

Year 9 Curriculum Guide 2017-18



Traditional Values • Contemporary Aspirations • Creative Curiosity

MALET LAMBERT

Introduction

Curriculum

At Malet Lambert the curriculum we offer aims to ensure knowledge, creativity, skills and learner success throughout the key stages. Our core purpose is to provide a positive educational experience for all our pupils. We adapt the curriculum to suit the needs of each learner to enable access and achievement for all. We ensure a strong focus on the skills required for the demands of the new GCSE and vocational qualifications and proudly use our state-of-the-art building to deliver our curriculum. We offer a wide range of courses at all levels to prepare pupils for the new GCSE examinations in 2019 and further study at sixth form and beyond.

Our curriculum aims are:

- to offer all our pupils a broad and balanced education and prepare them academically, physically and socially for the transition into young adulthood.
- to provide a successful and nurturing learning environment in which your child can achieve
- to develop respectful, responsible and informed members of the community

Year 9

Malet Lambert offers pupils a broad and balanced range of subjects to ensure year 9 pupils are GCSE ready. For the new 2019 subject specifications, pupils will develop independent learning, thinking skills, creativity and learner resilience to prepare for the rigours of the new 9-1 grade GCSE examinations. Pupils also learn about the personal and social issues which challenge them as young adults in today's society.

Staff Contacts:

ENGLISH
MATHS
ART
COMPUTING
DRAMA
GEOGRAPHY
HISTORY
MFL
MUSIC
PHYSICAL EDUCATION
PSHE & BRITISH VALUES
RELIGIOUS EDUCATION
SCIENCE
TECHNOLOGY

Miss S Beadle
Mr M Brammall
Mr A Richardson Medd
Mr P Bell
Miss H Nickolay
Mr R Ness
Miss A Dent/Miss N Cutt
Mr M Thompson
Mrs K Wilkinson
Mr A Ripley
Mr C Berry
Mrs R Hambleton
Miss J Aldridge
Miss V Walker



English

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p>WRITING: Iconoclastic writing</p> <p>Write a speech expressing your viewpoint</p>	<p>WRITING: 19th / 20th century non-fiction</p> <p>A descriptive piece of writing based on one of the historical events</p>	<p>WRITING: Dystopian fiction</p> <p>A narrative piece of writing for the opening or ending of a story</p>
<p>READING: Woman in Black</p> <p>An evaluative question based on a statement about the novel</p>	<p>READING: Unseen poetry</p> <p>A question on an unseen poem</p>	<p>READING: Romeo & Juliet (Shakespeare)</p> <p>An extract from the play based on a theme/character leading into a whole text question.</p>

Main skills developed in Year 9:

- Writing, reading and speaking and listening assessment foci will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully
- Exploring layers of meaning within texts
- Integration of textual evidence
- Detailed explanations of how language is used and to what effect
- Developing vocabulary within own writing
- Understanding of social/ historical contexts of texts
- Exploring language devices used by writers
- Speaking and listening
- Variation in sentence structures
- Key literacy skills
- Developing structure within writing
- Using a range of punctuation for particular effect
- Developing different genres of writing
- Develop skills in working as part of a group, in pairs and independently
- Developing a range of personal, listening and thinking skills within a variety of contexts
- SPaG

How parents can help to support their son's/daughter's learning:

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance students' understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Students will be set fortnightly homeworks

We provide the following extra-curricular clubs:

- The Creative Writing Club
- The Youth Speaks Competition
- Book Club
- Poetry competitions

If you have any queries, please contact Miss S Beadle



Maths

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Basic Number Place value Four rules BIDMAS Number Properties(prime, square etc.) Geometry and measures: Measures and scale drawings Angles Statistics: Charts, tables and averages	Approximations: Rounding to a degree of accuracy Decimals and fractions: All four rules Linear graphs: Drawing linear graphs Gradient, Finding the equation, Real life graphs, Solving simultaneous equations	Expressions and formulae: Substitution, Expanding and factorising, Changing the subject Ratio, speed and proportion: Best Buys, Solving ratio and proportion problems
Basic number: Negative numbers, Four rules Number properties Fractions, ratio and proportion: All four rules, Percentages Statistical diagrams and averages: Averages, Scattergraphs Number and sequences: Nth term formulas, Generating sequences Geometry and measures: Measures and scale drawings Angles	Ratio and proportion: Best Buys, Solving ratio and proportion problems Transformations , construction and loci: Bisectors, Plans and elevations Algebraic manipulation: Substitution, Expanding and factorising, Changing the subject Geometry and measures: Perimeter and area of various 2D shapes, Volume of various 3d shapes (Prism, pyramids, cones, spheres)	Linear graphs: Drawing linear graphs, Gradient, Finding the equation, Real life graphs, Solving simultaneous equations Pythagoras Theorem and Trigonometry

Content in green is higher tier.

Main skills developed in Year 9:

Pupils will become –fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.

Pupils will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

How parents can help to support their son's/daughter's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and calculator
- Encourage the need for meeting homework deadlines
- Encourage the need to review answers to check they are reasonable
- Encourage the need for revision to consolidate the topics taught

Students will be set weekly homework. This will be in the form of a written task or computer based task.

The following websites can help your son/daughter's learning:

- www.mymaths.co.uk

If you have any queries, please contact Mr M Brammall



Art & Design

Units taught in Year 9:

AUTUMN/SPRING	SUMMER
Surrealism - pupils develop work based on the Surrealist art movement which explores how artists such as Salvador Dali and Rene Magritte used dreams and nightmares from the subconscious to create artwork in 2D and 3D. Pupils will develop ideas using stimulus from the real world in the mediums of drawing and painting, developing them into a 'beyond real' format.	Manga Art - pupils will respond to a mock brief and explore the Japanese comic art form of 'Manga'. This ancient art form which dates back to the late 19th century is now global phenomenon with Manga comics produced and aimed at a multitude of audiences for both children and adults alike. Pupils will look at the history of Manga, its differences to western comic art, its key contributors and develop skills enabling them to produce artwork in a Manga style around portraiture, facial features, typography and layout design.

Main skills developed in Year 9:

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience



How parents can help to support their son's/daughter's learning:

- Provide paper and materials at home so your child can regularly produce their own work
- Visit local exhibitions/cultural events and discuss them
- Encourage your child to go the extra mile with presentation and creativity of homework
- Have a go yourself!

The following websites can help your son/daughter's learning:

- www.artchive.com
- www.tate.org.uk

If you have any queries, please contact Mr A Richardson Medd

Computing

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Introduction to digital graphics	Introduction to webdesign	Introduction to 3d modelling
Working with bitmap graphics	Building navigation systems	Skill building in 3d modelling software
Working with Vector graphics	Designing and planning website content	Simulating 3d models with 2d software
Working for a client to produce a range of digital graphs for specific purposes	Working for a client to produce a website for a specific purpose	Working for a client to produce a 3d model for a specific purpose

Main skills developed in Year 9

- During this year the students will study a series of units through which they will be able to show that they understand:
- good working practices, including the organisation of files using appropriate file and directory/folder names and the regular backing up of files
- How digital graphics are used in the real world in a variety of environments and contexts
- The difference between vector and bitmap graphics and the advantages and disadvantages of each
- How to interpret a client brief
- How to plan a range of digital graphics for specific purposes
- How to use a range of tools and techniques in graphics / image editing software such as Fireworks and Photoshop
- How to plan a website
- How to use a range of tools and techniques in web authoring software to build a website
- How to use 3d modelling software
- How to use 2d software to simulate 3d graphics
- How to combine elements from 2d and 3d design together to form a single product
- How to evaluate their work and make improvements to it

Students will be set strict coursework deadlines for completion of tasks. Failure to meet these deadlines results in the work being set as homework over the course of the year.



We provide the following extra-curricular clubs

Homework drop in sessions during lunchtimes or after school for all Year 9 students to ensure they meet the strict coursework deadlines

If you have any queries, please contact Mr P Bell

Drama

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Scripted Drama	Backpacks & Rucksacks - Development of situations & characters	Style & Genre-Devising
This unit is about building students foundations as an actor by undertaking a programme of practical drama classes and working with professional scripts. This unit also allows students to experiment with design and directing, evaluating their project throughout.	Students will explore the characters and story of the play text Teachers. Emphasis will be on using practitioner methods along with explorative strategies which include given circumstances, super objective, still image, thought tracking, Forum theatre, narrating, marking the moment and role play.	Genre & Process Drama- This unit offers students the opportunity to respond creatively to stimuli, use research to develop ideas and to gain an understanding of rehearsal methodology.

Students are developing their ability to:

- Identify how characterisation skills have been used to create the drama
- Give and accept suggestions and ideas through research and planning activities
- Use a range of voice and movement skills to create clearly-defined characters with detail and depth
- Demonstrate increased control of vocal and movement skills in the performance of their roles
- Demonstrate considered use of theatrical devices where appropriate to enhance their drama
- Refine their work in rehearsal to create dramatic contrasts which increase the impact of the drama

Each of the drama activities used offers opportunities for students to develop their teamwork, focus, energy, character, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life



How parents can help their sons/daughters to learn in Drama:

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced
- Watch a television soap opera together and then discuss how the storylines have been created and how dramatic tension is built up and relieved
- Encourage them to see live drama – school productions and showcases, local theatre productions
- Encourage your child to participate in extra-curricular drama activities

Homework is set once every half-term: this could involve the completion of a worksheet, responding to questions or completing a task.

The following website can help your son's/daughter's learning:

- www.bbc.co.uk/bitesize/ks3
- See the English section – there are some useful references to Shakespeare plays.

We provide the following extra-curricular activities:

- KS3 Drama Club (weekly 3.15pm – 4.15pm)
- KS3 Dance Club (weekly 3.15pm – 4.15pm)
- School production (lunchtime and after-school rehearsals and some weekends)

If you have any questions, please contact Miss H Nickolay

French

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Les relations et la santé	Autour du monde	Chez moi et mes projets d'avenir
<p>Issues for teenagers Discussing relationships with parents Talking about pocket money and helping out at home Discuss pressures faced by teenagers and understand advice Discussing life in the past Describing the life of homeless children Talking about eating healthy Discussing healthy lifestyles Talking about how diet affects health Resolutions to become healthier Life in the future</p>	<p>Parties and festivals Organising a part Suggesting activities and making excuses Talking about a festival or event that you've been to Communicating with people in formal situations Talking about traditions and festivals Comparing means of transport Buying tickets and making travel plans Planning a holiday Describing a past holiday using the imperfect tense Transport in books and films</p>	<p>Talking about types of home Describing rooms in the house Describing your bedroom, items and its location Imagining your ideal home Describing places in detail and expressing how you feel about them Jobs and ambitions Talk about jobs and qualities needed Discuss ideal jobs and ambitions Talking about part-time jobs Talk about success and failure.</p>

Main skills developed in Year 9:

- Key exam techniques and use of authentic texts and dialogues to prepare for GCSE.
- Memory strategies to enable effective learning of the new language
- Acquiring key grammatical structures in preparation for GCSE French.
- Understanding verbs endings to support their knowledge of the present, past and future tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the imperfect tense
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing and understanding role-plays and photo card tasks in line with 2018 GCSE specification
- Developing key structures to allow pupils to talk about any photo.



How can parents help to support their son's/daughter's learning:

- Encourage vocab learning at home by using look/say, cover, write, check technique.
- Encourage the use of 'memrize' to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see what their homework is in French.
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly online homework (www.doddlelearn.co.uk) which will consist of vocab learning and a quiz to consolidate their learning. Vocab learning is really important for their progression in French. Worksheets usually support skills that they have acquired in lessons and will consolidate learning. Homework tasks could be reading activities, grammar worksheets, translation tasks, or even extended writing. Advice and guidance is available in the MFL section of our website with how you can support your child's language learning experience through our online homework software.

The following websites can help your son/daughter's learning:

- www.doddlelearn.co.uk
- www.wordreference.com
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following extra-curricular activities:

- Revision/catch up sessions to support progress in Year 9
- Preparation for GCSE workshops
- Year 9 trip to Paris or Lille
- Y9 Language leaders

If you have any questions, please contact Mr M Thompson.

Geography

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p><i>Globalisation</i></p> <p><i>Pupils will investigate globalisation through mapping global links and take part in a trade game to show how trade operates.</i></p> <p><i>The impacts of globalisation will be studied using case studies on Nike and Fair Trade.</i></p> <p><i>Pupils will research and present their findings on how companies become more ethical.</i></p>	<p><i>Restless Earth</i></p> <p><i>Students will learn about the location of volcanoes and earthquakes and understand these are found along plate boundaries.</i></p> <p><i>They will learn about case studies which have had a significant impact on the environment around them and identify measures to reduce their impacts in the future.</i></p>	<p><i>Ecosystems</i></p> <p><i>Pupils will locate and describe biomes referring to their structure and function.</i></p> <p><i>Ecosystem adaptations will be studied using examples of the Amazon rainforest</i></p> <p><i>Exploitation of the rainforest will be investigated to determine the level of sustainability.</i></p> <p><i>The Sanema tribe and their way of life will be compared to that of the UK. Pupils will determine how successful the management of the rainforest is and what the future holds for this biome.</i></p> <p><i>The Hot desert ecosystem will be investigated along the same lines using examples such as the Sahara Desert and the Tuareg tribe.</i></p>
		<p><i>Geography of conflict</i></p> <p><i>Students will identify areas of conflict and recognise its location.</i></p> <p><i>They will understand the causes and impacts of conflict using case study examples. Pupils will also learn about solutions to conflict in the future.</i></p>

Main skills developed in Year 9:

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

- Literacy and numeracy skills
- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

How can parents help to support their son's/daughter's learning:

Please go to the Geography, History or RE sections of our website and download our humanities booklet for detailed information on how to support your child.

The following websites can help your son/daughter's learning:

- www.curriculumbits.com/geography/waterfalls
- www.bbc.co.uk/news
- <http://mapzone.ordnancesurvey.co.uk/mapzone>
- www.nationalgeographic.co.uk/uk
- www.thisishullandeastriding.co.uk/news

We provide the following extra-curricular clubs/fieldwork opportunities

- Fundraising opportunities

If you have any queries please contact Mr R Ness



History

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p>GCSE ready unit:</p> <p>Weimar and Nazi Germany 1918-1939. What can sources tell us about Adolf Hitler? What were the key terms of The Treaty of Versailles and why did these create challenges for Germany? What caused conflict on the 1920's? Why was Hitler able to become chancellor of Germany by 1933? Why is it important to learn about The Holocaust? What were the main turning points of World War Two? How and why did World War Two end? Why were there tensions in East/West relations? Cuba and Vietnam John F Kennedy: why was JFK assassinated?</p>	<p>John F Kennedy: why was JFK assassinated?</p> <p>GCSE ready unit: The American West c.1835-c.1895</p> <p>A period study of 60 years in the unfolding narrative (story) of the American West.</p> <p>Key topic 1: The early settlement of the West, c1835-c1862. The Plains Indians: their Beliefs and way of life. Migration and early Settlement. Conflict and tension.</p> <p>Key topic 2: Development of the plains, c1862-c1876 The development of settlement in the West. Ranching and the cattle Industry. Changes in the way of life of the Plains Indians.</p> <p>Key topic 3: Conflicts and conquest, c1876-c1895. Changes in farming, the cattle industry and settlement. Conflict and tension The Plains Indians: the destruction of their way of life.</p>	

Main skills developed in Year 8:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

Students will be set weekly short homework or longer projects which require work each week.

How can parents help to support their son's/daughter's learning:

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit museums and historical sites

Please go to the Geography, History or RE sections of our website and download our humanities booklet for detailed information on how to support your child.

The following websites can help your son/daughter's learning:

- www.bbc.co.uk/history
- www.nationalarchives.gov.uk/education
- www.historyonthenet.com
- www.schoolhistory.co.uk

We provide the following extra-curricular opportunities:

- London Crime and Punishment Visit

If you have any queries please contact Miss A Dent or Miss N Cutts



Music

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p><i>Popular Music</i></p> <p><i>Pupils will develop performance, composition and listening skills while exploring the history and musical characteristics of popular music. They will have the opportunity to listen to, discuss and perform music from a range of popular genre and will be given an element of choice in the material covered.</i></p>	<p><i>Music Technology</i></p> <p><i>During this unit pupils will learn about the technology used within the music industry, exploring how technology can be used to support the work of musicians. They will develop performances and compositions using a range of different technology in the classroom.</i></p>	<p><i>Music for Film and Television</i></p> <p><i>Pupils will explore the longstanding links between music and the silver screen. They will investigate how the cinema experience is enhanced through effective use of music and sound effects, and will explore a range of music from different film genres through listening and performance.</i></p>

Main skills and understanding developed in Year 9:

- Advanced performance – instrumental, vocal, solo and ensemble, developing an individual style
- Advanced composition – developing creativity and innovation through song writing and composing with technology
- Listening, analysis, and discussion – developing and communicating reasoned opinions about music from a range of genres
- The development of sound recording
- Music technology, including DJ technology
- Vocational links within the music industry
- Career pathways
- Links between music, film, television and advertising

Pupils will complete at least one homework activity every half term, linked to the unit of study for each term

How parents can help to support their son's/daughter's learning:

- Encourage participation in extra-curricular activities
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor the completion of homework activities

The following websites can help your son/daughter's learning:

- www.musiceducationuk.com
- www.musicteachersgames.com
- www.whymusicmatters.org

We provide the following extra-curricular clubs:

- Choir
- Wind Band
- Percussion Ensemble
- String Group
- Guitar Jam Club
- Keyboard Club
- Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply)

If you have any queries, please contact Mrs K Wilkinson



Physical Education

Units taught in Year 9:

Over the school year we will cover the following sports, dependent on gender. Each term, we will focus on improving the necessary skills needed to perform well and progress in that type of sport, along with general fitness training, and healthy living awareness.

The department chooses to offer a wide variety of activities to ensure that students are challenged to develop a diverse skill set. During lessons, practical skills are backed up with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

Boys

AUTUMN	SPRING	SUMMER
Rugby, Football, Basketball, Fitness, Table Tennis		Cricket, Athletics, Softball

Girls

AUTUMN	SPRING	SUMMER
Netball, Football, Rugby, Hockey, Fitness, Table Tennis, Dance		Rounders, Athletics

Main skills developed in Year 8:

- Advanced motor skills
- Techniques from a variety of sporting activities
- Leadership/Coaching
- Officiating
- Use of ICT in PE
- Analysing skills of peers and themselves
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan

How parents can help to support their son's/daughter's learning:

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your son/daughter's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- www.bbc.co.uk/schools/gcsebitesize/pe
- Follow the PE twitter account for updates from the PE Department @maletlambertpe
- www.teachpe.com

We provide a very extensive extra-curricular programme, please see the extra-curricular timetable for more information.

If you have any queries, please contact Mr A Ripley



PSHE

PSHE and SMSC will be taught over six 'Enrichment Days' throughout the year. Students will be able to engage in exciting, inspiring and motivating workshops and activities, under three statutory headings: Health & Wellbeing, Living in the Wider World and Relationships. PSHE will also be supported by weekly themed assemblies.

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<i>Health and Wellbeing</i> <i>Teenage mental health</i> <i>Suicide awareness</i>	<i>Relationships/Living in the Wider World</i> <i>Appropriate relationships</i> <i>Teamwork and cooperation</i> <i>Festival of nations</i>	<i>Health and Wellbeing</i> <i>Dealing with stress</i> <i>Managing risk</i>
<i>Living in the Wider World</i> <i>Financial literacy</i> <i>Career planning</i> <i>Prison Me No Way</i>	<i>Health and Wellbeing</i> <i>STIs and contraception</i>	<i>Living in the Wider World</i> <i>Show racism the red card</i> <i>Gang Culture</i> <i>PREVENT extremism</i>

Main skills developed in Year 9:

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing



How can parents help to support their son/daughter's learning:

- Encourage discussions about local and national issues with your son/daughter.

Students will be set short homeworks to complete research work related to issues studied during the lesson.

The following websites can help your son/daughter's learning:

- www.drinksense.org
- www.talktofrank.com
- www.samaritans.org
- www.rethink.org
- www.cluedupinhull.com
- www.thesite.org
- www.anred.com
- www.b-eat.co.uk

We provide the following extra-curricular clubs/fieldwork opportunities:

- Hull Youth Parliament
- Chinese New Year and European Day of Languages

If you have any queries please contact Mr C Berry

Religious Studies

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Judaism – Beliefs and teachings	Christianity – Beliefs and teachings	Judaism – practices

Main skills developed in Year 9:

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills
- British Values

How can parents help to support their son/daughter's learning:

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others

Students will be set homework on a regular basis to extend their learning. This might include short weekly tasks or longer projects which require work each week.

The following websites can help your son/daughter's learning:

- www.reonline.org.uk/ks3
- www.bbc.co.uk/schools/websites/11_16/site/re.shtml
- www.religiouseducation.co.uk

We provide the following extra-curricular clubs/fieldwork opportunities:

- Year 9 Homework club

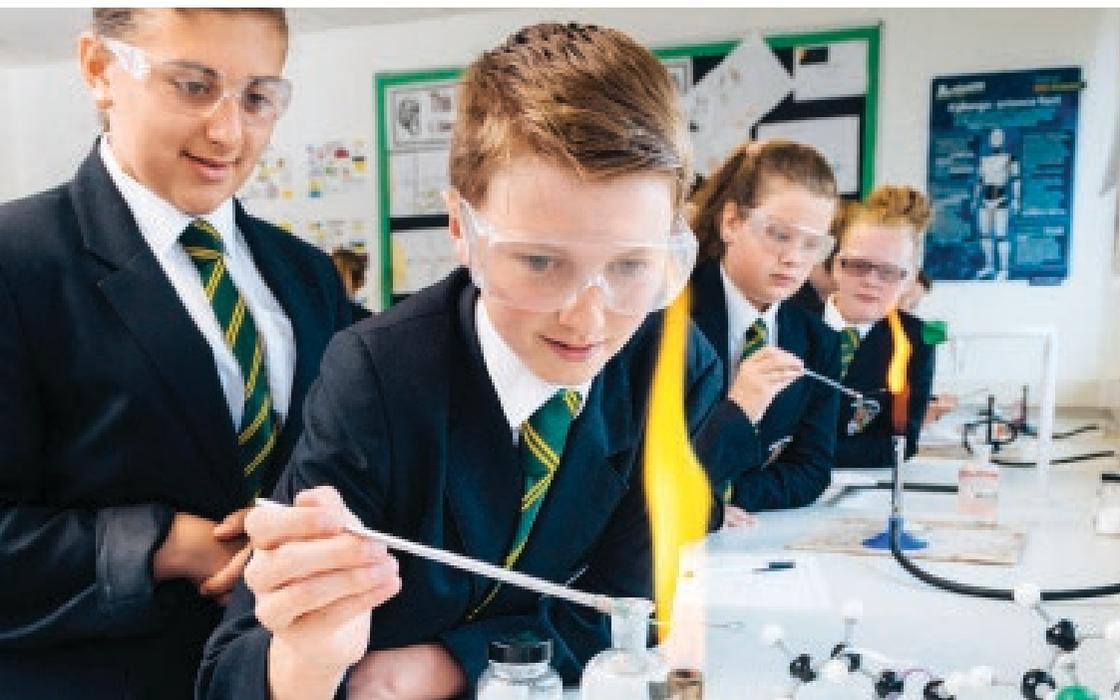
If you have any queries please contact Mrs R Hambleton



Science

Units taught in Year 9:

Biology	Chemistry	Physics
Cell Structure.	Atomic Structure and the Periodic Table	Waves
Organisation	Chemical bonds - Ionic, Covalent, and Metallic	Speed Acceleration
Infection and Response	Carbon Compounds as fuel and feedstock	Forces
Ecology	Reactivity of metals	Atomic Structure and Density
	Rates of Reaction	



Main skills developed in Year 9:

- Investigate so that patterns and relationships between variables may be identified.
- Make measurements by selecting and using instruments effectively.
- Present and represent data identifying patterns, relationships and making suitable conclusions.
- Discuss how the world is observed and the impact of science within it.
- Distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

How can parents help to support their son/daughter's learning:

- Discuss science related topics in everyday situations
- Encourage your child to work out answers for themselves
- Talk to your child about what they have learned in school
- Encourage questioning of things they hear or are interested in

Students will be set homework tasks through each topic they follow.

The following websites can help your son/daughter's learning:

- <http://www.bbc.co.uk/education/subjects/zng4d2p>

Spanish

Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Ahora y el futuro	La salud	Los jóvenes hoy en día
Talking about things you like Talking about your lifestyle and your week Discussing different films Using the near future tense Birthday plans Reading skills using authentic texts Using three tenses together Saying what you have to do at work Discussing future career plans Describing your job Checking accuracy Coping with authentic texts	Talking about your eating habits and diet Thinking about what is an active lifestyle Talking about daily routine Discussing illnesses and medicines Using complex sentences Understanding Spanish idioms Reading poems in Spanish	Talking about children's rights Talking about fair trade Expressing points of view Discussing recycling and how you town or city has changed Using the imperfect tense Choosing the correct Spanish word Meeting and greeting people in formal contexts Using the superlative Discussing buying souvenirs in Spain What will you visit in Spain? Saying the right thing in different situations Reading more authentic and challenging texts

Main skills developed in Year 9:

- Key exam techniques and use of authentic texts and dialogues to prepare for GCSE.
- Memory strategies to enable effective learning of the new language
- Acquiring key grammatical structures in preparation for GCSE Spanish.
- Understanding verb endings to support their knowledge of the present, past and future tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the imperfect tense
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays and photo card tasks in line with 2018 GCSE specification
- Developing key structures to allow pupils to talk about any photo.



How can parents help to support their son's/daughter's learning:

- Encourage vocab learning at home by using look/say, cover, write, check technique.
- Encourage the use of 'memrize' to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see what their homework is in French.
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly online homework (www.doddlelearn.co.uk) which will consist of vocab learning and a quiz to consolidate their learning. Vocab learning is really important for their progression in Spanish. Worksheets usually support skills that they have acquired in lessons and will consolidate learning. Advice and guidance is available in the MFL section of our website with how you can support your child's language learning experience through our online homework software.

Homework tasks could be reading activities, grammar worksheets, translation tasks, or even extended writing.

The following websites can help your son/daughter's learning:

- www.doddlelearn.co.uk
- www.wordreference.com
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following extra-curricular activities:

- Revision/catch up sessions to support progress in Year 9
- Prep for GCSE workshops
- Y9 Language leaders
- Year 9 Trip to Spain

If you have any questions, please contact Mr M Thompson.

Technology

Units taught in Year 9:

Pupils will study Food and Technology on a rotation basis.

AUTUMN	SPRING	SUMMER
Food Technology Pupils study a range of staple foods and learn the practical skills and dietary requirements to develop a range of recipes that fulfill a healthy lifestyle. Pupils explore the function of yeast in bread making and how wheat is transformed into fresh pasta. Popular recipes include pasta bake, curry and cottage pie. Pupils are encouraged to adapt the recipes to suit a range of life stages and dietary needs.		
Technology This is a multi-specialism subject combining textiles, electronics, product design, CAD and an understanding of design movements. Pupils will be tasked with designing and making a lantern inspired by MORROCAN DESIGN. They will use a range of CAD skills to create the net for the lantern as well as Adobe Photoshop to create a repeat pattern to dye sublimation onto the VILENE material. They will also develop electronic skills to create an LED circuit and construction techniques to build a stand.		

Main skills developed in Year 9:

- Using a range of machinery to aid in the production of practical outcomes
- Researching existing products to provide knowledge and inspiration
- Develop more advanced design skills
- Developing key vocabulary
- Communication and design skills
- Talking and listening – peer and self-assessment



How parents can help to support their son's/daughter's learning:

- Purchasing ingredients for Food Technology practical lessons
- Discussing the projects at home and their options choices in regard to technology and careers
- Using time on holiday and weekends to visit exhibitions and galleries, enabling them to experience design and careers in the outside world

Students will be set homework fortnightly in most of the Technology subjects.

The following websites can help your son/daughter's learning:

- www.technologystudent.com

We provide the following extra-curricular clubs:

- Key stage 3 Design Club in summer terms
- Key Stage 3 Fashion Show club
- Year 9 GCSE Textiles taster club
- Key Stage 3 Incredible Edibles Food Science Club

If you have any queries, please contact Miss V Walker





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