

YEAR 9 CURRICULUM NEWSLETTER

Spring Term 2

This newsletter provides an overview of the curriculum your child will follow in different subjects this term.

If your child has any concerns or questions, please encourage them to resolve them as quickly as possible by speaking to their Form Tutor or Subject Teachers. Parents are also invited to make an appointment to see Mr. MacRae if they wish to discuss any academic issues.

ART

Students have the unique opportunity to be involved in a global collaborative Art project which is overseen by the Tate Modern Gallery in London; The Unilever Turbine Generation Project. Students will be partnering with at the New Heys School in Liverpool and creating work with these students. The theme we are exploring is Rites Of Passage. Students refer to historical information, for example photographs, videos and letters from their family or cultural archives to find connections to personal histories and the social, cultural and political history of their home country.

ENGLISH

Teaching in this subject is generally delivered in mixed ability groups, in order to make the most of the different and varying skills and abilities all students bring to English. However, within a shared broad outline and standard of work, choices of text, topic and timing within the year are at the discretion of the class teacher. This means that different classes will often be learning about quite different aspects of English within any given term. The exception to the mixed ability groupings in Year 9 is one group covering the same broad outline, again with choices of text, topic and timing at the class teacher's discretion, but with more specialist focus on EAL learners.

Some students will continue their study of Shakespeare's *Macbeth* whilst other students will begin the study of the Arthur Miller's play, *The Crucible*. Two groups of students will also begin an in-depth poetry study this term looking at either 'Ballads' or 'African American poetry and prose'. Some students' lessons will also include sessions on podcasts, radio and interviewing and a look at persuasive writing in advertisements and leaflets.

EAL

Year 9 EAL students will study a range of literary texts including Stevenson's *Treasure Island*, Jack London's classic animal tale *White Fang* and Shakespeare's *Macbeth*. In their study of these, and in a specific unit covering more contemporary drama, students will be encouraged to consider aspects of dramatisation, structure and language. They will also study formal and informal language in speech and writing, looking at a variety of shorter texts. Students will also study a variety of poetry and practise poetry recitation.

EAP

Year 9 pre-FCE learners will attend a further two periods per week of English for Academic Purposes (EAP) which focus on developing cross-curricular language skills. Lessons will focus on improving students' grammar including lessons on: sentence structure, joining sentences, and changing direct to indirect speech. Students will also be revising and learning new rules for spelling and punctuation. Students will also continue building their vocabulary with lessons on: word pairs, anagrams, palindromes, English terms, ICT jargon, Geography words and scientific language.

CLASSICS

Year 9 are ready to begin the second book of the Oxford Latin course. We will begin by learning the imperfect and perfect tenses. Numerals and expressions of time and place will follow. The fourth and fifth declensions will be studied and the uses of the ablative case. Aspects of Roman society will include elections, the meaning of SPQR, Rome, the relationship between Greece and Rome, Cicero, the Games and Life in Rome.



DRAMA

In this second term Year 9 students will continue their study of characterisation. They will develop further their understanding of Konstantin Stanislavski, this time applying his acting and directing techniques to a script. They will develop further their ability to read and practically interpret a script from both actor and director's viewpoint. Students will also be given the opportunity to watch themselves and others on film and to self and peer assess. As part of the Drama department's commitment to cultural diversity these skills will be taught using varied stimuli.

Students will be expected to take part in small and large group work, solo work, independent research and creative writing either in the classroom or at home. Apart from the skills of drama, students will also begin to understand how important it is to collaborate and compromise in the creative process as well as gain the confidence and skills required for public speaking, an essential ability in the modern world.

FRENCH

Intermediate

They will start the term with the module "on va au restaurant". In this module, the students will build up a large stock of new vocabulary associated with food and eating out, whilst reinforcing the use of the *perfect tense* and *opinions*. They will learn how to order food in a restaurant, how to understand prices and how to buy different quantities of food at traditional French markets. They will design their own menus and will hopefully have the opportunity to sample French food both inside outside of the classroom!

They will then study the module "On va chez Galeries Lafayette". In this module, the students will build up a large stock of new vocabulary associated with shopping, particularly in the context of clothes and fashion. They will revise colours and prices and learn about patterns, materials and sizes. They will learn how to purchase items and interact in a clothes shop. They will complete a web quest with an imaginary budget on the "Galeries Lafayette" website. Grammatically, they will focus on adjective agreement and the use of the superlative.

Higher

They will start the term with the module "on va au restaurant". In this module, the students will build up a large stock of new vocabulary associated with food and eating out, whilst reinforcing the use of the *perfect tense* and *opinions*. They will learn how to order food in a restaurant, how to understand prices and how to

buy different quantities of food at traditional French markets. This will reinforce their prior learning of the *conditional tense* and support the students to use the polite form of address. They will learn about French cuisine and the typical foods of other French speaking countries, which will also link in with work on healthy eating. They will design their own menus/healthy eating plans and will hopefully have the opportunity to sample French food both inside outside of the classroom!

They will then study the module "On va chez Galeries Lafayette". In this module, the students will build up a large stock of new vocabulary associated with shopping, particularly in the context of clothes and fashion. They will revise colours and prices and learn about patterns, materials, sizes and national costumes in French speaking countries. They will learn how to purchase items and interact in a clothes shop. They will learn how to give a wide range of opinions and will have the opportunity to design a school uniform and sports kit. They will complete a web quest with an imaginary budget on the "Galeries Lafayette" website. Grammatically, they will focus on adjective agreement and the use of the superlative. They will continue to develop their use of tenses, with the particular focus being on the perfect, imperfect and conditional tenses.

GEOGRAPHY

During this term students build on their studies in development to look at two global industries that are closely linked to the issues studied in the previous unit. Firstly students will look at the global coffee industry where they will understand where coffee is grown in the world, who grows it and how the coffee industry affects them. They will learn how big companies can manipulate the industry and the effects this can have on the communities that grow the coffee. Students will then study Tourism to determine whether the overall impacts it brings to its host countries is positive or negative.

HISTORY

This term Year 9 will study the rise of Adolf Hitler and Nazi Germany. They will start by investigating the Versailles Treaty which ended The First World War but which sowed bitter discontent within Germany and fuelled the rise of extremism. Students will study the ill fated Weimar Republic and the series of events which caused political and economic turmoil that allowed Nazism to flourish and gave Hitler the



opportunity to reach for power. Students will study how Hitler came to power and the steps that the Nazis took to establish a dictatorship and forge a society based on racial superiority and militarism.

Year 9 will reference a number of texts, DVDs, powerpoints and websites to facilitate their learning in all the topics studied this academic year 2009 / 2010.

ICT

Year 9 will spend time during this term developing skills in database applications, web publishing and will continue to use the VLE and develop e-portfolios. The focus in database study will be on creating a relational database, queries, reports and using forms to input data. In web publishing they will use Dreamweaver to create websites and will use Fireworks to make animated logos. For more information see

<http://vle.harrowbeijing.cn/course/view.php?id=57> .

MANDARIN

Moving into Term 2 of 2009/10, Year 9 Mandarin will take up three key areas of topics: school life; healthy living and entertainment. Students will be fully skilled with talking about an extended school life; Approach of healthy living life style and forms and styles of entertainment in four language skills: listening; speaking; reading and writing. To ensure these targets are met, not only will language based regular dictations and unit tests be conducted, but also opportunities to link classroom knowledge with real life scenarios, e.g. performance in Chinese New Year celebrations.

For advanced Mandarin students, to ensure their language skills are fully consolidated to the required level, Chinese literature learning will be extended to cover the following works: “傅雷家书 (fu lei jia shu)”；“再塑生命(zai su sheng ming)”；“音乐之声(yin yue zhi sheng)”。

Learning resources will be carefully selected from well-known text books, e.g. Happy Chinese; Chinese Made Easy; Yu Wen (Chinese State School text books) and multi-media resources, etc. All teaching materials will be uploaded onto VLE <http://vle.harrowbeijing.cn> for revision and future reference.

MATHEMATICS

Many of the following topics have related links and support materials on the HISB VLE. The website is simple (students have been trained) to use and it links directly with Chapters from the textbook.

Organising and Summarising data	Stem and Leaf diagrams Mean of grouped and ungrouped frequency distributions Cumulative frequency Cumulative frequency polygons and curves Median of grouped frequency distribution Upper and lower quartiles and interquartile range	Chapter 8 Pg 156 - 183
Formulas	Constructing a formula Substituting numbers into a formula Changing the subject of a formula Substituting an expression for a letter Finding the nth term of a sequence in terms of n	Chapter 9 Pg 184 - 201
Simultaneous equations	Solving simultaneous equations when we need to multiply before using elimination method Pairs of equations that do not have a unique solution Using simultaneous equations in problem solving Solving simultaneous equations graphically (including using graphing software)	Chapter 10 Pg 202 - 213
	Half Term	
Quadratic equations	Solving quadratic equations by factorization Forming quadratic equations to solve problems Solving equations by trial and improvement (including using a spreadsheet)	Chapter 11 Pg 226 - 243
Graphs	Using graphs to solve quadratic equations Cubic and reciprocal graphs Recognizing the shape of a curve from its equation Using graphs to model relationships between two varying quantities The gradient of a curve and its interpretation	Chapter 12 Pg 244 - 269



Areas and Volumes	The area of a trapezium Length of arc of a circle Area of sector of a circle Volume of a prism The dimensions of a formula	Chapter 13 Pg 270 - 290
Transformations	Enlargement by a negative scale factor Finding the mirror line of a reflection Finding the angle of rotation given the centre of rotation Compound transformations Vectors in the form $\begin{pmatrix} a \\ b \end{pmatrix}$ and their use in describing a transformation	Chapter 14 Pg 291 - 309

SCIENCE

Students started 2010 with an exam reviewing all the work covered in Term 1. After this students will study Physics first, looking at the science behind record breaking: speed, forces, pressure and moments. The Biology of health follows in the unit 'A Model Career', which examines smoking, diet, drink and drugs. Finally the 'Flying Materials' topic introduces the Chemistry behind new materials and extends the students' understanding of reactions. Homework will be set every Monday and should take around 45 minutes to complete; we urge students to begin the tasks on the night they are set so they have time to come and ask for help should they find anything difficult. Talking about their Science lessons at home will help them to develop stronger communication skills and we encourage them to do this as much as possible. There is a wealth of support materials available on the VLE.

MUSIC

Year 9 will commence this term by studying music written for special occasions. They will learn how music can enhance an event, and about the challenge of composing music to a brief or commission for a particular event, occasion or audience.

Students will perform a simple fanfare, a funeral march and part of a wedding march. They will be expected to compose their own piece of music for a special occasion of their choice. Students should be able to describe how composers have used different musical devices in music for different special occasions.

PE

Students follow a prescribed syllabus. The course develops a student's physical competence and confidence, and his/her ability to use these to perform in a range of activities. It provides opportunities for students to be creative, competitive and to overcome different challenges, both as individuals and as part of a team. It promotes positive attitudes towards leading and understanding the pursuit of an active and healthy lifestyle.

Year 9	Term 2
	HRF Basketball Swimming Dance

