

Year 9 Art

Spring Term		
What we are 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?
<p>Students have 1 lesson of Art each week.</p> <p>What are the proportions of a face in portraiture?</p> <p>How do we show emotion or mood in a portrait?</p> <p>How do we accurately draw a portrait using the grid technique?</p> <p>What are Pablo Picasso's key cubist artworks?</p> <p>How could Pablo Picasso's cubist artworks inspire a portrait response?</p>	<ul style="list-style-type: none"> •How would you describe or sketch the proportions of a face? •How do cartoon and animation artists show emotion in their art? •In which ways does using the grid technique support out drawing and observation skills? •How would you define the cubist art movement? •What was Picasso's painting of Weeping woman a response to? 	<p>Face proportions:</p> <p>https://www.google.com/search?q=face+proportions+for+kids&rlz=1C1GCEA_enGB1032GB1032&source=lnms&tbn=vid&sa=X&ved=2ahUKEwiTyJ_K6bj8AhWRbsAKHQIUdOIQ_AUoAnoECAEQBA&biw=1280&bih=520&dpr=1.5&safe=active&ssui=on#fpstate=ive&vld=cid:75b62bbd,vid:uXlO6ocidiY</p> <p>Practice drawing faces in proportion: Drawing faces from secondary sources (eg <i>photographs</i>), or a self portrait from a mirror image, are good starting points.</p> <p>What is cubism?</p> <p>https://www.google.com/search?q=pablo+picasso+cubism&rlz=1C1GCEA_enGB1032GB1032&source=lnms&tbn=vid&sa=X&ved=2ahUKEwjLpvn76bj8AhVMQ8AKHRsBG8Q_AUoAnoECAEQBA&</p>

	<p>•What are the key elements of a cubist artwork?</p>	<p>biw=1280&bih=520&dpr=1.5&safe=active&ssui=on#fpstate=ive&vld=cid:e252cd81,vid:UhBoU6OUPIM</p> <p>Create a portrait inspired by cubism</p> <p>https://www.google.com/search?q=pablo+picasso+cubism&rlz=1C1GCEA_enGB1032GB1032&source=lnms&tbm=vid&sa=X&ved=2ahUKewjLpvn76bj8AhVMQ8AKHRSsBG8Q_AUoAnoECAEQBA&biw=1280&bih=520&dpr=1.5&safe=active&ssui=on#fpstate=ive&vld=cid:e6f50e1e,vid:BWCeV91BDJg</p> <p>Continue to encourage your child to practice observation drawing and shading using a full range of tone, using a range of medium <i>eg pencil; ballpoint pen; fineliner</i></p>
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Year 9 English - *Romeo and Juliet*

Spring 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?
<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ol style="list-style-type: none"> 1. What era was <i>Romeo and Juliet</i> written in? 2. Which two families are feuding? 3. What are the conventions of a tragedy? 4. What is a hamartia? 5. What characteristic makes both Romeo and Juliet tragic heroes? 6. Why could Juliet be considered the ideal Elizabethan child in the beginning of the play? 7. How does Juliet's character change as the play progresses? 8. What does Romeo do that makes Prince Escalus banish him from Verona? 9. How does Shakespeare create dramatic irony throughout the play? 	<ol style="list-style-type: none"> 1. What does AC Bradley argue is the purpose of the exposition in a tragedy? 2. How does Juliet's character differ from what an Elizabethan audience would have expected of a young female? 3. How does Shakespeare use the prologue to create dramatic irony throughout the play? 	<p>If your child is absent: Test your child using their knowledge booklet.</p> <p>If you want to support your child with extra work: Complete modules on Century Tech</p> <p>https://app.century.tech/login/</p>

10. How is the conflict resolved at the end of the play?		
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Year 9 French

Spring 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?
<p><u>Half Term 1</u></p> <p><u>Content:</u></p> <p>This unit will give students the opportunity to talk about schools and future plans.</p> <p>We will work on giving different detailed opinions and becoming confident with the use of tenses.</p> <p><i>Qu'étudies-tu cette année ?</i></p> <p><i>Que vas-tu étudier l'an prochain ?</i></p> <p><i>Qu'est-ce que tu vas faire après le lycée ?</i></p> <p><i>Est-ce que parler une langue étrangère est important ?</i></p> <p><i>Quelle est ta passion ?</i></p> <p><i>Est-ce que tu as un petit boulot ?</i></p>	<p>What are you studying this year?</p> <p>What will you study next year?</p> <p>What are you going to do after 6th form or college?</p> <p>Do you think learning another language is important?</p> <p>What is your passion?</p> <p>Do you have a part-time job?</p>	<p>Log in to languagenut.com</p> <p>Work related to the topics will be set up.</p>

Half Term 2

Content:

This half term, we will continue discussing future plans.

Consolidating key structures, tenses and vocabulary and reflecting on what we would like our life to look like.

*Tu as déjà fait un stage ?
c'était comment ?*

*Quels métiers font tes
parents ?*

*Que voulais-tu faire quand
tu étais petit ?*

Quel est ton métier idéal ?

*Comment serait ta vie de
rêve ?*

*C'est quoi « réussir » pour
toi ?*

Have you had the opportunity to do a work placement?

How was it?

What jobs to your parents have?

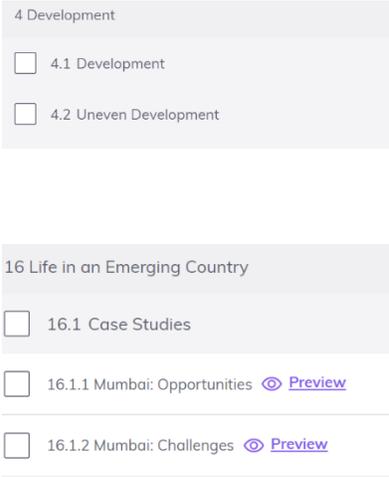
What did you use to want to do when you were younger?

What is your ideal job now?

What would be your ideal life?

What is success for you?

Year 9 Geography

Spring 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?
<p><u>Half-term 1 and 2</u></p> <p>Global Economy</p> <p>When geographers discuss a country or region's economy, we are referring to its trade, income, economic activities, and employment. We will identify general trends when comparing the economies of countries with different levels of wealth. We discover how China quickly changed from an agricultural to a manufacturing nation. We will also find out how the UK – once the centre of global manufacturing – has dealt with the decline of industry. Although each country has its own economy, each country is also connected to the economies of countries across the world. Students will learn that this happens mainly via trade. These interconnections are known as the global economy.</p>	<p>Global Economy</p> <ol style="list-style-type: none"> 1. What is the Economy? 2. How has China's economy changed over time? 3. How has the UK's economy changed over time? 4. What is globalisation and how does it happen? 5. What are TNC's and why are they so powerful? 6. What are the benefits of globalisation? 7. What are the challenges of globalisation? 8. Revision and Quiz? 9. Extended writing – "To what extent is globalisation good for all?" 	<p>Students should complete online work based on Seneca.</p> <p>On Seneca, KS3 Geography Natural resources</p> <p>Global Economy & Development Disparity</p>  <p>The screenshot shows a list of resources on Seneca Learning. Under the heading '4 Development', there are two items: '4.1 Development' and '4.2 Uneven Development', both with checkboxes. Below this, under the heading '16 Life in an Emerging Country', there are three items: '16.1 Case Studies', '16.1.1 Mumbai: Opportunities' (with a 'Preview' link), and '16.1.2 Mumbai: Challenges' (with a 'Preview' link).</p>

<p>Development Disparity</p> <p>In Unit 4 we explore the idea of development and consider why large disparities (gaps) exist in levels of development around the world. We will learn that to understand a place’s level of development, we must consider its income and what the quality of life is like there. We will learn that development means different things to different people, for example governments may focus on economic development, whereas conservationists focus on things like increasing renewable energy use. We will learn how development indicators such as GNI per person and life expectancy can help us to describe and compare levels of development. We will study India in depth, exploring how its physical and human geography affects its development. We will learn about several development strategies and consider how these have changed over time.</p>	<p>Development Disparity</p> <ol style="list-style-type: none"> 1. What does development look like? 2. How is development measured? 3. What patterns and trends are revealed by development data? 4. What are the causes of development disparity? 5. Does India’s physical geography help or hinder its development? 6. Does India’s human geography help its development? 7. Which development strategies? 8. Revision and Quiz? 9. Extended writing – “Describe and explain India’s level of development” 	<p>18 Analysis of India</p> <p><input type="checkbox"/> 18.1 India - Physical Geography</p> <p><input type="checkbox"/> 18.2 India - Human Geography</p>
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Year 9 History

Spring 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?
<ol style="list-style-type: none"> 1. How did Black Americans Campaign for Civil Rights? 2. How have Black people struggled against injustice in Britain in the 20th century? 	<p>Enquiry: How did Black Americans Campaign for Civil Rights?</p> <ol style="list-style-type: none"> 1. What is America like today? 2. What was the black experience after the reconstruction period? 3. How successful was Brown vs. Board of Education? 4. How effective was challenging laws as a campaigning method for civil rights? 5. How was Civil Disobedience used as a campaign tactics for civil rights? 6. How effective was civil disobedience as a campaigning method for civil rights? 7. How did Malcolm X campaign for civil rights? 8. How did the Black Panther Party campaign for civil rights? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 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 <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 3. Seneca- KS3 History: 18 Civil Rights in the USA, 1954-1975 4. https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1

Enquiry: How have Black people struggled against injustice in Britain in the 20th century?

1. How were Black lives likely to be regarded in post-war Britain?
2. How far was the story of Carmen Bryan a story of injustice?
3. How far was the story of Kelso Cochrane a story of injustice?
4. How far was the story of Learie Constantine a story of injustice?

Year 9 Music

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking/ what can you do at home to assist them?	What do I do if my child was absent, or I want them to do extra work?
<p>Film Music</p> <p>MAD T SHIRT – Musical Elements</p> <p>Topics that will be studied include:</p> <p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Melody • Articulation • Dynamics • Texture • Structure • Harmony and Tonality • Instrumentation • Rhythm • Tempo • Film Music (Why do composers write music for film?) <p><u>Practical skills</u></p> <ul style="list-style-type: none"> • Piano • Playing key motifs from films 	<ul style="list-style-type: none"> • Look at the knowledge organiser for the topic and quiz them regularly on the definitions of the keywords • Ask them about the music they are listening to – ask them to describe any of the MAD T SHIRT musical elements. • Listen to music at home • Ask your child why composers include music in films • Ask your child to name keywords from each of the musical elements (e.g. Melody – ascending/ descending) 	<p>https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/music</p> <p>https://www.musictheory.net/ (this is useful to work on musicianship)</p> <p>https://www.bbc.co.uk/bitesize/subjects/zmsvr82</p>

Composition

- Composing (writing) melodies on the piano for a film

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Year 9 RE - Islam

In Autumn we learnt about some different ways to follow the path of Jesus as an introduction to denominations within Christianity. We read an introduction to the pastoral letters by Wei Hu, PhD and an extract from Timothy – one of Paul’s letters in the bible. In Spring we will continue with our theme of what it means to follow a religion and what it means to have numerous denominations as we study Islam. What we are really interested in is the impact the revelation had on the life of Prophet Muhammad (pbuh) and how this led to the spread of Islam.

Spring 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?
<p>Year 9: What does Islam teach us about believing, thinking, and living?</p> <p>Content:</p> <ol style="list-style-type: none"> How does Paul follow Jesus? How do the Early Christians follow Jesus? How does Constantine follow Jesus? How do Catholics follow Jesus? How does the Pope follow Jesus? How do Protestants follow Jesus? How do Quakers follow Jesus? 	<p>Questions based on the information supplied in the Islam Knowing Religions textbook, Collins.</p> <ol style="list-style-type: none"> What is the literal meaning of Islam? What are you called if you believe in one god? What is the Arabic word for God? In which place, meaning ‘place of prostration’, do Muslims pray? In which Arabian city was Muhammad born? Name two of Muhammad’s relatives. What letters might a Muslim put after Muhammad’s name to show respect? Who was the angel that appeared to Muhammad with a revelation on the Night of Power in CE 610? What name is given to Muhammad’s journey from Mecca to Jerusalem and Paradise on a winged horse in CE 621? What is the name of the emigration of Muhammad and his followers from Mecca to Yathrib/Medina? Who was the first caliph? Who was the fourth caliph and Muhammad’s cousin, whom Shi’a Muslims believe should have succeeded Muhammad as Islam’s leader? What is the largest branch of Islam called? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> Test your child using the knowledge booklet <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> Teacher Guide Islam Knowing Religions, Collins – knowledge provided here will help answer the questions Research Islam using BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zsdtbtk

<p>8. How do The Amish follow Jesus?</p>	<p>14 What does the word Qur'an literally mean? 15 What is a surah? 16 What is the name given to a man who has memorised the Qur'an? 17 What is meant by tawhid? 18 What is the Arabic word for the sin of worshipping anything other than God? 19 Name two prophets in Islam other than Muhammad. 20 What is the difference between Jannah and Jahannam? Unit 2: Islam in the modern world 1 What is the first and most important pillar of Islam? 2 According to the second pillar of Islam (salah), how many times a day must Muslims pray? 3 What is the name of the call to prayer given by the muezzin? 4 What is the name of the washing ritual that must be performed before salah? 5 Name two features of a mosque. 6 What is meant by zakah? 7 What is the name of the holiest month, in which Muslims fast? 8 What is the three-day festival called that begins after the month of fasting? 9 What is the name of the pilgrimage that all Muslims must take once in their lifetime if they are able? 10 What is the name of the state of holiness that all pilgrims must enter into for this pilgrimage? 11 State two things that Muslims must do while on this pilgrimage. 12 What is the ummah? 13 State two differences between Sunni and Shi'a Muslims. 14 What do Shi'a Muslims remember at the Festival of Ashura?</p>	
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	<p>15 What is the difference between halal and haram?</p> <p>16 What is the difference between a hijab, niqab and burqa?</p> <p>17 What might a feminist criticise the attitudes of some Muslims towards women?</p> <p>18 What is meant by jihad?</p> <p>19 What percentage of people living in Britain follow Islam?</p> <p>20 What is meant by Islamophobia?</p>	
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Year 9 Science

Spring 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?
<p>Science Mastery</p> <p>Biology – B3.2 Human Interaction</p> <p>Topics that will be studied include:</p> <ul style="list-style-type: none"> • Biodiversity • Pollution • Pyramids of biomass • Food security <p>Chemistry – C3.2 Introduction to Quantitative Chemistry</p> <p>Topics that will be studied include:</p> <ul style="list-style-type: none"> • Chemical reactions and equations • Relative atomic and formula mass • Balancing equations • Concentration • Making soluble salts <p>Physics – P3.2 Heating</p> <p>Topics that will be studied include:</p>	<p>Look at the knowledge organiser for the topic and quiz them regularly on the definitions of the keywords</p> <p>Describe how increase in population is affecting food security</p> <p>Describe the ways that increase pollution and how this is affecting our environment</p> <p>Calculate the relative formula mass of different compounds</p>	<p><u>YouTube – MyGCSEScience</u></p> <p><u>BBC Bitesize – GCSE Science</u></p> <p><u>Seneca – Students are using this for homework already</u></p> <p><u>Physics and maths tutor – exam practice</u></p>

<ul style="list-style-type: none">• Internal energy• Thermal transfer• Specific heat capacity• Specific latent heat• Pressure in fluids	<p>Show me how to balance equations. Why are equations balanced?</p> <p>Describe the difference between specific heat capacity and specific latent heat capacity</p> <p>Describe the difference between heat, temperature, and thermal energy</p>	
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