Art – Year 9

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Students have 1 lesson of Art each week. **How do we use techniques and skills in art to create accurate observation drawings?** Developing drawing skills using different medium. **How can the drawings of Michelangelo inspire our artwork?** Exploring drawings of Michelangelo.	**What is the best way of practicing observation drawing?** **Why are the drawings of Michelangelo**	Encourage your child to practice observation drawing using different medium: for example using a pencil; ballpoint pen; fineliner pen; charcoal. Draw a hand from different viewpoints

English – Year 9 *Jane Eyre*

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Jane Eyre by Charlotte Brontë 1. Who is Charlotte Brontë and what inspired Jane Eyre? 2. How does the experience in the red room affect Jane? 3. How does Brontë's narrative create sympathy for Jane? 4. How does Mrs Reed undermine Jane? 5. How has Jane changed from the beginning of the novel? 6. How is Lowood different to Gateshead? 7. Is forgiveness always better than revenge? 8. What do Mr Brocklehurst and his family represent? 9. What is the best response to injustice? 10. What is the significance of Helen Burns?	1. What era was Charlotte Brontë born in? 2. What aspects of Charlotte Brontë's life influenced her novel, *Jane Eyre*? 3. How has Jane's character changed since the beginning of the novel? 4. What does Jane's treatment reveal about how children were viewed in the Victorian era? 5. What might Brontë be criticising through her novel?	If your child is absent: Test your child using their knowledge booklet. If you want to support your child with extra work: Complete modules on Century Tech https://app.century.tech/login/

French – Year 9

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Half Term 1 Content: This unit will give students the opportunity to talk about family and relationships. We will work on giving different detailed opinions and becoming confident with the use of comparatives and superlatives. *C'est quoi le bonheur pour toi ?* *Qu'est-ce que tu penses de ta famille ?* *Tu t'entends bien avec ta famille ?* *Avec qui tu t'entends le mieux ?* **Half Term 2** Content: This half term, we will focus on friendship and being a role model. We will get acquainted with the imperfect tense and get more confident with the negative form. *Comment étais-tu quand tu étais plus jeune ?* *C'est quoi un bon ami pour toi ?* *Quel defaut ne doit pas avoir un bon ami ?* *Qui est la personne que tu admire la plus au monde ?*	What makes you happy and why? What do you think of your family? Why? Do you get on well with them? why? Who do you get on better with? Why? Talk about your childhood What did you use to like and do? How is your best friend? What are the qualities of a good friend? What character traits don't you like? What person do you admire the most and why?	Log in to languagenut.com Work related to the topics will be set up.

History – Year 9

Autumn Term		
What are we studying? (Our enquiries)	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
'How were the East and West transformed after World War One?' **Content:** 1. How was Russia politically changed after World War 1? 2. How far was Russia economically transformed after World War 1 3. How was Russia socially transformed after WWI? 4. Extended Writing: Explain why the rise of the Bolsheviks transformed life in Russia. 5. How was the western world politically transformed after World War One? 6. How far was America economically transformed during the Interwar years? (1918-1939) Part 1: The 1920s 7. How was the western world economically transformed during the Interwar years? (1918-1939) 8. How far was western society transformed during the Interwar years?	**'How were the East and West transformed after World War One?'** 1. What was the political situation like in Russia before the First World War? 2. Why did the Tsar abdicate in 1917? 3. How did Lenin's rule differ to that of Tsar Nicholas II? 4. What does Communism mean? 5. How did Lenin's decrees (laws) change the economy in Russia from 1917? 6. How did the Bolsheviks use propaganda? 7. How far were the Tsar's attempts to control his people different to that of Lenin? 8. What dictatorships emerged after the First World War in Europe? 9. Why did dictatorships emerge? 10. Did the West become more democratic after the First World War? 11. How did Industry change in the USA after the First World War? 12. Who did not benefit from improved industry and economy	If your child is absent: 1. Test your child using the knowledge booklet 2. Use the booklet to go through any missed lesson(s). The booklet contains everything from the purpose of each lesson to the readings and learning activities If you want to support your child with extra work: 3. https://classroom.thenational.academy/units/what-were-the-bolsheviks-trying-to-achieve-87ba 4. https://classroom.thenational.academy/lessons/the-great-depression-c4tkgc

9. How can we improve our understanding of eastern and western transformations? 10. Writing: How far were the East and West transformed after the First World War?	in the USA after the First World War? 13. What impact did the Great Depression have in the Western World? 14. How did life for women change after the First World War? 15. Did women's lives improve after the First World War in the West?	

Mathematics – Year 9

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
1. **FDP review** Understand the connections between methods of calculation for fractions, decimals and percentage Be able to apply the four operations to fractions, decimals and percentage Comparing methods of calculation involving fractions, decimals and percentage	Use the hundred squares to help explain 25% and 30% of these percentages is closest to 720 . 115 is 15% of what? Match the divisions into pairs of equivalent calculations. 	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/fdp-review-9-1a-1278 www.bbc.co.uk/bitesize www.transum.org/software/tablesmaster www.khanacademy.org
2. **Probability** Understand probability is a numerical measure of chance from 0 to 1 inclusive	The probability of: rolling a number less than 3 on a fair die is:	https://sparxmaths.com/ www.senecalearning.com

Be able to calculate the probability of single independent events	A counter is drawn at random from Bag A and Bag B. Which bag is it most likely you would draw a pink from? Bag A ⬤⬤⬤⬤⬤⬤🔴🔴🔴🔴 Bag B ⬤ ⬤ ⬤ 🔴 🔴 🔴 🔴	
Comparing probabilities using a variety of representations	A _____ is a list of all the possible **outcomes**. Using a _____ is an efficient way of finding the sample space.	
Be able to calculate the probability of a pair of combined events	How many outcomes are there when a 6 faced die is rolled, and a coin is flipped at the same time?	
Understand the difference between theoretical and experimental probability	Cala is thinking of a two-digit number.	
Be able to determine whether an experiment is fair or biased	The first digit is an even number. The second digit is a square number. Draw a sample space diagram to list all the possible outcomes. How many possible numbers could she be thinking of?	
3. **Sets and Venns**	Write down the numbers that would appear in the regions stated:	
Understand set notation for intersections, unions, complements and the universal set	Factors of 12 ∩∩ Factors of 20 Factors of 20	

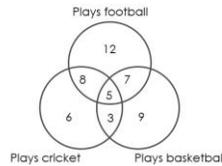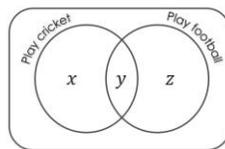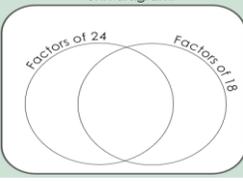|		
Be able to identify and interpret sets described by notation and within Venn diagrams	∩∩ Factors of 16 Factors of 16 ∩∩ Factors of 12 Factors of 12 ∩∩ Factors of 16 ∩∩ Factors of 20 Show this information in a Venn diagram.	
Interpreting a range of sets in qualitative and numerical contexts		
Understand probability from set notation and Venn diagrams	How many students fall into the region: **Plays cricket** ∪ **Plays basketball** Plays football 12 8 7 5 6 3 9 Plays cricket Plays basketball	
Be able to form and interpret Venn diagrams in the context of probability		
Experience representing probabilities and expected outcomes in different ways	Given that: • Play football ∪ Play cricket: 7 • More students play football than cricket. What values could x, y and z take? Play cricket Play football x y z Look at the regions described for categories A and B. Are they the same or different? $(A \cup B)'$ $A' \cap B'$ Use a diagram or example categories to support your answer	

4. **Solving linear simultaneous equations algebraically** Be able to solve and manipulate linear equations with one or more variables Understand how equivalence can be maintained while scaling and rearranging equations Understand how variables and unknowns interact within a system of equations Understand that addition and subtraction of simultaneous equations can result in the elimination of a variable Be able to use equivalent equations through scaling and rearranging to solve simultaneous equations	Fill in the blanks: $10y + \boxed{}x = 26 \Leftrightarrow 5y + 3x = 13 \Leftrightarrow 5y = 13\boxed{}3.$ Find 3 values of x and y that satisfy the equation $2x+y=12$ $3x=12$ $x+y=5$ Find the value of x and y.	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/solving-linear-simultaneous-equations-algebraically-21b2

Understand how substitution can be used to manipulate algebra Be able to reduce the number of variables in an equation through substitution	Can you form a new equation by adding $6y+7z=44$ and $3y-2z=11$? Can you form a new equation by subtracting $5m+2n=29$ from $3m+5n=6$? $4x+y=19$ $x+2y=10$ What is the value of $5x+3y$? Two equations are added together, and it forms this new equation: $7x-5y=-16$ What could the two equations have been? How many answers are there?	
5. **<u>Solving linear simultaneous equations graphically</u>** Understand coordinates as solutions to linear equations		https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational .academy/units/solving-

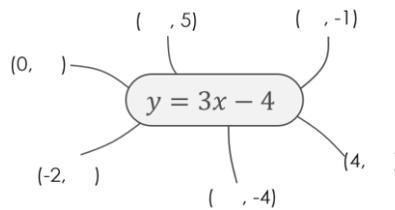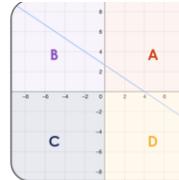|		linear-simultaneous-equations-graphically-cfe7
Be able to solve simultaneous linear equations graphically	Complete the solutions to this equation. (, 5) (, -1) (0,) $y = 3x - 4$ (-2,) (4,) (, -4)	
Visualising trends in and intersections of linear equations Understand parallel lines have no solution as they do not intersect	In which quadrant would these two lines cross? $2x + 3y = 8$ and $y = 2x$ B A C D	
Be able to identify whether a pair of simultaneous equations have a solution algebraically and graphically Connecting graphical and algebraic representations of linear relationships	The equation $2y - 3x = 5$. Write down the equation of another line whose solution with the first equation has. Draw the graphs for your equations and estimate their solutions with the first equation.	

RE – Year 9 Christianity

Autumn Term	

What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
Year 9: *What does Christianity teach us about believing, thinking, and living?* **Content:** 1. How does Paul follow Jesus? 2. How do the Early Christians follow Jesus? 3. How does Constantine follow Jesus? 4. How do Catholics follow Jesus? 5. How does the Pope follow Jesus? 6. How do Protestants follow Jesus? 7. How do Quakers follow Jesus?	Questions based on the information supplied in the Christianity Knowing Religions textbook, Collins. History and belief 1 Approximately how long ago did Christianity begin? 2 What claim did the early Christians make that led to the beginning of Christianity? 3 What is the name given to the doctrine that God exists as both one and three? 4 Who was the early Christian missionary who originally persecuted Christians? 5 Which Roman emperor blamed Christians for the great fire in Rome in CE 64? 6 Give one example of how the Early Church was persecuted. 7 Name one thing that the Early Church used the catacombs for. 8 What does the Greek word ichthus mean? 9 In what year did Constantine convert to Christianity following his victory at the Battle of Milvian Bridge? 10 In CE 325, Constantine called a meeting of bishops to deal with the problem of heresy. What was the meeting known as and what was the name of the creed that was written?	If your child is absent: 1. Test your child using the knowledge booklet If you want to support your child with extra work: 2. Teacher Guide Christianity Knowing Religions, Collins – knowledge provided here will help answer the questions 3. Research Christianity using BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zc63cdm

8. How do The Amish follow Jesus?	11 In 1054, the Church in the East and the West split. What was this split called?	
	12 State two Catholic doctrines or practices that are not shared by Protestants.	
	13 Which of Jesus' disciples did Pope Leo claim was the first Bishop of Rome, or Pope?	
	14 What is the meeting called where cardinals elect a new Pope?	
	15 What did the German monk Martin Luther put on the door of a church in CE 1517?	
	16 State two reasons why Luther did this.	
	17 What two names are given to the church set up by Henry VIII in CE 1534?	
	18 Which denomination of Christianity was set up by William Booth to convert people in poor parts of British cities?	
	19 State two differences between a Quaker meeting and a meeting of other denominations.	
	20 State two ways that Amish life is different to your own life.	
	Christianity in the modern world	
	1 What are the two sections of the Christian Bible called?	
	2 What are the Gospels?	

	3 Some Christians believe that the Bible is 'infallible'. What is meant by 'infallible'? 4 How might a liberal Christian interpret the creation story in Genesis? 5 Approximately how long ago did Christianity arrive in Britain? 6 Give two reasons why someone might say Britain is a Christian country. 7 Give two reasons why someone might say Britain is not a Christian country. 8 Who is the leader of the Church of England? 9 What prayer featured in the Church of England's banned cinema advert in 2015? 10 Name one denomination in which women cannot be ordained as priests or bishops. 11 Give one reason why someone might say that the Bible encourages patriarchal societies. 12 Give one reason why someone might say that the Bible encourages gender equality. 13 What is meant by the 'sanctity of life'? 14 Which pacifist denomination's members had white feathers put through their doors because they refused to fight in the First World War?	

Science – Year 9

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Science Mastery Biology – B3.1 -Growth & differentiation, including Practical work related to aseptic technique and microscopes. The big idea is based around cells are alive. Chemistry – C1.1 The periodic table, including atoms, elements, and compounds. Atomic structure and electronic configuration. The atomic model and the periodic table. The big idea is based around structure determines properties. Physics – P3.1 Movement, including work done, moments, levers, and gears. Newton's second law, stopping distances and momentum. The big idea is based around forces predict motion.	Look at the knowledge organiser in the booklet for the topic and ask them about it Compare prokaryote and eukaryote cells. Describe how to grow a pure culture of bacteria using aseptic technique. Compare elements and compounds. Describe how the model of the atom has changed over time. Compare ionic bonding and covalent bonding with some named examples. State Newton's 1st, 2nd, and 3rd Law. Recall the equation to calculate a moment. Why do we have speed limits on the roads in the United Kingdom. Explain how a seatbelt works in terms of reducing forces.	**YouTube – MyGCSEScience** **BBC Bitesize – GCSE Science** **Seneca – Students are using this for homework already** **Physics and maths tutor – exam practice**