



Year 9

Term 3 & 4 Curriculum



Year 9

This document provides information about the curriculum that Year 9 students will be studying in Terms 3 and 4.

Homework: Parents can view students' homework via the Satchel:One platform. If you are having problems accessing this please contact admin@rednockschool.org.uk

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](#)

English

In Term 3, students will study a range of Gothic extracts focused on how the genre takes advantage of societal fears. Students will read extracts ranging from 'Dracula' to 'Frankenstein' to 'Twilight' in order to consider how attitudes towards the Gothic have changed over time. As students move into Term 4 they will then begin a rhetoric unit with a focus on Black Lives Matter. They will explore a variety of speeches before writing their own persuasive piece about societal injustice.

Enrichment Opportunities:

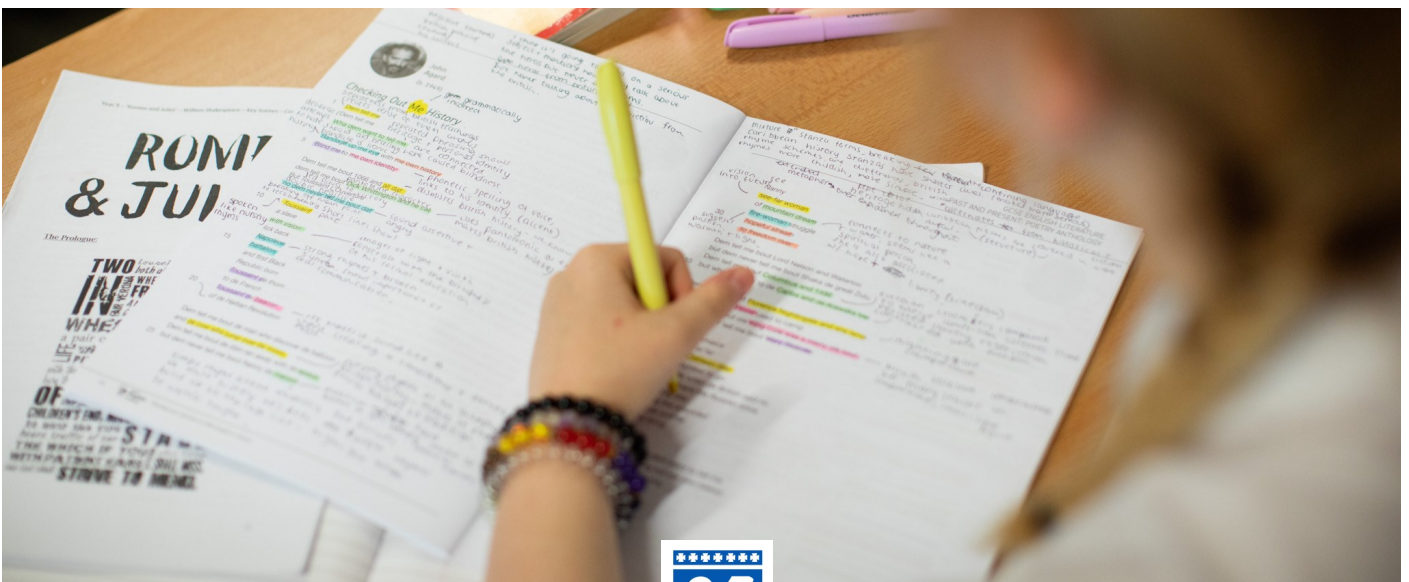
- A Key Stage 3 Book Club will be running on a Tuesday A lunchtime. This club encourages students to share their thoughts and opinions on a wide range of literature.
- Dyslexia drop in with Mr Luke is available on Friday lunchtimes.

Accelerated Reader

Students will be continuing the Accelerated Reader programme. They have now sat two Star Reader tests to assess their current reading levels. 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 our Star Reader tests to inform our continuation of literacy based interventions that include 'Fresh Start' phonics work. Any intervention of this kind will be communicated to parents.

- The Key Stage 3 Book Club will be running on a Tuesday A lunchtime.



Maths

In Terms 3 and 4, students continue to follow the [White Rose](#) scheme of learning which includes the topics listed below. Students will complete several end of topic 20 mark assessments, as well as a longer end of spring term assessment, during Term 4. There will be a variety of homework tasks set, using online websites, as well as worksheets, and most tasks will be a revision or consolidation of earlier learning.

- Week 1: Three dimensional shapes
- Weeks 2-4: Constructions and congruency
- Week 5-6: Numbers
- Week 7-8: Using percentages
- Weeks 9-10: Maths and Money

Learning support materials - This [link](#) will take you to a set of presentations that will support your child's learning with each of the topics studied.

Science

In science we will be exploring some physics topics in Term 3 and 4. This will involve looking at the scientific ideas around speed and energy costs. We will also be assessing students' skills through two skills development assignments. In Term 4, we continue our physics studies and will conduct an investigation into sound. In addition, we will complete a biology topic looking at the idea of interdependence. There will be a further skills development assignment in addition to an end of term test that assesses the scientific content covered.

History

In Terms 3 and 4, students will continue to study the overall Year 9 theme of 'Shaping the Nation'. At the end of Term 2, students will have completed their study of World War One, which will now be followed by a study of the inter war years, looking at the key changes that took place in both Britain and Germany with a view to understanding the causes of World War Two. World War Two is then studied by looking at a series of key events that shaped the direction of the war, such as the Battle of Britain and the German invasion of the USSR, culminating in a consideration of how the war ended with the dropping of the atomic bombs on Japan. As well as these important world events, students will have the opportunity to look at the impact of the war on Dursley and its people.

The historical skills of causation and significance will be covered in this topic and there will be an assessed piece of work looking at the skill of historical source analysis early in Term 4.

Homework will continue to support the learning in the classroom and to support the development of literacy, with a range of tasks related to various important events of the period, such as a case study of the Berlin Olympics of 1936.



Geography

During Term 3, students will study the newly designed module considering the Geography of Disease. Lessons will consider why some places are more at risk from disease than others; how climate and physical geography works alongside a lack of development to conspire against certain areas in the world. Steps that can be taken to address these issues will also be considered. The Geographic Information System (GIS) is used to map some of these factors. An assessment investigating malaria draws many of these ideas together. Covid is also put under the microscope as students will consider how the world responded to this pandemic. Term 4 continues with another look at environments at risk due to human behaviour and choices. Plastics in the oceans has been quite a vogue topic recently. Although we don't live near the sea we are all connected to the problem with the amount of plastic rubbish we create and we can all be part of the solution. Several of the Sustainable Development Goals (SDGs) have themes that can be linked and highlighted e.g. Climate, Life in the Sea, Life on Land, Sustainable Communities. This module highlights the need to look at the way we use resources to ensure that we are adopting a more sustainable approach. Some of the issues can be quite emotive, films like 'Seaspiracy' have recently split opinions on how some of these issues are dealt with. However, at the end of this unit, Year 9 students will have the subject knowledge to explore and discuss these issues in detail.

Homework will continue to focus on key spellings, definitions and the context of subject specific vocabulary. Opportunities for students to consider how they could be linked to efforts to reduce global suffering from disease will be made possible. Students will also be briefed about GCSE Geography as an option choice ready for this process.

Philosophy & Ethics

In Terms 3 and 4, students will continue to study the unit on 'Contemporary issues in British society'. In this topic 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 class debates in this unit in order to help support verbal 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.

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, mostly using the website [Memrise](#).

(*Students who have shown an aptitude for and a commitment to learning languages in Years 8 and 9 have the option of choosing to start a GCSE in Year 10 in a language they have not studied in Year 8 & 9. This should be in agreement with their current class teacher.)



Design & Technology (DT)

This term, students will complete the third and fourth modules from the carousel.

In food, depending on which module they are studying, students will study 'Cooking for Others' where students learn how to plan and cook for a range of specialised diets and occasions or 'The Business of Food' which introduces students to the world of Hospitality and Catering.

In DT students will be making at least one of the following products: a mug hug, pewter key ring, tealight holder or a festival item. At the end of the academic year and upon completion of the DT carousel, students will have had the opportunity to make all products. During lessons, students will conduct practical work to produce a range of practical outcomes demonstrating a variety of skills using different materials.

Physical Education (PE)

In Terms 3 and 4, 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 in Football, Basketball and Fitness for the boys and Badminton, Netball, Fitness and Football for the girls.

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 others' performance using a variety of assessment techniques. In fitness lessons students will develop and carry out their own and others' planned fitness programmes considering development of key components of fitness.

Year 9 Sports Clubs:

- Monday Afterschool: Table Tennis Club - Girls and Boys (open to all year groups)
- Tuesday Afterschool: Fitness Club / Just dance (open to all year groups)
- Wednesday Lunchtime: Badminton - Girls and Boys (KS3 only)
- Wednesday afterschool: Football Club - Girls (Years 8 - 11)
- Thursday afterschool: Football Club - Boys (Year 9)
- Thursday afterschool: Trampolining - Girls (Years 9 - 11)

Skills

In Term 3, the IMATTER value of 'motivated' is explored. Students review the skills and attributes needed for a variety of careers in tandem with the Key Stage 4 options process. Term 4 focuses on the value of 'awareness' where students will cover relationship and sex education lessons with a focus on sexual health.



Art

Students will study one main project throughout the year, the theme is Urban Art. Students will study painting and 3D clay modelling. They will explore a range of Urban Artists 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 involve photography and artist research.

Drama

Students will explore the play "Noughts and Crosses" and explore themes of prejudice and discrimination. They will use the script to support their understanding of theatre for change as well as social and issue theatre. These areas will allow the students to create a performance to show how they have explored and understood the themes of the play.

Homework will be set once a term and will continue to support the learning in the classroom.

Clubs:

- Peter Pan rehearsals every Wednesday after school 3- 4:30pm in 132
- Props club- every Friday lunchtime in 132
- Dance club every Thursday after school 3- 4pm in 132

Computer Science

In Term 3, students will be introduced to data science, and by the end of the unit they will know how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, students will go through the steps of the investigative cycle to try to solve a problem in the school using data.

The Term 4 unit, develops students' programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, students will get acquainted with a host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world. In the process, they will refresh their Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. In the second half of the unit, students will work in pairs to build a physical computing project. They will be required to select and design their project purposefully, apply what they have learnt by building a prototype, and keep a structured diary throughout the process.

Music

Year 9 students will be studying jazz for both Terms 3 & 4. All students will learn about the development of jazz and the various styles. In Term 3 students will be taught a simple pentatonic melody to be performed in time with a backing track. Listening and performing skills are developed as would be the same for any topic however, there is a continued emphasis on learning rhythmic patterns by ear and improvisation.

Paired improvisation using a 'call and response' technique is our starting point. Once students are more confident they can then attempt to improvise jazz patterns on their own as a soloist. The development of jazz patterns, use of modal harmony and stylistic playing is taught and further explored in Term 4.

The impact of Jamie Cullum on the music industry is researched and consolidated in the form of a quiz set for homework.

