



## Achieving Excellence

### Overview of Year 9 Curriculum: Spring Term 1 (January – February 2023)

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](mailto: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
<b>Support &amp; Resources</b>	RM Launch Pad (Log in via the school website)	Go to <a href="http://www.leftwichhigh.com/">http://www.leftwichhigh.com/</a> 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: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a>
<b>Tutor Time</b>	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 / Numeracy Challenge / revision Wednesday: Head's Assembly (Hall) Thursday: Year Leader Assembly (Hall) Friday: Tutor-led Drop Everything and Read (DEAR)
<b>Art</b>	9SW1 HH - gelrehp 9SW2 OH - 5fpzmhy 9AC1 HH - hyexypz 9AC2 OH - c6eojpo 9PG1 HH - 4ims7w2 9PG2 OH - nb3uua2 9Lovell HH - s5pswcz	This is a 7 week/lesson term. Pupils will be looking at 'identity' they will be constructing a letter, their own initial and then covering it with relevant information about themselves. They are going to think about all of their favourite things, and what defines them. Then find as many images as the can, and complete some thumb nail drawings to 'decorate' their letter. Lesson 1, create and cut out the letter in cardboard. Lesson 2 & 3 construct the letter and cover in paper mache. Lesson 4 & 5 add the pictures and drawings. Lesson 6 & 7, refinement and assessment.  Should pupils be isolating, Art work that is assessable from home is on google classrooms.
<b>CC&amp;M</b>	Google Classroom Bird [euopqss]	<b>SAM Learning</b> Centre ID: CW9CH User ID: D.O.B. in 6 digits followed by initials

	<p>Curie [2gcu75x]  Drew [zeacpjb]  Jenner [ti35w3o]  Lister [4hj5fff]  Nightingale [npivdsl]  Wright [bz2ydei]</p>	<p>Password: <i>Same as User ID</i></p> <p><b>9.1 B) App Development</b> – Students develop GUI and learn about aspects of design. Logo design, brand creation. They will develop an interactive app for an ecommerce business.</p> <p><b>9.1 C) Film Studies</b> – Students will be script writing and then producing a short conversation piece. They will also learn about editing on Premier Pro and After Effects.</p> <p>All materials used in class, as well as useful links and videos, will be provided on Google Classroom.</p>										
<p><b>D&amp;T</b></p>	<p>Google Classroom D&amp;T classes will continue from last year.</p>	<p>Students will continue to rotate through 3 areas of D&amp;T this year, to ensure they maximise their skills development in D&amp;T, prior to Starting GCSE in year 10. In the spring term they will start their second material area. Their Google classroom will remain the same.</p> <p><b>Food</b>- 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><b>CAD/CAM</b> - 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><b>Textiles</b> – 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>D&amp;T work that is accessible from home is on Google Classrooms. Teachers may also email students individually with further details.</p>										
<p><b>EfL with RS</b></p>	<p>Google Classroom same as Tutor Group</p>	<p><b>Theme: Barclays Life Skills</b></p> <table border="1" data-bbox="523 1189 1414 1525"> <tr> <td>1. Problem Solving</td> </tr> <tr> <td>2. Adaptability</td> </tr> <tr> <td>3. Resilience</td> </tr> <tr> <td>4. Leadership (Assessment)</td> </tr> <tr> <td>5. Innovation</td> </tr> </table> <p>This half term students develop their employability skills needed to succeed in the workplace. These skills have been identified by employers and the resources are adapted from the Barclays Life Skills program.</p>	1. Problem Solving	2. Adaptability	3. Resilience	4. Leadership (Assessment)	5. Innovation					
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<p><b>English</b></p>	<p>Google Classroom Whole Cohort:  <b>Y9 English Hub:</b>  byslcaj</p>	<p>Students continue with the <b>Gothic Chronicles</b> (Literature) and <b>Haunted</b> (Language) units for the first part of the term covering:  Language: Lessons 6-8 Gothic Story Writing &amp; Lessons 3-8 Reading (The Woman in Black &amp; Rebecca)  Literature: L7-15 on Frankenstein, The Raven, The Signalman, Jekyll &amp; Hyde and Dracula.</p> <p>Students then begin their new units <b>Take the Stage/An Inspector Calls</b> (Literature) and <b>Magazine Mania</b> (Language) from W/C 6<sup>th</sup> February. Coverage as follows:</p> <table data-bbox="502 1944 1362 2096"> <tr> <td><b>Literature:</b></td> <td><b>Language:</b></td> </tr> <tr> <td>L1 – Social &amp; Historical Context</td> <td>L1 – Article Writing</td> </tr> <tr> <td>L2 – Act 1 Plot</td> <td>L2 – Travel Writing</td> </tr> <tr> <td>L3 – Act 2 Plot</td> <td>L3 – Antarctic Reading Paper Qu 1 &amp; 2</td> </tr> <tr> <td>L4 – Character Focus</td> <td>L4 – Antarctic Reading Paper Qu 3 &amp; 4</td> </tr> </table> <p>(Please note: these units continue after February half term)</p>	<b>Literature:</b>	<b>Language:</b>	L1 – Social & Historical Context	L1 – Article Writing	L2 – Act 1 Plot	L2 – Travel Writing	L3 – Act 2 Plot	L3 – Antarctic Reading Paper Qu 1 & 2	L4 – Character Focus	L4 – Antarctic Reading Paper Qu 3 & 4
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		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.
<b>French</b>	Google Classroom ActiveLearn	<p><b>Topic: Discussing Music (Rouge)</b></p> <p>Week 1 Describing music preferences  Week 2 Revision for ST1  Week 3 ST1 completion  Week 4 using the imperfect tense and the present tense together  Week 5 Describe what life used to be like  Week 6 Using question to complete an interview with a French speaker  Week 7 Preparing and completing extended writing task</p> <p><b>(VERT)</b></p> <p>Week 1 Describing music preferences  Week 2 Revision for ST1  Week 3 ST 1 exams  Week 4 describing a trip to a concert (past tense)  Week 5 describing a French musician  Week 6 Revisit the module and use a variety of tenses  Week 7 Preparing and completing extended writing task</p>
<b>Geography</b>	Google Classroom <b>Year 9 Geography hub aumilvt</b>	<p>Students will be studying two topics which are interleaved.  Students will study the human topic '<b>Urban Issues and Challenges</b>' alongside the physical topic '<b>Coastal Landscapes in the UK</b>'</p> <p><b>ST1</b></p> <p>L1: ST1 Revision lesson  L2: ST1 Assessment lesson  L3: ST1 Feedback lessons</p> <p><b>Coastal Landscapes</b></p> <p>L1 Holderness coastline Google Earth investigation  L2 – hard and soft engineering techniques  L3 – named example of the Isle of Wight</p> <p><b>Urban issues &amp; Challenges</b></p> <p>L1: Opportunities created by urban change in Birmingham  L2: Challenges created by urban change in Birmingham  L3: Urban regeneration in Birmingham  L4: Sustainable urban living  L5: Sustainable transport solutions</p>
<b>History</b>	Google Classroom	<p>Y9 will begin their third enquiry question entitled: <b>How should we remember the Holocaust?</b></p> <p>L1 – What was the Holocaust  L2 – Why were the Nazis Anti-Semitic?  L3 – How did Jewish life change?  L4 – Why did the men of Battalion 101 shoot?  L5 - What was life like in Nazi camps?  L6 - Did the Fuhrer 'give the Jews a town'?  L7-8 – How should we remember the Holocaust?  L9 - Perpetrators, Bystanders, Victims.</p>

<p style="text-align: center;"><b>Maths</b></p>	<p style="text-align: center;">MathsWatch</p> <p style="text-align: center;">Google Classroom</p> <p style="text-align: center;">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 – Similarity  Week 2 – ST1 Exams  Week 3 – ST1 Exams  Week 4 – Set Notation  Week 5- Exam feedback  Week 6 – Metric units for Area &amp; Volume  Week 7 – Accuracy</p>																														
<p style="text-align: center;"><b>Music</b></p>	<p style="text-align: center;">Google Classroom</p> <p>9A ljbdaq  9C rpbikzz  9G bosppe6  9L lur6fvc  9P 4njibdr  9S 3yv3vsp  9W vvqg2mp</p>	<p><b>In at the deep end (10 weeks – NB this project is continued from the Autumn term.)</b></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.  Lesson 2 - Deliberate listening to, sourcing music, lyrics etc and begin to try to learn a given part of the chosen song.  Lesson 3 - To rehearse and perform a given part in of the chosen song, appraising and refining; as part of the group, as agreed.  Lesson 4 - To rehearse and perform a given part in of the chosen song, appraising and refining; as part of the group, as agreed.  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.  Lesson 6 - Recording session and assessment when ready.  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.  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  Lesson 9 - Develop a verse which aptly reflects the lyrics and combine all elements of the song together to produce a “finished” song  Lesson 10 – gala performance! (either independent song or composed song)</p>																														
<p style="text-align: center;"><b>PE</b></p>	<p style="text-align: center;">Google Classroom</p> <p style="text-align: center;">SAM Learning</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Teacher</th> <th>HM/KW</th> <th>JT/MT</th> <th>KW</th> <th>ST</th> </tr> </thead> <tbody> <tr> <td>9th January</td> <td>Handball</td> <td>Contemporary issues in sport</td> <td>Orienteering</td> <td>Hockey</td> </tr> <tr> <td>23rd January</td> <td>Fitness</td> <td>TT</td> <td>Rugby</td> <td>Healthy living</td> </tr> <tr> <td>6th Feb January</td> <td>TT</td> <td>Rugby</td> <td>Healthy living</td> <td>Fitness</td> </tr> <tr> <td>27th February</td> <td>Rugby</td> <td>Healthy living</td> <td>Fitness</td> <td>TT</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Teacher	HM/KW	JT/MT	KW	ST	9th January	Handball	Contemporary issues in sport	Orienteering	Hockey	23rd January	Fitness	TT	Rugby	Healthy living	6th Feb January	TT	Rugby	Healthy living	Fitness	27th February	Rugby	Healthy living	Fitness	TT					
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		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.
<b>RS</b>	GCSE RS Google Classroom (mjoy6cwi)	Students will start to study the topic <b>Human and Animal Life</b> . Lessons and resources can be found on Google Classroom. Students should work their way through the lesson PowerPoints, completing any tasks they come across.  This half term students will study the following lessons: Lesson 1: ST1 exam Lesson 2: Exam feedback and Discuss what makes us human Lesson 3: Are humans and animals equal?
<b>Science</b>	Teams, Seneca and SAM learning	<b>Biology:</b>  1-2. Revision (1-2 lesson) 3. Complete exam(1 lesson) 4. Go through exam (1 lesson) 5.Plant and Animal cells (1 Lesson) 6 -7.Specialised Cells (1-2 lessons)  <a href="#">Link to Biology Resources</a>  <b>Chemistry:</b>  1. Revision (1 lesson) <b>2 &amp; 3.</b> Exam & feedback (2 lessons) <b>4.</b> Conservation of mass during a chemical reaction (1 lesson) <b>5.</b> Group 1 – Alkali metals (1 lesson) <b>6.</b> Metals & acids (1 lesson) <b>7.</b> Displacement (1 lesson)  <a href="#">Link to Chemistry Resources:</a>  <b>Physics:</b>  1/2 – Revision for ST2 (2 lessons) 3 – Sit ST2 (1 lesson) 4 – ST2 Feedback (1 lesson) 5 – Calculating Power (1 lesson) 6/7 – Energy Resources (2 lessons)  <a href="#">Link to Physics Resources:</a>
<b>Spanish</b>	Google Classroom ActiveLearn	<b>Topics: Health</b> - 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.  Week 1 introduction to describing what you eat/ drink Week 2 ST1 revision Week 3 ST1 exams Week 4 Describing how you keep fit/ lead a healthy life Week 5 describing illnesses Week 6 Preparation and completion of presentation using 3 tenses Week 7 Preparation and completion of extended writing task

