

Ousedale School
Aspire | Believe | Achieve



Year 9 Guide – 2018/19

Welcome to Year 9 at Ousedale School

In this booklet you will find details of our Year 9 curriculum; each subject will outline the topics that they will be covering throughout the year along with any other information you need to know about the subject.

Measuring progress in Key Stage 3

As you may be aware, there have been significant changes to the Key Stage 3 curriculum and there is no longer a national set of level descriptors for each subject. In order to measure progress of our students, Year 9 will be using the new 9-1 grading system from PR1 this year. New target grades will be set for Year 9 students based on the same principles used for Year 10. When your son/daughter completes an assessed piece of work, it will be judged against the 9-1 level criteria and they will be given feedback on how to move to the next level. The target grades will be reviewed at the start of Year 10 to take into account new courses and changes nationally.

Grouping arrangements for Year 9

Students will continue to be taught in ability sets in Maths, English, Science, Humanities and in a Modern Language; groups will be reviewed regularly and students will be moved to a more appropriate group if necessary.

In all other subjects students will be taught in mixed ability groups.

Homework

At the back of this booklet you will find a copy of the homework timetable for Year 9.

As a guide, Year 9 students can expect that each homework task or activity may take up to 30 minutes.

Year 9 students will be set twice weekly homework in English, Maths, Science and Modern Languages. All other subjects will set homework on a weekly basis.

ENGLISH

All students in Years 7, 8 and 9 are exposed to literature, media and non-fiction writing from different times, from our heritage and from cultures different to our own. Students will be taught how to write in different styles and analyse writing in a way that engages them to discuss, comment on and question the ways in which a writer has manipulated language, constructed characters and sculpted sentences to provoke a particular reaction from the reader or audience.

In Year 9, students have three English lessons per week. Students study a main text (either drama, a poetry collection or novel) as well as exploring additional texts which address the need for understanding a wider variety of genres and styles from different times and places. The use of current media (documentaries, articles, news clips, film-media) is encouraged to broaden our students' understanding, not only of literature and writing composition, but of the author's intentions and the moral message, which are often globally acknowledged, transcending age, gender and culture. We want our students to see how the text we are studying fits in to the world we know; understanding our history, culture and current affairs is crucial to this approach.

Each term in English is influenced by three overarching themes: Relationships, Identity and Society. The exploration of these themes increases in depth and complexity as students move through Key Stage 3.

Autumn Term – Relationships:

- 'Romeo and Juliet' by William Shakespeare as a heritage drama study
- 'Blood Brothers' by Willy Russell as a modern example of drama. Students will be required to complete some of the reading at home as homework

Spring Term – Identity:

- 'Of Mice and Men' by John Steinbeck; a unit which is designed to challenge students and offer a transition to the skills required for KS4 English and GCSE study

Summer Term – Society:

- 'An Inspector Calls' by J.B. Priestley; a play which students will be introduced to in Year 9 in anticipation of their GCSE course

Students will be grouped – in line with Years 7 and 8 – with other students of similar ability. Student achievement will be monitored closely throughout the year and it may be appropriate to move some students to a different group where they can work alongside other students who have the same strengths and weaknesses. Students will continue to be monitored for their Literacy skills (spelling, punctuation and grammar). They will be tested on their spelling and comprehension in a Literacy assessment at the end of the year, in order to anticipate areas where students might need support as they start the GCSE course.

Furthermore, in Year 9, the relationship between Key Stage 3 and 4 is vital in preparing our students for the GCSE courses in Years 10 and 11. To prepare our students for the Key Stage 4 examinations, students in Year 9 will have regular exposure to unseen extracts; practise of working within time constraints and under pressure; regular opportunities to demonstrate the transference of skills; exposure to the Awarding Criteria to peer and self-assess and the opportunity to re-draft work. Our teaching and learning promotes the skills that the students will require to be creative, critical thinkers, independent enquirers and accurate, effective communicators; we recognise these as skills for life.

In addition to the formal curriculum, the English Department also offers Enrichment programmes and Aspire sessions and we actively encourage all of our students to enter school-run and external competitions. In recent years we have organised the Carnegie Shadowing group, in conjunction with the librarians at both Newport and Olney campuses. Alongside this, we have had many writers visit the school, including Matt Kileen, Robert Muchamore and Mark Niel, who have given talks and performances and run workshops for individual students.

Below are some texts that we recommend for students to enjoy at home:

Year 9

- A Monster Calls – Patrick Ness
- Noughts and Crosses – Malorie Blackman
- The Hobbit – J. R. R. Tolkien
- The Gone series – Michael Grant
- The Curious Incident of the Dog in the Night time – Mark Haddon
- Oliver Twist – Charles Dickens
- Jekyll and Hyde – Robert Louis Stevenson
- Lord of the Flies – William Golding
- To Kill a Mockingbird – Harper Lee
- The Fault in Our Stars – John Green
- Animal Farm – George Orwell
- Benjamin Zephaniah poetry

MATHS

The curriculum in Maths aims to ensure that students:

- develop **fluency** in the fundamental skills of maths through practice in different contexts and in problem solving.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **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.

These skills will help prepare students for the new Maths GCSE courses which will be taught to Year 10 from September 2015.

Students continue to be taught in sets in Year 9. Pupils are assessed at least once per half term through testing of their accumulated knowledge. Assessment results are used to inform set movements. Students will sit end of Key Stage 3 assessments in May.

Students are set homework twice a week. A maximum of one homework per week may be set to be completed online using www.mymaths.co.uk. All students should have their own scientific calculator and geometry set for use in lessons and for homework.

Autumn Term

- Properties of Number – *rules of indices*
- Angles and Shape – *using Pythagoras' theorem and trigonometry*
- Algebraic notation and manipulation - *expand, simplify and factorise more complex algebraic expressions.*
- Fractions – *all 4 operations with fractions and mixed numbers*
- Measures and Accuracy – *finding areas of compound shapes including sectors, volumes and surface areas of 3D shapes*
- Number Confidence - *using standard for large and small numbers and calculations.*
- Equations – *solving inequalities and simultaneous equations*

Spring Term

- Organising data and Probability - *calculating probabilities for combined events*
- Percentages – *finding the original after a percentage change, repeated percentage change*
- Sequences and graphs – *quadratic sequences and quadratics graphs.*
- Displaying data – *cumulative frequency and box plots*
- Ratio and Proportion – *using direct and inverse proportion*

Summer Term

- Transformations – *rotation, reflection and translation and enlargement and combinations of these*
- Displaying and Interpreting data – *Students will learn methods of interpreting statistical data in order to draw effective conclusions and learn how to represent data on appropriate charts and graphs*
- GCSE preparation – *students will begin their GCSE course and practise problem solving skills*
- Revisiting topics - *students will look at the work covered over the year and identify areas of improvement and work on developing these skills*

Some useful websites for use at home.

- www.mymaths.co.uk
- www.mrreddy.com
- www.bbc.co.uk/schools/ks3bitesize/maths

SCIENCE

In year 9 students start their AQA GCSE science courses, studying either GCSE Combined Science or GCSE triple science Biology, Chemistry and Physics. As well as preparing our students for GCSE examinations and further study, we strive to promote an interest and enthusiasm for science by providing an imaginative and stimulating subject curriculum skilfully designed to match to the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.

The order of study is shown below. All students study a similar course whether on Combined or Triple science. Students are set according to their ability in Science, and set movements up or down are informed by regular assessments and progress tracking.

Term	Topic Title	Brief Outline
Autumn	Cell structure	Students will learn about microscopy and cells, and will be able to explain how the development of microscopy techniques have enabled scientists to investigate the sub-cellular structures. Students will also learn about the transport of material into and out of cells by diffusion, osmosis, and active transport.
	Atomic Structure	Students will develop their understanding of atoms. They will see how to interpret chemical formulae and develop an understanding of the law of the conservation of mass, leading them to balance chemical equations. Students will also develop their understanding of the differences between compounds and mixtures, and how mixtures can be separated.
	The Conservation of Energy	Students will develop an understanding of an energy stores model and the processes, such as forces and electrical currents, through which energy can be transferred. Students will learn how to measure the work done by a force acting over a distance and how this concept can be used to analyse energy changes in gravitational stores, through lifting and falling,. The conservation of energy through changes in the gravitational, kinetic, and elastic stores will also be discussed.
	Cell division	Students will learn about the process of cell division and the three overall stages of the cell cycle. Students will learn how to describe some potential uses of stem cells, as well as the disadvantages and objections to the use of stem cells, particularly in relation to medical treatments.

Spring	The periodic table	<p>Students will learn about the development of the periodic table, including the work of Dalton, Newlands, and Mendeleev.</p> <p>Students develop their understanding of electronic structures and apply this to the arrangement of the periodic table and the chemical properties of Group 0, Group 1, Group 7 and the transition elements.</p>
	Energy Transfer	<p>Students will develop their understanding of the heating and cooling processes, which transfer energy within a material or from one object to another. They will investigate thermal conductivity and the differences in the processes of thermal conduction in metals and non-metals.</p>
Summer	Organisation	<p>Students will learn about the principles of organisation. Building on their knowledge of differentiation and specialisation of cells, they will define a tissue, an organ, and an organ system. They will study the human digestive system as an organ system in which several organs work together to digest and absorb food, breaking down large insoluble molecules so they can be absorbed into the bloodstream.</p>

COMPUTING AND DIGITAL APPLICATIONS

This year will be split into the terms of the year with students having two lessons a week.

Term 1

Students are given 17 video tutorials teaching how to program using **Visual Basic**.

They will learn the theory on how computers work learning about the following.

Hardware, **CPU RAM HDD**

Binary, Hex, ASCII

Binary data in Images and Sound.

Term 2

Students will complete more advanced tutorial videos challenges.

Students are **algorithmic challenges** and Computational Thinking problem-solving to teach them how to write algorithms.

They extend their programming and learn theory of **Networking** and **Internet**.

Term 3

Students complete a walk-through of a simplified **NEA practical project** with write-up.

They extend their programming and learn theory of **Databases**.

ART

The Creative Process is fundamental to how we teach Art and Design here at Ousedale School. All projects are designed to ensure that students learn key skills, experiment and then create a highly personal outcome.

THE CREATIVE PROCESS

Artist Inspiration

Experimentation and Development

Quality of Recording

Personal Outcome

Year 9

Year 9 is a foundation year for budding KS4 artists. Projects reflect the assessment criteria for GCSE, allowing students to gain skills needed to succeed and an insight into how each course is run.

Term 1: Portraiture

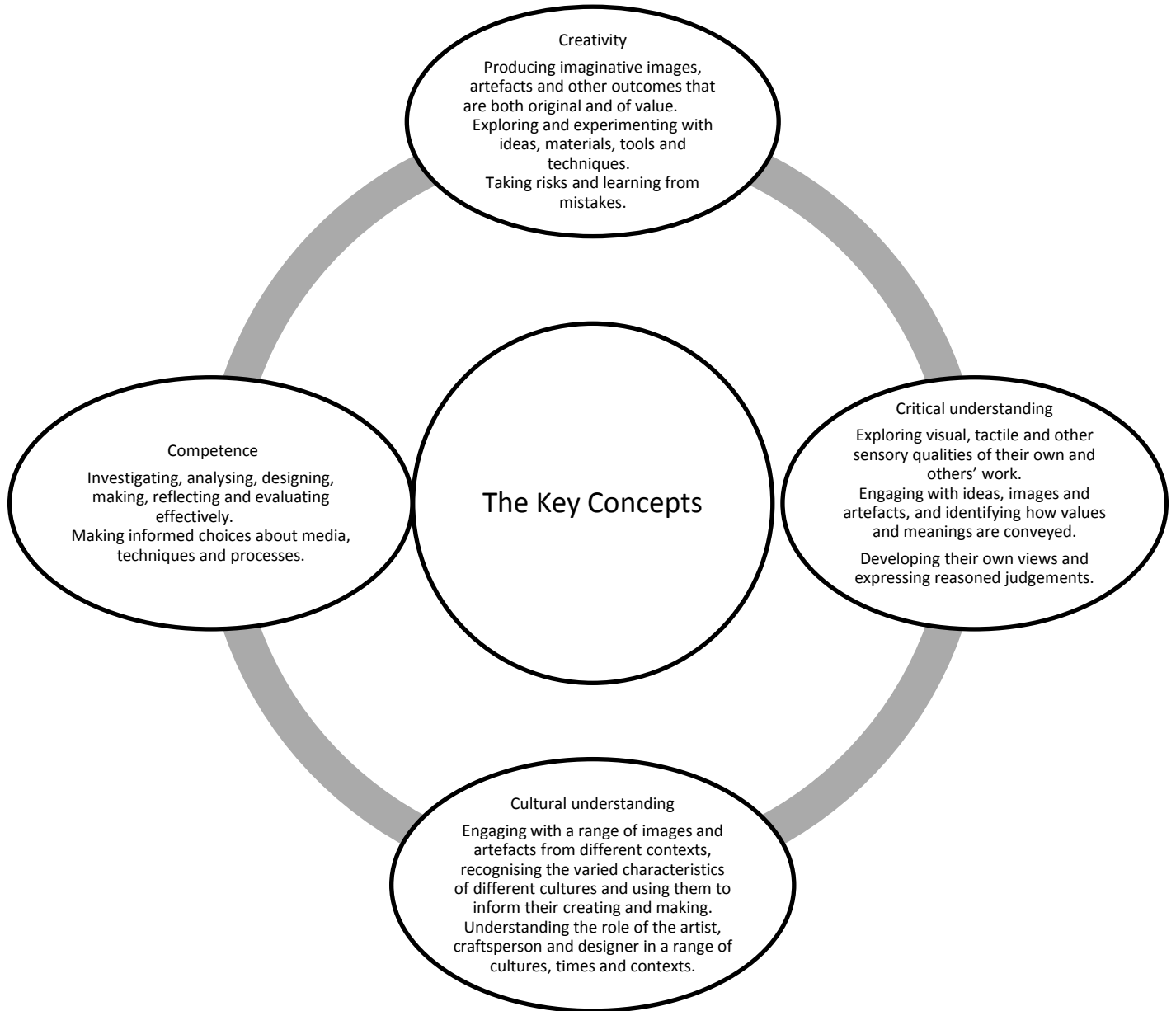
Term 2: Alternative ways of recording

Term 3: Conceptual Art: The Self

Homework

All KS3 students complete 3 homework projects throughout the academic year; 1 per term. Two are based on literacy and the final project is practical using photography. Our homework projects provide the opportunity to develop independent research skills and complement the learning that is taking place within the classroom.

Key concepts and aims of the Art experience in KS3



DESIGN TECHNOLOGY

At the end of Year 8 students will have chosen whether or not to continue to study Design and Technology in Year 9. Those who opt for the subject will study two hours of Design and Technology a week for a whole year. The areas they can choose from are Food Studies or Design and Technology.

Food Studies

Students will be carrying out a range of practical tasks and will produce a range of dishes based on developing a variety of skills and techniques. The food products will focus on healthy alternatives and ways of adapting a recipe for specific people and dietary needs. They will also learn about other cultures and food from around the world. It will also include a mini bread project which will focus on food science and learning through practical work. Students will get ingredients lists which set out what they will be cooking in each term. Students are expected to participate in all practical lessons.

Design and Technology

Students will cover three main projects. The first project is an interior design project and students will be designing the interior and the exterior of a café using a budget of £50,000 to develop closer links with business constraints and learning the impacts of costing on design. They will be learning drawing skills of one point, two point perspective and isometric both by hand and on the computer. They will be grouping in pairs as a client and an architect to further develop the real world experience and links.

The second project will be a lighting project where they will be learning how to read and draw working drawings and learn how to use tools safely in the workshops to produce the lamp from the materials provided. This project is designed to introduce a wider range of materials, processes and production methods and to develop independent practical skills along with an understanding of practical design processes.

The third is an engineering project where they will again be looking at working drawings and they will be learning how to use 2D design CAD software and 3D Google sketch up and Autodesk Fusion 360. To develop awareness of industrial processes and links between design, designer and manufacturer.

All of these projects are designed to increase and extend their learning and develop greater subject knowledge to prepare for the greater challenges of the GCSE Design and Technology or the Engineering course.

Key skills for development will be drawing and drawing techniques, manufacture, understanding of materials and their uses as well as developing time management skills. Students will also learn about presentation skills and how to follow the design process. It is a course designed to allow students to build and develop skills which will prepare them for KS4.

DRAMA

“Enriching students’ lives, helping them to empathise with others”

Students who have opted for Drama will have two hours of lessons per week. Over the course of this year they will be learning about more advanced skills and techniques that would be taught at GCSE level. They will also continue to explore some modern day topics and issues to help them to understand and empathise with the world outside their own front doors.

Autumn Term

In this first term students will be exploring some real life teenage social issues and learning about William Shakespeare and some of his most famous plays. They will also be acquiring a whole new range of challenging skills and knowledge using a well-respected modern playwright called Mark Wheeller. They will also explore some real life stories about Teenage Runaways and get to have fun with the genre of Comedy.

- 1. “I don’t like Mondays”**
- 2. Shakespeare**
- 3. Mark Wheeller**
- 4. The Stones**
- 5. The Wedding**
- 6. Comedy**
- 7. Problem Pages**
- 8. Crimewatch**

Spring Term

In the spring term, students will be faced with the problems of Peer Pressure in this modern age as well as the dilemmas of present day relationships. They will be educated about the dangers of drugs and how this can affect the wider community. They will also learn about the real life story of Bentley and Craig and the risks of joining gangs and the fatal consequences.

- 1. Runaways**
- 2. Monologues & Duologues**
- 3. Marriage**
- 4. Heroin Lies**
- 5. Bentley and Craig**
- 6. Multi-Rolling**

Summer Term

In the summer term students will be introduced to some very famous Theatre Practitioners who helped shape and change our ideas about Drama in the modern age. They will also get the opportunity to explore and perform with some advanced scripted extracts and develop their knowledge of Characterisation skills and comedy. As traditional, students will continue to explore some modern day real life topics such as the events of the inner city riots that took place back in 2011.

- 1. Knife Crime**
- 2. Brecht**
- 3. Stanislavski**
- 4. Scripted Extracts**
- 5. The London Riots**
- 6. Sound Collage**
- 7. Characterisation**

FRENCH

Autumn Term

Students learn how to talk about what they do in their free time, including using new technologies, describing a date and a musical event. They will also learn how to arrange to go out with friends and give their opinions about other people. Following on from this, students will learn about healthy living, sports and parts of the body.

Students will cover all three main tenses with a particular focus on the near future and the perfect tenses. They will be expected to increase their knowledge of vocabulary and begin to write and speak using more complex phrases.

Spring Term

Students will consolidate the healthy living language they started in the Autumn Term and they will learn how to describe a healthy diet and give advice on what you should do to stay fit and healthy. They will then move on to learn about different jobs and they will talk about their own future plans.

Students will consolidate knowledge of all three main tenses with an additional focus on the conditional and on the simple future tense. They will be expected to use varied vocabulary and to write and speak using more complex phrases.

Summer Term

Students will learn how to talk about their holidays, past, present and future, they will develop their ability to express their opinions about what they used to do when they were younger, what they do now and what they would like to do when they are older in preparation for GCSE.

They will extend their work by adding detail, a variety of connectives, opinions, reasons and explanation of their opinions as well as a range of different tenses.

GEOGRAPHY

The theme that will underpin learning in year 9 is Changing World. Using their geographic foundations, students will use higher level geography skills to explore the different ways in which our world is changing. In each topic students will complete an issues analysis; applying their knowledge and understanding taken from a range of resources to answer questions about some of world's greatest global issues.

Over the course of the Key Stage 3, students will establish and develop a range of geographical skills, including map work, atlas skills and enquiry skills. At this level, students will be using more complex methods and techniques in order to develop their skill foundation to a higher level.

The message we want students to understand is that geographers solve global problems.

Term 1a – Changing World

This topic will consider changing patterns and trends over both human and physical geography areas. It will look at long term global changes, such as geological timescales and changes in climate across this. There will be links to globalisation and how the development of resources and technology has influenced the development of different regions.

Term 1b – Development

Contrasting levels of development is one of the greatest challenges faced worldwide, with the gap between the most and least developed areas increasing year on year. This topic will teach students what development means, how we measure levels of development and how geographers use this to help those living in the most challenging conditions.

Term 2a – Africa

Within this topic we focus on the continent of Africa, the physical and human geography within the countries in Africa is vast, making it an excellent place to study. Students will explore topics such as deserts, cities and trade. There are many links in this topic with the GCSE to support students and begin to give them an idea of the range of geography they can study.

Term 2b – Living World

This unit is designed to give students a taster of what GCSE Geography is like. Students will look at what an ecosystem is and understand the different components of these and the interactions between them. Following this we will explore the distribution of global ecosystems and investigate the characteristics of tropical rainforests and hot deserts.

Term 3 – Geographic Investigations

During the summer term, Year 9 will develop their geographic investigation skills. Each student will complete their own geographic investigation which is designed to support them with their geographic fieldwork investigation they will complete at GCSE. The same skills will be used so that students are well prepared and fully understand the techniques and style of investigation.

HISTORY

In History this year, Year 9 will be looking at the twentieth century, why it was a period of conflict. The first term starts with World War Two and then moves on to looking at the impact of the origins of the Cold War. Students will then begin the GCSE in January. Student will study Germany from 1890 to 1945.

Autumn Term

Students will look at the Second World War including the initial successes of Blitzkrieg, the events of Dunkirk and D-Day, war propaganda, the Home Front and changes in technology. This makes a useful comparison with World War One.

Then students will study the Holocaust, specifically focusing on how and why Nazi policy towards the Jewish people of Europe escalated to the 'Final Solution'.

Students will also study the origins of the Cold War. Lessons will focus on the emergence of the USSR and USA as superpowers, the Yalta and Potsdam conferences, Soviet expansionism, the Berlin Blockade and the Berlin Airlift.

Spring and Summer Term

Students will begin the GCSE content. Students will start by studying Germany between the years 1890 – 1945. This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of the Weimar Republic and the rise and fall of Nazi Germany. Throughout this module students will study: the difficulties Kaiser Wilhelm faced whilst ruling Germany up to 1914; the impact of the First World War; economic and political challenges faced by the Weimar Republic up to 1929; the impact of the depression; the rise of the Nazi Party; Hitler's consolidation of power and life in Nazi Germany.

MUSIC

Students will cover all the elements of music in a variety of different projects that encompass the 3 strands of musical learning; Performing, Composing and Listening and appraising. The projects cover a wide range of musical genres to give students a varied musical understanding. The programme of study this year offers students an idea of GCSE Music. Further to the curriculum, to enhance students' musical experience we offer a variety extra-curricular music ensembles, clubs and workshops to enrich students' lives.

Over the year students will complete units on:

The Baroque Period and Ground Bass

- Learning and acquiring knowledge of the Baroque period and composers such as J.S. Bach and Pachelbel.
- Developing solo performance skills through the music of the great composers of the Baroque period.
- Expanding musical knowledge through compositional techniques that underpin Baroque music.

Chords into Jazz

- Learning how swing music and the 'Boogie, Woogie' style is composed.
- Developing performance through improvisation.
- Expanding musical knowledge and composition through complex chords: 6th & 7th and sus4 chords.

Solo Performance

- Building musical knowledge and confidence through solo performance work.
- Developing performance skills with specific relation to individual repertoire.
- Expanding musical knowledge through practical music making.

Film Music: Horror Music

- Learning how to create and adapt the mood of a film through music.
- Developing compositional skills through paired composition.
- Expanding musical knowledge through ostinati, intervals and pedals.
- Acquiring the skills to use ICT in composition, Cubase.

What is a Motif?

- Using the melodic motif to under links between the Western Classical Tradition and Twenty First Century composition
- Developing score reading skills to aid deeper understanding of music context.
- Expanding musical knowledge and composition through ostinati, intervals and pedals.
- Acquiring the skills in composition and ensemble performance in relation to melodic concepts.

Song Writing

- Learning and understanding the song writing process.
- Developing compositional techniques through paired composition.
- Expanding musical knowledge through word setting, drum patterns and chord sequences

PE

Our key aims are to develop students' capabilities, knowledge and understanding within our subject so they can lead a healthy active lifestyle, actively take part and build confidence across a range of activity areas and develop skills such as resilience, team work, co-operation and communication. This is not an exhaustive list and we intend to tailor our delivery to be inclusive of all pupils. It is our aim to have every student involved in physical activity during their time at school but also beyond this into adult life.

Over the course of the year students will cover a variety of activity areas based on the resources and expertise we can offer within school. Our activity choices are based on sports students are allowed to use for GCSE practical. Through our activity choices we offer students variety but also depth and content to allow them to improve their all-round competence and performance across the range of activities. We also have a strong focus on knowledge of fitness and health and their ability to analyse and adapt to the changing situations with regards to leadership and ideas/ tactics within sport.

Additional PE/ Leadership – some students have opted for additional PE lessons. Within these lessons students will look to learn leadership skills, how to lead a group, sports safety and develop skills such as organisation, communication and planning. We also want students to have a taste of alternative sports that are not offered within our normal curriculum such as capture the flag, dodgeball, benchball, korfbal and many more.

Our assessments will be teacher-based and will reflect where students are at that moment in time; we will take into account their performance in the activities we offer and look at the holistic profile of each child as best we can.

Within lessons we expect every student to attend school with their PE kit (even when injured) so they are prepared to join in, in a suitable manner. We encourage all students to give every element a try to the best of their capabilities and take a positive approach. The nature of our subject does mean there is an element of risk so we do all in our power to keep our students as safe as possible whilst still allowing them to be challenged and pushed to their limits. Please keep us up to date with any medical conditions or injuries so we can cater for your child.

Supporting and Challenging students:

We regularly differentiate the tasks and activities students are involved in so that we can provide the appropriate learning opportunity. We believe in our subject and its importance, with many future pathways available we include content of KS4 level work and beyond to develop students.

We have carefully structured our extra-curricular programme to support the lesson activities; we would encourage you to support your child's learning by ensuring they are involved in a variety of practical activities outside of school hours and/or through encouraging them to be a part of our extra-curricular programme. It is recommended that children take part in a minimum of 5 hours of moderate physical activity per week to maintain a healthy active lifestyle, alongside eating a healthy balanced diet.

PHILOSOPHY, ETHICS & RELIGION

Students in Year 9 will begin to cover the content for the GCSE in Religious Studies. They will consider a variety of Christian beliefs, alongside looking at some moral and ethical issues faced in modern society. They will also be encouraged to develop thoughtful, well-argued views of their own.

Autumn Term

Christian Beliefs

An overview of key Christian beliefs, including:

- The Trinity
- The Life of Jesus
- Life after Death
- Salvation
- Evil and Suffering

Spring Term

Marriage and the Family

A consideration of moral issues surrounding:

- Marriage
- Divorce
- Sex and Relationships
- Contraception
- Homosexuality
- Equality and Gender Discrimination

Summer Term

Living the Christian Life

An overview of key Christian practices, including:

- Worship and Prayer
- The Sacraments
- Pilgrimage
- The Local and Worldwide Church
- Charity

SPANISH

Students will have vocabulary to learn every week throughout the year and will be tested to ensure that they are learning the new words; this will give them more confidence when tackling texts and when listening to extracts of spoken Spanish. We recommend spending 5-10 minutes on this every day rather than trying to learn all the words the day before the test. There are some apps that can be downloaded for free which can help students with this, such as Quizlet, but the traditional methods of 'look, cover, write, check' or making small revision cards can be just as effective.

Autumn Term

Students will study how to talk and write about the things they like doing in their free time and what they do in a normal week. They will use the past tense to explain what activities they did for their last birthday and will add detail by using a variety of connectives, time phrases and additional information. They will use the language they know to describe pictures of people and places. They will be able to interview people to find out more about their hobbies and daily routine. Students will also learn to discuss television programmes and cinema in detail. In the second part of the term, students will learn about different jobs and the qualities necessary for doing them. They will learn how to say what job they would like to do in the future and why. Students will use more complex verb structures and learn how to construct more complex sentences. They will work on their understanding of present, future, past and conditional tenses enabling them to attain grades 5 and 6. They will be shown how to write longer paragraphs using bullet points and using Spanish expressions. They will develop their translation skills and the ability to understand longer texts.

Spring Term

They will focus on the topic of healthy living using the past, present and future tenses. They will learn about different types of food and be able to say what makes up a healthy diet. They will also learn to talk about the sports they do and what they do generally to stay fit – this will incorporate daily routines. They will learn how to use more complex phrases such as 'I have to / I mustn't' and 'I should / I shouldn't' when talking about keeping fit. They will practise the skills needed to have conversations in role play situations. They will reinforce their knowledge on how to construct more complex sentences to add depth and interest to their written and spoken Spanish. They will learn to use verb tables in the dictionary in order to check verb endings for different tenses. They will use the language they have been learning to enhance their translation skills both into English and into Spanish. They will focus on Speaking as a skill and complete a Speaking assessment before Easter.

Summer Term

Students will learn to talk about children's rights, fair trade, recycling and their town and how it has changed. Students will develop their use of grammar with a variety of structures building on the previous term's work. They will develop their use of adjectives as well as using a wider range of time phrases. Students will also develop the language required to meet and greet people and to buy things in a souvenir shop. They will develop their ability to explain what they are going to do in the future. Students will practise reading from more authentic resources where they have to deduce unknown vocabulary which will develop further the skills required for GCSE. They will learn to use pronouns to replace nouns. They will use verb tables to enable them to learn in a more independent way so that they can correct their own mistakes. They will learn to understand and follow longer texts and spoken extracts or a series of texts or extracts about the same topic.

PSHE

Year 9 will be taught in smaller groups.

The topics covered include:

Healthy Lifestyles: Drugs and alcohol abuse – how it impacts on choices and risk

Personal Wellbeing: Social media and internet safety; digital footprint

Careers: Options/pathway planning, careers and 1:1 interviews

SRE (Sex and Relationship Education): First time, conception and contraception

Economic Wellbeing: Personal finance, budgeting and the economy

Diversity: Social responsibility, global rights and liberties of citizens in UK.

Homework Timetable 2018-2019

Year 9 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
9op1/a1/e1	Geography RS Science	English Languages	Maths Science	English Languages	History Maths
9op2/a2/e2	History Science	English RS Languages	Maths Science	English Languages	Geography Maths
9op3/a3/e3	Geography Science	English Languages	Maths Science	English RS Languages	History Maths
9op4/b1/f1	RS Maths	English History	Maths Science	English Science	Geography Languages
9op5/b2/f2	History Maths	English Geography	Maths Science	English Science	RS Languages
9MTM		Creative 8	Creative 9		Creative 7
9CW		Creative 8	Creative 9		Creative 7
9JOM		Creative 8	Creative 9		Creative 7
9SRB		Creative 8	Creative 9		Creative 7

Creative Option includes – Music, Art, Drama, Food, Product Design, Computing, Sport

Important Dates

26 th September	ACE Day
4 th October	Y9 Meet the Tutor evening
18 th – 20 th October	School Production – Sound of Music
20 th November	Autumn Music Concert
19 th December	Christmas Carol Service
7 th February	ACE Day
15 th February	Staff Training Day
13 th March	Year 9 Parents' Evening
26 th March	ACE Day
27 th March	Year 9 into 10 Options Evening
3 rd April	Spring Gala Concert
23 rd – 26 th April	Y9 End of Year exams
12 th June	KS3 Achievement Awards
4 th July	Staff Training Day
10 th – 12 th July	ACE Days

Useful Contacts

If you have any queries, in the first instance please contact your child's Form Tutor. Other useful contacts include:

Jeremy Stormer

Director of Pastoral & Academic Standards jeremy.stormer@ousedale.org.uk

Samantha Gorman

Year 9 PAL sam.gorman@ousedale.org.uk