

# **Year 9 Curriculum Guide 2021/22**

## Contents

Introduction	3
What is the aim of this booklet?	3
How is the Year 9 curriculum structured?	4
How much homework will be set in Year 9?	5
How will your child's progress be assessed in each subject?	6
How does self and peer assessment support your child's progress?	6
How do we track your child's progress?	6
How will you know how well your child is progressing?	7
What does the Current Grade show?	7
What is the Target Grade based upon?	7
What does the Progress Towards Target (PTT) indicator show?	7
How much progress should you expect your child to make?	7
How can you help your child's learning?	9
Key Dates	9
Subject: Art and Design	10
Subject: Creative Technology – Computing	11
Subject: Creative Technology – Food Technology	12
Subject: Creative Technology – Design Technology	13
Subject: Drama	14
Subject: English	15
Subject: French	17
Subject: Geography	19
Subject: German	21
Subject: History	23
Subject: Mathematics	25
Subject: Music	28
Subject: PE and Dance	29
Subject: Religious Studies	30
Subject: Science	32
Subject: Spanish	34
Subject: PSHE	36
The Open Learning Centre	39

## **Introduction**

Welcome to Year 9! This is a really important year in your child's learning. During the course of this year, your child will make choices about which option subjects they will want to study in Year 10 and 11. They will also receive a final end of Year 9 assessment grade in each of their subjects.

Year 9 is a time to build-on the hard work of Years 7 and 8, but with a focus on the next crucial steps in the learning journey high on the agenda, students must ensure that they achieve to the best of their ability to secure an excellent start to the next stage of their studies.

We have put together this document to enable you to support your son or daughter through this year. Please take your time to read the information and should you have any comments or feedback about this information please let us know.

Your son or daughter has access to an online planner containing useful information to support them through their studies. In terms of setting homework this is all done online using Google Classroom. You can check what homework your child has been set by asking them to show you the calendar in Google Classroom (on PCs and laptops) or by looking at their 'to do' list on other mobile devices. You will also receive a weekly summary of homework which has been by e-mail.

### **What is the aim of this booklet?**

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 9. It includes details of:

- the subjects which your child will be taught
- the topics which your child will cover
- how your child's progress will be assessed in each subject
- how you can support your child's progress and enjoyment both in and outside school
- how to contact the Subject Leader/ Teacher in charge of each subject

## How is the Year 9 curriculum structured?

The Year 9 curriculum is based on the National Curriculum programmes of study. Students follow a common curriculum comprising:

<b>Subject</b>	<b>Timetable Allocation</b>
Art and Design	2 hours per fortnight
Carousel (CT and Drama)	4 hours per fortnight
English	7 hours per fortnight
Modern Foreign Languages	6 hours per fortnight
Geography	3 hours per fortnight
History	3 hours per fortnight
Mathematics	7 hours per fortnight
Music	3 hours per fortnight
Physical Education and Dance	4 hours per fortnight
Religious Studies	3 hours per fortnight
Science	6 hours per fortnight

### How much homework will be set in Year 9?

Homework is set according to a homework timetable and is set using Google Classroom. This will include details of what the homework task is and also when it is due to be completed/ handed in.

It is an absolute requirement that homework is completed and submitted on the deadline set. The expectation is that students spend around 2 hours per evening on homework in Year 9.

The table below shows the number of times homework should be set in each subject per fortnight and the approximate time it should take:

<b>Subject</b>	<b>Frequency</b>	<b>Time (Approximate)</b>
English	Weekly	45 mins per week
Maths	2 x Weekly	45 mins per week
Science	Weekly	45 mins per week
Art and Design	Fortnightly	30 mins per fortnight
Carousel (CT and Drama)	Weekly	30 mins per week
French	Weekly	45 mins per week
Humanities (Geography, History, RS)	Fortnightly	30 mins per fortnight
Music	Weekly	30 mins per homework

## **How will your child's progress be assessed in each subject?**

We consider feedback and marking to be one of the cornerstones of how we support students to make excellent progress at Gillotts School. It is our fundamental belief (supported by international research) that students are far more likely to make outstanding progress when they are clear about what they need to do to improve and how to make these improvements.



We use an assessment model called Triple Impact Marking (TIM). Before work is submitted for assessment students will be asked to reflect on their work or take action to improve it (stage one). The teacher will then mark the work and set targets (stage two). Students will be expected to respond to any targets set by their teacher (stage three). As responding to targets is so important for learning they will be accompanied by the Gillotts stamp so that it is obvious where action is needed (see image below). Marking with comments is more time consuming than simply ticking or grading so it will be common to see only specific pieces of work marked in detail by the teacher

## **How does self and peer assessment support your child's progress?**

In lessons teachers will use self-assessment and peer-assessment. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books where these techniques are being implemented. Students are expected to improve the work in the ways indicated in the same way they would if targets had been set by a teacher.

## **How do we track your child's progress?**

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of achievement which they have reached. As a school we use a number-based system of GCSE grades (9-1, with 9 being the highest grade) across all year groups. This is used to track student progress and provide information to parents via our reporting system.

The grades which your child will receive on their report are underpinned by what we term the 'framework of progression' for each subject. This framework provides a structure for assessing how well your child is progressing and for supporting further progress.

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts School, all students are also assessed formally across the year group, in each subject, at set times during the school year. These periodic assessments will be marked and graded using a % based system and the results will be recorded centrally. This information helps to inform the tracking of student progress and the adaptation of teaching and learning to meet the needs of individuals. These assessments include end of year exams in the core subjects as well as those subjects which they have chosen as their GCSE options (where they are studied in Year 9).

### **How will you know how well your child is progressing?**

We would like to encourage you to take time to look through your child's exercise books and discuss their progress with them. The comments written by your child's teachers (and fellow students) and the way in which your child is responding to them will provide you with an insight into the progress he or she is making over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject please contact his or her teacher in the first instance.

You will also receive a report three times a year. These reports will include an end of Year Target Grade, a Current Grade and a Progress Towards Target (PTT) indicator for each subject.

### **What does the Current Grade show?**

The Current Grade for each subject is based on the 'framework of progression' in each subject. This grade will be assessed using all the work which your child has completed up to that point (including classwork, homework and the formal periodic assessments) and is a 'best-fit' indication of the grade at which they have been working.

### **What is the Target Grade based upon?**

The end of Year 9 Target Grade is based on Key Stage 2 English and Maths assessment information that we receive from the primary schools. This includes Standard Assessment Tests (SATS), Teacher Assessments, Cognitive Ability Tests (CATS) scores and other information such as key stage levels, reading and writing scores and attendance. This level will be reviewed following each reporting cycle and may change on subsequent reports (usually upwards).

### **What does the Progress Towards Target (PTT) indicator show?**

The PTT indicator will help you to establish whether your child is making good academic progress in each subject. It is based on whether your child is on track to match/exceed his or her end of Key Stage 3 target or not.

<b>PTT Indicator</b>	<b>Level of Progress</b>	<b>Definition</b>
<b>+</b>	Making better than expected progress	The student is expected to exceed the current end of Year 9 target. A new target is likely to be set.
<b>=</b>	Making expected progress	The student is working towards meeting the current end of Year 9 target.
<b>-</b>	Making less than expected progress	The student is underachieving and will not meet the current end of Year 9 target.

### **How much progress should you expect your child to make?**

The table below gives an indication of the expected progress which a child could be expected to make by the end of Year 9 based on their average Key Stage 2 SATs results (English and maths). It also provides an indication of the expected GCSE which should be achieved by students with different starting points (average KS2 SAT level). The final column shows the realistic but challenging 'aspirational' GCSE grade which is likely to be set for them as an end of Year 11 target when they start their GCSE courses based on their KS2 performance.

Please note that all the grades in this table apart from the average KS2 SATs levels are on the new 9-1 GCSE scale.

Average KS2 SATs Level	Start of Y7	End of Y7	End of Y8	End of Y9 Target	Expected GCSE final grade	Aspirational GCSE final grade
2	1c	1c	1b	1a	2	3
3c	1c	1b	1a	2c	3	3/4
3b	1b	1a	2c	2b	3	4
3a	1a	2c	2b	2a	4	4/5
4c	1a	2c	2a	3c	4	5
4b	2c	2b	2a	3b	5	6
4a	2c	2a	3c	3a	6	6/7
5c	2b	3c	3b	4c	6	7
5b	2b	3b	3a	4b	7	8
5a	2a	3a	4c	4a	8	9
6	3b	4c	4b	5	9	9

The sub-grades (“a, b or c”) are used to show how secure the student is within the whole grade:

Sub-grade	Description
a	Near the top of the grade but not quite ready to move to the next one.
b	In the middle of the grade.
c	Moved up from the previous grade but not yet secure.

It should be noted that these grades are only an indication as:

- some children will make more/less progress than others
- progress is not always constant and children may make more progress in some terms (and years) than others
- children tend to enter Year 7 with higher levels in English and maths as primary schools tend to concentrate more on these subjects – they will then catch-up in the other subjects over the three years of Key Stage 3.



## **How can you help your child's learning?**

There is a range of ways in which you can support your child's learning and progress. These include:

- Encourage your son/daughter to work in a quiet, comfortable place at a regular time each day.
- Encourage your son/daughter to see homework as an extension of the lesson and leave doing it until the night before it is due in.
- Make sure that your child is able to access their homework via Google Classroom
- Discuss the work with your child; does (s)he understand the task? Can (s)he extend and improve his/her answers?
- Encourage your son/daughter to work to the time allocation set for each subject.
- Refer your son/daughter to other resource materials such as the Gillotts School website, school library or your local library.
- Contact the tutor if you have any concerns about homework.
- Try to agree a regular time to help your son/daughter with these tasks.

## **Key Dates**

You will find all our Key Academic dates on our website [here](#)

For all PSHE dates and activities please visit our website [here](#).

In addition, our PSHE programme is taught as five discrete days (two full days and three half days) when the normal school timetable is suspended.

**Subject: Art and Design**

Subject Leader: Rachel Ashman - [rashman@gillotts.org.uk](mailto:rashman@gillotts.org.uk)

Topics that will be taught	How can parents help
<p>Topics taught in Year 9 aim to extend and develop key knowledge and skills, working in greater depth and extending student’s ability to develop and experiment independently, in preparation for the GCSE course. Students have opportunities to experiment with drawing, painting, printing and 3D processes. Projects are taught with links made to artists and art movements.</p> <p><b>Themes include</b>            Sweets and Packaging: Observational drawing and painting techniques using a range of different media and processes.</p> <p>Pop Art/Graffiti: Experimenting with drawing, painting, printing and 3D processes to develop a range of artist inspired outcomes.</p> <p><b>Assessment process</b>            Initial bench mark drawing at start of year            End of project levels            Verbal and written feedback throughout projects</p>	<p>Ensuring your child has the correct equipment for lessons. (Pencils, rubbers, rulers, colouring pencils.)            Wooden pencils are much better than the mechanical ones. A simple set of sketching pencils at home can also be beneficial for homework</p> <p>Encouraging your child to draw and create as much as possible, particularly drawing directly from real objects to develop observational skills.</p> <p>Make a suitable space available for making art work, a table or drawing board.</p> <p>Visit museums, galleries, sculpture parks and exhibitions</p> <p>Encourage your child to record images with photographs, collect images in a scrap book.</p> <p>Showing an interest in the skills and themes covered.            Engage with your child by working alongside and produce artefacts with them.</p>

Reference/Extension Material: ART	
<p><b>Literature</b>            There are too many to mention but a good start would be with The Art Book, Phaidon.</p>	
<p><b>Good Galleries to visit</b></p> <ul style="list-style-type: none"> <li>● Tate (Britain and Modern)</li> <li>● Saatchi</li> <li>● National Portrait Gallery</li> <li>● Modern Art Oxford</li> <li>● Ashmolean</li> <li>● The National Gallery</li> <li>● The Photographers Gallery</li> <li>● Royal Academy of Arts</li> <li>● The Old Fire Station Gallery</li> </ul>	<p><b>Websites</b></p> <p><b>Excellent art websites</b>  <a href="http://www.artcyclopedia.com/">http://www.artcyclopedia.com/</a>  <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a>  <a href="https://www.bbc.com/bitesize/subjects/z8tnvcw">https://www.bbc.com/bitesize/subjects/z8tnvcw</a>            Any gallery website            BBC Iplayer- Arts</p>

## Subject: Creative Technology – Computing

Subject Leader: Frances Wakefield – fwakefield@gillotts.org.uk

The Creative Technologies subjects include computing, food technology and design technology. Drama is also now taught within this carousel. These subjects are taught across the year with lessons taking place once every two weeks.

Topics that will be taught	How can parents help
<p><u>Cyber-security</u> <u>Algorithms</u> <u>Computational thinking</u></p> <p><u>How to program using Python</u></p> <ul style="list-style-type: none"><li>● Basic programming constructs</li><li>● Variables</li><li>● Procedures</li><li>● Iteration</li><li>● Conditionals and Randomisation</li><li>● Data Structures</li></ul> <p>Subject to improvements (depending on the situation (covid): if we can get into the computer lab).</p>	<ul style="list-style-type: none"><li>● Install the google apps: ...</li><li>● Discuss how your child is using computers, tablets and smart phones etc.</li><li>● Discuss the impact of digital technology in the home and our everyday lives.</li><li>● Ask your child about their social network security settings such as on 'Facebook' and Twitter</li><li>● Ask them to show you the Computing topics on the Creative Technology website and learning blogs</li><li>● Help with learning the spellings of key words for each topic</li><li>● Encourage students to ask for help with any topics that they do not fully understand</li><li>● Please allow them to use the key free software for programming;<ul style="list-style-type: none"><li>● MITScratch</li><li>● Google colab</li></ul></li></ul>

### Reference/Extension Material: COMPUTING

#### USEFUL WEBSITES

Scratch can be downloaded from the official site which is also packed with learning resources.

[http://scratch.mit.edu/scratch\\_1.4/](http://scratch.mit.edu/scratch_1.4/)

#### Python and HTML

A superb site for downloading Python can be found at

<http://codingclub.co.uk/downloads.php>

Code Academy is a great way for young people to learn Python and other languages. It is online and completely free of charge:

<http://www.codecademy.com/>

For students who are really keen on Python the Invent With Python site is very exciting

<http://inventwithpython.com/chapters/>

## Subject: Creative Technology – Food Technology

Subject Leader: Frances Wakefield - fwakefield@gillotts.org.uk

Creative Technologies subjects include computing, food technology and design technology.

Drama is also now taught within this carousel. These subjects are taught across the year with lessons taking place once every two weeks.

Topics that will be taught	How can parents help
<p>In Year 9, students are given the opportunity to develop their practical skills further to produce popular meals from around the world and to understand the ethics around food production. Students will also complete 'Ready, steady, cook' challenges to demonstrate their use of store cupboard ingredients.</p> <p><b>Specifically students will cover subjects such as:</b></p> <ul style="list-style-type: none"><li>● <b>Healthy Eating</b> - energy balance and diet related illness, ultra processed foods</li><li>● <b>Food choice</b> - food and religion, food ethics (GM, battery farming, free range and organic), budget meals</li><li>● <b>Practical skills and cooking:</b> calzone, paella, enchiladas, curry, freshly made ravioli, lasagne, key lime pie, swiss roll</li><li>● <b>Kitchen equipment</b> - developing skills in the use of a range of utensils and equipment.</li><li>● <b>Health, Safety and Hygiene in the Food Room</b> - microorganisms</li><li>● <b>Food styling</b> - show stopper challenge</li><li>● <b>The science of food</b> - dextrinisation, denaturing of proteins, foams, cooking methods, heat transfer</li></ul>	<p>The course is aimed at encouraging students to consider Food Preparation and Nutrition in KS4.</p> <ul style="list-style-type: none"><li>● Check their planners for homework and other Food Preparation and Nutrition messages.</li><li>● Encourage students to take an interest in Food Preparation and Nutrition even if they think they might not want to take Food Preparation and Nutrition in KS4</li></ul> <p>Ensure students come to Food lessons fully equipped and with ingredients for practical sessions and with containers to carry food home in at the end of the day.</p> <p><b>High risk</b> ingredients should be separated from <b>Low risk</b> ingredients. They should be labelled so they can be put in the fridge before school starts.</p> <p><b>All containers need to be labelled.</b></p> <p>Ensure they know when practical sessions are coming up and check the recipe so that ingredients can be obtained for them.</p> <p>Check Google classroom for recipes, step by step instructions and dates for all practical lessons.</p> <p>Practical dates and ingredients lists can also be found on the school website under parents updates.</p> <p>Homework will be practical based tasks and written tasks.</p>

### Reference Material: Food Preparation and Nutrition

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zb8jmp3>

Seneca <https://www.senecalearning.com/blog/gcse-food-preparation-nutrition-revision/>

## Subject: Creative Technology – Design Technology

Subject Leader: Frances Wakefield - fwakefield@gillotts.org.uk

Creative Technologies subjects include computing, food technology and design technology.

Drama is also now taught within this carousel. These subjects are taught across the year with lessons taking place once every two weeks.

Topics that will be taught	How can parents help
<p>The course is designed to enable students to develop a complex product to a challenging brief within an overall context set by their teacher. They use their knowledge and understanding of materials and processes to design, plan and make the products.</p> <p><b>Specifically students will cover:</b></p> <ul style="list-style-type: none"><li>• Health and safety: risk assessments</li><li>• Designer Box - past and present designers (Apple, Zaha Hadid, Tesl)</li><li>• Advanced modelling: Autodesk Inventor- developing skills in CAD/CAM to help communication and modelling (usb holder)</li><li>• Mini GCSE project: design and make task</li><li>• DT Maths: calculating volume, percentages, apply scale drawings, use ratios and percentages, calculate simple movements of force, simple gear ratios</li><li>• DT Control: Frustration game - control microprocessor circuits</li></ul>	<p>The course is aimed at encouraging students to consider Design and Technology in KS4.</p> <ul style="list-style-type: none"><li>• Regularly look at their books and ask them about the course and the issues about opting for Design and Technology in KS4.</li><li>• Check their planners for homework and other Design and Technology messages.</li><li>• Encourage students to take an interest in Design and Technology even if they think they might not want to take Design and Technology in KS4</li></ul> <p>Ensure students come to Design and Technology lessons fully equipped for lessons (pencil, ruler, pens, coloured pencils, sharpener, eraser)</p> <p>Check their planners for homework.</p> <p>Share websites such as BBC Bitesize, Technology Student, micro:bit</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p> <p><a href="https://www.bbc.com/bitesize/subjects/zfr9wmn">https://www.bbc.com/bitesize/subjects/zfr9wmn</a></p> <p><a href="https://microbit.org/">https://microbit.org/</a></p>

### Reference Material: DESIGN TECHNOLOGY

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zfr9wmn>

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

Technology Student [www.technologystudent.com](http://www.technologystudent.com)

**Subject: Drama**

Subject Leader: Charlotte Alder - calder@gillotts.org.uk

Topics that will be taught	How can parents help
<p><b>Topic 1</b></p> <p><b>Stage Conflict</b></p> <ul style="list-style-type: none"> <li>• Including verbal conflict, creating tension and some basic stage combat skills</li> <li>• The 7 tension states</li> <li>• This will end with an assessed conflict scene created by the students</li> </ul>	<p>Discuss Drama lessons with your child. Ask them to show you, or explain to you, a new strategy they have learnt and to explain when and why they might use it.</p> <p>Encourage your child to take part in school theatre trips whenever possible.</p> <p>Discuss with your child what they have been doing in drama and encourage them to use the correct terminology.</p>
<p><b>Topic 2</b></p> <p><b>Blood Brothers</b></p> <p>Performing a script Set design Lighting design Costume design Sound design</p>	<p>Help your child learn any given lines at home by reading in the extra parts.</p> <p>Help your child get into character by helping them find an appropriate costume.</p> <p>Read through any scenes that your child has written and give them some suggestions for improvement.</p>
<p><b>Topic 3</b></p> <p><b>Live Theatre Review</b></p> <p>Recognising and analysing acting techniques. Analysing and evaluating design and technical elements</p>	<p>When you have watched a film with your child, talk to them about it and discuss the conventions you have seen.</p> <p>If your child is considering Drama as a GCSE option then please encourage them to attend the Year 9 Performers Group at school. This group is aimed at developing skills and giving students the opportunity to work on other areas. In addition students interested in GCSE Drama should audition for the KS3 Production.</p>
<p><b>Reference/Extension Material: DRAMA</b></p>	
<p>Websites: <a href="http://www.bbc.co.uk/schools/gcsebitesize/drama/">http://www.bbc.co.uk/schools/gcsebitesize/drama/</a>            Places to visit and things to do: <a href="http://www.shakespearesglobe.com/">http://www.shakespearesglobe.com/</a>;  <a href="http://www.readingarts.com/thehexagon">http://www.readingarts.com/thehexagon</a>; <a href="http://www.kentontheatre.co.uk/">http://www.kentontheatre.co.uk/</a>;  <a href="http://www.oxfordplayhouse.com/">http://www.oxfordplayhouse.com/</a></p>	

**Subject: English**Subject Leader: Hazel Waelend [hwaelend@gillotts.org.uk](mailto:hwaelend@gillotts.org.uk)

Topics that will be taught	How can parents help
<p><b>Terms 1: The Outsider</b></p> <p><b>Classic Novel: Of Mice and Men</b> Students will develop their analytical and critical skills by focussing on context, plot, setting, characterisation and themes within a novel.</p> <p><b>Autobiography/Biography/Blogs and Podcasts</b> Students will develop their appreciation of how important, influential and inspiring individuals record their life story. As well as enjoying a diverse and thought provoking range of texts, students will develop their transaction writing skills.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Talk to your son or daughter about what they like to read.</li> <li>• Encourage them to read as widely as possible: magazines, newspapers, novels, short stories, biographies, internet articles.</li> <li>• Set an example. Read in front of them and discuss what you have learnt or enjoyed from this activity.</li> <li>• Encourage your son or daughter to read a little every day, even ten minutes before going to bed would help them to improve their skills.</li> <li>• Listen to your son or daughter reading.</li> <li>• Ask your son or daughter questions about what they are reading. For example: ask them about a main character, an interesting fact, what effect using a statistic in a piece of work has on the reader.</li> <li>• Read with your son or daughter. Take turns in reading paragraphs out loud.</li> <li>• Visit your local library together.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Regularly look in exercise books to see the quality of presentation and spelling. Discuss the strengths and weaknesses from what you see.</li> <li>• Encourage planning, proofreading and re-drafting important written work.</li> <li>• Use a highlighter to help your son or daughter see errors in spelling or punctuation. Ask them to try to correct the work without your help. Discuss why they made the mistake in the first place.</li> <li>• Encourage your son or daughter to put common spelling errors in their Student Planner dictionary and to learn the correct version.</li> <li>• Encourage the use of a dictionary and a thesaurus whilst they are writing.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Discuss how standard and nonstandard English can be used in different settings and circumstances.</li> <li>• Encourage your son or daughter to share their opinions on current affairs or issues that interest them. Ask them questions. Get them to elaborate on points made.</li> <li>• Make your son or daughter feel that their oral contribution is valued during discussions.</li> </ul>
<p><b>Term 2: Power and Corruption</b></p> <p><b>Shakespeare Text: Macbeth</b> Students will develop their appreciation of the rich language and dramatic power of Macbeth. We will explore the themes of power, betrayal, trust, ambition, corruption, the supernatural and the consequences of violence through this ever relevant play.</p> <p><b>Power of the Media</b> We will explore how different media shape and challenge how individuals navigate and read their world.</p>	
<p><b>Terms 3: GCSE Launch</b></p> <p><b>GCSE Text: The Strange Case of Jekyll and Hyde</b> The first of the GCSE English Literature texts. Students will read for plot and characterisation to prepare them for GCSE study.</p> <p><b>English Language Paper 1 preparation</b></p> <p>Fiction extracts reading and writing.</p>	

	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Regularly praise what they do well in this area.</li> </ul> <p>Throughout Key Stage three English, students will develop their reading, writing and spoken language skills.</p>
--	--

**Reference/Extension Material: ENGLISH**

Websites: <http://www.bbc.co.uk/schools/ks3bitesize/english/>

<http://www.bbc.co.uk/skillswise/words/grammar/>

<http://www.grammar-monster.com/>

Places to visit and things to do:

Make use of the OLC for fiction and non-fiction texts.

Visit your local library.

Go to the theatre:

<http://www.readingarts.com/thehexagon;>

[http://www.kentontheatre.co.uk/;](http://www.kentontheatre.co.uk/)

[http://www.oxfordplayhouse.com/;](http://www.oxfordplayhouse.com/)

<http://www.shakespearesglobe.com/>

Read more widely: newspapers; BBC online site.

Keep a diary.



**Subject: French**

Subject Leader: Ms Langdon - glangdon@gillotts.org.uk

Topics that will be taught	How can parents help
<p><b>Term 1</b>                      Describing yourself                      Using the verbs avoir and être                      Talking about Facebook                      Using present tense verbs                      Inviting someone out                      Using the verb aller                      Describing a date                      using the perfect tense                      Describing a music event</p>	<p>Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We now offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE!</p> <p>In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9.</p>
<p><b>Term 2</b>                      Learning parts of the body                      Using à + the definite article                      Learning about Sports                      Using il faut                      Learning about healthy eating                      Using du, de la, des</p>	<p>The Year 9 French course is built around the “Studio 3” material, the German course around the “Stimmt 2 and 3” material and the Spanish course around the “Viva 2 and 3” published by Heinemann.</p> <p>In class, we exploit a wide range of resources but the Studio 3 / Stimmt / Viva textbooks are the principle textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use:</p>
<p><b>Term 3</b>                      Making plans to get fit                      Using the future tense                      Describing levels of fitness                      Using 2 tenses together                      Discussing your future                      Using <i>on peut + infinitive</i>                      Talking about your job                      Using irregular verbs</p>	<p>French:                      Studio 3 <u>vert</u> 9780435026950                      Expo 3 <u>rouge</u> 9780435026943</p> <p>Copies are available from amazon.co.uk for around £15 depending upon the supplier.</p>
<p><b>Term 4</b>                      Describing what your job involves                      Asking questions                      Talking about your ambitions                      Using masculine and feminine nouns                      Discussing holidays                      Using question words                      Imagining adventure holidays                      Using je voudrais                      Talking about what you take on holiday                      Using reflexive verbs</p>	<p>There are many useful online resources available for use outside of lessons.</p> <p>The following online resources are particularly useful:  <a href="http://www.linguascope.com">www.linguascope.com</a>                      The username is “Gillotts” and the password is “gillotts”. It helps build vocabulary in many different languages all the way through to GCSE.  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>                      This is a useful grammar resource.</p>
<p><b>Term 5</b>                      Describing holiday disasters                      Using perfect tense verbs                      Visiting a Tourist attraction                      Using the perfect tense                      Discussing what you are allowed to do                      Using phrases with avoir, eg. avoir le droit de                      Explaining what’s important to you</p>	

Using mon, ma, mes	
<b>Term 6</b> Talking about things you buy Using 3 tenses together Describing what makes you happy Using infinitives to mean -ing Learning about human Rights Issues	

**Reference/Extension Material: FRENCH**

"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example [www.wordreference.com](http://www.wordreference.com) ) can also be useful as can Google Translate when used appropriately. However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as [www.linguscope.com](http://www.linguscope.com) (username: gillotts, password: gillotts), [www.hellomylo.com](http://www.hellomylo.com) or [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is [www.whystudylanguages.ac.uk](http://www.whystudylanguages.ac.uk).

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged".

**Subject: Geography**

Subject Leader: Dr Newbold - [enewbold@gillotts.org.uk](mailto:enewbold@gillotts.org.uk)

Topics that will be taught	How can parents help
<p><b>Terms 1 &amp; 2</b></p> <p><b>Tectonic Hazards</b></p> <ul style="list-style-type: none"><li>● Why is the earth's crust unstable?</li><li>● What landforms are found at different plate boundaries?</li><li>● How do volcanoes affect people?</li><li>● What is a super volcano?</li><li>● What are earthquakes and where do they occur?</li><li>● How do the effects of earthquakes differ in countries at different stages of development?</li></ul>	<ul style="list-style-type: none"><li>● Encourage students to use maps by planning a journey using grid references, map symbols etc.</li><li>● Check their class work and homework and ensure they are making improvements by responding to targets set by the teacher</li><li>● Test your son/daughter on where different continents and countries are in the world</li><li>● Watch documentaries and news programmes about issues around the world e.g. Newsround</li><li>● Discuss issues which occur at a local, national and global scale</li></ul>
<p><b>Term 3 &amp; 4</b></p> <p><b>Rivers</b></p> <ul style="list-style-type: none"><li>● What is a river?</li><li>● How does the water cycle work?</li><li>● What are the main landforms found along a river?</li><li>● How and why do the characteristics of a river vary from source to mouth?</li><li>● How are people affected by rivers?</li><li>● How can rivers be managed?</li></ul>	
<p><b>Term 5 &amp; 6</b></p> <p><b>The Living World</b></p> <ul style="list-style-type: none"><li>● What are the main features of ecosystems?</li><li>● How do ecosystems function?</li><li>● What are the main characteristics of Tropical Rain Forests?</li><li>● How are plants and animals in the Tropical Rain Forest adapted to the climate?</li><li>● What are the main causes of deforestation in Tropical Rain Forests?</li><li>● What are the local and global effects of this deforestation?</li><li>● How can the Tropical Rain Forests be protected?</li></ul>	

- What are the main features of hot deserts?

### Reference/Extension Material:

#### USEFUL RESOURCES

- Atlas
- Dictionary
- OS maps of Henley and surrounding area
- GCSE Geography AQA A textbook ISBN 978-1-4085-0271-6

<http://news.bbc.co.uk/cbbcnews/default.stm>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

<http://volcano.oregonstate.edu/kids>

<http://geography-site.co.uk/>

<http://www.bbc.co.uk/bitesize/ks3/geography/>

#### EXTENSION

Newsround <http://www.bbc.co.uk/newsround/>

iPad apps suggestions <http://seanhamptoncole.wordpress.com/2013/03/04/48-ipad-apps-for-teaching-and-learning-geography-earth-science/>

National Geographic <http://ngm.nationalgeographic.com/>

Wide World Magazine

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

**Subject: German**

Subject Leader: Ms Langdon - glangdon@gillotts.org.uk

Topics that will be taught	How can parents help
<b>Term 1</b> Talking about breakfast Using the verb essen/nehmen Talking about healthy lifestyles Using müssen Learning parts of the body Irregular verbs Talking about role models Using “weil” Using the perfect tense Using werden to for the future tense Talking about injuries	<p>Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We now offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE!</p> <p>In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9.</p>
<b>Term 2</b> Understanding rules Using modal verbs Discussing daily routine Using reflexive and separable verbs Understanding and giving directions Describing a festival Using adjectives Talking about music Using subject pronouns Using “seit”	<p>The Year 9 French course is built around the “Studio 3” material, the German course around the “Stimmt 2 and 3” material and the Spanish course around the “Viva 2 and 3” published by Heinemann.</p> <p>In class, we exploit a wide range of resources but the Studio 3 / Stimmt / Viva textbooks are the principle textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use:</p>
<b>Term 3</b> Making comparisons Describing a music festival Using a variety of verbs in the perfect tense Asking and answering questions Discussing crazy ambitions Using the conditional Talking about part time jobs Using man with modal verbs	<p>German:            Stimmt 3 Green - 9781447935230            Stimmt 3 Red - 9781447935247            Copies are available from amazon.co.uk for around £15 depending upon the supplier.</p>
<b>Term 4</b> Saying what you would like to be/do Using correct word order Talking about working in a ski resort Using in/auf with the dative case Transcribing and decoding Talking about your childhood Using hatte/war Talking about childhood activities Using konnte/durfte/musste	<p>There are many useful online resources available for use outside of lessons. One particularly popular and useful website is <a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>The username is “Gillotts” and the password is “gillotts”. It helps support and extend learning in many different languages all the way through to GCSE.</p>
<b>Term 5</b> Comparing secondary and primary school Using present and past tenses	

Talking about primary school friends Using the superlative Writing fairy tales Recognising and using perfect and imperfect tenses	
<b>Term 6</b> Talking about age limits Using correct word order Discussing what is more important to us Understanding and using past/present/future tenses Using modal verbs	
<b>Reference/Extension Material: GERMAN</b>	
<p>"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example <a href="http://www.wordreference.com">www.wordreference.com</a> ) can also be useful as can Google Translate when used appropriately. However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as <a href="http://www.linguscope.com">www.linguscope.com</a> (username: gillotts, password: gillotts), <a href="http://www.hellomylo.com">www.hellomylo.com</a> or <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is <a href="http://www.whystudylanguages.ac.uk">www.whystudylanguages.ac.uk</a>.</p> <p>Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged".</p>	

**Subject: History**

Subject Leader: Mr Yeatman - pyeatman@gillotts.org.uk

Topics that will be taught	How students progress is assessed from term to term	How can parents help their child's learning?
<p><b>Terms 1 &amp; 2: Freedom v Fascism</b></p> <p>Causes of World War Two</p> <p>Dunkirk</p> <p>The Battle of Britain</p> <p>The Home Front</p> <p>Pearl Harbour</p> <p>The Siege of Leningrad</p> <p>D-Day</p> <p>Dresden</p> <p>Atomic Bomb</p>	<p>Students will be assessed formally through assessments periodically. Alongside this a selection of key pieces of work will be marked from each unit (at least once per term). These pieces of work are self/peer and teacher assessed.</p> <p>Students will be required to take part in a marking dialogue where appropriate, with verbal feedback taking place regularly within lessons.</p> <p><b>Proposed assessment: Source analysis - WWI</b></p>	<ul style="list-style-type: none"> <li>• Talk to your child about what they are learning – your interest means a lot, even if it doesn't seem like it.</li> <li>• Encourage your child to 'have a go', especially when they are uncertain. Praise and reward effort as much as you would performance or results.</li> <li>• Read the comments on your child's work and talk to him/her about how they can use their comments to improve their work.</li> <li>• Encourage your child to keep improving.</li> <li>• When your child gets stuck, don't give him/ her the answer; instead, encourage them to try different ways to become 'unstuck'.</li> <li>• Encourage your child to ask questions.</li> </ul>
<p><b>Term 3 &amp; 4: The Holocaust: A Depth study</b></p> <p>The Rise of Hitler</p> <p>Life in Nazi Germany</p> <p>Development of Nazi persecution of the Jews</p> <p>The Final Solution</p>		
<p><b>Terms 5 and 6: Race and the USA</b></p> <p>The Jim Crow Laws</p> <p>The KKK</p> <p>Impact of World War Two</p> <p>The Civil Rights Movement and Martin Luther King</p>	<p><b>Proposed Assessment: Civil Rights in the USA</b></p>	

Malcolm X Black Power MLK and the North Progress by 1975		
<b>Reference material: History</b>		
Useful websites: <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a>		



## Subject: Mathematics

Subject Leader: Ms Kershaw – jkershaw@gillotts.org.uk

These topics represent the curriculum for pupils achieving expected levels for Year 9. We adapt the lessons to a level appropriate for those students who are exceeding/below expected standards.

<b>Numbers and the Numbers System</b>
use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem
round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
interpret standard form $A \times 10^n$ , where $1 \leq A < 10$ and $n$ is an integer
<b>Calculating</b>
apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative;
use conventional notation for priority of operations, including brackets, powers, roots and reciprocals
<b>Visualising and Constructing</b>
measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings
identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement
interpret plans and elevations of 3D shapes
use scale factors, scale diagrams and maps
<b>Understanding Risk</b>
relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale
record describe and analyse the frequency of outcomes of probability experiments using tables
construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities
apply the property that the probabilities of an exhaustive set of outcomes sum to one
<b>Algebraic Proficiency: tinkering</b>
use and interpret algebraic notation, including: $a^2b$ in place of $a \times a \times b$ , coefficients written as fractions rather than as decimals
understand and use the concepts and vocabulary of factors
simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices
substitute numerical values into scientific formulae
rearrange formulae to change the subject
<b>Exploring FDP</b>
work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 or $\frac{3}{8}$ )
<b>Proportional Reasoning</b>
express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations)
identify and work with fractions in ratio problems
understand and use proportion as equality of ratios
express a multiplicative relationship between two quantities as a ratio or a fraction
use compound units (such as speed, rates of pay, unit pricing)
change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts
relate ratios to fractions and to linear functions

generate terms of a sequence from either a term-to-term or a position-to-term rule
deduce expressions to calculate the nth term of linear sequences
<b>Investigating Angles</b>
understand and use alternate and corresponding angles on parallel lines
derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)
<b>Calculating FDP</b>
interpret fractions and percentages as operators
work with percentages greater than 100 and
solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics
calculate exactly with fractions
<b>Solving Equations and Inequalities</b>
solve linear equations with the unknown on both sides of the equation
find approximate solutions to linear equations using a graph
<b>Calculating Space</b>
compare lengths, areas and volumes using ratio notation
calculate perimeters of 2D shapes, including circles
identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference
know the formulae: circumference of a circle = $2\pi r = \pi d$ , area of a circle = $\pi r^2$
calculate areas of circles and composite shapes
know and apply formulae to calculate volume of right prisms (including cylinders)
<b>Algebraic Proficiency: visualising</b>
plot graphs of equations that correspond to straight-line graphs in the coordinate plane
identify and interpret gradients and intercepts of linear functions graphically
recognise, sketch and interpret graphs of linear functions and simple quadratic functions
plot and interpret graphs and graphs of non-standard (linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed
<b>Understanding Risk</b>
apply systematic listing strategies
record describe and analyse the frequency of outcomes of probability experiments using frequency trees
enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams
construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities
apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments
<b>Presentation of Data</b>
interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data
use and interpret scatter graphs of bivariate data
recognise correlation
<b>Measuring Data</b>
interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)
apply statistics to describe a population



**Subject: Music**

Subject Leader: Mr Bull - gbull@gillotts.oxon.sch.uk

Term	Topics that will be taught	How can parents help
1	<b>Term 1</b> <ul style="list-style-type: none"> <li>• Theme and Variations</li> <li>• Performance Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to attend the choir / orchestra at lunchtime – information in the extra-curricular clubs booklet or on the tutor group notice board</li> <li>• Encourage the development of keyboard skills at home if you have access to a keyboard or piano. Use the <b>virtual keyboard</b> online ( type “virtual keyboard” into Google) to become familiar with position of notes in the keyboard</li> <li>• Encourage an awareness of the use of music in media</li> <li>• Listen to a wide range of related music ( You Tube is a great source)</li> </ul>
2	<b>Term 2</b> <ul style="list-style-type: none"> <li>• Theme and Variations</li> <li>• Composition Skills</li> </ul>	
3	<b>Term 3</b> <ul style="list-style-type: none"> <li>• Song Work</li> <li>• Ensemble Skills</li> </ul>	
4	<b>Term 4</b> <ul style="list-style-type: none"> <li>• Pachelbel’s Canon</li> <li>• Performance skills</li> </ul>	
5	<b>Term 5</b> <ul style="list-style-type: none"> <li>• Ukuleles</li> <li>• Performance Skills</li> </ul>	
6	<b>Term 6</b> <ul style="list-style-type: none"> <li>• Ukuleles Continued</li> </ul>	

**Reference/Extension Material: MUSIC**

Websites:

<https://www.musictheory.net/exercises>[www.youtube.com](http://www.youtube.com)

**Subject: PE and Dance**

Subject Leader: Ms Rogers - hrogers@gillotts.org.uk

Topics that will be taught	How can parents help
<p><b>Term 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Hockey</li> <li>• Rugby</li> <li>• Gym</li> <li>• Health related fitness</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to attend extra-curricular practices – information for which is on their tutor notice board</li> <li>• Check your child’s PE timetable in their planner to ensure they have the correct kit for the different lessons</li> <li>• Encourage your child to watch high level sport on TV and ask them to give some feedback on the game – especially if it is specific to the sport they are currently participating in</li> </ul>
<p><b>Term 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Football</li> <li>• Gym</li> <li>• Health related fitness</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with your child the basic rules of the sport they are taking part in</li> <li>• Encourage your child to take part in regular exercise</li> <li>• Encourage your child to eat a healthy and well balanced diet</li> </ul>
<p><b>Term 5 and 6</b></p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> <li>• Rounders</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly ask your child what they did in the lesson and ask them to give you a rule that they learnt or a skill they can show you</li> <li>• Encourage your child to get involved in the inter-house competitions</li> <li>• Ensure you child checks the fixtures team sheets</li> <li>• Come and watch the games after school</li> <li>• Ensure your child uses the valuables bag in PE lessons</li> <li>• Ensure all kit is named</li> <li>• Ensure all excuse notes are written in planners and signed</li> <li>• Ask your child if they know what level they are on and what they need to do to reach the next</li> <li>• Encourage your child to read the user friendly levels descriptors that are displayed in the gym for all sports</li> <li>• Ask your child about ‘Sport Education’ and the various roles they have had within their lessons</li> </ul>

**Subject: Religious Studies**

Subject Leader: Mrs Silk - gsilk@gillotts.org.uk

Topics that will be taught	How can parents help
<p><b>Term 1 and 2</b></p> <p><b>Beliefs and Teachings: Christianity and Islam</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"><li>● The nature of God</li><li>● Jesus Christ and salvation</li><li>● Jesus' resurrection and ascension</li><li>● Worship and festivals</li><li>● The role of the church</li><li>● Allah</li><li>● Muhammad</li><li>● Life after death</li></ul>	<p>Monitor your child's homework using homework sheets that are in the front of exercise books.</p> <p>Monitor your child's exercise book and check that they have made the corrections identified by the teacher.</p> <p>Regularly ask your child what they learnt in their lessons and encourage discussion of key concepts.</p> <p>Encourage your child to use a dictionary when completing homework.</p> <p>Encourage your child to complete practice exam questions, by using example questions provided by teacher.</p> <p>Encourage your child to be aware of events in the news, that link to religion and the issues that are raised.</p>
<p><b>Term 3 and 4</b></p> <p><b>Relationships and families</b></p> <p><b>Students will learn Christian and Muslim views on:</b></p> <ul style="list-style-type: none"><li>● Sex, marriage and divorce</li><li>● Contraception</li><li>● Sex before marriage</li><li>● Cohabitation</li><li>● The role of families</li></ul>	
<p><b>Term 5 and 6</b></p> <p><b>Practices: Christianity and Islam</b></p> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"><li>● Worship</li><li>● Forms of Prayer</li><li>● Five Pillars of Islam</li></ul>	
<b>Reference/Extension Material: RELIGIOUS STUDIES</b>	
<p>Books: AQA A Christianity and Islam - Oxford University Press 2016</p> <p>Websites: Explore BBC news website to identify religious issues in the news.</p> <p>Places to visit and things to do: Explore local places of worship.</p>	



**Subject: Science**

Subject Leader: Mr West - [swest@gillotts.org.uk](mailto:swest@gillotts.org.uk)

Topics that will be taught	How can parents help
<p><b><u>Term 1 and 2</u></b></p> <p><b>Ecosystems</b> Respiration Photosynthesis</p> <p><b>Energy</b> Work Heating and Cooling</p> <p><b>Electromagnetism</b> Magnetism Electromagnets</p> <p><b><u>Term 3,4, 5 and 6</u></b></p> <p><b>GCSE Science</b> Students begin their GCSE course(s) in January. All students will study</p> <p><b>BI You and Your Genes</b> Cells DNA structure Protein Synthesis Inheritance Genetic technology</p> <p><b>CI Air and Water</b> Particle theory Atmosphere Pollutants Energy changes in reactions Potable water</p> <p><b>PI Radiation and Waves</b> Waves transferring energy Electromagnetic spectrum (uses and risks) Light Sound</p>	<p><b>Learning Process:</b></p> <ul style="list-style-type: none"><li>• discuss with students what they learnt in their science lessons during the week</li><li>• asking students about their homework</li><li>• when students need to revise or practice learning support by testing them using resources</li><li>• look through their exercise book and encourage students to explain what they learnt</li><li>• refer to the suggested resources below and if possible purchase revision guide</li></ul> <p>• <b>Science Capital</b></p> <ul style="list-style-type: none"><li>• watch science programmes together and discuss what you've seen</li><li>• visit museums and planetariums</li><li>• encourage students to engage with science careers which interest them- use resources found here <a href="https://sites.google.com/gillotts.org.uk/gillottscience/science-careers-education?authuser=0">https://sites.google.com/gillotts.org.uk/gillottscience/science-careers-education?authuser=0</a></li><li>• discuss potential pathways into careers of choice through post 16 science education- use resources here <a href="https://sites.google.com/gillotts.org.uk/gillottscience/post-16-education?authuser=0">https://sites.google.com/gillotts.org.uk/gillottscience/post-16-education?authuser=0</a></li><li>• discuss current affairs related to science with them and the wider family</li><li>• encourage students to try out STEM kitchen science experiments found here <a href="https://sites.google.com/gillotts.org.uk/gillottscience/stem?authuser=0">https://sites.google.com/gillotts.org.uk/gillottscience/stem?authuser=0</a></li></ul>

**Reference Material: SCIENCE**



**Gillotts Science Resource Website:**

<https://sites.google.com/gillotts.org.uk/gillottsscience/home>

**Year 9 Revision Materials**

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources/year-9-new?authuser=0>

**GCSE Revision materials (from January). Access to:**

- Recommended revision guides
- Specification for GCSE units
- Pre made flashcards for GCSE units
- Interactive revision resources focusing on learn, recall and apply
- <https://sites.google.com/gillotts.org.uk/gillottsscience/ks4-resources?authuser=0>

**Other Useful Websites of Note:**

BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zng4d2p>

Educake Science Online Quiz: [www.educake.co.uk](http://www.educake.co.uk)

**Subject: Spanish**

Subject Leader: Ms Langdon - glangdon@gillotts.org.uk

Topics that will be taught	How can parents help
<b>Term 1</b> Saying what food you like Using a wider range of opinions Describing meal times Using negatives Ordering a meal Discussing what to buy for a party Using the near future Using 3 tenses together to describe a party Arranging to go out Using Me gustaría + infinitive Making excuses Using quedar/poder	<p>Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We now offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE!</p> <p>In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9.</p>
<b>Term 2</b> Talking about clothes Using this/these Using reflexive verbs Talking about things you like Using gustar with nouns in the present tense Talking about your week Using regular verbs in the present tense Talking about films Using “ir” Using the near future tense	<p>The Year 9 French course is built around the “Studio 3” material, the German course around the “Stimmt 2 and 3” material and the Spanish course around the “Viva 2 and 3” published by Heinemann.</p> <p>In class, we exploit a wide range of resources but the Studio 3 / Stimmt / Viva textbooks are the principle textbooks used. We do not have time in class to cover the extension material at the end of each unit of work.</p> <p>We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use:</p>
<b>Term 3</b> Talking about diet Using negatives Talking about an active lifestyle Using stem changing verbs Talking about your daily routine Using reflexive verbs	<p>Spanish:</p> <p>Viva 3 Green 9781447935285            Viva 3 Red 9781447935247</p> <p>Copies are available from amazon.co.uk for around £15 depending upon the supplier.</p>
<b>Term 4</b> Saying what you have to do at work Using tener que Saying what job you would like to do Using adjective agreements Saying what you did at work yesterday Using preterite tense of regular verbs Describing your job Using present and preterite tenses	<p>There are many useful online resources available for use outside of lessons. One particularly popular and useful website is <a href="http://www.linguascope.com">www.linguascope.com</a> . The username is “Gillotts” and the password is “gillotts”. It helps support and extend learning in many different languages all the way through to GCSE.</p>
<b>Term 5</b> Meeting and greeting people Using expressions with tener Talking about a treasure hunt Using the superlative	

Describing a day trip Using the preterite of irregular verbs Discussing buying souvenirs Using tu/usted Using 3 tenses together	
<b>Term 6</b> Talking about children's lives Using he/she/it forms Talking about children's rights Using poder Talking about journeys to school Using the comparative Talking about environmental issues Using the "we" verb forms	
<b>Reference/Extension Material: SPANISH</b>	
<p>"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example <a href="http://www.wordreference.com">www.wordreference.com</a> ) can also be useful as can Google Translate when used appropriately. However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as <a href="http://www.linguscope.com">www.linguscope.com</a> (username: gillotts, password: gillotts), <a href="http://www.hellomylo.com">www.hellomylo.com</a> or <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is <a href="http://www.whystudylanguages.ac.uk">www.whystudylanguages.ac.uk</a>.</p> <p>Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged."</p>	

**Subject: PSHE**

Subject Leader: Mrs Silk -gsilk@gillotts.org.uk

Topics that will be taught	How students' progress is assessed from term to term
<p><b>Term 1: Relationships (Sex Education Awareness Day)</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>● Body Image and self-esteem issues.</li> <li>● Abstinence</li> <li>● Contraception</li> <li>● STI's</li> <li>● Underage and Pregnant</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>● reflect critically on their own and others' values.</li> <li>● reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour.</li> <li>● develop self-awareness by reflecting critically on their behaviour and its impact on others.</li> <li>● use knowledge and understanding to make informed choices about safety, health and wellbeing.</li> <li>● find information and support from a variety of sources.</li> <li>● assess and manage the element of risk in personal choices and situations.</li> <li>● use strategies for resisting unhelpful peer influence and pressure.</li> <li>● know when and how to get help.</li> <li>● identify how managing feelings and emotions effectively supports decision-making and risk management.</li> <li>● discuss sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.</li> </ul>
<p><b>Term 2: Law and Governance</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>● Criminal Justice System.</li> <li>● Youth Offenders Institution.</li> <li>● Custodial Sentences.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>● explain how the UK Criminal Justice System works and what happens when someone is arrested</li> <li>● consider alternative sanctions to common crimes committed by young people</li> <li>● to understand the life and future of a young person in a Young Offenders' Institution</li> <li>● understand and explain how the UK legal system works and to create a teenage friendly guide to the UK legal system.</li> <li>● debate the effectiveness of custodial sentences and offer alternative sanctions.</li> <li>●</li> </ul>
<p><b>Term 3: Careers</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>● Focus on subject option choices.</li> <li>● Research different career choices.</li> <li>● Raise aspirations.</li> <li>● Raise awareness of qualifications needed for potential employment.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>● identify and evaluate different factors that will influence the subject option choices that you take.</li> <li>● identify our strengths and the areas that students need to develop in preparation for making the right career path.</li> <li>● identify what our lifestyle priorities might be and to consider how a range of factors might influence our career choice.</li> </ul>

<ul style="list-style-type: none"> <li>Recognise and identify the importance of developing employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>study the economic wellbeing and financial capability should include:</li> <li>understand different types of work, including employment, self-employment and voluntary work.</li> <li>work roles and identities.</li> <li>the range of opportunities in learning and work and changing patterns of employment (local, national, European and global).</li> <li>the personal review and planning process.</li> <li>skills and qualities in relation to employers' needs.</li> </ul>
<p><b>Term 4: Globalisation</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>appreciate that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.</li> <li>exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.</li> <li>considering the interconnections between the UK and the rest of Europe and the wider world.</li> <li>exploring community cohesion and the different forces that bring about change in communities over time.</li> </ul>
<p><b>Term 5: Healthy Lifestyles</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.</li> <li>Use strategies for resisting unhelpful peer influence and pressure.</li> <li>Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.</li> <li>Assess and manage the element of risk in personal choices and situations.</li> <li>Use strategies for resisting unhelpful peer influence and pressure.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>research into the reactions of a certain drug group on a human</li> <li>create a mind map that highlights the main reactions of their chosen drug</li> <li>present to the class their findings via their mind map</li> <li>learn about simple First Aid techniques which students might come across</li> <li>understand how to assess a first aid situation</li> <li>practise putting students into a recovery position</li> </ul>
<p><b>How can parents support their child in PSHE?</b></p>	
<p>It is essential that parents support the development of the PSHE curriculum at Gillott's School. This can be done in a number of ways:</p> <ul style="list-style-type: none"> <li>Find out when the PSHE days are (we have 5 over the year).</li> <li>Ensure your child attends all PSHE days.</li> </ul>	

- Encourage your student to discuss the structure of the day with their tutor if they are unclear.
- Look at the website for up to date information on PSHE days.
- Encourage a discussion about the learning that has taken place on the PSHE day.
- Discuss recent events in the news that link into the themes expressed on the PSHE days.

Relate to the real life experience provided by PSHE day and outline their importance for life beyond Gillotts.

**Reference/Extension Material: PSHE**

[http://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=461](http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461)

<http://www.bbc.co.uk/schools/parents/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe>

## **The Open Learning Centre**

The Open Learning Centre is open at 8am and is open for an hour after school EVERY day. Students can come in and complete their homework with all the resources available to them in their classes.

The OLC has nearly 7000 stories and magazines to encourage reading and a love of stories, supplemented by a collection of audio books on CD and a DVD collection. Any student or parent can borrow items.

Many parents ask for recommendations. On the school website are now reading lists of new books for each year that are updated each term. That is not to say students should not read outside their age, but the lists are a good starting point for suggestions.

If more suggestions are needed, the school's librarian will be very pleased to help and is always happy to discuss books and receive suggestions for the OLC. The librarian can be reached during term time on 01491 636827