

**John Masefield High School  
and  
Sixth Form Centre**



**Information for Parents  
Year 9**

**2017-2018**

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## Introduction

Dear Parents

The Year 9 information booklet is designed to give parents and carers a succinct summary of what students study in Year 9, how the curriculum is organised, and how parents can support their child's learning.

Each subject page details the main topics being studied, homework, assessment, top tips for students to succeed and how parents can help.

As in Year 7 and 8 we advocate students showing excellence in our Learning Standards which are detailed on page 6.

Students who achieve excellence with the Learning Standards make the best progress, receive rewards, including praise postcards and bronze, silver or gold awards, and have the opportunity to become school prefects.

I would ask parents and carers to encourage their son or daughter to join in fully with all school activities. Those students who participate the most and enjoy school are usually those who achieve the greatest success. Lastly, if you wish to give us any feedback, or have an issue to discuss please contact me as Headteacher or Year Group Progress Leader Mr Andrew Williams.



Andrew Evans  
Headteacher and Year 8 Progress Leader

## Curriculum Summary for Year 9

As students have made their choices in terms of GCSE options, it is important to note that not all subjects will commence with GCSE level material or coursework until the end of year or the beginning of Year 10.

Subject Area	Hours per week of tuition	Main subject areas covered	Points to note
<b>English</b>	4	English Language English Literature	Set by ability in English
<b>Maths</b>	4	Algebra Arithmetic Geometry Statistics	Set by ability in Maths
<b>Science</b>	3	Biology Chemistry Physics	Set by ability in Science. Towards the end of the year final decisions will be made as to whether students will follow combined or separate Science routes
<b>RE/Ethics Citizenship</b>	1	Ethical decisions, Religion and Prejudice, Geo-Politics	Students are taught in groups which largely mirror their Science set
<b>Core PE</b>	2	Fitness, Invasion games, Athletics	Students are taught in 2 half year mixed ability blocks
<b>Option Subjects</b>	2 or 3	Humanities, Languages, Technology, Creative and Performing Arts, ICT, PE	Those subjects which received 2 hours this year will have 3 hours in Year 10 or 11

## Homework Information

Below is an outline homework timetable for Year 9 students. This timetable is designed as a guide for JMHS teachers when setting homework and indicates the suggested night for homework completion by students. It does not indicate the day that the homework is actually set on and this could be earlier in the week. Teachers are advised to ensure that homework deadlines should be at least the day after the suggested completion night and two days after it is actually set. Students are expected to complete between 30 minutes to one hours homework per week during Year 9 in each of English, maths, science and languages.

Day	Subject	Lesson
Monday	Option A	Monday
Tuesday	Maths	
Wednesday	Option B	Wednesday
Thursday	Science	Thursday
Friday	English	Tuesday and Friday

If you have any queries or concerns about the nature or setting of homework tasks please initially contact the relevant Faculty Leader:

**English:** Mrs J Davies [Jenny.Davies@jmhs.hereford.sch.uk](mailto:Jenny.Davies@jmhs.hereford.sch.uk)

**Maths:** Mrs L Laidler [Lana.Laidler@jmhs.hereford.sch.uk](mailto:Lana.Laidler@jmhs.hereford.sch.uk)

**Science:** Dr A Jennings [Adam.Jennings@jmhs.hereford.sch.uk](mailto:Adam.Jennings@jmhs.hereford.sch.uk)

**Humanities:** Mrs M Hughes [Mavis.Hughes@jmhs.hereford.sch.uk](mailto:Mavis.Hughes@jmhs.hereford.sch.uk)

**Performing Arts:** Mrs J Kyle [Julie.Kyle@jmhs.hereford.sch.uk](mailto:Julie.Kyle@jmhs.hereford.sch.uk)

**ICT & Business:** Mr I Price [Iain.Price@jmhs.hereford.sch.uk](mailto:Iain.Price@jmhs.hereford.sch.uk)

**Technology:** Mr M Stevenson [Mark.Stevenson@jmhs.hereford.sch.uk](mailto:Mark.Stevenson@jmhs.hereford.sch.uk)

**PE:** Mr J Kontarines [Jordan.Kontarines@jmhs.hereford.sch.uk](mailto:Jordan.Kontarines@jmhs.hereford.sch.uk)

## Learning Standards

Learning standard	I will have achieved this if I have
<p><b>L1: Concentrate</b></p> <p>Have I done all I can to focus fully on my work?</p>	<ul style="list-style-type: none"> <li>• Used time to concentrate fully on my learning and overcome difficulties</li> <li>• Listened carefully to explanations and asked questions when I do not understand</li> <li>• Figured out ways to complete difficult tasks and to keep going and complete my work if I am stuck</li> </ul>
<p><b>L2: Care</b></p> <p>Have I made sure that I have produced my best possible work in every way?</p>	<ul style="list-style-type: none"> <li>• Produced my best quality written work or practical work</li> <li>• Tried my very best to achieve high standards in performances, presentations, practical and written work</li> <li>• Checked my work carefully and made improvements</li> <li>• Worked safely and taken good care of equipment and the environment</li> </ul>
<p><b>L3: Co-operate</b></p> <p>Have I worked co-operatively with others as part of a team?</p>	<ul style="list-style-type: none"> <li>• Worked well with others towards a common goal</li> <li>• Taken responsibility for my own input</li> <li>• Provided constructive support and feedback to others</li> <li>• Shown fairness and consideration to others</li> <li>• Adapted to suit different roles within the group</li> </ul>
<p><b>L4: Connect</b></p> <p>Have I used any skills from other subjects, e.g. Maths, ICT or English?</p>	<ul style="list-style-type: none"> <li>• Used good spelling, punctuation and grammar with written work</li> <li>• Shown good listening, speaking, reading and writing skills in all my subjects</li> <li>• Used Maths and ICT skills well to solve problems</li> <li>• Made connections between work done in different subjects to further my understanding</li> <li>• Considered all resources available and chose which are best to use</li> </ul>
<p><b>L5: Contribute</b></p> <p>Have I participated fully in my lessons?</p>	<ul style="list-style-type: none"> <li>• Taken part enthusiastically in activities</li> <li>• Joined in class discussions</li> <li>• Asked interesting questions</li> <li>• Given helpful feedback about how learning could be improved</li> <li>• Helped others to succeed</li> </ul>
<p><b>L6: Create</b></p> <p>Have I used my creativity and initiative to achieve well and improve my learning?</p>	<ul style="list-style-type: none"> <li>• Used my imagination</li> <li>• Produced original work</li> <li>• Explored interesting ideas</li> <li>• Tried out alternative solutions to problems</li> <li>• Used a range of resources</li> <li>• Adapted my ideas as circumstances change</li> </ul>
<p><b>L7: Commit</b></p> <p>Do I know where I am now with my learning, where I am going and how I am going to get there?</p>	<ul style="list-style-type: none"> <li>• Understood how well I am achieving</li> <li>• Thought about what I need to do to move forward</li> <li>• Planned for success by considering where I am now and how to raise this to the next level</li> <li>• Committed to making improvements</li> </ul>

## Achievement Award

		<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
<b>Commit</b>	<b>Attendance</b>	No absences for a half term Signed.....	No absences for a term Signed.....	98% attendance or higher for the year Signed.....
	<b>Punctuality</b>	No lateness for a half term Signed.....	No lateness for a term Signed.....	No lateness all year Signed.....
<b>Commit and Co-operation</b>	<b>Learning</b>	Only very good or better in one progress check/ report Signed.....	Only very good or better in two progress checks/ report Signed.....	Only very good or better in all 3 progress checks/ report Signed.....
	<b>Behaviour</b>	No S2's for a half term Signed.....	No S2's for a term Signed.....	No S2's for a year Signed.....
<b>Contribute</b>	<b>Participation</b>	Participate in 5-9 school/ House activities Signed.....	Participate in 10-12 school/ House activities Signed.....	Participate in 13 or more school/ House activities Signed.....
<b>Care</b>	<b>Charity</b>	Take part in one charity event Signed.....	Take part in 2 charity events Signed.....	Lead/ organise a charity event Take part in at least 3 events Signed.....
<b>Co-operate</b>	<b>Uniform And Equipment</b>	Average 1 point per half term Signed.....	Average 1 point per term Signed.....	Average 1 point over the year Signed.....
<b>Celebrate</b>	<b>House Points Praise Post cards, Respect Campaign</b>	'70' House Points in the year Signed.....	'85' House Points in the year and one of praise post card/ respect campaign commendation Signed.....	'100' House Points in the year and a praise postcard and a respect campaign commendation Signed.....
	<b>Level Gained</b> 6 Targets needed	Signed.....	Signed.....	Signed.....

## Key topic areas to be covered during Year 9

### English

Exam Board – AQA English Language & English Literature

Term	Title	Content
Autumn	The writer's craft  Gothic genre	<i>Big question: How do writers use language, structure and linguistic devices to influence and manipulate their readers?</i>  Exploration of range of short stories, extracts and poems to embed knowledge of Language.  Students will have opportunities to respond as readers and to write creatively. Understanding of what writers do <b>must</b> be integrated into the skills and opportunities students are given to craft their own writing.
Spring	The writer's relationship with the intended reader  Detective genre	<i>Big question: How should a reader respond to a character, relationship, situation or a scene and how can we influence this response as writers?</i>  Exploration of range of texts from different eras. These texts should introduce interesting and increasingly challenging ideas. There are opportunities for explicit cross over and introduction to Literature.  Students will have opportunities to respond as readers and to write creatively. Understanding of what writers do <b>must</b> be integrated into the skills and opportunities students are given to craft their own writing.
Summer	Mastering and moving on  Tragedy	<i>Big question: How do writers show that they can control and craft their writing?</i>  Opportunities for students to revisit and hone skills, but for those who have proven mastery, the emphasis should be on exploring more challenging texts with the option of one of the other GCSE texts or even A Level texts not taught for terminal examination at KS4.

#### Homework:

Set weekly. Students can expect to be set a list of spellings and tasks from the homework booklet. Some of these tasks test students' knowledge of spelling, punctuation and grammar, while others help students to achieve mastery in their retrieval, analytical, inference and writing skills.

#### Assessment:

One marking sticker every half term must be for students' own creative writing. The other two marking stickers will either assess reading or writing skills.

- Mid year examination – December. 30 minute test of reading skills testing language analysis based on an unseen text & choice of descriptive or narrative writing.
- Mid-year – end of Spring Term 1 – reading assessment testing understanding of how texts are structured
- End of year examination – full English Language Paper 1. Likely to be split into two separate sessions – reading and writing.

#### Top Tips for support in Y9:

- Read widely – a mix of fiction and non-fiction texts.
- Seize every opportunity to build an extensive vocabulary – this is the key to success in understanding unseen texts and in writing expressively.
- Show a keen interest in current events and take the opportunity to watch period dramas and documentaries – these will help develop valuable contextual information that will support understanding of literary and non-fiction texts and will give ideas for students' own writing.



## Maths

### Autumn, Spring and Summer terms

In Maths, students were placed into 1 of 7 ability based groups (within two bands) at the start of Year 9. Each of these groups study content based on their level of ability. Our key aims of the Year 9 curriculum are to help students to:

- Become fluent in the use of mathematical skills
- Complete varied and frequent practice e.g. 4 operational skills (+ - x ÷) using correct methods with increasingly complex problems
- Be able to recall and apply knowledge rapidly and accurately.
- Reason mathematically by using estimation, approximation, spotting patterns and using proportional reasoning.
- Look for relationships and make generalisations.
- Start to prove ideas mathematically
- Break down problems into a series of simpler steps.
- Identify the mathematical skills needed to solve problems.
- Understand the importance of learning from your own mistakes.
- Persevere and show resilience when experiencing difficulties.

All sets will cover topics that include Arithmetic, Algebra, Geometry and Statistics and all sets will learn how to tackle real life mathematical problems.

### Homework:

Homework is given every week. Every other week this homework will be an assessed piece so they can track the progress they are making. The assessed pieces are generally split into three main sections:

1. Review – revision and practice of prior work
2. Consolidate – questions on the topic they are currently studying. This is generally the largest section
3. Preview – a short activity to judge students' understanding of future work

### Assessment:

Students receive detailed feedback on their strengths and areas of improvement after each of homework tasks. In addition to the assessed homework, students are tested at the end of the Autumn Term, Spring Term and then finally in their end of year tests in May. After each of these tests students evaluate their progress and set themselves targets for the future.

### Top Tips for support in Year 9

- Read carefully feedback from teachers - try to act upon advice you are given.
- Continually review the work you have covered throughout the year - this will make revision much easier.
- If you can't solve a problem straight away don't give up, use your notes to help you first then ask - there are always lots of people you can ask for support.

### How parents can support

- Encourage students to always show their mathematical workings in homework tasks.
- Make sure students have all the correct mathematical equipment they may need – this includes a scientific calculator.
- Talk maths whenever possible, think about time, money and other financial situations, cooking, fractions, percentages. If possible discuss different ways to reach an answer.

### Exam

Students will sit the AQA GCSE Mathematics which consists of 3 equally weighted papers, one of which is non-calculator. Revision guides

## Science

**Examination Board:** Edexcel

### Combined Science:

Following this option, students receive two GCSEs in science. They study a range of topics across the three science specialisms. Each specialism is examined in two exams at the end of year 11. All students will also complete a number of required practical activities. They will be examined on their understanding of the apparatus and practical techniques they learn throughout the course.

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Year 10	Key Concepts in Biology Cells and Control Genetics Natural Selection and Genetic Modification Health, Disease and the Development of Medicine	States of Matter Methods of Separating and Purifying Substances Atomic Structure The Periodic Table Ionic Bonding Covalent Bonding Types of Substance Acids and Alkalis Calculations Involving Masses Electrolytic Processes	Motion Forces and Motion Conservation of Energy Waves Light and the Electromagnetic Spectrum Radioactivity
Year 11	Plant Structures and their Functions Animal Co-ordination, Control and Homeostasis Exchange and Transport in Animals Ecosystems and Material Cycles	Obtaining and Using Metals Reversible Reactions and Equilibria Obtaining and Using Metals Groups in the Periodic Table Rates of Reaction Heat Energy Changes in Chemical Reactions Fuels Earth and the Atmosphere	Energy Forces Doing Work Forces and their Effects Electricity and Circuits Magnetism and the Motor Effect Electromagnetic Induction Particle Model Forces and Matter

### Triple Science:

Some students will follow the triple science option and receive separate GCSEs in Biology, Chemistry and Physics. Each science is examined in two exam at the end of year 11. All students will also complete a number of required practical activities. They will be examined on their understanding of the apparatus and practical techniques they learn throughout the course. The practical activities and content include all those covered in the combined science, and additional content as shown below.

**Biology** - The Biology course covers the same content as the Combined Science course. However, in some topics, students following the Triple Science course will cover these in more depth and detail.

**Chemistry** – The Chemistry course covers the Combined Science content with the additional topics including: ‘Transition metals, alloys and corrosion’, ‘Hydrocarbons, Alcohols and Carboxylic Acids’ and ‘Qualitative Analysis’

**Physics** - The Physics course covers the Combined Science content with the additional topics including: ‘Astronomy’ and ‘Forces and Matter’

### **Homework and Assessment**

Homework is set at least once a week and will largely focus around completion of exam style questions. It will predominately aim to build on and strengthen concepts covered in lessons but may also include independent research to help students develop wider subject knowledge.

Students will be assessed at the end of each topic, or group of topics. These assessments will be in a similar format to the final examinations. They will have a number of larger assessments throughout the course, to prepare them for the final examinations, including mock exams in Year 10 and 11.

## *Drama*

### **Exam Board – AQA**

#### **Autumn – Overview**

In the autumn term, students begin the course by taking part in the Shakespeare for Schools Festival culminating in a performance at The Courtyard in Cheltenham. This event quickly enables students to hone the performance skills they will use over the following three years and get used to the pressures of live performance. Following the performance, students will evaluate their contribution and their skills so far. The rest of the term will encompass improving basic skills.

#### **Spring – Overview**

Mini devised project with light log book tasks and primary focus on evaluation. This begins with introduction to Devising which features small group work with non-naturalistic theatre styles. And introduction to techniques. Once introduced to these the students will then receive their stimulus which will guide creative processes. They will maintain a log-book at the end of each lesson, self-reflection and evaluating on own progress. Peer feedback on small sections. Students will then prepare for final performance.

#### **Summer – Overview**

This term will focus on preparing for the examination. Students will learn the language of live theatre to use in analysing and evaluating live performance and being study of one of the set texts (**The 39 Steps: John Buchan/Patrick Barlow or Hansel and Gretel: Carl Grose/ Blood Brothers: Willy Russell/ A Midsummer Night’s Dream: William Shakespeare / The Crucible – Arthur Miller**)

#### **Homework:**

Homework is set as appropriate to the lessons being delivered. Students should expect a homework task approximately every fortnight. Most will be directly linked to their class work but some will be stand-alone tasks developing wider subject knowledge.

#### **Assessment:**

Students will receive written feedback on their written work after every 6-8 lessons, this will include homework tasks, work in class and practical lessons.

#### **Top Tips for support in Year 9**

- Work with students to learn lines and develop characterisation
- Support students in engaging with live theatre as much as possible
- Read through set texts with students to help them to direct and understand characters
- With written work, ask questions to enable them to write in detail in self-evaluation and reflection
- Help students to revise the key roles within the theatre beyond performance e.g. stage manager, lighting technician

## Dance

### Exam Board – AQA

#### Autumn – Overview

In the autumn term, students begin the course by developing their technical and performance skills in lessons through taking part in technique lessons, exploring a range of dance styles and learning large group performance pieces, which they will perform at the Autumn Dance Showcase. This event quickly enables students to hone the performance skills they will use over the following three years and get used to the pressures of live performance. Following the performance, students will evaluate their skills so far.

#### Spring – Overview

Students will take part in a series of practical choreography workshops to develop their knowledge, understanding and application of choreography skills. This begins with an introduction to a range of stimuli which features the typical source questions set by the exam board for their choreography task. A range of approaches and techniques will be explored in small groups, pairs and sometimes as a solo task. Once introduced to these, the students will then select a favoured stimulus for their final piece of choreographed dance. Students will then prepare a short choreography workshop in groups of their own to teach at the Primary Dance festival. They will also perform their own choreography at the Primary Dance Festival.

#### Summer – Overview

This term will focus on preparing for the examination as well as continue to develop their performance skills. Students will learn the language of dance to use in analysing and evaluating live performance and begin to study of one of the set works. (**Emancipation of Expressionism: Boy Blue Entertainment / Shadows: Phoenix Dance Theatre / A Linha Curva: Rambert Dance Company / Infra: The Royal Ballet / Artificial Things: Stopgap Dance Company / Within Her Eyes: James Cousins Company**)

#### Homework:

Homework is set as appropriate to the lessons being delivered. Students should expect a homework task approximately every fortnight. Most will be directly linked to their class work but some will be stand-alone tasks developing wider subject knowledge.

#### Assessment:

Students will receive written feedback on their written work after every 6-8 lessons, this will include homework tasks, work in class and practical lessons.

#### Top Tips for support in Year 9

- Work with other students to go over choreography taught in the lesson
- Support students in engaging with live dance as much as possible
- Watch through the set works to familiarise themselves with the components of the works
- With written work, ask questions to enable them to write in detail in self-evaluation and reflection
- Do independent research into the dance companies we are studying for the set works.

## Music

### Exam Board – Eduqas

#### Autumn – Overview

In the autumn term, students begin the course by taking part in a carousel of activities including: ukulele, samba, singing, keyboard and African drumming. This carousel activity allows students to revise areas they have previously covered in the last 2 years and to refresh their knowledge of music theory and elements. Each lesson culminates in a final performance, allowing all students to develop their performing skills. In the second part of the term, the topic moves to song writing. Using a step by step booklet pupils will compose their own song, learning about compositional techniques, and performing their composition. They will also develop their group performance skills through performing each song as a group.

#### Spring – Overview

In the spring term, students will begin by looking at minimalist music and its famous composers, compositional techniques and key features. There will be listening practice (questions set on a particular piece of music that is listened to in order to answer the questions), and composition performances. In the second half of the term, students will be covering the topic of jazz and will be learning about the history of Jazz, typical features used in performance/composition, and will improve their melody writing skills. This unit will end with a performance assessment. Students will also continue developing their performance skills this term through preparing for a mini class concert where they will perform one solo and one ensemble piece to be targeting the GCSE criteria.

#### Summer – Overview

This term will see students studying the development of classical music through the periods, including theory elements that will help in composition. Following on from this, students will develop chordal skills further with a carousel of activities and will research a style of music that they would like to write in for a free, practice composition to be completed this year. In the final half term, students will have an introduction to Eine Kleine Nachtmusik (a GCSE set work). Listening to it, performing it and analysing it. They will also complete the practice composition started at the beginning of the term, with one to one help throughout each lesson.

#### Homework:

Homework is set as appropriate to the lessons being delivered. Students should expect a homework task approximately every fortnight. Most will be directly linked to their class work but some will be stand-alone tasks developing wider subject knowledge.

#### Assessment:

Students will receive written feedback on their written work after every 6-8 lessons, this will include homework tasks, work in class and practical lessons.

#### Top Tips for support in Year 9

- Offer as many performance opportunities as possible
- Support students in engaging with extra-curricular music activities as much as possible
- Listen to music and ask questions to practice for the GCSE listening test
- Parents, take an interest in students work in class, asking questions about what they are doing and encourage them with their successes
- Take responsibility for own learning, work hard, and ensure all deadlines are met
- Take an interest in music/performing arts events/activities outside of school

## Geography

### Autumn – Overview

In the autumn term students look at global Geographical themes of development, globalisation and tectonic hazards. Through case studies they look at the causes and impacts of earthquake, volcanic and tsunami events and also about our capability to predict and mitigate against such risks. Students then look at the rate of development in used to be called third world countries. With a special focus on India they look at the role of “globalisation” in the development process plus its huge social, economic and environmental consequences

### Spring – Overview

In the first half of the spring term students investigate the worlds “Mega Cities” with a particular focus on New York and Mumbai. They study the reasons for their rapid growth and the huge challenges that urban authorities and planners face in achieving a sustainable future here. There are many opportunities during this unit to develop Geographical skills such as data handling and map work. Later in the spring term the focus shifts to the human landscape of the UK, where students will look at the huge shifts in regional inequality, migration, ageing population and other processes which have shaped where and how we live in the UK.

### Summer – Overview

The summer term has been provisionally earmarked for the study of atmospheric hazards and climate change studies. Student will look at the causes and impacts of cyclonic weather systems such as hurricanes, but also look at the huge long term shifts and hazards posed by climate change

**NB** Fieldwork forms an essential part of GCSE Geography and students take part in a 3 day residential experience at Nettlecombe field study centre in Taunton to investigate ‘*how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK*’ and an urban investigation into ‘*how and why quality of life varies within urban areas*’. This takes place in the final week of year 10. The cost will be confirmed once the centre has issued their prices. (£200.00 approx)

### Homework

Every week for 40 mins-1hr maximum. Tasks include: research of case study/country profile, worksheets and exam style questions. There is a significant focus on literacy in lessons and homework tasks, with a regular focus on writing extended answers and comprehension tasks in the context of Humanities issues. Students are asked to review and improve their approach with support given by teachers.

### Assessment

Here the focus is on the process of preparing the students for GCSEs later on and students are coached, prompted and supported in revision skills and exam performance with responsibility for developing a successful technique placed on the student. The emphasis is very much on preparing for the future at an early stage as opposed to the result for its own sake. Assessments are the end of each topic (usually every ½ term). A final end of year assessment at the end of Y9 and Y10.

### Top tips for support in Y9

In addition there are some other ways that you may wish to help support your child:

Provide your child with a quiet working space.

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) offers an interactive way of revising topic areas.
- Provide help in learning specific topic vocabulary from lessons.
- Encourage your child to revisit learning that has been done in school regularly.
- The revision guide and student work books for the **Edexcel Geography B GCSE provide** alternative ways to check understanding of topics. These are available through school, please ask your teacher to receive one (£7.50 for both)

### Exam Board

Geography Edexcel B More information at <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

## History

### Exam Board – OCR B: Schools History Project

#### Autumn - Overview

In the Autumn Term students study early-mid Twentieth Century history including Democracy vs Dictatorship from 1917-1939, World War Two and the Cold War. These topics are not included in the specification for their GCSE course, but are used as a 'vehicle' to reinforce their learning skills and prepare them for the demands of the step-up to Key Stage 4. Depending upon whether students have 2 or 3 lessons per week on their timetable this might be taught up until February half-term.

#### Spring – Overview

In the second half of the Spring Term students will begin to study the content which they will be examined on in external exams at the end of Year 11. They will start with 'Crime and Punishment, 1250 – the Present'. This unit will make up 20% of their final GCSE marks. It is a breadth study with knowledge-based questions about the changing nature of crime, law enforcement and punishment across the period.

#### Summer – Overview

Once again, depending on whether their group has 2 or 3 lessons per week, they may start a second topic during the Summer Term. This will be 'The Elizabethans, 1580-1603', a depth study which is examined on interpretation skills and also makes up 20% of their final mark. This involves investigations of how various aspects of Elizabethan life have been interpreted, including Elizabeth's personal power, the Catholic threat, popular culture, and adventurers such as Walter Raleigh and Francis Drake.

#### Homework:

Homework is set as appropriate to the lessons being delivered. Students should expect a homework task each week. Most will be directly linked to their class work but some will be stand-alone tasks developing wider subject knowledge. On occasions homework might require independent research to strengthen knowledge gained in lessons, or to investigate a particular case study. They will also be set creative, empathic tasks. In the build up to mock exams, homework is more likely to be revision and realistic timed exam practice.

#### Assessment:

Students will be given regular feedback based on their bookwork in lessons, with a focus on how to improve their learning skills. Homework will be graded on the JMHS 1-8 scale, except that all exam work will be marked to realistic GCSE standards.

#### Top Tips for support in Year 9

- Use the revision booklets and notes to test students on their understanding of topics they are covering.
- Provide realistic conditions for all exam-style work (no mobiles, etc).
- Take an interest in TV documentaries (and dramas) about relevant topics.
- Parents, take an interest in students work in class, asking questions about what they are doing and encourage them with their successes
- Take responsibility for your own learning and ensure you meet deadlines

## Modern Foreign Languages (French)

Topics	Masteries
<b>Autumn term</b>	
Health and well being Exercise, healthy eating, lifestyle. Resolutions for the future Habits when younger The world of work Jobs with Languages	Complex negatives Immediate future tense Simple future tense Imperfect tense Modal verbs Consolidation of past tense
<b>Spring term</b>	
GCSE course Module 1 – Family and friends Relationships Role models Module 2 - Leisure time Music, sport, TV, film, reading, technology	Consolidation of all tenses covered to date Possessive adjectives Emphatic pronouns Asking questions Adjectives to compare and contrast Speaking skills for GCSE exam Summarising a text Writing accurately from memory and proof reading
<b>Summer term</b>	
End of year exam preparation / practice AQA revision guides and workbooks to consolidate previous 2 GCSE topics Individual presentation on one of the GCSE topics	GCSE exam strategies and techniques Peer teaching to aid revision Spontaneous speaking Presentation skills

### Homework

Weekly homework, approximately one hour per week, will vary from the following: Text book consolidation, learning of vocabulary and grammar rules, AQA work book exercises for listening, reading, writing and grammar practice, Memrise (an online vocabulary learning programme).

### Assessment

Assessment is at the end of each module and throughout the year covers the four GCSE skills (Listening, reading, writing and speaking). End of year exam 4 – 15 June in all 4 skills.

### Support

- AQA study guide & work book ( Can be ordered through school after Xmas - £5 for both)
- Verb table book ( Collins easy learning verbs)
- Download the online dictionary app. – wordreference.com
- Memrise (Online vocabulary learning resource)

### Exam board

AQA GCSE French 8658

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>



## Modern Foreign Languages (German)

Topics	Masteries
<b>Autumn term</b>	
<b>Stadt und Land</b> Towns and cities in German speaking countries Weather Places in a town/ Ideal town <b>Die Ferien</b> Holiday destinations Past holidays - places to stay /activities Directions Christmas in Germany	Cultural knowledge <b>Word order</b> with full range of connectives (inc. verb, verb) Transferring grammar – es gibt, modal verbs Concept of infinitive Conditional tense Expressing intent with <b>um...zu</b> + infinitive <b>Perfect tense</b> with common verbs Imperatives
<b>Spring term</b>	
<b>Horoscope</b> <b>Essen und Einkaufen</b> Fast foods Breakfast and mealtimes Fruit and Vegetables Shops and shopping Pocket money <b>Nach der Schule</b> Telling the time – 12 hour clock TV Programmes Cinema	<b>Full future tense</b> Revise use of <b>gern</b> and preferences Opinions and justifications Using topic appropriate adjectives Speaking skills – asking questions, spotting tenses, role plays Consolidation of all tenses to date Understanding from context and inference Writing against task criteria
<b>Summer term</b>	
<b>End of year exam preparation / practice</b> Speaking exam skills <b>GCSE Start Topic 1 - Auf die Schule</b> School subjects Primary school and school plans School day School rules German school system School trips and exchanges	GCSE exam strategies and techniques Spontaneous speaking Asking and answering questions Pronunciation Comparatives and superlatives Connectives to extend answers Reading strategies Modal verbs in present tense Future tense

### Homework

Weekly homework, approximately one hour per week, will vary from the following: Text book consolidation, learning of vocabulary and grammar rules, AQA work book exercises for grammar and translation practice, Memrise (online vocabulary learning programme).

### Assessment

Assessment is at the end of each module and throughout the year covers the four GCSE skills (Listening, reading, writing and speaking). End of year exam 4 – 15 June in all 4 skills.

### Support

- AQA Grammar and Translation work book ( Can be ordered through school - £5)
- Verb table book ( Collins easy learning verbs)
- Download the online dictionary app. – wordreference.com
- Memrise (Online vocabulary learning resource)

### Exam board

AQA GCSE German 8668

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

## *PE and Health*

### **Autumn Term – Overview**

Physical Training

Components of fitness

Fitness Tests

Anatomy and Physiology

Skeletal system - learning the major bones, classifications of joints

Muscular system - naming the major muscles of the body and how they work in antagonistic pairs

### **Spring Term – Overview**

Physical Training

Measuring fitness

Principles of training

Training thresholds

Injury prevention

### **Summer Term – Overview**

Physical Training

Assessment

Physical skills development

Anatomy and Physiology

Levers

Basic Movements

Axis and planes rotation

### **Homework**

Weekly, 30mins per topic area. Modes: online textbook, worksheets, exam questions.

### **Assessment**

Termly. 1 hour. Questions lifted from previous exams. Therefore, the questions will not get any more challenging in Year 10 or year 11, they will just be in different things.

### **Top Tips for support in Y9**

Ensure your child uses the online textbook, this is free. Buy a revision guide. Help with the learning of the muscles and the bones and other key terms. Writing the key terms on one side of a revision card and the definition on the other works well. Test your child on these little and often. Do the same with the muscles and bones. Label a blank diagram of the body. Cover the names of the bones and muscles and test yourself on a regular basis.

### **Exam Board**

AQA GCSE PE - 8582

QAN code: 601/8279/9

**Autumn term content**

Introduction to Photography – researching camera types (Compact, Advanced Compact, DSLR, Bridge, Mobile and Action Cameras), lighting (side, broad, short, top, butterfly and silhouette), equipment needed for a photo shoot (reflectors, tripods, backdrops, spare memory cards and batteries), rules of photography (rule of thirds, framing, simplification, depth of focus and rule of space), file types (jpg, bmp, gif, png) and legal issues (copyright, plagiarism, model welfare and the ethics behind photo manipulation).

**Spring Term content**

Plan and undertake a series of photo shoots indoors and outdoors around a theme or title. This will involve students working individually or in small groups to plan and take a set of 10 or more photos around school on a theme for a specific target audience.

**Summer term content**

Review and Conclude project comparing outcomes to original brief.  
Introduction to exam unit content – Pre-Production Skills – storyboards, mindmaps, moodboards, scripts and visualisation diagrams.

**Homework (types, modes of delivery, duration frequency)**

Paper-based keyword tasks – 30 minutes (every 2 weeks)

If a student is slightly behind with the current task some homework tasks might involve completing or improving a section of the project.

**Assessment (planned formal assessments, frequency and nature)**

Every 4-6 weeks written project evidence must be submitted and will be graded with feedback highlighting opportunities for improvement. There will be a formal exam at the end of Year 9.

**How best to support a Year 9 student in transition to GCSE including any resources available /recommended (a few top tips)**

Encourage to take photos with a variety of photographic equipment showing different rules of photography such as: rule of thirds, framing, simplification, depth of focus and rule of space.

**Exact specification and exam board being undertaken and where to find out more**

OCR National Certificate in Creative iMedia Level 2

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

## *Business*

### **Autumn term content**

Introduction to the course – a breakdown of the structure and timescales for the course.  
Types of Business – exploring sole traders, partnerships and public and private limited companies.  
Classification – splitting businesses into Primary, Secondary and Tertiary groups.  
Charity Sector – looking at the differences between Charities, Voluntary Organisations and Social Enterprises and the benefits of each type of business.

### **Spring Term content**

Case Study – Exploring a case study of an example business and how it has developed and how it can grow.  
How to start a Business – planning how to start a business in Ledbury

### **Summer term content**

How to start a Business – analysing the effects and costs of starting a business in Ledbury including surveys and maps to explore the needs and potential success of the business.

### **Homework (types, modes of delivery, duration frequency)**

Paper-based keyword tasks – 30 minutes (every 2 weeks)

### **Assessment (planned formal assessments, frequency and nature)**

Formal assessment at the end of each topic. There will be a formal exam at the end of Year 9.

### **How best to support a Year 9 student in transition to GCSE including any resources available /recommended (a few top tips)**

If friends or family members run their own business, engage in conversation about start-up and running costs, overheads, tax, Brexit and seasonal changes in business. Discussing real-world examples and exploring keywords will help understand the subject and develop even more interest in Business.

### **Exact specification and exam board being undertaken and where to find out more**

BTEC Level 1/Level 2 First Award in Business

<https://qualifications.pearson.com/en/qualifications/btec-firsts/business-2012-nqf.html>

## Art

### **Autumn – Overview**

In the autumn term, Students study Art through the theme of 'Environment'. We will look at the basic research skills required for their GCSE projects, covering how to analyse an artist's work, how to present a sketchbook to reflect the topic and explore ideas for a personal investigation into this theme. Running up to Christmas, we start to look at different styles and techniques of 2d work such as pencil skills, mono-printing, stippling and urban biro drawings and they will be aware of relevant artists.

To achieve the expected outcomes, students need to be proactive in finishing work and completing homework's outside the classroom either during after school sessions on a Monday or Thursday after school or at home. This encourages independent learning, organisation and time management skills which they will require through GCSE.

### **Spring – Overview**

Students will be focusing on different techniques in 2d and 3d forms in the spring term. The class will be looking at pen and ink, coloured pencil studies, ceramics, lino-printing and plaster sculptures. Building through the development of their Environment projects they will look at how to critically reflect on their own work and how to work from primary sources.

### **Summer – Overview**

In the summer term students will look at observational drawing and project collaboration. They will also plan and create a final piece ready for the summer concert exhibition. They will get a chance to be involved in setting up, curating and advertising the exhibition.

### **Homework:**

Homework is set as appropriate to the lessons being delivered. Students should expect a homework task approximately every fortnight. Most will be directly linked to their class work but some will be stand-alone tasks developing wider subject knowledge.

### **Assessment:**

Students will receive written feedback on their folder work after every 6-8 lessons, this will include homework tasks, work in class and practical lessons.

### **Top Tips for support in Year 9**

- Practice drawing whatever possible at home and build your skills of observation
- Work consistently hard and attend all the lessons and some after school sessions and extracurricular opportunities when they come up
- Take responsibility for your own learning and ensure you meet deadlines
- Build up a good range of skills ready for GCSE
- Take an interest in art galleries, programmes and books outside of school
- Parents, take an interest in students work in class, asking questions about what they are doing and encourage them with their successes

## *Food Preparation and Nutrition*

Exam Board - Eduqas ([www.eduqas.co.uk](http://www.eduqas.co.uk))

### **Autumn – Overview**

In the Autumn term, students will look at how food is produced and the importance of Food Sustainability. We will also cover topics such as Health, Safety and Hygiene, Sensory testing as well as looking at the function of certain foods in cooking such as fats, sugars and protein. Students will also take part in a challenge lesson which encourages effective teamwork, time management and the importance of following instructions. Practical work will cover pastry and multicultural dishes

### **Spring – Overview**

In the Spring term, students will look at diet and fitness, as well as understanding various dietary needs. They will carry out skills lessons such as chocolate work and spend some time looking at The potential career pathways within the Hospitality industry.

### **Summer – Overview**

In the summer term students will look at menu design and function and event planning. They will have the opportunity to plan, prepare, cook and serve at the end of year Summer concert. They will also look at food commodities and their uses in the kitchen. Practical lessons will continue building their skills and encourage them to become more efficient in the kitchen ready for year 10.

### **Homework:**

Homework is set as appropriate to the lessons being delivered. Students should expect a homework task approximately every fortnight. Most will be directly linked to their class work but some will be standalone tasks developing wider subject knowledge.

### **Assessment:**

Students will receive written feedback on their folder work after every 6-8 lessons, this will include from homework tasks, work in class and practical lessons. Students will also receive a short test at the end of each half term to highlight areas for development

### **Top Tips for support in Year 9**

- Have an interest in what is going on around you in the world and in your local area
- Work consistently hard
- Take responsibility for your own learning and ensure you meet deadlines
- Have excellent attendance
- Build up a recipe book of dishes cooked with suggested improvements
- Watch television cooking programmes
- Practice cooking at home as much as possible

### **How parents can support**

- Help students prepare their ingredients needed for their food class.
- Take an interest in students work in class, asking questions about what they are doing
- Allow them where possible to help out in the kitchen preparing and cleaning up after meals
- We would encourage students and parents to visit [www.eduqas.co.uk](http://www.eduqas.co.uk) (Eduqas is a brand of the British examination board WJEC) to look at the GCSE Food preparation and Nutrition course

## *Travel and Tourism*

### **Exam Board – Pearson’s BTEC Travel and Tourism Level 2**

#### **Autumn – Overview**

Students research and plan an effective travel itinerary for different scenarios such as a holiday for a family of four or a friend’s holiday. They learn about a variety of tourist destinations within the UK and further afield, in Europe. Students discover a range of cultural elements in key tourist destinations such as the history, cuisine and language and their impact on the level of tourism.

#### **Spring – Overview**

Students learn about the development of a British seaside resort and use Butler’s model to ascertain its level of growth. Also, we research and evaluate potential strategies that could be implemented to boost tourism at the coast. Students also have the opportunity to develop their creative writing skills by understanding hotel star ratings and creating a variety of their excellent and atrocious holiday reviews.

#### **Summer – Overview**

Students start the official BTEC course covering natural disasters that affect tourism and the knock on effects of these.

#### **Homework:**

Students can expect to be given a piece of homework on a weekly basis.

#### **Assessment:**

At the end of each unit, students are assessed through a combination of presentations, informal feedback and formal pieces of writing.

#### **Top Tips for support in Year 9**

- Students should try and become familiar with a range of online travel products such as route planners. Travel agents and trip advisors
- Use day trip and holiday time to look at the industry working behind the tourists, employees, organisations, customer service levels etc.
- Take an interest in travel shows and T.V documentaries that pick up on important destinations.
- Look and discuss maps particularly of the UK looking out for the main route ways, destinations and settlements
- Use careers websites to look at the roles and duties of some of the people working in the industry