



# ST. JOSEPH'S R.C. HIGH SCHOOL

## Y9 Learning Plan Spring 1

CLASSWORK /HOMEWORK	This half term we will be learning about:
<u>Art Textiles:</u>	
Pupils will continue to work on: Natural Forms. Building up skills in all 4 assessment areas, detailing observational pieces, photography, research and a range of mixed media, focusing on free machine embroidery (AO3). They will plan and create a final piece which will take 10 hours to complete in lesson time (AO4). Pupils must include written work and annotation in their artwork, explaining all ideas, linking work to research.	
<u>Design &amp; Technology –</u>	
Timber focus	
<u>Drama:</u>	
Devising Drama. Pupils will be preparing for their component 2 mock assessment: Devising Drama. This unit pupils will work on creating a performance (20 marks) and a written modal (1500 words: 60 marks) The unit is 40% of the overall GCSE.	
<ul style="list-style-type: none"><li>• How to create a clear character using the actor's tools.</li><li>• How to be able to use a stimuli to create a performance.</li><li>• To be able to evaluate and analyse performance.</li><li>• To be able to explore a range of stage settings for performance.</li><li>• To be able to understand some of the key roles in the theatre.</li><li>• To be able to create coursework in response to practical work.</li><li>• To be able to explore the deep meaning behind the stimuli.</li><li>• To be able to explore the SMSC of a stimuli.</li><li>• To be able to evaluate and analyse practical work in a written document.</li></ul>	
<u>English:</u>	
Pupils will study Macbeth. Skills covered include:	
<ul style="list-style-type: none"><li>•Analysing an extract from the play.</li><li>•Incorporating themes and context in analysis.</li><li>•Embedding quotations.</li><li>•GCSE exam technique.</li><li>•Revising key characters, plot and theme.</li></ul>	
In addition, pupils will continue to study anthology poems.	
<u>Food:</u>	
Pupils will complete a mock NEA1 food science investigation in which they will investigate which flour is best for bread making. They will then learn about the commodity fruit & vegetables. They will need to know and understand;	
where fruit and vegetables come from, seasonality, nutritional values and how to prepare and cook a wide range of fruits and vegetables.	
<u>Geography:</u>	
Pupils will start the content for Paper 1 of the GCSE. Pupils will begin by looking at Tectonic hazards: what causes tectonic hazards; the different types of plate boundaries and the distribution of tectonic hazards. Pupils will then start two earthquake case studies (Haiti and L'Aquila); reducing the effects of earthquakes.	
<u>Health and Social care:</u>	
This half term will focus on completing the assessment for component 1a and component 1b. Pupils will use their knowledge of life stages and the factors affecting development to write a report about the life of a chosen celebrity. In assessment 1b, pupils will need to consider the effect of a range of factors on the celebrity's development.	
<u>History:</u>	
Pupils will be continuing their study of the Edexcel GCSE Paper Two Section A. They will be developing contextual knowledge on the Superpowers and the Cold War 1941 - 1991. This will include looking at the collapse of the Grand alliance and the start of tension between East and West, including the establishment of NATO, the arms Race and the formation of the Communist satellite states. They will focus on applying contextual knowledge (AO1)	



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to second order concept answers (AO2) and writing at length.

## i-Media:

Activity 3 – Pupils will continue to develop their skills using Adobe Photoshop and creating the product planned in Activity 2. Pupils will ensure that the product is of professional quality and use planning tools to ensure that they are on track. Evidence in the form of annotated screen prints to show the development of their work will be kept.

## IT:

Pupils will develop database skills and use a database to store and search for data. Pupils will learn to develop their own databases from scratch including relational databases, focusing on queries, reports and forms and using advanced techniques to further develop and enhance the databases.

## Maths:

### Foundation

- Data Handling -Tables - including two way tables and frequency tables
- Constructing and interpreting different types of graphs
- Constructing and interpreting pie charts
- Constructing and interpreting scatter graphs
- Fractions

### Higher

- Averages and range including tables
- Constructing and interpreting different types of graphs including histograms
- Constructing and interpreting pie charts
- Constructing and interpreting scatter graphs
- Fractions

## Modern Foreign Languages:

Pupils will study the topic of 'identity and culture' - Free time activities including music, cinema, TV and sport. Pupils will work on consolidating the present tense and key irregular verbs. Pupils will add the future tense to their work and will use a wider range of adverbs.

## Music:

### Composition and ensemble performance/ Theme and Variations

- Pupils will explore different musical structures this term; Ternary Form, Binary Form, Theme and variations.
- Pupils will explore different methods of variation through analysis and performance; Ornamentation, retrograde inversion, and implement these into compositions.
- Pupils will begin using the new MacBook equipment to compose a 'Theme and variations' piece.
- Pupils will be introduced to ensemble performance; pupils will explore the concepts of expression and interpretation and will recreate a piece of popular music in small ensembles.
- Pupils will learn about minimalism and other composition styles.
- Pupils will continue developing their music theory knowledge.
- Pupils will begin using Garageband software and learn about how to compose using this software.
- Pupils will begin practicing and performing ensemble pieces.
- Pupils will peer and self-assess performances.

## RE:

**Medical Ethics** including: Nature and purpose of Genetic Engineering; Religious and non-religious attitudes to Genetic Engineering; Nature and purpose of Transplant Surgery; and Religious and non-religious attitudes Transplant Surgery. The exam focus will be on sources of wisdom and authority.

## Science:

**Chemistry** Unit 2: Structures and Bonding. Pupils will study theories of structure and bonding to explain the physical and chemical properties of materials. They will analyse structures to show that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Pupils will look at how scientists use this knowledge of structure and bonding to engineer new materials with desirable properties and how these materials may offer new applications in a range of different technologies.

**Physics** Unit 2: Electricity. Pupils will study electric charge and the difference in the microstructure of conductors,



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semiconductors and insulators for designing components and building electric circuits. Pupils will look at mains electricity as well as batteries and how electrical power fills the modern world with artificial light and sound, information, entertainment, remote sensing and control. Pupils will study the fundamentals of electromagnetism as well as how power stations may be adapted to a sustainable future.

## Sport Science:

RO42: This unit of work will develop pupils' knowledge and understanding of components of fitness and methods of training. Pupils will identify how the sport and physical activity industry tests for a wide range of components of fitness. They will also carry out these tests and be able to evaluate and analyse the results and develop them into a suitable and detailed fitness training programme.

Pupils will know the principles of training and various training methods, in a sporting context and be able to explain them such as:

- progression, i.e. progressive overload by increasing frequency, intensity, time, type, adherence (FITTA)
- specificity, i.e. practices a skill used in a sport, trains the muscle group(s) predominantly used in a sport
- aerobic and anaerobic exercise, i.e. difference between aerobic and anaerobic exercise, i.e. aerobic, i.e. utilising oxygen to fuel the body during exercise anaerobic, i.e. fuelling the body during exercise without using oxygen.

Pupils will understand how these elements can be monitored and evaluated within a 6-week training programme and how to effectively evaluate individual performance and how it can be adapted and modified if needed.