

Ousedale School

Aspire | Believe | Achieve



Year 9 Guide – 2019/2020

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 students will be learning throughout the year along with any other information you need to know about the subject.

Ousedale's KS3 curriculum provides students with the wealth of knowledge needed to access our extensive, rich curriculum. The teaching, learning and confident application of knowledge is the driver behind the KS3 vision.

KS3 is a healthy struggle for learners that will provide students with exciting learning opportunities. The structure of the KS3 curriculum is one that is well sequenced, knowledge rich and provides stretch and challenge for all students. A deep approach to learning will foster students' passions thus informing their future pathway decisions.

KS3 will provide students with the appropriate level of challenge needed to ensure that all are experiencing "the best knowledge in the best order".

Measuring achievement in Key Stage 3

As you may be aware, there is no longer a national set of level descriptors for each subject at Key Stage 3. In order to measure the achievement of our students, we have developed Ousedale School Key Stage 3 levels. Levels are 3.1 to 3.9; the 3 denotes Key Stage 3, the second digit is the level that the student is working at.

When your son/daughter completes an assessed piece of work, it will be judged against the level criteria that each subject area has produced and they will be given feedback on how to move to the next level. As part of our assessment procedures, we will send home information regarding your child's achievement on this scale. You will also receive information regarding their targets for the end of Key Stage 3; these will be set using data from CATs testing, Key Stage 2 levels and any baseline assessment that takes place during their first term at Ousedale.

Grouping arrangements for Year 9

Students will continue to be taught in ability groups in Maths, English, Science, Humanities and MFL. 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.

In year 9 students will be set homework once a week in all subjects.

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

ENGLISH

Strengthening the Foundations for Life-long Learning

All students in Year 9 will experience 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 encourages 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 study both Literature and English Language. During Literature, students study a main text (either drama, a poetry collection or novel) and, during English Language, students will explore additional texts and media sources 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 extend 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: *Marriage and Family*

- 'Romeo and Juliet' by William Shakespeare; a heritage drama text, studied alongside a variety of fiction and non-fiction extracts
- **Spring Term – Identity: *Evaluating Who We Are***
- 'Of Mice and Men' by John Steinbeck; a unit which is designed to challenge students to consider a range of ethical, historical, and cultural issues

Summer Term – Society: *Diversity, Gender, and Class*

- 'An Inspector Calls' by J.B. Priestley; a crime thriller and play that encourages students to debate and discuss morality and social responsibility.

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 share the same strengths and areas for development. Certain groups will also be introduced to the Accelerated Reader program during Additional Literacy lessons, which will monitor how they engage with the texts they read. After a student finishes reading a book, they will sit a brief online test to assess their comprehension and reading knowledge and skills, after which they will be given immediate feedback. Through the Accelerated Reader program, students will access a variety of reading books to suit their year group, whilst simultaneously offering an appropriate level of challenge.

Furthermore, in Year 9, students will have regular access to unseen extracts; practice of working within time constraints and under pressure; regular opportunities to demonstrate the transference of knowledge and skills; and the opportunity to re-draft work. Our teaching and learning promotes the knowledge that the students will require to be creative,

critical thinkers, independent enquirers and accurate, effective communicators; we recognise these as fundamental foundations 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, Michael Grant, 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
- Oliver Twist – Charles Dickens
- Jekyll and Hyde – Robert Louis Stevenson
- To Kill a Mockingbird – Harper Lee
- The Fault in Our Stars – John Green
- The poetry of Benjamin Zephaniah
- Hatchet – Gary Paulsen
- Brave New World – Aldous Huxley
- Catch 22 – Joseph Heller
- The Count of Monte Cristo – Alexandre Dumas
- Empire of the Sun – J. G. Ballard

MATHS

Making Maths count!

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.

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*
- Extended learning topics-*Students will visit new topics and extend their learning.*
- Revisiting topics-*students will look at the work covered over the year and identify areas of improvement and work on developing these skills*
- Careers-*Looking at how maths can be used in the workplace*

Some useful websites for use at home.

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

SCIENCE

The power to understand the world around us and shape its future

In Science lessons, we strive to engender a long-term interest in Science and provide them with the critical and analytical skills that are essential in a highly technical and media-driven world.

Our students to follow a programme of study that will ensure they will have studied the foundational knowledge across Science disciplines, allowing for a smooth progression across Key Stages.

The order of study is shown below. Although the big ideas could be considered as a Biology, Chemistry or Physics topic, there is naturally some cross-over within them and in all of them there is a strong emphasis on developing good practical and investigation skills as well as enhancing student's scientific knowledge and fostering a love of Science.

Students are set according to their ability in Science and movement across sets is informed by regular assessments and progress tracking.

Genetics and evolution	Rates of Reactions	Fundamentals of Forces
Cells: Structure and division	Atomic Structure	Energy transfer and Heat
Organisation	Energy Resources	Periodic table

COMPUTING AND DIGITAL APPLICATIONS

Programming and Developing our Digital Future

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

Each of the topics covered will develop the student's skills in digital literacy, decomposition, computation and problem solving. The content for each term is listed below.

Term 1 – Writing Algorithms & Advanced Python Programming

Theory

Students will develop their understanding of Algorithms. They will write algorithms for set tasks using pseudo-code and flow diagrams.

Students will revise computational thinking during a lesson and undertake the Bebras Challenge.

Programming

Students will recap the python that they learnt in Year 8 and then they will learn some more advanced programming skills with Python, creating their own programs to meet given briefs.

Term 2 – Computer Hardware and Visual Basic Programming

Theory

This module teaches the students how a computer system works in terms of the function of each of the hardware components inside the computer and the peripherals connected to the computer.

Programming

Students will be using a series of video tutorials to learn how to program using Visual Basic. They will be taught how to use Visual Basic to create the programming constructs previously taught in other languages.

They will need to demonstrate that their programming skills go beyond the tutorials.

Term 3 – Databases and JavaScript

Theory

The students will learn how data stored in a flat file is not the most efficient way to store data. They will learn that a relational database allows data to be stored reducing redundancy.

They will learn how to add data using forms and use queries with Boolean logic to request data which can be shown in reports.

Programming

Students will be learning how to program using JavaScript. The programming constructs used in other languages will be taught and they will be able to create interactive and animated sequences with what they have learnt.

ART

'Creativity takes courage' - Henri Matisse

In Year 9 Art, students will widen their knowledge of the formal elements and composition, with the added impetus of depth in exploration of materials, techniques and concepts. Throughout the year by exploring artists and concepts both in a practical and academic way; students will build their understanding of how to develop and refine an idea to a conclusion.

Term 1

Students explore Portraiture looking at a variety of artists and exploring a range of materials which they then apply to developing an idea to a conclusion. Here knowledge is applied through planning, development and presentation of a conclusion

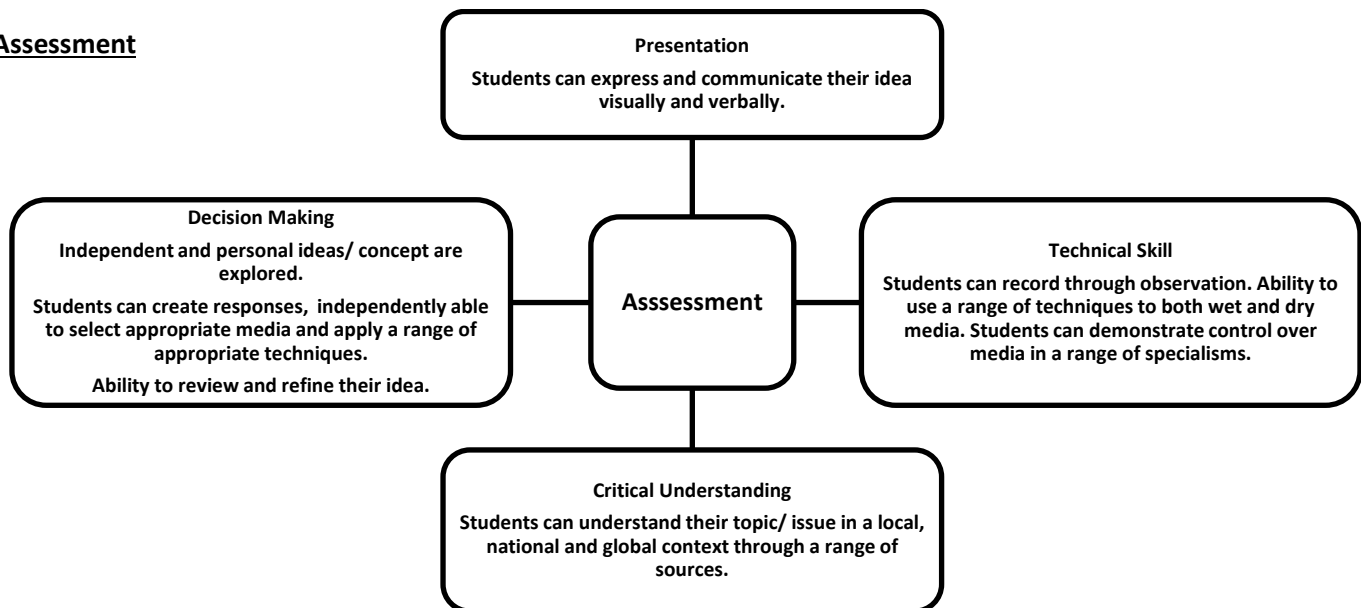
Term 2

Students explore alternative ways of recording looking at a variety of techniques which they then apply to developing an idea to a conclusion. Knowledge is applied through planning, development and presentation of a conclusion

Term 3

Students will test their practical expertise and understanding of how to take an idea and develop and refine it to a successful conclusion through the title of still life. Students will be expected to show their knowledge of artists and concepts to produce a successful conclusion.

Assessment



DESIGN TECHNOLOGY

Design and Inspire the Future

Students who have opted for a DT subject in Year 9 will specialise in either Food, Product Design or both. Students will study two hours of their chosen subject each week for the whole year.

- **Food Studies**

From the Americas to Asia, students will prepare a range of dishes using cultural techniques and ingredients. Students will be challenged to 'try something different' and learn the ways in which people from across the globe enjoy their food. After this dive into the unfamiliar, students will take responsibility of their own cultural menu using the skills they have gained over the previous weeks. This mini project requires independent thinking and creative flair as students are required to complete a detailed and professional portfolio of work related to their chosen country.

After returning from their travels, students will experiment in more familiar territory as we go back to basics with breads, cakes and pastries. This element of the course is designed to challenge the students' technical abilities and knowledge of food science; they will be introduced to techniques that require patience and an eye for detail.

As always, students are required to actively participate in all lessons by ensuring that they are well prepared with their ingredients and required equipment for the practical sessions. There is an expectation that students understand the nature of this subject in that it requires planning outside of lesson and frequent reference to our learning zone in order to stay abreast.

- **Product Design**

Students will cover three main projects. The first project is the interior design project and students will be designing the interior and the exterior of a café using a strict budget to develop closer links with business constraints and impacts of costings on design. They will be improving their drawing skills; focusing on one point, two point perspective and isometric drawings - both by hand and on the computer. They will be working in pairs as a client and an architect to further develop the real world experience and links.

The second project will be a keyring project. Students will study the properties and characteristics of different materials and start to discover the wide range of material choices available to a designer. Product branding, promotion and packaging are also studied as students consider how their keyring would be promoted and sold in the marketplace. Within this rotation, students will design and make their own keyrings from a plastic material, and for those able to rise to the challenge, they will make a keyring from a metallic material.

The third project revolves around 3D trainer design. Students will learn about different fabrics, shoe components, smart and modern materials and their properties and characteristics. They will gain knowledge of ergonomics/anthropometrics and how this is applied to feet and shoe design. They will communicate their ideas using sketching and rendering techniques to create and develop unique designs and use modelling with foam and CAD vinyl stickers to generate a final 3D prototype trainer.

All of these projects are designed to increase and extend student learning and develop greater subject knowledge. 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 the design process.

DRAMA

Confidence developed in Drama opens doors to a bright future

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. 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 Wheeler. They will also explore some real life stories and get to have fun with TV Adverts.

1. **“I don’t like Mondays”**
2. **Shakespeare**
3. **Macbeth**
4. **Mark Wheeler**
5. **Staging and Simuli**
6. **The Stones**
7. **The Wedding**
8. **Heroin Lies**
9. **Adverts**
10. **Problem Pages**

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. **Crimewatch**
2. **Script work**
3. **Runaways**
4. **Monologues and Duologues**
5. **Marriage**
6. **Comedy**
7. **Inspector Calls**
8. **Bentley and Craig**
9. **Multi-Rolling**
10. **TV Hopping**

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. Our Day Out**
- 4. Stanislavski**
- 5. Scripted Extracts**
- 6. The London Riots**
- 7. Sound Collage**
- 8. Characterisation**
- 9. Artaud**
- 10. Films**
- 11. Frantic Assembly**
- 12. Radio Shows**
- 13. Kids TV Shows**

FRENCH

Communication, cultural understanding and widening horizons

Teachers will share their passion and expertise for languages so that students will develop a deep knowledge of language structure in the written and spoken form which opens doors to different cultures and experiences.

Throughout the year students will cover a variety of topics, will learn the grammar which underpins the language as well as expanding their cultural knowledge.

Autumn Term

Students will learn how to describe what they do in their free time, including using new technologies, social media, describing a date and attending a music event. They will also learn how to arrange to go out with friends and give their opinions about other people. Then students will learn how to describe a healthy diet and give advice on what you should do to stay fit and healthy.

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

Spring Term

Students will learn to describe different jobs and talk about their own future career plans in detail. They will learn how to describe a typical day at work and also focus on the importance of learning a language.

Students will also learn to discuss and describe their holidays in detail. They will create an imaginative piece of writing based on their perfect adventure holiday.

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

Summer Term

Students will consolidate their learning on holiday language they started in the Spring Term and will develop their learning to discuss in detail their past, present and future holidays. They will also study a film in the French language in detail and analyse the language used.

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

GEOGRAPHY

Geographers solve global problems

Geography seeks to open students' eyes and minds to the wider world around them. Geography students are aware of the real life application of geography, and have the knowledge and skills to be able to be part of this in the future. Our curriculum offers the fundamental principles that underpin geography, as well as more pertinent issues that are a significant part of our ever changing world. We aim to develop geographers that have the passion to take on and change the world.

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. Our department vision, Geographers Solve Global Problems, underpins each topic. Students will look at big global issues, and what we can do, as geographers, to help.

Over the course of Year 9, students will establish and develop a range of geographical skills; including map work, atlas skills and enquiry skills. The development of these skills will be integrated within lessons and will progress throughout the year.

Term 1a – A more sustainable World

We will start with what sustainability is and why this is such an important issue in our world today. We will explore different resources, and the problems that come from using these unsustainably. Finally, we will look at how urban living can be made more sustainable.

Term 1b – Globalisation

In this topic we will explore how our world has become more connected, and what this means for us. We will look at ways in which globalisation affects our daily lives and how this might change in the future.

Term 2a – Africa: A changing continent

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, and how these are changing.

Term 2b – Ecosystems under threat

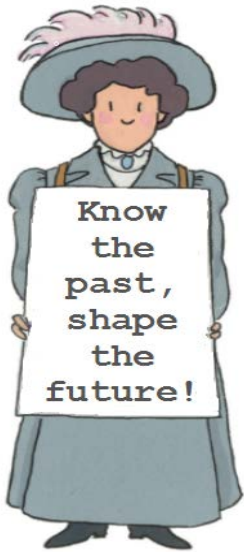
In this topic we will identify some the world's most vulnerable ecosystems, including rainforests, tundra environments and deserts. We will look at the impact of human activity on them and what we can do to help save them.

Term 3 – Geographic Investigations

During the summer term, Year 9 will develop their geographic investigation skills. Each student will complete a physical and human geographic investigation to better understand the geography of our local area.

HISTORY

Know the past, shape the future!



In History this year, Year 9 will be looking at the twentieth century and why it was a period of conflict. The first term starts with the key events of World War Two and then moves on to an in-depth study of the Holocaust and other genocide. We then move to a Post-World War Two society and look at the development of the two new superpowers – the USA and USSR and their battle for power in the origins of the Cold War. We look at how the Cold War developed and the impact that this had not only on Europe but on the wider world. We end year 9 with a study of Germany from 1890-1945 as we strongly believe that all students should study this aspect of history.

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 to see how far warfare, tactics and technology had developed in the inter war years.

Students will study the Holocaust, specifically focusing on how and why Nazi policy towards the Jewish and other minority groups in of Europe escalated to the 'Final Solution'. We will look at other case studies of genocide including Rwanda and Darfur.

Spring Term

Students will also study the origins of the Cold War and how the two deferring ideologies of the USA and USSR nearly caused nuclear 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. This will then be developed by looking at cold war conflict in the wider world with a focus on the arms and space race, the impact of the Cuban Revolution and the Cuban Missile Crisis.

Summer Term

Students will study 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.

Key Themes studied in year 9

- Democracy
- Extremism
- Conflict
- Ideologies/new ideas
- Religious Tension
- Key individuals
- Economic Development
- Society/Culture
- Communication and New Technology
- Equality and Diversity

MUSIC

Where words fail, Music speaks.

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 offers an ideal grounding for further study in 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:

Term 1a: The Baroque Period and Ground Bass

- Learning and acquiring knowledge of the Baroque period, instrumentally and culturally.
- Developing solo performance skills through the keyboard music and conventions of the music of Pachelbel.
- Expanding musical knowledge through ground bass, consonant harmony and canonic structure.

Term 1b: Chords into Jazz

- Learning how swing music and the 'Boogie, Woogie' style developed culturally.
- Developing performance within paired work acquiring skills in improvisation.
- Expanding musical knowledge in composition through complex chords: 6th & 7th and sus4 chords.

Term 2a: Film Music Performing (Solo and Ensemble Performance)

- Building musical knowledge and confidence through solo and ensemble performance work.
- Developing performance skills with specific relation to film music repertoire.
- Expanding musical knowledge through practical music making, interpretation of musical scores and performing in compound time signatures.

Term 2b: Film Music Composition

- Learning how to create and adapt the mood of music through the film genre.
- Developing and acquiring compositional skills through paired composition in sequencing software.
- Expanding musical knowledge through leitmotif, chromaticism and harmonic devices.

Term 3a: What is a Motif?

- Using the melodic motif to underpin links between the Western Classical Tradition and Twentieth Century Art Music and Twenty First century popular 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.

Term 3b: Popular Music Composition (Song writing)

- Learning and understanding popular song writing processes including: lyric writing (alliteration, simile and rhyme) and chord sequences.
- Developing compositional techniques emphasising structurally sound melodic writing.
- Expanding musical knowledge through word setting, drum patterns and recording techniques.

PE

Creating healthy active lifestyles

Our Vision in PE is to Inspire Healthy Active Lifestyles.

Through a range of sporting opportunities we are committed to providing high quality physical education for all.

Through learning opportunities we will give students the knowledge and capabilities to demonstrate leadership, awareness of safety, fostering the spirit of fair play and respect.

We will engage students to show determination and the resilience to enhance theoretical understanding and apply this to physical education. Providing the opportunity for future pathways and careers that are underpinned by the knowledge gained.

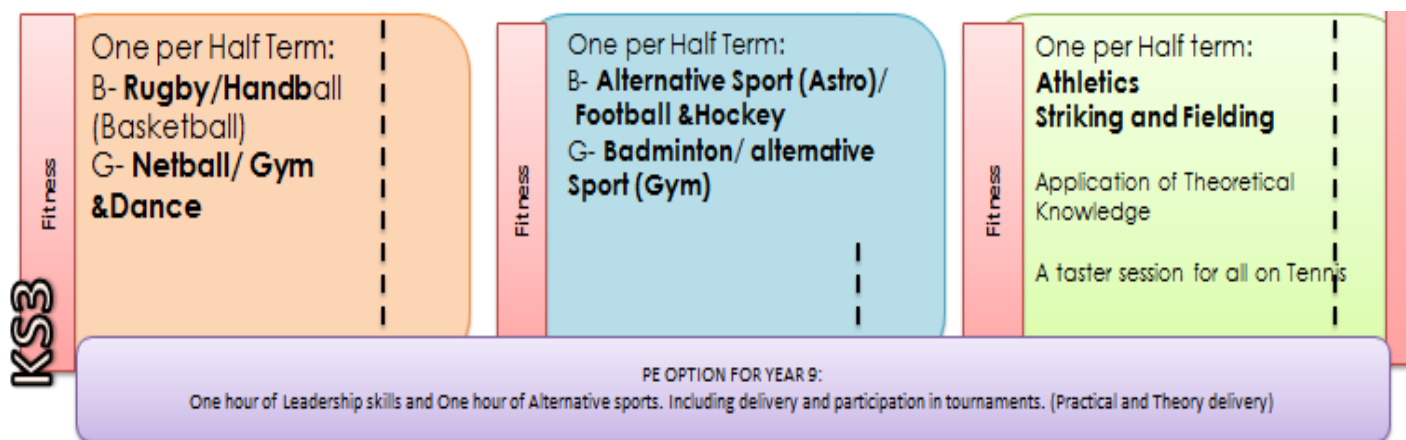
Overall developing the well-being of every student so they can engage in lifelong participation and develop the skills they need to contribute to society.

In Year 9, all PE lessons will be practical based. We will look at Physical Competencies, Physical Activity, healthy active lifestyles in terms of physical outcomes but also look at personal competencies such as social, emotional and metacognitive skills.

Within the resources we have, we want to offer students a rich and balanced curriculum with a chance to try activities that will give them transferable skills and the confidence to go on when leaving school to lead healthy active lifestyles. Our subject package, for year 9, is wide-ranging and this allows student to experience a varied range of activities.

Our assessments are teacher based and focused on the lessons we deliver. We do however want to recognise and celebrate all sporting achievements and talents and so we encourage this. PE homework is to be active outside of lesson time.

In Year 9, students will complete the following programme:



PHILOSOPHY, ETHICS & RELIGION

Exploring belief, embracing difference, promoting respect

PER provides the opportunity to discover and explore a range of philosophical, ethical and religious beliefs and worldviews. Students are encouraged to reflect on, question and analyse views different to their own, whilst developing the values of tolerance and respect.

In Year 9, we aim to provide appropriate level of challenge by focusing on 2 religions in depth, so that students can develop fully an understanding of beliefs and practices in the 2 largest religions in the UK: Christianity and Islam. Students are encouraged to question thoroughly religious belief and develop skills of understanding and evaluation to be able to compare their own opinions with those of other worldviews.

1. Christian Beliefs: *What do Christians believe?*

Exploring in detail the key beliefs and teachings of Christians, including beliefs about God, Jesus, creation, salvation, life after death and responses to the problem of evil. This involves thinking about how Christians from different branches of the religion (e.g. Catholics and Anglicans) may have differing perspectives on matters of faith.

2. Muslim Beliefs: *What do Muslims believe?*

Exploring in detail the key beliefs and teachings of Muslims, including beliefs about Allah, the prophets, holy books, angels, life after death and freewill. This involves thinking about how Muslims from different branches of the religion (e.g. Sunni and Shi'a) may have differing perspectives on matters of faith.

3. Marriage and the Family: *What are Christian beliefs about personal relationships?*

Considering how religious beliefs may have an impact on ethical issues, in this case on questions surrounding marriage, divorce, remarriage, sexual relationships, the family, contraception, gender roles and prejudice. Students will compare Christian responses to non-religious (Humanist and atheist) views and take an evaluative approach to these topics.

SPANISH

Communication, cultural understanding and widening horizons

In Year 9, students will learn how to construct more complex sentences. They will work on their understanding of present, future and past tenses, alongside the content vocabulary, enabling them to become more articulate in Spanish. Students will have vocabulary to learn every week throughout the year; 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 revise the basic knowledge from Year 8 to ensure that the foundations are in place. Then they will move on to study how to talk and write about the types of film and television that they like to watch. They will learn how to explain what they do every day before developing their knowledge of opinions and using them to talk in more detail 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.

Spring 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. In the second part of the 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 reinforce their knowledge on how to construct more complex sentences to add depth and interest to their written and spoken Spanish.

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 learn to use verb tables and to enhance their dictionary skills to enable them to learn in a more independent way so that they can correct their own mistakes. They will practise reading from more authentic resources where they have to use their knowledge to help them to work out the meaning of unknown vocabulary which will develop further their reading skills.

End of Key Stage 3 Exams

Year 9 students will sit end of Key Stage 3 exams across their subjects. These assessments are valuable as they allow students to develop and practise revision strategies needed for future learning. The assessments enable students to consolidate their learning in each subject area and to assess progress across the course of the year.

This ensures that students have a secure foundation upon which they can continue to build their learning on; it also enables us to provide further support as they move through the school. By identifying gaps in knowledge or misconceptions at the end of Key Stage 3, we can ensure further academic challenge and support students' future learning.

How to support your child in their revision

At this point in their learning, students should be experimenting with different revision strategies in order to find which are most effective for their style of learning. Please find below ways in which you can support their revision at home:

- Ensure they have a space at home in which to revise
- A talking partner – someone to ask them questions or test their knowledge
- Revision resources such as flashcards, paper, highlighters, mind-maps etc.
- Revision timetable that balances revision with extra-curricular activities
- Encourage them to speak to their subject teachers if they are unsure about topics
- RAG rating revision lists or knowledge organisers to prioritise areas of weakness
- Complete exam style questions in timed conditions
- Ensure that revision time is short but focussed without distractions such as phones, TVs, social media etc.

There will be information provided on the school website regarding revision lists for each subject. If you have any further questions about the end of year assessments, please do not hesitate to contact your child's subject teachers and form tutors.

PSHE

A healthy mind in a healthy body

Think different.

Learn about yourself; learn more from others.

Value diversity.

Be ready for the online world.

Get involved in your community.

Secure the skills to have a happy and successful life.

Be an inspiration.

Year 9 will be taught in form groups for PSHE and the course will be delivered by their form tutor.

The topics covered this year 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, Unifrog.

SRE (Sex and Relationship Education): Consent, conception and contraception

Economic Wellbeing: Personal finance, budgeting and the economy

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

Homework Timetable 2019-2020

Year 9 (Newport Campus)

		Monday	Tuesday	Wednesday	Thursday	Friday	
North	9n1	Maths Science	Geography English	PER	History	Languages	
	9n2	Maths Science	History English	PER	Geography	Languages	
	9n3	PER Maths Science	English	History	Geography	Languages	
	9n4	Maths Science	English	Geography	History	Languages PER	
	9n5	PER Maths Science	English	History	Geography	Languages	
	9EL	Creative 2		Creative 1		Creative 3	
	9MA	Creative 2		Creative 1		Creative 3	
	9WR	Creative 2		Creative 1		Creative 3	
	9HB	Creative 2		Creative 1		Creative 3	
South	9s1	English	History	Science Maths	Geography	PER Languages	
	9s2	English	Geography	PER Science Maths	History	Languages	
	9s3	English	History	Science Maths	Geography	PER Languages	
	9s4	English	History	PER Science Maths	Geography	Languages	
	9s5	English	Geography	Science Maths	PER History	Languages	
	9DL	Creative 4	Creative 5		Creative 6		
	9RA	Creative 4	Creative 5		Creative 6		
	9AT	Creative 4	Creative 5		Creative 6		
	9DB	Creative 4	Creative 5		Creative 6		

Note:

- Creative Option includes – Music, Art, Drama, Food, Product Design, Computer Science, Sport
- Once a week for all subjects.

Important Dates

3 rd October	Year 9 Meet the Tutor Evening
16 th October	ACE Day
22 nd – 24 th October	School Production – Beauty and the Beast
14 th November	Autumn Music Concert
2 nd – 6 th December	Charities Week
18 th December	Christmas Carol Service
6 th February	ACE Day
14 th February	Staff Training Day
19 th March	Year 9 Parents' Evening
25 th March	Spring Gala Concert
31 st March	ACE Day
2 nd April	Year 9 into 10 Options Evening
11 th June	KS3 Achievement Awards
29 th June – 3 rd July	End of Key Stage 3 Exams
2 nd July	Staff Training Day
8 th – 10 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:

Claire Penny

Assistant Headteacher (Key Stage 3)

claire.penny@ousedale.org.uk

Nicola Mirfield-Guise

Director of Academic Standards KS3

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Emily Clark

Year 9 PAL

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