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

Subject	Content
Art	**Icons**: Refine previously covered skills and techniques and produce a final outcome based on the theme of Icons, using self made reference images.
Computing	**Computer Systems** – Work with physical computers (BBC MicroBit) to develop simple solutions to everyday problems
DT Product Design	Product -Jewellery Project and Trinket Box driving test **Knowledge of materials and manufacturing**:Considering other users of the D&T workshops and carrying out a safety surveyIntroduction to different materials and techniques – cutting and shaping copper, enamelling, glass fusing, using standard components (findings) to complete the products **Knowledge of design:**Design skills – Looking at trends, Using the work of other designers Tatty Devine, using focus groups for evaluationCorporate identity and packaging of products
DT Food	Food – Around the World **Knowledge of materials and manufacturing**:Science of food – gluten and yeast experimentsCoagulationLearning about dishes and where they come from in the worldMake an increasing complex range of dishes from chilli con carne to swiss roll **Knowledge of design:**Analysis of scientific findings to develop better products. Development of dishes. Evaluate using a mixture of sensory analysis and scientific knowledge to create a commentary on a dishes' performance
DT Textiles	Textiles -Tote Bag **Knowledge of materials and manufacturing**:Bagging out/ turning handlesFrench seamsScreen printingReinforcing seams

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	Knowledge of design: Using the work of other artist/designers to inspire their work. Reusing bags therefore reducing plastic waste
English	**Dystopia and Freedom Texts:** 1984, Brave New World, dystopian short stories Core text: Fahrenheit 451 Fahrenheit 451 - characters (including foils), themes and motifs (e.g. fire). Intertextuality and literary allusions: Plato's Allegory of the Cave, The Tower of Babel, The Book of Job, the story of Icarus, 1984 (Big Brother and Doublethink) .Descriptive writing: dystopian settings.
French	Module 5 : Le monde francophone French speaking world
German	Stimmt 3 – Unit 5 Rechte und Pflichten Rights and responsibilities
Geography	**Global hazards –** How can weather be hazardous? How do plate tectonics shape our world? Ties into Key Stage 3 knowledge (e.g., climate/weather basics) and begins the shift to more analytical, evaluative GCSE-level thinking. Core geographical processes and key terminology that underpins future GCSE topics (e.g., climate in ecosystems, natural hazard management). Captures students' interest through dramatic real-world events (e.g., earthquakes, tropical storms).
History	**study of a significant society or issue in world history and its interconnections with other world developments** - USA in the 20th Century – Social and Political history
Maths	**Reasoning with Proportion**: working with rates of change including speed and density, compound units **Reasoning with Probability**: tree diagrams, expected outcomes, relative frequency **Representing Algebra**: Quadratic, piece-wise, reciprocal and simultaneous equations graphs, representing inequalities
Music	TBC
PE	**Acquiring knowledge, Coaching (analysing & evaluating)** - Rounders, Athletics, Cricket,

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RE	**Moral Decision Making:** the Bible, the Church, Conscience, Situation Ethics, Utilitarianism
Science	**Photosynthesis and nutrient cycles**: Carbon cycle, Nitrogen cycle, Role of mineral nutrients in plant growth, Transpiration web-quest, Transpiration review/revision, Hypothesising & Concluding **Chemical calculations**: Standard form, Conservation of mass, The chemical mole, Concentration 2, Chemical calculations, Hypothesising & Concluding **Magnets and electromagnets**: The uses of electromagnets, The motor effect, Fleming's Left Hand Rule, Electric motors, Making an electric motor -Practical, Hypothesising and concluding