

SUBJECT SUPPORT INFORMATION

for Parents / Carers

of

Year 9 Students

2019/2020





Welcome



Dear Year 9 Parents and Carers

Welcome to our Year 9 Curriculum Information Evening.

We hope that your child has made a successful start to Year 9, and that they are enjoying the many subjects that make up their curriculum.

The purpose of tonight's event is to provide you with details of the schemes of work that your child will be following in Year 9 and how you can best support their learning and progress. Year 9 is a crucial year in your child's learning journey at Priestnall, as they will be asked to make their Key Stage 4 option choices in the spring term. In preparation for this, all subjects will begin to introduce a 'GCSE-strength' curriculum during this academic year.

Directors of Learning and Curriculum Leaders from English, Mathematics and Science will be in attendance this evening to deliver a short presentation each and to answer any specific questions you may have regarding their subject. Information about all of the other subjects on your child's timetable can be found within this booklet.

We hope you find the evening useful and informative. All of the presentations from this evening will be available on the school's website from tomorrow.

Please note that Year 9 Parents' Evening will be taking place on **Thursday 27th February 2020**, with our Year 9 Options Evening following on **Thursday 12th March 2020**.

If you still have any unanswered questions at the end of tonight's proceedings, please do not hesitate to approach myself or one of my colleagues and we will ensure that any issues are addressed.

Mr C Burns
Headteacher



English

In Year 9 students begin a foundation year in preparation for their GCSE exams in both English Language and English Literature, two diverse courses. They are introduced to all the skills, assessment focuses and exam criteria required for success in Year 10 and 11. They will also be introduced to texts which they will study for their final GCSE, for example 'A Christmas Carol', and the Anthology poetry.

The aim is two-fold: firstly to familiarise students with every aspect of the course, including the process of exams, and secondly to work on the development of skills and knowledge required for the two GCSEs.

The programme of study is as follows:

Term 1	Term 2	Term 3
Autumn (1)	Spring (1)	Summer (1)
Of Mice and Men	A Christmas Carol	Anthology Poetry
Half Term	Half Term	Half Term
Autumn (2) 8 weeks	Spring (2)	Summer (2)
English Language Paper 1: Writing	Complete A Christmas Carol Begin Anthology Poetry	Preparation for the Paper 1 Reading Exam

Students can be supported in their preparation for the GCSE through the following tasks:

For all sections of the course, use the Learning Platform.

Study Guides for A Christmas Carol, Anthology Poetry and the English Language course can be purchased from the Library.

Creative Writing:

- Learning the features of descriptive and narrative writing, and making a poster to display in their bedroom. They could also aid memory by creating a mnemonic
- Looking outside the window and list four things they can see. For each thing, describing how it looks, sounds, tastes and smells. Writing four sentences, each one beginning with either an adverb, or an adjective, or an exciting and dramatic finite verb (e.g. Whirling across the road, the leaves brushed the tarmac, bruising the cold concrete with the fresh, acrid smell of decomposing life.)
- Practising planning answers to sample questions
- Practising writing answers in timed conditions
- Learning punctuation or spelling weaknesses
- Revising semi colons, ellipsis, colons, dashes, commas for subordinate clauses
- Compiling a list of five simple verbs: e.g. walk, sit, eat, drink, laugh. Then imagining different types of people: a soldier dying on the battlefield in World War 1, a ten year old landmine victim from Afghanistan and a middle aged career woman with four children. They could then use as many words as possible, focusing on the verbs, describe how each of those people would perform each of those verbs. When the list is complete, sharing it with someone else, and seeing if they can add more. The skill in writing descriptively is being able to visualize and empathise with what they are trying to write about.

Anthology Poetry:

- Re-reading the poems adding to annotations made in class
- Researching the poems and poets on the internet
- Making notes on the themes found within the poems (studied in class)
- Buying a CGP Study Guide (ask class teacher for advice)

Of Mice and Men and A Christmas Carol:

- Re-reading the novel
- Watching the film version
- Researching the social and historical background on the internet
- Completing character studies of the main characters
- Making detailed notes on the themes



Mathematics

Groupings:

- Students in Year 9 are put into groups according to their Mathematical ability.
- At the end of each half term these groups are reviewed and changes made if necessary.

Assessments:

- Your child will start their GCSE Course in September of Year 9.
- We will begin to use Sample Assessment Materials and an increasing number of past papers provided by Edexcel

GCSE Mathematics

There have been significant changes to GCSE Maths compared to pre-2017 that will affect this year group.

The key changes are:

- The **volume of subject content** has increased. (This is one reason for starting in Year 9)
- The **demand of that content** has increased, with harder topics introduced. This is true for both Foundation and Higher.
- The total time for the examination has increased, from 3½ hours to 4½ hours. All exams will be at the end of the course in Year 11.
- There are **fewer marks at the lower grades** and **more marks at the higher grades** at both Foundation and Higher Tier.
- A **new grading structure** has been introduced, from grades 9 to 1, to replace the previous A* to G grading scale.
- There is a **greater emphasis** on **problem solving** and **mathematical reasoning**, with more marks being allocated to these higher-order skills.
- Students are required to memorise formulae – **fewer formulae will be provided in examinations.**

We are currently following the Edexcel Linear Mathematics (9-1) course, although a review of the most suitable exam board is always being undertaken and we may decide that a different exam board meets our needs better in the future.

To support your child we will keep up to date with all changes and ensure that students are familiar with the new types of questions.

Homework is set using “Mathswatch” as well as more traditional paper activities. Students will also be expected to complete a number of past papers using ‘Method Maths’.

There will be greater emphasis on exam type questions as we move through into Year 10 and 11.

Students will also be given access to The PiXL Maths App. This will enable them to improve their skills in a fun and engaging way that will challenge them at an individual appropriate level.

PiXL Maths App - <https://mathsapp.pixl.org.uk/>



Science



In the first half of Year 9, students study a GCSE foundation course in Science. This is a preparatory course designed for progression onto the Edexcel GCSE Science courses after the February Half Term Holiday.

The course is broken up into the following units of study: Key Stage 3 Biology, Chemistry and Physics and then after the February Half Term Holiday, pupils begin the first GCSE topics. Students will sit regular end of unit tests which will be significant for the setting of students in Year 10, as well as confirming their eligibility for the Separate Science option in Years 10 and 11.

YEAR 9 ASSESSMENT CALENDER

Topic Order		Assessment
Biology	9A Genetics and Evolution	9A, 9E and 9I Assessment: Multiple Choice & Written Questions. Based on the first 3 lessons of each topic covered in the first half-term.
Chemistry	9E Making Materials	
Physics	9I Forces and Motion	
October Half Term		
Biology	9B Plant Growth	
Chemistry	9F Reactivity	
Physics	9J Forces Fields & Electromagnets	
Christmas Holiday		
Biology	Complete 9B Biology Revision including KS3	Written exams: one each for Biology, Chemistry and Physics covering everything taught in Y9 so far
Chemistry	Complete 9F Chemistry Revision including KS3	
Physics	Complete 9J Physics Revision including KS3	
February Half Term - GCSE Courses Begin		
Biology	CB1 Key Concepts in Biology	Preparation for KS4 assessments after the Easter Holiday
Chemistry	CC3-4 Atomic Structure & Periodic Table	
Physics	CP3 Conservation of Energy	
Easter		
Biology	Continue CB1 Key Concepts in Biology	Microscopes Core Practical
Chemistry	Finish CC4 Periodic Table Start CC5-7 Bonding & Types of Substances	End-of-Unit Written Exam Atomic Structure & Periodic Table
Physics	Finish CP3 Conservation of Energy Start CP1 Motion	End-of-Unit Written Exam Conservation of Energy
May Half Term		
Biology	Complete CB1 Key Concepts in Biology	
Chemistry	Finish CC7 Bonding & Types of Substances	
Physics	Finish CP1 Motion	

Parental Support

- Active Learn is a website for homework, revision & independent learning for Edexcel Science (www.pearsonactivelearn.com). It is matched to the Edexcel specification so all material is relevant to your son/daughter's Science course. It includes a range of guided, interactive learning activities that include short and extended answer questions. It provides instant automated marking and feedback as well as an online textbook for each unit of study which can be annotated. There is also a tracking screen to show your son/daughter's progress and attainment. Your son/daughter has a username and password to access the website which was given to him/her by his/her Science teacher. Your child has received training on how to use the website in order for him/her to maximise its potential. Please encourage your son/daughter to use this resource beyond activities that have been assigned by his/her Science teacher.
- The Priestnall Frog (www.priestnall.stockport.sch.uk) has revision resources for the units taught. There are also exam tips and many other helpful support areas. These can be found under All Subjects and Science
- Encourage the use of revision websites such as <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>.
- It is important that you and your son/daughter know what his/her target grade is for the end of Year 9. This information will help you to determine how close your son/daughter is to achieving his/her target grade at key points.
- Year 9 will use the same Key Stage 3 revision guides that were available during Years 7 & 8. If your son/daughter didn't purchase one in previous years they are available from the school library at a cost of £5.50.
- Encourage your son/daughter to attend their Science teacher's weekly "Office Hours" for extra support.
- Encourage the creation of a revision timetable well before the exam dates.
- Help your son/daughter create individual revision materials (i.e. mind maps, flash cards, revision notes etc). These can also be created online by using websites such as www.cram.com and www.flashcardmachine.com.
- Ensure that all classwork and homework is complete and is of a good standard. Please use Frog to keep up to date on homework tasks that are set by your child's Science teacher.



Art & Design

In Year 9 all students continue to study Art and Design for two periods per fortnight.

For many students this will be their final experience of Art and Design education as they will go on to select alternative choices for their GCSE courses.

It is our hope and belief that, for these students, they will be equipped to appreciate Art at an adult level on completing Year 9; being competent and confident in their abilities to record, investigate and respond to the visual and creative world around them.

- We explore the things that we see and feel to communicate ideas and meanings. Again we will revisit subjects from the genres of PEOPLE, PLACES and OBJECTS enabling students to show progression in their understanding and approach.
- We work with traditional and new media, developing confidence, refining skills to a high level and developing imagination and creativity at every opportunity.
- We learn to appreciate and value images and artefacts across further times and cultures and to understand the contexts in which they were made.
- In art, craft and design we assess our own and other people's work, judging quality, value and meaning.
- We learn to think and act as artists, craftspeople and designers, working creatively and intelligently.
- We develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich our lives.

Art and Design at Priestnall is a very popular option subject and is the established, most direct and reliable route to higher study in ALL Art and Design disciplines both at A level and on vocational courses in further education and at degree level.

During Year 9 students are offered guidance about their option choices and the careers that are accessed within the creative industries.

Assessment in Year 9 indicates the grade that students would be likely to achieve if they continue to study Art and Design as a GCSE subject, clearly in Year 9 there is not sufficient time to develop the full range of skills and outcomes that are required by the exam criteria but our intention is to enable extended study on projects which relate to the types of study undertaken in the GCSE courses.

Students of all abilities are welcomed onto our GCSE courses and supported to achieve the school's high expectations.



Beliefs & Values



During Year 9, students will continue to build upon the foundations they have made in Years 7 and 8. Students will consider challenging social issues, where they explore aspects of philosophical and ethical thinking from faith and secular perspectives, and are asked to respond to ethical issues that challenge humanity.

Some students will also be introduced to philosophy and philosophical thinkers. These lessons are designed to stretch and challenge. Ethics and Philosophy is a popular and challenging option to select at GCSE.

The topic of Sex and Relationships is taught through Belief and Values, where students cover topics such as contraception, sexually transmitted infections, media distortion and Youth Produced Sexual Imagery: 'sexting'.

PSHE and Citizenship units are also completed in this curriculum time. Homework continues to be set at the teachers' discretion and students are encouraged to share their learning at home.

The areas of study for Year 9 are:-

Self-esteem

What is Self-esteem?

How do we improve and protect our self-esteem?

Religion and society

Rights and Responsibilities

What are human rights?

How do we decide what is right and wrong?

Where does moral authority come from?

Genetic engineering and stem-cell research

Medical Ethics

In-vitro fertilisation and fertility

Transplant surgery

Organ donation

Environmental issues

Crime and Punishment

Why do we have laws?

Why do we punish people?

What punishment fits the crime?

Capital punishment

The United Nations

Peace and Conflict

Why do people go to war?

Is there ever a 'just' war?

Christian and Islamic views on war

Organisations that work for peace

What parents/carers can do at home to help:

- Encourage students to discuss their learning and ASK SEARCHING QUESTIONS.
- Encourage students to watch the news. If it is in the news, we teach and learn about it!
- Encourage students to complete the homework tasks that are set for them to the best of their ability using websites like BBC Religion, BBC Ethics, BBC Bitesize.
- Make use of the range materials available to help which will shortly be available on the Belief and Values section of the Learning Platform.



Computing

Throughout the first half term in Year 9, students are learning how to program. Students are taught using the Python language, which is (relatively) easy to understand, quick to learn, powerful, popular and free to download and use. Students are taught sequentially, right from "Hello World!", building their knowledge and the syntax via debugging, making use of Conditional (IF...) Statements and While Loops, learning how to write pseudocode, and culminating in the creation of a joke machine. Developing programming helps students to gain a good understanding of logic, strengthens skills in the use and recall of modern foreign languages, be more creative, effective and efficient (through learning by making mistakes!).

In the following two half terms the students will follow GCSE Computer Science lessons and GCSE Business Studies lessons to give them a real diet of what these lessons are like in KS4.

In the summer term, pupils will investigate the impact that technology has on people, place and the environment. Students will identify the costs involved in consuming the latest technology including the impact on the environment that discarding their old tech causes. For this topic, students will create a digital news report. They will debate the pros and cons of instant communication, through looking at privacy laws and cyber-crime.

Other topics include the ethics of computers, and the social costs of digital inclusion / exclusion.

Further support:

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

<https://code.org/>

<http://www.teach-ict.com/2016/videos/videos.html>

<http://www.teach-ict.com/videohome.htm>



Design & Technology



During Year 9 we give students the opportunity to study 2 preferred topics of Design & Technology from 5 key areas. The topics will last a full term each and will be taught over the first 2 terms of the year. The 3rd term's topic will be dependent on each student's KS4 option choices.

The topics will focus on the new Design & Technology GCSE, the Art & Design Textiles Design & Graphic Communication GCSEs and The Hospitality & Catering Technical Award. The food topic will also include elements from the GCSE in Food Preparation & Nutrition.

Design & Technology: Woods, Polymers & Metals: gives an insight into the knowledge, understanding and skills required to undertake the GCSE in Design & Technology, which focuses on the iterative design process of exploring, creating and evaluating. This topic involves working to a design brief & specification, using Computer Aided Design software, making a prototype and evaluating work.

Design & Technology: Prototype modelling: develops a range of skills needed for all of the GCSE Design & Technology areas and comprises of: Designing through Computer Aided Design, technical sketching & soft modelling. These areas of study will be taught through a series of mini projects / design tasks as well as using theoretical knowledge which underpins each area.

Graphic Communication: gives an insight into the knowledge, understanding and skills required to undertake the GCSE in Art and Design (Graphic Communication) and focuses on four objectives; investigating, exploring ideas, recording ideas and presenting a final outcome. This topic will focus on experimenting with appropriate media, materials, techniques and processes to gain understanding of visual language.

Textile Design: gives an insight into the knowledge, understanding and skills required to undertake the GCSE in Art and Design (Textile Design) and focuses on four objectives; investigating, exploring ideas, recording ideas and presenting a final outcome. This topic will focus on using a wide range of materials, fabrics and processes, including how to set up and use a sewing machine independently

Hospitality & Catering (Including Food & Nutrition): enables students to gain a basic knowledge of the hospitality and catering industry, in particular the relevant mandatory and other health and safety requirements within the food industry. Nutrition and an understanding of the relationship between diet and health will also be a focus.

Students are assessed using GCSE grade descriptors and are set targets for improvement based on these. GCSE grades for Year 9 students are in the 9-1 range.

In all areas the students are encouraged to plan and carry out their own research into a range of products and critically assess the information they have gathered. Students have the opportunity to analyse existing products to see how they are designed and manufactured.

The students design products using a range of methods, including free hand sketching, 3D modelling and CAD (Computer Aided Design). They use this knowledge to help them plan and manage their time when manufacturing their prototypes. Students have to organise their resources and prioritise tasks in order to complete a successful practical outcome in each project area. Students assess themselves and others, identifying strengths and targets for improvement.

Students use a range of tools, equipment, machinery, materials and ingredients with accuracy and precision to produce quality finished outcomes. On completion of the final product students test and evaluate their products using a variety of methods including taste testing and target market feedback.

Homework for Year 9 will be issued through the Priestnall Learning Platform Frog drive.



Drama

Year 9 Drama lessons, students will:

1. Recognise, evaluate and extend the skills and techniques they have developed through drama;
2. Use a range of drama techniques, including work in role, to explore issues, ideas and meanings
3. Convey action, character, atmosphere and tension when performing plays;
 - Use space, movement and voice with imagination and commitment
 - Contribute positively to the development and realisation of ideas within a range of groupings, and encourage others to contribute fully to the same group
 - Develop the use of language, attitude and accent appropriate to character, place and situation when devising, rehearsing and performing
 - Structure a presentation with the needs of a given audience in mind

Students should also be able to use and understand the following technical vocabulary:

Dramatic tension	Period	Performance Style	Still picture	Monologue
Spoken thought	Mime	Body language	Facial expressions	Eye contact
Role-play	Empathy	Staying in role	Narrator	Soundscape
Teacher in role	Gesture	Vocal skills	Audience Awareness	
Spontaneous & Prepared improvisation				

Students will learn to:

- Use a range of dramatic skills, techniques, forms and conventions to express ideas and feelings effectively, with clear understanding of the differences between naturalistic and non-naturalistic forms and techniques
- Appreciate drama from different cultures and times and use elements in their work
- Develop the ability to use language and attitude appropriate to character, place and situation
- Consolidate the ability to reflect upon and respond to their own work and that of others in the class, showing an ability to recognise quality and structure, to analyse application of skills required and what was communicated

How can parents and carers help their child in Drama?

- Parents and carers can help support their child by enquiring about some of the topics explored and the practical and group skills that have been developed in Drama.



Geography

In Year 9 students begin to investigate in greater detail a range of places and environments at different scales around the world. Students learn about geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues. They also learn about how places and environments are interdependent. They use a wide range of geographical skills and resources such as maps, satellite images and ICT. In Year 9, students study two units to prepare them for the AQA GCSE course before beginning the actual GCSE syllabus in the summer term where they will cover another two units.

The big questions we will investigate in Year 9 are:

Enquiry Question	Content
Do borders matter?	The impact of migration and population change on geopolitics, how and why the borders of countries are changing and creating conflict
Will my grandchildren ever see a glacier?	How and why glacial landscapes are changing, natural and human causes of climate change, the global consequences of human induced climate change
Is climate change increasing conflict?	Analysis of the link between our changing climate and conflict in areas of the world such as Syria and in North and Central America
Should we be living near the coast?	Coastal processes and landforms, how and why coastal processes are managed

Assessment:

There are five aspects to being an outstanding Geographer therefore students will be assessed on their ability to:

- **Know information as a Geographer** - knowledge of locations, places, environments
- **Think as a Geographer** - understanding of the processes that lead to the specific characteristics of places
- **Study as a Geographer** - competence in a range of skills including fieldwork, mapping and GIS and in researching
- **Apply ideas as a Geographer** - apply geographical knowledge, understanding and skills to real world contexts
- **Communicate as a Geographer** - develop well-evidenced arguments drawing on their geographical knowledge and understanding

Students will be assessed by means of a baseline test as well as through GCSE-style questions and end-of-unit tests, with students being assessed using GCSE grade descriptions. Students do not take any actual GCSE examinations during Year 9 however the final two topics are actual topics from the GCSE which they will be examined on during Year 11.

What parents/carers can do at home to help:

- Encourage pupils to read and use maps whenever possible when at home, on days out or on holiday.
- Encourage pupils to complete the homework tasks that are set for them. Homework will be assessed through either teacher assessment or students will use their homework within a lesson and will receive feedback on it within the lesson.
- Encourage pupils to take an interest in world events by looking for stories connected to Geography and the environment in the news.



History

In Year 9 students are able to access four units of work:

Medicine Through Time and Victorian London

Students will start Year 9 by looking at Medicine Through Time. This is in preparation for their proper GCSE studies in Year 10. Students will study the development of medical thinking and treatments in the following time periods:

- Ancient Greece
- Ancient Rome
- Medieval England
- Renaissance Period
- Industrial Britain (1750-1850)

The Rise of the Dictators- 1917-1940

Students will continue their studies by looking at the rise of the 20th century dictators. This will include studying the causes of the Russian Revolution, The emergence of the Bolsheviks, leading to the rise of Stalin and his creation of a terror state. We will then move to Nazi Germany and look at Hitler's establishment of a dictatorship in Germany.

The Homefront: World War 2

Students will look at the outbreak of WW2, and focus on the effects of war at home. This will include looking at events such as The Blitz and Evacuation, then broadening the focus to look at the key events of Dunkirk and D-Day. Finally, we look at the end of WW2 which includes the dropping of the atomic bomb on Hiroshima.

The Development of the Cold War

Students will finish Year 9 by looking at the events directly following the end of WW2. This essentially means looking at the roots of the Cold War and the development of Superpower relations. This will include students studying key historical events at this time such as, The Cuba Missile Crisis and an overview of the Vietnam War. This is preparation for this same topic in GCSE History.

How to support your child

Parents are able to support their child by accessing the 'Year 9' section which can be found on the VLE. This contains a list of all topics covered in class, including supporting Power-points. All assessments can also be accessed here including mark schemes. This can be used as a stimulus for parents to extend their knowledge further in order to support their child at home. Parents may also choose to visit the Year 10 section of the Learning Platform to examine the type of exam question that students are preparing to answer as the year proceeds.



All students study French and the majority will continue with French at GCSE level in Years 10 and 11. Therefore, during Year 9, all students start the actual GCSE course as we teach this over three years. By the end of year 9, all students will have covered GCSE Theme 1 (Identity and Culture).

Subtopics of this theme are:

- Who am I (Family, friends, descriptions, relationships)
- Daily Life (Daily routine, Food and Drink, Technology, Shopping, Festivals)
- Cultural Life (Leisure, Sports, TV&Film)

Year 9 students have access to French listening resources via the website which include a variety of practice questions on all relevant topics.

We endeavour to provide as many opportunities as possible for students to learn about the cultural aspects of French life. We aim to make cultural links at appropriate times throughout the course. In fact, we aim to dedicate as much of the final half term of Year 9 to film studies and project work.

Assessment of learning is done through regular tests during the year. These cover skills of listening and reading, speaking and writing. Students will have regular vocabulary tests. These will form part of the on-going assessment of student progress and therefore it is essential that time and efforts are invested.

One huge element of the Year 9 course, the first year of the GCSE course, is that pupils will be planning, preparing, writing and learning their first set of Speaking questions and answers for GCSE Theme 1. This, done correctly, will impact so positively on pupil's ongoing learning and avoid preparation and learning overload in Years 10 and 11.

If students have not already purchased a bilingual dictionary it is necessary to do so since, when used properly and with lots of practice, it is an important tool to help improve the quality of work.

Excellent effort in school and at home is crucial in order for students to achieve to their maximum potential.

YEAR 9 FRENCH ASSESSMENT SCHEDULE

Year 9	Topic	Style of Assessment
Half term 1	Qui suis-je? (<i>Who am I?</i>)	Mini V
Half term 2	Qui suis-je? (<i>Who am I?</i>) Le temps des loisirs (<i>Leisure time</i>)	Mini V Qui suis-je? V/G Picture W
Half term 3	Le temps des loisirs (<i>Leisure time</i>)	Mini V Winter L Winter R Paragraph W
Half term 4	Le temps des loisirs (<i>Leisure time</i>) Jours ordinaires, jours de fête (<i>ordinary days, holidays</i>)	Mini V Le temps des loisirs V/G
Half term 5	Jours ordinaires, jours de fête (<i>ordinary days, holidays</i>)	Mini V Translation W
Half term 6	Jours ordinaires, jours de fête (<i>ordinary days, holidays</i>)	Mini V Jours ordinaires, jours de fête V/G Summer L Summer R Summer W Year 9 S

REVISION ADVICE and USEFUL INFORMATION

What **students** should be focusing on:

Listening and reading:

Learning as much topic-related vocabulary as possible. Vocabulary building needs to be done at regular intervals and not just when learning is set for homework for a test. Students are expected to revise lesson content each evening after a Languages lesson has been delivered.

Practise finding and using synonyms.

Use reading and listening materials to practise exam questions. Their language teacher will be happy to help with any difficulties they encounter in completing the questions.

Speaking and Writing:

Ensure all class notes are up to date and thorough to be used to support revision for exams.

Examine the criteria sheets so they know what they need to do for the higher grades. Make sure they include a range of tenses.

How **you** can help your child:

Test them at regular intervals. This does not mean that you should be spending hours learning it with them!

Encourage them to use the internet to practise vocabulary/grammar they have learnt:

www.linguascope.com
www.atantot.co.uk
www.languagesonline.co.uk

Encourage them to use the strategies on how to answer questions they have learnt in class. This will greatly increase their chances of a higher grade.

Encourage them to practise their exam prep and test them as they manage small chunks of it.

Encourage them to produce high quality GCSE Speaking preparation questions and answers and to start learning them now at this beneficial early stage.

Encourage students to visit the Frog/VLE to advance listening skills using the practice activities.



Music

“One good thing about music, when it hits you, you feel no pain.” – Bob Marley

During Year 9, students study a wide range of musical genres, with many opportunities for practical learning.

All students are individuals and therefore have different learning styles and musical tastes, which is why our Year 9 curriculum values all music styles, skills and instruments and is designed to broaden minds and foster a love of all music that students of all abilities and backgrounds will enjoy.

The students explore a different Scheme of Work each half term:

Term 1a – Jazz Music

- During this Scheme of Work students will develop their ability to recognise, explore and perform different styles of Jazz music from early Blues to modern day.

Term 1b – Music of the Caribbean

- During this Scheme of Work students will explore and learn about the origins and features of Reggae and other styles from the Caribbean such as Mento and Ska.

Term 2a – Film Music

- During this Scheme of Work Students will explore and learn about how music is used in films to portray emotions, help describe and add to the context of different scenes.

Term 2b – Rhythm and Metre

- During this Scheme of Work students will develop their understanding of standard notation through a series of compositional activities using Sibelius 6 software.

Term 3a/3b – Popular Music

- During this Scheme of Work students will explore, learn and then be able to recognise the key features and characteristics of different genres of popular music and the associated fashions and cultures

Students learn through a variety of activities to develop their skills in performing, composing and listening and appraising.

Music specific composition software such as Sibelius and GarageBand are used more extensively at Year 9.

Instrumentalists are encouraged to perform on their instruments during curriculum music.

Assessment takes place during each half term and where possible is in line with the GCSE mark scheme.

The Year 9 Music curriculum is designed to be accessed by all but also to enable students to make informed options choices and to prepare those who decide to take Music at GCSE.



Physical Education



In Year 9 the students study a foundation year in PE ready to support the students into Year 10. This will give the students the ability to make an informed decision on the 2 potential options available to them in Year 10. The class teacher will cover aspects of both GCSE PE and OCR Sports Studies for theory and practical lessons.

They will study the following sports in practical:

Boys:

Fitness
Rugby
Badminton
Basketball
Handball
Hockey
Football
Athletics
Cricket
Rounders
Tennis
Softball

Girls:

Rugby
Badminton
Hockey
Handball
Football
Netball
Badminton
Cricket
Rounders
Softball
Tennis

Students will be assessed against Priestnall levels, but the teacher will also use GCSE PE and OCR Sports Studies grading as appropriate, therefore developing knowledge for options achievements in both exams.

During the 5 lessons per fortnight the students will complete practical lessons, but in the weeks leading up to Options Evening, the students will sample theory lesson in both PE exams.

The OCR Sports Studies theory lessons will include examples of assignment content and task, as well as the exam unit with exam questions. The GCSE PE theory lessons will cover elements of the 2 exam papers of component.

Component 1: Fitness and Body Systems

Component 2: Health and Performance written exam

Support resources are shared on the FROG learning platform.



Physical Education

Dance Specialism



In Year 9 students have the opportunity to select a Dance pathway as part of their PE curriculum. This is an excellent opportunity to introduce students with an interest in dance to the discipline of contemporary dance in terms of dance performance, composition & choreography as well as the theoretical appreciation of the subject. This foundation year will provide dance training and insight into the standard and requirements of the GCSE Dance course which student can opt for at the end of Year 9 if they wish.

Throughout the Year 9 Specialism, students will be introduced to both the practical and theoretical components Dance as follows;

Year 9 Outline of Formal Assessments

ASSESSMENT 1: Approach to technique, motif development, composition & choreography

ASSESSMENT 2: Group Contemporary Performance Piece based on previous GCSE Set Dance.

ASSESSMENT 3: Group Performance Piece based on a particular style or specific theme (5 minute large group dance piece)

ASSESSMENT 4: Appreciation of Professional Works – Choreography Task based on a professional dance piece.

Students will be formally assessed on different skills including; approach to lessons, technical and expressive skills as well as choreography and composition throughout the year.

Students have a dance workbook which needs to be kept tidy and up to date as the content explored throughout this year will be an invaluable point of reference if they do opt for GCSE Dance at the end of the year.

All students are expected to enhance their dance skills by attending one of the weekly extra-curricular dance clubs offered. Students are also expected to perform the dance pieces created in lessons in the school's annual dance show held in March.

It would also be of great benefit to students if they were to participate in any trips to the theatre organised by school or in their own time with parents/carers to watch live dance performance which would serve as inspiration for their own practical work.



When planning the programme of careers education across all year groups we are mindful of the importance of providing good quality impartial information and advice. The resources we use are up to date and carefully selected to respond to the rapidly changing world around us. We recognise the importance of equality of opportunity and encourage our learners to challenge stereotypes regarding jobs and roles.

During this year, your son or daughter will be choosing the subjects they want to take in Years 10 and 11 and you will receive more information about this in the New Year. Making subject choices in Year 9 is an important part of growing up and although it will be some time before students leave full time education it is still important to begin thinking about career choices and future pathways. Choosing which subjects to take in Years 10 and 11 is very important – it can affect options for the future. The qualifications gained in Year 11 can influence what a young person can do next, in terms of education, training and employment.

Support For Your Teenager

Young people today have more choices to make about their future than ever before but there are a number of factors that affect them. An increasingly competitive job market, high youth unemployment, and rising fees for higher education all impact on a young person's plans, making it even more important for them to make the right choices for their education, training and employment. Your son or daughter will receive help and support from school in the Spring Term to ensure they are making the most appropriate option choices. Careers sessions will encourage them to think about and set goals for the future. They will learn how to find and use careers information to research their ideas and explore different options. We will be encouraging students to use the careers website, START, to carry out extensive research that will widen their knowledge of the workplace and career possibilities and will provide them with the self-assessment skills to identify their personal employability strengths.

There is a wealth of information including books on a wide variety of jobs and careers, university prospectuses, local college information and much more. Students will be encouraged to make use of these resources as well as the key information on the Careers page on the school website.

At Priestnall we recognise that an effective careers programme can help prepare young people for the opportunities, responsibilities and experiences that lie ahead within the careers section of the school Library. In addition to the careers education and guidance delivered by staff and external careers advisors, we run careers events throughout the year that involve representatives from businesses and other organisations working with our students both in school and outside.

Helpful Websites

www.direct.gov.uk The 'Parents' and 'Young People' pages have information on young people's choices, financial support for learning and sources of help. This is also the website for registering and searching for apprenticeships.

<https://nationalcareersservice.direct.gov.uk> This website has careers information, advice, practical tools, guides and a helpline.

<https://cyp.iassnetwork.org.uk/> Provides details of local services that offer free impartial information and advice on a range of issues to parents and carers of children and young people with special educational needs.

<http://icould.com> Real stories, information, inspiration and help for next steps all easily accessible. Explore your options with [real-life career videos](#), [articles](#) and [quizzes](#).

<https://www.startprofile.com/> Online careers platform with up to date labour market details, career profiles, subject information and much more.



Independent Learning



All homework is published via Frog

Using the Virtual Learning Environment

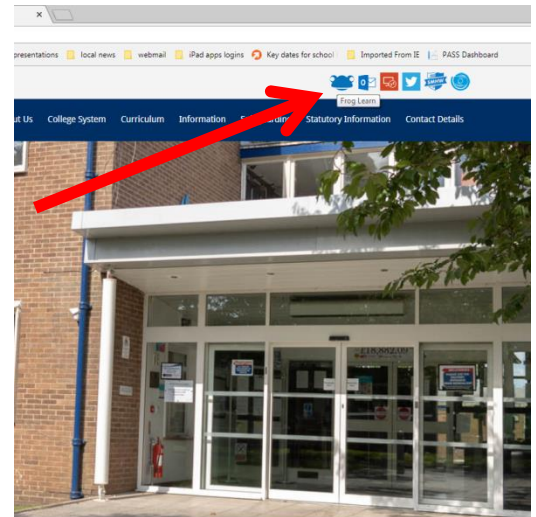
There is a need for students to work independently if they are going to achieve their true potential. In school staff will set work that increasingly relies on students working through problems and issues at their own pace; making decisions about what resources to use and which approaches to take. Students also need to work more independently at home.

Students and parents can access resources from home via the School's Learning platform. The platform is called Frog and is accessible via the school website, by clicking on the blue frog at the top of the screen. Students have a login for the school network, and this is the same username and password that is required to access Frog when outside the school building. Parents should have a username and password issued. If you do not, then please contact the school office.

Within Frog there are a growing number of resources that are available to students and parents. A group of teachers are currently developing content and this will be used more widely during the course of this year. When a new page (known as a "site") is created and you are given access to it, you will receive a notification. The Learning platform will become increasingly interactive, allowing students to access and submit work.

Parents can currently access the Priestnall post from their home page and access student reports that are issued each half term.

The aim of the platform is to improve communication, sharing information more effectively and ensuring that all students have the support needed to ensure they realise their true potential.



Priestnall
educating for life

Research by Cambridge University (2015)

~~Twitter~~ ~~Facebook~~

During Year 11:
Each extra hour per day on the Internet, playing video games or watching TV resulted in:
Two grades lower at GCSE

Each extra hour per day doing homework or reading resulted in:
Four grades higher at GCSE

THE SCHOOL EXPECTATION IS THAT YEAR 9 STUDENTS COMPLETE ONE TO TWO HOURS HOMEWORK PER NIGHT



Glossary of Terms

AS	Advanced Subsidiary Qualification
BTEC	Business & Technology Education Council
CYPD	Children's & Young People's Directorate
DfE	Department of Education
DLD	Deep Learning Day
FSMQ	Free Standing Mathematics Qualification
GCSE	General Certificate of Secondary Education
NEA	Non Examinable Assessment (Typically a practical task)
NQF	National Qualification Framework
NVQ	National Vocational Qualifications
QCDA	Qualifications and Curriculum Development Agency
SMHW	Show my Homework
UCAS	Managing applications to higher education courses in the UK