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Chief Executive/Head Teacher: Mr D Judson, BEd, NPQH

Friday 16<sup>th</sup> September 2022

## 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, German, Computing, Physical Education and PSHE.**

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.
- **ILTs:** 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.

Yours Sincerely



S. Reilly  
Assistant Head



SEND Inclusion Award





## Art

<b>Topics Taught:</b>	<p>Understanding Artists.</p> <p>A series of short workshops that explore the style of individual artists throughout history. Looking closely at their style, genre, personal influence and application technique.</p> <ul style="list-style-type: none"> <li>• Jasper Johns</li> <li>• Cath Riley</li> <li>• Damola Ayegbayo</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• To understand why and how artists produce their work.</li> <li>• Explore and experiment with different mediums.</li> <li>• Develop observational thinking skills.</li> <li>• Evaluate and refine work to improve the outcome.</li> </ul>
<b>ILTs:</b>	<p>Artist Research</p> <p>Create a fact-file that includes factual information and their personal opinion, explaining the artist's work and their reasons for selecting the artist.</p>
<b>Assessment:</b>	<p>Baseline assessment, ILTs to monitor independent work.</p> <p>Unit assessment at the end of each artist workshop to monitor student's understanding of each new skill.</p>
<b>How I can support my child:</b>	<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>



## Computing

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

## Design & Technology

**Students will study one Design Technology element per term and will cover all three areas over the course of Year 9.**

<b>Topics Taught:</b>	D&T – Clock project.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Design movements</li> <li>• Design brief</li> <li>• Inspiration boards</li> <li>• Product analysis</li> <li>• Design ideas</li> <li>• Modelling</li> <li>• CAD:2D Design CAM:CNC machines/laser cutter/3D printer</li> <li>• Assembly</li> <li>• Adhesives</li> <li>• Evaluation</li> </ul>
<b>ILTs:</b>	Students will complete an ILT 'Lock in Task' - Model maps.
<b>Assessment:</b>	Classroom assessment to monitor technical understanding. End of topic assessment of product created.
<b>How I can support my child:</b>	Discuss your child's ILTs and help them with any issues that they find.



## Design Technology Continued

<b>Topics Taught:</b>	Food – Fast Food.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Macro nutrients</li> <li>• Proteins</li> <li>• Gelatinisation</li> <li>• Fats</li> <li>• Pastry</li> <li>• Sugars</li> <li>• Flour</li> <li>• Cakes</li> <li>• Eggs</li> </ul>
<b>ILTs:</b>	Students will create flash cards about fast foods.
<b>Assessment:</b>	Classroom assessment to monitor technical understanding and continuous assessment of food products created.
<b>How I can support my child:</b>	Encourage your child to cook at home.

<b>Topics Taught:</b>	First Aid and Health & Safety at Work.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Assessing the scene of an accident</li> <li>• Making a 999 call</li> <li>• First aid Training</li> <li>• HASAWA (COSHH/RIDDOR, manual handling)</li> <li>• Safety and security measures</li> <li>• Food intolerances</li> <li>• Infection control</li> </ul>
<b>ILTs:</b>	Assessing the scene of an accident. Quiz – HASAWA/COSHH/RIDDOR/Manual Handling.
<b>Assessment:</b>	Classroom projects used to check technical understanding. Practical qualification taken with external providers.
<b>How I can support my child:</b>	Discuss your child's ILTs and help them with any issues that they find.



## English

<b>Topics Taught:</b>	Gothic Literature: including the whole text study of Susan Hill's 'The Woman in Black'.
<b>Learning Outcomes:</b>	<p>An understanding of a wide selection of Gothic texts including: 'Castle of Otranto,' 'Frankenstein,' 'Dr Jekyll and Mr Hyde.' Various Romantic poems by Blake, Wordsworth and Shelley. The whole text study of Susan Hill's 'The Woman in Black'.</p> <p>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.</p>
<b>ILTs:</b>	One hour of reading will be set for English per week. Students will log onto ReadingPlus and complete the reading tasks - working at their own pace and suitable time slots.
<b>Assessment:</b>	<p>Gothic Literature end of half term writing assessment.</p> <p>Fortnightly writing challenges.</p> <p>Weekly spelling and vocabulary checks.</p>
<b>How I can support my child:</b>	<p>Utilise the Gothic Literature and 'The Woman in Black' Knowledge Organisers to support understanding of key vocabulary, themes and key knowledge.</p> <p>Support with reading: Student's library book and via ReadingPlus.</p>



## Geography

<b>Topics Taught:</b>	Development.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Students will investigate the challenge that population growth places on development globally.</li> <li>• Students will explore the global imbalance of wealth (development gap).</li> <li>• Students will understand a range of strategies to try to close the development gap such as tourism, aid, fair trade, debt relief and industrial development.</li> <li>• Knowledge will be applied to a case study TransNational Corporation (TNC) of Shell oil in Lagos, Nigeria.</li> <li>• Students will look at the development imbalance within the UK; North – South divide.</li> </ul>
<b>ILTs:</b>	<p>Key words.</p> <p>Rank the sustainable development goals in order of difficulty of achieving, giving reasons.</p> <p>Optional tasks within booklet.</p>
<b>Assessment:</b>	<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 ILT.</p>
<b>How I can support my child:</b>	<p>Encourage students to access the read and watch lists.</p> <p>Encourage students to complete the optional additional challenge ILT.</p> <p>Watch the news together – ask students to link it to this module.</p>



## German

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• German phonics.</li> <li>• Greeting people and introducing yourself.</li> <li>• The geography of Germany and where German is spoken.</li> <li>• Significant German people (modern day and historical).</li> <li>• Key aspects of German culture.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• To be able to pronounce German words accurately and make sound-spelling links.</li> <li>• To be able to greet others in German and introduce yourself.</li> <li>• To know about the geography of the country of Germany and areas where German is spoken.</li> <li>• To know some significant German people (modern day and historical).</li> <li>• To be able to discuss some key aspects of German culture.</li> </ul>
<b>ILTs:</b>	Vocabulary practice on Quizlet or paper flash cards (see TEAMS). Various tasks to support the module (see ILT sheet on TEAMS).
<b>Assessment:</b>	Listening/ Reading/ Speaking/ Writing.
<b>How I can support my child:</b>	Encourage them to engage with the ILT tasks on TEAMS.



## History

<b>Topics Taught:</b>	<ol style="list-style-type: none"> <li>1. The causes of World War One, plus experiences of soldier's during World War One.</li> <li>2. DORA and the home front during World War One.</li> </ol>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Develop extended writing skills – producing clear line of argument, focused explanation and analysis and substantiated judgements in relation to GCSE questions.</li> <li>• 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.</li> <li>• Developing student independence and framing their own questions, then substantiate conclusions with relevant source evidence.</li> </ul>
<b>ILTs:</b>	ILT choice tasks based upon topics covered in the Autumn Term.
<b>Assessment:</b>	ILT 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?
<b>How I can support my child:</b>	Encourage wider reading. Checking for understanding using the Knowledge Organisers, helping your child to choose the correct retrieval strategies for ILTs.





## Maths

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Fractions &amp; Decimals</li> <li>• Algebraic Expressions</li> <li>• Angles</li> <li>• Handling Data</li> </ul>
<b>Learning Outcomes:</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>During the year students will have experience of meeting more challenging exam style work in anticipation of heading towards their examinations.</p> <p>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).</p>
<b>ILTs:</b>	<p>Key Knowledge tasks set fortnightly - a paper copy of these tasks will be provided.</p> <p>Year 9 students will notice a difference with their ILTs this year with a second page covering the following four areas: Problem Solving, Real-life applications, Maths across the curriculum and Maths in careers.</p>
<b>Assessment:</b>	ILTs and assessments on each unit of work covered.
<b>How I can support my child:</b>	<p>Encourage and support your child to complete their ILTs to the best of their ability.</p> <p>Use resources on the internet such as <a href="http://corbettmaths.com">corbettmaths.com</a> or YouTube to support learning in the classroom and ILTs.</p>



## Music

<b>Topics Taught:</b>	'Film Music'
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Learn the techniques used by film composers to create different effects and moods.</li> <li>• Understanding features of music used on different film genres.</li> <li>• Compose and perform a variety of film music from a range of genres.</li> </ul>
<b>ILTs:</b>	Teams quiz – note values and note names (an unlock task based on the relevant skills and knowledge used throughout Year 8 required for this unit).
<b>Assessment:</b>	<p>Listening assessments throughout the unit – identifying instruments, 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>
<b>How I can support my child:</b>	<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 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

<b>Topics Taught:</b>	Football Netball – Girls PE Rugby – Boys PE
<b>Learning Outcomes:</b>	<p><b>Football</b> - 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><b>Rugby</b> - Develop more complex techniques and tactics, including the line out and scrummage, with an emphasis on developing attacking and defensive tactics.</p> <p><b>Netball</b> - Embed basic skills with an emphasis on developing technique, by introducing attacking and defending set plays and introduce more advanced tactics and strategies.</p>
<b>ILTs:</b>	<p><b>Key Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>• Know what is meant by a balanced diet.</li> <li>• Know the benefits of having a balanced diet.</li> <li>• Know the dangers / risks of having an unbalanced diet.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• What is meant by a balanced diet?</li> <li>• Promote the benefits of a balanced diet.</li> <li>• Highlight the dangers / risks of having an unbalanced diet.</li> </ul>
<b>Assessment:</b>	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.
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Check understanding of rules / laws of the game and scoring systems.</li> <li>• Encourage watching live sporting events.</li> <li>• Encourage the reading of sport articles.</li> <li>• Promote physical activity at home.</li> <li>• Participate in physical activities with your child.</li> </ul>



## PHSCE

<p><b>What is PSHCE?</b></p>	<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>
<p><b>Learning Outcomes:</b></p>	<p>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.</p> <p>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.</p>
<p><b>Assessment:</b></p>	<p>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.</p>
<p><b>How I can support my child:</b></p>	<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

<b>Topics Taught:</b>	<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>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Arguments for and against the existence of life after death.</li> <li>• Descriptions of Christian, Jewish, Hindu beliefs about the soul, events on death and destinations after death.</li> </ul>
<b>ILTs:</b>	<p>For most students, ILT is set via senecalearning.com.</p> <p>For Set 5 students, we use a blended ILT approach which focusses on Key Vocabulary.</p>
<b>Assessment:</b>	<p>Students complete assessed questions once every half term.</p> <p>We use an assessment strategy which focusses on reducing cognitive loading to support students who feel anxious about assessments.</p>
<b>How I can support my child:</b>	<p>You can join our Seneca community and see the assignments which have been set each fortnight. Please click the link which was emailed to you to join our class.</p> <p>We also have a range of texts and programmes which can support further study via our read and watch lists. These are available via the school website.</p>



## Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>Science Lab Licence.</li> <li>Microscopes and Cells.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>How do we stay safe in the Science?</li> <li>How do we use a Bunsen burner?</li> <li>How do we carry out a scientific investigation?</li> <li>What are the organelles of animal and plant cells?</li> <li>How do the organelles of cells help them to function?</li> <li>How do we use a microscope?</li> <li>How do we produce a specimen slide?</li> <li>How can cells specialise?</li> </ul>
<b>ILTs:</b>	<ol style="list-style-type: none"> <li>Identifying dangers in the lab.</li> <li>Introduction to Science theory test.</li> <li>Microscopes and Cells Steps to Science Success.</li> </ol>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Microscope and cells end of unit assessment</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>Discuss your child's ILTs and help them with any issues that they find.</li> <li>Ask for a description of the learning outcomes covered within Science lessons.</li> </ul>



## Spanish (Sets 1-3)

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>Relationships with friends and family.</li> <li>Role models.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>To be able to discuss relationships with our friends and family and discuss what makes a good friend.</li> <li>To discuss who inspires us (our role models) and why.</li> <li>To know some significant Spanish speakers who are an inspiration to many.</li> </ul>
<b>ILTs:</b>	Vocabulary practice on Quizlet or paper flash cards (see TEAMS). Various tasks to support the module (see ILT sheet on TEAMS).
<b>Assessment:</b>	Listening/ Reading/ Speaking/ Writing.
<b>How I can support my child:</b>	Encourage them to engage with the ILT tasks on TEAMS.

## Spanish (Sets 4-5)

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>Spanish phonic sounds.</li> <li>Greeting people and introducing yourself.</li> <li>The geography of Spain and other countries where Spanish is spoken.</li> <li>Famous Spanish/ Hispanic people.</li> <li>Key aspects of Spanish culture.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>To be able to pronounce Spanish words accurately and make sound-spelling links.</li> <li>To be able to greet others in Spanish and introduce yourself.</li> <li>To know about the geography of the country of Spain and Spanish speaking destinations.</li> <li>To know some significant Spanish/ Hispanic people (modern day and historical).</li> <li>To be able to discuss some key aspects of Spanish culture.</li> <li></li> </ul>
<b>ILT</b>	Vocabulary practice on Quizlet or paper flash cards (see TEAMS). Various tasks to support the module (see ILT sheet on TEAMS).
<b>Assessment:</b>	Reading/Listening/Speaking/Writing.
<b>How I can support my child:</b>	Encourage them to engage with the ILT tasks on TEAMS.



## 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.

Event	Date
Monday 14 <sup>th</sup> November – Wednesday 16 <sup>th</sup> November inclusive	Foundation subject examinations
Week beginning Monday 2 <sup>nd</sup> January 2023	Progress review information published
Thursday 2 <sup>nd</sup> February 2023	Progress review evening
Thursday 2 <sup>nd</sup> March 2023	Options evening
Week beginning Monday 17 <sup>th</sup> April 2023	Progress review information published
Wednesday 3 <sup>rd</sup> May – Friday 5 <sup>th</sup> May 2023	Core subject examinations
Week beginning Monday 10 <sup>th</sup> July 2023	Progress review information published

**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 regarding your child.**