

5 October 2022

Dear Parents / Carers

Year 9 and 8 Curriculum Overview: September to Christmas 2022

I am hopeful that your child has settled back into school life. I write to you to inform you of the topics that your child will be studying within the Curriculum this term at The Farnley Academy.

We believe that conversations that take place at home with your child surrounding their learning are a crucial factor in their development. Having an understanding of the topics / skills being taught can help facilitate conversations around classwork, homework and your child's general understanding of the Curriculum that we provide. This information will also be available on the academy's website under the 'Curriculum' section. I would like to take this opportunity to remind you of the whole school curriculum intent, that is the key driver in achieving all that we do:

- Our curriculum is designed to be **inspiring and engaging** for students so that they develop a passion and enthusiasm for learning not just in the classroom, but beyond;
- Our curriculum is designed and organised to ensure that students are **constantly learning and consolidating knowledge** in a coherent structure so that it is retained year on year;
- Our curriculum is designed to give students access to a **full range of subjects** so that they can determine their interests and make informed choices about study at Key Stage 4 and beyond;
- Our curriculum ensures that students are **routinely exposed to challenging and difficult concepts** and ideas where they are required to apply the knowledge they have acquired to different and challenging contexts;
- Our curriculum develops the **skills of independence and autonomy** so that students are not over reliant on the support of others, including their teachers;
- We place the development of literacy and numeracy at the centre of our work so that students have a **mastery of the key skills needed to be successful in further education and employment**;
- Our curriculum is designed to ensure that students are **well prepared for their future lives** both personally, and professionally.

For Year 9 students we will shortly be in touch regarding our Year 9 Options Evening. This is an important year for all students, but Year 9 students especially as they begin to make informed choices regarding some of the Key Stage 4 qualifications they wish to study.

Please find attached to this letter an overview for this term. If you would like any more detail, please visit <https://www.farnley.leeds.sch.uk/academy-life/curriculum/> to see a more in-depth overview of each of the subjects/topics taught.

As always, your child's well-being remains our first priority. Please be aware that parents have the right to withdraw their child from PSHE lessons, should they choose to. If you have any concerns or questions about your child's well-being, the curriculum they are following, or any other education-related matters, then please do not hesitate to contact me at the academy via email: info@farnley.leeds.sch.uk

Yours faithfully



Miss C Hart
Vice Principal: Quality of Education and Standards

Term 1: Curriculum Overview

Subject	Year 9	Year 8
Art and Design	Topics/Themes: Sweets and Mechanical Objects Key content and knowledge: - Observational drawing and grid drawing using shade and tone - Composition, position and accuracy in drawing - Developing skills through artist interpretation - Experimenting with media inc. acrylic paint, ink, watercolours and pencil - Photography and photoshoot set up	Topics/ Themes: Kimmy Cantrell Masks Key content and knowledge: - Analysing and understanding different art themes from around the world - An introduction to artist research writing and analysing - Accurate drawing and interoperating an artist's style - Mono-printing
Food Technology	Topics/Themes: Series of Food/Design mini-projects designed to develop student's skills in different areas of technology. Key content and knowledge: - Project 1 – Food and Graphics magazine project - Project 2 – Personal choice and lifestyles food practical project - Project 3 – Culture and Religion – how does this affect the food choices we make? - Project 4 – Product design – Design and manufacture a nightlight - Project 5 – Food mini-project – how does disease and medical conditions impact on the way we make food choices? - Project 6 – Food mini-project focusing on the price of food and affordability.	Topic/Themes: Home Cooking through practical and theory-based lessons Key content and knowledge: Theory: - Preparing for a cooking environment - Contamination and food spoilage - Allergens - Eat well guide and portion sizes Practical: - Chicken skewers - Breakfast wrap - Lasagne - Keema Fried Rice

Design Technology	Topics/Themes: Series of Food/Design mini-projects designed to develop student's skills in different areas of technology. Key content and knowledge: • Project 1 – Food and Graphics magazine project • Project 2 – Personal choice and lifestyles food practical project • Project 3 – Culture and Religion – how does this affect the food choices we make? • Project 4 – Product design – Design and manufacture a nightlight • Project 5 – Food mini-project – how does disease and medical conditions impact on the way we make food choices? • Project 6 – Food mini-project focusing on the price of food and affordability.	Topics/themes: An introduction to Design Technology – analysing existing products to produce a personal response. Key Content and Knowledge: • Analysing existing products • Mood boards and research through imagery • Using existing products to inspire and develop initial ideas • Developing technical drawing skills • Begin to manufacture own cardboard product
Citizenship	Topics/ Themes: Active citizens bringing about positive change Key content and knowledge: • Identify the actions that citizens can take to bring about change. • Explain the difference between traditional and contemporary methods in bringing about change. • Analyse how the media can support citizens in bringing about change. • Design a campaign, in order to practice the skills in bringing about change.	Topics/ Themes: • Our rights, freedoms and liberties today Key content and knowledge: • Identify the origins of our rights in the Magna Carta. • Understand key rights such as freedom of speech and expression. • Analyse the right to education in the UK in comparison with around the world. • Make the connections between our understanding of British Values and our rights.
IT	Topics/ Themes: How a computer works Key content and knowledge: Topic 1 • E-safety • Computer systems • Internal components • Units of data • Binary numbers and addition Topic 2 – Programming • Algorithms • Sequencing • Variables • Iteration • Project	Topics/ Themes: Cyber security Key content and knowledge: Topic 1 • E-safety • Digital footprint • Passwords and phishing • Malware • Encryption • HTML and CSS project Topic 2 – Python programming • Python basics • Controlled and condition loops • Lists • Python challenge

Drama	Topic/ Themes: Devising__Drama – Practitioner Workshops Key content and knowledge: • Characterisation • Using body as a prop • Visual theatre • Choreography	Topic /Themes: Script work – ‘Teachers’, John Godber Key content and knowledge: • Stanislavski techniques • Character development • Cultural and historical setting of the play • Characterisation -Pantomime
English	Topic - Reading a Modern Novel - Lord of the Flies by William Golding; Key content and knowledge: • Analysing writer’s craft • Essay writing • Transactional writing linked to themes – letters, speeches, guides.	Topic - Reading a Modern Novel Face by Benjamin Zephaniah Key content and knowledge: • Analysing writer’s craft • Essay writing • Transactional writing linked to themes– articles, speeches and letters
EPR	Topics/ Themes: Is marriage still relevant today? Key content and knowledge: • What is love and how does it link to the relevance of marriage • The importance of marriage for Christians • The Muslim wedding ceremony • Attitudes towards divorce	Topics/ Themes: Does pacifism work? What do Muslims believe? Key content and knowledge: • To understand justice and injustice • To describe the key events in the lives of Martin Luther King and Malcolm X • To describe the approaches taken by Gandhi and Malala Yousafzai • To understand key Muslim beliefs and how they translate into practice.
Forensic Reading	Topic and Themes: Women, Suffrage and Misogyny (HT1) Journeys & Futures (HT2) Key content and Knowledge: WS&M: • History of misogyny from past to present • Language of contempt and discrimination • Camilla Long’s <i>At Home with Mr Sticky Fingers</i> Journeys and Futures: • <i>Life of Pi</i> by Yann Martell • Language of spirituality, hope and despair Develop oracy skills through Voice21 strategies (building, probing, instigating, summarising, clarifying, challenging)	Topic and Themes: Women, Suffrage and Misogyny (HT1) Journeys & Futures (HT2) Key content and knowledge: WS&M: • <i>My Last Duchess</i> by Robert Browning • Language of misogyny, possession and control Journeys and Futures: • <i>The Pedestrian</i> by Ray Bradbury • Language of control, oppression and dystopia Develop oracy skills through Voice21 strategies (building, probing, instigating, summarising, clarifying, challenging)

Geography	Topic/Themes: - The reality of Rio - Leeds: How important is our city? Key Content: - Location and importance of Rio de Janeiro - Physical and human geography of Rio - Diversity and culture in Rio - Opportunities and challenges in Rio - Improvements to the city of Rio - Location and importance of Leeds - Opportunities and challenges of living in Leeds. - Urban greening in Leeds. - Opportunity for primary and secondary data collection in our local area.	Topic/Themes: What happens when the land meets the sea? How well do we understand our oceans? Key Content: - How the sea shapes the coastline - Coastal landforms on the Jurassic Coasts - Importance of coastal areas - Climate change and coastal flooding - Ocean as a resource - Impact of plastic on the oceans. - Technology developed to clean up the oceans
History	Topics/Themes: Who are the British? Key content and knowledge: - Roman and Germanic Migration - African migration as a result of the slave trade. - Impact of immigration on Modern Day Britain. Topics/Themes: British Civil Rights c1945-present Key content and knowledge: - Key civil rights groups in Britain in 1945 - Experience of the Black British community - Discrimination of women and the LGBTQ+ community in the workplace - Causes and impact of the Northern Irish troubles	Topics/Themes: The Changing Role of Women 1867-present Key content and knowledge: - Causes of the women's suffrage movement. - Impact of suffrage societies in the early 20th Century. - How did the roles of women change during the war? Topics/Themes: World War One 1914-1918 Key content and knowledge: - Causes and events of the First world War - Experiences of soldiers in the trenches - Impact of war on Britain
Maths	Topics/ Themes: - Factors and multiples - Algebra - Data and probability - Fractions and percentages - Graphs, tables and charts	Topics/ Themes: - Number properties and calculations - Shapes and measures in 3D - Area and volume - Expressions and equations - Graphs

MFL - French	Topics/ Themes: • Social media and technology • Jobs and ambitions • Holidays and tourism • Unhealthy lifestyles Key content and knowledge: • Past, present and future tenses • Compare tenses to extend answers • Increase complexity when expressing opinions • Develop greater complexity • Use narration in French • Use different negative structures	Topics/ Themes: • Cinema and TV • Houses and furniture • Uniform and clothes • Food Key content and knowledge: • Revision of opinions, key verbs and present tense • Future tense (Je vais + infinitive: I am going to) • Modal verb • Plural
MFL - Spanish	Topics/ Themes: • Social media and technology • Jobs and ambitions • Holidays and tourism • Unhealthy lifestyles Key content and knowledge: • Past, present and future tenses • Compare tenses to extend answers • Increase complexity when expressing opinions • Develop greater complexity • Use narration in Spanish • Use different negative structures	Topics/ Themes: • Cinema and TV • Houses and furniture • Uniform and clothes • Food Key content and knowledge: • Revision of opinions, key verbs and present tense • Future tense (Voy a + infinitive: I am going to) • Modal verb • Plural
MFL – Mandarin	Topics/ Themes: • Social media and technology • Jobs and ambitions • House and rooms • Holidays and tourism • Unhealthy lifestyles – focusing on diet	Topics/ Themes: • Greetings, introducing yourself and numbers • Classroom language and school subjects • Places in town • My family
Music	Topic: Ensemble Skills and Protest Songs Key content and knowledge. Performance: • Music within this topic should be relevant to the context of classes to engage and challenge students with music they are familiar with. Appraise their own and others' performances. Composition: • Compose their own music using the interrelated dimension of music to create idiomatic performances in set popular music styles. This topic will also feature key minority composers to expose students to a wide range of musical artists.	Topic: Rhythms of the World Key content and knowledge. • Learn about the instrumentation of the relevant style, and the roles of different instruments, as well as the role of the master drummer. Consolidate knowledge of dynamics (using Italian terms). Composition • Compose as a whole-class, using cyclic rhythms and building simple and complex polyrhythms. Continue to develop understanding of staff notation, performing from and writing out their own rhythmic ideas during composition.

Physical Education (Core)	Students will study the advanced skills, techniques, tactics and scoring systems of the following sports. • Volleyball • Football • Rugby Students will learn how to work together as a team to outwit the opponent, as well as developing core skills within each sport.	Students will study the core skills, techniques, and scoring systems of the following sports. • Volleyball • Football • Rugby Students will learn how to work together as a team, as well as developing core skills within each sport.
PSHE	Topics/ Themes: Healthy lifestyle and mental wellbeing 1) Understanding the teenage brain. 2) Diet, exercise, lifestyle balance and healthy choices. Topics/ Themes: Respectful Relationships 1) To learn about families and parenting, healthy relationships, conflict resolution, and relationship changes including loss and bereavement.	Topics/ Themes: Health and Wellbeing The health risks and laws surrounding 1) Drugs 2) Alcohol 3) Tobacco Topics/ Themes: Living in the Wider World 1) Planning for My Future 2) The World of Work
Science	Topic: Specialised cells Key content and knowledge. Revisit Eukaryotic cells and to encourage students to apply knowledge of cell structures to other types of specialised cells as well as mastering the use of microscopes. Modelling of structures and processes will be a key theme of this topic and students will be expected to use models to represent different types of cells and transport across cells. Elements and the Periodic Table: Students revisit the structure of the atom and the organisation of the periodic table, but also look at how our knowledge and understanding of the atom and periodic table has changed over time through the development of new evidence, experimentation and theories. This topic will also give students the opportunity to develop their own ability to predict when they explore the reactivity of group 1, 0 and 7 of the period table.	Topic: Plants Key content and knowledge. In this unit, students explore plants. They will learn about the interactions which take place between cells, tissues, organs and organ systems within plants to bring about a reaction: • Microscopes recap • Plant and animal cell recap • Photosynthesis- role of chlorophyll, reactants, products- photosynthesis equation • Organisation in plants-adaptations of the leaves • Starch test- method & risk • Factors effecting photosynthesis (data analysis- practical done in Yr 9) • Specialised plant cells- xylem, phloem, stomata, guard cells and root hair cells) iterative link to diffusion • Flowering plants- flower dissection • Plant reproduction- pollination (wind/insects) and fertilisation in flowering plants. • Seed dispersal- (wind, water, animals or exploding pods) • Factors effecting germination analysis