Year 9: Summer

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|  | | **Summer 1** | | | **Summer 2** | | | |
| **Private Peaceful** | | | | | | |
| **English** | | Study of modern novel  Exploration of character and setting  Linking historical context of the novel to themes  Analyse language and structure within the text  Produce a range of written texts in response to the text - this will be both fiction and non-fiction | | | | | | |
| **Maths** | | **Enlargement & similarity** | **Solving ratio and proportion problems** | **Ratios** | | | **Probability** | **Algebraic representations** |
| **Science** | **Earth in Space** | * To recognise that light appears to travel in straight lines. * To understand that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. * To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. * To describe the Sun, Earth and Moon as approximately spherical bodies. * To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | | | **Walking with Dinosaurs** | * Recognise when and how long dinosaurs were on the Earth for. * Describe what Earth was like when dinosaurs were here. * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. * Construct and interpret a variety of food chains, identifying producers, predators and prey. * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. * Give reasons for classifying plants and animals based on specific characteristics. | | |
| **RE** |  | **Revise what are the basic symbols associated with Judaism**  • What are the special festivals  for Jewish practices such as  Bar Mitzvah etc.  • What are some of the rituals  practiced by Jews around death  • What does eating kosher  mean?  • Why is Shabbat so important? Why is the Jewish New Year so important? | | |  | **Sikh parables – similar to**  **Christian parables**  • Background on Sikhism and the 5Ks  • The importance of charity work  to Sikhs  • Who were the 10 Gurus and  what is their significance | | |
| **Geography** | **Extreme Weather** | This unit is about exploring Extreme Weather in the World. The key areas are tornadoes, heatwaves, droughts and monsoon. It has been ensured that some of the extreme weather is also experienced by the UK. The pupils will explore how this extreme weather events impact on people, communities, landscapes and countries’ economies. Within the unit the pupils will work on causes of the events as climatic and specific areas in the world. They will also be able to organise the impacts in to either direct and indirect impacts or social, economic and environmental impacts. There are opportunities for pupils to develop their data and statistic work focusing on climate graphs. The areas covered and skills used will help develop the pupils if they opt to extend Geography past Key Stage 3. | | | **Skills development** | The unit in Summer is a geographical scheme of work based on the concept of a disease spreading around the world, through Europe and into the UK. The unit builds up a sense of excitement and tension through challenges that lead to learning and the practice of key geographical skills including map skills, secret messages, survival packs and developing reasoning skills.  Within this scheme of work, it is a booklet that the students work through the activities as they have challenges to complete in order to find their way to safety. | | |
| **History** | **Post-World War 2** | * What is Communism and how its growth impacted upon the whole world. * The dropping of the atomic bomb * The Cold War and how it created such tension in the world – The east & west divide | | | **History of Medicine from 1250 to today** | * An overview of how Medicine has changed over the centuries * The importance of water to our health – history of how it affected life chances * What did Harvey discover? * Who was Jenner and how did he help Medicine? * Why were Florence Nightingale and Mary Seacole so important to health improvement? | | |
| **PSHE** | **Protective Behaviours** | Through the two themes of Protective Behaviours;  ‘There is nothing so awful (or too little) we can’t talk about it with someone’ and ‘We all have the right to feel safe all the time’, pupils will explore;  • Rights and Responsibilities,  Feelings  • Safe Feelings, Fun to Feel  Scared and Early Warning Signs  • ‘There is nothing so awful we  can’t talk about it with  someone’  • Networks | | | **Relationships** | Pupils will learn;  about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships about the opportunities and risks of forming and conducting relationships online | | |
| **PE** | **Fitness and non-contact games** | | | | | | | |
| * Play non-contact competitive games * Communicate, collaborate and compete with each other * Develop flexibility, strength, technique, control and balance * Compare performances with previous ones and demonstrate improvement to achieve a personal best * Outdoor/adventurous - Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role. | | | | | | | |
| **Music** | **Ukulele** | | | | | | | |
| Pupils will learn how to play a new instrument and develop skills to create their own music | | | | | | | |
| **Art** | Pupils will be working on observational drawing, using a variety of materials to create shade and tone. Students will finish the term with a mixed media study in response to masks from a variety of cultures from around the world. | | | | | | | |