

# Y9 Curriculum Guide



Traditional Values • Contemporary Aspirations • Creative Curiosity

# MALET LAMBERT

# Introduction

## Curriculum

At Malet Lambert the curriculum we offer aims to ensure knowledge, creativity, skills and learner success throughout the key stages. Our core purpose is to provide a positive educational experience for all our students. We adapt the curriculum to suit the needs of each learner to enable access and achievement for all. We ensure a strong focus on the skills required for the demands of the new GCSE and vocational qualifications and proudly use our state-of-the-art building to deliver our curriculum. We offer a wide range of courses at all levels to prepare students for for the new GCSE examinations in 2018 and further study at sixth form and beyond.

## Year 9

Malet Lambert offers Year 9 students a broad and balanced range of subjects to develop students' subject knowledge and key learning skills. Students will develop independent learning, thinking skills, creativity and learner resilience through a variety of subjects and topics. Our learners gain the competences required to prepare them for the future GCSE and vocational curriculum requirements. Students also learn about the personal and social issues which challenge them as young adults in today's society.

## Staff Contacts:

ENGLISH	Mr C Berry
MATHS	Mr S Allenby
ART	Mr S Cook
COMPUTING	Mr P Bell
DRAMA	Miss H Nickolay
GEOGRAPHY	Mr R Ness
HISTORY	Miss A Dent
MFL	Mrs C Hanmer
MUSIC	Mrs K Wilkinson
PHYSICAL EDUCATION	Mr A Ripley
PSHE & BRITISH VALUES	Miss V Walker
RELIGIOUS EDUCATION	Mrs N Warsop
SCIENCE	Mrs J Lawrence
TECHNOLOGY	Mrs L Field



# English

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Unknown: 'The beauty of the world lies in the diversity of its people'	Terry Pratchett: 'People think that stories are shaped by people. In fact it's the other way around'	Pablo Picasso: 'Every child is an artist. The problem is how to remain an artist once we grow up'
Autumn 1: Novel: Of Mice and Men /The Hunger Games <i>Pupils will study: A seminal American literary text/dystopian novel in depth and use it to cover elements of SPaG and to understand characters, settings and other cultures.</i>	Spring 1: Moving Image <i>Pupils will study: A range of writing techniques using moving images as inspiration to help prepare students for the writing elements in years 10 and 11. This unit will also involve enhancing SPAG skills.</i>	Summer 1: Re-creation <i>Pupils will study: A range of writing techniques using fiction and non-fiction texts as stimulus.</i>
Autumn 2: Of Mice and Men/ Hunger Games reading skills <i>Pupils will study: How to write about a text using P.E.E.D</i>	Spring 2: Poetry <i>Pupils will study: A range of unseen poems to prepare students for the poetry element of GCSE English Literature.</i>	Summer 2: Shakespeare: Romeo and Juliet <i>Pupils will study: Romeo and Juliet with emphasis on plot, character and theme.</i>

## Main skills developed in Year 9:

- Writing, reading and speaking and listening assessment foci will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully
- Exploring layers of meaning within texts
- Integration of textual evidence
- Detailed explanations of how language is used and to what effect
- Developing vocabulary within own writing
- Understanding of social/ historical contexts of texts
- Exploring language devices used by writers
- Speaking and listening
- Variation in sentence structures
- Key literacy skills
- Developing structure within writing
- Using a range of punctuation for particular effect
- Developing different genres of writing
- Develop skills in working as part of a group, in pairs and independently

Developing a range of personal, listening and thinking skills within a variety of contexts

SPaG

## How parents can help to support their son's/daughter's learning:

- Encourage your child to complete their homework to the best of their ability
- Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Students will be set fortnightly homework tasks

## We provide the following extra-curricular clubs:

- The Creative Writing Club
- The Youth Speaks Competition
- Book Club
- Poetry competitions

If you have any queries, please contact Mr C Berry



# Maths

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Calculating	Proportional Reasoning	Conjecturing
Visualising and constructing	Pattern sniffing	Algebraic proficiency: visualising
Algebraic proficiency: tinkering	Solving equations and inequalities I	Solving equations and inequalities II
	Calculating space	Understanding risk
		Presentation of data

## Main skills developed in Year 9:

- Calculate with roots and integer indices
- Manipulate algebraic expressions by expanding the product of two binomials
- Manipulate algebraic expressions by factorising a quadratic expression of the form  $x^2 + bx + c$
- Understand and use the gradient of a straight line to solve problems
- Solve two linear simultaneous equations algebraically and graphically
- Plot and interpret graphs of quadratic functions
- Change freely between compound units
- Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle
- Solve problems involving similar shapes
- Calculate exactly with multiples of  $\pi$
- Apply Pythagoras' Theorem in two dimensions
- Use geometrical reasoning to construct simple proofs
- Use tree diagrams to list outcomes

## How parents can help to support their son's/daughter's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and calculator
- Encourage the need for meeting homework deadlines
- Encourage the need to review answers to check they are reasonable
- Encourage the need for revision to consolidate the topics taught

Students will be set weekly homework. This will be in the form of a written task or computer based task.

## The following websites can help your son/daughter's learning:

- [www.mymaths.co.uk](http://www.mymaths.co.uk) and [www.mlrevision.co.uk](http://www.mlrevision.co.uk) (your child will have their own logins)

If you have any queries, please contact Mr S Allenby



# Art & Design

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p>Expressionism: Franz Marc – Franz Marc – a look at how Marc expressed his feelings and spirituality through his work. Students learn how to draw animals in both realistic and abstracted ways. They consider the emotional impact of colour and produce their own pieces that incorporate self-expression</p>	<p>Comic Strip Conventions – the traditions of Comics and the techniques used to communicate a story. Students develop their creative skills by developing their own narratives and applying conventions to communicate these to specific audiences.</p>	<p>Personal Project – students choose and artist/ material or technique/ subject matter to look at and develop individual work. Students develop their independence and creativity within a chosen theme.</p>
<p>3-D interpretation of animals - Students extend their work on animals into three dimensions and consider form and texture within their work.</p>	<p>Superheroes – inventing a super character with a clear story and audience. Students consider the intentions of an artwork and develop ideas which clearly communicate these to a chosen audience.</p>	

## Main skills developed in Year 9:

- How to be innovative/ creative and work independently making individual, independent decisions
- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern, form and colour
- How to interpret a work of art in different ways based of cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives



- How to produce works of art which clearly communicate ideas, emotions or opinions
- How to attract/ meet the needs of different audiences

## How parents can help to support their son's/daughter's learning:

- Provide paper and materials at home so your child can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage your child to go the extra mile with presentation and creativity of homework
- Have a go yourself!

## The following websites can help your son/daughter's learning:

- [www.artchive.com](http://www.artchive.com)
- [www.tate.org.uk](http://www.tate.org.uk)

## We provide the following extra-curricular clubs:

- Weekly KS3 lunchtime art club
- Cross stitch club

If you have any queries, please contact Mr S Cook

# Computing

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Introduction to the course and organisational skills	Using email in a business context	Creating business documents using word processing software
Investigating safe working practices when using ICT in a business environment	Understanding email etiquette	Creating business documents using desktop publishing software
Designing a multimedia product for a specific purpose and audience	Creating electronic/paper-based guides for a specified audience and purpose	Data handling using database software
Data handling using spreadsheets		

## Main skills developed in Year 9:

- During this year the students will study a series of units through which the candidates will be able to show that they understand:
  - ◊ good working practices, including the organisation of files using appropriate file and directory/ folder names and the regular backing up of files
  - ◊ features of email software
  - ◊ methods of searching for information on the internet
  - ◊ methods of integrating different types of files into a document or presentation
  - ◊ how to identify the appropriate software to use for different tasks
  - ◊ methods of storing, retrieving and analysing data
- understand a range of measures to protect health and physical safety in an ICT environment
- be able to create and organise files, directories/ folders and their desktop and to understand appropriate backup strategies to protect files from loss
- understand measures to protect files from unauthorised access and modification and understand the reasons why all these measures need to be in place
- select and use tools and facilities in electronic communication software to download files/information and to send and receive email messages and attachments
- develop the ability to select and use tools and facilities in presentation software to produce a business presentation for a specific purpose



- develop the ability to select and use tools and facilities in word processing or DTP software to produce a variety of business documents
- develop the ability to select and use tools and facilities in spreadsheet software to create and use a simple business spreadsheet
- develop the ability to select and use tools and facilities in database software to enter, sort and search for information for business purposes using a realistic business database provided by the centre.

## How parents can help to support their son's/daughter's learning:

- Encourage your child to attend coursework catchup sessions to ensure deadlines are met
- Encourage your child to practice the skills they learn at home

Students will be set strict coursework deadlines for completion of tasks. Failure to meet these deadlines results in the work being set as homework over the course of the year.

## We provide the following extra-curricular clubs:

- Homework drop in sessions during lunchtimes or after school for all Year 9 students to ensure they meet the strict coursework deadlines

If you have any queries, please contact Mr P Bell

# Drama

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Scripted Drama	Backpacks & Rucksacks - Development of situations & characters	TV Drama: Soap Opera
This unit is about building students foundations as an actor by undertaking a programme of practical drama classes and working with professional scripts. This unit also allows students to experiment with design and directing, evaluating their project throughout.	Students will explore the characters and story of the play text Teechers. Emphasis will be on using Stanislavski methods along with drama strategies which include given circumstances, super objective, still image, thought tracking, Forum theatre, narrating, marking the moment and role play.	Students learn about the key features of this television drama style and explore the methods used by producers and script-writers to maintain their regular TV audience. Using these methods, students will demonstrate key drama techniques and explore social themes and issues typically presented in a "continuing drama".

## Students are developing their ability to:

- Identify how characterisation skills have been used to create the drama
- Give and accept suggestions and ideas through research and planning activities
- Use a range of voice and movement skills to create clearly-defined characters with detail and depth
- Demonstrate increased control of vocal and movement skills in the performance of their roles
- Demonstrate considered use of theatrical devices where appropriate to enhance their drama
- Refine their work in rehearsal to create dramatic contrasts which increase the impact of the drama

Each of the drama activities used offers opportunities for students to develop their teamwork, focus, energy, character, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life



## How parents can help their sons/daughters to learn in Drama:

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced
- Watch a television soap opera together and then discuss how the storylines have been created and how dramatic tension is built up and relieved
- Encourage them to see live drama – school productions and showcases, local theatre productions
- Encourage your child to participate in extra-curricular drama activities

Homework is set once every half-term: this could involve the completion of a worksheet, responding to questions or completing a task.

## The following website can help your son's/daughter's learning:

- [www.bbc.co.uk/bitesize/ks3](http://www.bbc.co.uk/bitesize/ks3)
- **See the English section – there are some useful references to Shakespeare plays.**

## We provide the following extra-curricular activities:

- KS3 Drama Club (weekly 3.15pm – 4.15pm)
- KS3 Dance Club (weekly 3.15pm – 4.15pm)
- School production (lunchtime and after-school rehearsals and some weekends)

If you have any questions, please contact Miss H Nickolay

# Geography

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p>Restless Earth</p> <p><i>Students will learn about the location of volcanoes and earthquakes and understand these are found along plate boundaries. They will learn about case studies which have had a significant impact on the environment around them and identify measures to reduce their impacts in the future.</i></p>	<p>What is Kenya like and how is it developing?</p> <p><i>Students will learn all about the physical and human features of Kenya. They will recognise differences between the UK and Kenya and understand the reasons for these differences. Students will explore the impacts of tourism in Kenya and the ways this can be managed to ensure it is sustainable for the environment and the people who live there.</i></p>	<p>2016 Olympics</p> <p><i>Students will identify Brazil and recognise its location. They will understand the impacts of hosting the Olympic Games and the conflict this has caused. Students will also learn about its legacy and the ways Brazil can use the Olympic Games as a launch pad for hosting future global events.</i></p>
	<p>Is China the next superpower?</p> <p><i>Students will recognise the importance of China on a global scale. They will understand the reasons for its development and the successes which it has created. Students will formulate an argument on the ways it is yet to develop and question its role as a global superpower.</i></p>	

## Main skills developed in Year 9:

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data

- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- Literacy and numeracy skills
- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

## How can parents help to support their son's/daughter's learning:

Please go to the Geography, History or RE sections of our website and download our humanities booklet for detailed information on how to support your child.

Students will be set fortnightly homework or longer projects which require work each week.

## The following websites can help your son/daughter's learning:

- [www.curriculumbits.com/geography/waterfalls](http://www.curriculumbits.com/geography/waterfalls)
- [www.bbc.co.uk/news](http://www.bbc.co.uk/news)
- <http://mapzone.ordnancesurvey.co.uk/mapzone>
- [www.nationalgeographic.co.uk/uk](http://www.nationalgeographic.co.uk/uk)
- [www.thisishullandeastriding.co.uk/news](http://www.thisishullandeastriding.co.uk/news)

## We provide the following extra-curricular clubs/fieldwork opportunities:

- Fundraising opportunities

If you have any questions, please contact Mr R Ness



# German

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p><i>Die Medien</i> Talking about what you use computers for, talking about types of music, talking about reality TV, describing films you have seen, comparing your lifestyle with grandparents'</p>	<p><i>Die Zukunft</i> Talking about your future plans, saying why languages are important, talking about different jobs, deciding which job suits you, languages at work.</p>	<p><i>Meine Welt, Deine Welt</i> Saying what is important to you, describing the daily routine of someone in Africa, saying at what age you can do various things, future plans, talking about how environmentally friendly you are, homelessness</p>
<p><i>Cooler Schule</i> Talking about different subjects, comparing subjects, talking about the school day, talking about teachers, talking about school rules, talking about a school exchange</p>	<p><i>Die Zukunft continued</i></p>	<p><i>Leute heute</i> Saying if you get on well with your family, saying what you think of famous people, taking part in a blind date competition, describing a disastrous date, discussing characters in a TV soap opera</p>

## Main skills developed in Year 9:

- Developing a better understanding of German word order and structures, including the time/manner/place rule
- Developing a deep understanding of all tenses covered so far in KS3 – present/immediate future/perfect
- Understanding how to form imperfect tense, conditional tense and future tense
- Developing a much more individual, personal and detailed response to questions
- Developing greater independence in the language
- Laying a solid foundation for the continuation of studying the language at GCSE
- Spontaneous and natural sounding speaking using authentic expressions
- Pupils will also have access to authentic materials, stories and poems to enrich their studies of the language
- Developing a higher level of accuracy in independent work



## How parents can help to support their son's/daughter's learning:

- Encourage learning of vocabulary at home
  - Encourage use of VLE to support additional learning at home
- Students will be set weekly homework tasks which consist of learning vocabulary, reading and writing activities and preparation for assessments.

## The following websites can help your son/daughter's learning:

- [www.linguascope.com](http://www.linguascope.com)
- [www.bbc.co.uk/languages/German](http://www.bbc.co.uk/languages/German) & [bbc.co.uk/bitesize](http://bbc.co.uk/bitesize) (to prepare for GCSE)

## We provide the following extra-curricular clubs:

- Languages club
- Language Leaders' Award

If you have any queries, please contact Mrs C Hanmer

# History

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
	<i>Pupils investigate life in Hitler's Germany including Hitler's early life, his early days in power, his beliefs and how he treated different groups of people including the Jews.</i>	<i>A main focus is the exciting events of The Cold War including flashpoints in Berlin, Hungary, Cuba and Vietnam.</i>

## Main skills developed in Year 9:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

## How can parents help to support their son's/daughter's learning:

Please go to the Geography, History or RE sections of our website and download our humanities booklet for detailed information on how to support your child.

Students will be set weekly short homework or longer projects which require work each week.

## The following websites can help your son/daughter's learning:

- [www.bbc.co.uk/history](http://www.bbc.co.uk/history)
- [www.nationalarchives.gov.uk/education](http://www.nationalarchives.gov.uk/education)
- [www.historyonthenet.com](http://www.historyonthenet.com)
- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

## We provide the following extra-curricular opportunities:

- The Imperial War Museum, Manchester

If you have any queries please contact Miss A Dent



# Music

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p>Popular Music</p> <p><i>Pupils will develop performance, composition and listening skills while exploring the history and musical characteristics of popular music. They will have the opportunity to listen to, discuss and perform music from a range of popular genre and will be given an element of choice in the material covered.</i></p>	<p>Music Technology</p> <p><i>During this unit pupils will learn about the technology used within the music industry, exploring how technology can be used to support the work of musicians. They will develop performances and compositions using a range of different technology in the classroom.</i></p>	<p>Music for Film and Television</p> <p><i>Pupils will explore the longstanding links between music and the silver screen. They will investigate how the cinema experience is enhanced through effective use of music and sound effects, and will explore a range of music from different film genres through listening and performance.</i></p>

## Main skills and understanding developed in Year 9:

- Advanced performance – instrumental, vocal, solo and ensemble, developing an individual style
- Advanced composition – developing creativity and innovation through song writing and composing with technology
- Listening, analysis, and discussion – developing and communicating reasoned opinions about music from a range of genres
- The development of sound recording
- Music technology, including DJ technology
- Vocational links within the music industry
- Career pathways
- Links between music, film, television and advertising

Pupils will complete at least one homework activity every half term, linked to the unit of study for each term

## How parents can help to support their son's/daughter's learning:

- Encourage participation in extra-curricular activities
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor the completion of homework activities

## The following websites can help your son/daughter's learning:

- [www.musiceducationuk.com](http://www.musiceducationuk.com)
- [www.musicteachersgames.com](http://www.musicteachersgames.com)
- [www.whymusicmatters.org](http://www.whymusicmatters.org)

## We provide the following extra-curricular clubs:

- Choir
- Wind Band
- Percussion Ensemble
- String Group
- Guitar Jam Club
- Keyboard Club
- Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply)

If you have any queries, please contact Mrs K Wilkinson



# Physical Education

## Units taught in Year 9:

Over the school year we will cover the following sports, dependent on gender. Each term, we will focus on improving the necessary skills needed to perform well and progress in that type of sport, along with general fitness and stamina training, and healthy living awareness.

The department chooses to offer a wide variety of activities to ensure that students are challenged to develop a diverse skill set. During lessons, practical skills are backed up with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

## Boys

AUTUMN	SPRING	SUMMER
Rugby, Football, Badminton, Fitness, Gymnastics, Leadership		Cricket, Athletics, Softball

## Girls

AUTUMN	SPRING	SUMMER
Netball, Badminton, Hockey, Fitness, Gymnastics, Dance		Rounders, Athletics

## Main skills developed in Year 9:

- Advanced motor skills
- Techniques from a variety of sporting activities
- Leadership/Coaching
- Officiating
- Use of ICT in PE
- Analysing skills of peers and themselves
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan

## How parents can help to support their son's/daughter's learning:

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

## The following websites can help your son/daughter's learning:

- Relevant National Governing body websites e.g. [www.thefa.com](http://www.thefa.com)
- [www.bbc.co.uk/schools/gcsebitesize/pe](http://www.bbc.co.uk/schools/gcsebitesize/pe)
- Follow the PE twitter account for updates from the PE Department @maletlambertpe
- [www.teachpe.com](http://www.teachpe.com)

We provide a very extensive extra-curricular programme, please see the extra-curricular timetable for more information.

If you have any queries, please contact Mr A Ripley



# PSHE

PSHE and SMSC will be taught over six 'Enrichment Days' throughout the year. Students will be able to engage in exciting, inspiring and motivating workshops and activities.

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
<p>Enterprise</p> <p><i>Variety of problem solving, team building and solution focused activities.</i></p>	<p>Politics</p> <p><i>With a focus on the upcoming General Election. Exploring questions such as What is Government? How is it run?</i></p>	<p>Citizenship</p> <p><i>How to be a positive member of society and our impact locally, nationally and globally.</i></p>
<p>Careers</p> <p><i>A focus on the future and what pupils can do after they finish secondary school.</i></p>	<p>Healthy Lifestyles</p> <p><i>Looking at mental health and how to stay mentally healthy.</i></p>	
<p>Sex and Relationship Education</p> <p><i>Sexual exploitation and contraception.</i></p>	<p>Body Image</p> <p><i>How to develop a positive body image and boost self-esteem.</i></p>	

## Main skills developed in Year 9:

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing



## How can parents help to support their son/daughter's learning:

- Encourage discussions about local and national issues with your son/daughter.

Students will be set short homeworks to complete research work related to issues studied during the lesson.

## The following websites can help your son/daughter's learning:

- [www.drinksense.org](http://www.drinksense.org)
- [www.talktofrank.com](http://www.talktofrank.com)
- [www.samaritans.org](http://www.samaritans.org)
- [www.rethink.org](http://www.rethink.org)
- [www.cluedupinhull.com](http://www.cluedupinhull.com)
- [www.thesite.org](http://www.thesite.org)
- [www.anred.com](http://www.anred.com)
- [www.b-eat.co.uk](http://www.b-eat.co.uk)

## We provide the following extra-curricular clubs/fieldwork opportunities:

- Hull Youth Parliament
- Chinese New Year and European Day of Languages

If you have any queries please contact Miss V Walker

# Religious Education

## Units taught in Year 9:

AUTUMN	SPRING	SUMMER
Should God say sorry?	What are ethical issues? (part 2)	How does extremism affect our world?
What are ethical issues? (part 1)	What does it mean to be British?	Preparation for GCSE Philosophy and Ethics.

## Main skills developed in Year 9:

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills

## How can parents help to support their son/daughter's learning:

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others

Students will be set homework on a regular basis to extend their learning. This might include short weekly tasks or longer projects which require work each week.

## The following websites can help your son/daughter's learning:

- [www.reonline.org.uk/ks3](http://www.reonline.org.uk/ks3)
- [www.bbc.co.uk/schools/websites/11\\_16/site/re.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml)
- [www.religiouseducation.co.uk](http://www.religiouseducation.co.uk)

## We provide the following extra-curricular clubs/fieldwork opportunities:

- Year 9 Homework club

If you have any queries please contact Mrs N Warsop

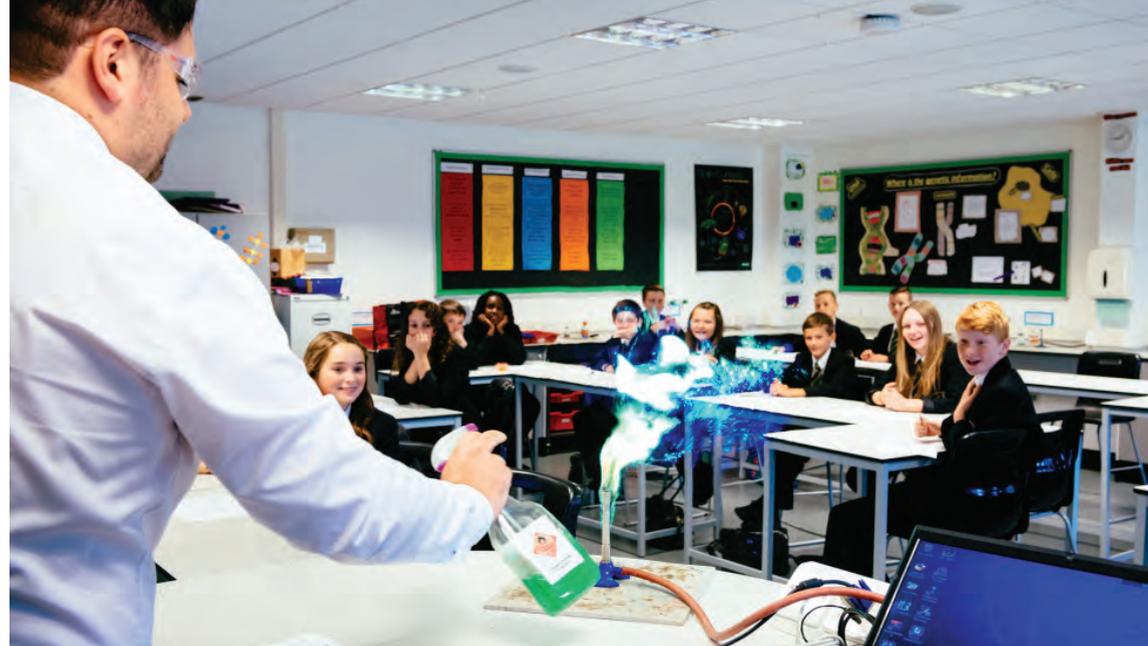


# Science

## Units taught in Year 9:

### Topics are taught on rotation throughout the year

<p>Genetics and evolution – students will learn the differences between species and the types and causes of variation. They will learn how features are inherited and how adaptations help species to survive.</p>	<p>Reactions – students will learn about the reactivity of different elements and the differences between physical and chemical reactions. They will also cover combustion and exothermic and endothermic reactions..</p>	<p>Lever, moments and pressure – students will learn how levers work by using the equation to calculate a moment, they will look at pressure and how to calculate it and also how it changes in liquids.</p>
<p>Crest awards – pupils will take part in a crest award, the award is designed to develop key skills and promote collaboration, based around project work and is recognised by colleges and UCAS.</p>	<p>Bridging units – these will ensure all knowledge and skills are in place ready for KS4</p>	



## Main skills developed in Year 9:

- How to work safely within a Science lab
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key vocabulary

## How can parents help to support their son/daughter's learning:

- Discuss science related topics in everyday situations
- Encourage your child to work out answers for themselves
- Talk to your child about what they have learnt in school
- Encourage questioning of things they hear or are interested in

Students will be set homework tasks through each topic they follow.

## The following websites can help your son/daughter's learning:

- [www.bbc.co.uk/bitesize/ks3/science/](http://www.bbc.co.uk/bitesize/ks3/science/)
- [lgfl.skool.co.uk](http://lgfl.skool.co.uk)

If you have any queries, please contact Mrs J Lawrence

# Technology

## Units taught in Year 9:

Students experience the different areas of Technology on a rotation throughout the year. Each term they will study two different Technology areas.

AUTUMN	SPRING	SUMMER
<p><b>Textiles</b></p> <p>Students undertake a design and make product and produce a reuseable shopping bag. Students build on embellishment techniques learnt in year 8.</p>		
<p><b>Food Technology</b></p> <p>Students complete a design and make project based on world foods. Students learn about the origins of food ingredients and foods from different countries of the world. Dishes include; Pizza from Italy, Stir Fry from China and fajitas from Mexico</p>		
<p><b>Graphics</b></p> <p>In Year 9, students completes a series of design and makes mini projects. The first project is based on Hull City of Culture. Students produce a sticker to advertise the event. They then produce a range of accompanying merchandise.</p>		
<p><b>Resistant Materials</b></p> <p>Students produce a night light that incorporates a simple electronic circuit. Students learn how to produce a quality finished product.</p>		



## Main skills developed in Year 9:

- Using a range of machinery to aid in the production of practical outcomes
- Researching existing products to provide knowledge and inspiration
- Developing design skills to prepare students for the demands of KS4 controlled assessment
- Plan and use techniques more independently to produce more individual outcomes
- Developing key vocabulary
- Talking and listening – peer and self-assessment

## How parents can help to support their son's/daughter's learning:

- Purchasing ingredients for Food Technology practical lessons
- Discussing the projects at home and their options choices in regard to technology and careers
- Using time on holiday and weekends to visit exhibitions and galleries, enabling them to experience design and careers in the outside world

Students will be set homework fortnightly in most of the Technology subjects

## The following websites can help your son/daughter's learning:

- **Technology student**

## We provide the following extra-curricular clubs:

- Key stage 3 Textiles Club
- Key stage 3 Design Club in summer terms
- Key Stage 3 Cookery Club

If you have any queries, please contact Mrs L Field





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