

# Year 9 – What will my child learn this half term?



| Subject           | Content   |
|-------------------|---|
| Art               | <p><b>Icons:</b><br/>Broadening knowledge of acrylic painting. Using grades for accurate transcriptions. Further in-depth critical studies into artists and genres</p>  |
| Computing         | <p><b>Programming &amp; Development</b> - Scratch/Python - Countdown Conundrum Game</p>   |
| DT Product Design | <p><b>Product -Jewellery Project and Trinket Box driving test</b><br/> <b>Knowledge of materials and manufacturing:</b> Considering other users of the D&amp;T workshops and carrying out a safety survey<br/>           Introduction to different materials and techniques – cutting and shaping copper, enamelling, glass fusing, using standard components (findings) to complete the products<br/> <b>Knowledge of design:</b> Design skills – Looking at trends, Using the work of other designers Tatty Devine, using focus groups for evaluation<br/>           Corporate identity and packaging of products</p> |
| DT Food           | <p><b>Food – Around the World</b><br/> <b>Knowledge of materials and manufacturing:</b> Science of food – gluten and yeast experiments<br/>           Coagulation Learning about dishes and where they come from in the world. Make an increasing complex range of dishes from chilli con carne to swiss roll<br/> <b>Knowledge of design:</b> Analysis of scientific findings to develop better products. Development of dishes<br/>           Evaluate using a mixture of sensory analysis and scientific knowledge to create a commentary on a dishes’ performance</p>   |
| DT Textiles       | <p><b>Textiles -Tote Bag</b><br/> <b>Knowledge of materials and manufacturing:</b> Bagging out/ turning handles<br/>           French seams<br/>           Screen printing. Reinforcing seams<br/> <b>Knowledge of design:</b> Using the work of other artist/designers to inspire their work<br/>           Reusing bags therefore reducing plastic waste</p>  |
| English           | <p><b>Dystopia and Freedom</b><br/>           Texts: 1984, Brave New World, Fahrenheit 451, dystopian short stories</p> <p>All Key Concepts assessed</p>  |

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| French    | Module 5 : Le monde francophone<br><b>French speaking world</b>   |
| German    | Stimmt 3 – Unit 5 Rechte und Pflichten <b>Rights and responsibilities</b>   |
| Geography | <b>Why does most of the world's population live in cities? How have they grown? What challenges and opportunities face our cities?</b>  |
| History   | <b>Post War</b> - Independence, Technological Changes - challenges for Britain, Europe and the wider world 1901 to the present day  |
| Maths     | <b>Reasoning with Algebra:</b> Algebraic Inequalities   |
| Music     |   |
| PE        | <b>Acquiring knowledge, Coaching (analysing &amp; evaluating)</b> - Rounders, Athletics, Cricket, softball.   |
| RE        | <b>Crime and Punishment</b> - Intro to Crime, Why do people commit crime, Causes of Crime   |
| Science   | <p><b>Photosynthesis and nutrient cycles:</b> Plant structure, Photosynthesis, Limiting factors, Uses of glucose, Greenhouses</p> <p><b>Chemical calculations:</b> Isotopes, Relative formula mass, Converting units, Concentration, Significant figures</p> <p><b>Magnets and electromagnets:</b> What is a magnet?, The magnetic field, The Earth's magnetic field, Making an electromagnet, Strength of an electromagnet - Practical</p> |