



Year 9

AP1

30th Nov- 4th Dec

Topic Lists



Computer Science

- Online-safety
- •Personal information
- •Passwords
- •Digital Footprint
- •Cyberbullying
- •Grooming
- Trusted adult
- Reporting bullying online
- Python Turtle
- Drawing shapes
- Changing colours
- Creating input
- Using loop
- Selection
- Binary to Denary conversions
- Hex conversions
- Binary addition
- Units of measurement (bits and Bytes)
- Cyber security:
- Malware and Viruses
- Protection against malware
- Computational thinking – Decomposition/
abstraction
- •Pattern Recognition
- •Algorithm
- Flowchart/ pseudocode

Drama

BLACKOUT BY DAVEY ANDERSON

- ✓ Understanding the key events of the play
- ✓ The story of James
- ✓ Key themes: Loneliness, isolation, bullying, crime, grief

Ensemble work:

- ✓ Focus
- ✓ Concentration
- ✓ Cooperation
- ✓ Communication
- ✓ Good timing
- ✓ Awareness of others
- ✓ Spatial awareness
- ✓ Commitment
- ✓ Listening
- ✓ Trust

Choral skills:

Unison
Canon
Echo
Repetition

Drama skills to apply to your work and evaluation

- ✓ Physical skills (body language, gestures, levels, facial expressions)
- ✓ Vocal skills (pace, pitch, tone, volume)
- ✓ Staging space (centre stage, downstage, upstage)

English Language

Persuasive Writing (45 minutes)

Assessed alongside English Literature within the AP1 Timetabled exam.

(Full exam is 1 hour 30 minutes)

You must respond fully to the given task, writing in the correct form (e.g., article, speech, letter) and showing a clear viewpoint. Your writing should be engaging and convincing, with a clear sense of purpose and audience.

Content and Organisation

- **Engage with the task:** Stick to the topic and use the right format (article, speech, letter). *Top tip:* Only argue one point of view. Don't try to argue two different sides of the debate.
- **Develop ideas fully:** Give clear opinions and reasons, using examples to support your view. *Top tip:* Develop consequential reasoning using discourse markers like 'furthermore' and 'in contrast' to elaborate on your point of view. DO NOT use statistics.
- **Structure effectively:** Organise ideas into clear paragraphs with logical flow. *Top tip:* Use persuasive techniques like rhetorical questions and repetition. Add subheadings or short punchy sentences/paragraphs for impact.
- **Create impact:** Use ambitious vocabulary and persuasive devices (e.g. emotive language, triadic structures, direct address). *Top tip:* End with a memorable conclusion that reinforces your viewpoint.

Technical Accuracy

- **Spelling, punctuation, and grammar:** Check carefully. *Top tip:* Save 5 minutes to proofread.
- **Use a range of punctuation:** Commas, colons, semicolons, dashes, ellipses. *Top tip:* Use punctuation for emphasis (e.g., a colon for a dramatic statement).
- **Sentence variety:** Mix short, long, and complex sentences for effect. *Top tip:* Use very short sentences for impact.
- **Keep tense and viewpoint consistent:** Don't switch randomly. *Top tip:* Maintain a clear voice—first person works well for opinion writing.

English Literature

French

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: Ma vie sociale d'ado

TOPICS + SKILLS

- *describing yourself using adjectives for physical and character descriptions*
- *using the verbs avoir and être in the present tense to describe yourself and others*
- *describing people using: je le/la trouve + adjective (I find him/her...)*
- *talking about social media use*
- *knowing how to conjugate of verbs in the present tense*
- *being able to recognise and use adverbs of frequency (e.g. quelquefois, toujours...)*
- *inviting someone out*
- *using the verb aller (to go)*
- *using the near future tense to make plans (Tu veux aller...? – Do you want to go...?)*
- *describing a date*
- *using the past tense (e.g. I went, I danced)*
- *using a range of pronouns (e.g. I, he, she, we)*
- *introduction of irregular verbs (E.g. I drank, we saw)*
- *describing a music event using the past, present and future*

Module 2: Bien dans sa peau

TOPICS + SKILLS

- *Learning the parts of the body*
- *Talking about where on your body ("on the...")*
- *review of avoir and être (E.g. I have, I am)*
- *Talking about sport and hobbies*
- *Using 'il faut' + infinitive verb to talk about what you should/have to do to be healthy*
- *recap of infinitive verbs (e.g. manger – to eat) vs present tense (e.g. je mange – I eat)*
- *Learning about healthy eating*
- *talking about 'some' food using de la / du / de l' / des*
- *using the simple future tense to describe how you will stay healthy (E.g. je mangerai...)*
- *Making plans to get fit*
- *using the near future tense (E.g. Je vais +infinitive verb – I am going to ...)*
- *comparing habits in the past, present and future (Before, I did.... En general, I ..., but in the future I am going to...)*
- *describing levels of fitness (how often you exercise and what you eat/drink)*
- *using 3 tenses together*

Spanish

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: Somos así

TOPICS + SKILLS

- *Talking about things I like and dislike.*
- *To conjugate irregular verbs “ir”(to go), “hacer” (to do) and “ser” (to be) in the present tense and use them to say what I do in my free time.*
- *talking about how often you do things*
- *Talking about your week and using regular verbs in the present tense.*
- *Using both regular and irregular verbs (e.g.bailar, cocinar) in the present tense.*
- *giving opinions about different types of films*
- *using the near future tense to make plans to go to the cinema (voy a ver/ir – I am going to see/go)*
- *accept and reject invitations*
- *understanding vocabulary about and being able to write about a past birthday*
- *using the past tense to talk about celebrations*
- *being able to talk about future birthday celebrations*

Module 2: Oriéntate

TOPICS + SKILLS

- *talking about different professions (masculine and feminine) and say what you have to do at work*
- *Using adjectives and intensifiers (e.g. muy, un poco, bastante) to give opinions about jobs*
- *Describing your job (duties, boss, etc) and giving opinions about it using “tener que” (e.g. tengo que limpiar) and “ser” (es aburrido – it is boring) together.*
- *Using “me gustaría” (I would like to) to talk about future job aspirations*
- *describing your personality and likes in order to give reasons for aspirations (E.g. Soy creative/a, por eso quiero ser...)*
- *talking about the importance of languages in a job*
- *to revise the three main tenses and use them together*

Geography

What have we studied?	Types of questions in the exam
<u>Weather:</u> • Difference between weather and climate • Different types of clouds and rain (including features of each) • Features of high and low pressure • Links between climate and the type of ecosystem found there • Weather symbols on a map • Pakistan floods: location, causes and impacts • California wildfires: location, causes and impacts • Great Lakes winter storm: location, causes and impacts	Multiple choice questions Definitions of key terms Geographical skills questions (graphs, maps and maths questions) Extended writing
<u>Key terms:</u> Air pressure, evaporation, condensation, cirrus clouds, cumulus clouds, stratus clouds, precipitation, climate, weather	
<u>Climate Change:</u> • Key words and definitions • Population pyramids • Why are people living longer? (Food supply and nutrition, health/hygiene and safety) • Example of a communicable disease: Malaria (distribution, causes and impacts) • Example of a non-communicable disease: Heart disease (distribution across UK, causes, impacts and management) • The vaccine divide (definition, distribution, impacts) • Who is responsible for health (role of NHS, Education, NGOs and WHO) • Impacts of climate change on health	Multiple choice questions Definitions of key terms Geographical skills questions (graphs, maps and maths questions) Extended writing
<u>Key terms:</u> Communicable disease, non-communicable disease, infant mortality rate, inequality, vaccine divide	

History

Mastering machines: how did the Industrial Revolution transform work?

- Industrial inventors: Watt and Arkwright, and the move from home working to factories
 - Factory working life: hours, conditions, pay and family life
 - Life for miners: dangers, equipment and health
- How schools changed: who went to school, what lessons were like, compulsory schooling

Smoke, squalor and survival: did the Industrial Revolution improve lives?

- How disease spread in industrial cities: overcrowding, sewage, dirty water, cholera (London 1854)
- Workers' housing: back-to-backs, no running water, shared toilets
- Workhouses: separated families, food, uniforms, rules; help or punishment?
- Body snatchers and the advance of medicine and anatomy

What does the Titanic reveal about ordinary lives in 1912?

- Life aboard for first, second and third class
- Who was saved: class, age, gender and the lifeboat shortage

Why did WW1 break out?

- Militarism: the arms race and the naval race
- Alliances: the Triple Alliance and the Triple Entente
- Imperialism: competition for colonies in Africa, Asia, the Balkans and the Middle East
- Nationalism: independence movements in the Austro-Hungarian Empire
- The assassination of Franz Ferdinand and the chain reaction to war
 - Which cause was most important?

Maths

This will be a non calculator exam.

Number	Calculations with negative integers Rounding to significant figures Estimation 4 operations with fractions Sets 1-5 only: Converting to standard form
Ratio	Percentage of an amount Writing a number as a percentage of another FDP problems Increasing and decreasing by a percentage Percentage change (profit, loss) Sets 1-5 only: Simple interest Reverse percentages
Algebra	Expanding single brackets Expanding double brackets Solving linear equations Inequalities on a number line Solving linear inequalities Sets 1-5 only: Expanding triple brackets Factorising quadratics x^2+bx+c Factorising the difference of two squares,

Music

You need to revise the following -

- ✓ Treble clef – notes on the stave
- ✓ Note values and Kodaly names (crotchet – ta, quaver, te etc)
- ✓ Rest values and Kodaly names
- ✓ Key vocab from unit 1 knowledge organiser – Stomp and Sing
- ✓ Key vocab from unit 2 knowledge organiser –The Pentatonic Scale
- ✓ Chords – how to form them
- ✓ Key vocab from unit 4 West African drumming – the different hand positions on the djembe and the kind of occasions where drumming is used
- ✓ Key vocab from unit 5 Beauty of Baroque
- ✓ Key vocab from unit 6 Blues Musicianship

RE

Islam

The oneness of God
Sunni and Shi'a Muslims
Predestination
Life after Death
Prophet Muhammad
The Five Pillars

Creation and Covenant

Genesis and humanity
Imago Dei
Morality and freedom
Sanctity of Life
Dignity of the human body
Sacrament of Matrimony
IVF

Prophecy and Promise

Allegorical Sense
Hannah

Science

1 x 90minute paper

20% year 7 and 8 chemistry

Particle model of matter and acids/alkalis

20% Year 7 and 8 physics

Energy and Light

10% Year 7 and 8 Biology

Cardiorespiratory system

50% Year 9 maths for science and biology

Maths for science

B1 - Cell biology

B4 - Bioenergetics