

## HALF TERM PROJECTS: YEAR 9

Most humanities and practical subjects will set three projects across the year to accompany their fortnightly homework schedule in the core subjects.

Autumn term

<b>1</b>	<b>HISTORY</b>	
	<b>GEOGRAPHY</b>	<b>Plate boundaries</b> An extended project which investigates the causes, effects and management of tectonic hazards such as the recent Japanese Tsunami.
	<b>ART</b>	
	<b>ICT</b>	<b>Changing role of ICT</b> Students will carry out an exploration of the changing role of ICT and E safety.
	<b>DT</b>	
	<b>MUSIC</b>	
	<b>DRAMA</b>	

<b>2</b>	<b>HISTORY</b>	<b>Aftermath of World War One</b> Students will be set a number of tasks to explore the impact of WW1 in terms of controversies over commemoration, peace treaties and the rise of dictators.
	<b>GEOGRAPHY</b>	<b>Fashion victims</b> An extended project based on chains of production in the fashion industry which investigates the reasons for and consequences of the relocation of textile manufacturing overseas.
	<b>ART</b>	<b>Portrait</b> This year students explore ideas of image and identity throughout all units. Students begin by learning about self portrait drawing and painting looking at proportion and detail of features. Students are set tasks looking at the styles and techniques of a variety of artists to inform their work.
	<b>ICT</b>	
	<b>DT</b>	<b>Pewter casting planning</b> Produce an illustrated booklet to explain how your piece of pewter jewellery was made.
	<b>MUSIC</b>	<b>Variation and arranging</b> Students will investigate and produce a project on the similarities and differences in various musical arrangements and how music technology has influenced this.
	<b>DRAMA</b>	

Spring term

<b>3</b>	<b>HISTORY</b>	<b><u>Holocaust reflections</u></b> Students examine various sources including diaries, survivor testimonies and survivor artwork and record their thoughts in a reflections journal.
	<b>GEOGRAPHY</b>	
	<b>ART</b>	
	<b>ICT</b>	<b><u>Adverts</u></b> Students will carry out reviews of existing adverts, detailing components used and the positive and negative aspects of them.
	<b>DT</b>	
	<b>MUSIC</b>	<b><u>Film music</u></b> Students will use storyboards to link musical ideas and elements to narrative, and research specific film composers and their work on blockbuster films.
	<b>DRAMA</b>	

<b>4</b>	<b>HISTORY</b>	
	<b>GEOGRAPHY</b>	<b><u>Relief for the coral reef?</u></b> An extended project based on the importance of natural ecosystems such as coral reefs, their characteristics, uses, threats and sustainable management.
	<b>ART</b>	<b><u>Imagination</u></b> Students continue their self exploration by learning how the imagination and the subconscious has been a rich source of inspiration for many artists. Working from monstrous and surreal images they will develop a clay sculpture.
	<b>ICT</b>	
	<b>DT</b>	
	<b>MUSIC</b>	
	<b>DRAMA</b>	

Summer term

<b>5</b>	<b>HISTORY</b>	<b>Cold War</b> Students explore historiography and sources related to the origins of the Cold War, culminating in a judgement based essay on who was to blame for the Cold War.
	<b>GEOGRAPHY</b>	
	<b>ART</b>	
	<b>ICT</b>	<b>Resources</b> Students will explore the concept of copyright and sourcing gathering resources and writing up in a report their sources and the copyright implications of using them.
	<b>DT</b>	<b>Test drive evaluation</b> This homework is designed to test the piece of jewellery they have made. The evaluation has to consider the function, safety, cost and aesthetics of the product.
	<b>MUSIC</b>	<b>Minimalism</b> Students will research and create a project on minimalism in music and other media forms. They will investigate composers and how they use specific musical techniques to create a minimalist effect.
	<b>DRAMA</b>	

In the humanities and practical subjects there will be less project work in half term 6 due to the variety of enrichment activities. Students will still receive fortnightly homeworks in the core subjects. In addition to this students could still receive short homeworks in the foundation subjects.

<b>6</b>	<b>HISTORY</b>	
	<b>GEOGRAPHY</b>	
	<b>ART</b>	<b>Personal Project</b> To conclude the year students will plan and execute a personal response to the work they have looked at this year. They will draw on all the skills they have acquired in KS3.
	<b>ICT</b>	
	<b>DT</b>	<b>Product specification</b> Pupils are asked to write a detailed product specification for a slim line torch they will be designing.
	<b>MUSIC</b>	
	<b>DRAMA</b>	