

Year 9 Summer Curriculum Update April 2024

YEAR 9 SUMMER TERM OVERVIEW

Year 9 have been very busy this term. It has been great to see so many students getting involved in the extracurricular opportunities, including the fantastic Godspell production in February and the large number of students signing up for the Duke of Edinburgh award scheme and beginning their work towards achieving the four elements of skill, volunteering, physical and the expedition. Preparations are well underway for the bronze expeditions which begin early in the summer term and we wish them every success on these weekends.

Our ALD day in March was very varied with students undertaking the challenges of 'Fake, Crime, Prevent', 'Can you survive a Zombie apocalypse?', Science CSI, and answering the 'Big Questions'. It was lovely to see students so positively engaged in discovering new ideas, making connections, and seeing real world application of their learning. This term will include 'Teenage Kicks' and the 'English Edit'.

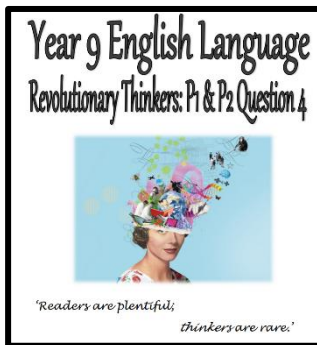
The Year 9 boys football team played an 11 a-side match at home against Webber Independent School. After a bit of a slow start, they eventually ran out 12-0 winners. Fixtures between schools across the city will continue to be played this term and we look forward to more success on this front.



Year 9 students have been busy obtaining positive behaviour points. Since the start of September Walnut Tree Year 9 have achieved 30253 behaviour points, the top tutor group is 9EKT with 3126 behaviour points. A special well done to Xand in 9TAG with the greatest number of positive points Xand has managed to obtain 687 positive behaviour points. At Brooklands we have gained over 22000 positive behaviour points and the top tutor group is 9VMA with 3939. Izzie H has gained the most positive with 741. A huge well done to Year 9 on this achievement and keep up the hard work.

In PSHE students this term will investigate financial activity and the future of finance, in particularly understanding and managing debt, as well as visiting their final rotations on PSHE specialisms of Diversity, Career, Sex and Relationship Education, and Fitness. Year 9 students who are members of the Student Council have been looking into a variety of issues in school such as food, environment, teaching and learning, student feedback and charities. At Brooklands representatives also met with the local parish councillors to discuss the needs of young people in the community. And some of our student council led an inspirational assembly on successful, powerful women around the world which the rest of year group thoroughly enjoyed.

ENGLISH LANGUAGE



Throughout this term, students have continued to develop their ability to analyse and evaluate, securing their knowledge of the skills that underpin the GCSE English Language exam.

Through the theme of Revolutionary Thinkers, students have studied a range of fiction texts and have considered the extent to which they agree with a given critical statement. Students have successfully developed their evaluation skills by consolidating their ability to analyse language and structure methods.

In the second half term, students will learn how to compare perspectives between two non-fiction texts. By studying a range of texts, students will learn how to identify writers' perspectives and analyse how these views have been created using their understanding of language and structure methods.

ENGLISH LITERATURE

This term students have started studying their first GCSE set text – Shakespeare's tragic play **Macbeth**.

Students are enjoying the violence and tragedy that is integral to the play as we explore how Macbeth's character declines from a noble hero to blood-thirsty tyrant.

In lessons students are annotating key scenes, analysing the effects of language and applying contextual information to their understanding of plot and character. As we study the play, they are making links to Shakespeare's key themes of loyalty and betrayal, the power of the supernatural, effects of ambition, guilt, and madness.

Students will also continue to develop their essay-writing skills so that they feel confident in responding to a GCSE exam-style question.



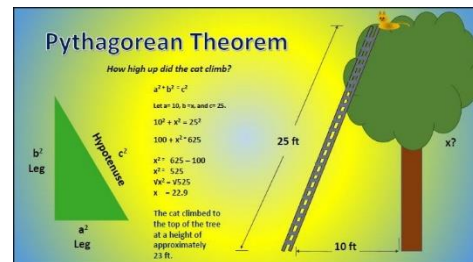
MATHS

During the Summer term Year 9 will be covering Statistics, Pythagoras Theorem and Trigonometry.

Statistics deals with collecting, processing, displaying, and analysing data. Students will be shown how statistical analysis is used to create mathematical models of situations such as weather patterns, global financial markets or the behaviour of humans or animals.

In studying Pythagoras Theorem and Trigonometry students will appreciate their application in architecture, physical construction projects, engineering and surveying.

The end of year assessment will also take place this term. We encourage all students to revise using the websites below. Topics for revision are also shared on Firefly.



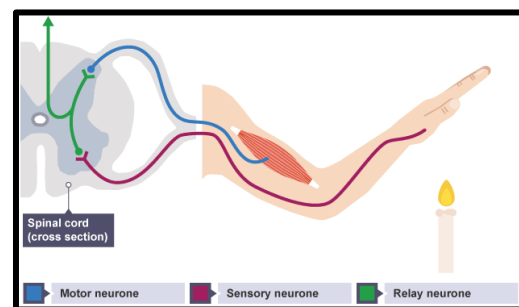
Website for revision:

- BBC Bitesize
- Mathswatch
- GCSE Pod
- Seneca Learning
- Mymaths
- Maths genie

SCIENCE

BIOLOGY

During the Summer term students will begin their third Biology chapter – organism level systems. They will explore the structures of the nervous system and how information is communicated around the body through practical tasks looking into testing their own reaction times which usually causes a lot of competition between students! For Separate Biology classes there will also be the chance to observe an eye dissection to understand more about how this complex organ works.



In the second half term students will progress onto studying the endocrine system and hormonal communication. They will look at a range of different endocrine glands and how these can work together to bring about change in the body. In this half term they will also go on to complete a summer exam covering content studied in chapters B1 and B2. Revision skills will be taught, and materials provided in lessons to enable students to prepare effectively for this.

CHEMISTRY

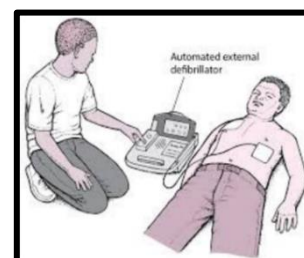


This term we will be preparing for our end of unit tests along with working on C3, from the first topic on representing chemical reactions, through energetics, the energy changes in chemistry where we learn about endothermic and exothermic reactions. Finally, the triple scientists will start studying types of chemical reactions including acids and bases and Redox chemistry, where the loss and gain of electrons and the pH scale are important.

PHYSICS

The Year 9 Physics students have completed the Forces and Motion topic, wherein they demonstrated their understanding of the difference between the mass of an object and its weight. Misconceptions such as “There is no gravity on the Moon” ; “You are weightless in the Space station” were turned into meaningful discussions leading to incremental clarification.

They have begun the rather abstract topic of electricity. Building on the knowledge of particles that they gathered from unit 1, students are able to explain how objects acquire a static charge. They were also exposed to the nuisance and dangers of static charge, but more importantly the benefits from it to society. They are at the moment learning the quantities useful in describing this primer force of nature, electricity.



ANCIENT HISTORY

Students in Year 9 have recently completed their Persian Empire topic. During the final few weeks of this unit students investigated and assessed the impact of key battles such as the famous Battle of Thermopylae, where 300 Spartans fought against 10,000 Persians.

Students have also completed learning about the final two Persian Kings. King Darius, known for building the Persian City Persepolis and his defeat at the Battle of Marathon and King Xerxes and his failed invasion of Greece.



Year 9 students will now be moving onto their in-depth study on Alexander the Great. The four main features of this next unit are to investigate Alexanders’ childhood and upbringing, the key events of his life, key battles and finally his relationship with his armed forces.

ART

Year 9 acts as an excellent Art foundation, with students studying up to 4 areas of Art – Painting & Drawing, 3D, Printmaking and Textiles. Classes will rotate through different materials, processes, and techniques throughout the year, so please ask your child what they are currently working on.

In Painting & Drawing, students will build compositional skills through photography of fruit and vegetables. They will develop these images into a portfolio of work using tone and colour.

In 3D, students will concentrate on cakes and biscuits using clay, card, plaster, and Modroc to create a feast for the eyes. In printmaking, students will develop primary and secondary source imagery into mono, block, and intaglio print methods with a series of Pop-Art inspired outcomes.

In Textiles, students will explore colour, texture and pattern of sweets using various textile techniques and revisiting a photographic element to their skills.



All projects in Year 9 support students creating a portfolio of work which counts as 60% GCSE grade, supporting homework can go alongside the class work. Students will produce this at the end of Year 10, showing a skill set and exploring a range of materials, processes, and techniques. This will ensure students meet the requirements of AQA GCSE completing each assessment objective.

Brooklands and Walnut Tree support sessions take place every Tuesday and Wednesday 3 – 4pm.

BUSINESS STUDIES

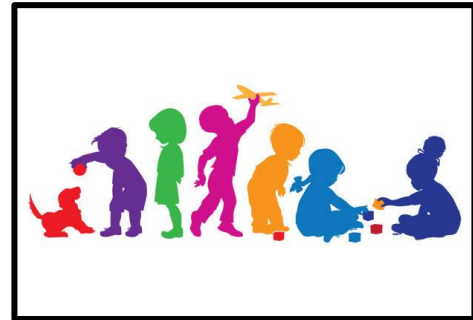


This term students will be finishing their work on Unit 5: Marketing. Students have now completed their introduction key marketing techniques such as market segmentation and market research and are now learning about the 4 Ps of the Marketing Mix. We have explored product portfolios and investigated the design mix and will now be considering theoretical models such as the Boston Matrix and Market mapping.

The cohort will then go onto investigate the remaining 3 Ps including 'Price' where they will consider different pricing techniques such as price skimming and how they are appropriate for specific products. 'Place' will consider the various distribution methods for products and services and introduce the concept of 'Clicks and Bricks'. Finally, we be exploring the world of 'Promotion' where students will be able to design a promotion campaign and promotional mix for a chosen product or service.

CHILDCARE

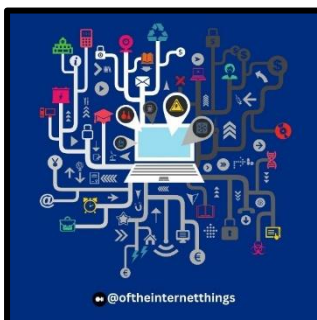
Students have continued to look at physical, intellectual, language, emotional and social development; we have looked at how this is from birth to 5 years old. We have established what milestones babies and children should be meeting and students have planned their activities for their selected area of development. Students took an active role in planning and preparing the activities and then taking part in them, allowing other groups to also interact. Students have then been able to link each activity to how it supports each area of development, in line with children's expected milestones. Students have also been able to evaluate the creative and messy activities, stating what they enjoyed, what went well, what they would change and how they could improve the activity next time.



We have just started investigating the factors that affect development, we are looking into prenatal, physical, environmental, social, and financial factors. We have some documentaries to watch to analysis and link our learning to real case studies, for example, 'Breadline Britain' and see examples of these factors affecting children's holistic development.

For the next upcoming ALD's we also have some visits booked to our local primary schools where the students will be given talks from the Headteachers about how staff support, promotes, and encourages children's growth and development. They will be explaining the different roles of staff members and how they work in partnership with the wider community and other professionals to also support children. The students will then have time to interact with the younger children.

COMPUTER SCIENCE



Students have been studying the fundamentals of networks, types and purposes of a Network as it is the foundation for us all to communicate, connect and work effectively. What happens when it is now threatened? What computing threats are out there in the world? and what technological threats do modern companies face? The first unit this term addresses network security and cybersecurity in general. In line with this, students have also looked at legislation, cultural and environmental issues that impact the use of technology.

Using the video tutorial link below can also help add to the knowledge learnt in lessons:

Network Security: <https://student.craigndave.org/videos/slr1-4-network-security>

With respect to programming, Robust programming is a style of programming that focuses on handling unexpected termination and unexpected actions. Year 10's will be looking at how we can

maintain and produce well written programs, i.e. “robust” programs as well introducing some computational/Boolean logic.

Using the video tutorial link below can also help add to the knowledge learnt in lessons:

Robust programs: <https://student.craigndave.org/videos/slr2-3-producing-robust-programs>

Boolean Logic: <https://student.craigndave.org/videos/slr2-4-boolean-logic>

Do come along to our support sessions on Tuesdays in BE1 at Walnut Tree and on Thursday’s in BC6 at Brooklands to help you enhance your learning in this topic.

CREATIVE MEDIA

LIGHTS! CAMERA! ACTION!

This term sees our Year 9s preparing for their external component. Using a past exam paper students were provided with a “client brief” and asked to create a media product in one of the following sectors: audio/moving image, publishing or interactive.



Activity 3 allowed students to participate in practical experiments using video camera and Adobe Premiere Pro to combine media elements and ensure their creative outcomes fulfils the original brief. Their creativity and perseverance are to be noted; the hard work will pay off when it comes to the real exam!

DANCE



Students have taken part in workshops, exploring the professional dance work ‘Within Her Eyes by James Cousins’ through written, creative, and performance-based tasks. Students have been given choreographic tasks which have been like the creative tasks used to devise ‘Within Her Eyes’. Contact work and safe lifting has been key, and all have tried the physical challenge of their partner never once touching the floor in a dance section. They have done great!

DESIGN AND TECHNOLOGY



This term, continuing the focus on characteristic properties and material processes of “Timbers”, students further their capability in the workshop. Students will complete MDF wooden toys as well as a Pine picture frame, so be sure to ask to see them when they bring them home!

DRAMA

Y9 drama students are completing a mock component one unit. We take time to teach the steps of this 3 stage process to make sure students are ready for the actual GCSE assessment at the same time next year. This will be worth 40% of their final mark. Students are taught to generate ideas and responses from exam board stimuli, researching them further and shaping their ideas into a dramatic form. Students start the process individually but begin to work with others. The process of creating a performance in the first part which results in an illustrated portfolio. The second part of this component is a group performance, where students are taught to develop, structure, and polish their ideas into a performance that follows the style of a drama practitioner. This is shown to an audience of their peers in costume and with technical support. Finally, students evaluate their performance. Students are always surprised at the records they have to keep through this process, but when they do it pays off with a strong evaluation and intelligent portfolio.



We finish the year by returning to component three, the set text. Here students’ direct extracts from the plan by first deciding on an overall production concept for the play which they research, present and adapt. The extract is cast, and students direct each other to create showcase performances. In both these units’ students work in groups but they are assessed individually. They will be expected to attend some after-school rehearsals as they work towards performances.

Watch out for our MKET’s Got Talent competition this term and Art on a Summer’s Evening to end the year.

ECONOMICS

Students will continue to study Unit 3 – How markets work. They will understand that there are different types of market structures and explore competitive and non-competitive markets. They will then go on to look at the operation of the labour market and factors that determine wages. Finally, students will explore the meaning of market failure and understand that the market mechanism does not always allocate resources efficiently. They will assess the costs associated with misallocation of resources, and how government intervention can counter this.



FOOD AND NUTRITION

During this term the main focus is on preparing students for the Food Preparation Non-Examined Assessment (NEA) work they will complete in Year 11. Students are working through a short project based on a particular cuisine and will be given assessment criteria similar to the one used in Year 11. Students are being guided through the project focusing on key skills such as upskilling, time planning collecting and analysing nutrition, and costing data.



They will be continuing to work on developing complex practical skills and will carry out practical skills trials such as using the pasta machines to make their own pasta. Students will experience the excitement and challenge of making their own dishes within a strict time frame. They will learn the importance of good planning and dovetailing by following a time plan they have prepared themselves.

They will also have the opportunity to practice finishing and presentation skills including plating and garnishing techniques. This will allow students to be creative but also think carefully about how to make their chosen dishes look high quality and appealing.

In addition to the project students will practice their written exam technique being guided through exam questions based on content they have learnt during the course so far.

GEOGRAPHY

This term, our Year 9 geographers will be busy exploring the topic of Resource Management. We have looked into the uneven distribution of key resources such as food, water and energy on a global scale. The challenging demands of UK food consumption followed, and we have looked at why we rely on other countries for some of the more exotic fruit and vegetables we enjoy at home.

Going forward, we will be studying demands for water in the UK and how this has increased significantly over time due to population growth, industry and developments in water intensive technology such as dishwashers as well as other domestic appliances. We will also look at the solutions for uneven supply and how areas of deficit can receive the water they need. We will then consider this in the context of 'sand dams' in Kenya and a large-scale water transfer scheme in China.



HEALTH AND SOCIAL CARE



Students will learn about how an individual's growth and development can be affected by major life events, such as marriage, parenthood or moving to a new house and they will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

Students will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.

HISTORY

Year 9 GCSE History students have completed their study of the causes of the Second World War and have begun studying the Germany 1890-1945 element of the course. This began with an examination of the rule of Kaiser Wilhelm II, his aims for Germany and the problems he faced. Students will examine the impact of the First World War on Germany, the abdication of the Kaiser and the creation of the Weimar Republic between 1919 and 1933. Links will be made to the student's previous study of the Treaty of Versailles and how this undermined support for the Weimar Republic and led to political and economic problems.



Students will also prepare for their end of year exams during the summer term, with revision of Conflict and Tension 1918-1939 and the early section of the Germany course. The 'Student' section of Firefly can help with revision resources.

IT



In IT this term, students will effectively plan, manipulate, process and communicate data and information through well-considered selection and the use of ICT tools and techniques to deliver an effective integrated technology-based solution whilst also improving their use of digital communications methods. They have also had a look at what cybersecurity entails.

How do our smart devices talk to each other, how is data generated and exchanged using these devices to make our lives easier? Students will also be introduced to the concept of the Internet of Everything and its applications to everyday life.

Do come along to our support sessions on Tuesdays in BE1 at Walnut Tree and on Thursdays in BC6 at Brooklands to help you enhance your learning in this topic.

LANGUAGES

GERMAN

In Year 9, students are continuing to learn about holidays, modes of transport and accommodation types. They will learn about the perfect tense of regular, irregular and verbs with sein. Then students will move on to their first official GCSE topic, which is all about where they live and the environment. They will learn about types of house, rooms and furniture and how to protect the environment, using modal verbs.



FRENCH



In Year 9, students will continue to look at the topic of education. They will talk about school uniform and school rules, talking about the advantages and disadvantages of both, as well as giving their opinions of them. They will also learn about their ideal school and how to describe it using the conditional tense. They will then move on to free-time activities, revising the present tense of jouer and faire, whilst preparing for their end of year exam.

SPANISH

Students will be learning about food, drinks, and healthy vs unhealthy lifestyles including mental wellbeing. They will compare past, current, and future habits finally using three-time frames, which is essential for success at GCSE. This topic is the final one of the theme My Personal World that we have been covering since September. They will also have the opportunity to try Higher tier questions in preparation for Year 10.



MUSIC

Year 9 students will build on their knowledge from Key Stage 3 to gain a deeper insight into how music is created for film and computer games combining musical elements. They will complete a composition and a performance by composing their own soundtracks.

In the second half of the term students get emotional studying some expressive forms including The Requiem and the Piano Music of Chopin and Schumann to explore how composers in the Romantic era expressed their many emotions.



PE



Year 9 have moved on to summer sports in core PE. Pupils will be taking part in striking and fielding activities such as cricket and rounders as well as athletics. Pupils will be participating in a variety of events in athletics, building on the skills they have learned in KS3 and using their knowledge of the events to help improve on their personal bests. In striking and fielding games, pupils are also focusing on strategies and tactics looking at ways they can outwit an opponent, stop them from scoring runs and creating ideas to improve their own and team performance.

PERFORMING ARTS

BTEC Performing Arts students this term are learning about their Component 3 Devised Performance. Students complete Component 3 for their BTEC grade in term 2 of Y11 but we teach this component to Year 9 students now, so they are confident about the process and requirements of the exam board for this assessment. The exam board releases the stimulus material and gives a brief to students, so they know who to devise the performance for. In this component students work across a number of genres in dance, drama and music theatre and many choose music theatre. Students create original pieces of work and for music theatre there are many skills to be acquired, composition, scoring, harmony work and lyric writing. Students learn to generate and research possible ideas before selecting the strongest they follow through. The performance is workshop style in front of an audience. Students are marked individually but work in a group.

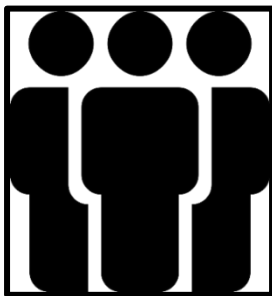


Next half term Year 9 BTEC Performing Arts students move on to the second level of performance skills training. Here we look at developing vocal skills ready for their performances in July's Arts on a Summer's Evening Performance. Whilst we like to develop solo work for this performance, we

prefer to develop harmony and duet skills, so students learn to use the energy of the other person on stage with them to raise their performance level. We also develop movement skills, so students are more confident working with each other and have the skills to be able to use their body to change character in acting work.

PSYCHOLOGY

Throughout the summer term in Psychology, we will be looking at social influence. In this topic students will be learning about how our behaviour changes in a social setting and in a group. They will learn about situational and personal factors that influence how we follow instructions, who might follow the majority of a group and whether we chose to help a person in need or not.



Students will have the opportunity to think critically about the situational and personal influences on our social behaviour.

Students will also explore the key debate of the influence of culture on our behaviour. Students will learn about individualistic and collectivist cultures and how people in different cultures may behave in social situations. The students will continue to develop their skills of extended writing in this topic.

RELIGION, PHILOSOPHY AND ETHICS

In Year 9 students have completed their study of Christianity and are beginning to explore the beliefs of the Buddhist philosophy. They have begun by examining stories of the birth and life of the Buddha and will investigate the key concepts of suffering and what causes suffering.



SOCIOLOGY

In the spring term, students finished studying research methods and sociological theories. Students have started to explore the unit of family and households and have been considering questions such as ‘what is a family?’

In the summer term, they will look at different family types and family diversity in other cultures. Moving forward, students will look in more depth at trends in family types, divorce, the different views of conjugal role relationships and the changing relationships within families.



Towards the end of this term, students will start to develop their writing skills further and we will support them to use techniques such as PEELE, which is an abbreviation for point, example, explanation, link and evaluation. They will be expected to write practice paragraphs using this technique to help them structure their answers to essay questions like: ‘Discuss how far sociologists would agree that the symmetrical family is a myth.’ (12 marks).

Students will also consider critical theories of the family and will look at key sociologists such as Zaretsky and Delphy & Leonard. At this point of the course, there will be the expectation for students to write 12-mark essays, which will be set at regular intervals to help them to develop their essay writing skills.