ARTHUR MELLOWS VILLAGE COLLEGE

YEAR 9

SUBJECT SUPPORT GUIDE

2024/25

WISE OWL

'When schools, families and community work together to support learning, children tend to do better, stay in school longer, and like school more'.

- Southwest Educational Development Report (2002)

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Introduction

Dear Parents

It is essential that each and every student achieves their potential and feel that they are successfully achieving and progressing during their time at AMVC. To assist a student to maximise their potential, it is vital that we develop and encourage a culture of study. With the introduction and implementation of new GCSE specifications there is an increasing need for our students to be resilient, robust, independent learners so as to achieve the best possible outcome to decide their future paths. Parents are a very important part of this process in influencing their child's success and achievement rate at school. We are often asked by parents how they can help support their child's learning at home. This guide has been produced to assist parents in supporting their child's education in helping them reach their potential. This booklet looks at the following areas:

- Subject by subject breakdown of the various topics your child will be studying during the academic school year. It will offer strategies and guidance of how to be involved in helping your child learn for their class assessments.
- Study strategies.
- Encouraging a study culture at home.
- The importance of homework, planner checking and homework club.
- The importance of independent reading.
- Dinner time discussions.

We hope you find this guide useful. Should you have any queries relating to subject matters, there are contact names on each subject page. Alternatively, you could contact your child's Form Tutor or Head of Year.

http://www.bbc.co.uk/bitesize

askus@familylives.org.uk.

http://www.dad.info/education/

Please note this information is correct at time of going to print. Content is subject to change at any time due to curriculum reviews and policy decisions. Please check with your child's Subject Teacher if unsure on any aspect.

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Encouraging a study culture at home

As your child progresses into Key Stage 3, there is the expectation that your child will build on skills already learnt and start to consolidate them in the next year. It is also important to remember that whilst your child will be focusing on new topics, it is vital that they do not forget about topics they learned in previous years. By implementing the strategies below, you are encouraging a healthy study habit in your home, at an early age. As your child matures, this will become a natural process for them as they go into their exam years. It is important that this study habit starts at an early age. Students should study bite sizes of topics during the school year rather than leave it to last minute cramming. A slow and steady build-up of studying different topics and subjects allows students to feel that they are organising their workload in a more manageable way.

Keeping this in mind, it is advisable to do the following:

- Have a designated time of study each day for your child.
- Set them up in a place where they can study quietly and have space to do their work and for their books.
- Choose one subject every week where you will focus on one topic that needs to be re-studied and remembered. For example, study the heart in Biology for one week.
- What type of learner is your child? Is she/he a visual/auditory/kinaesthetic learner?
    - If your child is visual, then it will help your child to write or draw out their answers.
    - If your child is auditory, then your child learns best by hearing and speaking out their ideas.
    - Most students are often a combination of two types of learning: visual/auditory for example.
- Set your child a mini quiz, so by the end of the week, they have to answer verbal questions by you about the topic you have agreed on. This will check how much they can remember.
- Look and see what dates their teacher assessments are on, and on what topics, so you can keep reminding them what they need to study and when.

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The importance of homework

It is important to separate the idea of homework from study. Study is the long-term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day-to-day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

'Education is the most powerful weapon we can use to change the world'

- Nelson Mandela.

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Independent reading

The importance of reading cannot be underestimated especially with the introduction of a much more rigorous and challenging exam system. It is important that your child has a strong reading age for the following reasons:

- Most texts at GCSE have an average reading age of 14-15 years of age. By having a strong reading age, it will give students a better chance to access and comprehend the curriculum.
- By having a strong reading age, it will help students to understand exam papers and what the questions are asking of them.
- By reading independently, it gives students creative ideas. It improves their word recognition for spelling and punctuation and increases their vocabulary knowledge.
- By reading a student is exposed to new ideas and concepts, that will allow them to make deductions, inferences, create images in their heads and make connections across subjects.

All of these skills are necessary for a student to do well in exams. To encourage reading:

- Ask your child “have they visited the library at AMVC?” An incredible, well stocked resource. Each Year Group has a designated day to visit the library.
- Students can take out books and return them. The Librarian will order anything that they might have an interest in. Encourage your child to take a book out. Ask them to read to you, a page a night.
- There are lots of literacy competitions that are run throughout the year that encourage independent reading. Enquire as to what they are and encourage your child to be involved.
- Ask your child, what genre of book do they like? Why?
- Get your child to read a wide variety of reading material: newspapers, magazines, novels, plays, short stories, etc.
- See the recommended reading lists published in the Summer edition of the newsletter.

Art & Textiles

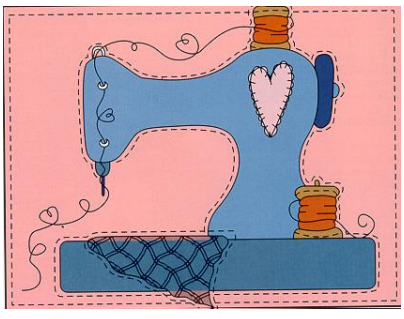
Art and Textiles			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Sept-Dec Jan-April April-June	**Interior design:** • Contextual and practical research into the history of interior design • Pottery, 3D design • Working from a brief **Pattern creation:** • Repeat pattern • Photography • Textiles printing • 20th Century pattern contextual studies **Introduction to Architecture:** • History of Architecture • Designing and making model buildings	For each project Students are assessed on both their practical classwork and their contextual homework. The final grade for each project is worked out from both the homework tasks and the practical classwork.	• Read through the homework task sheets to ensure understanding. • Encourage good research skills on homework tasks. • Discuss the classwork with students to help them describe their work using subject specific words. • Encourage drawing at home using real objects or photographs as a starting point.

Useful Websites:

National Gallery	www.nationalgallery.org.uk
Saatchi Gallery	www.saatchi-gallery.co.uk
Artcyclopedia	www.artcyclopedia.com

Staff Contacts:

Mrs Mitchell	Head of Art



Computing

Computing			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – November)	**Unit: Key skills:** • Cyber Explorers careers and digital skills • Understand the need for digital skills in career roles • Understand the role of security measures • Understand the concept of a digital footprint and associated risks **Unit 1: Programming techniques (Python):** • Recap basic Python commands and syntax, (from Year 8) • List operations • Iteration – while loops • Iteration- for loops • Variables as counter • Interim knowledge test • Problem solving • Final assessment on practical skills • Self-asses and Reflect and correct, identify future learning	. Interim test on basic python commands, list operations, iteration – while and for loop, using variables as a counter Final assessment python project HW – topic Quizzes/seneca	Lessons will be accessed through this website www.cyberexplorers.co.uk Additional areas can be completed at home to support understanding Python tutorials at https://www.w3schools.com/python/ https://www.codecademy.com/learn/learn-python
Autumn 2 (November – January)	**Unit 2: Digital graphics:** • Covering the two different types of digital graphic • Different uses for digital graphics • Understanding properties of graphics, such as colour depth and resolution • Manipulating and creating graphics, including understanding of layers, filters, selection and other techniques • Exporting and storing images including compression types • Vector properties including scale and Bezier tools	Interim assessment test of concepts learnt Final assessment completion of unique images using a variety of techniques HW – Quizzes/ worksheet	Investigate usage of digital graphics in the wider world Using online graphics manipulation tools

Spring 1 (January - March)	**Unit 3: Computer Systems:** • What is a general purpose computer? • Embedded computers • Hardware components • Operating System and Software • NOT, AND and OR logical operators • Logic circuits • Interim Test • Artificial Intelligence • Open-source software • Final assessment Test • Self-assess and Reflect and correct, identify future learning	Interim test on general purpose and embedded computers, hardware components, operating system, software, logical operators and logic circuits Final test as interim including artificial intelligence, open source HW – topic quizzes/Seneca	Identify different input and output devices used at home Watch these videos: What makes a Computer a Computer? https://youtu.be/mCg8-xTH7jA Inside a Computer https://youtu.be/HB4I2CgkcCo Understanding the Operating system https://youtu.be/fkGCLIQx1MI What is machine learning? https://youtu.be/KHbwOetbmbs
Spring 2 (March – May)	**Unit 4: Spreadsheets** • Create a spreadsheet model for a given scenario • Recap – Using formulae to pick up changes in data • Formatting to improve readability (purpose and audience) • Data validation • Formatting of data fields • Advanced Charts • Use lookup	Interim assessment test of concepts learnt Final assessment Spreadsheet showing skills learnt HW – topic Quizzes/ worksheet	Spreadsheet tutorials on https://edu.gcfglobal.org/en/excel/

Term 3: Summer 1 (May - July)	**Unit 5: Cyber Security:** • Social Engineering • Hacking • Malware • Interim assessment of concepts learnt • Network threats • Effective methods to prevent cyber attacks • Final assessment of concepts learnt	Observation of skills used in lesson activities Interim assessment of skills learnt Final assessment of skills learnt HW – Topic quizzes/ worksheet	Tutorials: NOVA Labs: https://www.pbs.org/wgbh/nova/labs/lab/cyber/ Cyber Land: https://cybergamesuk.com/cyber.city Code crackers: https://cybergamesuk.com/code-crackers
End of Year Test	**End of Year test on IT units** **End of Year test on CS units**		Students should use Interim and final assessments along with classwork and quizzes to revise

Useful Websites:

W3schools	https://www.w3schools.com/python/default.asp Tutorials for a range of Programming languages
STEM Learning	https://www.stem.org.uk/home-learning/secondary-computing Computing resources for home learning
GCF global	https://edu.gcfglobal.org/en/excel Tutorials on Excel spreadsheets
BBC	www.bbc.co.uk/technology Topical IT news from around the world
BBC Bitesize	https://www.bbc.com/education Learning resources
Seneca	Seneca - Learn 2x Faster (senecalearning.com) Learning platform for all subjects
XR+	XR.+|REGISTER

Staff Contacts:

Miss M Kirkwood Head of Computing

Design and Technology

Product Design (Technology)			
When	**List of Topics**	**Assessment**	**What can a parent do to support?**
Terms 1, 2 and 3 (September – July) Design Technology subjects operate on a carousel system, so different groups will have engineering during different terms, however all students will have covered the topics shown by the end of the academic year.	**Drawing Skills** The use of crating to develop more complex shapes and sketches using isometric drawing as a 3D sketching technique Project: Material focus: Timbers Health & Safety in the workshop **Sustainable lamp** Students identify different construction techniques when using different materials. They will learn to draw to scale, adding clear measurements. Reviewing the properties of materials and how they have been adapted to fit in with industry requirements. Review different tools and the processes. Identify key electrical components and how they are used within a circuit board while developing soldering skills. The importance of sustainability issues and environmental issues when designing and making. In addition, social. cultural, economic and environmental responsibilities that designers and manufacturers face as consumers become more environmentally conscious. Alternative processes that can be used to manufacture products to different scales of production.	All project work is marked in accordance with GCSE expectations. There is a particular focus on design, make and evaluate. Students will complete end of topic assessments which allow students to review and apply skills and processes.	Encourage your child to read any newspaper/ magazine articles on technology. Encourage them to watch any programmes on television about technology. Review making techniques. Practice drawing scale models using drawing techniques. Visit design inspired museums. Encourage use of revision websites. Create products at home, encouraging creativity and imagination. Review designers both past and present.

	Coaster Review different natural and manufactured timbers and the properties. Learn about the use of hand tools in a safe and professional manner. Review specialist making techniques and processes that can be used to shape, fabricate, construct and assemble a high-quality prototype. Create a detailed evaluation of all processes used throughout the different tasks.		

Staff Contacts:

Mrs Warcup Head of Product Design

Drama

Drama			
When	**Topic**	**Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October)	**Running Away**	**Group Practical** A performance which explores a missing teenager. Assessed on physical theatre, cross cutting and characterisation (posture, gesture, PPPTVI, facial expression and gait)	Define: • PPPTVI • Gait • Proxemics Rehearsal: • Stay in role as the character for 5 minutes one evening • Deliver lines in the mirror to check facial expression
Autumn 2 (October - December)	**Theatre in Education:** **Message in a Bottle**	**Group Practical** A scripted performance which teaches 5 – 7 year olds a moral/message. Assessed on ability to target an audience, breaking the fourth wall, interaction and exaggeration. **Some of these amazing pieces will be toured around local primary schools!**	Support learning lines for the monologue • **The blank paper technique** Placing a blank piece of paper over the monologue and learning one line at a time • **The cue card technique** Hand-writing the monologue in 5 equal sections onto 5 separate cue cards and learning each section one at a time • **Testing** A parent/carer follows the monologue script as you read it, they stop you if you make a mistake
Term 2: Spring 1 (January - February)		**Devised Extension** A devised performance, based on 'The Daft Family', which teaches 5 - 7 year olds a moral/message. Assessed on ability to devise a performance for a target audience, breaking the fourth wall, characterisation, interaction and exaggeration.	
Spring 2 (February – April)	**Bang Out of Order**	**Characterisation Workshop** Students will workshop the text practically and will be assessed through characterisation activities which explore anti-social behaviour. Assessed on characterisation (gait posture, facial expression, eye contact and PPPTVI) **Group Practical**	Define: • PPPTVI • Gait • Proxemics Rehearsal: • Stay in role as the character for 5 minutes one evening • Deliver lines in the mirror to check facial expression and posture.

Term 3: Summer 1 (April-May)		A scripted performance which explores anti-social behaviour. Assessed on characterisation and semiotics (staging lighting and costume).	Define: • Semiotics At home, you can help students gather together their costume/props ready for their final assessment of this piece Help with completion of lighting/audio cue sheet
Summer 2 (May - July)	**Physical Theatre**	**Group Practical** A devised performance which explores a journey through a building. Assessed on use of facial expression, sound and movement to create tension/atmosphere. Characterisation is also assessed.	Rehearsal: • Stay in role as the character for 5 minutes one evening • Deliver lines in the mirror to check facial expression Support with projection and energy: • Stand at opposite ends of the room, whilst student delivers their lines • Repeat lines increasing the energy 1 – 10 (1 = lowest and 10 = highest)

Additional information:

During assessments, students develop their writing of reviews by completing a self and peer-assessment in their assessment booklets. These are always completed during the lesson, however you are still able to support at home by recapping Drama terminology and definitions.

Books and Websites:

- www.nationaltheatre.org.uk
- www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/
- McGuire, B., *The Student Handbook for Drama: Ideal for Key Stages 3 and 4*
- Carrington, J. and Sturrock, D., Bang out of Order
- Hulme, C., Message in a Bottle

Further Study/Extra-Curricular:

- Whole School Production
- Key Youth Theatre www.kindreddrama.com
- Open auditions at 'The Cresset'
- Wildcats Summer School
- Seeing live theatre (we encourage students to go to the theatre when possible)

Staff Contacts:

Miss Maher Head of Drama

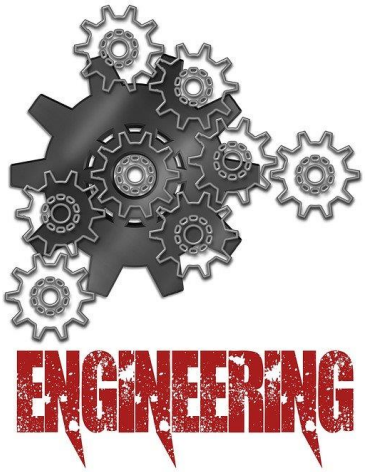
Engineering

Engineering			
When	**List of Topics**	**Assessment**	**What can a parent do to support?**
Term 1, 2 and 3 (September – July) Design Technology subjects operate on a carousel system, so different groups will have engineering during different terms, however all students will have covered the topics shown by the end of the academic year.	**Topic 1: Engineering drawing skills including:** • Orthographic drawing • Isometric and Oblique Projection • The use of scale and proportion in drawings • Dimensions and measurements on working drawings **Topic 2: Sheet Metal Shovel** • Analyse a Design Brief • Identify user needs and performance requirements for a product • Investigate the use of ergonomics and anthropometrics in the design of products • Create a design specification using research • Research the different properties of engineering materials and select materials for specific applications • Plan the manufacture of a product, including safety and quality considerations • Use CAD (computer aided design) to develop a final design proposal • Use CAM (computer aided manufacture) to make a final product • Take part in practical activities, working with tools and equipment in a workshop • Understand the working properties of engineering materials and select tools and equipment to shape/form them	Each element of both projects has 3 assessment points. Students will complete end of topic assessments which allow students to review and apply skills and processes covered in the term.	Encourage your child to take an interest in why products are designed the way they are. Talk about the end of life for a product, how different materials must be disposed of in different ways and how it can impact on the environment. Visit exhibitions or museums with engineering, science or technology links. Watch documentaries or YouTube videos such as ‘How it’s Made’ or ‘How Stuff Works’ to help your child understand the resources, energy and work that goes into manufacturing a product. Encourage the practice of drawing techniques at home. Use engineering or STEM project kits at home, LEGO or other construction kits to explore engineering principles such as mechanisms.

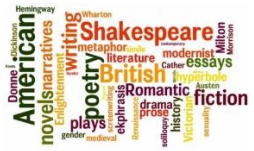
	• Understand and Apply Safe working practices in a workshop • Evaluate their work to identify improvements and opportunities **Topic 3: Bottle Opener** • Research the different properties of materials and identify where and why they are used • Understand the environ-mental and sustainable impact of engineering materials, including LCA (LIFE CYCLE ANALYSIS) • Identify and describe engineering tools and equipment • Plan the manufacture of a product, including safety and quality considerations. • Take part in practical activities, working with tools and equipment in a workshop • Understand and Apply Safe working practices in a workshop • Evaluate their work to identify improvements and opportunities		Use Browser based CAD programs to develop design skills such as **Sketchup Web** and **Fusion 360 student edition**.

Staff Contacts:

Mr Chegwidden Head of Engineering
Mr Dignall Teacher of Engineering and Technology



English



English - Discrimination			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October) Autumn 2 (October-December)	Dystopia and political hierarchies. Animal Farm, George Orwell Also, various other dystopian extracts such as Lord of the Flies and The Hunger Games.	Analytical piece based on Animal Farm, aspiring to include some information on the context that inspired the novel.	• What are the features of Dystopia? • What techniques could you use to create an engaging description? • What was the Russian Revolution? • Tell me the plot of Animal Farm. • What influenced the writer to produce this novel? • What are the main messages the writer tries to communicate through the novel?
Term 2: Spring 1 (January - February) Spring 2 (February-April)	Discrimination on the Stage. Play extracts linked to discrimination, including Noughts and Crosses, Malorie Blackman, and selected extracts from Othello by Shakespeare.	A piece of non-fiction writing in which students will be asked to persuade others of their opinion on a topic.	• What has happened in the play so far? • How is a play different to a novel? • What issues does this text raise? • What makes a good role model? • What historical context can you link to this theme of segregation?
Term 3: Summer 1 (April-May)	Voices from around the world. A study of a range of poetry and short stories from voices around the world.	A piece of creative writing based on an image or a prompt. Analysis of a poem linked to this theme, focusing on effects of language and structural techniques.	• Tell me about one of the poems you have studied. What is the poem about? What is the main message of the poem? • What similarities or differences have you seen between some of the poems you have studied? • Why do poets write about conflict? • What techniques are used to write descriptively? • Improve vocabulary by choosing one word for the week and using it confidently and fluently in a sentence.

Helpful Books/ Study Materials:

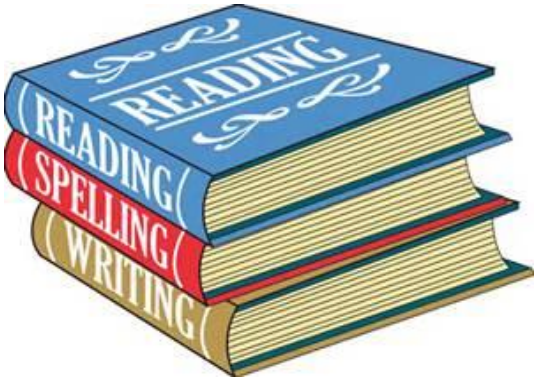
Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and auto biographies all help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family!

Useful Websites:

BBC Bitesize
Ok National Academy
www.bbc.co.uk/skillswise

Staff Contacts:

Miss N Jeffs	Head of English
Mrs E Baker-McConnachie	Key Stage 3 Coordinator for English, HPQ Coordinator Year 9



FOOD

FOOD			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Week 1 - 2	• Baseline test • Gelatinisation theory and demonstration • Macaroni cheese practical	Baseline test Homework PA evaluation	• Look up macaroni cheese recipe on SharePoint or TEAMS
Week 3 - 4	• Pastry • Caramelisation theory and demonstration • Tomato and basil tart	TA practical	• Look up tomato and basil tart kebab recipe on SharePoint or TEAMS
Week 5 - 6	• Coagulation theory and demonstration • Seasonal foods • Crunch flan practical		• Look up crunch flan recipe on SharePoint or TEAMS
Week 7 – 8	• Dextrinisation theory and assessment • Sniff test • Choux buns practical	TA investigation TA evaluation Homework 1 Definitions	• Look up choux bun recipe on SharePoint or TEAMS
Week 9-10	• High risk foods Environment Time-plans • Chicken nuggets or fish fingers practical	Homework 2 Food Provenance SA practical	• Look up chicken nuggets or fish fingers recipe on SharePoint or TEAMS
Week 11-12	• Multicultural food and religious food laws • Enchiladas practical • Revisit baseline test	Homework 3 Reading Natasha's Law TA evaluation Baseline test	• Look up enchiladas recipe on SharePoint or TEAMS
Extra Sessions	• Coeliac theory Gluten free cakes		• Look up recipe on SharePoint or TEAMS

Additional information:
Recipes can be found on the school website

Useful websites:
https://www.nutrition.org.uk/
http://www.foodafactoflife.org.uk/

Staff Contacts:
Mrs R Bowman – Head of Food

Geography

Geography			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Autumn 1	Map skills Mapping World Geography Natural Hazards	World map test (human and physical features) GCSE exam style question	• Test their son/daughter on their World geography. For example, what are 7 continents? Names and locations of different countries. Names and locations of mountain ranges, etc. • Take their son/daughter to visit the Natural History Museum in London and look at the displays/exhibits about earthquakes and volcanoes.
Autumn 2	Weather hazards	Weather hazards end of topic test- GCSE style questions	• Encourage son/daughter to watch the weather forecast regularly.
Spring 1	Climate change	Climate change end of topic test GCSE exam style questions	• Encourage their son/daughter to keep up to date with latest about climate change by regularly watching the news or reading a newspaper.
Spring 2	Economic development	Economic development end of topic test GCSE style question	• Encourage their son/daughter to carry out extra research about the causes of poverty in African countries. Make a note under the following headings: Colonialism/War & Conflict/Diseases.
Summer 1	Coasts	End of Year exam	• Test using the revision materials available from the school SharePoint. • Encourage use of a KS3 revision guide. For example, CGP Geography Revision Guide (ISBN 9781841463926) • Encourage the use of the BBC Bitesize website.
Summer 2	Geography case studies – eg; exploring Africa or The Middle East	Presentation	• Encourage their son/daughter to watch documentaries, for example on BBC or National Geographic.

Useful Websites: BBC Bitesize KS3 website and Seneca

Staff Contact: Ms Veale Head of Geography

History

History			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October)	**What was the most important cause of the First World War?**	Causes of WW1 Assessment	• Discuss the reasons why WW1 broke out. • Why was WW1 fought in the trenches?
Autumn 2 (October - December)	**What was the most significant turning point of World War Two?**	Reasoning Assessment	• Discuss what makes an event a turning point in History. • At what point did it look like the Allies would win World War Two?
Term 2: Spring 1 (January - February)	**Holocaust depth study**	Reasoning Assessment	• How widespread was antisemitism in Europe in the 1930's? • What can personal testimonies teach us about the Holocaust? • Why is it so important to study the Holocaust?
Spring 2 (February – April)	**The fight for rights in Modern Britain**	Assessment based around change and continuity	• Discuss: What rights are we entitled to in Britain today? • How were these rights achieved? • How does the fight for rights link to other topics we have studied in years 7, 8 and 9?
Term 3: Summer 1 (April - May)	**From this point on your child will be studying Weimar and Nazi Germany 1919-1939.**	A range of questions will be set requiring both knowledge and source / interpretation analysis skills	• We will be giving the students a checklist of key words and topics related to this. If your child is considering GCSE History, this work will directly link to topics taught in years 10 and 11.
Summer 2 (May - July)	**As above**		You can help your son/ daughter by regularly checking their understanding of key words / people linked to the Germany Course.

Useful Websites:

BBCwww.bbc.co.uk/history/forkids
Oak National Academy
Seneca Learning

Staff Contacts:

Primarily, your child's History teacher is the best person to contact.

Mrs K Price Head of History

Maths

Maths

In mathematics your child will study a wide range of topics each half term. The precise topics your child will cover is dependent on their set, general topics are detailed below, please note that the order and depth these are completed in will be group appropriate.

	Higher (sets 1-7)	Foundation (sets 8 and 9)
Half term 1	Algebra – Brackets, index rules and solving two step equations Angles in polygons Decimal calculations Types of numbers Ratio, simplify and divide into	Expand single brackets and simplify Solve two step equations Written add/subtract/multiply and divide calculations Angles at a point, on a straight line, and in a triangle and quadrilateral. Factors and Multiples
Half term 2	Rounding Fraction calculations Substitution Probability Area and Perimeter Coordinates Calculations with Surds	Interior and exterior angles in polygons. Directed numbers Index notation Probability Estimation and rounding Fraction calculations Perimeter
Half term 3	Order of Operations Percentage Calculations Scatter diagrams Two-way tables Sequences Constructions Quadratic curves	Angles in parallel lines Substitution Harder Fraction Calculations Area Ratio Pie Charts Circles
Half term 4	Area and Circumference of a Circle Enlargements Averages Cumulative frequency Factorising Changing the subject of a formula Solve quadratics by factorising Pythagoras Trigonometry Tree Diagrams	Algebra- Expanding brackets and solving two step equations involving negatives Averages Percentage calculations Constructions Sequences
Half term 5	Simultaneous Equations Inequalities Standard form Time Series graphs Recurring Decimals Proportion Transformations Compound measures Trial and Improvement	Surface Area Bar charts and Pictograms Straight line graphs Transformations Volume Scatter diagrams Decimal Calculations More solving Equations.
Half term 6	Comparing data sets Function notation Ratio and Proportion Set theory Vectors	

In the week before October half term, the week before Christmas, and the week before February half term your child will complete a written assessment to test their understanding of the topics that have been covered in that half term. These assessments take place during their normal Mathematics lessons, with the exact date of these being identified to your child by their class teacher.

Your child will also complete their Year 9 examinations for Mathematics later in the year. Students will be provided with some revision materials before the examinations to help them prepare for this.

What can parents do to support?

- On a weekly basis, if possible, discuss with your child the mathematics they have covered in lessons and ask them to explain the methods to you.
- Check the presentation of your child's written work, is their working legible and easy to follow?
- Monitor the completion of homework, for Mathematics this is set weekly.
- Encourage your child to complete any better if statements that their class teacher has written in their exercise books.
- Test your child on their times tables/ mental maths.
- Explain real world maths concepts to your child, when possible, e.g. what does half board mean?
- What are the contents of a pack of playing cards?
- How do you read a bus timetable?
- Encourage your child to use real world maths concepts e.g. planning a trip to the cinema, with details of timings, transportation cost and timings and total cost.
- Compare mobile phone deals to work out the best buy.
- Compare cost of day to day products in different size packs to work out the best buy
- Work out the discount for items in sales.
- If cooking cakes and the recipe is for 10 cakes how much of each of the ingredients would be needed to make 30 cakes? 15 cakes?
- What is the cost difference for half board and bed and breakfast for the family holiday, what other costs need to be considered when working out which is better value?

Preparing for Assessments

Help your child to prepare for these assessments by encouraging them to revise on a regular basis, revisiting topics regularly helps develop recall, confidence and understanding:
Revising the topics covered during the half term using any of the following.

Useful Websites:

http://www.vle.mathswatch.co.uk/vle/
(login and password will be given to your child by their class teacher)

http://www.bbc.co.uk/education/subjects/zqhs34j

Staff Contacts:

Miss Marshall	Head of Mathematics
Mrs H Vignolo	Year 9 Coordinator

Modern Foreign Languages - French

French			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October)	Social life Describing self Invitations Describing a music event		• Help review notes on how to form the past tense • Help researching French music and music events in France
Autumn 2 (October - December)	Health Body and illness Sport and fitness Healthy eating	Listening and Reading Assessments	• Help revise for listening and reading assessments by testing vocabulary on handouts given to the pupil (give the French and ask for the English)
Term 2: Spring 1 (January - February)	Future plans Jobs Ambitions		• Help review notes on how to form the imperfect tense • Help review notes on how to form the future tense
Spring 2 (February – April)	Start of Module 1 GCSE Self and family		• Help revise for speaking and writing assessments using handouts given to the pupil
Term 3: Summer 1 (April - May)	Module 1 GCSE Self and family		• Help revise vocabulary on the topic
Summer 2 (May - July)	Module 1 GCSE Self and family Speaking and writing assessments	Speaking and writing assessments End of year exam (Listening and Reading exam)	• Help with research into background information useful for topics such as fair trade and charitable organisations in France. • Help revise for exams by testing vocabulary on handouts given to the pupil (give the French and ask for the English)

Useful Websites:

www.linguascope.com
(request username/password from teacher)**Staff Contacts:**

Mr Ros Head of Modern Foreign Languages

Modern Foreign Languages - Spanish

Spanish			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September-October)	Talking about things you like Talking about your week Films Birthday celebrations		• Help review notes on how to form the past tense • Help research Spanish films and birthday celebrations in the Hispanic World
Autumn 2: (October-December)	Future plans Jobs Ambitions		• Help review notes on how to form the future tense • Research the most common jobs for Spanish people
Term 2: Spring 1 (January-February)	Health Body and illness Sport and fitness Healthy eating	Listening and Reading Assessments	• Help revise for listening and reading assessments by testing vocabulary on handouts given to the pupil (give the Spanish and ask for the English)
Spring 2 (February-April)	Start of Module 1 GCSE Free Time Spanish speaking stars Life online		• Help revise for speaking and writing assessments using handouts given to the pupil • Research Hispanic celebrities
Term 3: Summer 1 (April-May)	Module 1 GCSE Free Time Sports Arranging to go out		• Help revise vocabulary on the topic • Research traditional Hispanic sports
Summer 2 (May-July)	Module 1 GCSE Free Time Speaking and writing assessments	Speaking and writing assessments End of year exam (Listening and Reading exam)	• Help with research into background information useful for topics such as how Hispanic people prefer to spend their free time • Help revise for exams by testing vocabulary on handouts given to the pupil (give the Spanish and ask for the English)

Useful Websites:

https://senecalearning.com/en-GB/seneca-certified-resources/spanish-gcse-aqa

https://www.bbc.uk/bitesize/examspecs/z4yyjhv

www.linguascope.com (request username/password from (teacher)

Staff Contacts: Mr Ros Head of Modern Foreign Languages

Music

Music		
List of Topics	**End of term Assessment**	**What can a parent do to support?**
Group Pop music performance	Group performance assessment showing group and individual performance skills	• Students can practice their part at home. • Encourage them to watch tutorials or find the music for their piece.
Remix Students learn audio editing and remix skills to compose a remix of a famous song	Paired composition assessment Listening to styles of music and applying this to practical work	• Listen to different versions of one song to get ideas for your remix. • Encourage students to listen to music of a variety of styles and traditions.
Film Music 2 Students put their own music to a film clip using Logic	Paired/group composition assessment	• Encourage students to listen critically to the music that accompanies films.
Project Students given a BTEC style assignment to complete	Individual or group activity led by students	• Ask students what their role in the project is and get them to talk about it.

Staff Contacts:

Mrs T Hammond - Head of Music
Mr L Roberts – Teacher of Music

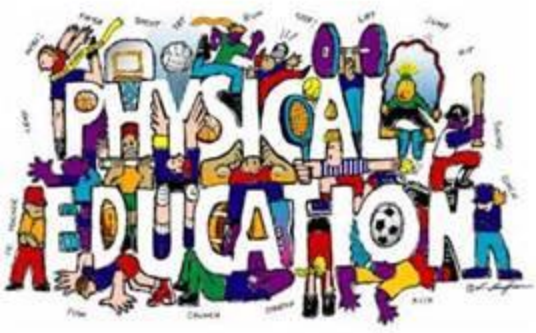
Physical Education

Physical Education			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October)	Fitness Invasion Games Gymnastic Activities Racquet Sports On rotation across various activities	Each activity has an electronic assessment based on the rules and techniques learnt in the practical lessons of each topic. Each student is assessed on their practical ability in each topic.	• Encourage participation in ANY area of physical activity. • NGB website for each sport will have the basic rules. • GCSE bitesize PE website. • TeachPE website.
Autumn 2 (October - December)			
Term 2: Spring 1 (January - February)			
Spring 2 (February – April)			
Term 3: Summer 1 (April - May)	Athletics		
Summer 2 (May - July)	Swimming Cricket Rounders Tennis Softball		

Useful Websites:
Peterborough School Sport Partnership
www.yourschoolgames.com

Staff Contacts:

Mr T Neaverson	Head of PE
Ms L McPartlin	Assistant Head of PE



Religious Education

Religious Education			
When	**List of Topics**	**End of term Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October)	Responsibilities	Key words Test Responsibilities assessment	• Practice spelling Key words and ensure they understand their meanings • Ensure students revise using revision sheet • Ask questions about key information on sheet eg; When does a child become an adult? – explain different religious views
Autumn 2 (November - December)	Medical Ethics	Key words test	• Practice spelling Key Words and ensure they understand their meanings • Research different religious views on medical ethics
Term 2: Spring 1 (January - February)	Medical Ethics continued Religion and the media	8 mark question Religion and the Media Key words test	• Practice spelling Key Words and ensure they understand their meanings
Spring 2 (February – April)	Religion and media continued Moral issues Wealth and poverty	Media assessment	• Ensure students revise using revision sheet
Term 3: Summer 1 (April - May)	Moral issues continued • Equality – Racism • Equality – Gender roles	Key words assessment	• Practice spelling Key Words and ensure they understand their meanings
Summer 2 (May - July)	• Equality continued (Equality project)	End of Year assessment	• Ensure students revise using revision sheet • Ask questions about key information on sheet • Encourage students to consider / evaluate opinions contrary to their own

Staff Contacts:

Mrs G Ellis Joint Head of RE
Mr S Ahmed Joint Head of RE

RELIGIOUS EDUCATION

Science

Science

When	List of Topics	Assessment	What can a parent do to support?
Students start the GCSE Science course at the beginning of Year 9 All topics will be taught by the end of Year 9 but may be in a different order than that shown. Students will follow the single Science syllabus until Year 10 when they can opt to continue with this or change to Combined Science instead.	**Biology – Cell Biology** Eukaryotic and Prokaryotic cells; animal and plant cells; cell specialisation; types of microscope and maths skills; required practical (using a light microscope); culturing microorganisms and related required practical; chromosomes, mitosis and the cell cycle; stem cells and therapeutic cloning; diffusion, osmosis and active transport. **Biology – Bioenergetics** Photosynthesis; rate of photosynthesis; limiting factors and their economic importance; inverse proportionality; required practical (the effect of light intensity on the rate of photosynthesis); the use of glucose made in photosynthesis; aerobic respiration; anaerobic respiration in animals, plant and yeast (fermentation); response to exercise and oxygen debt; metabolism. **Chemistry – Atomic Structure and the Periodic Table** Atoms, elements and compounds; chemical equations; mixtures and separation techniques; development of the model of the atom; relative electrical charges of sub-atomic particles; size and mass of atoms; relative atomic mass; electronic structure; the periodic table and its development; metals and non-metals; Groups 0,1 and 7; properties of transition metals. **Chemistry – Bonding, Structures and the Properties of Matter** Chemical bonds; ionic bonding; properties of ionic compounds; covalent bonding; properties of small molecules; giant covalent structures; metallic bonding; properties of metals and alloys; metals as conductors; states of matter and state symbols; structure and bonding of carbon (diamond, graphite, graphene and fullerenes); bulk and surface properties of matter, including nanoparticles and their uses.	7 Tests (approximately two per term) covering each topic. Some formative assessments, in class and as homework. Most topics will be tested together in an exam in the Summer term.	Practice Physics equations with them and make sure they understand how to use them. Practice writing out word and symbol equations for Chemistry and Biology. Single Science textbooks - Collins AQA GCSE: • Biology ISBN 9780008158750 • Chemistry ISBN 9780008158767 • Physics ISBN 9780008158774 Revision Guides (Single Sciences): • Biology ISBN 9780008160746 • Chemistry ISBN 9780008160753 • Physics ISBN 9780008160739 Useful websites to support learning and revision: https://www.bbc.com/education/levels/z98jmp3 Biology, Chemistry and Physics (all single Science) – exam board is AQA https://senecalearning.com/ students can create an account/log in and access content and revision questions https://kahoot.com/

	Chemistry – Energy Changes Energy transfers during endothermic and exothermic reactions: required practical (variables that affect temperature changes); simple reaction profiles; energy changes during reactions; cells, batteries and fuel cells **Physics – Energy** Energy stores and systems; changes in energy and equations; energy changes in systems and equation; required practical (specific heat capacity); power and equations; conservation and dissipation of energy; required practical (thermal insulation); efficiency and equations; national and global energy resources. **Physics – Particle Model of Matter** Density and equation; required practical (finding the density of regular and irregular objects); changes of state; internal energy; temperature changes and equations; changes of heat and specific latent heat and equation; particle motion and pressure in gasses and equation.		Students can sign in to make and access quizzes. Encourage your child to read any newspaper/ magazine articles on science. Encourage them to watch any programme on television about science.

Staff Contacts:

Mrs D Debbage Head of Science
Dr L Edwards Key Stage 3 Coordinator



Make the Ordinary come alive

Do not ask your children

to strive for extraordinary lives.

Such striving may seem admirable,

but it is a way of foolishness.

Help them instead to find the wonder

and the marvel of an ordinary life.

Show them the joy of tasting

tomatoes, apples and pears.

Show them how to cry

when pets and people die.

Show them the infinite pleasure

In the touch of a hand,

And make the ordinary come alive for them

The extraordinary will take care of itself.