

Year 9 Curriculum MTP - Summer Term 3.1

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/Daily life Talk about sports - Use the present perfect in Arabic - Talk about your online activities - Build internet-related vocabulary - Consolidate personal pronouns Talk about the media - Use the comparative - Talk about my favourite type of music - Express preference - Give opinions and reasons	- AFL (Assessment for learning) - Previous knowledge - End of term assessment	Textbook title: The New GCSE Arabic Companion - Interlingo: https://www.interlingo.co.uk https://www.youtube.com/playlist?list=PL7RpCYE5gLKf3Wus9QmIXHuy4p81lpaVA - Duolingo https://www.duolingo.com/
Art	Topic: Masks - Carolin Achaintre/ Henry Moore - Compare the different types of masks around the world - Draw a mask from another culture - Understand that some cultures may use symbols with meaning on their masks - Understand that certain colours may also have meanings behind them - Plan and design your own mask by drawing out a detailed sketch - Include details of what materials will be used to make the masks - Create an NHS Mask by stitching using needle and thread - Create own mask - Evaluate your mask	- Starter and end of lesson quiz - Classwork and homework	- Artist Research - Sketchbooks or A4/A3 drawing paper - Pencils: HB, 2B, 4B, 6B - Erasers and sharpeners - Fine-liners / black pens - Coloured pencils

Citizenship	Topic: Can digital democracy increase political participation? • What is digital citizenship? • Can voter engagement be improved through digital participation? • Can political engagement be increased using digital media? • How well has digital democracy worked in other countries? • Should MP's be allowed to vote electronically? • How can social media be used to increase political participation?	• 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: Introduction to cybersecurity • explain why online services collect data about users and the potential risks associated with it. • describe how social engineering is used to steal data and the steps that can be taken to stop it. • describe what illegal attacks on computer systems are. • assess the impact of malicious software on individuals and society. • compare threats to the security of a computer system and suggest protective actions to take. • describe the effects of cyber attacks and suggest ways they can be prevented.	• 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 • https://www.epps.org.uk/attachments/download.asp?file=532&type=pdf
English	Topic: William Shakespeare's Macbeth (18th Century prose) Shakespeare: Macbeth Tragic genre • How did Shakespeare explore the tragic hero paradigm? • Ozymandias analysis • Secure subject knowledge of structural devices • Evaluate the use of imagery • Students will be tested on their terminology and key words knowledge and should be able to define the following: ☐ Structure ☐ Rhyme ☐ Language ☐ Meaning ☐ Imagery ☐ Context	• End of lesson quizzes • End of topic assessment • Big Write outcome: Non-Fiction Report	• Youtube - William Blake - London https://www.youtube.com/watch?v=rAIBkA4NRGQ • Youtube - Carol Anne Duffy - War Photographer https://www.youtube.com/watch?v=j2_kQ4-pUas • https://www.youtube.com/watch?v=yUbILJXgtk4 • Youtube - Simon Armitage - Remains https://www.youtube.com/watch?v=HeZCQIUMQxI • Youtube - Exposure - Wilfred Owens https://www.youtube.com/watch?v=Hlp rkRF5mp8

	☐ Effects on the reader		
Geography	Topic: International Development - Describe and explain international development - Describe global inequalities using choropleth maps - Identify and explain development indicators - Explain how the global development gap has widened - Assess the impact of globalisation and TNC's on the development of countries - Describe and explain the inequalities in access to vaccines - Assess the outcomes of the Covid-19 pandemic on people and the environment - Assess the impact of poverty on people and the environment - Evaluate poverty solutions in developing countries	- End of lesson quizzes - End of topic assessments	- Geog. 3 Pearson - Kerboodle https://www.kerboodle.com/users/login - Ordnance Survey Maps and Atlases
History	Topic: The Middle East - Describe the key historical features of the Middle East, including empires, religions, and early 20th-century geopolitics. - Explain why the region became increasingly important to global powers. - Identify and explain the long-term and short-term causes of major Middle Eastern conflicts (e.g., mandates, nationalism, borders, foreign intervention). - Analyse how competing claims, beliefs, and political interests shaped tensions. - Describe significant events such as the fall of the Ottoman Empire, creation of new states, Arab–Israeli conflict milestones, and Cold War involvement. - Explain how these events changed the region and influenced global politics - Explain how conflict affected civilians, refugees, and communities. - Analyse differing experiences and perspectives of groups within the region - Describe major peace efforts, agreements, and international involvement. - Evaluate why some attempts succeeded or failed. - Use sources to investigate causes, consequences, and significance. - Construct structured explanations and arguments using	- Ongoing classroom assessments - End of term assessments - End of unit assessment - Peer assessment - Exam Questions	- Explorer History workbook - Bbc bitesize

	evidence. Develop chronological understanding of key developments in the region.		
Maths	Graphs - Rearrange an equation into the form $y = mx + c$ - Compare two graphs from their equations - Plot graphs in form of $ax + by = c$ - Sketch graphs using gradient and y-intercept - Find the equation/gradient of a line - Draw and interpret distance-time graphs - Understand velocity-time graphs - Draw and interpret real-life linear graphs - Recognise direct proportion - Draw and use a line of best fit - Find equations of lines parallel or perpendicular to a given line - Draw and interpret linear, non-linear, quadratic, cubic, and reciprocal graphs - Recognise graphs from its shape	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - End of topic tests	Textbook title: Edexcel GCSE (9-1) https://senecalearning.com/en-GB/blog/gcse-maths-revision/ https://mathsmadeeasy.co.uk/gcse-maths-revision/
PE	Athletics/Yoga - Lead my peers through a short warm up routine - Stretch effectively and use various forms of warm ups to prepare myself for exercise - Work on controlling my breathing - Develop breathing techniques and range of stretches - Quietly and effectively carry out various methods of yoga - Show accuracy and good technique when throwing for distance - Show accuracy and good technique when catching - Display a good level of speed, agility, accuracy and precision - Display a good sense of hand-eye coordination - Compete within the rules showing fair play and honesty - Display good sportsmanship and work well with others - Assess my capabilities and work on ways to develop and improve further - Work well with others and develop strategies that utilises the strengths of each member of my team effectively	Formative ongoing Teacher Assessment	https://peplanning.org.uk/the-staffroom/ https://www.thepeshed.com/resources

Religious Studies (RS)	Topic: Christianity in 5 arguments Part 2 - explain Mary Daly's arguments about the church - to consider how far Daly's arguments are reflected in the way women are treated - Summarise the Creation Care Alliance's 'theology of ecology' (understand and apply) - Compare to the Cornwall Alliance's attitude (analyse) - suggest a view as to whether the CCA offers a 'theology of ecology' (evaluate and create) - identify and explain moments that changed Christianity	- Ongoing class assessments - Peer assessments - End of unit assessment	https://docs.google.com/document/d/1JDn5IY29wER_rEUOYN2jllwnzgjPS-7J/edit https://docs.google.com/document/d/1BRsnZQDCP_MSOg9TVIENfznn2q8efc-d/edit
RSE	Characteristic of Healthy relationships How the choices we make in relationships can impact our health To recognise: - Healthy strong relationships need to be developed and take time effort and investment - characteristic of healthy relationships - How our mental health is impacted by the choices we make in maintaining relationships and marriage - The impact and consequences of adultery	- Revisit the Prior Knowledge before the new topic is taught - Evaluation after each lesson	AMS resources (PPT, Guide & videos)
Science	Ionic and covalent Bonding - Explain how ionic bonds are formed by the transfer of electrons between atoms to produce cations and anions, including the use of dot and cross diagrams - Explain the use of the endings -ide and -ate in the names of compounds - Deduce the formulae of ionic compounds (including oxides, hydroxides, halides, nitrates, carbonates and sulphates) given the formulae of the constituent ions - Explain the structure of an ionic compound and Explain their properties - Explain how a covalent bond is formed when a pair of electrons is shared between two atoms - Recall that covalent bonding results in the formation of molecules - Explain the properties of typical covalent, simple molecular compounds limited to - Explain the properties of metals, including malleability and the ability to conduct electricity	- End of topic assessment - Quizzes	- GCSE Science - BBC Bitesize - Pearson Edexcel - GCSE Past Papers & Questions by Topic Save My Exams - Seneca - Learn 2x Faster (senecalearning.com)

	• Describe the limitations of particular representations and models to include dot and cross, ball and stick models and two- and three-dimensional representations		
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