



Year 9

Term 1 & 2 Curriculum



Year 9

As we approach the second half of Term 1, I wanted to take this opportunity to share details of what your child has been, and will be learning, in each of their subjects up until the end of Term 2. Hopefully, they are now beginning to settle into the routine of their new 2 week timetable, joining clubs and completing homework tasks.

Homework: Students can access Satchel:One by logging into the School website www.rednockschool.org.uk or via the Satchel:One app which can be downloaded for free from the Apple app store or Google Play. Please remember students should log into Satchel:One using the Log in with Google Button and their school account details. A walk through of the login process can be found on the school website in the parents information section. Please remember that if an online quiz or a spelling test has been set then these can only be completed on a student account. If you or your child need any further support with accessing and using the Satchel:One platform please contact your child's tutor who will be able to support you.

School Clubs: Details can be found via this [link](#)

Full Curriculum Information: Comprehensive details about Rednock School's Key Stage 3 curriculum can be found via this [link](#)

Terms 1 & 2 Curriculum

English

Year 9 students will spend the first 11 weeks studying 'Of Mice and Men', considering the prejudice and discrimination of 1930s America. The main reading skills assessed are exploring how the writer presents characters, themes and setting, identifying writers' methods and how writers structure their texts and why. They will then move on to a narrative writing unit where they will have the opportunity to structure their own writing for effect. The writing skills assessed are structuring for effect, use of paragraphs, varying sentence types and sentence starters and use of commas.

Enrichment Opportunity:

KS3 Book Club will be set up this term and will be run on a Tuesday week A at lunchtime.

Accelerated Reader

Students will sit a Star Reader test to assess their current reading levels, one of four this academic year. Our lessons will be focused on extended reading and promoting reading for pleasure as a vital skill for both academic performance and personal enrichment. We will be using the data collected from the Star Reader tests to inform our set up of literacy based interventions that include 'Fresh Start' phonics work. Any intervention of this kind will be communicated to parents. For more information about the Accelerated Reader Programme, follow this [link](#)

Enrichment Opportunity:

The KS3 Book Club will be established this term and will be running on a Tuesday week A at lunchtime.



Maths

We follow the [White Rose](#) scheme of learning and Terms 1 and 2 topics for Year 9 students are listed below. There will be a variety of homework tasks set, using online websites as well as worksheets and most tasks will be a revision of earlier learning.

Week 1: Area and perimeter
Weeks 2-5: The data handling cycle
Weeks 6-7: Measures of location
Weeks 8-9: Straight line graphs

Weeks 10-11: Forming and solving equations
Weeks 12-13 Testing conjectures
Weeks 14-15: Three-dimensional shapes

Science

In Terms 1 and 2, students will cover 4 topics, looking at contact forces, elements, pressure and digestion. They will also explore a variety of careers in the STEM (Science, Technology, Engineering & Maths) field. Students will be assessed in a number of scientific skills including their ability to record results in tables, writing conclusions, risk assessing practical work and using equations.

Support Materials: For additional support and guidance, we have a [science website](#) set up to help students on the different topics.

Enrichment Opportunities:

- Students will be able to volunteer to become Science Ambassadors.
- We are hoping to run a trip to the Cheltenham Christmas science lectures.
- The forces unit is going to lead into a pop up rocket club for those that are keen to investigate this topic further.

History

Students in Year 9 study five units of work across the year related to the theme 'Shaping the Nation'. In Term 1, they will explore a topic entitled 'How have migration and empires shaped your world?', which begins in prehistory and finishes with the British Empire in India in the nineteenth century. In Term 2, they will investigate the impact that the First World War had on Britain and its people. In addition, every term there is a lesson about science and technology and how it shaped developments during the period of history being studied.

Both topics focus on building up important historical knowledge, but also look at historical skills, such as significance and using historical sources and interpretations. Students will be assessed using the skill interpretation analysis in Term 1 and using the skill of significance in Term 2

There will be a variety of homework set, some of which will focus on literacy to support their study of history, whilst others will consolidate and extend students' learning within the classroom. In addition, some tasks will look at the local impacts of the wider historical events they are studying.



Geography

The Year 9 geography curriculum begins with a look at Global Superpowers. Who are the real movers and shakers? Who are the winners and losers? How is hard and soft power utilised to manipulate and control less developed nations?

In Term 2, students will consider the environmental damage and threats that mankind has inflicted on our planet in recent years. Students will investigate a range of challenges and propose solutions, with a real focus on the idea of sustainability. Throughout Year 9, the UN Sustainable Development Goals (SDGs) will be referenced and their impact considered.

Classwork and homework will develop the skills and understanding needed for students to succeed in their Year 9 studies but will also support the transition into GCSE level. Watching the news, reading around the subject, listening to podcasts or watching documentaries will help students gain a better understanding of this subject.

Philosophy & Ethics

Students will be covering the unit 'Ethics' in Term 1, exploring different ethical dilemmas such as lying, organ donation and the question 'are people born evil?' Students will look at a range of related philosophical and religious views, real-life case studies as well as form their own opinions on the issues discussed. They are formally assessed during this unit.

In Term 2, students will begin the unit 'contemporary issues in British society.' In this unit they will explore issues such as FGM, media stereotypes of religion, gender identity/transgender, divorce and capital punishment. We will discuss and evaluate these issues from religious perspectives, comparing the viewpoints to their own. There are a lot of verbal class debates in this unit in order to help support oracy, as well to develop their discussion and debating skills. Students are formally assessed at the end of this unit.

In class, students will use religious teachings booklets to aid their learning and a 'drop in' after school session is available for anything they haven't understood in lessons.

Enrichment Opportunities:

Philosophy & Ethics club - room 341 on a Wednesday lunchtime. Opportunity to become Humanities Ambassadors.

Languages

At the mid-point of Year 9, your child will decide whether to continue with language study at GCSE. Before that, they will consolidate the work they did in Year 8 with verb manipulation so that they become increasingly confident at expressing ideas in different time frames. They will also be introduced to other types of more complex language. Topics covered include 'Healthy Living' and 'Work', the latter helping students to begin the process of considering different careers and what work experience they might like to do in Year 10. We make sure that students continue to gain cultural insights into the countries whose languages they are studying. There are four 'schemes of work' across the year with assessments at the end points of these. Each skill, speaking, writing, reading and listening, will be assessed at least twice during the year. Homework is set weekly and, in most cases, will require students to learn vocabulary using the website [Memrise](#).



Design & Technology

During Year 9, students complete another carousel of modules building on knowledge from previous years and accruing new skills as they move through the modules. In the first two terms, students will complete two of the three modules on the first mini carousel and begin the third.

In food, students will draw upon the skills they have learnt to date, enabling them to adapt dishes and successfully cook for a range of dietary needs.

In DT, students will look at the concept of fast fashion and consider the impact the fashion industry has on the environment and develop materials knowledge and manipulation skills when casting metals.

PE

In Terms 1 and 2, students will develop skills in leadership and develop understanding and application of the different components of fitness and how they can impact the success in competitive scenarios. Students will be challenged to find solutions to different game scenarios and develop more advanced skills across a variety of different sports which may include: rugby, badminton, table tennis, handball, netball, fitness, football and trampolining.

Students will develop skills in leading small practices and learn about the skills needed to create and maintain cohesive teams. Students will learn how to create and improve routines. Students will develop skills in assessing their own and other performance using a variety of assessment techniques.

Year 9 Clubs:

- Monday Afterschool: Table Tennis Club - Girls and Boys
- Tuesday Afterschool: Netball Club - Girls
- Wednesday Lunchtime: Badminton/Table Tennis Club - Girls and Boys
- Thursday Afterschool: Trampolining Club - Girls

Skills

Term 1 centres on 'Thoughtfulness'. In Year 9, this includes lessons on knife crime, gangs and friendship groups.

Term 2 centres on 'Resilience'. This includes further lessons on alcohol awareness to build on students' learning in Year 8, and includes a lesson on drugs and the law.



Art

Students will study one main project throughout the year, the theme is 'Urban Art'. In Terms 1 and 2, students will study drawing, print-making, colour theory and painting techniques. Students will explore a range of Urban Artists and the architect Sir Norman Foster and develop their own ideas based on the artist's work. Students are encouraged to take further responsibility and ownership of their work through more individual directions and outcomes, supported by staff through a broadly themed project. The use and development of sketchbooks is particularly important leading into Key Stage 4 and emphasis will be placed on presentation and development of students' personal ideas. Homework will include a moodboard.

Enrichment Opportunity

Students will be given the opportunity to create a piece of work to put forward for our annual Rotary Competition.

Drama

In Terms 1 and 2, Students will take part in a production project; they will explore different technical methods from stage, TV and film to help them understand the process of taking the play from the page to the stage. They will study these techniques by using gothic texts and productions such as "Woman in Black", "Frankenstein", "Sweeney Todd: The Demon Barber of Fleet Street" and "Great Expectations". Each lesson will look at a different production element including lighting and set design, costume design, SFXs and prosthetics to gain knowledge to create their own original work based with the title "Twisted Tales". They will research roles within the production team. They will need to plan, organise, create and work well as a team to be successful.

- Key Skills: teamwork, contribution, drama techniques and focus
- Key Vocabulary: SPX, prosthetics, proscenium arch, theatre in the round, thrust, traverse stage, profile spotlights, LEDs, fresnel spotlights and floodlights.



Computer Science

Term 1 - An introduction to the world of artificial intelligence (AI) and machine learning (ML). Throughout this unit, students will experience a variety of real-world AI applications and be made aware of the ever-increasing range of AI-related careers. As well as considering the social and ethical implications of AI developments, students will have the opportunity to delve deeper and explore machine learning models and the engines that make them work.

Term 2 - Most programming languages that you will have heard of are high-level languages. Python is an example of a high-level language that is widely used in education and in the workplace. A high-level language is one that is user-oriented in that it has been designed to make it straightforward for a programmer to convert an algorithm into program code.

We will use Python learning from Year 8 and develop further in Year 9. Students will use 'Turing Lab', an online python environment to develop their understanding of text based programming. It will support with the learning of syntax, commands, and constructs of coding.

Music

Year 9 students will be studying music from outside of the Western tradition with a focus on Indian and Samba drumming.

The classes will work on either Indian music or Samba drumming in Term 1 then swap over in Term 2 to ensure both topics are covered. Listening, composing and performing skills continue to be developed with an emphasis on learning rhythmic patterns by ear and improvisation.

Individual vocal, drumming and keyboard techniques will be used in accordance with the ensemble work that continues throughout the practical elements leading to an assessment at the end of each term. The students consolidate their understanding of 'World Music' via a listening test at the end of Term 2.

