



# Curriculum Bulletin - Y9 EPS5

## What Will I Be Learning About This Half Term?

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|--------------------------|---|
| <b>English</b>           | In Yr9 we will be learning about how Shakespeare crafted 'Romeo and Juliet'. This links to our learning last half term and is vital in securing a good foundation of the skills of reading and analysis that are necessary for GCSE Literature. Weekly quizzes and a more detailed analysis of Romeo and Juliet will form the assessment for this half term.  |
| <b>Maths</b>             | We are learning a variety of algebra, data and shape topics that will be taught in sets. These will include: completing functions, sequences and graphs, averages and transformations. Pupils will complete an assessment every few weeks based on the topics covered.  |
| <b>Science</b>           | In Biology we will be learning about microscopy and how it can further our knowledge of cell structure. In Chemistry we will be learning more about atoms, elements and compounds and in Physics we will learn about different energy stores and how they are transferred. Throughout all topics we will continue to develop our knowledge and understanding of 'working scientifically'. There will be ongoing assessment in lessons and there will be a written assessment on each topic at the end of next half term.              |
| <b>Art &amp; Design</b>  | We will be working on our theme of buildings and books completing our research and responses into the work of Seth Clark and will use or urban decay models to create and photograph an installation. We will then start working on our book theme using paper manipulation to develop our ideas and researching Francisca Prieto and Su Blackwell.   |
| <b>Design Technology</b> | We will be moving on to look at CAD/CAM (computer aided design, computer aided manufacture) in EPS 5 and 6, pupils will be using Google Sketch Up, this is a 3D CAD software. Pupils will build on their basic understanding from last year and be taught much more skillful and detailed functions on how to use this software, pupils will build their knowledge and skills throughout these lessons ending with an assessment asking pupils to retrieve the skills shown in previous lessons to answer a detailed design challenge |
| <b>Drama</b>             | We will be exploring a play text called 'Find Me' in this unit of work. The story explores a character called Verity and the difficulties that she faces as she grows up. We will be using a range of devised and scripted drama and dramatic techniques to explore the story, in preparation for the GCSE drama course that begins in year 10 for those who opt for the subject.   |
| <b>Geography</b>         | We will be learning about the geography of Russia. We will bring together key concepts learnt across KS3 including population, physical landscapes, ecosystems, and development. Pupils will complete an assessment at the end of the topic.  |
| <b>History</b>           | We are learning about the Civil Rights Movement in USA and Britain and then will begin a study of post-war Britain. This builds on previous learning of changes in society over time. Pupils will continue to complete weekly homework quizzes.   |



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| <b>Computer Science</b>                            | We will continue to complete the Digital artefact project combining the first three units of work completed on Computer Systems, Cyber Security and Memory & Storage. We will then move onto Programming skills in Python. There will be end of unit assessments for this.  |
| <b>Religious Studies</b>                           | We are learning about concepts of peace and forgiveness from the perspective of the world's two biggest religions, Christianity, and Islam, as well as from a non-religious perspective. We will be investigating key beliefs and teachings around these two concepts and how they are applied in real life situations.   |
| <b>Languages</b>                                   | We are learning to describe our eating and drinking habits along with making references to past & future. To do this, pupils will recall and recycle their knowledge of how to conjugate in the past tense from the technology unit and how to refer to future events from the school unit, both studied earlier this year. Pupils' progress and engagement will be monitored using fortnightly homework set in the homework booklet and in the assessment planned for the summer time.   |
| <b>Food Technology</b>                             | We will be looking at the history of coronation recipes including Coronation chicken. We will also be developing our skills in food safety including handling raw meat and looking at the importance of Mise en place.  |
| <b>Music</b>                                       | We are learning about film music and learning to use logic to create our own pieces of film music. We will listen to different pieces of music from films and analyse the use of the musical elements. We will learn about underscores, motifs and how to create our own foley style sound effects.   |
| <b>Physical Education</b>                          | We are learning to develop our skills in athletics events. This will include developing and understanding the correct techniques for effective running, jumping and throwing. This will build on previous athletics experience and participation. It will lead to participation in the school sports day and possibly representing the school athletics teams. Assessments will take place in each event; pupils will record their scores and have the opportunity to improve their performance.  |
| <b>Personal Development—<br/>Learning for Life</b> | We are learning to develop our knowledge and understanding surrounding the risks and consequences associated with Drugs & Alcohol. This will allow pupils to make better informed decisions and understand how to deal with peer-pressure.  |
| <b>Personal Development—<br/>Form</b>              | We are learning about Celebrating Difference, in the lest we forget unit. Pupils will also reflect upon antisemitism, its negative consequences, including the Holocaust. In studying the Holocaust pupils will look at how it started, the persecution, the atrocities, its implications for the Jewish people, its lasting impact, the kindness and compassion of others who helped and what liberation meant for the Holocaust survivors and liberating soldiers. We are learning to respect diversity, whilst linking learning to the Fundamental British Values and Protected Characteristics. |