograms, • Interpret, analyse and compare the distributions of data sets through median, mode and modal class and spread range, including consideration of outliers • Apply statistics to describe a population • Use and interpret scatter graphs of bivariate data • Recognise correlation, draw estimated lines of best fit	• End of topic tests	• B/blog/gcse-maths-revision/ https://mathsmadeeasy.co.uk/gcse-maths-revision/
PE	Football • Dribble, pass, receive, shoot and throw the ball whilst under pressure • Select the appropriate action for the situation • Be able to delegate and receive roles and positions for any game being played • Create and use a variety of tactics to aid team • Be vigilant of surroundings whilst playing • Be able to communicate with my team when playing • Develop a fast reaction time when playing • Identify my own and others strengths and areas of development and can suggest ways to improve • Use various skills such as marking, tackling and interception to improve my defence	Formative ongoing Teacher Assessment	• https://peplanning.org.uk/the-staffroom/ • https://www.thepeshed.com/resources
RSE	Topic: Rights and responsibilities regarding equality To recognise: • Equality in Islam • Legal perspectives on equality • How to challenge prejudice and hate • How and where to access support and help when experiencing hate and abuse	• Revisit prior knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)
	Topics: Islamic Beliefs Angels • Explore the Islamic beliefs about Angels and their roles Predestination • Learn what predestination is and Understand the Islamic beliefs about predestination and human freedom	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Textbook title: Religious Studies A - Islam • Kerboodle • BBC Bitesize RE • Seneca learning • https://www.kerboodle.com/users/login • https://www.bbc.co.uk/bitesize/su

Religious Studies (RS)	• Know how these beliefs relate to the Day of Judgment Life After death and accountability • Explore Islamic beliefs about life after death • Understand the importance of human responsibility and accountability for Muslims • Explore what the impact of believing in the hereafter can have on a Muslims life Prophet hood and Adam (AS) • The concept of Prophet-hood also known as Risalah • The role of Adam (AS) as a Prophet and as the first man on earth		• objects/zh3rkqt • https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/
Science	Topic: States of Matter • Describe the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas • Recall the names used for the interconversions between the three states of matter, recognising that these are physical changes • Explain the changes in arrangement, movement and energy of particles during these interconversions • Predict the physical state of a substance under specified conditions, given suitable data • Explain the differences between a pure substance and a mixture • Interpret melting point data to distinguish between pure substances, which have a sharp melting point, and mixtures, which melt over a range of temperatures • Explain the experimental techniques for separation of mixtures by: (c) filtration (d) crystallisation • Describe an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture • Evaluate the risks in a practical procedure and suggest suitable precautions for a range of practical's, including those mentioned in the specification • Explain the experimental techniques for separation of mixtures by: (e) paper chromatography • Describe an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Textbook title: Edexcel combined science • Bitesize science ks4 • Seneca - Learn 2x Faster (senecalearning.com) • GCSE Past Papers & Questions by Topic Save My Exams

	- Describe paper chromatography as the separation of mixtures of soluble substances by running a solvent (mobile phase) through the mixture on the paper (the paper contains the stationary phase), which causes the substances to move at different rates over the paper - Interpret a paper chromatogram: (a) to distinguish between pure and impure substances (b) to identify substances by comparison with known substances (c) to identify substances by calculation and use of R_f values - Investigate the composition of inks using simple distillation and paper chromatography - Explain the experimental techniques for separation of mixtures by: (d) simple distillation (e) fractional distillation - Describe an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture - Investigate the composition of inks using simple distillation - Evaluate the risks in a practical procedure and suggest suitable precautions for a range of practical's including those mentioned in the specification - Describe an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture - Describe how waste water and groundwater can be made potable, including the need for sedimentation, filtration and chlorination - Describe how seawater can be made potable using distillation. - Explain why water used in analysis must not contain any dissolved salts. - Evaluate the risks in a practical procedure and suggest suitable precautions for a range of practicals, including those mentioned in the specification Atomic structure - Describe how the Dalton model of an atom has changed because of the discovery of subatomic particles - Describe the structure of an atom as a nucleus containing protons and neutrons, surrounded by electrons in shells		
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	- Recall the relative charge and relative mass of: (f) a proton (g) a neutron (h) an electron. - Explain why atoms contain equal numbers of protons and electrons - Describe the nucleus of an atom as very small compared to the overall size of the atom - Recall that most of the mass of an atom is concentrated in its nucleus - Recall the meaning of the term 'mass number' of an atom - Describe atoms of a given element as having the same number of protons in the nucleus and that this number is unique to that element - Calculate the numbers of protons, neutrons and electrons in atoms given the atomic number and the mass number - Describe isotopes as different atoms of the same element containing the same number of protons but different numbers of neutrons in their nuclei. - Calculate the numbers of protons, neutrons and electrons in atoms given the atomic number and mass number - Explain how the existence of isotopes results in some relative atomic masses of some elements not being whole numbers - Calculate the relative atomic mass of an element from the relative masses and abundances of its isotopes. - Describe how Mendeleev arranged the elements, known at that time, in a periodic table by using properties of these elements and their compounds - Describe how Mendeleev used his table to predict the existence and properties of some elements not then discovered - Recall the formulae of elements, simple compounds and ions - Explain that Mendeleev thought he had arranged elements in order of increasing relative atomic mass but this was not always true because of the relative abundance of isotopes of some pairs of elements in the periodic table - Explain the meaning of atomic number of an element in terms of position in the periodic table and number of protons in the nucleus		
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	- Describe that in the periodic table: (a) elements are arranged in order of increasing atomic number, in rows called periods (b) elements with similar properties are placed in the same vertical columns called groups - Identify elements as metals or non-metals according to their position in the periodic table. - Predict the electronic configurations of the first 20 elements in the periodic table as diagrams and in the form, for example, 2.8.1 - Explain how the electronic configuration of an element is related to its position in the periodic table. - Describe how Mendeleev arranged the elements, known at that time, in a periodic table by using properties of these elements and their compounds - Describe how Mendeleev used his table to predict the existence and properties of some elements not then discovered - Recall the formulae of elements, simple compounds and ions		
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