

Parents Guide to Year 9 2021-2022



Information about all the subjects studied in
YEAR 9

What to expect and how you can help your child succeed.

Key Dates in Year 9

SCHOOL TERMS AND HOLIDAYS 2021/22

Term	Term begins	Mid-term holiday begins	Mid-term holiday ends	Terms ends
Autumn 2021	Thursday 2 September	Monday 25 October	Friday 29 October	Friday 17 December
Spring 2022	Tuesday 4 January	Monday 21 February	Friday 25 February	Friday 8 April
Summer 2022	Monday 25 April	Monday 30 May	Friday 3 June	Friday 22 July

IMPORTANT DATES

Year 9 Parents' Evening	11th October 2021 (3.30-6.30 p.m.)
Interim Report Issued	18th November 2021
Year 9 Options Programme Starts	31st January 2022
Options Fair	3rd February 2022
Year 9 Examinations	9th-15th February 2022
End of Year Report Issued	25th March 2022
Final Options Deadline	1st April 2022

INSET DAYS

2nd September 2021
22nd October 2021
4th January 2022
18th February 2022
8th April 2022

CONTACT INFORMATION:

Telephone: 01792 533066

Head of Year: Ms. E. Rees
Pastoral Support Officer: Mrs. K. Lee

School Website: www.penyrrheol-comp.net
Twitter: [@Penyrrheol](https://twitter.com/Penyrrheol)

Presentation of Work

1. Work must be presented neatly at all times.
2. Always write in blue or black pen.
3. Drawings or diagrams must be done in pencil but labelled in pen.
4. Always write in your neatest handwriting.
5. Lay out your work like this:

Classwork/Homework

Date

Title of Work

6. Put numbers or letters of questions in the margin.
7. Write on the top line of every page and start near the margin.
8. Write on every page. Don't leave big gaps.
9. No Tipp-Ex. Cross out mistakes with one straight line. Don't use brackets instead of crossing out.
10. No graffiti.

It is your responsibility to copy up work missed due to absence and ensure your work is complete.

English

Head of Department: Mrs. S. Marks

What will your child study in Year 9?

Each half term, pupils will focus on a different theme in which they will encounter a variety of fictional and non-fictional texts.

Reading

Some texts will require very little reading but others will need more in-depth reading and will be more challenging. The texts will require different approaches and responses.

Writing

Some of the writing tasks will require a brief response whilst others will focus on extended writing. Pupils will write a variety of different text types, for example, descriptive, narrative, instructional, informative and persuasive texts. Pupils will work on effective organisation of ideas in their writing but they will also be expected to write with grammatical accuracy and correct spelling: 50% of the marks will be given for spelling and grammar.

Speaking and Listening

Pupils will be involved in pair / group discussions.

Term	Theme	Key Tasks
Autumn Term (1st half term)	Risky or Reckless	Writing: A full narrative based on a GCSE title
		Reading: Close reading with a focus on mood and atmosphere
		Speaking and Listening: Group discussion.
Autumn Term (2nd half term)	(Exam Preparation)	Reading: Specimen GCSE paper question
		Writing: A speech to argue
Spring Term (1st half term)	Citizenship	Speaking and Listening: Individual researched presentation
		Reading: Close reading with a focus on how a writer persuades their reader
		Writing: A persuasive paragraph
Spring Term (2nd half term)	Shakespeare	Reading: Synthesising information about Shakespeare
		Reading: Close reading with a focus on character analysis
		Writing: Writing a formal letter
Summer Term	1930s American Poetry	Reading: A comparison between two poems
		Reading: Compare and contrast non-fiction texts
		Writing: A speech to explain your views

English Cont...

How can you support your child?

- ◆ Making sure that all homework (written in diaries) is completed
- ◆ Reading with your child several times a week and talking about what you have read
- ◆ Having plenty of reading material at home such as books, newspapers and magazines
- ◆ Going through the spelling of words and helping your child to learn.
- ◆ Having a dictionary and thesaurus available for use at home
- ◆ Discussing work that is being done and offering ideas and suggestions
- ◆ Checking through written work and helping your child with punctuation, spelling and grammar
- ◆ Helping your child use the internet for research purposes.

English trips and/or extra curricular activities in Year 9

These change each year but might include: author visits, writing workshops, theatre visits and occasional trips when relevant. Past trips have included a visit to the Harry Potter Studios.

Maths

Head of Department: Mr. G. Roberts

What will your child study in Year 9?

Year 9 Maths builds on the work done in previous years. As your child starts Year 9 it is important to realise that they will be expected to remember and use work and skills studied in Years 7 and 8. This may require some revision if your child has not retained the work.

It is **VERY** important that the books from Years 7 and 8 are kept safe as they will be needed to revise from during the year, at the end of the year and also in the years to come. Everything done in maths can be in the GCSE exam in Year 11 and pupils will need to look back on all of the work to prepare for those exams.

Due to the fact that there are now two GCSE exams in Maths, we are planning to cover all the work for the numeracy GCSE during Year 9 and Year 10. This means that pupils will sit the GCSE Numeracy exam in the Summer Term of Year 10 and then start preparing immediately to sit the Maths GCSE in the Summer Term of Year 11. All the content of the Numeracy exam is included in the Maths exam also which is why the Numeracy exam will be sat prior to the Maths exam. Each qualification is assessed with two exams, one calculator and one non-calculator. They are separate qualifications so do not have to be sat at the same tier of entry.

Both GCSE Numeracy and GCSE Mathematics are offered at three tiers of entry.

Higher Tier
Grades A* to C are available. This course is designed for pupils aiming for A and A* grades.
Intermediate Tier
Grades B to E are available. This course will be suitable for most pupils.
Foundation Tier
Grades D to G are available. There is an obvious disadvantage to this course as a grade C isn't available. However, it may be that your child hasn't developed enough mathematically yet to sit the Intermediate Tier and may run the risk of not getting a grade at all if they are entered for it.

It is vital that your son/daughter works hard in Year 9 so we can assess their ability and make the correct judgement about their Maths set for Year 10.

Classwork will not be marked by the teacher as it will be marked in lessons as part of self and peer assessment. If your child is away when a piece of work is marked then make sure that they borrow a book or booklet to mark it, asking the teacher if there is a problem. Your child's book can be asked for at any time to check that it is up to date and organised and marking will be monitored in this way.

If your child's teacher wants to mark a specific piece of classwork for assessment, this work will be in the back of your child's book, along with any homework.

How will your child be assessed?

Assessment will be in the form of module tests done throughout the year, one per half term. These will be marked by the teacher. Pupils will complete a self-assessment following the test to identify areas of weakness.

Maths Cont...

These tests will be stored in school as evidence of Teacher Assessed Levels.

February/March - pupils will sit an exam with all the work covered before Christmas in it. Pupils will need to revise for a considerable length of time for this test even if they have done well in all topic tests as they may forget work. *A revision homework will be set in January to help pupils to prepare.*

May - The Numeracy procedural and reasoning tests will be sat in May. The results of these tests should be in school by July and will form part of our assessment of the best tier of entry for the Numeracy GCSE in Year 10.

Mid June - pupils will sit their end of year exam with ALL the work covered during the year in it. A revision list of topics will be provided to ensure thorough revision. This exam will be in two parts: a calculator paper and a non-calculator paper. This exam is extremely important to reviewing the set your child is in going into Year 10 which could affect their tier of entry for the Numeracy exam at the end of year. This exam is done in maths classes so is not on the school calendar as dates cannot be set so far in advance.

Although homework marks are recorded, we cannot use these as an assessment of your child's level as they are not done under teacher supervision. However, pupils with good homework marks generally perform better in exams due to the fact they will have revised work in completing homework to a good standard.

How can you support your child?

- ◆ Help your child learn their tables if they are not confident. This can be done by writing them out, chanting them and then testing them out of sequence. If your child can only answer a question like 6×8 by counting up 8, 16, 24, 32, 40, 48 then they are not fluent enough to be fully confident.
- ◆ If your child is away from school, ensure that work is copied up straight away by borrowing another pupil's book or booklet. After the work is copied up your child can ask the teacher for help if it is needed.
- ◆ Encourage your child to 'have a go' and show methods without fear of being wrong. Fear of failure is a big barrier to learning in maths.
- ◆ Ensure they have the correct equipment including a scientific calculator (preferably a Casio).

With homework: If your child is finding a homework task difficult, you can help in the following ways:

- ◆ Encourage them to look in their books and online for any examples or information they may have forgotten. If it is a 'My Maths' task, make sure they are using the lesson button at the corner of the homework task.
- ◆ Encourage them to do the question first and then ask you to check it, rather than you telling them what to do. You will then be able to see where they have gone wrong to home in on where they are getting stuck.
- ◆ Make sure they understand that homework is an opportunity to research and revise so all questions should be attempted. If they get them wrong then the teacher will go over any misconceptions in class with them.
- ◆ Encourage them to try the homework as they get it! Far too many pupils leave it until the night before or even the morning it is due in.

It is very tempting as a parent to sit and help too much which ultimately doesn't develop the skills your child needs to cope with the new Maths curriculum. However, by following these guidelines you are reinforcing the principles we follow in school which will be very beneficial to your child.

Science

Head of Department: Mrs. T. Tate

What will your child study in Year 9?

We aim for all pupils to enjoy their scientific experiences and achieve an excellent understanding of our subject. We are passionate about science and aim for all pupils to achieve their potential by the end of Key Stage 3. In Year 9, your child will be studying:

Chemistry	Physics	Biology
Chemical changes The Periodic Table Hard water Crude oil The Earth	Earth and space Heat transfer Efficiency Waves	Diffusion and osmosis Respiration Enzymes The digestive system The immune system

All of our laboratories are equipped with interactive whiteboards and an excellent range of practical resources. Promoting literacy, numeracy and ICT skills is central to the Science curriculum.

Your child will improve their thinking skills by:

- ♦ conducting a series of experiments and enquiries that will develop planning, analysing and reflecting skills. We try to include practical work and group work wherever possible.
- ♦ problem solving within a scientific context - *Is cannabis a gateway drug?*
- ♦ evaluating scientific facts and the credibility of evidence - *Flat earth theory!*

How will your child be assessed?

All Year 9 pupils are taught in set classes. Pupils progress is monitored closely. Pupils will receive a national curriculum level at the end of Year 9, based mainly upon their enquiry work. Pupils will be set for GCSE using mainly their Year 9 examination result.

How can you support your child?

- ♦ Look through your child's exercise book with them. Encourage your child to complete any unfinished work, improve the presentation of their work, and to discuss the concepts they have studied. This will help with test revision.
- ♦ Emphasise the importance of completing quality homework on time. Feel free to help your child, or contact our department if they are experiencing difficulty.
- ♦ Please ensure that your child copies up work missed if they have been absent from school.
- ♦ Help your child to develop study skills when revising for tests and examinations. Buying a Key Stage 3 revision guide can help – these can often contain glossy diagrams and questions to help your child to test their understanding.
- ♦ Encourage your child to understand the world of science beyond school. There are many books and internet sites available to fuel your child's imagination. Visits to Techniquest and local museums also help to develop an inquisitive nature.

Art

Head of Department: Mrs. V. Hine

What will your child study in Year 9?

All pupils in Year 9 have the opportunity to study Art for 3, one hour lessons in the two week timetable. Pupils in Year 9 continue to develop their artistic skills by experimenting with a range of media, techniques & processes. Pupils will focus on symmetry in their drawings and apply detail and tone to their work. Pupils learn to express and communicate ideas and feelings and their performance is continually assessed. Pupils are involved in evaluating their own and each other's performance, and in setting targets for their own development.

Autumn Term – Spring Term (Sep - Feb)	Sweets
In this unit students are given the opportunity to explore various materials and techniques related to the theme sweets. Students will draw from direct observation focusing on 3 dimensional shapes looking at cylinders and cubes. Students will apply detail to their work and will develop painting skills focusing on blending and application of paint. The contemporary artist Sarah Graham will inspire students. Sketchbooks will be used to develop ideas where they will draw various logos of famous brands and learn how to draw various shapes of different sweets. The final outcome is to produce a detailed painting of sweets focusing on form, tone and pattern. All students will record peer and self-assessment in sketchbooks which they can reflect on during learning.	
Spring Term – Summer Term (Feb - Jul)	Miniature People Photography
In this unit of work pupils will learn about the basics of photography. They will research information by collecting images, photographs & artists' research, recording ideas using a range of various materials and techniques. Pupils will improve their knowledge by learning about the rule of thirds, composition and the various elements of Art. They will focus on shape, form, pattern, colour and tone producing interesting macro scenes with small people models and various foods.	

All pupils will need to have basic art equipment for their lessons: Various shading pencils HB, 2B, 4B, eraser, sharpener, glue, coloured pencils, black sharpie & alphabet stickers or transfers.

How will your child be assessed?

In each project introduced the pupils will apply numeracy to develop artistic abilities and mathematical skills. They will also complete literacy tasks and evaluate their learning to improve literacy skills. All pupils record their learning regularly and set targets in order to continue to develop and meet their end of year target level. Students will also be involved in peer assessment, group assessment and self-assessment during lessons.

How can you support your child?

- ♦♦ Visit art galleries & museums to increase their knowledge of art.
- ♦♦ Watch art documentaries to increase knowledge of artists.
- ♦♦ Ensure your child is spending quality time on their homework & provide essential art equipment
- ♦♦ Encourage internet research of various artists and cultures.

Visits to local galleries and exhibitions are arranged as and when they are relevant to the work being studied.

Cymraeg

Head of Department: Miss. B. R. Davies

What will your child study in Year 9?

In Year 9, pupils build on the knowledge, understanding and skills acquired in years 7 and 8. The demands of both the oral and written activities should ensure the development and extension of each pupil's ability as a communicator of Welsh in speaking, listening, viewing and writing. Work will focus on talking about others.

As such, pupils will be given a wide range of reading material and will deal with texts that are of increasing difficulty for pleasure and interest and in order to find information. Each pupil will be encouraged to develop and articulate personal opinions about subjects covered during the year.

How will your child be assessed?

October	Oracy - Pair/Group task on 'The Weekend' Reading - Comprehension task Writing - To be confirmed
January	Oracy - A role play on 'shopping' Reading - Comprehension tasks based on two shopping centre reviews Writing - Poetry response
April	Oracy - Pair work - responding to a poster Reading - Filling a grid Writing - An article on keeping fit/healthy eating

The KS3 National Curriculum Welsh Second Language levels are made up of the following weightings:
Oracy tasks are 60%, reading and writing tasks are worth 20% each.

How can you support your child?

- ♦♦ encourage your child to follow the 3 Rs:
 - Record** - It is essential that pupils record the subject (Cymraeg), the task set (as written on the board by the classroom teacher) and the date for handing in the gwaith cartref.
 - Routine** - Do encourage a regular set time for homework completion. Quite often, learning work will be given for a vocabulary test or a conversation.(sgwrs)
 - Result** - Homework is an opportunity for pupils to prove their understanding of the work covered in class and to improve their own individual performance.
- ♦♦ ensure that your child completes homework by the due date
- ♦♦ test your child when revising
- ♦♦ check your child's book for neatness, for progress being made and for staff comments.
- ♦♦ ensure that your child's bag is ready for each day with the correct books and equipment.
- ♦♦ Use the Welsh that your child knows at home and watch S4C occasionally!
- ♦♦ Show your child the following keyboard shortcuts for using Welsh letters:
Hold down the ALT button and type in the numbers on the right hand side of the computer keyboard.
The number lock must be on.

â = ALT + 0226

ê = ALT + 0234

î = ALT + 0238

ô = ALT + 0244

û = ALT + 150

Design & Technology

Head of Department: Mr. M. Rees

What will your child study in Year 9?

At Key Stage 3, pupils will be given the opportunities to build on the knowledge, understanding and skills acquired at Key Stage 2. They will be taught to design and make products by combining their designing and making skills with knowledge and understanding in contexts that allow them to make decisions based on the values that underpin society, helping them to become active and informed citizens.

The pupils will be made aware of human achievements and the big ideas that have shaped the world. They will be encouraged to be enterprising and innovative in their designing and making while having regard for sustainability and environmental issues in the 21st century.

Pupils will experience the broad nature of Design and Technology. Pupils will follow rotational courses and visit each teacher who delivers their specialism within the subject. All pupils will follow the same format in each aspect of the subject, to aid the learning experience. It is vital pupils are equipped with the basic equipment during lessons and any homework set is completed on time.

How will your child be assessed?

Each course is individually assessed by the specialist teacher. All pupils will sit an end of year exam which covers general Design and Technology elements.

How can you support your child?

- ♦♦ By showing an interest in the work they are doing in Design and Technology – the subject has changed massively since you were in school!
- ♦♦ By speaking about items in the news of a technological nature – this helps to develop an interest.
- ♦♦ By helping with homework and stressing the importance of producing the best work of your child's ability.

French

Head of Department: Mrs. C. Young

What will your child study in Year 9?

The Year 9 course involves oracy (speaking & listening), reading, and writing through purposeful and entertaining activities which build up language learning gradually. Topics studied include:

En Voyage	Ca Va?
<ol style="list-style-type: none">1. Talk about travel plans.2. Understand signs at a station.3. Buy a train ticket.4. Say what must or should not be done.5. Understand travel information.6. Travel by air, coach and boat.7. Describe a recent day out.	<ol style="list-style-type: none">1. Discuss clothes and what to wear.2. Describe people's appearance.3. Talk about parts of the body.4. Say how you feel and describe what hurts.
En Famille	Au College
<ol style="list-style-type: none">1. Introduce people.2. Ask and answer questions when staying with a French family.3. Talk about what you have done recently.4. Talk about presents and souvenirs.5. Say goodbye and thank you.	<ol style="list-style-type: none">1. Describe your school.2. Talk about the school day.3. Describe how you travel to school.4. Talk about morning and evening routines.5. Give opinions about school subjects and aspects of school life.6. Say what you want and don't want to do.

Pupils in the intermediate sets follow the Salut! Course and topics studied include:

- Talk about yourself and family, Talk about hobbies, Discuss daily routine, Make social arrangements, Talk about parts of the face and the body, Say what's wrong with you, Say what you eat.
- Learn about shops and buy food.

How will your child be assessed?

Year 9 are regularly assessed in class through all four skills: reading, writing, speaking and listening. They will also have learning homeworks.

How can you support your child?

- By testing vocabulary and numbers.
- By assisting your child in using the dictionary.
- By making your child aware of French products in the supermarket.
- By using www.languagesonline.org.uk

French trips and/or extra curricular activities in Year 9

There is a lunchtime language club which pupils are encouraged to attend.

Geography

Head of Department: Mr. M. Hyndman

What will your child study in Year 9?

Atlas skills, day-night and seasons	Sustainability & Climate Change
Around the World	Tsunamis
Natural Regions – deserts, rainforests, arctic and savannah	

How will your child be assessed?

Pupils are assessed using a variety of strategies including:

- ♦ extended writing tasks;
- ♦ location map tests;
- ♦ numeracy and literacy exercises to provide a best fit level.

How can you support your child?

- ♦ Encourage your child to be more sustainable. Walk rather than drive or use public transport. Recycle glass, paper, aluminium cans and other household items. Start a compost heap or join an environmental organisation.
- ♦ Watch geography programmes on the Discovery Channel or mainstream television especially those on deserts, rainforests, arctic or savannah.
- ♦ Use an atlas to find the exact location of holidays and how you got there.
- ♦ When travelling by car use an atlas and ask them to follow your route.

Geography trips and extra curricular activities in Year 9

Pupils in the past have enjoyed visits to subject related places such as Big Pit, Blaenafon/Cardiff Bay, Dartmoor National Park and the Eden Project. These change annually.

History

Head of Department: Dr. C. J.Rees

What will your child study in Year 9?

WALES AND BRITAIN IN THE INDUSTRIAL AGE c. 1750-1918

The Agricultural Revolution	The causes and consequences of the Industrial Revolution
Working conditions in factories and mines	Developments in the field of transport
Popular protest and the fight for parliamentary reform	The British Empire
The causes of The First World War	The First World War: recruitment, trench warfare, The Battle of the Somme, The Home Front, The end of the war.

As a result of studying History, pupils will develop the ability to:

- ♦ explain the causes and consequences of events;
- ♦ examine and evaluate evidence;
- ♦ be aware of different points of view in History;
- ♦ research and investigate topics;
- ♦ communicate in ideas in a variety of ways.

How will your child be assessed?

Your child will undertake 4 ASSESSMENT TASKS, designed to test and improve their historical skills: -

1. October – The Agricultural Revolution 1700-1900
2. December – How Britain changed from 1700-1900
3. February – Interpretation work on the Peterloo Massacre 1819
4. April – A research project on Life in the Trenches

How can you support your child?

- ♦ Check through your child's written work and help with spelling, punctuation and grammar
- ♦ Stress the need to write full detailed answers.
- ♦ Provide plenty of reading materials such as 'All Quiet on the Western Front'
- ♦ Encourage your child to use the internet for research purposes.
- ♦ Encourage your child to develop an inquisitive nature and a desire to seek answers.

History trips and/or extra curricular activities in Year 9

The History Department has run several trips to the First World War Battlefields, incorporating visits to Ypres in Belgium and the Somme region as part of the Year 9 studies.

I.C.T

Head of Department: Mr. R. Marks

What will your child study in Year 9?

The focus for Year 9 pupils is preparation for the GCSE ICT and Computing specifications in Year 10. Pupils will take time to familiarise themselves with higher level skills and utilise these when producing a large scale business project. They will also start to work more electronically with less paper handouts and more computer based templates.

TASK 1: Pupils further develop their experience of typed programming code using the Python programming language. Specifically, they will start to draw simple shapes by combining coding techniques with mathematical concepts. This then moves on to drawing more complex patterns that could potentially respond to user choices e.g. specific shapes to draw and the number of repetitions required.

TASK 2: Pupils next start a longer, skills-rich task based on events organising. They initially start by deciding on the event they would like to organise that would be suitable for a large stadium. They use a mood-board as an initial planning technique to help decide upon the house style, logo and general public perception of their event/company.

TASK 3: As a step to giving pupils an experience of parts of the new GCSE in Digital Technology, they are given a customer mailing list which they interrogate using database search techniques. The resulting demographic they are presented with helps to dictate who will be coming to their chosen event and how they promote the event i.e. design of posters, video advertising etc.

TASK 4: Pupils produce a series of assets that will help them promote their event. Using their customer demographic, logo, moodboard and house style they will develop a range of modern skills to help them in later KS4 options and employment. This range includes DTP for poster design, graphic design and image manipulation skills for web banner animations, web authoring for an event website, video editing for their promotional web-based advert and sound editing to help enhance their website and video.

Important skills in this year's scheme of work are to learn new multimedia techniques, to respond effectively to peer assessment and to gain an understanding of the basic concepts of a programming language. These skills will give pupils an experience of integral parts of the GCSE ICT and Computing specifications.

How will your child be assessed?

Pupils' overall ICT levels are derived from classroom and homework tasks that they complete throughout the year. Pupils will also sit an end of year test that contributes to the feedback they receive on their final Year 9 report.

How can you support your child?

Parents can help by making sure pupils read the instructions on each homework sheet carefully before completing them. Assistance for parents can be found online at <https://www.thinkuknow.co.uk/parents/>

ICT trips and/or extra curricular activities in Year 7

There is an ICT Club each Wednesday at lunch time where pupils get the opportunity to practise programming, games design and lego robotics.

Music

Head of Department: Mrs. L. Phipps

What will your child study in Year 9?

- ◆ Learning to perform vocally and on a variety of instruments including keyboard, ukulele, guitar and percussion instruments.
- ◆ Learning to compose for a variety of instruments including the voice.
- ◆ Learning to listen critically to a wide range of music from various styles, eras and backgrounds. This includes classical, rock, pop, blues and various world music
- ◆ Learning to develop ICT skills using iPad software packages

Topics covered in Year 9 include:

Film Music	Welsh Music	EDM
Solo Performance	Band Skills	

How will your child be assessed?

There is a class assessment at the end of each half term where the pupils will perform the piece they have been working on.

How can you support your child?

- ◆ Encourage them to learn an instrument through the in-school peripatetic service - Strings, Woodwind, Brass, keyboard, singing, drums and guitar
- ◆ Encourage them to participate in one of the many extra-curricular ensembles - Junior Choir, Woodwind Group, String Group, Orchestra, School Production
- ◆ Enable them to practice on a musical instrument at home
- ◆ Listen to your child singing and make helpful comments
- ◆ Attend concerts that your child is performing in
- ◆ Encourage them to listen to a broad range of music
- ◆ Take them to performances of live music (musicals, rock concerts, classical concerts, festivals etc.)

Music trips and/or extra curricular activities in Year 9

The department organises a wide selection of extra curricular activities including girls' and boys' choirs and music clubs for keyboard, guitar, strings and woodwind. Pupils get the chance to perform at both the Summer and Christmas concerts and some have the opportunity to participate in the annual school production.

Physical Education

Head of Department: Mr. A. Clapperton

Teacher in Charge of Girls: Ms. N. Evans

What will your child study in Year 9?

Pupils are taught a range of activities in each of the National Curriculum areas:

Competitive Activities Outdoor & Adventurous Health & Wellbeing Creative Activities

Participation

Encourage your child to participate in every lesson with the correct kit. Send a letter in an envelope if they are too ill to participate. Usually if they are fit enough to be in school they can take part in P.E. Lessons.

Effort

Whatever your child's ability it is important that they participate with the maximum effort in all lessons. It doesn't matter if you can't do a forward roll as long as you try.

Safety

Accidents in PE can be avoided by the following rules:-

- ♦ All trainers must be tied up properly
- ♦ No jewellery to be worn. Please provide tape for earrings which cannot be removed.
- ♦ All instructions given by PE teachers are concerned with safety.
- ♦ Encourage your child to listen and carry out the appropriate instructions.

How will your child be assessed?

Pupils are awarded a National Curriculum level based on their performance and knowledge across all the areas.

How can you support your child?

Ensure your child has the correct P.E. Uniform/Kit (Available from Picton Sports, Sew & Sew & T.D. Team-wear):

Girls:	P. E. T-shirt (Blue and white with badge), shorts/skorts, leggings, sports socks. rugby shirt (optional), swimming kit, trainers (not school shoes), Astro trainers/football boots.
Boys	Football boots, Towel (if outside lesson), P. E. T-shirt, shorts/skorts, sports socks. rugby shirt (optional), swimming kit, trainers and football boots/Astro trainers.

P.E. trips and/or extra curricular activities in Year 9

Full programme of 5x60 activities, available during and after school.

Full range of sports teams and training opportunities. Competitive matches and inter-school tournaments.

Sports Tours are also organised.

Squad members of ANY team, are expected to be reliable and committed

Religious Education

Head of Department: Mrs. L. Picton

What will your child study in Year 9?

Through the course pupils will be engaging with fundamental questions, exploring religious beliefs, teachings and practices and expressing personal responses. Year 9 Pupils will go on to study:

Human Experience	Relationships and responsibility – Persecution and Prejudice, Holocaust – Anne Frank, Martin Luther King and Racism, Belonging – Celebration, Meaning and purpose of life – Good/Evil, Questions about God and Suffering. The journey of life – pilgrimage e.g. Yad Vashem, Lourdes.
Human Identity	The nature of God/ the Soul, Good and evil
Search for Meaning:	Knowledge and experience of the non-material/spiritual

How will your child be assessed?

Pupils will be given opportunities to develop their skills and their knowledge of Christianity and other principal religions. Through the course pupils will be engaging with fundamental questions, exploring religious beliefs, teachings and practices, expressing personal responses.

Specific level assessments throughout the year may include: The Holocaust – Where was God?
Martin Luther King – Civil Rights, Human Identity, Suffering moral/natural.

How can you support your child?

- ♦♦ Encouraging your child to use the library for reading material and for research.
- ♦♦ Helping your child to use the internet for research and revision purposes.
- ♦♦ Encouraging your child to write full detailed responses, particularly with evaluation answers and level assessments.
- ♦♦ Testing your child on the spelling, punctuation, grammar and meaning of key words words e.g. Anti-Semitism, Holocaust, Civil Rights, Discrimination.
- ♦♦ Ensuring that set homework is completed on time and revision is carried out for set tests/examinations
- ♦♦ Ensuring there are no pieces of unfinished work in your child's book.
- ♦♦ Helping your child to read any written material they find difficult
- ♦♦ Encouraging your child to undertake novel reading on certain topics to enhance literacy skills for example Anne Frank, Martin Luther King.
- ♦♦ Discussing work that is being done and offering ideas and suggestions e.g. 'Never Again' – Holocaust Day 27th January in Britain, a warning in History; Civil Rights.
- ♦♦ Encouraging discussion of other beliefs and a tolerance of a different world religion.
- ♦♦ Being supportive, encouraging self-belief and helping them to seize the opportunity to secure future success.

R.E. trips and/or extra curricular activities in Year 9

Pupils visit the Imperial War Museum. This visit includes the Holocaust exhibition and they even meet survivors, as part of their study on Persecution and Prejudice, linking into their level assessments.

Spanish

Head of Department: Mrs. C. Young

What will your child study in Year 9?

Year 9 Spanish will be taught using the MIRA course book. These are fun, engaging and inspiring language lessons.

Topics of study include:

Hola	En el Instituto
<ol style="list-style-type: none">1. Introducing yourself2. Numbers3. Understanding the concept of masculine and feminine	<ol style="list-style-type: none">1. School subjects and teachers2. Likes and dislikes3. Food
Mi Familia	En Casa
<ol style="list-style-type: none">1. Brothers & sisters2. Higher numbers3. Family4. Animals5. Appearance and character.	<ol style="list-style-type: none">1. Describing your house and where you live.

How will your child be assessed?

Pupils will be assessed on their oracy, reading and writing skills throughout the year.

How can you support your child?

- ♦♦ Testing vocabulary and numbers.
- ♦♦ Assisting your child in using the dictionary.
- ♦♦ Making your child aware of Spanish products in the supermarket.
- ♦♦ Using www.languagesonline.org.uk

Notes