



# MALET LAMBERT

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY



## CURRICULUM GUIDE 2023/24


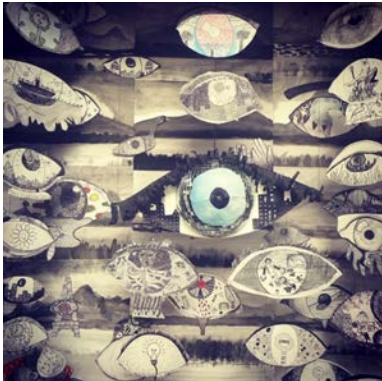

# Year 9

# Year 9 Subjects

Art.....	3
Computing.....	5
Design & Technology.....	7
Drama.....	9
English.....	11
Geography.....	13
History.....	16
Mathematics.....	18
MFL - French.....	20
MFL - Spanish.....	22
Music.....	24
Personal, Social, Health & Economic Education (PSHE), Relationships and Sex Education (RSE).....	25
Physical Education.....	27
Religious Studies.....	28
Science.....	29

# Art

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><b><u>Birds with issues</u></b></p> <p>They create a series of observational drawings in a range of materials. They compare the outcomes with the artist's work to develop upon their own empathy and reflective skills.</p> <p>They will revisit the formal elements to produce a series of experimental drawings of birds</p> <p>They will research intocurrent affair issues that are of importance to them. They will look at the context of how artists answer and investigate current affair issues within their work.</p> 	<p><b><u>Surrealism</u></b> - pupils develop work based on the Surrealist art movement which explores how artists such as Salvador Dali and Rene Magritte used dreams and nightmares from the subconscious to create artwork in 2D and 3D. Pupils will develop ideas using stimulus from the real world in the mediums of drawing and painting, developing them into a 'beyond real' format.</p> 	<p><b><u>Jon burgerman and Keith Haring</u></b></p> <p>Illustration and commissions. Looking at the role of drawing in society and product design. How artists transfer their talent into a career.</p> <p>What do artists do all day? The importance of drawing and how to nurture creativity in individuals.</p> 

## Main skills developed in Year 9

- 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 and colour
- How to interpret a work of art in different ways based on 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 a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience

## How parents can help to support their child's learning

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries/ programmes relating to art history/ practice
- Have a go yourself!

# Computing

---

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
Pre-production skills	Online Safety	Text Based Programming
User Interface Design	Modelling	Digital Image Editing
Computer Science		

## Main skills developed in Year 9

During this year the students will study a series of units through which they 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
- How digital graphics are used in the real world in a variety of environments and contexts
- The difference between vector and bitmap graphics and the advantages and disadvantages of each
- How to interpret a client brief
- How to plan a range of digital graphics for specific purposes
- How to use a range of tools and techniques in graphics / image editing software such as Fireworks and Photoshop
- How to use a variety of advanced formulas to process data and make decisions.
- How to use iteration to make more advanced and efficient text-based algorithms.

## How parents can help to support their child's learning

Encourage practicing the skills they learn at school with particular attention to learning to program in different languages by downloading and installing the relevant software which is freely available at no charge. Students will be given the links to the sites where they can find the software for free.

Students will be set homework activities for longer projects which require work to be produced and used in the following lessons.

## SMSC and British Values

In KS3 SMSC is addressed through a range of units each year. Each year has a dedicated online safety unit which covers appropriate content to ensure students develop safe practices for using technology and the internet. Through-out a students time in KS3 they will learn about specific computing related legislation, and how technology is changing communities, and society as a whole. There will be opportunities to discuss and working collaboratively in person and using technology to develop socially.

In GCSE Computer Science, SMSC is addressed in the Legal & Ethical unit. Students will learn about, and discuss a wide range of topics surrounding how computers impact society, moral implications of the use of technology, and how technology is changing communities around the world. Topics discussed include: technology's impact on communication, the moral and ethical implications of artificial intelligence, and the technology's impact on community both in the real world and online. Students study computing related legislation including the Copyright, Designs, and Patent Act, The Data Protection Act (2018), and The Computer Misuse Act, and how to use computers legally and responsibly.

# Design & Technology

## Units taught in Year 9

Pupils will study 4 units of work across 3 rotations in Design & Technology throughout the year.

### Year 9 Units

#### Design & Technology - Food

Year 9 Food Technology aims to provide pupils with a solid foundation for continuing food studies into Year 10 and 11 (GCSE Food Preparation and Nutrition). Pupils will develop scientific awareness of ingredients and challenge themselves to make highly skilled and adapted dishes to suit a variety of dietary needs. Pupils are encouraged to justify their ingredient choices demonstrating their knowledge of nutrition, social, moral, cultural and environmental issues. Pupils will make a pasta bake, healthy curry, potato gratin and chocolate chip cookies. They will develop their practical skills learning how to make fresh pasta. Food science continues to be a key focus. Pupils learn about gelatinisation, gluten formation and caramelisation

#### Design & Technology - Paper and Board

Pupils will develop knowledge of the paper and board material area, including where this material comes from, how it is processed, and its stock forms and common uses. This will lead into a packaging analysis task, discussing what is essential or desirable to include on packaging, before pupils produce their own brand and creative packaging design ideas.

#### Design & Technology - Textiles (Smart and Modern Materials)

Pupils will progress their textiles knowledge by exploring how we turn fibres into fabrics, how they are manipulated to join, stiffen, or decorate. Pupils will use practical skills to support their learning through a variety of techniques and processes, including dyeing and print techniques. Pupils will also gain an understanding of smart and modern materials and their applications in various products.

#### Design & Technology - Iterative Design

Pupils will develop their previous learning from KS3 D&T by consolidating it with core D&T principles including identifying design problems and developing design solutions, consideration of primary user needs and stakeholder wants, and development of specifications. Pupils will then be able to develop their own design ideas, making further progress with technical drawing skills and design presentation, before expanding upon their familiarity of standard and electronic components and skills in soldering, to produce a functioning speaker. Pupils will also revisit CAD design skills using computer software, in the manufacture of their product.

## Main skills developed in Year 9

- The ability to make conscious health and safety choices to keep themselves and others safe.
- Using choice in the development of a product.
- Development of electronic skills.
- Developing an awareness of material suitability and product applications.
- Self and peer reflection and evaluation skills.
- Design and analysis skills.
- Developing key vocabulary and technical terminology.



## How parents can help to support their child's learning

- Purchasing ingredients for Food Technology practical lessons.
- Supporting pupils with the completion of homework tasks.
- Ensuring pupils follow the health and safety contract.
- Taking an interest in the projects they are involved in, by discussing school work at home.





# Drama

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<b>DNA- Interpreting Text</b>	<b>London Riots &amp; Frantic Assembly</b>	<b>Missing Dan Nolan &amp; Process Drama</b>
Pupils will explore the mysterious and dramatic playtext DNA by Dennis Kelly. They will extend their knowledge of acting through delving into the minds, feelings and experiences of the characters. They will also then explore the play from the point of view of a designer, including: lighting design, sound design, costume and make-up design, and set design.	This term students will apply their knowledge of historical events and theatrical style. Pupils will focus on creating a performance based on the real events of the London Riots. They will explore Verbatim Theatre, as well as the physical theatre techniques of innovative theatre company Frantic Assembly. Pupils will then create their own pieces based on the London Riots, using the methodologies of Frantic Assembly	Students will be given the opportunity to truly exercise their creative and performance skills. They will read and explore the Theatre-in-Education play Missing Dan Nolan, which is a true story of a teenager who goes missing. In the second-half term they will use this story to inspire their ideas for their own a fictional character who goes missing, and will develop their own performances based on the character they have created.

## Main skills developed in Year 9

- Refine their performance skills by participating in practical exercises responsibly and confidently and collaborating with their peers
  - Experiment in drama activities using their imagination and creative skills to develop thought-provoking performance pieces
  - Explore more advanced and abstract styles to further understand the impact and meaning behind creative work
  - Critically reflect on their own and others work by identifying successes and areas for improvement
- Drama activities will continue to develop their teamwork, imagination and trust. Activities will begin to allow students to develop the independence, maturity and confidence required to progress into higher level education, they will practise how to learn and explore social concepts effectively: all of these are essential to future successes for life.

## How parents can help to support their child's learning

- 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 film 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 extracurricular drama activities

# SMSC and British Values

In drama, we support pupils to:

- Develop their skills in: collaboration, communication, concentration, confidence and creativity
- Develop their emotional intelligence and empathy skills
- Develop their independence and self-management skills
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school community and beyond
- Develop their appreciation of and respect for their own and other cultures, through the exploration of drama from different genres and culture

# English

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>WRITING: Iconoclastic writing</p> <p>Write a speech expressing your viewpoint</p>	<p>WRITING: Moving Image and structure</p> <p>A descriptive piece of writing focusing on structural techniques</p>	<p>WRITING: Dystopian Fiction</p> <p>A narrative piece of writing in a dystopian setting</p>
<p>READING: Of Mice and Men</p> <p>An evaluative question based on a statement about the novel</p>	<p>READING: Unseen Poetry</p> <p>A question on an unseen poem</p>	<p>READING: Romeo &amp; Juliet (Shakespeare)</p> <p>An extract from the play based on a theme/character leading into a whole text question</p>

## 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 child's learning**

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the 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 weekly homework tasks.

# Geography

## Units taught in Year 9

AUTUMN		SPRING	
<p><b>Unit 1</b> <b>Tectonic Process</b></p> <p>Pupils will investigate the structure of the Earth and geological activity to understand how these processes impact people who live in tectonically active zones. Pupils will study risk and vulnerability by exploring and comparing tectonic hazards in countries of differing levels of development</p>	<p><b>Unit 2</b> <b>How should we eat?</b></p> <p>In this unit pupils will be reintroduced to sustainability and discover how the choices they make will have an impact on the world we live in. The topic will investigate the history of food and settlements. They will assess the problems associated with intensive agriculture and how solutions such as lab grown meat may be on the horizon.</p>	<p><b>Unit 3</b> <b>Should China be building African railways?</b></p> <p>In this development and globalisation topic, pupils will study the links between Africa and Asia starting with their shared history through to their current debts. It will look at the positives and negatives of bottom-up and top-down projects.</p>	<p><b>Unit 4</b> <b>Are tourists the biggest threat to glaciers?</b></p> <p>Students will identify the features of glaciers and investigate case studies. This topic will give the pupils an opportunity to go on a virtual glacier tour in places such as the Alps and South America. This unit will build on decision making skills to ultimately answer this fertile question.</p>
SUMMER			
<p><b>Unit 5</b> <b>How should East Yorkshire Power the UK</b></p> <p>This sustainability topic puts East Yorkshire on the map when it comes to sustainable energy. This topic will look at non-renewable energy such as oil and gas in the North Sea and the BP Saltend Gas terminal and contrast it with renewable energy such as the Hornsea wind farm. This unit is incredibly relevant to our pupils and links to local careers.</p>	<p><b>Unit 6</b> <b>Which factors explain patterns of migration in the Middle East and North Africa?</b></p> <p>This topic focuses on inequality and development in this controversial region. Pupils will look at the factors that influence population distribution and how this leads to variation in wealth and quality of life. This topic will build on the understanding of the factors that influence migration such as conflict, climate change and political pressures.</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
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to 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 parents can help to support their child's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit areas of geographical interest such as coasts and upland areas and discuss their formation
- Encourage your child to make sustainable decisions about transportation, food and shopping

## SMSC and British Values

Spiritual development within Geography involves students being encouraged to explore sexism, racism and discrimination through the discussion of development and inequality. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in Geography with regards to how governmental or industrial activities impact on residents, employees and the environment. Students are encouraged to explore these concepts and challenge actions that should be taken. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Geography involves students being required to evaluate, comment upon and discuss various moral issues relating to physical processes and human practices. They will do this through the use of observations, gathering of information and studying these processes in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to controversial issues in order to make valid judgments. Students spend a large proportion of the course investigating social, economic and environmental impacts and come up with solutions on how they can be managed sustainably. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development within Geography involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact the human and physical world. Throughout the

curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Geography involves students being given the chance to look at the changes within society and how they may impact on different cultures. Students are encouraged to explore the impact of migration within the UK and elsewhere in the world and the impact this has on culture.

# History

## History Themes - BIG STORIES that we develop throughout KS3:

- Power and control
- Lives of ordinary people
- History that is local to us in Hull
- Britain's place in the world

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><b>Why did the Great Powers of the world fall into war in 1914?</b></p> <ul style="list-style-type: none"> <li>- Retrieval of Y7 key knowledge and skills</li> <li>- What caused the First World War?</li> <li>- Propaganda and Recruitment</li> <li>- Fighting on the Western Front</li> <li>- Surviving on the Western Front</li> <li>- Animals of WWI</li> <li>- Empire soldiers</li> <li>- DORA - controlling the British public and the Homefront</li> <li>- Hull and WWI - Jack Harrison VC</li> <li>- Interpretations of Sir Douglas Haig</li> </ul>	<p><b>How and why was the Holocaust allowed to happen?</b></p> <ul style="list-style-type: none"> <li>- Jewish communities in Europe before 1933</li> <li>- Prejudice towards Jews</li> <li>- Nazi persecution 1933-38 and the changing lives of minority groups</li> <li>- Impact of Kristallnacht</li> <li>- Impact of WWII on Nazi racial policy</li> <li>- The ghettos &amp; analysis of the film 'The Pianist'</li> <li>- The 'Holocaust by bullets' in the East</li> <li>- The Final Solution</li> <li>- Jewish resistance</li> <li>- Global Community - attempts to bring justice post-war.</li> </ul>	<p><b>How and why has the World changed since 1939?</b></p> <p><u><b>Is the world a better place?</b></u></p> <ul style="list-style-type: none"> <li>- Establishment of the NHS 1940s</li> <li>- End of empire</li> <li>- The continued fight for equal rights.</li> <li>- Case Study: strikes at the Ford Factory and the Equal Pay Act</li> <li>- Case Studies: Strikes and disruption 1970s and 1980s;</li> <li>- Use of the media to bring about change; Death penalty; abortion and homosexuality.</li> <li>- The creation and impact of the Internet</li> <li>- The world today - have we learned from the past?</li> </ul>
<p><b>Why didn't peace break out after 1918?</b></p> <ul style="list-style-type: none"> <li>- Impact of Treaty of Versailles</li> <li>- Failure of the League of Nations</li> <li>- Rise of extremism and dictatorship 1920s and 1930s</li> <li>- Hitler's early life and radicalisation</li> <li>- Munich Putsch 1923</li> <li>- Impact of the Wall St Crash 1929</li> <li>- Hitler becomes Chancellor 1933</li> <li>- Nazi control &amp; police state</li> <li>- Britain and fascism in the 1930s</li> </ul>	<p><b>How and why has the World changed since 1939?</b></p> <p><u><b>Is the world a better place?</b></u></p> <p><b>Focus: Conflict</b></p> <ul style="list-style-type: none"> <li>- Conflicting ideologies pre-WWII</li> <li>- Significance of the dropping of the atomic bombs</li> <li>- Post WWII: The Iron Curtain</li> <li>- Korean War and escalation 1950s</li> <li>- Berlin Wall</li> <li>- Cuba 1962</li> <li>- Assassination of JFK</li> <li>- Conflict in Vietnam</li> <li>- End of the Soviet Union</li> </ul>	<p><b>GCSE starter unit: The Indigenous People of America and the impact of migration</b></p> <ul style="list-style-type: none"> <li>- Retrieval - building of Empire, colonial America, American independence.</li> <li>- Comparison of the American way of life with the Indigenous way of life</li> <li>- Key beliefs about politics/leadership, land, warfare, economy and nature.</li> <li>- Why American citizens began to migrate West after 1830.</li> <li>- US early policy towards the Indigenous people 1830-51</li> </ul>



	- Has the Cold War really ended? - Rise of terrorism	
--	---	--

**Main disciplinary skills developed in Year 9**

- Chronology
- Knowledge and understanding
- Explanation of causes and consequences
- Significance
- Source enquiry

Interpretations of history

# Mathematics

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><b><u>Unit 1 : Core Number</u></b></p> <p>Ordering integers, decimals and fractions            Financial Problems            Further BIDMAS            Rounding            Error Intervals and Truncation            Calculating with Indices            Estimating roots            Standard Form</p>	<p><b><u>Unit 3 : Triangles</u></b></p> <p>Pythagoras' Theorem            Trigonometry in right angles triangles</p>	<p><b><u>Unit 4: Linear Graphs</u></b></p> <p>Plotting linear graphs            Gradients            Equations of linear graphs            Parallel graphs            Perpendicular graphs            Simultaneous Equations</p>
<p><b><u>Unit 2: Core Algebra</u></b></p> <p>Algebraic Notation            Further substitution and simplifying expressions            Expanding and simplifying single, double and triple brackets a            Factorising expressions            Laws of indices            Forming and further solving linear equations            nth term of linear and quadratic sequences</p>	<p><b><u>Unit 4: Fractions, Decimals and Percentages</u></b></p> <p>Convert and order FDP            4 operations involving fractions            A quantity as a fraction or percentages of another            Percentage of an amount            Compound interest            Reverse percentages            Converting recurring decimals to fractions            Algebraic fractions</p>	<p><b><u>Unit 6: Shape and Space</u></b></p> <p>Properties of 2D/3D shapes            Plans and elevation            Angle facts            Angles in parallel lines            Angles in polygons            Bearings</p>

## Main skills developed in Year 9

Pupils will become –fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.

Pupils will be given opportunities to show they can 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.

## **How parents can help to support their child'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 for revision to consolidate the topics taught within their maths lesson

# MFL - French

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<b>L'environnement</b> <b>The environment</b>	<b>La technologie</b> <b>Technology</b>	<b>Le travail</b> <b>Jobs</b>
Describing where you live and your local area Discussing recycling Describe how your town has changed Talking about environmental problems Discussing how we can help the environment Suggesting ways to protect the planet Talking about global issues and issues facing French speaking countries Using authentic resources Using complex sentences	Talking about technology habits Giving opinions on technology Using negative expressions and describing the risks of networking sites Discussing the pros and cons of new technology and describing how you use technology in your life Discussing reasons for using social media Using two tenses together Talking about social media in the past Checking accuracy	Talking about chores and what you do to help at home Saying how much you get paid Discussing jobs and work opportunities Using future tenses to say what job you would like and why Expressing points of view Describing what you did as part of work experience Looking at CVs and job adverts Using three tenses together Consolidating grammar structures ready for GCSE

## Main skills developed in Year 9

- Key exam techniques and use of authentic texts and dialogues to prepare for GCSE
- Memory strategies to enable effective learning of the new language
- Acquiring key grammatical structures in preparation for GCSE French
- Understanding verbs endings to support their knowledge of the present, past and future tense
- Speaking and listening skills to support progression through to Key Stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the imperfect tense
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French

- Producing and understanding role-plays and photo card tasks in line with 2018 GCSE specification
- Developing key structures to allow pupils to talk about any photo

## **How parents can help to support their child's learning**

- Encourage vocabulary learning at home by using look/say, cover, write, check technique.
- Encourage the use of Linguagenut to embed topic specific vocabulary and practice listening and reading skills.
- Check pupil planners regularly to ensure you can see what their homework is in French and that this is being completed each week. Language homework is set online on [www.languagenut.com](http://www.languagenut.com) and typically consists of learning vocabulary, practicing grammar and phonics and completing short listening and reading activities.
- Using [www.wordreference.com](http://www.wordreference.com) to check any unknown words with your child.
- Encourage your child to listen to French music and watch films at home in French.

# MFL - Spanish

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<b>La tecnología</b> <b>Technology</b>	<b>El medio ambiente</b> <b>The environment</b>	<b>Los trabajos</b> <b>Jobs</b>
Revisiting the present tense Talking about technology habits Giving opinions on technology Using negative expressions and describing the risks of networking sites Discussing the pros and cons of new technology and describing how you use technology in your life Discussing reasons for using social media Using two tenses together Talking about social media in the past Checking accuracy	Describing where you live and your local area Discussing recycling Using the imperfect tense to describe how your town has changed Talking about environmental problems Discussing how we can help the environment Suggesting ways to protect the planet Talking about global issues and issues facing Hispanic countries Using authentic resources Using complex sentences	Talking about chores and what you do to help at home Saying how much you get paid Discussing jobs and work opportunities Using future tenses to say what job you would like and why Expressing points of view Describing what you did as part of work experience Looking at CVs and job adverts Using three tenses together Consolidating grammar structures ready for GCSE

## Main skills developed in Year 9

- Key exam techniques and use of authentic texts and dialogues to prepare for GCSE
- Memory strategies to enable effective learning of the new language
- Acquiring key grammatical structures in preparation for GCSE Spanish
- Understanding verbs endings to support their knowledge of the present, past and future tenses
- Speaking and listening skills to support progression through to Key Stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the imperfect tense
- Understanding translation skills into both languages (Spanish and English)

- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays and photo card tasks in line with 2018 GCSE specification
- Developing key structures to allow pupils to talk about any photo.

## **How parents can help to support their child's learning:**

- Encourage vocabulary learning at home by using look/say, cover, write, check technique.
- Encourage the use of Linguagenut to embed topic specific vocabulary and practice listening and reading skills.
- Check pupil planners regularly to ensure you can see what their homework is and that this is being completed each week. Language homework is set online on [www.languagenut.com](http://www.languagenut.com) and typically consists of learning vocabulary, practicing grammar and phonics and completing short listening and reading activities.
- Using [www.wordreference.com](http://www.wordreference.com) to check any unknown words with your child.
- Encourage your child to listen to Spanish music and watch films at home in Spanish.

# Music

---

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><b>Ostinato and Patterns</b></p> <p>Pupils will learn about ostinato, riffs, and hooks, and their role in making music memorable and popular. Pupils will listen to a wide range of music that makes use of these devices, from Classical to popular, and world examples taken from Bhangra and Gamelan music.</p>	<p><b>Musical Expression</b></p> <p>This unit will revisit and summarise some of the key learning from KS3, with a focus on the expressive potential of musical elements. Pupils will focus on musical expression in performance and composition.</p>	<p><b>Composing to a Brief</b></p> <p>Pupils will learn about music for film and television, and the requirement for many composers in the music industry to write music to a brief. Pupils will practice this skill by composing a piece of music for a specified film brief. This will be an opportunity for pupils to apply their learning about musical elements and devices from across the KS3 programme of study.</p>

## Main skills developed in Year 9

- Understanding of melodic and rhythmic devices
- Performing with confidence and with attention to musical expression
- Composing with confidence and with attention to manipulating musical elements for musical expression and purpose
- Listening critically and with insight to music from a range of genres and cultures
- Writing about and discussing music with confidence and insight, with secure use of specialist musical vocabulary and giving justified opinions

## How parents can help to support their child's learning

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

## 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). Please contact Mrs Wilkinson if your child is interested in learning to play a musical instrument**



# Personal, Social, Health & Economic Education (PSHE), Relationships and Sex Education (RSE)

From September 2020-2021 PSHE will be a timetabled lesson, delivered once a week at KS3 and once a fortnight at KS4. Lessons will allow students to synthesise what they have learnt across the subjects and develop the skills needed to put this learning into practise outside of, or beyond, school. We will focus on six main topics: identity and equality, relationships and sex education, safety offline and online, careers, health and wellbeing, and contributing to the community. This work will allow students to take ownership of their own identity or decision-making, and empower them to become leaders within the school or their local and national communities.

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><b><u>Identity and Diversity</u></b> What makes a successful local, national and global community?</p>	<p><b><u>Safety online and offline</u></b> What risks might we come across in life? What do we need to be aware of? Including exploitation, trafficking and extremism</p>	<p><b><u>Health and wellbeing</u></b> How we can maintain our physical and mental health through periods of grief, stress, and pressure, including airbrushing and addictions</p>
<p><b><u>Relationships Sex Education</u></b> Consent, preventing STIs, and the importance of using effective contraception</p>	<p><b><u>Careers</u></b> What should we expect from the job market and expectations of the workplace? Including financial management, budgets and debt</p>	<p><b><u>Contributing to our community</u></b> How could we become more involved in the community around us, including the political system and activism?</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 parents can help to support their child's learning

Encourage discussions about local and national issues with your child.

# Physical Education

---

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
Boys: Rugby, Football, Volleyball, Fitness, Table Tennis, Badminton & Handball. Girls: Netball, Football, Rugby, Fitness, Volleyball, Table Tennis and Badminton.		Boys: Cricket, Athletics, Softball Girls: Rounders, Athletics

## Main skills developed in Year 9

- Advanced motor skills
- Analysing Performance (self & peers)
- Use of ICT in PE
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of different training methods

## How parents can help to support their child'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

# Religious Studies

---

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
What are human rights? <b>Focus:</b> Beliefs, teachings and ethics	Is it ever right to take a life? <b>Focus:</b> Beliefs, teachings and ethics	Where was God? <b>Focus:</b> Bystanders, victims, perpetrators and rescuers
Why do people commit crimes? <b>Focus:</b> Beliefs, teachings and ethics	Who is right? <b>Focus:</b> Beliefs, teachings and ethics	Where was God? <b>Focus:</b> The problem of evil and responses to the Holocaust

## Main skills developed in Year 9

- Applying understanding of religious beliefs and practices of worldviews and faiths when considering philosophical and ethical questions
- Explaining the significance of religious beliefs and practices, both across the world and in modern Britain
- Identifying and explaining similarities and differences between worldviews and faiths
- Personal development - considering own beliefs and opinions, and an understanding of social, cultural and religious practices that are different from one's own.
- Empathy and respect
- Communication skills
- Literacy skills

## How parents can help to support their child'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 with others

# Science

## Units taught in Year 9

Autumn	Spring	Summer
<p><b>Cell Biology</b></p> <p>Pupils will look in depth at prokaryotic and eukaryotic cells. Pupils will then move on to look at stem cells, cell specialisation and cell differentiation. Pupils will conclude this topic by studying microscopy.</p>	<p><b>Organisation</b></p> <p>Pupils will learn about the basic organisation of the human body by studying the heart and cardiac cycle, blood vessels and the lungs. Pupils will also look at the impact of various health issues such as coronary heart disease and cancer.</p>	<p><b>Infection and Response</b></p> <p>Pupils will look at communicable diseases and the body's defences against these. Pupils will study how vaccinations can provide immunity to particular pathogens and the role of antibiotics.</p>
<p><b>Elements, Compounds and Mixtures</b></p> <p>Pupils will study particle arrangements in solids, liquids and gases, as well as how these change during changes of state. Pupils will then look at elements, compounds and mixtures and learn how substances can be separated. There is a particular focus on chromatography and how this can be used as an analysis technique.</p>	<p><b>Atomic Structure and The Periodic Table</b></p> <p>Pupils look in more depth at the structure of atoms and how our knowledge of atomic structure has developed. Pupils will compare the structure of different atoms and isotopes. Pupils will go on to look at how atomic structure is used to organise the periodic table and explain trends in specific groups on the periodic table.</p>	<p><b>Rates of Reaction</b></p> <p>Pupils will study how the rate of reaction can be investigated using different methods. Pupils will use results to calculate the average rate of reaction and explain why the rate of reaction changes over time. Pupils will also investigate factors which increase the rate of reaction and explain this using knowledge of collision theory.</p>
<p><b>The Particle Model</b></p> <p>Pupils will build upon their knowledge of the particle model and learn what causes pressure and how it can be increased or decreased.</p>	<p><b>Forces and Motion</b></p> <p>Pupils will learn about how resultant forces affect the motion of an object. They will study in detail how to investigate the elasticity of a spring, performing a range of calculations based on their results.</p>	<p><b>Space</b></p> <p>Pupils will learn about galaxies, stars, planets and moons. They will investigate how the Earth's tilt causes seasons and explain why planets have days of different lengths.</p>

## Main skills developed in Year 9

- Develop scientific thinking to understand and analyse scientific ideas
- Develop experimental skills and strategies to test a range of scientific ideas
- Analyse and evaluate scientific methods and knowledge
- Use scientific language with accuracy and precision
- Utilise a range of mathematical skills relevant to science
- Apply scientific knowledge to novel examples

## How parents can help to support their child's learning

- Discuss science related topics in the news
- Encourage pupils to look back at learning from previous topics and years (retrieval practice)
- Encourage pupils to fully engage with their regular homework activities
- Encourage pupils to use revision guides or online revision tools to support learning and revision.



## Malet Lambert

James Reckitt Avenue  
Kingston-upon-Hull  
HU8 0JD



01482 374211



[maletlambert.co.uk](http://maletlambert.co.uk)



[enquiries@maletlambert.hull.sch.uk](mailto:enquiries@maletlambert.hull.sch.uk)