



**St John Plessington  
Catholic College**

**Year 9 Curriculum Overview**

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Year	Subject	LP	This half term I am learning:	By the end of this half term I will:
9	DT Art	1	<ul style="list-style-type: none"> <li>- how discuss what I will be learning this learning programme and how my learning will be assessed;</li> <li>- how to use colour theory to improve my design;</li> <li>- how to use the elements of art to create a successful observational study.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to identify and demonstrate the formal elements of Art;</li> <li>- be able to create observational studies in a variety of media;</li> <li>- be able to use media applying tone, tint and hue successfully to my final sweet treat outcome.</li> </ul>
9	DT Food	1	<ul style="list-style-type: none"> <li>about the cooking and preparation techniques used to change commodities into suitable menu dishes;</li> <li>about the structure of the hospitality and catering industry;</li> <li>about the factors that influence the success of businesses.</li> </ul>	<ul style="list-style-type: none"> <li>be able to use a variety of cooking and preparation techniques to produce different products suitable for service in a business;</li> <li>be able consider the job roles and types of establishments within the hospitality and catering industry.</li> </ul>
9	DT Graphics	1	<ul style="list-style-type: none"> <li>how to use ACCESS FM to analyse existing products;</li> <li>how to sketch in 2D and 3D;</li> <li>how to use 2D and 3D CAD software to produce designs and packaging;</li> </ul>	<ul style="list-style-type: none"> <li>be able to sketch in 3D;</li> <li>be able to produce designs and packaging using 2D and 3D CAD software;</li> <li>develop the learning skills of PRESENT, EXPLAIN, DEVELOP, CREATE, EVALUATE and COMPILE.</li> </ul>
9	DT Product Design	1	<ul style="list-style-type: none"> <li>to IDENTIFY timbers and boards and explain where they come from;</li> <li>to use a variety of tools and equipment safely;</li> <li>to apply quality control checks during manufacture.</li> </ul>	<ul style="list-style-type: none"> <li>answer an exam question based on timbers and boards;</li> <li>manufacture a product safely in the workshop;</li> <li>develop the learning skills of RESEARCH, IDENTIFY, EXPLAIN, COLLABORATE, FOCUS and APPLY.</li> </ul>
9	English	1	<ul style="list-style-type: none"> <li>- how to ANALYSE the presentation of characters, focusing on language and stage directions;</li> <li>- how to EXPLAIN how a range of themes are presented in the play;</li> <li>- how to EVALUATE the dynamics of the family and make perceptive comments about relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to ASSESS the writer's use of language and dramatic devices and the effects they create;</li> <li>- be able to SYNTHESISE information from across the text;</li> <li>- be able to RESPOND to exam style questions and structure my answers effectively.</li> </ul>
9	History	1	<ul style="list-style-type: none"> <li>- how alliances and assassination led to war;</li> <li>- how conditions in the trenches affected soldiers;</li> <li>- how key battles led to an Armistice.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to explain how MAIN led to war;</li> <li>- be able to describe the conditions in the trenches;</li> <li>- be able to reach a judgement on the impact of the First World War overtime.</li> </ul>
9	Geography	1	<ul style="list-style-type: none"> <li>- how climate change theory suggests humans have contributed to the process of global warming;</li> <li>- how global warming has a range of impacts around the world in high and low income countries;</li> <li>- how climate change is influencing Antarctica in addition to a range of other pressures faced.</li> </ul>	<ul style="list-style-type: none"> <li>- EXPLAIN the human and physical causes of climate change across the world;</li> <li>- EVALUATE the strategies used to tackle the issue of climate change and global warming;</li> <li>- INVESTIGATE the role of climate change as part of a range of pressures currently placed upon Antarctica.</li> </ul>
9	Maths	1	<ul style="list-style-type: none"> <li>- how to solve problems involving topics in number, algebra and data handling.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use prime factorisation to solve problems;</li> <li>- be able to recall the index laws and apply them to standard form and in algebraic expressions;</li> <li>- be able to solve problems involving averages and statistical graphs</li> </ul>
9	MFL	1	<ul style="list-style-type: none"> <li>- how to correctly use adjectival agreement;</li> <li>- how to use intensifiers to develop my descriptions;</li> <li>- how to use complex structures to develop my writing</li> </ul>	<ul style="list-style-type: none"> <li>- be able to describe myself and my personality;</li> <li>- be able to describe my family members in detail;</li> <li>- be able to describe my friends and family relationships.</li> </ul>
9	Music	1	<ul style="list-style-type: none"> <li>- how to develop the LORIC skills;</li> <li>- how the music industry works;</li> <li>- how there are many different roles in the music industry;</li> <li>- how to promote a performance in a group effectively;</li> <li>- how to perform as a band in line with the music industry.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use the LORIC skills and develop these through music;</li> <li>- be able to state the different job roles within the music industry and share this in class;</li> <li>- be able to lead a group in a debate on unions;</li> <li>- be able to organise and lead a group in the development of promotional materials;</li> <li>- be able to work together as a group to perform the chosen song;</li> <li>- be able to develop the learning skills for language of INVESTIGATE, EXPLAIN, ORGANISE, SHARE, PRESENT, ANALYSE, ASSESS, DEVELOP and EVALUATE.</li> </ul>

9	PE	1	<ul style="list-style-type: none"> <li>• how training methods can contribute to fitness and skill development for badminton;</li> <li>• how different training methods are carried out;</li> <li>• what are the principle of training of how do they assist an athlete in improving their training.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to explain how each training method is carried out;</li> <li>• be able to apply the additional principles of training and FITT to make ensure training is suitable;</li> <li>• develop the learning skills of MODEL, PRESENT, INVESTIGATE, CONTRAST, COMPARE, SUMMARISE and ASSESS.</li> </ul>
9	RE	1	<ul style="list-style-type: none"> <li>- about the concept of 'truth' and how Catholics believe it can be revealed through the Magisterium and Tradition;</li> <li>- about different arguments regarding the origin of the universe;</li> <li>- about different responses to miracles and unanswered prayers.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to DESCRIBE different types of 'truth' and some Catholic teachings about how 'truth' can be revealed;</li> <li>- be able to EXPLAIN different arguments regarding the origin of the universe ;</li> <li>- be able to EVALUATE different views about miracles and unanswered prayers .</li> </ul>
9	Science	1	<ul style="list-style-type: none"> <li>- how prokaryotic and eukaryotic cells share similarities and differences;</li> <li>- how cells differentiate and the medical applications of stem cells;</li> <li>- how electrons behave in ionic, covalent and metallic compounds.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EVALUATE the use of stem cells;</li> <li>- be able to ILLUSTRATE ionic and covalent bonding;</li> <li>-develop the learning skills of DESCRIBE, EXPLAIN, COMPARE, EVALUATE, JUSTIFY and CALCULATE.</li> </ul>
9	DT Art	2		
9	DT Food	2	<ul style="list-style-type: none"> <li>- about the cooking and preparation techniques used to change commodities into suitable menu dishes;</li> <li>- about the structure of the hospitality and catering industry;</li> <li>- about the factors that influence the success of businesses.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use a variety of cooking and preparation techniques to produce different products suitable for service in a business;</li> <li>- be able consider the job roles and types of establishments within the hospitality and catering industry.</li> </ul>
9	DT Product Design	2	<ul style="list-style-type: none"> <li>- to IDENTIFY timbers and boards and explain where they come from;</li> <li>- to use a variety of tools and equipment safely;-</li> <li>to apply quality control checks during manufacture.</li> </ul>	<ul style="list-style-type: none"> <li>- answer an exam question based on timbers and boards;</li> <li>- manufacture a product safely in the workshop;</li> <li>- develop the learning skills of RESEARCH, IDENTIFY, EXPLAIN, COLLABORATE, FOCUS and APPLY.</li> </ul>
9	DT Textiles	2		
9	English	2	<ul style="list-style-type: none"> <li>- how contextual details can influence our understanding of texts;</li> <li>- how to EXPLAIN how Dickens uses key language features to present characters;</li> <li>- how to SYNTHESISE information from across the text.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to RESPOND to GCSE style questions;</li> <li>- be able to draw on my previous learning and show a clear understanding of the text;</li> <li>- be able to INVESTIGATE structure, key themes and the presentation of characters throughout the text.</li> </ul>
9	History	2	<ul style="list-style-type: none"> <li>- how and why the Second World War broke out;</li> <li>- how the Blitz affected Britain and the led to evacuation;</li> <li>- how the D-Day landings were a turning point.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EXPLAIN how the Treaty of Versailles led to the outbreak of the Second World War; - be able to ASSESS the impact of the Blitz and how it resulted in evacuation;</li> <li>- be able to ANALYSE how important the D-Day Landings were to the allies.</li> </ul>
9	Geography	2	<ul style="list-style-type: none"> <li>-The location of extreme environments across the world;</li> <li>- How atmospheric pressure works and causes the formation of the extreme environments;</li> <li>-The Human uses and the impacts on the extreme environments;</li> <li>-How species have adapted to different extreme environments;</li> </ul>	<ul style="list-style-type: none"> <li>-The Nutrient cycle and its influence in the Tropical rainforest;</li> <li>-How to produce climate graphs and describe the overall results in relation to past GCSE exam style questions.</li> </ul>
9	Maths	2	<ul style="list-style-type: none"> <li>- how to represent data using charts and graphs including scatter graphs;</li> <li>- how to perform operations with fractions, mixed numbers and percentages; - how to use Venn diagrams and set notation in calculating probabilities .</li> </ul>	<ul style="list-style-type: none"> <li>- be able to interpret information from data diagrams;</li> <li>- be able to use fractions and percentages to solve problems;</li> <li>- be able to calculate probabilities and predict outcomes.</li> </ul>
9	MFL	2	<ul style="list-style-type: none"> <li>- how to describe my hobbies in two tenses;</li> <li>- how to recognise tenses using timers;</li> <li>- how to talk about my television preferences.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to conjugate accurately in the present and preterite tense;</li> <li>- be able to use timers to indicate time frame;</li> <li>- be able to use the near future tense.</li> </ul>
9	Music	2	<ul style="list-style-type: none"> <li>- how to sing in unison and harmony in time;</li> <li>- how to perform chords on different instruments;</li> <li>- how to lead a group in a rehearsal;</li> <li>- how to perform a syncopated rhythm correctly;</li> <li>- how to perform a piece of music within a band setting;</li> <li>- how to develop the LORIC skills.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use LORIC skills and develop these through music;</li> <li>- be able to create a structured piece of music in a band;</li> <li>- be able to lead a group in a performance;</li> <li>- be able to reflect on feedback from peers to improve a performance;</li> <li>- be able to perform and lead with a variation of rhythms;</li> <li>- be able to develop the learning skills for language of ASSESS, DEVELOP,SHARE, APPLY, PRESENT, ANALYSE, ORGANISE and EVALUATE .</li> </ul>
9	PE	2	<ul style="list-style-type: none"> <li>• how to outwit opponents through football and rugby;</li> <li>• how to improve the skills of passing, receiving, ball control and tackling;</li> <li>• what TOLERANCE is and why it's important in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to use attacking and defensive principles within game situations;</li> <li>• be able to use a variety of attacking and defensive strategies within activities and game situations;</li> <li>• develop the learning skills of ORGANISE, INVESTIGATE, CONTRAST, COMPARE, SUMMARISE and ASSESS</li> </ul>
9	RE	2	<ul style="list-style-type: none"> <li>- about religious and non-religious beliefs regarding life after death;</li> <li>- about different attitudes to the sanctity of life, abortion and euthanasia;</li> <li>- about Hindu beliefs in life after death.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EVALUATE different beliefs about life after death;</li> <li>- be able to DESCRIBE different attitudes to the sanctity of life, abortion and euthanasia; - be able to EXPLAIN Hindu funeral rites and beliefs about life after death.</li> </ul>
9	Science	2	<ul style="list-style-type: none"> <li>- the differences between metallic, ionic and covalent bonding;</li> <li>- different examples of giant covalent structures and how their structure relates to their function; - the different forms of energy and how energy transfers take place.</li> </ul>	<ul style="list-style-type: none"> <li>- CONSTRUCT diagrams which illustrate ionic and covalent bonding;</li> <li>- EVALUATE the different energy generation techniques;</li> <li>-develop the learning skills of DESCRIBE, EXPLAIN, EVALUATE, CONSTRUCT and IDENTIFY.</li> </ul>
9	DT Art	3	<ul style="list-style-type: none"> <li>- how to discuss the work of Artists;</li> <li>- how to use colour theory to improve my design;</li> <li>- how to use the elements of art to create a successful observational study.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to identify and demonstrate the formal elements of Art;</li> <li>- be able to create observational studies in a variety of media;</li> <li>- be able to use media applying tone, tint and hue successfully to my final sweet treat outcome.</li> </ul>
9	DT Food	3	<ul style="list-style-type: none"> <li>- how to identify and control risks for personal and food safety within a commercial kitchen;</li> <li>- about environmental issues within the food industry;</li> <li>- about the functions and food sources of nutrients required by the human body.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use a variety of cooking and preparation techniques to produce different products suitable for a menu; - be able to work safely and hygienically within a kitchen and know ways to protect the environment;</li> <li>- develop the learning skills of IDENTIFY, RECORD, MODEL, EXPLAIN, INVESTIGATE,DESCRIBE and CATEGORISE.</li> </ul>
9	DT Product Design	3	<ul style="list-style-type: none"> <li>- to IDENTIFY timbers and boards and explain where they come from;</li> <li>- to use a variety of tools and equipment safely;-</li> <li>to apply quality control checks during manufacture.</li> </ul>	<ul style="list-style-type: none"> <li>- answer an exam question based on timbers and boards;</li> <li>- manufacture a product safely in the workshop;</li> <li>- develop the learning skills of RESEARCH, IDENTIFY, EXPLAIN, COLLABORATE, FOCUS and APPLY.</li> </ul>
9	DT Textiles	3		
9	English	3	<ul style="list-style-type: none"> <li>how to analyse poetry;</li> <li>- how to construct a comparative essay</li> <li>- how to use STILTS</li> </ul>	<ul style="list-style-type: none"> <li>- be able to explain methods in the poems; - be able to write about poems individually; - be able to compare poems.</li> </ul>
9	History	3	<ul style="list-style-type: none"> <li>- about how in Medieval England there were different ideas behind the causes of the disease;</li> <li>- about the different approaches to treatment and prevention of illness in Medieval England;</li> <li>- about how the ideas behind treatment and prevention of illness had changed by 1900</li> </ul>	<ul style="list-style-type: none"> <li>-be able to COMPARE and CONTRAST medieval hospitals with modern hospitals;</li> <li>- be able to EXPLAIN how ideas about the causes of illness had changed between 1200-1900;</li> <li>- be able to EVALUATE the extent to which ideas behind the treatment of disease and illness had changed;</li> </ul>

9	Geography	3	<ul style="list-style-type: none"> <li>- how crime exists at a variety of scales, both local, national and international;</li> <li>- how international crime is the responsibility of all of us in raising awareness and identifying warning signs; - how to provide solutions to crime within local communities to solve the issues of national crime.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EXPLAIN the difference between different types of crime in geography;</li> <li>- be able to DESCRIBE the complex issue of international trafficking;</li> <li>- be able to SUGGEST solutions to all three types of crime learnt about within the LP.</li> </ul>
9	Maths	3	<ul style="list-style-type: none"> <li>- how to represent fractions, mixed numbers and decimals to compare their size; - how to perform operations on fractions, mixed numbers and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to compare and order fractions, mixed numbers and decimals;</li> <li>- be able to add, subtract, multiply and divide with fractions and mixed numbers; - be able to add, subtract multiply and divide with decimals.</li> </ul>
9	MFL	3	<ul style="list-style-type: none"> <li>- how to describe a number of key Spanish festivals;</li> <li>- how to give an account of a music festival I have been to;</li> <li>- how to use my skills to access the foundation paper.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to complete a 90 word question on festivals;</li> <li>- be able to access top marks on a foundation photocard;</li> <li>- be able to access top marks on a foundation roleplay scenario.</li> </ul>
9	Music	3		
9	PE	3	<ul style="list-style-type: none"> <li>• how to test specific components of fitness;</li> <li>• how different methods of training can be used to improve areas of fitness for sport; • how to observe and evaluate performance of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to identify strengths and areas for improvement of self and others;</li> </ul>
9	RE	3	<ul style="list-style-type: none"> <li>- about evil and suffering and how they might affect belief in God;</li> <li>- how Christians justify the existence of evil and suffering;</li> <li>- how Christians and Muslims help to address evil and suffering in our world today.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to DESCRIBE the problem of evil and suffering;</li> <li>- be able to EXPLAIN Christian teachings about evil and suffering;</li> <li>- be able to EVALUATE views about the existence of God when there is so much suffering in the world.</li> </ul>
9	Science	3	<ul style="list-style-type: none"> <li>- how the human body is organised;</li> <li>- about how the digestive, circulatory and respiratory system;</li> <li>- about the density of different states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to DESCRIBE the structure of the heart;</li> <li>- DESIGN an investigation into the density of regular and irregular shaped objects;</li> <li>-develop the learning skills of EXPLAIN, REASON, JUSTIFY, DISCUSS, LINK, EVALUATE and DESIGN.</li> </ul>