



# Lowton

Church of England High School

## 'YOU ARE THE LIGHTS OF THE WORLD'

### YEAR 9 HALF TERM 4 PARENT GUIDE

# Lowton Church of England High School

## Parents' Curriculum Guide to Year 9 - Spring Half Term 2

Subjects	What will your child learn?	What will my child know, and what will they be able to do by the end of the half term?
<b>English</b>	<p>Students will continue their English Literature GCSE course by studying a range of war poems from 1899 to present day. They will develop their skills of analysis, focusing on context, language and structure.</p> <p>They will also continue to work on their English Language GCSE by reading short texts from 20<sup>th</sup> century fiction and writing their own short stories.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"><li>• What inspired the poets to write their poetry</li><li>• The content, language, structure and message of the poems</li><li>• Students will be expected to know and learn quotations from these poems for use in the examinations.</li></ul> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Understand, discuss and analyse content, language, structure, message and context of the poems - verbally and in written form.</li><li>• Write in an appropriate style for a literature essay, including the use of quotations</li></ul> <p>Students will know about:</p> <ul style="list-style-type: none"><li>• Different reading skills needed when responding to an unseen text including retrieving specific information, supporting ideas with evidence from the text and commenting on the writer's craft.</li><li>• What constitutes a good short story</li></ul> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Reading skills: find and retrieve specific information from a fiction text; use quotations effectively; respond to questions about a text in timed conditions; comment on the writer's choices.</li><li>• Writing skills: plan and write an appropriate short story; use some features, such as sentence and word choice, for effect.</li><li>• Edit their work</li></ul>

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<b>Maths</b>	<p>Foundation Course: Students will study elements from the statistics strands (averages and range) and geometry (Angles in parallel lines).</p> <p>Higher Course: Students will study elements from the geometry strands (Area and perimeter of sectors) and algebra (different types of graphs).</p>	<p>In the statistics unit, students on the foundation course will know about and be able to;</p> <ul style="list-style-type: none"> <li>• Work out the average from a table</li> <li>• Work out the average from a chart</li> </ul> <p>In the algebra unit, students on the foundation course will know about and be able to;</p> <ul style="list-style-type: none"> <li>• Understand and apply the rules of angles in a parallel line</li> <li>• Apply previously taught angle rules</li> </ul> <p>In the algebra unit, students on the higher course will know about and be able to;</p> <ul style="list-style-type: none"> <li>• Plot linear, quadratic, cubic and reciprocal graphs</li> <li>• Understand how quadratic solutions are taken from a graph.</li> </ul> <p>In the geometry unit, students on the foundation course will know about and be able to;</p> <ul style="list-style-type: none"> <li>• Work out the area and perimeter of sectors</li> <li>• Apply previous knowledge of geometry to problem solve with sectors</li> </ul>
<b>Science Trilogy</b>	<p>Students will continue their journey through the AQA specification and will be focussing on the topics:</p> <ol style="list-style-type: none"> <li>1. Organisation</li> <li>2. Bonding and the properties of matter</li> <li>3. Atomic structure</li> </ol> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p>	<p><b>Students will Know about:</b></p> <ul style="list-style-type: none"> <li>• How cells, tissues and organs work together in animals and plants to allow them to carry out their life processes.</li> <li>• Why substances differ in their properties and link this to different types of chemical bonds.</li> <li>• How the structure of the atom was revealed and why some atoms are radioactive.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Investigate factors that affect the rate of enzyme activity.</li> <li>• Identify chemical bonds when given information about a substance's properties.</li> <li>• Describe the key roles of specific scientists in developing the model of the atom.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</li> </ul>

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<b>RS</b>	<p>Pupils will begin theme E this half term – Religion, Crime &amp; Punishment.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> <li>• Religion, crime and the causes of crime</li> <li>• Religion and punishment</li> </ul>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>• Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate &amp; opposition to an unjust law.</li> <li>• Views about people who break the law for these reasons.</li> <li>• Views about different types of crime, including hate crimes, theft and murder.</li> <li>• The aims of punishment, including:</li> <li>• The treatment of criminals, including: prison, corporal punishment, community service &amp; Forgiveness.</li> <li>• Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li> </ul> <p><b>Students will be able to:</b></p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p>
<b>PE CORE</b>	<p>PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p><b>Boys:</b> Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p><b>Girls:</b> Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p>	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> <li>- develop their ability to perform all core and some of the advanced skills</li> <li>- skills will be performed consistently to a very good standard of accuracy, control and fluency</li> <li>- display the physical fitness required to perform effectively</li> <li>- regularly make the correct decisions required to perform in a range of situations</li> </ul>

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<b>History</b>	<p>Students will continue studying Medicine Paper 1</p> <p>They will complete a case study focusing on the key events and medical developments on the British Sector of the Western Front during the First World War.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The work of the RAMC and FANY</li> <li>• The system of transport and the stages of treatment</li> <li>• New techniques in the treatment of wounds and infection</li> <li>• The use of mobile x-ray units</li> <li>• The development of blood transfusions and blood banks</li> <li>• The attempts to deal with increased numbers of head injuries</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe key features of the British Sector of the Western Front</li> <li>• Explain and evaluate the usefulness of historical sources</li> <li>• They will be able to explain how they would use source information to investigate or follow up a topic or event in greater detail</li> </ul>
<b>Geography</b>	<p>Students will continue to study Paper 2 Section A 3.2.1 Urban issues and challenges</p>	<p>Students will know about Urban Issues and Challenges that covers megacities, reasons for increasing urbanisation focusing on London as a case study that includes the national and international importance, cultural mix, opportunities and challenges of living in London</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges</p> <p>Students will be able to</p> <p>Create a case study London that illustrates the location and importance of the city in UK and the wider world</p> <ul style="list-style-type: none"> <li>• describe the impacts of national and international migration on the growth and character of the city</li> <li>• explain how urban change has created opportunities: social and economic and evaluate opportunities and social, economic and environmental challenges in London and suggest solutions to the challenges.</li> </ul>
<b>Option Subjects</b>	<b>What will your child learn?</b>	<b>What will my child know, and what will they be able to do by the end of the half term?</b>

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<b>Spanish</b>	This term students will continue their GCSE Spanish course. They will continue to be able to discuss their school and subjects and how to give and justify their opinions in much more detail. They will study a variety of past, present and future tenses.	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> <li>• Start to distinguish between the present and imperfect tense</li> <li>• Talk about school rules and problems</li> <li>• Use phrases followed by the infinitive</li> <li>• Tackle harder listening exercises</li> <li>• Talk about plans for a school exchange</li> <li>• Use the near future tense</li> <li>• Ask and answer questions in preparation for the speaking exam</li> <li>• Talk about activities and achievements</li> <li>• Start to understand object pronouns</li> <li>• Start to use three tenses together</li> </ul> <p>They will understand increasingly complicated pieces of written and spoken Spanish and will be able to produce longer pieces of written and spoken Spanish.</p>
<b>French</b>	This half term students will continue this unit of their GCSE French course. They will learn how to discuss their free time and a variety of themes which are media related. They will continue to learn how to give and justify their opinions in much more detail.	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about sport</li> <li>• Use depuis and the present tense</li> <li>• Talk about using technology</li> <li>• Use irregular verbs in the present tense</li> <li>• Discuss reading habits and music</li> <li>• Use negatives</li> <li>• Talk about TV programmes</li> <li>• Use the comparative</li> <li>• Talk about a night out with friends</li> <li>• Be able to give longer, more detailed answers for questions during the preparation for speaking exam questions.</li> </ul> <p>They will understand increasingly complicated pieces of written and spoken French and will be able to produce longer pieces of written and spoken French</p>
<b>Drama</b>	Pupils will learn how to create believable characters and bring a performance alive from page to stage	<p>Pupils will work collaboratively to create a performance from a script. They will learn how to use the directions given in a script, consider the characters a writer creates and use their acting skills to interpret this in performance.</p> <p>Pupils will learn lines</p> <p>Complete rehearsal techniques for a better understanding of character, pace and use of space.</p>
<b>Music</b>	We will continue focussing on texture and melody this half term. Using a knowledge of key systems and scales, pupils will start to compose melodies that make use of phrasing and balance. Other opportunities will arise to develop their understanding through listening, composing and performing.	<p>Pupils will demonstrate the learning and development of the following skills:</p> <ul style="list-style-type: none"> <li>• Recognising melodic shapes i.e. conjunct, disjunct and triadic</li> <li>• Recognise different textures used in music across a variety of periods and styles.</li> </ul> <p>Perform and compose melodies within different textures.</p>

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<b>Art</b>	<p>Students will continue to develop their “Art Deco” final piece.</p> <p>Students will explore the use of geometric shapes and symmetry to create a personal response using painting and drawing techniques.</p>	<p><u>Pupils will be able to:</u></p> <ul style="list-style-type: none"> <li>• Use their Art Deco research and A3 design sheet to produce an A2 panel design using pencil and coloured pencil.</li> <li>• Demonstrate gradation and blending of colour when using coloured pencils and watercolour paints.</li> <li>• Produce a final A2 personal response to the Art Deco art movement. The final piece will be A2 in size.</li> </ul>
<b>Photography</b>	<p>Students will continue exploring the theme of “Fantastic and Strange”, Surrealist Art and Photography.</p> <p>Students will explore the use of dreams to create photographic representations of famous Surreal Artworks or Photographs.</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Research Surrealist Art and Photography looking at artists such as Rene Magritte and Salvador Dali.</li> <li>• Deconstruct a photograph or painting and recognise what elements would have to be taken as photographs.</li> <li>• Use the clone tool.</li> <li>• Use layer blends.</li> <li>• Use cut out studio.</li> <li>• Use the resize tool.</li> <li>• Create 6 surreal images using their research and experimentation to inform decisions.</li> </ul>
<b>Food Technology</b>	<p>In this half term students will know:</p> <ul style="list-style-type: none"> <li>• Focus on sugar as a commodity</li> <li>• Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to butter, oils, margarine, sugar and syrup</li> <li>• Sugar and syrup Empty calories, link to weight</li> <li>• Where is sugar cane and sugar beet grown?</li> </ul>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Carry out Food science lesson – experiment with different types of sugar to bake fairy cakes</li> <li>• Continue the concept of NEA Assessment 1 (practical and written expectations. Introduce a written brief, conduct an experiment).</li> <li>• Complete exam style questions</li> <li>• Prepare and cook high skilled dishes that encourage students to gain maximum marks at year 11</li> <li>• Link how practical lessons tie in with theory</li> </ul>

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<b>Design Technology</b>	<p>Students will continue to work within the basic parameters of the AQA Design and Technology 9-1 specification.</p> <p>They will have a primary focus on Non-Exam Assessment and how this is structured. This will be referred to throughout the course as NEA.</p> <p>During these initial phases they will be creating practice sheets that they will be able to refer back to in year 10. We will start by looking at initial research methods and initial design and prototype methods.</p> <p>We will continue to look at various theoretical components through homework and single lesson theory. Some theory work will also take place through the practice of NEA tasks such as research methods, design eras and inspiration and initial design methods.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• What an NEA example sheet should look like</li> <li>• What an NEA initial structure looks like and how this correlates to exam board example criteria</li> <li>• They will know the types of questions that should be asking themselves and answering as part of their NEA</li> <li>• What a true client to designer relationship should look like on paper</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Generate taught design sheets that will show relevant questions to refer back to throughout their course</li> <li>• Give detailed answers to NEA style tasks that will again be relevant to further study later in their course</li> <li>• Produce a mini NEA style collection of sheets</li> <li>• Produce initial models</li> <li>• Produce models in harder materials</li> <li>• Practice a client to design relationship</li> <li>• Continue with theoretical learning through homework and single lesson tasks</li> </ul>
<b>Computer Science</b>	<p>Students will be learning to programme in Python</p>	<p>Students will be able to use the following when coding:</p> <ul style="list-style-type: none"> <li>• Loops</li> <li>• Lists</li> <li>• Procedures</li> <li>• Functions</li> </ul> <p>Students will also be creating their own programmes.</p>
<b>Creative iMedia</b>	<p>Students will be moving onto the RO87 Creating a Multimedia Product</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate different multimedia products</li> <li>• Hardware &amp; Software Required to create a multimedia product</li> <li>• File formats</li> <li>• Limitations of accessing multimedia products</li> <li>• Interpreting a client's brief</li> <li>• Creating a work plan</li> <li>• Designing a multimedia product</li> <li>• How to create a test plan</li> <li>• Understanding the legislation for a multimedia product</li> <li>• How to sourcing assets</li> <li>• Reviewing</li> </ul>

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<b>PE GCSE</b>	<ul style="list-style-type: none"> <li>- Different ways to prevent injury</li> <li>- Hazards to be found in different sports settings</li> </ul>	<p>They will know:</p> <ul style="list-style-type: none"> <li>- The different ways to prevent injury</li> <li>- The hazards that can be found in a range of sports settings</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>- Lessen the risk of injury for a range of sports.</li> <li>- Identify hazards in a range of sports settings.</li> <li>- Apply their knowledge to exam questions.</li> </ul>
<b>Triple Science</b>	<p>Students will study the AQA topic:</p> <p>Infection and response.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></p>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• Different types of pathogen and how our immune system and medicines protect us from these.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Prepare a culture of bacteria and test the effectiveness of a variety of antimicrobial drugs on them.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</li> </ul>
	<p>Students will study the AQA topic:</p> <p>Bonding, structure and the properties of matter.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></p>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• How different types of particle are chemically bonded together and how this affects the properties of the material in question.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use data provided about the properties of an unknown substance to define the type of chemical bonds that hold its particles in place.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</li> </ul>
	<p>Students will study the AQA topic:</p> <p>Electricity.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• How electrical circuits work and how electrical power is supplied to homes and industry.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Measure the resistance of different electrical resistors in a series circuit.</li> <li>• Investigate how the length of a wire affects its resistance.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</li> </ul>