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Curriculum Overview Year 9

Dear Parents/Carers,

At Hurworth it is our aim to provide a broad, balanced and challenging curriculum that ignites students' love of learning and successfully unlocks the true potential of each individual. We believe that students are empowered by what they know and that, if immersed in a knowledge-rich curriculum, they are more likely to become the best versions of themselves.

In this letter, you will find an overview of the work that your child will be studying during this half term. We've included key details on what they will be looking at in each subject, Independent Learning Tasks, how they'll be assessed, as well as opportunities for you to support your child's education by doing additional research on new topics or using departmental Read and Watch lists to further encourage their curiosity and enthusiasm to learn. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 9, students study the following subjects:

English, Maths, Science, Spanish, Design and Technology, History, Geography, Religious Studies, Music, Art, Computing, Physical Education and PSHCE.

The information for each subject is categorised as follows:

- **Topics taught:** This is an overview of the topics Year 9 will be covering this half term.
- **Learning Outcomes:** This explains what areas students will be looking at, and the skills they will be developing during the half term.
- **Homework:** This provides an outline of when students will be receiving Independent Learning Tasks for each subject.
- **Assessment:** This explains how students will be assessed on their understanding of this topic.
- **How I can support my child:** This gives suggestions of how you can offer your child support, as well as ways students can explore this area in more detail if they wish.

Further information for all subjects can be found on our school website, including our yearly learning journeys and links to departmental Read and Watch lists.

Art

<p>Topics Taught:</p>	<p>Exploring Animals</p> <p>A series of short artist studies that explore the style of individual artists and how they represent animals in art.</p> <p>Julie Rhodes – Tonal and observation</p> <p>Christal Langan – Ink and resist</p>
<p>Learning Outcomes:</p>	<p>To understand why and how artist produce their work.</p> <p>Explore and experiment with different medium.</p> <p>Develop observational thinking skills.</p> <p>Evaluate and refine work to improve the outcome.</p>
<p>Homework:</p>	<p><u>Lesson 3 – How to draw fur</u></p> <p>Watch the video by Lino Neto Arts, as you watch follow the tutorial completing your own fur study. You will need to keep stopping the video or rewatch sections to ensure that you completely understand each step.</p> <p>https://www.youtube.com/watch?v=4wAhko4LEvA&t=611s</p> <p>You will need a pencil, pencil sharpener, paper and a rubber.</p> <p><u>Lesson 5 – Observational drawing</u></p> <p>Produce an observational drawing of an animal with fur. This could be your own pet or an image that you find off the internet. The image you use needs to be a real animal, not a drawing or a cartoon image.</p> <p><u>Lesson 7 – Artist Analysis</u></p> <p>Last week we looked at the work of Christel Langan. Find an image that the artist has created and create a written piece, describing her artwork, use the questions to help structure your paragraphs.</p> <p>What do you notice about the work? write key words to describe.</p> <p>What medium is used to create the work?</p> <p>What colours are used?</p> <p>Describe the background.</p> <p>Explain the composition.</p>
<p>Assessment:</p>	<p>Baseline assessment, Homework to monitor independent work.</p> <p>Unit assessment at the end of each artist workshop to monitor their understanding of each new skill.</p>

How I can support my child:	<p>Encourage your child to further their understanding of each artist studied in their lessons. They can watch videos and/or read information about the artist online</p> <p>Encourage gallery and museum visits, encourage your child to discuss and have an opinion about different pieces of art.</p>
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Computing

Topics Taught:	Computer Networks
Learning Outcomes:	<p>Explain the difference between a LAN and a WAN.</p> <p>Investigate the different network topologies.</p> <p>Identify the hardware needed to set up a network.</p>
Homework:	An in-depth investigation into subject related career options.
Assessment:	<p>Multiple choice assessment.</p> <p>Creation of a computer network diagram to meet the requirements of a client brief.</p>
How I can support my child:	Encourage students to watch knowledge videos on Microsoft One Note and read attached key information. This could be used to create a mind map.

Design Technology

Students will study Dt & Engineering for half the year and Food Technology for the other.

Topics Taught:	DT/Engineering Clock/Night Light/Structures and Forces
Learning Outcomes:	<p><u>Clock</u> To introduce students to a number of new materials, tools, equipment and machinery used in the workshop and reinforce their understanding of those used previously.</p> <p>To introduce students to different types of wood joint.</p> <p>To develop students' ability to evaluate.</p> <p><u>Night Light</u> To introduce students to the basic principles of electricity – current, voltage etc.</p> <p>To develop students' understanding of how developments in electronics can impact everyday life.</p> <p>To introduce students to a range of basic components and the soldering process.</p> <p>Structures and Forces To develop an understanding of the term 'structure'.</p> <p>To develop and understanding of the different types of force a structure may be subjected to and how to reinforce a structure against these forces.</p> <p>To introduce students to the glue gun and develop their ability to model with card.</p>
Homework:	A range of quizzes to be completed using Microsoft Forms via Teams.
Assessment:	Four 'Key Tasks' which assess students' ability to design, make and evaluate, in addition to their technical understanding of the topics covered.
How I can support my child:	Discuss your child's homework tasks and help them with any issues that they find.

Topics Taught:	Food Technology Fast Food
Learning Outcomes:	<p>To develop students' understanding of the Eatwell Guide. Develop safety and hygiene practice in the food rooms.</p> <p>To develop students understanding of different ingredients used to prepare and cook dishes.</p>

	To develop students' ability to work independently and as part of a team.
Homework:	A range of quizzes to be completed using Microsoft Forms via Teams.
Assessment:	Four 'Key Tasks' which assess students' ability to design, make and evaluate, in addition to their technical understanding of the topics covered.
How I can support my child:	Encourage your child to cook at home.

English

Topics Taught:	Gothic Literature including the whole text study of Susan Hill's 'The Woman in Black'.
Learning Outcomes:	An understanding of a wide selection of Gothic texts including: 'Castle of Otranto,' 'Frankenstein,' 'Dr Jekyll and Mr Hyde' in addition to 'The Woman in Black'. Various Romantic poems by Blake, Wordsworth and Shelley. Students will develop their reading skills including how to deconstruct, analyse and write critically about a range of Gothic texts, building on students' prior knowledge of narrative writing and reading as well as poetry to establish a solid foundation of gothic/Victorian/Romantic literature to enable strong connections to texts studied at Key Stage 4.
Homework:	One hour of reading will be set for English per week using the online programme Reading Plus. Students will log-in and complete the reading and vocabulary tasks, working at their own pace and suitable time slots.
Assessment:	Gothic Literature end of half term writing assessment. Weekly spelling and vocabulary checks.
How I can support my child:	Utilise the Gothic Literature and 'The Woman in Black' Knowledge Organisers to support understanding of key vocabulary, themes and key knowledge. Support with reading: Student's library book and via Reading Plus.

Geography

Topics Taught:	Development
Learning Outcomes:	<p>Students will investigate the challenge that population growth places on development globally.</p> <p>Students will explore the global imbalance of wealth (development gap).</p> <p>Students will understand a range of strategies to try to close the development gap such as tourism, aid, fairtrade, debt relief and industrial development.</p> <p>Knowledge will be applied to a case study TransNational Corporation (TNC) of Shell oil in Lagos, Nigeria</p> <p>Students will finally look at the development imbalance within the UK; North – South divide.</p>
Homework:	<p>Key words Rank the sustainable development goals in order of difficulty of achieving; giving reasons.</p> <p>Inspire research tasks.</p>
Assessment:	<p>Mid-point assessment to focus on substantive knowledge – key vocabulary, models, naming features and completing diagrams.</p> <p>Spelling test on key words set for homework.</p>
How I can support my child:	<p>Encourage students to access the read and watch lists.</p> <p>Encourage students to complete the optional additional challenge homework.</p> <p>Watch the news together – ask students to link it to this module.</p>

History

Topics Taught:	<p>The causes of World War One, plus experiences of soldier's during World War One.</p> <p>DORA and the home front during World War One.</p>
Learning Outcomes:	<p>Develop extended writing skills – producing clear line of argument, focused explanation and analysis and substantiated judgements in relation to GCSE questions.</p> <p>Develop skills of source analysis – inferring meaning from sources, in particularly political cartoons and government propaganda, analysing utility of sources, comparing the content and provenance of sources and evaluating historical interpretations for 'how convincing' in relation to GCSE sources and interpretation questions.</p> <p>Developing student independence and framing their own</p>

	questions, then substantiate conclusions with relevant source evidence.
Homework:	Research, key words, key paragraphs
Assessment:	Quiz, Reaching a judgement question - The assassination of Franz Ferdinand was the main cause of World War I. How far do you agree with this statement?
How I can support my child:	Encourage wider reading and independent research. Check and test key word spellings and definition.

Maths

Topics Taught:	Fractions Decimals Algebraic Expressions Constructions and Congruency
Learning Outcomes:	Students continue to build upon their knowledge of all areas of mathematics from their work in Year 8 by facing more demanding strategies to solve problems in all topic areas. Building upon core methods, the development of fluency, reasoning and problem solving is again structured into every topic area and all topics are assessed by GCSE style questions. Clear written methods and good number skills are expected in every topic and students are expected to be able to link different areas of the subject to help solve problems with algebra now embedded throughout all topics with both familiar and unfamiliar contexts. During the year students will have experience of meeting more challenging exam style work in anticipation of heading towards their examinations. The end of the year gives students the opportunity to transfer their skills and knowledge to real-life financial scenarios, which will help to equip them for life after school (e.g. savings, loans, taxation and budgeting).
Homework:	Compulsory homework is set weekly on Sparx giving students further practise of work covered in class as well as revisiting areas from earlier in the curriculum; these tasks will take up to one hour. There are extra tasks if your child would like to develop further and achieve additional green clicks on ClassCharts. Your child needs to use their homework book to write bookwork codes, workings and answers. Homework is tailored to your child's ability level. The deadline for all homework is <u>Wednesday</u> for every student. Emails are sent automatically to parents/guardians.
Assessment:	Baseline Assessment, weekly homework tasks and assessments towards the end of each half term.
How I can support my child:	Encourage and support your child to complete their homework tasks to the best of their ability, this may involve watching help videos, making notes and having multiple attempts at a question.

Music

Topics Taught:	'Film Music'
Learning Outcomes:	<p>Ability to use the elements of music to describe a piece of music and be able to discuss the impact that this has on the film.</p> <p>Learning the techniques used by film composers to create different effects and moods.</p> <p>Understanding features of music used on different film genres.</p> <p>Compose and perform a variety of film music from a range of genres.</p>
Homework:	<p>Elements of Music – revisiting musical vocabulary</p> <p>Track of the week – to build up essential listening and appraising skills</p>
Assessment:	<p>Listening assessments throughout the unit – identifying instruments, identifying musical features used, ability to describe the elements and the effect this has on the mood.</p> <p>Performance assessments – ability to perform a range of film theme tunes of varying difficulty.</p>
How I can support my child:	<p>Watching musical concerts either live or on YouTube (e.g. "Film Music Proms" etc.) of film music being performed by an orchestra both with the moving image, and also in isolation such as concert suites.</p> <p>Attending theatrical productions to get the opportunity to see and hear live original music e.g. musicals.</p>

Physical Education

Topics Taught:	<p>Football</p> <p>Handball</p> <p>Netball</p>
Learning Outcomes:	<p><u>Football</u> - Embed basic skills and techniques with an emphasis on developing attacking and defensive principles when in and out of possession, including set plays and formations.</p> <p><u>Handball</u> – Embed basic skills and techniques with an emphasis on developing attacking and defensive principles when in and out of possession, including set plays and formations.</p>

	<u>Netball</u> - Embed basic skills with an emphasis on developing technique, by introducing attacking and defending set plays and introduce more advanced tactics and strategies.
Homework:	Students are encouraged to participate in up to an extra 30 minutes of physical activity in their own time each week. This could be as simple as going for a family walk, going on a bike ride or playing Football in the park. Where possible, students should email evidence of this to the PE Department. This could be in the form of photos, a screen shot of daily steps, results on websites from a competition.
Assessment:	Students are assessed against the Non-Negotiable Knowledge for each sporting activity. Students are then awarded a criterion of Secured, Developing or Emerging in line with the whole school system, against the Non-Negotiable Knowledge.
How I can support my child:	<p>Check understanding of rules / laws of the game and scoring systems.</p> <p>Encourage watching live sporting events.</p> <p>Encourage the reading of sport articles.</p> <p>Promote physical activity at home.</p> <p>Participate in physical activities with your child.</p>

PSHCE

What is PSHCE?	<p>PSHCE stands for Personal, Social, Health and Citizenship Education.</p> <p>Our PSHCE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving students opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.</p> <p>To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHCE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.</p>
Learning Outcomes:	We use a spiral curriculum in PSHCE. This means that students revisit the same key themes of Being Me, Relationships, Risk, Health, Diversity and the Wider World in an age and stage appropriate way each year.

	This half term students will be looking at the theme 'Being Me'. You can find out more about our PSHCE curriculum learning journey on the school website.
Assessment:	Students complete a baseline assessment at the start of each topic. This shows the teacher what their current understanding of an issue is. At the end of the topic, the students revisit this baseline and demonstrate what they have learnt and more importantly explain how they can use what they have learnt.
How I can support my child:	<p>We know it can be difficult to have conversations about PSHCE topics with your child. To support you, we have Safe Media lists on our school website. These lists are suggestions of clips you could watch with your child to prompt discussion. We also signpost a range of services and organisations which can help.</p> <p>If you need any further support or have any questions, then please get in touch with your child's Head of Year.</p>

Religious Studies

Topics Taught:	<p>Our big question this term is 'What happens to us when we die?'</p> <p>During this half term we will focus on arguments to support/oppose the existence of a life after death as well as Christian, Jewish and Muslim perspectives on the question.</p>
Learning Outcomes:	<p>Arguments for and against the existence of life after death</p> <p>Descriptions of Christian, Jewish, Hindu beliefs about the soul, events on death and destinations after death.</p>
Homework:	Homework focusses on key vocabulary. Students are given a set of words to learn and are tested the following lesson. Students will receive a small quiz book which they will complete this (and other short quizzes) in throughout the year. They will bring this home with them every week.
Assessment:	Students complete assessed questions once every half term. We use an assessment strategy which focusses on reducing cognitive leading to support students who feel anxious about assessments.
How I can support my child:	Help to quiz them on their key vocabulary and check their Quiz book each week to see how they are doing. Some weeks they will be asked to get the book signed as proof that they have shared their work with you.

Science

Topics Taught:	Science Lab Licence Microscopes and Cells
Learning Outcomes:	How do we stay safe in the Science? How do we use a Bunsen burner? How do we carry out a scientific investigation? What are the organelles of animal and plant cells? How do the organelles of cells help them to function? How do we use a microscope? How do we produce a specimen slide? How can cells specialise?
Homework:	Identifying dangers in the lab task. Introduction to Science theory test. Microscopes and Cells Steps to Science Success task.
Assessment:	Microscope and cells end of unit assessment.
How I can support my child:	Discuss your child's Homework and help them with any issues that they find. Ask for a description of the learning outcomes covered within Science lessons.

Spanish

Topics Taught:	Stage 7 (see Learning Journey on school website).
Learning Outcomes:	To be able to confidently communicate and understand information from others. Describe your family members and friends. Describe your relationships with your family members/friends. Who is your role model and why? What should we do/not do to protect the environment? What issues worry you?
Homework:	Vocabulary practice published on ClassCharts every two weeks.
Assessment:	Listening/ Reading/ Speaking/ Writing

How I can support my child:	Encourage him/her to engage with the homework tasks.
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Important Dates

As Year 9 students start to think about option choices for Key Stage 4, we felt it would be of benefit to parents/carers to be aware of important dates that have been scheduled into our school calendar. This includes dates on exams and progress review dates, when parents/carers should expect information to be published regarding their child's progress and progress review evenings, which are an opportunity for parents/carers to meet class teachers and discuss the progress of their child.

Date	Event
Week beginning Monday 11th December	Progress review information published - Autumn
Thursday 18 th January	Year 9 Options Evening
Thursday 25 th January	Year 9 Progress Evening
Week beginning Monday 15th April	Progress review information published - Spring
Week beginning Monday 29 th April	Year 9 Core exams
Week beginning Monday 2nd July	Progress review information published - Summer

Please note: your child's Head of Year will be in contact with you throughout the academic year should this be necessary. Please do not hesitate to contact them should you have any queries or concerns with regard to your child.