

Achieving Excellence

Overview of Year 9 Curriculum: Spring Term (January – February 2021)

This is an outline of the lessons that students will have this term and wherever possible follows the same curriculum that is taught in school. We have asked students to continue to follow their usual timetable, by joining live lessons on Teams. If the lesson is not on the calendar, please go the class team and join the lesson there. All lesson materials are available on Google Classroom and most work will be handed in there as Assignments. If students have any difficulties, please email the teacher. We encourage students to take short breaks between lessons and to get up and move. For support with remote learning and accessing Teams and Google Classroom please visit the school website http://www.leftwichhigh.com/news/news_coronavirus_guidance_support_2020.html. Further assistance is available from the Learning Support Team. Please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Where to find Lessons	Learning Focus and resources
Support & Resources	RM Launch Pad (Log in via the school website)	Go to http://www.leftwichhigh.com/ Click the envelope icon. Log in using school username and password. All learning resources can be found here: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader: For support please contact: passwordreset@leftwichhigh.com 'First News' – newspaper for students, available on the website.
Year Leader	Weekly Assembly - Teams	Assemblies are shared on a Monday, covering Leadership, Organisation, Resilience, Initiative and Communication, whilst also touching upon year-specific themes and initiatives.
Tutor Time	Google Classroom P: ke25dv O: tfssdd7 S: 5jk5blp T: ojqund2u H: 55wfvgc N: iefcssu M: dmsxdwd	The Tutor Time programme for the Spring Term allows students to continue to interact with their Tutor through live Teams check-ins and Character Development sessions. Assemblies will be shared weekly by Mrs Blackburn and Mr Snelson. Monday: Year Leader Assembly (Teams) Tuesday: Tutor Time Teams Check-in Wednesday: Character Development (Respect) Thursday: Tutor Time Teams Check-in Friday: Head's Assembly (YouTube)
Art & Photography	Google Classroom 9HM- HH - vzt3u3k 9PO- HH – dmbxjrx 9ST-HH – rdxzpfz 9Manley - h4z44nu 9HN- JG - j2eanco	This is a 6 week half term and the lessons are split into two blocks of three. The work is on Google Classrooms. Students are carrying out some photography work, which will give students a taste of photography and show them how creative the subject is. In the second block of lessons pupils will look at the work of British Artist Jennifer Collier. Students are going to complete a basic observational drawing and use the mixed media techniques including 'found' materials from around the home. Both projects allow for the materials students can access at home.

	9PO – JG - <i>rs1bj6w</i> 9ST- JG - <i>n2ptg2f</i>							
CC&M	<p>Teams Calendar and Classes</p> <p>Google Classroom Hatchmere [<i>gabvgor</i>] Manley [<i>xyng4vm</i>] Nunsmere [<i>v54gzvs</i>] Oakmere [<i>wfkreya</i>] Pickmere [<i>zmqmgp6</i>] Shakerley [<i>jonajeo</i>] Tatton [<i>f47i2bz</i>]</p>	<p>SAM Learning Centre ID: <i>CW9CH</i> User ID: <i>D.O.B. in 6 digits followed by initials</i> Password: <i>Same as User ID</i></p> <p>Live lessons will be hosted on Teams and the recordings of the sessions added to Google Classroom in case they are missed. Please check both the calendar and individual classes for the lessons on Teams.</p> <p>9.1 Film Trailer Analysis – Students learn the language of film and using it to deconstruct film trailers. Complete an analysis of a film trailer. 9.2 Python Programming – Students use Python to create their own text adventure game 9.3 App Development – Students develop GUI and learn about aspects of design. Logo design, brand creation.</p> <p>Graphics design and development, spreadsheet skills.</p> <p>All materials used in class as well as useful links and videos will be provided on Google Classroom.</p>						
D&T	<p>Google Classroom 9hn1 <i>tvu6j1w</i> 9hn2 <i>iko4u2p</i> 9hn3 <i>cjakztc</i> 9m1 <i>ufzfhgq</i> 9m2 <i>7jxjrsl</i> 9st1 <i>3kz6tqs</i> 9st2 <i>2trnfsq</i> 9st3 <i>atxrdwb</i> 9po1 <i>ghmy2au</i> 9po2 <i>xscajfr</i> 9po3 <i>2ypj6lc</i></p>	<p>Students are now back in their normal technology groups and when in school working on practical tasks. During times of remote learning staff will direct, via the Goggle Classroom, tasks to enhance their knowledge of the material area they are currently studying.</p> <p>Food- Students will study Food from different Countries and Cultures. They have work to complete on their google classroom and they will complete several practical lessons including making and shaping a pasta dough, scones, quiches, jambalaya and paella.</p> <p>CAD/CAM - Techsoft 2D design skills, manipulating designs, cutting materials on both the laser cutter and fret saws designing their own mobile phone holder.</p> <p>Textiles – Looking at designers and design houses, the work of Vivienne Westwood, tie dye, fabric qualities and embellishment.</p>						
EfL with RS	<p>Google Classroom: Hatchmere: <i>55wfvgc</i> Manley: <i>dmsxdwd</i> Nunsmere: <i>iefcssu</i> Oakmere: <i>tfssdd7</i> Pickmere: <i>ke25dvv</i> Shakerley: <i>5jk5blp</i> Tatton: <i>ojqnd2u</i></p>	<p>Theme: Barclays' Life Skill</p> <table border="1"> <tr><td>1. Problem Solving</td></tr> <tr><td>2. Creativity</td></tr> <tr><td>3. Communication</td></tr> <tr><td>4. Aim Higher</td></tr> <tr><td>5. Resilience</td></tr> <tr><td>6. Adaptability (Assessment)</td></tr> </table>	1. Problem Solving	2. Creativity	3. Communication	4. Aim Higher	5. Resilience	6. Adaptability (Assessment)
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English	<p>Google Classroom [Y9 English: <i>nu5fhhb</i>]</p>	<p>Students in Y9 follow both Language and Literature courses. In Language, students continue the 'Haunted' unit developing their Fiction Reading and Writing skills through horror extracts and bone-chilling creative writing. In Literature,</p>						

		<p>students continue to explore a collection of gothic extracts from the 19th Century including Jekyll & Hyde and The Raven.</p> <p>All lessons, and their relevant resources, are uploaded on the Y9 English Hub (20-21) on Google Classroom. There are PowerPoints with notes/instructions with the slides. As required, students can hand in their work to their dated Drop Point in a separate Google Classroom (which will have their teacher's name in the title) – if a student has difficulties with this, the codes for these classrooms are listed on the main hub, and they are welcome to email their class teacher.</p> <p>As well as the above, we strongly encourage students to read regularly; they have a fortnightly library lesson where they work on their Reading Passport: Gold. This is also on the main English Hub.</p>																								
French	<p>Google Classroom ActiveLearn</p>	<p>Half Term 1 Topic: The World of Work: Students will learn how to communicate and understand details about jobs and future plans. They will be able communicate what they are going to do in future, what jobs interest them and why and understand comparisons between past and future employment. Students also prepare and complete an extended piece of writing (90 words) to GCSE requirements. All lessons are available on Google Classroom.</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Teacher</th> <th>Google Classroom code</th> </tr> </thead> <tbody> <tr> <td>9s/FrLMa</td> <td>Mrs Mason & Mrs Lemon</td> <td>5f6o2jx</td> </tr> <tr> <td>9r/FrLMa</td> <td>Mrs Mason</td> <td>hycyei3</td> </tr> <tr> <td>9r/FrLL</td> <td>Mrs Lemon</td> <td>cc6ydwo</td> </tr> <tr> <td>9s/FrLB</td> <td>Miss Barlow</td> <td>rsphuag</td> </tr> <tr> <td>9r/FrSC</td> <td>Mrs Cresswell</td> <td>4nq4ctp</td> </tr> <tr> <td>9r/FrDS</td> <td>Mr Smith</td> <td>tavnkzi</td> </tr> <tr> <td>9s/FrDS</td> <td>Mr Smith</td> <td>yb5seaj</td> </tr> </tbody> </table>	Class	Teacher	Google Classroom code	9s/FrLMa	Mrs Mason & Mrs Lemon	5f6o2jx	9r/FrLMa	Mrs Mason	hycyei3	9r/FrLL	Mrs Lemon	cc6ydwo	9s/FrLB	Miss Barlow	rsphuag	9r/FrSC	Mrs Cresswell	4nq4ctp	9r/FrDS	Mr Smith	tavnkzi	9s/FrDS	Mr Smith	yb5seaj
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Geography	<p>9hmG1 - SB pp4vj6k 9hmG2 - KP gverglw 9hmG3 – VR q23heya 9pG1 VR v2snfni 9pG2 – KP fthieu3 9sG1 – SB jxzilk2 9sG2 – KP u4v7zz5</p>	<p>Live lessons are to be accessed via Teams' class.</p> <p>Resources are downloaded from, and completed work to be uploaded via, Google Classroom (codes below)</p> <p>Year 9 students will study the Physical Geography topic of <i>Coastal Landscapes</i>, this will include studying named locations that have implemented coastal management schemes and the reasons for implementing them. Once completed, students will move on to studying <i>Tectonic Hazards</i>, this will include the location of earthquakes and volcanoes around the world and the causes and effects of the Japanese Tohoku earthquake of 2011 and the Indian Gorkha earthquake of 2013. During the Human Geography lessons students will be studying the UK example of Birmingham, its importance to the UK and influences and importance in the UK and abroad.</p>																								
History	<p>Google Classroom</p> <p>9hm/H1 (AO): w3zbfuy 9hm/H2 (GW): pohuvwh 9hm/H3 (GL): qddpk6s 9p/H1 (GW): ac77vbq 9p/H2 (GL): poozqfl</p>	<p>Y9 are finishing their second enquiry question: Can we justify the big decision of the Second World War?’</p> <p>Upon completing this we will embark on our third enquiry: How should we remember the Holocaust?</p> <p>Lesson focuses include; What was the Holocaust? Why were the Nazi's Anti-Semitic? Why did Battalion 101 shoot? What was the path to the Final Solution? Amongst others.</p> <p>All work will be made available through Google Classroom. Please contact the class teacher with any questions.</p>																								

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Maths	<p>MathsWatch</p> <p>Google Classroom</p> <p>MKi gwhazaw</p> <p>PW rvwvzwn</p> <p>RF av3tiyz</p> <p>EG 7b4ovvc</p> <p>CM U66pokk</p> <p>SW onpcwat</p> <p>TA eqw4m7v</p>	<p>Lesson resources are provided on Google Classroom and TEAMS. Students should complete the work set on MathsWatch when directed by their teacher in the Live Lessons.</p> <p>Username: First2intialssurname@leftwichhigh (e.g. John Smith, JoSmith@leftwichhigh)</p> <p>Password: Leftwich</p> <p><u>Year 9 Foundation</u></p> <p>Week 1 - Percentages</p> <p>Week 2 - Inequalities</p> <p>Week 3 – Factors and Primes</p> <p>Week 4 – Volume of Cylinders</p> <p>Week 5 – Pie Charts</p> <p>Week 6 –Using Formulae</p> <p><u>Year 9 Higher</u></p> <p>Week 1 – Inequalities and Regions</p> <p>Week 2 – Ratio</p> <p>Week 3 – Nth Term</p> <p>Week 4 – Standard Form</p> <p>Week 5 – Simultaneous equations</p> <p>Week 6 – Accuracy</p>																																																								
Music	<p>Google Classroom</p> <p>9H pjgk2gw</p> <p>9M sh76lu4</p> <p>9N saddrh5</p> <p>9O y4ws6rl</p> <p>9P ckqbgvh</p> <p>9S nkej4it</p> <p>9T uh6cyj2</p>	<p>Songwriting and using a DAW.</p> <p>Lesson 1 and 2 - To explore examples of different subject matter to create ideas and phrases, leading to creating some simple song lyrics. Develop and rework lyrics, to fit within a typical song structure.</p> <p>Lesson 3 and 4 - Improvise musical ideas and develop texture built around the rhythm of lyrics. Develop a chorus which contains a memorable hook and which aptly reflects the lyrics</p> <p>Lesson 5 - Develop a verse which aptly reflects the lyrics and combine all elements of the song together to produce a “finished” song</p> <p>Lesson 6 – gala performance! (either independent song or composed song)</p>																																																								
PE	<p>Google Classroom</p> <p>SAM Learning</p>	<table border="1"> <thead> <tr> <th>Tutor Group</th> <th colspan="4">POST</th> <th colspan="3">PGL</th> </tr> <tr> <th>Teacher</th> <th>HM</th> <th>JT</th> <th>ST</th> <th>MT</th> <th>JT</th> <th>MT</th> <th>ST</th> </tr> </thead> <tbody> <tr> <td>Class Code</td> <td>jfn7ye</td> <td>pyxhy4b</td> <td>vuytqtt</td> <td>vsicv4c</td> <td>3n7sfjc</td> <td>gsbv56i</td> <td>j4yt7bw</td> </tr> <tr> <td>04/01</td> <td>Tramp</td> <td>Theory</td> <td>Handball</td> <td>Theory</td> <td>Handball</td> <td>Football</td> <td>Theory</td> </tr> <tr> <td>11/01</td> <td>Tramp</td> <td>Theory</td> <td>Handball</td> <td>Theory</td> <td>Handball</td> <td>Football</td> <td>Theory</td> </tr> <tr> <td>18/01</td> <td>Tramp</td> <td>Theory</td> <td>Handball</td> <td>Theory</td> <td>Handball</td> <td>Football</td> <td>Theory</td> </tr> <tr> <td>25/01</td> <td>Sports leaders</td> <td>Tramp</td> <td>Football</td> <td>Handball</td> <td>Sports leaders</td> <td>Handball</td> <td>Football</td> </tr> </tbody> </table>	Tutor Group	POST				PGL			Teacher	HM	JT	ST	MT	JT	MT	ST	Class Code	jfn7ye	pyxhy4b	vuytqtt	vsicv4c	3n7sfjc	gsbv56i	j4yt7bw	04/01	Tramp	Theory	Handball	Theory	Handball	Football	Theory	11/01	Tramp	Theory	Handball	Theory	Handball	Football	Theory	18/01	Tramp	Theory	Handball	Theory	Handball	Football	Theory	25/01	Sports leaders	Tramp	Football	Handball	Sports leaders	Handball	Football
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RS	GCSE RS Google Classroom (W3hm4nv)	Students are studying the topic Human and Animal life. Their lessons and resources are on Google Classroom. They should work their way through the lesson PowerPoints, completing any tasks they come across. These lessons will give them a chance to reflect on their own ethics and tackle some challenging themes regarding the importance of human and animal life. This will run until Easter. During this term they will cover up to 6 lessons: Is it right to have a saviour sibling? What makes us human? Are animals a resource for human survival? When does human life begin? Is it ever right to prevent life with an abortion? Is it ever right to end a life with euthanasia?																
Science	Google classroom, Seneca and SAM learning [itwdwfv]	<p>Biology:</p> <ul style="list-style-type: none"> • The structure of the Nervous system (1-2 lessons) • Testing sensitivity of pressure receptors in the skin (1 lesson) • Reflex arcs (1-2 lessons) • The Nervous System Ruler drop test (2 lessons) • What is a Hormone and where is it secreted from? (1 Lesson) • The events of the Menstrual cycle (1 lesson) • Hormones involved in the menstrual cycle (1 lesson) • Artificial control- Hormones and Contraception (1 lessons) • How do different contraceptive work (1 lesson) <p>Chemistry:</p> <ul style="list-style-type: none"> • Extraction of metals – copper form malachite (smelting) – may take 3 lessons with foundation classes • Extraction of metals – scrap iron and electrolysis of solutions (H) - 1 lesson • Extraction of metals from low-grade ores (phytomining & bioleaching) (H) - 1 lesson • Organic Chemistry – crude oil – 1 lesson • Fractional distillation of crude oil – 1 lesson • Fractional distillation – properties of fractions – 1 lesson • Atmospheric pollutants – how they are produced and their environmental impact – 2 lessons • Cracking – 1 lesson • Life Cycle Assessment – 1 lesson <p>Physics:</p> <ul style="list-style-type: none"> • Specific Heat Capacity (3 lessons) • Efficiency (1 lesson) • Increasing efficiency (1 lesson) • Calculating power (1 lesson) • Energy Resources (2 lesson) • Waves and wave equation (2 lessons) • Waves required practical (at least 2 lessons) 																
Spanish	Google Classroom ActiveLearn	<p>Half Term 1</p> <p>Topic: Healthy Living</p> <p>Students will learn how to communicate and understand details about healthy lifestyles including diet, getting fit, daily routine, and ailments and injuries. Students develop their cultural awareness of daily life in South American</p>																

countries. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of healthy living. Students prepare and complete a 90-word written task in line with GCSE requirements. All lessons are available on Google Classroom.

Class	Teacher	Google Classroom code
9r/SpLMa	Mrs Mason	qqwvzlk
9r/SpLB	Miss Barlow	mjk5o3t
9R/SpAL	Mrs Lamb	s4uyvpx
9S/SpAL	Mrs Lamb	7fzzynf
9r/SpSC	Mrs Cresswell	3uhplah
9S/SpSC	Mrs Cresswell	26tvp7
9S/SpAC	Miss Chew	aenroee