

Year 9 Yearly Overview

	Autumn	Spring	Summer
English	<p>Poetry</p> <ul style="list-style-type: none"> -We will continue to examine the nature and structure of poetry and think about how to respond to it. -Students will be able to identify / comment on literary devices used and to be aware of the writer's intention in using the techniques they did. -We will analyze poetry in context, trying to interpret poetry to look for meaning and to write an appropriate response. -They will look at a variety of poems, including limericks, ballads, haiku and other forms of poetry, and will be writing poetry themselves. 	<p>Prose</p> <ul style="list-style-type: none"> -Students will read a novel together as a class and continue to think about how to respond appropriately. -We will also look at the role of point of view and bias in writing, and work on improving our own writing. The students will learn how to present a balanced argument in their writing. -Students will take part in various activities that will strengthen their writing and how to respond to a writing exercise. 	<p>Drama</p> <ul style="list-style-type: none"> -This term the students will be engaged in reading and responding to a play, and will master the appropriate technical terms. -They will practice speaking and listening skills by reading and performing the play. -We will also look at how a short story is structured, and how to assess this type of writing. -Students will then try creating one themselves.
Mathematics	<p>Systems of linear equations</p> <ul style="list-style-type: none"> - graphical method, substitution method, elimination method - real-life problems and systems of linear equations <p>Laws of exponents, Monomials, Polynomials and various methods for factoring. Rational expressions</p> <ul style="list-style-type: none"> - Index laws; Negative integer exponents; Standard form of numbers; Monomials; Operations with monomials; Polynomials; 	<p>Square roots/Solving quadratic equations</p> <ul style="list-style-type: none"> - Rational and irrational numbers - Approximating radicals - Rules for radicals - Simplifying radicals - The square root function and transformations - Solving quadratic equations using the quadratic formula and Vieta's formulae - Factorising quadratic equations - Solving word problems using quadratic equations 	<p>Geometry</p> <ul style="list-style-type: none"> - Similar triangles - Triangle and trapezium mid-segment theorems - Finding the volume and surface area of regular and compound shapes <p>Statistics and Probability</p> <ul style="list-style-type: none"> - Graphical analysis and representation of data in scatter plots - Constructing and interpreting scatter plots - Drawing a line of best fit - Sample space

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	<p>Addition/subtraction and multiplication/division of polynomials.</p> <ul style="list-style-type: none"> - Various methods for factoring polynomials; Square of sum; Square of difference; Difference of two squares; Cube of a binomial; Sum and difference of two cubes - Reducing rational expressions; Operations with rational expressions; Transformation of rational expressions. - The reciprocal function 	<p>Geometry</p> <ul style="list-style-type: none"> - Solving complex problems using the area formulae (Square, Rectangle, Triangle, Parallelogram, Trapezium, Circle) - Pythagoras theorem 	<ul style="list-style-type: none"> - Probability - Venn diagrams - Tree diagrams
Science	<p>Chemistry</p> <p>The Atom</p> <ul style="list-style-type: none"> - Particle Nature of Matter - What 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 <p>Rates of Reaction</p> <ul style="list-style-type: none"> - The rate of reaction-volume 	<p>Physics</p> <p>Forces and Magnets</p> <ul style="list-style-type: none"> - Make speed calculations - 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 - Understand how magnets work and how magnets affect each other - Understand how electromagnets work and how they are used to power electric devices 	<p>Biology</p> <p>Plants</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 - 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

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	<ul style="list-style-type: none"> - The rate of reaction changes with time - The slope of the graph - Surface area and rate of reaction - Temperature and rate of reaction. <p>Preparation of Salts</p> <ul style="list-style-type: none"> - Metal and acid - Acid and Carbonate Acid + carbonate = salt + water + carbon dioxide - Salts are formed when an acid is neutralised by an alkali Acid + alkali = salt + water 	<p>Moment, pressure and density</p> <ul style="list-style-type: none"> - 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. - Know what density is and understand the density equation - Know what pressure is and understand the pressure equation. <p>Understand how liquids affect pressure.</p> <ul style="list-style-type: none"> - Describe the relationship between moments, pivots and forces. - Understand the motion equation. <p>Energy</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> photosynthesis - Diffusion - Flowers are the reproductive organs of plants - Male and Female organs of plant <p>Living Things and Environment</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 - A food web shows how energy is transferred between organisms - A food web is made up of many
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		and explain how they produce energy.	interconnecting food chains - Decomposers are organisms that get their energy from dead organisms or their waste products
History	<p>Europe 1890-1920</p> <ul style="list-style-type: none"> -Colonialism and trade: Case study of the British Empire -How did the system of alliances and the growing tension across Europe lead to World War One? -The trigger: the murder of Archduke Franz Ferdinand and the start of World War One -The nature of and structure of the war -A look at trench warfare and new technologies, and the effect they had on the course of the war. -The impact of the war poets - Rupert Brook and Wilfred Owen -The war ends and the treaty of Versailles - what was achieved? 	<p>The Romanov Dynasty and the birth of the USSR</p> <ul style="list-style-type: none"> -Peter the Great -Russia at the turn of the 20th Century -Tsar Nicholas II -What happened during the 1905 revolution? Why was it unsuccessful? -The March 1917 Revolution: Causes and results -How did the Bolsheviks gain control in November 1917, and why was this revolution more successful? -The abdication of Nicholas II and the eventual demise of the family -The Russian Civil War -How the communists transformed the USSR – economy and society 	<p>Europe 1920-1945</p> <ul style="list-style-type: none"> -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 -The results of the war and the start of the Cold War
Geography	<p>Economic Development</p> <ul style="list-style-type: none"> -Use a variety of indicators to assess the level of development of a country. 	<p>Natural environment Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> - Know what earthquakes and volcanoes are. -Become familiar with and be able to demonstrate how earthquake waves are produced and how volcanoes erupt; 	<p>Environmental risks of Economic Development</p> <ul style="list-style-type: none"> -Describe how economic activities may pose threats to the natural environment and people, locally and globally.

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	<ul style="list-style-type: none"> -Demonstrate an understanding of development gap by using a Brandit Line. -Identify and explain inequalities between and within countries. -Describe inequalities among people. -Describe and explain the types and effectiveness of foreign aid. 	<ul style="list-style-type: none"> -Become familiar with the different types of fault zones and types of volcanoes. -Become familiar with the causes of earthquakes and volcanoes. -Demonstrate an understanding of the social, economic and environmental impacts of earthquakes and volcanoes. -Demonstrate an understanding of why people like to live near volcanoes. Case study is required for; -An area that experienced the impacts of earthquake. -An area that experienced the impacts of volcanic eruption. Industrial system and Agriculture systems -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. 	<ul style="list-style-type: none"> -Demonstrate the need for sustainable development and management. -Understand the importance of resource conservation. - Understanding threats to the natural environment (including soil erosion, desertification, enhanced global warming and pollution [water, air, noise, visual).
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Russian 1st Language	<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
Russian 2nd Language	<p>Basic level. A2</p> <p>Time to speak Russian. Moscow vacation(A2). Moscow by Alphabet (A2), Around Country (A2), History and Traditions (A2). Articles for discussion.</p> <ul style="list-style-type: none"> Module 1. - Theme/Vocabulary: Tell us about yourself. - Grammar: Usage of nouns and adjectives in Prepositional and Instrumental case. Module 2 - Theme/Vocabulary: Family - Grammar: Usage of Accusative case and Genitive case Module 3. - Theme/Vocabulary: House or flat. - Grammar: Usage of Genitive case (direction, location). - Grammar: Usage of Accusative case. Module 4. 	<p>Basic level. A2</p> <p>Time to speak Russian. Moscow vacation(A2). Moscow by Alphabet (A2), Around Country (A2), History and Traditions (A2). Articles for discussion.</p> <ul style="list-style-type: none"> Module 5 - Theme/Vocabulary: The city. - Subordinate clause of purpose Module 6. - Theme/Vocabulary: Shopping. - Grammar: Verbs of motion without prefix. Module 7. - Theme/Vocabulary: Transport. - Grammar: Prefixed verbs of motion. Directions. (Accusative, Genitive case). Module 8. - Theme/Vocabulary: In restaurant. Russian cuisine. 	<p>Basic level. A2</p> <p>Time to speak Russian. Moscow vacation(A2). Moscow by Alphabet (A2), Around Country (A2), History and Traditions (A2). Articles for discussion.</p> <ul style="list-style-type: none"> Module 9. - Theme/Vocabulary: Describe a person. Clothes. - Grammar: Adjectives. Module 10. - Theme/Vocabulary: Movie. Theatre - Grammar: A&Q. Review Module 11 - Profession. Education. - Grammar: Verbal adverbs. Module 12 - Theme/ vocabulary: Traditions. Holidays. - Grammar: Participle. Review

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	<ul style="list-style-type: none"> - Theme/Vocabulary: My day. Time. - Grammar: Aspects of verbs. - Grammar: Usage of Prepositional case (object of speech). <p>Review</p>	<ul style="list-style-type: none"> - Grammar: Verbs of motion: нести-носить, везти-возить, вести-водить. <p>Review</p>	
Art	<p>Portraiture</p> <ul style="list-style-type: none"> -This scheme of learning teaches students how to construct a portrait drawing using measuring. -They will have the opportunity to explore the work of artists whose subject is portraiture 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. -The year 9 Art, distorted portraits 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>Food</p> <ul style="list-style-type: none"> -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. -This scheme of learning give students the knowledge and understanding of historical links to Modern and contemporary influences, that Art has an audience and purpose. -Students will also develop skills of their technical competency in drawing and 	<p>Day of Dead</p> <ul style="list-style-type: none"> -This unit of work, explores the controversial issues of the afterlife. 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’ -Understand new, different and unique art forms from other cultures and artists -Explore how and why death is celebrated in Mexico through the Day of the Dead festival. -Create an art piece inspired by Day of the Dead and to represent your own beliefs about death and afterlife. -This project highlights the student’s creativity and initiative to be able to achieve higher if

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	<p>-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.</p> <p>-Class discussion allows for interaction with peers and sharing of ideas.</p>	<p>painting. Specifically gaining confidence of drawing elliptical objects.</p> <p>-Students will also grow with independence and confidence in creating their own composition for their final assessment piece.</p>	<p>they chose to continue their Art studies at KS4.</p> <p>-They will also begin to develop their communication skills to verbally, and visually communicate their work, whilst making personal and constructive judgements.</p>
Music	<p>Dance 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 goes with them. - Understand how different dance music genres use different time signatures and meters 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 	<p>Samba</p> <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 - Realize, adapt, and refine their ideas for their own computer or video game using websites like SCRATCH where they can refine and adapt their own musical soundtracks to. 	<p>What Makes a Good Song?</p> <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
Arabic	<p>Course Outline</p> <p>-Year 9 is the last year of key stage 3 and a foundation for GCSE years. However, the children at this stage must have experienced Arabic well enough to keep building on their progress since they began learning it in year 7. Therefore, the Arabic department will put</p>	<p>Arabic lifestyle</p> <ul style="list-style-type: none"> - Interesting places to visit in the city. - Media, Travel, tourism, and different means of transport. - Famous people in (sport, cinema, poetry etc...). - Foods 	<p>Grammar Focus:</p> <ul style="list-style-type: none"> -Past, Present, and future tenses, 1st & 3rd person, and sentence structure. - Describing your future holiday - Make sure they do their homework on time due and to a satisfactory standard.

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	<p>all available resources for the children to progress and achieve. Arabic lessons are very interactive including the four skills which are speaking, listening, reading, and writing.</p> <ul style="list-style-type: none"> - Create an ID form which includes name, age, nationality, marital status, qualification, and job status. - Body parts, health and fitness and its importance in our daily life. - Hobbies and sports, likes, dislikes and preferences in depth. - Jobs and professions and the activity related in depth as well as talking about future career. 	<ul style="list-style-type: none"> - Life in the city and in the countryside. 	<ul style="list-style-type: none"> - Encourage your child to focus on learning Arabic as it is the language of the Quran. - Also memorize and spell correctly at least 5 innovative words per week. <p>Revising</p>
<p>Spanish</p>	<p>Introduction</p> <ul style="list-style-type: none"> - Holiday destinations - Holiday accommodation - Holiday transport Opinions - Holiday activities Key verbs (alojarse etc) and holiday destinations Numbers 1-100 - Purchasing souvenirs <p>Recognizing and using the near-future tense with all pronouns.</p> <ul style="list-style-type: none"> - Recognizing past tense structures – regular verbs – yo form – and common irregulars - Ir in the past tense- all forms - Combining past – present – future – Using three tenses together 	<p>Speaking</p> <ul style="list-style-type: none"> - Talking about yourself and your family ----- - Describing your physical and personality traits using tener and ser - Talking about getting on with other people - Talking about personal and future relationships - Giving opinions and ideas on marriage Using two-time frames: present and future together <p>Equality</p> <ul style="list-style-type: none"> - Relationship - Online activities – all present tense forms <p>Complex opinions</p> <ul style="list-style-type: none"> - Using time phrases to describe technophobes and technophiles <p>Discussing</p>	<p>Speaking & Writing</p> <ul style="list-style-type: none"> - Music tv, film genres and opinions - Describing a film plot - Describing a recent visit to the cinema - Describe media in three tenses without support <p>Answer comprehension questions about media without support</p> <p>Revising</p>

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		the risks and dangers of the online world - Using times: past, present, and future together	
Computer Science	<p>Algorithms Computational Thinking</p> <p>Aim Computational Thinking forms the foundation for the entire course. Embedding these skills will allow students to be able to approach real world problems logically and understand the workings of the computer</p> <ul style="list-style-type: none"> - Decomposition - Abstraction - Pattern Recognition - Algorithms <p>Systems Architecture</p> <p>Aim Understand the terms and processes in computational thinking and be able to use the skills of abstraction, decomposition and algorithmic thinking.</p> <p>Architecture</p> <ul style="list-style-type: none"> - CPU - Performance - Embedded - systems 	<p>Memory and Storage</p> <p>Primary memory</p> <p>Aim Learn where different types of data can be stored</p> <ul style="list-style-type: none"> - Primary storage - RAM and ROM - Virtual memory <p>Secondary memory</p> <p>Aim Learn about external storage</p> <ul style="list-style-type: none"> - Types of Storage - Characteristics of storage <p>Data Storage</p> <p>Aim Learn how computers understand and make use of data</p> <p>Compression/Data Representation</p> <ul style="list-style-type: none"> - Units of data - Data storage - Character sets - Images - (Sound) - Compression 	<p>Boolean</p> <p>Aim Understand why data needs to be in binary form and how transistors in computers are used to make decision</p> <p>Logic</p> <ul style="list-style-type: none"> - AND/OR/NOT Gates - Truth tables <p>Programming Project</p> <p>Aim - Programming fundamentals, Additional Programming Techniques, Producing robust Programs, Defensive, Design, Testing, Programming project with Flow and Pseudocode - A programming scenario is shared with students, and they are asked to develop a solution to that through the following:</p> <ul style="list-style-type: none"> - Analysis of the problem - Design a solution - Programming Techniques –

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	<ul style="list-style-type: none"> - Systems Architecture - Purpose of the CPU - Von Neuman - Components/characteristic - FDE - RAM/ROM <p>Programming</p> <p>Aim Intro to Programming Students develop, apply and practice, analytical, problem-solving, design, and computational thinking skill with hands on practical computing devices Further develop flowcharts and pseudocode- Physical (Micro bits)</p> <ul style="list-style-type: none"> - Variables - Lists - Selection - Iteration-FOR and WHILE Loops - Algorithms - Designing, - Creating and refining algorithms - Flowcharts - Pseudocode 	<p>Programming languages and Integrated development Environments</p> <ul style="list-style-type: none"> - Languages (Translators and Facilitators) IDE, SQL - High / Low level Low - Practical use of the techniques in a high-level language - Practical use of the data types in a high-level language - Practical use of the additional programming techniques - Develop the fundamental techniques and concepts of text-based programming. - Also, the opportunity to link the physical programming principles and techniques learnt in text-based programming. - Develop Flowcharts and Pseudo coding skills and techniques - Translators/Compiler / Interpreter <p>Text Based Programming</p> <p>Aim Designing, creating and refining algorithms, Programming Fundamentals and Data types</p>	<ul style="list-style-type: none"> - showcase a range of techniques suitable to the problem. - Development – Show how the program comes together. - Evaluation and Testing – Evaluate the effectiveness of the program and how it meets the given problem. Fully test all elements of the program.
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		<ul style="list-style-type: none"> - Pseudocode - Flowcharts - Reference language/high-level programming language - The use of variables, constants, operators, inputs, outputs and assignments " - Basic programming constructs: <ul style="list-style-type: none"> - Sequence - Selection - Iteration - Boolean operators AND, OR and NOT 	
P.E	<p>Handball</p> <ul style="list-style-type: none"> -To be able to rally co-operatively with a partner. -To be able to play in different positions (attack, defence, goalkeeper) -To be able to perform a technically basic standard. -To be able to be judging the game. -To be able to perform teamwork (communication) -To be able to basic the rules/regulations and safety procedures. -To be able to understand the importance of physical test 	<p>Football</p> <ul style="list-style-type: none"> -Studying rules of safety in the lessons of Football. -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 -punting, volleying -team play and strategy -defensive manoeuvres, -football rules, game -Improving stamina, agility, strength. 	<p>Volleyball</p> <ul style="list-style-type: none"> -Studying rules of safety in the lessons of Volleyball. -Studying and developing underhand serve, simple returns, overhand serve, -Studying and developing forearm passing (set shot) -Studying and developing dig shot - Setting -Blocking -Spike/attacking -Basic games rules, game strategy, rotation Improving stamina, agility, strength.