



Year 9 Yearly overview 2022-2023

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
English	<p>To look at Willy Russell’s Blood Brothers and to analyze and develop an understanding of Plot, Character, and Setting.</p> <p>To develop skills in paragraphing and writing to inform and to persuade.</p> <p>The student will learn how to present a balanced argument in their writing.</p> <p>They will practice punctuation and how to use them effectively.</p> <p>Using specific texts to demonstrate Reading to Understand and from that to develop a skilled argument.</p> <p>Writing to inform and how to use rhetoric and clarity in their writing</p>	<p>To read for meaning A short story The Haunted House Virginia Woolf</p> <p>To look at structure and to analyze language used, what is the structure of the story, what other format might it take.</p> <p>Draft your own story from the genre choice.</p> <p>How to craft your own creative writing skills</p> <p>Look at characterization</p> <p>Plot and atmosphere</p> <p>Create both through the medium of descriptive writing</p> <p>Build on grammar and punctuation and how to edit your work for better effect</p>	<p>To bring all your skills together and apply them to an end of year test.</p> <p>The student will be introduced to Shakespeare in both his plays and sonnets.</p> <p>Analysing unusual text and writing effectively on the above.</p> <p>Macbeth</p> <p>Themes: power, desire, jealousy, hate and murder.</p> <p>Writing and offering a constructed argument about the nature of power.</p>
Maths	<p>Themes:</p> <ol style="list-style-type: none"> 1. Number and calculations 2. Operating with negative numbers 3. Square roots, cube roots 4. Multiples and factors 5. Expressions and functions 6. Simplifying and expanding 7. Functions 	<p>Themes:</p> <ol style="list-style-type: none"> 1. Planning, collecting and processing data 2. Discrete and continuous data 3. Collecting data and frequency tables 4. Expressions, equations and formulae 5. Solving linear equations 	<p>Themes:</p> <ol style="list-style-type: none"> 1. Presenting data 2. Frequency diagrams and pie charts 3. Line graphs 4. Histograms 5. Stem-and-leaf diagrams 6. Transformations 7. Translation

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: information@englishedmoscow.com

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	<ol style="list-style-type: none"> 8. Constructing equations 9. Shapes and mathematical drawings 10. Circles, arcs and triangles 11. Bisecting angles and lines 12. Symmetry 13. Length, mass and capacity 14. Units of measure 15. Area, volume and capacity 16. Estimation 17. Number and calculation 18. Rounding numbers 19. Operations with decimals 	<ol style="list-style-type: none"> 6. Substituting into expressions 7. Formulae 8. Geometry 9. Angles 10. Geometry problems using coordinate axes 11. Fractions and decimals 12. Ordering decimals 13. Operating with decimals 14. Time and rates of change 15. Plotting points 16. Interpreting real life graphs 17. Travel graphs 	<ol style="list-style-type: none"> 8. Reflection 9. Rotation 10. Enlargement 11. Combination of transformations 12. Ratio and proportion 13. Units of measurement 14. Ratio 15. Proportion 16. Area, perimeter and volume 17. Perimeter 18. Areas of rectangles and triangles 19. Area of circles 20. Areas of compound shapes 21. Volumes of cuboids 22. Surface area 23. Probability
Russian NON-NATIVE	<p>develop the ability to listen to and understand short passages and dialogues(conversations) spoken at normal speed</p> <ul style="list-style-type: none"> •be able to give answers to difficult and long questions with correct pronunciation using familiar words •read and respond to different types of written language • be able to write sentences with some help and begin to develop ideas and give opinions <p>•understand and apply a range of vocabulary and structures</p>		
	<ul style="list-style-type: none"> • international words • countries & capitals vocabulary 	<ul style="list-style-type: none"> • answer the question «where and when I am going to be tomorrow»? 	<ul style="list-style-type: none"> • vocabulary for discussing travel and transport. • types of transport in the city



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	<ul style="list-style-type: none"> • to know the members of the family • time & money • plan for the day • plan for the week • plan for the month • the weather • describe people and objects • numbers from 13 to 100 • address and phone number • calendar vocabulary 	<ul style="list-style-type: none"> • plans for the weekend • professions • common modal verbs (хочу, собираюсь, надеюсь) • healthy living • healthy eating and exercise vocabulary • vocabulary for daily routine and helping at home • reflexive verbs in three tenses • vocabulary for describing holidays 	<ul style="list-style-type: none"> • cultural activities vocabulary. • concept «culture», «multicultural» • Products & navigation in the grocery store • Restaurant
<p>Russian native</p>	<p>Students will be able:</p> <ul style="list-style-type: none"> • to improve on grammar and writing skills • to improve on spelling skills and self-correction • to improve on reading and analysis skills • to enrich their vocabulary 		
	<ul style="list-style-type: none"> • Spelling (revision) • The 1st and 2nd conjugation of the Verb • Spelling of verbs' personal endings • Participle and Participle construction • Spelling rules for Participles 	<ul style="list-style-type: none"> • Spelling rules for Participles • The Verbal Adverb and syntax construction with Verbal Adverb • Spelling rules for Verbal Adverbs 	<ul style="list-style-type: none"> • Adverb • Formation and Classification of Adverbs • Spelling rules for Adverbs



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Science	<u>Chemistry</u> <ul style="list-style-type: none">• <u>The Atom</u>• Particle Nature of Matter• How is an atom made up?• Atoms, Molecules, Elements and Compounds• The Periodic Table• Forming Compounds• Formula's and word equations• Metals and Nonmetals• Investigating Reactions from elements to compounds• Preparing Salts• Flame Tests• <u>Rates of Reaction</u>• The rate of reaction can be measured by the amount of product made in a given time or amount of reactant used• If a gas is made in a reaction, measuring the volume of the gas produced in a given time is often the best way to measure the rate of the reaction	<u>Physics</u> <p><u>Forces and Magnets:</u> Make speed calculations, measure speed and investigate the relationship between slope and speed. Use speed equations to calculate distance and time. Use distance-time graphs to explain speed and movement. Explain resultant forces and how it relates to falling objects. Understand how magnets work and how magnets affect each other. Understand how electromagnets work and how they are used to power electric devices</p> <p><u>Moment, pressure and density:</u> Understand how simple levers work and their relationship to forces. Explain pulley systems and their relationship on forces. Understand the work done equation and do calculations with it. Know what density is and understand the density equation. Know what pressure is and understand the pressure equation. Understand how liquids affect pressure. Describe the relationship between moments, pivots and forces. Understand the motion equation.</p>	<u>Biology</u> <p><u>Plants</u></p> <ul style="list-style-type: none">• Photosynthesis is the production of glucose and oxygen, by reacting water and carbon dioxide, using energy from light• Plants often change some of the glucose into starch, for storage• Before testing a leaf for starch, you need to boil it to break down the cell membranes• Plants need nitrate to make proteins, which are needed to make new cells for growth• Plants need magnesium to make chlorophyll• Plants need water for support, cooling, transport and photosynthesis• Most of the water taken up by the roots eventually diffuses out of the plant's leaves, as water vapor



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	<ul style="list-style-type: none">• The rate of reaction changes with time• The slope of the graph of the results is a measure of the rate of reaction• The more collisions between particles of reactants there are in a given time, the faster the reaction• When a solid lump is cut into pieces, its total surface area increases• An increase in the total surface area gives an increase in the rate of reaction• The rate of reaction increases because the reaction can only take place with the particles on the surface of the solid• As the temperature is increased the rate of reaction increases• When particles have more energy they move faster, and collide more often and with greater energy	<p><u>Energy:</u> Understand what thermal energy is and how it is transferred. Explain the relationship between conduction and convection. Know what radiation is and its relationship to thermal energy. Understand the role of fossil fuels in society, name various alternative energies to fossil fuels and explain how they produce energy.</p>	<ul style="list-style-type: none">• Flowers are the reproductive organs of plants• The male parts of a flower are the stamens. Pollen contains the male gametes <p><u>Living Things and Environment</u></p> <ul style="list-style-type: none">• Plants are adapted to live in their habitats• Plant adaptations often help them to get light for photosynthesis• Annual plants grow, produce seeds and die in less than one year• Animals may have structural and behavioural adaptations that help them to survive in their habitats• Ecologists study organisms in their environment• Ecologists often use sampling techniques. Sampling involves finding results for a small, representative part of the area you are studying
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			<ul style="list-style-type: none"> • A food web shows how energy is transferred between organisms • A food web is made up of many interconnecting food chains • Decomposers are organisms that get their energy from dead organisms or their waste products
ICT	<p>1. Programming essentials in scratch - part 1</p> <p>The aim of this unit is to build students’ confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer students the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p>	<p>3. Programming essentials in scratch - part 2</p> <p>Students will build on their understanding of the control structures’ sequence, selection, and iteration (the big three), and develop their problem-solving skills. Students will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.</p> <p>4. Data science</p>	<p>5. Introduction of cybersecurity</p> <p>This unit takes students on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. Students will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.</p> <p>6. Introduction to Python</p>



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	<p>2. Media - Animations</p> <p>Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit students will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit students will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take students through the basics of modelling, texturing, and animating; outputs will include 3D models and short videos.</p>	<p>In this unit, students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.</p>	<p>This unit introduces students to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p>
<p>PSHE</p>	<p>Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. PSHE lessons are aimed to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. The discussions should also prepare pupils to take their place in society as responsible citizens, support them making right decisions, to be safe, healthy and prepared for life's opportunities.</p> <p>During the year, we discuss a number of topics to enable students to gain confidence in sharing beliefs and opinions within a safe and happy environment.</p> <p>Some discussions during the year include, but are not limited to:</p>		



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	<ul style="list-style-type: none"> • Our class and Tutor group • Safety awareness 	<ul style="list-style-type: none"> • Relating to others • Food awareness 	<ul style="list-style-type: none"> • Working with others • Making the right choices • Human Rights
History	<p>The Rise and the Fall of the Romanov Dynasty. What achievements were made? Who achieved the most for the people of Russia? Focus on Catherine the Great Tsar Nicholas II How did the Bolsheviks gain control? What happened during the 1905 revolution? Discuss in relation the the growing unrest of the people and the rise of the educated classes. The abdication of Nicholas II and the eventual demise of the family.</p>	<p>How did the growing unrest across Europe lead to World War One? The murder of the Arch-Duke Franz Ferdinand by Gavrilo Princip and the Red Hand movement. The start of World War One and a look at the axis group and the alliances made The war and the structure of the war. It will be over by Christmas! A look at trench warfare and the effect it had on the nature of war. The impact the war poets had, Rupert Brook and Wilfred Owen, a focus point. The nature of warfare and the casualties. The war ends and the failure of the treaty of Versailles, what did it achieve? Bringing your understanding of the nature of war together in an end of term assessment.</p>	<p>What kind of peace was established in 1919? How did the failure of the league of nations bring us to the eventual World War II A look at Europe in the 1920s and 1930s The rise of Hitler and the murmuring of war. Who were the key players in the lead up to war and who were the key players in the war? The key battles and the end of the war. Create a profile on the leaders? What was the holocaust? Schindler and other risk-takers, how did they help? Chasing down the Nazis Final assessment based on what you have studied.</p>



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Geography	Economic Development	1. Natural environment Earthquakes and Volcanoes	1. Environmental risks of Economic Development
	<p>-Use a variety of indicators to assess the level of development of a country</p> <p>-Demonstrate an understanding of development gap by using a Brandit Line</p> <p>-Identify and explain inequalities between and within countries</p> <p>-Describe inequalities among people</p> <p>-Describe and explain the types and effectiveness of foreign aid</p>	<p>- Know what earthquakes and volcanoes are</p> <p>-Become familiar with and be able to demonstrate how earthquake waves are produced and how volcanoes erupt;</p> <p>-Become familiar with the different types of fault zones and types of volcanoes</p> <p>-Become familiar with the causes of earthquakes and volcanoes</p> <p>-Demonstrate an understanding of the social, economic and environmental impacts of earthquakes and volcanoes</p> <p>-Demonstrate an understanding of why people like to live near volcanoes</p> <p>Case study is required for;</p> <ul style="list-style-type: none"> • An area that experienced the impacts of earthquake • An area that experienced the impacts of volcanic eruption <p>2. Industrial system and Agriculture systems</p>	<p>-Describe how economic activities may pose threats to the natural environment and people, locally and globally</p> <p>-Demonstrate the need for sustainable development and management</p> <p>-Understand the importance of resource conservation</p> <p>- Understanding threats to the natural environment (including soil erosion, desertification, enhanced global warming and pollution [water, air, noise, visual</p>



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		<ul style="list-style-type: none"> -Demonstrate an understanding of an industrial system: inputs, processes and outputs (products and waste) -Describe and explain the factors influencing the distribution and location of factories and industrial zones - Demonstrate an understanding of agricultural system and types of agriculture -Demonstrate an understanding of food shortage and its solutions 	
<p>Music</p>	<ul style="list-style-type: none"> • Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. • Understand how different dance music genres use different time signatures and metres and how these relate to the dance. • Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys 	<ul style="list-style-type: none"> • Understand the connection between Samba and carnival • Understand and use basic rhythmic features such as ostinato and cyclic rhythms when performing Samba • Perform basic simple rhythmic parts within a group percussion ensemble • Realise, adapt and refine their ideas for their own computer or video game using websites like SCRATCH where they can they refine and adapt their own musical soundtracks to. 	<ul style="list-style-type: none"> • Distinguishing between riffs, structure, lyrics and melody in songs and describing their use with guidance. • Performing simple parts such as basic riffs of well-known songs on their own and in unison. • Performing a simple part within a group arrangement of a simple part of a popular song e.g., a single chorus from a Lead Sheet



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<p>Drama</p>	<p>In Year 9 students are provided with the opportunity to experiment and explore different styles. This year enables the students to discover their own strengths in performance, directing and devising. Students continue to learn that positive working relationships when working collaboratively is key to successful learning outcomes.</p>		
<p>PE</p>	<p>Handball</p> <ul style="list-style-type: none"> • Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to small –sided competitive games and use them to begin to attack. • Rallies should be started with a basic receiving-catching and students should understand 	<p>Football</p> <ul style="list-style-type: none"> • To be able to rally co-operatively with a partner. • To be able to perform a technically correct basic skill. • To be able to perform teamwork • To be able to basic the rules/regulations and safety procedures. • Studying rules of safety in the lessons of Football. 	<p>Volleyball</p> <ul style="list-style-type: none"> • To perform a basic set-shot accurately and perform the shot in a game situation. • To perform volleyball, Dig shot technique • To understand the scoring system in Volleyball. • To be able to perform the underarm and overhand serve • To develop and accurately replicate a spike shot
	<p>The 5 Elements of Drama</p> <p>Students will be introduced to 5 elements of Drama; form, structure, characterization, convention and acting skills.</p> <p>They will be focusing on characterization and acting skills in the first term. Exploring different forms of role playing, character development and improvisation.</p>	<p>Fame and Celebrity</p> <p>In this project the students will explore the concepts of reality and fantasy.</p> <p>Students will; explore character roles in various scenarios, they will consider and analyse stage productions and produce their own creative scripts to perform in class.</p>	<p>Inspector Calls</p> <p>This project introduces the students to the play: <i>An Inspector Calls</i>, which the students will be investigating in English during their IGCSE studies. The play explores the use of dramatic irony, analysing stage directions and production. This project also supports the students to be more socially responsible citizens, who consider the needs of others.</p>



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	<p>ruled regarding the scoring of points.</p> <ul style="list-style-type: none"> • Ball handling · Distribution - passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.) 	<ul style="list-style-type: none"> • Studying and developing dribbling, • inside -the foot pass, long pass, foot trap, passing, outside the foot pass, • ball control; tackling • goalkeeping, kicking goals, kick-off • team play and strategy • defensive maneuvers, football rules, game • Improving stamina, agility, strength. 	<ul style="list-style-type: none"> • To analyse performance in Volleyball • To use the three-touch idea in game situation • To use a variety of tactics to outwit opponent • To be able to perform teamwork • To be able to basic the rules/regulations and safety procedures
<p>Art</p>	<p>Portraiture</p> <p>This scheme of learning teaches students how to construct a portrait drawing. They will have the opportunity to explore the work of artists whose subject is portraiture based, but who also abstract and distort the subject. They will develop their skills in researching artists and discussing their work before moving on to developing their own distorted portrait outcome.</p>	<p>Food</p> <p>This project highlights the student’s creativity and initiative to be able to achieve higher if they chose to continue their Art studies at KS4. Students will participate in many projects and activities which will provide them with a sound sense of enjoyment and fulfillment. Speaking and listening to other’s views and opinions about Artwork. Class discussion allows for interaction with peers and sharing of ideas.</p>	<p>Day of Dead</p> <p>This project explores the concepts of different culturally celebrations. Students will explore the different aspects of life and death from other cultures, non-religious and religious perspectives, students will learn about facts, traditions, belief values and cultural celebrations from the Mexican festival of ‘The Day of the Dead’.</p> <p>They will understand new, different and unique art forms from other</p>

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: information@englishedmoscow.com

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	<p>The year 9 Art, Portraiture is designed to encourage students in becoming independent learners through a structure which focuses on active learning. This projects highlights the student’s creativity and initiative to be able to achieve higher if they chose to continue their Art studies at KS4.</p>	<p>This scheme of learning give students the knowledge and understanding of historical links to Modern and contemporary influences, that shows Art has an audience and purpose. Students will also develop skills of their technical competency in drawing and painting. Students will also grow with independence and confidence in creating their own composition for their final assessment piece.</p>	<p>cultures and artists that will influence them when they create their own study inspired by ‘Day of the Dead’. This project highlights the student’s creativity and initiative to be able to achieve higher if they chose to continue their Art studies at KS4. They will also begin to develop their communication skills to verbally, and visually communicate their work, whilst making personal and construction judgements.</p>
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