



NT CURRICULUM

IT'S YOUR STORY TO TELL

Year 9

Learning Journal

Term 1

2022



YEAR 9 Terms 1 – 3 Inclusive

By the end of this unit, I will know:

	Evidenced	Refined	Key Vocabulary
Term: Portrait Print			Analyse Chalk Charcoal Complementary Composition Colour Theory Collage Drawing Designs Form Harmonious Ink Influence Lino Low Relief Mixed media Mark making Natural Forms Oil pastel Painting Palette Portrait Pattern Pen Pop Art Photograph Primary Printmaking Refine Record Sculpture Secondary Shading Shape Stencils Techniques Texture Tone
<i>I am refining my skills in.....</i>			
Analysing artists' styles to influence my own work			
How to use secondary sources to develop ideas			
Understand proportion through measured observational drawing			
How to use compositional skills to create a well balance lino Portrait design.			
<i>I am developing my skills in.....</i>			
Sketchbook presentation and artist studies			
Exploring Lino cutting and printing techniques			
Producing a series of creative outcomes using experimental backgrounds			
How to present work through critical selection.			
Term 2: Pop Art Text			
<i>I am refining my skills in.....</i>			
Analysing artists' styles to influence my own work			
Using secondary sources to develop ideas			
Drawing for design purposes			
Compositional skills			
Understanding Proportion			
Card construction techniques			
<i>I am developing my skills in.....</i>			
Digital development			
Problem solving			
Creating a personal outcome			
Use of colour in a Pop Art style			
Term 3: Self Directed Project			
<i>I am refining my skills in.....</i>			
Selecting appropriate artists' to influence my own work			
Using secondary sources to develop ideas			
Drawing for design purposes to help develop creative ideas			
Being independent in the selection of appropriate materials to express my ideas.			
<i>I am developing my skills in.....</i>			
Problem solving			
Working more independently.			
Communicating my thoughts and opinions visually.			
Creating a personal outcome			



YEAR 9 - Term 1: Computing

By the end of this unit

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Key Ideas: Flowol

I can identify everyday situations where computer control is used

I can identify common types of sensors used by control systems

I can identify control flowchart symbols and understand how they are used to break down problems

I can produce flowchart-based solutions for control systems that include sequences and loops

I can explain why control systems might fail and how this might impact on safety

I can produce control solutions for problems that include subroutines

I can produce control solutions for problems that include variables

Key Ideas: Introduction to Python

At the end of this Unit all pupils should be able to:

Run simple Python programs in Interactive and Script mode
Write pseudocode to outline the steps in an algorithm prior to coding

Write programs using different types of data (e.g. strings and integers)

Correctly use different variable types (e.g. integer and floating point), assignment statements, arithmetic operators

Distinguish between syntax and logic errors and be able to find and correct both types of error

Use relational operators to control the order in which program statements are executed and in what order (if and while statements)

Use comments to document their programs and explain how they work

Write an error-free, well-documented program involving selection and iteration, but with some help given

Most pupils will be able to:

Write an error-free, well-documented program involving selection and iteration

Describe how a binary search is carried out

Explain the advantages of a binary search over a linear search for an ordered list

Some pupils will be able to

Devise their own algorithms to solve reasonably complex problems, e.g. a binary search

Test and debug their programs, and correct both syntax and logic errors

Make allowances in their programs for user input errors, ensuring that the program still runs to a successful conclusion – which may include printing an error message and stopping the run

Key Ideas: Python Next Steps

At the end of this Unit all pupils should be able to:

Use data types correctly and convert between them when necessary

Write programs that use a loop to repeat a section of code

Create and call a function or procedure					
Find and debug syntax errors					
Look at a given section of code and describe its function					
Most pupils will be able to:					
Select the most suitable type of loop (for or while) for a given problem					
Use counters correctly in conjunction with for loops					
Create a list and append or change elements of the list					
Explain the advantages of functions and procedures for reusable sections of program code					
Some pupils will be able to:					
Use loops to populate, interrogate and print lists, using a counter as an index to an array element					
Devise their own functions and procedures to create a modular program					
Create a program that is easy to use, caters for user input errors, has explicit error messages telling the user what the correct form of entry is and produces output with suitable headings or explanation					

Target(s)



YEAR 9 - Term 1: Design Technology

By the end of this unit:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Nutrition
Protein
Carbohydrates
Aesthetics
Sustainability
Prototype
Creative

Food				
Understand meal planning and what affects food choice				
Follow instructions / read a recipe independently				
Have a knowledge of Nutrition and Healthy Eating				
Prepare for KS4 – menu planning, creating timeplans, explaining reasons for choice and evaluating my work				
Investigate dishes from around the world looking at Multicultural influences				
Textiles				
Make a pattern for my final product				
Join fabrics accurately				
Use aesthetic qualities to make a successful product- Colour choice, design and scale				
Confidently set up and use a sewing machine independently				
Engineering Fabrication				
Understand laser cutting				
Understand modelling and prototyping				
Understand accuracy in making and finish				
Use creative development of ideas				
CAD/ CAM				
Understand the importance of Branding				
Understand how Brands work				
Use Photoshop to create layers and select parts of an image				
Print an 8 page booklet				
Create a design and print my task.				

Target(s)

Target...

I will make a range of successful final products using a variety of materials, equipment and techniques



**YEAR 9 – Drama Term 1:
Weird Sketches; Lizzie Borden**

By the end of this unit:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Weird Sketches

By the end of this topic I:

- Will understand the key features of a sketch
- Will be able to define what is meant by the word stereotype in today's society
- Will consider why playwrights use stereotypes in performance
- Will know how to build, and perform, an absurd character using vocal and physical skills
- Will write and perform a sketch.

Lizzie Borden

By the end of this topic I:

- Will learn about the true story of Lizzie Borden
- Will learn how to block a piece of text and devise from a stimulus
- Understand how to use proxemics to create meaning for an audience
- Learn how to use cross-cutting to show movement in time
- Will create an independent research project, presenting my findings in a creative way. I will then present my research to the whole class.



YEAR 9 - Term 1: Of Mice and Men, Checking Out Me History, Remains, The Émigrée

By the end of this unit, I will understand

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

What are some social and historical facts about America in the 1930s?				
What have you learnt about the characters and their priorities in the opening chapter of <i>Of Mice and Men</i> ?				
How does Steinbeck present the importance of companionship when set against the backdrop of the Great Depression?				
How were women treated in 1930's America? How does Curley's Wife symbolise this?				
How does Steinbeck depict the plight of minority groups in 1930's America?				
How is it clear that Steinbeck was influenced by the Great Depression? How is it clear that he was influenced by the Dust Bowl?				
How does Steinbeck present the American Dream?				
How does Candy represent the effects of time and disempowerment? What is the purpose of Candy's dog?				
How has Steinbeck developed the characters in the third chapter of <i>Of Mice and Men</i> ? For example, how is Slim presented as the "prince of the ranch"?				
What have you learnt about some of the racially based conflict that happened in America during the 1930s?				
What have you learnt about the characters and their priorities in the fifth chapter of <i>Of Mice and Men</i> ?				
How does Steinbeck use Curley's Wife to explore the theme of disappointed dreams?				
Is <i>Of Mice and Men</i> a novel filled with hope?				
How is Carlson presented as an unsympathetic character?				
How is George presented as a hero with ordinary aims?				
How does Steinbeck utilise foreshadowing to make the ending inevitable? What can be interpreted about his perspective on the American Dream?				
<u>Checking Out Me History:</u>				
What are Agard's views on the British education system and how does he present these?				
<u>Remains:</u>				
What is the effectiveness of <i>Remains</i> ' informal tone? What's the impact of the enjambment?				
<u>The Émigrée:</u>				
Why would Rumens wish to write a poem that is not reflective of her life?				

Target(s).....



NT CURRICULUM

IT'S YOUR STORY TO TELL

Learning Journal

ETHICS & PHILOSOPHY

YEAR 9 - Term 2: Christian Ethics

By the end of this unit, I will know:

SUMMARISE
✓

ORGANISE
✓

RECALL
✓

TEST YOURSELF
✓

Key Vocabulary

Definition of the sanctity of life

Christian attitudes towards fertility treatment

Attitudes in support of and opposed to abortion

Religious views on Racism, LGBTQ+ and Sexism

Christian attitudes towards wealth and the causes/consequences of poverty

Attitudes for and against the death penalty

Secularism

Ethical attitudes towards business practices

Stewardship and environmental ethics

Target(s)



YEAR 9 - Term 1: French

By the end of this unit, I will be able to:



Ma Vie (My Life)

give personal information				
use question words to form questions				
revise numbers/months/dates and birthdays/alphabet				
revise class objects and useful classroom language				
describe others in detail (friends and family)				
use a wide range of adjectives and intensifiers				
use avoir and être with confidence				
describe a photo about my life				
use comparatives and superlatives				
explain family relationships				
use reflexives and higher-level structures				
Use the conditional to talk about future plans (se marier, se divorcier, s'épouser, se séparer, se ressembler à)				
revise houses, rooms and furniture				
describe my town				
describe my region and say what there is to do there				
say where I am going to live using the future tense				
write a 90 word piece about myself and my life				

L'Enseignement (Education)

recognise subject pronouns				
form ER, IR and RE verbs in the present tense				
remember school subjects and give detailed opinions				
remember how to use comparatives and superlatives to compare different subjects				
describe my school using adjectives				
give detail about the facilities in my school				
compare my school to a school in a French speaking country				
describe my daily routine using reflexive verbs				
use negatives				
use a range of clothes words				
give opinions about my uniform				
talk about school rules using il faut and on doit				
talk about school activities and achievements in the present and perfect tense				
compare my current school and primary school using the present and imperfect tenses				
use the near future tense				
write 90 words about my education				
describe a photo about school				
translate sentences using vocabulary from this topic				
talk about school in the holidays in France				
talk about Christmas in France and French-speaking countries				

YEAR 9 - Term 1: Tectonics

Can the people on our planet cope with tectonic hazards?

By the end of this unit, I will know:

 SUMMARISE ✓
  ORGANISE ✓
  RECALL ✓
  TEST YOURSELF ✓

Key Vocabulary

Component 1 Changing Physical and Human Landscapes

Theme 3 Tectonic Landscapes and Hazards

AO1 KNOWLEDGE I can...

Describe the structure of the Earth and associated characteristics (Crust, Mantle, Outer Core, Inner Core)

Describe the three different tectonic plate boundaries (margins): Constructive (divergent), Conservative, and Collision and Destructive (convergent) margins.

Describe the processes that drive plate movement and subduction (i.e. Slab Pull and convection currents)

Name examples of different Tectonic features including (Rift Valley, Oceanic Trench, Fold Mountains, Mid-Ocean Ridge and Hotspots)

Describe different large scale volcanic landscape features – Shield Volcanoes, Stratovolcanoes and Calderas

Describe different small scale volcanic landscape features – Cinder Cones, Lava Tubes and Geysers

Describe the impacts of earthquakes, volcanoes and Tsunamis on health, infrastructure and economy.

Describe the physical factors that increase vulnerability to tectonic hazards – including **scale (magnitude)** and **characteristics** of pyroclastic flows, lava flows, lahars and ash clouds.

Describe the human (**social and economic**) factors that increase vulnerability to tectonic hazards.

Outline **one** located example of a volcanic hazards and **one** located earthquake event and the impacts associated with these located examples.

Describe strategies that can reduce vulnerability to tectonic hazards.

AO2 : UNDERSTANDING I can

Explain the formation of large scale tectonics features at plate boundaries such as Rift Valleys, Oceanic Trenches and Fold mountains.

Explain the formation of Volcanic Hotspots (e.g. Hawaii)

Explain why some locations are more vulnerable to tectonic hazards than others

Explain how different strategies can reduce the risk of tectonic hazards (i.e. hazard mapping, new building technology and emergency planning).

Explain how different levels of economic development increase vulnerability in different communities in different tectonic zones.

Target(s)



YEAR 9 – Term 1 Hinterland for GCSE
The rise of the USA in the Twentieth Century

By the end of this unit,

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

- Domino Theory
- Isolationism
- Flappers
- Consumerism
- Jim Crow Laws
- Hooverville's
- Depression
- Ford Model T
- Production lines
- Gangsters
- Al Capone
- John F Kennedy
- Warren Report
- Zapruder film
- Communism and Red Scare
- Rosa Parks
- Martin Luther King
- Alabama bus boycott
- Little Rock 9
- Vietminh
- Vietcong
- Vietnamisation
- Ho chi Minh
- Herbert Hoover

Why did the USA BOOM in the 1920's?

- I will understand how the USA followed isolationism as a policy
- I will understand how consumerism led to a growth in the 1920s
- I will understand how mass production (e.g. FORD Model T) led to growth and changed lives

How roaring where the 'roaring twenties'?

- I will understand how women's lives changed and fashion changed with flappers
- I will understand the growth of Hollywood and silent movies to talkies and how people went to cinemas.
- I will understand the influence of black music in jazz and the power of sport

Why did prohibition fail?

- I will understand how banning alcohol led to corruption
- I will understand how gangsters ran elements of American life
- I will understand why bootleggers occurred and how speakeasies were used.

How did the Wall Street Crash affect the USA?

- I will understand how the Wall Street Crash of 1929 led to the Great Depression.
- I will understand how and why Hooverville's were built.
- I will understand why there was mass unemployment.

How did McCarthyism affect US society?

- I will understand how the fear of Communism led to witch hunts and paranoia.

Did life improve for black people between 1920 to 1950?

- I will understand what the Jim Crow Laws were and how they affected Black Americans.
- I will understand the rise of non-violent protest.
- I will understand the Alabama bus boycott & its significance.
- I will understand the Little Rock 9 crisis and school segregation.

How good was the 1950s for Americans?

- I will understand how and why there was a youth rebellion in the 1950s.
- I will understand the role of women in American society.

Who killed JFK?

- I will investigate and understand Lee Harvey Oswald's connection to the assassination of JFK and the link to the FBI.
- I will understand what the Warren Report suggested about the assassination.

Why did the USA fight and lose a war with Vietnam?

- I will understand what the Domino Theory is and how it influenced US policy in Vietnam.
- I will understand LB Johnson's role as president in Vietnam.
- I will understand the tactics on both sides of the war.
- I will understand how morale was a problem and how protest against war was an increasing issue.

Targets:

Additional Curriculum Content:



YEAR 9 Term 1: Reasoning with Algebra and Constructing in 2 and 3 Dimensions

By the end of this unit, I can:

✓	✓	✓	✓

Key Vocabulary

Straight Line Graphs

- Recognising lines in the form $y=a$, $x=a$, $y=x$ and $y=-x$
- Using a table of values to plot linear graphs
- Comparing gradients and intercepts
- Understand and use $y=mx + c$
- Find the equation of a line from a graph
- Interpret gradients and intercepts in real-life graphs
- Model real-life inverse proportion graphs (H)
- Explore perpendicular lines (H)

Forming and Solving Equations

- Forming and solving one- and two-step equations and inequalities (including with brackets)
- Solving equations and inequalities with unknowns on both sides
- Substituting into formulae and equations
- Rearranging one- and two-step equations
- Rearranging complex formulae with brackets and squares (H)

Testing Conjectures

- Answering 'true or false?' and 'always, sometimes never true' questions
- Answering 'Show that...' questions
- Testing conjectures about number and algebra
- Expanding a pair of brackets

Three Dimensional Shapes

- Know the names of 2-D and 3-D shapes (including language of faces, edges and vertices)
- Recognise and sketch nets of 3D shapes
- Identify plans and elevations of 3D shapes
- Find area of 2-D Shapes
- Find surface area of cubes and cuboids
- Find surface area of triangular prisms
- Find the surface area of cylinders
- Find the volume of cubes and cuboids
- Find the volume of other prisms and cylinders
- Find the volume of cones, pyramids and spheres (H)




Constructions and Congruency

- Draw and measure angles
- Construct and interpret scale drawings
- Draw the locus of points equidistant from a point
- Draw the locus of points equidistant from a line/shape
- Construct a perpendicular bisector (including from a point)
- Construct an angle bisector
- Construct triangles from given information
- Identify congruent shapes

Target(s)

YEAR 9 – Term 1 Jamaican Music

By the end of this unit, I will be able to:

-  SUMMARISE ✓
-  ORGANISE ✓
-  RECALL ✓
-  TEST YOURSELF ✓

Key Vocabulary

Exploring Elements

Understand the evolving styles of Jamaican Music and the historical context

Appreciate and understand 'Rastafarianism' and the part that this has played in Jamaican Music

Understand the musical elements (MAD TSHIRTS) and their definitions and be able to identify them in the music that I listen to

Sing and play as part of an ensemble group using appropriate sounds, timbres, voices and pitch.

Learn how to construct and play the chords used in Bob Marley's '3 Little Birds'

Strum a chord pattern on the ukulele, developing your ability to transition between chords.

Learn to play a simple drum pattern on the drum kit and extending this.

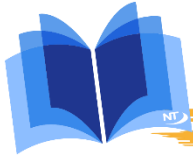
Develop your understanding of the term 'hook' and learn to play this in '3 Little Birds'

- Mento
- Ska
- Rock Steady
- Reggae
- Roots Reggae
- Dub
- Off-beat
- Up-beat
- Syncopation
- Timbali
- Organ
- Horn section
- Acoustic
- Electric
- Studio Effects
- Reverb
- Delay
- Echo
- Distortion
- Rastafarianism

- Melody**
- Articulation**
- Dynamics**

- Texture
- Structure & Form**
- Harmony**
- Instrumentation
- Rhythm**
- Time Signature

Targets:



**YEAR 9 Science - Term 1
Combined Biology**

By the end of this unit, I will be able:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Cell Structure

Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells

Describe the features of bacterial (prokaryotic) cells

Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form

Recall the structures found in animal and plant (eukaryotic) cells inc algal cells

Use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures

Required practical 1: use a light microscope to observe, draw and label a selection of plant and animal cells

Describe the functions of the structures in animal and plant (eukaryotic) cells

Describe what a specialised cell is, including examples for plants and animals

Describe what differentiation is, including differences between animals and plants

Define the terms magnification and resolution

Compare electron and light microscopes in terms of their magnification and resolution

Carry out calculations involving magnification using the formula: magnification = size of image/ size of real object -inc standard form

Target(s)



YEAR 9- Term 1 Physics

By the end of this unit, I will be able to:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

Energy changes in a system, and the ways energy is stored before and after such changes				
Define a system as an object or group of objects and state examples of changes in the way energy is stored in a system				
Describe how all the energy changes involved in an energy transfer and calculate relative changes in energy when the heat, work done or flow of charge in a system changes				
Use calculations to show on a common scale how energy in a system is redistributed				
Calculate the kinetic energy of an object by recalling and applying the equation: [$E_k = \frac{1}{2}mv^2$]				
Calculate the amount of elastic potential energy stored in a stretched spring by applying, but not recalling, the equation: [$E_e = \frac{1}{2}ke^2$]				
Calculate the amount of gravitational potential energy gained by an object raised above ground level by recalling and applying, the equation: [$E_g = mgh$]				
Calculate the amount of energy stored in or released from a system as its temperature changes by applying, but not recalling, the equation: [$\Delta E = mc\Delta\theta$]				
Define the term 'specific heat capacity'				
Required practical 1: investigation to determine the specific heat capacity of one or more materials.				
Define power as the rate at which energy is transferred or the rate at which work is done and the watt as an energy transfer of 1 joule per second				
Calculate power by recalling and applying the equations: [$P = E/t$ & $P = W/t$]				
Explain, using examples, how two systems transferring the same amount of energy can differ in power output due to the time taken				
State that energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed and so the total energy in a system does not change				
Explain that only some of the energy in a system is usefully transferred, with the rest 'wasted', giving examples of how this wasted energy can be reduced				
Explain ways of reducing unwanted energy transfers and the relationship between thermal conductivity and energy transferred				
Describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls				
Required practical 2: investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.				
Calculate efficiency by recalling and applying the equation: [$efficiency = \frac{useful\ power\ output}{total\ power\ input}$]				
HT ONLY: Suggest and explain ways to increase the efficiency of an intended energy transfer				

Target(s):



YEAR 9 Chemistry Term 1

By the end of this unit, I will be able:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

1.1.1 Atoms, elements and compounds

Define the word 'element' in terms of atoms.

Recall that there are about 100 different elements which are shown in the periodic table.

Describe what a compound is and how they are represented.

Describe how compounds are formed and separated, and what this involves.

Use the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and other elements in the Chemistry course.

Name compounds of these elements from formulae or symbol equations.

Write word equations for all the chemical reactions in the Chemistry course.

Write formulae and balanced chemical equations for all the chemical reactions in the Chemistry course.

1.1.3 The development of the model of the atom

Explain what may lead to a scientific model being changed or replaced.

Describe how the model of the atom changed as new evidence was discovered.

Describe the roles of Niels Bohr and James Chadwick in the development of the model of the atom.

Explain why the new evidence from the scattering experiment led to a change in the atomic model.

Describe the difference between the plum pudding model of the atom and the nuclear model of the atom.

1.1.4 Relative electrical charges of subatomic particles

State the relative charges of protons, neutrons and electrons.

Explain why atoms have no overall electrical charge.

State what atomic number represents.

State how atoms of different elements differ from each other.

Use the nuclear model to describe the structure of atoms.

1.1.5 Size and mass of atoms

State the radius of an atom.

State the radius of a nucleus

State where most of the mass of an atom is.

State the relative masses of protons, neutrons and electrons.

State what mass number represents.

Describe what an isotope is, how they differ from one another and how they are the same.				
Use the mass number and atomic number to calculate the number of protons, neutrons and electrons in an atom or ion.				
Relate the size of atoms to objects that can be seen.				
1.1.6 Relative atomic mass				
State what relative atomic mass is and how it is calculated.				
Calculate relative atomic mass from data given.				
1.1.7 Electronic Structure				
Describe how electrons fill up the energy levels (or 'shells') around the nucleus, starting from the lowest energy level (or innermost available shell).				
Represent the electronic structure of the first 20 elements of the periodic table in the following forms:				
1.2.1 Periodic table				
Describe how elements in the periodic table are arranged and why it is called the periodic table.				
State the name of the columns in the periodic table and why elements are placed in the same column.				
Explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and its atomic number.				
Predict possible reactions and reactivity of elements from their positions in the periodic table.				
1.2.2 Development of the periodic table				
State how scientists initially classified elements.				
Describe problems with the early periodic table.				
Explain how Mendeleev overcame these problems.				
Explain how Mendeleev was proved right, and why the initial order based on atomic weights was not always correct.				
Describe the steps in the development of the periodic table.				
1.2.3 Metals and non-metals				
Identify where metals and non-metals appear in the periodic table.				
State the type of ion metals form.				
State the type of ion non-metals form.				
Describe the physical and chemical properties of metals.				
Describe the physical and chemical properties of non-metals				
Explain how the atomic structure of metals and non-metals relates to their position in the periodic table.				
Explain how the reactions of elements are related to the arrangement of electrons in their atoms and therefore their atomic number.				
1.2.4 Group 0 (Noble Gases)				
Explain why the noble gases (group 0) are unreactive, in terms of their outer electrons.				
Describe the trend in boiling point going down group 0.				
Predict properties from trends down the group.				
1.2.5 Group 1 (Alkali Metals)				
Describe the electronic structure of the alkali metals (group 1) and explain how their properties depend on this.				

Describe the reactions (observations and products) of the first 3 alkali metals with oxygen.				
Describe the reactions (observations and products) of the first 3 alkali metals with chlorine.				
Describe the reactions (observations and products) of the first 3 alkali metals with water.				
Explain the trend in reactivity going down the group.				
Predict properties from trends down the group.				
1.2.6 Group 7 (Halogens)				
Describe the electronic structure of the halogens (group 7) and explain how their properties depend on this.				
State the type of element the halogens are and describe what their molecules consist of.				
Describe the type of compounds formed when they react with metals				
Describe the type of compounds formed when they react with non-metals				
Explain the trend in reactivity going down the group.				
Explain displacement reactions involving halogens and solutions of their salts.				
Predict properties from trends down the group.				
1.3.1 Comparison of transition metals with group 1 elements (Chemistry only)				
State what the transition elements are.				
Describe the difference compared with group 1 in melting points, strength, hardness and reactivity with oxygen, water and halogens.				
Give examples of general properties with reference to Cr, Mn, Fe, Co, Ni, Cu.				
1.3.2 Typical properties of transition metals (Chemistry only)				
Describe the typical properties of transition elements.				
Give examples of general properties with reference to compounds of Cr, Mn, Fe, Co, Ni, Cu.				

Target(s)



YEAR 9 - Term 1 Spanish

By the end of this unit, I will be able to:

By the end of this unit, I will be able to:



Mi Vida (My Life)

give personal information				
use question words to form questions				
revise numbers/months/dates and birthdays/alphabet				
revise class objects and useful classroom language				
describe others in detail (friends and family)				
use a wide range of adjectives and intensifiers				
use ser and tener with confidence				
describe a photo about my life				
use comparatives and superlatives				
explain family relationships				
use reflexives and higher-level structures				
use the conditional to talk about future plans (casarse/divorciarse/separarse)				
revise types of houses, rooms and furniture				
describe my town where I live				
describe my region, say what there is to do there				
say where I am going to live using the future tense				
write a 90 word piece about myself and my life				

La Educación (Education)

remember school subjects and can give detailed opinions about them				
remember how to use comparatives and superlatives to compare different subjects				
describe my school using adjectives				
give detail about the facilities in my school				
compare my school to a school in a Spanish speaking country				
describe my daily routine on a school day using reflexive verbs				
use negatives				
use a range of clothes to describe my uniform				
give opinions about my uniform				
talk about school rules using hay que and se debe				
talk about school activities and achievements in the present and past tenses				
use direct object pronouns				
compare my current school and primary school using the present and imperfect tenses				
plan a school exchange				
use the near future tense				
write 90 words about my education				
describe a photo about school				
translate sentences using vocabulary from this topic				

Target(s)



YEAR 9 – Term 1 Physical Education

By the end of this unit, I will know:

SUMMARISE ✓
 ORGANISE ✓
 RECALL ✓
 TEST YOURSELF ✓

Key Vocabulary

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Volleyball					
How to perform the dig in both competitive and practice situations as well as implementing knowledge of the correct technique.					Hypertrophy
How to perform the set in both competitive and practice situations as well as implementing knowledge of the correct technique.					Strength
How to perform the serve in both competitive and practice situations as well as implementing knowledge of the correct technique.					Sub-maximal
The basic rotation rules					Dynamic
The basic scoring in volleyball					Skeletal System
Trampolining					
Basic safety principles - spotting					Sedentary Lifestyle
Basic bouncing technique progressing to an introduction to movements in flight – twist, straddle, tuck and pike					Specificity
Seat drop progressions into swivel hips					Progressive Overload
Front and back drop progressions					Reversibility
Introduction to rotation – front somersault progressions					
Construction of basic routines					
Handball					
Passing: introduction of the various passes and increase understanding of when to use them.					Tedium
Receiving: receiving in both attacking and defensive situations.					Agonist
Shooting: begin to understand the different techniques used when shooting and when to use them.					Antagonist
Moving with the ball: use of effective dribbling technique to evade and dodge players.					Obesity
Defending: Jockeying/ marking/ blocking/ tackling)					
Tactics: Begin to develop knowledge of rules and tactics when attacking and defending.					
Table Tennis					
Basic rules of play i.e. not touching the table, how to hold the bat, ball touches ball on both sides of the serve your opponents otherwise.					
Rules of the serve					
Service – forehand and backhand (with and without spin as appropriate)					
Singles and doubles play including the use of officials to implement rules and scoring processes					
Drives – forehand and backhand (with and without topspin as appropriate).					
Push – forehand and backhand (with and without backspin as appropriate).					
HRE					
To develop understanding of a range of components of fitness and their associated tests.					
To identify individual strengths and weaknesses in terms of fitness.					
To develop understanding of circuit training – the associated targeted components of fitness and benefits of this training method.					
To develop understanding of HIIT – the associated targeted components of fitness and benefits of this method of training.					
Badminton					
Court playing area (singles/doubles)					
How to perform the smash					

How to perform the drop shot				
Doubles tactics & strategies (attack/defence)				
How to umpire				
Variety of different tournament formats (Table, Ladder, Knock out)				
Netball/ Basketball (invasion)				
Understand and implement the basic principles of creating space.				
Develop knowledge and understanding of the various position and their roles.				
Work on developing knowledge and understanding of the various set tactics and strategies used to increase performance.				
Develop leadership skills through leading practice and implementing strategy.				



YEAR 9 - Term 1

By the end of this unit, I will know:

SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
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Key Vocabulary

I can use SELF-AWARENESS to understand their own priorities.				
I can use EMPATHY to understand why it is important to challenge stereotypes (such as those based in sexuality or disability etc), especially those stereotypes that might impact upon our relationships				
I can use CURIOSITY to review their understanding of the age of consent law, and to appreciate more complex aspects of the meaning of consent.				
I can use COLLABORATION to understand the various issues that might impact upon a teenager's decision to have sex for the first time, including the influence of pornography.				
I can use RESILIENCE to explore aspects of sexual health (such as breast and testicular cancer), and to understand the processes of self-examination that are necessary to ensure good sexual health.				
I can use RESPONSIBILITY to understand the advantages and disadvantages of using condoms, and to explore how they should be used properly to prevent condom failure.				
I can use AMBITION in evaluating their understanding of the process of pregnancy, and to start to understand the variety of contraceptive choices on offer to prevent pregnancy.				

Target(s)