

Achieving Excellence

Overview of Year 9 Curriculum: Autumn Term 2 (November – December 2022)

This is an outline for students, parents and carers of the curriculum that students will be studying this half-term. All lessons are available on Google Classroom, following the same curriculum that is taught in school.

Details of homework and students' timetables are available on the SIMS App-for support please contact aralph@leftwichhigh.com. For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Where to find Lessons	Learning Focus and resources
Support & Resources	RM Launch Pad <i>(Log in via the school website)</i>	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
Tutor Time	Google Classroom 9A: o4nh7iy 9P: fgs4xfi 9G: jie5lzq 9S: 4pk2vn6 9W: yjxrt6n 9C: xexlish 9L: nbx3hm7	Students will follow a planned Tutor Time programme developing skills in Leadership; Organisation; Resilience; Initiative and Communication. Sessions also include an opportunity to develop literacy and reading skills. Monday: Achieving Excellence (A) Character Development (B) Tuesday: Literacy and Numeracy Challenge Wednesday: Head's Assembly (Hall) Thursday: Year Leader Assembly – Themes – Core Values & Using your voice Friday: Tutor-led Drop Everything and Read (DEAR) <i>Ghost Boys – Jewell Parker Rhodes</i>
Art	Google Classroom Lister: zzwyju5 Jenna: q4jh7mj Curie: 2jjxu3t Drew: 5f6klok Wright: ww2ro5j Bird: oktmow6 Nightingale: 5y7rbxf	Pupils will begin a 2-week photography project, using the cameras to photograph different elements around the school using a treasure hunt sheet. They will also progress their drawing skills by creating 4 individual masks taking inspiration from the Day of the dead theme. Adding symmetry and pattern to their work they will then create one final A4 mask sectioning it into two and adding colour shading to one side and black and white pencil shading to the other.
CC&M	Google Classroom Bird [euopqss] Curie [2gcu75x] Drew [zeacpjb] Jenner [ti35w3o]	SAM Learning Centre ID: CW9CH User ID: D.O.B. in 6 digits followed by initials Password: Same as User ID

	<p>Lister [4hj5fff] Nightingale [npivdsl] Wright [bz2ydei]</p>	<p><i>Students now have increased computer access time and will be revisiting units to complete practical aspects that were missed.</i></p> <p>9.1 A) Python Programming – Students use Python to create their own text adventure game</p> <p>9.1 B) App Development – Students develop GUI and learn about aspects of design. Logo design, brand creation.</p> <p>All materials used in class, as well as useful links and videos, will be provided on Google Classroom.</p>																
<p>D&T</p>	<p>Google Classroom D&T classes will continue from last year.</p>	<p>Students will continue to rotate through 3 areas of D&T this year, to ensure they maximise their skills development in D&T, prior to Starting GCSE in year 10. They will sit a written examination at ST1 to allow them to show their knowledge and experience the style of questions used in the D&T and the FP&N GCSE examinations.</p> <p>Food- Students will study Food from different Countries and Cultures. They will complete several practical lessons including making and shaping a pasta dough, Bolognese, macaroni cheese, bread rolls and a Victoria sandwich cake.</p> <p>CAD/CAM - Isometric drawing, 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 – Students will be introduced to safe working in the textiles room. They will then design of a cushion cover for a coffee bar with a music influence. Looking at the techniques of tie dye, fabric qualities and embellishment.</p>																
<p>EfL with RS</p>	<p>Google Classroom: 9A: o4nh7iy 9P: fgs4xfi 9G: jie5lzq 9S: 4pk2vn6 9W: yjxrt6n 9C: xexlish 9L: nbx3hm7</p>	<p>Theme: Health and Wellbeing</p> <table border="1" data-bbox="507 1070 1465 1328"> <tr> <td>L1. Understand the risks and law on drugs</td> </tr> <tr> <td>L2. Understand the consequences of drinking alcohol</td> </tr> <tr> <td>L3. Be aware of the consequences of body piercings and tattoos</td> </tr> <tr> <td>L4. Make responsible health choices: vaccinations, blood + organ donation, stem cells + hygiene</td> </tr> <tr> <td>L5. Social Media</td> </tr> <tr> <td>L6. Acid Attacks</td> </tr> </table>	L1. Understand the risks and law on drugs	L2. Understand the consequences of drinking alcohol	L3. Be aware of the consequences of body piercings and tattoos	L4. Make responsible health choices: vaccinations, blood + organ donation, stem cells + hygiene	L5. Social Media	L6. Acid Attacks										
L1. Understand the risks and law on drugs																		
L2. Understand the consequences of drinking alcohol																		
L3. Be aware of the consequences of body piercings and tattoos																		
L4. Make responsible health choices: vaccinations, blood + organ donation, stem cells + hygiene																		
L5. Social Media																		
L6. Acid Attacks																		
<p>English</p>	<p>Google Classroom [Y9 English: byslcaj]</p>	<p>Students continue with the Relationships Poetry (Literature) and Voicing the Voiceless (Language) units for the first part of the term covering: There are approximately 6-8 lessons remaining.</p> <p>Students then begin, from W/C 14th November, their new units: Gothic Chronicles (Literature) and Haunted (Language) which are both inspired by the gothic genre. Coverage as follows:</p> <table border="0" data-bbox="507 1574 1465 1821"> <tr> <td>Literature:</td> <td>Language:</td> </tr> <tr> <td>WK 1 – Gothic Context & Intro to Frankenstein</td> <td>The Woman in Black Questions 1-2</td> </tr> <tr> <td>WK 2 – Frankenstein Exploration & Essay</td> <td>Introduction to Creative Writing</td> </tr> <tr> <td>WK 3 – Poe’s The Raven</td> <td>The Woman in Black Questions 3-5</td> </tr> <tr> <td>WK 4 – Dickens Short Story</td> <td>Story Arc, Figurative Devices + Show, Not Tell</td> </tr> <tr> <td>WK 5 – Jekyll & Hyde Extracts</td> <td>Rebecca Questions 1-2</td> </tr> <tr> <td>WK 6 – Dracula Extracts</td> <td>Paragraphing, Character, Hooks + CW Practice</td> </tr> <tr> <td>WK 7 – Morrison’s Beloved</td> <td>Rebecca Questions 3-5</td> </tr> </table> <p>(Please note: these units continue after the Christmas holidays)</p> <p>All lessons, and their relevant resources, are uploaded on the Y9 English Hub (22-23) on Google Classroom. As well as the above, we strongly encourage students to read regularly; they have a fortnightly Reading for Pleasure lesson where they work on their Reading Passport: Gold. This is also on the main English Hub.</p>	Literature:	Language:	WK 1 – Gothic Context & Intro to Frankenstein	The Woman in Black Questions 1-2	WK 2 – Frankenstein Exploration & Essay	Introduction to Creative Writing	WK 3 – Poe’s The Raven	The Woman in Black Questions 3-5	WK 4 – Dickens Short Story	Story Arc, Figurative Devices + Show, Not Tell	WK 5 – Jekyll & Hyde Extracts	Rebecca Questions 1-2	WK 6 – Dracula Extracts	Paragraphing, Character, Hooks + CW Practice	WK 7 – Morrison’s Beloved	Rebecca Questions 3-5
Literature:	Language:																	
WK 1 – Gothic Context & Intro to Frankenstein	The Woman in Black Questions 1-2																	
WK 2 – Frankenstein Exploration & Essay	Introduction to Creative Writing																	
WK 3 – Poe’s The Raven	The Woman in Black Questions 3-5																	
WK 4 – Dickens Short Story	Story Arc, Figurative Devices + Show, Not Tell																	
WK 5 – Jekyll & Hyde Extracts	Rebecca Questions 1-2																	
WK 6 – Dracula Extracts	Paragraphing, Character, Hooks + CW Practice																	
WK 7 – Morrison’s Beloved	Rebecca Questions 3-5																	
<p>French</p>	<p>Google Classroom ActiveLearn</p>	<p>Topic: Discussing future plans</p> <p>Week 1 Discuss future career plans Week 2 Introduce the future tense Week 3 Talk about an inventor (focus on questions)</p>																

		<p>Week 4 Using the imperfect tense</p> <p>Week 5 Focus on skills (practice the topic in all skills – reading, listening and speaking)</p> <p>Week 6 Preparation for extended writing and completion</p> <p>Week 7 Cultural lesson – Christmas in France</p>
Geography	<p>Year 9 Geography Google Classroom hub: aumilvt</p>	<p>Students will be studying two topics which are interleaved, with all lesson resources posted to the year 9 Google classroom hub. Students will study the human topic 'Urban Issues and Challenges' (purple exercise books) alongside the physical topic 'Coastal Landscapes in the UK' (yellow exercise books).</p> <p>The ST1 assessment for Geography in the following half term will assess students understanding of the topics taught since September. Revision materials will be provided to students and, also published on the Google Classroom hub.</p> <p><u>Coastal Landscapes</u></p> <p>1 - Weathering and mass movement 2 - Types of coastal erosion 3 - Landforms created by erosion – headlands & bays, wave-cut platforms 4 - Landforms created by erosion – caves, stacks, stumps and arches 5 – Longshore drift 6 – Landforms created by deposition – spits and bars 7 - Landforms created by deposition – beaches and sand dunes</p> <p><u>Urban issues & Challenges</u></p> <p>8 - Distribution and population of urban areas in the UK 9 - Opportunities of urban change in Birmingham 10 - Challenges created by urban change in Birmingham 11 - Urban regeneration in Birmingham - Longbridge</p>
History	<p>Google Classroom</p>	<p>Y9 are finishing their first enquiry question: 'How was the First World War GREAT? A study in significance.</p> <ol style="list-style-type: none"> 1. How did the First World War end? 2. How did the First World War change Remembrance? 3. How was the First World War GREAT? Summary. <ul style="list-style-type: none"> • ST1 feedback <p>Second Enquiry Question: 'Why is Alan Turing on a £50 bank note?</p> <ol style="list-style-type: none"> 1. What was interesting about Young Alan? 2. Can the policy of Appeasement be justified? 3. Breaking the unbreakable code 4. How did Ultra help win the War? 5. Alan after the War 6. How is Alan remembered today?
Maths	<p>MathsWatch</p> <p>Google Classroom</p> <p>7pviztq</p>	<p>Lesson resources are provided on Google Classroom. Students should complete the work set on MathsWatch. (Username: First2initialssurname@leftwichhigh e.g. John Smith, JoSmith@leftwichhigh) Password: Leftwich</p> <p>Week 1 Transformations Week 2 Ratio Week 3 Angles & Polygons Week 4 Rules of Indices Week 5 Solve Equations Week 6 Standard Form Week 7 Equations of Linear Graphs</p>

<p style="text-align: center;">Music</p>		<p>In at the deep end (10 weeks – NB this project will continue into the Spring term.)</p> <p>An independent learning project where groups of students research, rehearse and perform a song, chosen from a list of 4. There is minimal input from the teacher throughout; encouraging students to collaborate together, using teamwork and aural skill and fostering “stickability.” They will use their skills as an instrumentalist / singer as part of a band and will ‘deconstruct’ a song, researching and using varied means to learn their part. They will use these acquired skills to compose their own song.</p> <p>Lesson 1 – Forming bands and choosing one of 3 songs to deconstruct.</p> <p>Lesson 2 - Deliberate listening to, sourcing music, lyrics etc and begin to try to learn a given part of the chosen song.</p> <p>Lesson 3 - To rehearse and perform a given part in of the chosen song, appraising and refining; as part of the group, as agreed.</p> <p>Lesson 4 - To rehearse and perform a given part in of the chosen song, appraising and refining; as part of the group, as agreed.</p> <p>Lesson 5 - To rehearse and perform a given part in of the chosen song, appraising and refining; as part of the group, as agreed. Also, recording session and assessment when ready.</p> <p>Lesson 6 - Recording session and assessment when ready.</p> <p>Lesson 7 - 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 8 - 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 9 - Develop a verse which aptly reflects the lyrics and combine all elements of the song together to produce a “finished” song</p> <p>Lesson 10 – gala performance! (either independent song or composed song)</p>																									
<p style="text-align: center;">PE</p>	<p style="text-align: center;">Google Classroom</p> <p style="text-align: center;">SAM Learning</p>	<table border="1" data-bbox="507 1348 1423 1630"> <thead> <tr> <th>Teacher</th> <th>HM/KW</th> <th>MT</th> <th>JT/KW</th> <th>ST</th> </tr> </thead> <tbody> <tr> <td>31st Oct</td> <td>Trampolineing</td> <td>Netball</td> <td>Dance</td> <td>Football</td> </tr> <tr> <td>14th Nov</td> <td>Hockey</td> <td>Handball</td> <td>Theory</td> <td>Football</td> </tr> <tr> <td>28th Nov</td> <td>Orienteering</td> <td>Hockey</td> <td>Handball</td> <td>Theory</td> </tr> <tr> <td>12th Dec</td> <td>Theory</td> <td>Orienteering</td> <td>Hockey</td> <td>Handball</td> </tr> </tbody> </table> <p>Students will follow the activities indicated in the timetable above. The content of each lesson can be found in the corresponding ‘topic’ folder on their Google Classroom.</p>	Teacher	HM/KW	MT	JT/KW	ST	31 st Oct	Trampolineing	Netball	Dance	Football	14 th Nov	Hockey	Handball	Theory	Football	28 th Nov	Orienteering	Hockey	Handball	Theory	12 th Dec	Theory	Orienteering	Hockey	Handball
Teacher	HM/KW	MT	JT/KW	ST																							
31 st Oct	Trampolineing	Netball	Dance	Football																							
14 th Nov	Hockey	Handball	Theory	Football																							
28 th Nov	Orienteering	Hockey	Handball	Theory																							
12 th Dec	Theory	Orienteering	Hockey	Handball																							
<p style="text-align: center;">RS</p>	<p style="text-align: center;">GCSE RS Google Classroom</p> <p style="text-align: center;">(7ckvbku)</p>	<p>Students will continue to study the topic Evil and Suffering. Lessons and resources can be found on Google Classroom. Students should work their way through the lesson PowerPoints, completing any tasks they come across. Lessons 1-3 were taught during the first half term.</p> <p>As part of the Evil and Suffering topics students will study the following lessons: Lesson 4: Religious responses to the origin of evil Lesson 5: Teacher assessed task- reflect on learning so far Lesson 6: Can good come from evil and suffering?</p>																									

		Lesson 7: Know how religious people help those who are suffering
Science	Teams, Seneca and SAM learning	<p>Biology:</p> <p>1-2. Medical testing (1-2 lessons) 3. What is health? - Communicable and non- communicable disease (1 lesson) 4. Cancer (1 lesson) 5.The effects of Alcohol on the body and society (1 lesson) 6.The effects of Smoking on health (1 lessons) 7.Diet and exercise (1 lesson)</p> <p>Link to Biology Resources</p> <p>Chemistry:</p> <p>1. Electron configuration (1 lesson) 2. Organic Chemistry – crude oil (1 lesson) 3. Fractional distillation of crude oil (1 lesson) 4. Fractional distillation – properties of fractions (1 lesson) 5 & 6. Atmospheric pollutants – how they are produced and their environmental impact (2 lessons) 7. Cracking (1 lesson)</p> <p>Link to Chemistry Resources:</p> <p>Physics:</p> <p>1/2 – Density required practical's (2 lessons) 3 – Factors affecting heat loss (1 lesson) 4 – House insulation (1 lesson) 5 – Energy stores (1 lesson) 6 – Efficiency (1 lesson) 7 – Increasing efficiency (1 lesson)</p> <p>Link to Physics Resources:</p>
Spanish	Google Classroom ActiveLearn	<p>Topics: Jobs - discussing different jobs and responsibilities; using the future tense; describe a typical day at work; give details of what you would like to do in future.</p> <p>Week 1 introduction of types of jobs and types of tasks you complete Week 2 Saying what job you would like to do and why Week 3 Using 3 tenses to describe a job Week 4 Describing future jobs Week 5 Focus on skills (practice written task) Week 6 Preparation and completion of extended writing task Week 7 Cultural lesson on las fiestas de Navidad</p>