

Year 9 Curriculum MTP - Autumn Term 1.1

Subject	What will be covered this term? Students will learn to:	How will my child be assessed this half term?	Resources
Arabic	Basic Information About Me Differentiate between letters Cardinal and ordinal numbers - Greet people in Arabic - Introduce oneself - Use question words and form basic questions - Say what nationality one is My Family: - Recognise words related to family - Describe the family members. - Use past and present tense - Read for gist - Use past present tense-active participle - Express opinion-Past, present and future tense. - Give reason-verb forms	- 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: Insects/Maria Sybilla Merian - Understand that insects are beautifully created with unique designs that can be used in art work - Understand that different materials can be used to show different textures of an insects - Draw an insect using materials that enhances the colours of an insect - Add highlights and shadows - Use different drawing techniques to create insects - Use symmetry to complete a drawing of an insect - Apply gridding method to enlarge a section of an image accurately	- Prior Knowledge of drawing test, starter - End of lesson quiz - Classwork and homework	https://www.youtube.com/watch?v=DfLIMMe cq8g https://www.youtube.com/watch?v=BidHWkx 7F2Q https://www.youtube.com/watch?v=2CS1UdG c-LQ

	• Apply colour neatly and blend smoothly • Introduce new techniques and concepts and support forming opinions. • Analyse the composition and techniques of artworks • Build confidence in using a wide range of materials • Use formal elements of line, tone, shape, form, space and texture • Annotate findings, design and create a final piece that reflects understanding of the main topic		
Citizenship	Topic: How is the UK governed? • How is the country run? • What does the civil service do? • How does the UK political system compare to other systems? • What are the differences between the UK and US political systems? • How is the UK governed?	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Oaks Academy online resources • Internet • https://www.bbc.co.uk/bitesize/subjects/z7f3cdm
Computing	Topic: Data representation: images and sound • explain how images are represented using binary digits and created using the RGB system. • describe how image file sizes are calculated and how changes to image quality and colour accuracy adjusts this. • use graphics software to edit and manipulate digital images. • describe how sound is represented in digital devices. • use sound editing software to edit and manipulate digital sound files. • explore what compression is and the impact it can have on the size and quality of a file.	• Prior Knowledge • Observational assessments using ICT during the lesson • Evaluation after each lesson • Evaluation after homework • End of topic tests	• Oaks Academy online resources • Computers • Internet • Canva AI • Google Vids • https://www.bbc.co.uk/bitesize/guides/zfspfcw/revision/9
	Topic: Dare to Scare • Analyse themes and motifs of typical horror stories • Analyse in details how language can create atmosphere and build tension • Use inference to explore characterisation • Understanding the use of irony in Dracula	• Big write - To write a continuation from an existing horror story • Journalism - To write a newspaper article	• Textbook - Ignite English Book 3

English	• Comment on how writers use sentence structure, word choice and imagery to create impact and drama • Explore a range of themes in psychological horror stories • Compare the effectiveness of graphic horror with psychological horror • Experiment with different techniques of conveying horror in a dramatic scene • Explore how verb tense influences the narrative voice and its effect		
Geography	Topic: Our Restless Planet • Label a cross section of the Earth and demonstrate an understanding of the characteristics of each layer • Describe and explain plate tectonic theories including convection currents and slab pull • Identify, label and describe different plate boundaries • Define earthquake and locate earthquake prone areas on a map • Assess the impact of earthquakes on people and the environment using the 2008 Sichuan earthquake as a case study • Explain what a tsunami is and the impact it has on people and the environment • Describe where volcanic eruptions occur, including hot spots, on a map and explain the impact on people and society • Use current news and historical sources to assess the advantages and disadvantages of living in tectonically active areas • Assess the impact of living in tectonically active danger zones	• End of lesson quizzes • End of topic assessments	• Textbook title: Geog. 3 Pearson • Kerboodle • Ordnance Survey Maps and Atlases https://www.kerboodle.com/users/login

History	Topic: Getting the Vote • Develop an understanding of the concept of democracy • Use evidence to decide on the extent to which Britain was a democracy before 1832 • Understand the different motives of those who pressed for a reform of parliament before 1832 • Learn about the methods used and the difficulties encountered by reformers • Explain why early protest movements failed to bring about change • Understand the changes that were made to the distribution of seats and to the extension of the franchise by the 1832 Reform Act • Identify the strengths and weaknesses of the Act in establishing democracy in Britain • Identify the reasons for dissatisfaction with the 1832 Reform Act • Track the steps taken after 1832 to make Britain more democratic • Understand the role and expectations of different groups of Victorian women • Understand how clothes worn by upper- and middle-class Victorian women were a symbol of the wealth and status of their husbands and of their role in the home	• Ongoing class assessments • Peer assessments • End of unit assessments	• Pearson Exploring History textbook • BBC bitesize
Maths	Topic 1: Number • Apply the four operations to integers, decimals both positive and negative • Understand and use place value • Recognise and use relationships between operations • Use conventional notation for priority of operations • Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, HCF, LCM • Apply systematic listing strategies • Use positive integer powers and associated real roots	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests.	• Textbook title: Edexcel GCSE (9-1) Mathematics Higher • https://senecalearning.com/en-GB/blog/gcse-maths-revision/ • https://mathsmadeeasy.co.uk/gcse-maths-revision/

	• Calculate with roots and with integer and fractional indices • Calculate with and interpret standard form • Round numbers and measures to an appropriate degree of accuracy, Topic 2: Algebra • Use conventional notation for priority of operations, including brackets, powers, roots and reciprocals • Calculate exactly with fractions/surds • Use and interpret algebraic notation, substitute numerical values • Argue mathematically • Rearrange formulae • Interpret simple expressions • Solve equations • Use iteration to find solution • Derive an equation • Recognise and use sequences of triangular, square, cubic, Fibonacci and geometric • Calculate the nth term of linear sequences		
PE	Rounders • Bowl with accuracy • React quickly and position myself in place to catch the ball when fielding • Catch the ball and throw to teammates whilst under pressure • Judge where to stand when fielding and position body accurately • Accurately hit the ball when batting • Select the appropriate action for the situation • React quickly and run for the bases after batting the ball	• Formative ongoing Teacher Assessment	• https://peplanning.org.uk/the-staffroom/ • https://www.thepeshed.com/resources
RSE	Topic: Determining whether people are trustworthy and safe To recognise: • What it means to be trustworthy and how to develop this trait • Whether people are trustworthy	• Revisit Prior Knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)

	When other children and/or adults are using manipulation, persuasion or coercion and how to respond and judge when a relationship is unsafe		
Religious Education (RS)	Topic: Should everyone live as vegans? - Understand why some people are vegan - Analyse what influences a persons choice to be vegan - Remember why some people are vegan - Analyse how social media is driving the vegan revolution - Evaluate ethical theory and apply this to the social media revolution - Understand why physical health is important - Understand what influences the decisions we make - Apply a range of religious teachings to the importance of physical health - Evaluate whether our choice to live a healthy lifestyle affect only us - Understand the difference between factory and organic farming methods - Evaluate the advantages and disadvantages of factory and organic farming methods - Analyse religious scripture - Evaluate which methods are appropriate to the religion studied - Apply this learning to my own beliefs	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - End of topic tests - Taught regarding Exam structure and 12 Markers	https://docs.google.com/document/d/1bcqEO9p7ABiKIR6vemB-zxg5JTMcd0_7/edit https://veganuary.com/wp-content/uploads/2021/02/End-of-Campaign-Report-2021-Veganuary.pdf https://veganuary.com/wp-content/uploads/2021/02/End-of-Campaign-Report-2021-Veganuary.pdf How has social media influenced veganism? Behavioral Ethics Ethics Defined Moral Relativism Ethics Defined Virtue Ethics Ethics Defined
Science	Topics: Key concept in Biology - Explain how changes in microscope technology, including electron microscopy, have enabled us to see cells with more clarity and detail than in the past - Demonstrate an understanding of size and scale in relation to microscopy, including magnification calculations - Demonstrate an understanding of the relationship between quantitative units, including: (a) milli (10⁻³), (b) micro (10⁻⁶), (c) nano (10⁻⁹), (d) pico (10⁻¹²) - Explain how the subcellular structures of eukaryotic and prokaryotic cells are related to their functions, including:	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - End of topic tests	Textbook title: Edexcel combined science - GCSE Bitesize science - Seneca science GCSE Seneca - Learn 2x Faster (senecalearning.com) GCSE Past Papers & Questions by Topic Save My Exams

- (a) animal cells – nucleus, cell membrane, mitochondria and ribosomes
- (b) plant cells – nucleus, cell membrane, cell wall, chloroplasts, mitochondria and ribosomes.
- B1.4 Demonstrate an understanding of size and scale in relation to microscopy, including magnification calculations
- B1.6 Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations
- Describe how specialised cells are adapted to their function, including (a) sperm cells – acrosome, haploid nucleus, mitochondria and tail, (b) egg cells – nutrients in the cytoplasm, haploid nucleus and changes in the cell membrane after fertilisation, (c) ciliated epithelial cells
- Demonstrate an understanding of size and scale in relation to microscopy, including magnification calculations
- Produce labelled scientific drawings from observations of biological specimens using microscopes
- Explain how the subcellular structures of eukaryotic and prokaryotic cells are related to their functions, including: (c) bacteria – chromosomal DNA, plasmid DNA, cell membrane, ribosomes and flagella
- Calculations with numbers written in standard form
- Explain the mechanism of enzyme action including the active site and enzyme specificity
- Explain how enzymes can be denatured due to changes in the shape of the active site
- Investigate the factors that affect enzyme activity
- Explain the effects of temperature, substrate concentration and pH on enzyme activity
- Demonstrate an understanding of rate calculations for enzyme activity

Cells and Controls

- Describe the process of mitosis and meiosis
- Describe that cancer is the result of changes in

	cells which leads to uncontrolled cell division • Describe the processes involved in growth in animals and plants • Describe the role of specialised cells in animals and plants • Understand and interpret percentile charts in monitoring growth		
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