



## QUEEN'S PARK HIGH SCHOOL

### Year 9 – Half Term 3

Subject	Title	Unit Summary	Assessment
English	Poetry from different cultures	Students will explore a range of poems from contemporary authors including George the Poet, Dean Atta, and Kae Tempest. We will examine the ways in which authors use poetic methods to present their ideas about themes of identity, culture and myth. Students will develop their understanding of poetic convention and comparison of texts.	<b>1 hour essay writing task:</b> How do two writers you have studied explore the myth of Icarus?
Maths	U7 – Expanding and factorising	Expand double brackets and factorise expressions into a single bracket.	Application of knowledge and skills from the first 9 units of work through cumulative assessment (ALA 3): <ul style="list-style-type: none"><li>Expand and factorise expressions</li><li>Calculate probability using Venn and tree diagrams</li><li>Enlarge shapes</li></ul>
	U8 – Probability	Calculate probability and relative frequency. Systematically list outcomes. Use Venn and probability tree diagrams.	
	U9 – Congruency, similarity and enlargement	Use the properties of congruency and similarity. Enlarge shapes using a scale factor.	
Science	Biology 2 Cells and Organisation (Teacher 1)	Students will learn about: <ul style="list-style-type: none"><li>Cells; organelles, eukaryotic, prokaryotic, stem cells, microscopes.</li><li>Diffusion as an example of cell transport</li><li>Organisation; the digestive system and food tests</li></ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on the effect of surface area on diffusion.</b>  To demonstrate knowledge, apply understanding and analyse information in an end of unit test on biology 2 content with cumulative knowledge from year 8 biology 1 and year 7 biology 2.
	Physics 1 Light and Space (Teacher 2)	Students will learn about: <ul style="list-style-type: none"><li>Light; reflection, refraction, the eye, dispersion and colour.</li><li>Space; our universe, the sun, eclipses, mass and weight and the big bang theory.</li><li>Practical skills; mean, range, uncertainties and resolution.</li></ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on an investigation into changing the angle of incidence on the angle of refraction.</b>  To demonstrate knowledge, apply understanding and analyse information in an end of unit test on physics 1 content with cumulative knowledge from year 8 physics.



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History	Why were women given the vote in 1918?	Understand how and when Women were given the vote in 1918.	Knowledge re-cap questions Source Analysis question Extended writing 'How far do you agree' focusing on causation.
Geography	Middle East	<ul style="list-style-type: none"> <li>What countries make up the Middle East ?</li> <li>Physical geography of the Middle East including climate zones and biomes.</li> <li>People and economics in the Middle East.</li> </ul>	Students will complete a mixed-question 45 minute ALA. This will include a combination of multiple choice and long answer questions on the impacts of conflict in the Middle East.
Spanish	Entertainment	<ul style="list-style-type: none"> <li>Talking about cinema, TV and music in the present and past tense.</li> <li>Using the comparative and superlative structure to give opinions on cinema, TV and music.</li> <li>Using the imperfect tense to compare what you used to watch when you were younger.</li> </ul>	<b>Translation</b> 30 minute tangled translation in which students must completely translate a short paragraph completely into Spanish.
Computing	Vector-based Animation	Learn how to make vector-based animations using Wick editor	Self and teacher assessment of animation projects
PE	Each class will be learning a different sport so please refer to the curriculum section of the school		
Drama	Curious Incident	Students explore how to bring a text to life whilst learning about Christopher's journey with Asperger's. The skill of physical theatre is explored using the flagship company 'Frantic Assembly' and their work on the live production of Curious Incident to contextualise how the skill can be used to communicate key messages, relationships and emotions.	<b>PERFORMANCE:</b> Students will rehearse and perform an extract from the play 'The Curious Incident of the Dog in the Night-Time'. The extract will provide opportunity for students to demonstrate their ability to use physical theatre in performance.
Art	AMTK Dreamlike Characters	Students explore the theme of surrealist-based characters and environments in the work of AMTK. Students will use their imagination in designing characters and environments with bold pattern and colour. Students work together to create a large-scale dreamlike painting.	Work is assessed holistically and will evidence students' ability to: <b>Research and develop</b> ideas from the study of AMTK dreamlike paintings.  <b>Explore and refine</b> the use of painting mediums and drawing materials using different techniques to refine ideas.  <b>Observe and record</b> expressions and body poses using patterns and shapes through drawing and painting techniques.



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			<b>Respond and present</b> a dreamlike character inspired painting using their imagination.
<b>Music</b>	<b>Four Chords of Pop</b>	<ul style="list-style-type: none"> <li>Use the chord progression I V VI IV, to perform and create accompaniments to songs</li> <li>Compose melodies (verse chorus) using a pentatonic scale</li> <li>Listening to pop music and recognising the chord progression I V VI IV. Identifying the instruments and performance techniques associated with popular music</li> </ul>	<u>Practical</u> Performing - solo/ensemble performance of a pop song Composing - a melody (verse/chorus)  <u>Written</u> Listening – appraisal questions comparing two versions of the same song. Identifying how the use of the elements of music can create different styles of music Music theory questions during silent starters
<b>Technology</b>	<b>Students complete a rotation of the below 3 topics over the course of the year.</b>		
	<b>Design Technology Textiles Mechanical Creatures</b>	Students will analyse the designer Vladimir Gvodev's mechanical formed creatures, to develop designs for a functional bag for life. Students will learn how to use a range of practical skills in designing, printing and hand stitching to create the final product	Work is assessed holistically and will evidence students' ability to: Design that meets a specification brief and shows Gvodev's design influence. Make a hand printed and stitched Tote bag for Life using a range of practical skills and finishing techniques. Evaluate their own work.
	<b>Design Technology Resistant Materials</b>	Students will design and make a maze game. Students will learn how to create a mould and safely use the vacuum forming machine. Students will learn how to use graphic design skills to create and construct original packaging which appeals to their chosen target market.	Work is assessed holistically and will evidence students' ability to: Design that meets a specification brief and takes inspiration from traditional or contemporary maze design. Make a vacuum formed maze game around a handmade mould, and suitable packaging featuring original graphic design. Evaluate their own work.
	<b>Food Technology Nutrition</b>	Students will develop skills to make a range of healthy meals. They will consider nutrition and special dietary requirements.	Work is assessed holistically and will evidence students' ability to: Show knowledge of the eat well guide and nutrition. Apply knowledge by planning and adapting recipes to complete practical tasks . Evaluate their own work
<b>World Views</b>	<b>Introduction to Ethics</b>	<ul style="list-style-type: none"> <li>Explore the nature and types of ethics and how we make moral decisions.</li> <li>Examine what makes us human.</li> </ul>	<b>Summative assessment question</b> Various short knowledge recall questions and longer application of ethical theories to specific moral dilemmas questions.



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		<ul style="list-style-type: none"><li>• Learn about the philosophy of Niche and the ethical theory of Utilitarianism.</li><li>• Grapple with various moral dilemmas through the lens of ethical theories.</li></ul>	
PSHCE	Citizenship (Booklet 2)	<ul style="list-style-type: none"><li>• Political system of democratic Government</li><li>• Operation of Parliament</li><li>• Precious liberties of UK Citizens</li><li>• Rules, laws and Justice system</li></ul>	Ipsative Assessment is used in PSHCE. This assessment method focuses on students assessing their own personal progress and growth against a set of criteria.