



Year 9

Curriculum Support Booklet

**Suggested Ways Parents/Guardians can Support their Child
Across the Curriculum**



Introduction

This booklet has been designed to help you as parents/guardians support your child in the subjects they are to study through Year 9.

Each subject has its own page with key information, including useful resources and ways to contact subject staff if you, or your child, needs additional help and support.

We hope you will find this a very useful resource.



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GCSE Art - Information for Parents/Guardians

Key Information:

Year 9 and 10 students will have five hours of Art per fortnight.

Intervention will take place weekly, unless otherwise advised.

Useful guidebooks/supporting documents created to support students in the course will be available to classes by teachers via Edulink.

Course information:

The examination board we use is Pearson Edexcel, with the title of the course being Art and Design: Fine Art.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

The course is 60% coursework and 40% examination work. All work from September of Year 9 to January of Year 10 contributes to coursework with the examination unit starting in January of Year 10.

Scheme of Work:

Coursework will be presented into sketchbooks as projects. Each project will explore a theme set at the start and include a variety of artists, some chosen by the teacher and some students will choose themselves. Students will explore techniques and process with a variety of materials such as mono and lino printing, clay modelling, drawing and painting in watercolour and acrylic. Students will also learn how to appropriately use and apply mix media to their work. Towards the end of each project, students will be expected to start creating their own work inspired by and incorporating what they have learnt so far in the course, which they will produce a final outcome and be separate from their sketchbook.

Homework:

Students will be expected to complete up to two hours of homework per week. This will be identified on EduLink One when set.

Homework could include, but not limited to, practical tasks, artist research, analysing an art piece, presenting work into their sketchbooks, evaluating the work they have created and taking first hand photos.

Assessments:

At the beginning of Years 9 and 10 all students will have an observational drawing baseline task, for which there is no revision or learning required to complete this assessment. This task will be an unguided still-life tonal drawing and students will have a lesson and a half on this assessment.

Students will regularly receive verbal feedback live marking from their teacher.
Students will be formally assessed each half term.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson expectations:

All students are expected to have their sketchbook, planner, pencil case and materials for each Art lesson, as well as their normal Fantastic 15.

Useful Websites:

<https://www.bbc.co.uk/bitesize/>

(This website is also available as a revision book to purchase)

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

<https://www.pinterest.co.uk/>

<https://www.tate.org.uk/>

<https://www.nationalgallery.org.uk/>

<https://artsandculture.google.com/>

What to do if you have a question or concern...

Contact askart@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Hart aims to respond to queries within 24 hours.

Year 9 Dance – Information for Parents/Guardians

Key Information:

Year 9 students will have four hours of Dance a fortnight. There are two dance teachers in the department and your child may be taught by one or both members of staff. Dance is a practical subject and students should always bring PE kit.

Homework:

Students will be set homework every week. Week A students will be required to learn a number of key terms for a quiz, which will be completed in lesson time. Week B students will be required to complete a written task. This could be a question or paragraph that they need to complete, or a section from their workbooks.

Assessments:

Students' first formal assessments will be completed during the week commencing **10th October**. They will be assessed on the performance of the short **set phrase** they have learnt so far and will receive written feedback for this. Students will also receive verbal feedback and regular informal assessments in most lessons.

Lesson expectations:

Students need to arrive to the lesson with correct PE kit (for dance black joggers or school leggings are advised due to the floor work that will be completed). Students must bring their pencil case and planner into every lesson. Students are expected to dance in bare feet and will not be excused unless a note is provided for a medical condition from home (students should then have clean trainers to wear or grippy socks). Notes must also be provided for students who are unable to take part practically. (Please note that students should still bring their PE kit to change into as they will be asked to contribute to the lesson in a different way and wearing kit is more comfortable in this environment).

What are we studying?

This term students will be focusing on building technique and practical skills. They will learn a number of set warm up phrases and start to learn the AQA set phrase for assessment. Students will have the opportunity to work with new movement creatively in groups.

Students will also be introduced to the first set work *A Linha Curva* by Itzik Galili. They will analyse the use of movement, costume, set, lighting and aural setting. The aim is to be able to explain the effect these features have and how they help contribute to the audiences understanding of what the work is about (choreographic intention)

Additional information

Students can develop further skill in dance by attending our GCSE Development Club and consider taking part in the other dance clubs that the school offers.

Students are encouraged to watch as much dance work on film and live as possible to develop creative ideas and thinking.



Resources to support:

<https://www.youtube.com/watch?v=YaFoh8Vmtmg> (Set phrase – Breathe)

<https://www.youtube.com/watch?v=b7VTta691hw&t=907s> (A *Linha Curva* – Video)

[A-Linha-Curva-FF.pdf](#) (A *Linha Curva* Factfile)

What to do if you have a question or concern...

Contact askdance@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Mosedale aims to respond to queries within 24 hours.

Year 9 Design Technology – Information for Parents/Guardians

Essential and suggested Revision sources:

All DT homework's are set using an online APP. The students are invited to a class and assessment can be tracked and evidence of time spent can be monitored. There is a parent version where you can see what your child's progress is.

Seneca learning

GCSE AQA Design and Technology

<https://app.senecalearning.com/courses?Price=Free&Age+Group=GCSE&Subject=Design+Technology>

BBC – Bitesize.

This is a very good source of revision for students now. Tailored to the Exam board they are covering. Students should use this for extra reading and support.

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

AQA GCSE (9-1) Design and Technology Textbook

Authors: Michael Ross

Publisher: PG Online

ISBN-13: [9781910523100](https://www.bbc.co.uk/bitesize/subjects/zvg4d2p)

Digital version available:

May 2017

Outline of what is covered in the course:

Lessons will be a combination of practical and theory relating to topics from the specification. Development of workshop skill using tools and equipment will be a focus. Students are expected to meet deadlines and hand in HW assessments when set.

Year 10 is spent doing the NEA (Non examined assessment) coursework major project. This is worth 50% of the whole GCSE.

All HW's will be exam revision using the **Seneca learning APP – GCSE AQA Design and Technology**

<https://app.senecalearning.com/courses?Price=Free&Age+Group=GCSE&Subject=Design+Technology>

Course details

Name of GCSE – **Product Design.**

Exam board – **AQA**

Duration – **2 Years** (9 & 10 – final exam taken in the summer of Y10)

Assessment – **1 Exam 50% - NEA Coursework 50%**

Other important course details:

There is a 15% emphasis on math's in the Exam so this is an essential part of revision and also an important curriculum link that students should recognize.

Exam & NEA details:

These can all be found on the website.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Non-exam assessment (NEA)

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Paper 1

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

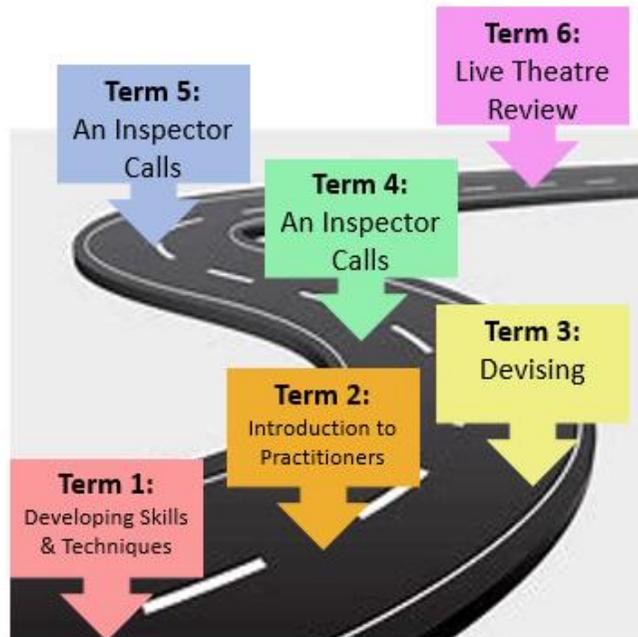
Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Year 9 Drama – Information for Parents/Guardians



Key Information:

Students in Year 9 have five hours of Drama a fortnight.

Homework:

In Year 9 GCSE Drama students will be set one piece of homework a week. This will include but is not limited to:

Spellings

Research

Learning Lines

Additional Rehearsals

Character Development Exercises

Practise Exam Questions

Assessment:

Pupils in Year 9 will complete a practical baseline assessment and a written baseline assessment in Term 1.

Year 9 English - Information for Parents/Guardians

Key Information:

Year 9 students will have eight hours of English a fortnight and will start to learn GCSE texts for the Literature GCSE, which students take in Year 10.

Homework:

Students will have a revision homework task one per fortnight. The focus will be on EduLink and students will have a menu of options to choose from.

The other homework will be knowledge organiser based and students will have quizzes in lessons to assess their learning.

Assessments:

The first formal assessment will be in the second Autumn term and will be assessed on *A Christmas Carol*.

Students should be making revision material and actively learning quotes and context, throughout.

Lesson expectations:

All students are expected to have their planner and pencil case on the desk and read their reading books in silence at the beginning of English lessons.

Please ensure that students have a reading book that is of interest to them and is updated regularly.

English Literature – What are we studying?

We will be beginning the year by studying the novella *A Christmas Carol* by Charles Dickens.

In lessons we will read the text and ensure that all students are able to analyse the context and language. This is the first text to prepare students for the GCSE qualification in English Literature. They will take the examination in the **Summer of 2024**.

Resources to support:

Watching the film and reading the text at home will help with understanding:

<https://www.bbc.co.uk/bitesize/topics/zyr639q>

<http://www.ourfavouritebooks.co.uk/downloadindiv/dickens/A%20Christmas%20Carol.pdf>

<https://www.youtube.com/watch?v=sZB-G4882aM>



A Christmas Carol:

<https://www.youtube.com/watch?v=GFeNZ510uhQ>

<https://www.youtube.com/watch?v=8wpegV4ueYY>

<https://www.youtube.com/watch?v=NpQTrX6Zh98>

What to do if you have a question or concern...

Contact askenglish@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Lally aims to respond to queries within 24 hours.

Year 9 Enterprise - Information for Parents/Guardians

Key Information:

Year 9 students will have five hours of Enterprise per fortnight. The class teacher is Mr Davis.

Homework:

Homework is set weekly and is based on revision tasks regarding recall of key terminology that is used within the subject, a presentation task or a research-based task which will support students in their application of Enterprise concepts, in preparation for their final unit assessment.

Assessments:

There will be a baseline assessment at the beginning of the course to gauge student retention of initial key terminology and theory, but to also look at extended written ability. This will take place at the end of September.

Lesson expectations:

We would expect that students come fully equipped with their Fantastic 15, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, which homework tasks and additional resources such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink).

What are we studying?

This is the beginning of our Level 1/2 Tech award course. The awarding body is Pearson. There are three components that students will complete, and in Year 9, we will be completing Component 1 (a Pearson-set controlled assessment completed in school, like coursework) in the Spring Term.

This term we will start the delivery of Component 1: Exploring Enterprises: Understanding how and why enterprises and entrepreneurs are successful. This will include:

- Size and features of SMEs (small to medium enterprises)
- Sectors and business models in which enterprises operate
- Aims and activities of enterprises (profiting, breaking even, ethics)
- Skills and characteristics of entrepreneurs



Resources to support:

Awarding body specification: [Specification - Pearson BTEC Level 1/Level 2 Tech Award in Enterprise 2022 Issue 1](#)
Pearson are publishing revision materials to support the course in late September 2022

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

The Social Science team aims to respond to queries within 24 hours.

Miss Chinn, Curriculum Leader

Mr Davis, Teacher of Year 9 Level 1/2 Tech Award in Enterprise

Year 9 French - Information for Parents/Guardians

Key Information:

Year 9 students will have five hours of French per fortnight.

Homework:

Students can expect to complete homework at least once a week and these will be set on Edulink. In total, weekly homework should last approximately forty-five minutes. Typical homework tasks are pronunciation practice, vocabulary learning, reading task, translation, watch video clip, design a reference page, puzzle, for example.

If you need support with homework, please do not hesitate to get in touch.

Assessments:

Students will receive regular verbal feedback during lessons from their teacher, along with more formal written feedback at the end of assessments. Students will have a short progress check every half term.

Lesson expectations:

All students are expected to be fully equipped with their normal Fantastic 15 and have all items out ready on the desk at the start of every lesson. For French, in addition to their full Fantastic 15, students need to provide an A4 ring binder plus a set of five A4 dividers. This will be used to organise and protect students' work and exercise book as they transition from KS3 into KS4.

What are we studying?

In the autumn term our main focus is **Family, Friends and Relationships**. Students will learn to talk about what makes good friend and/or family relationships and describing a night out with friends.

Way to support:

- Encourage your child to practise from their sentence builders
- Ensure your child learns their vocabulary completes homework on a weekly basis
- Encourage your child to attend languages extra-curricular clubs
- Quiz your child on their notes before a progress check
- Access a range of websites and resources, including Duolingo, Memrise, Quizlet, Wordwall and BBC Bitesize.



What to do if you have a question or concern...

You can email Mrs Duell, Curriculum Leader, using AskFrench@sandysecondaryschool.com or your child's class teacher using parentcontact@sandysecondaryschool.com

We aim to respond to queries within 48 hours.

Year 9 Geography - Information for Parents/Guardians

Key Information:

Year 9 students will have four hours Geography a fortnight. We follow the course of study set by Pearson Edexcel A, which meets the National Curriculum for Geography.

Homework:

Students can expect to complete homework approximately once per fortnight. These can be simple quizzes set on Google Classroom, but will include question practice, Seneca, vocabulary and sometimes research projects. If you need support with homework, please do not hesitate to get in touch.

Assessments:

At the beginning of Year 9 all students will sit a baseline assessment. There is no revision or learning that they need to complete for this assessment. It is simply to assess their prior geographic knowledge. Students will receive regular verbal feedback during lessons from their teacher, along with formal written feedback on all assessments. The first formal assessment for Year 9 students will be around 14th November, after their first short GCSE topic.

Lesson expectations:

All students are expected to be fully equipped and have items out ready for all lessons. Students must have their full Fantastic 15, including a glue stick, ruler and full set of colouring pencils. Please ensure that students have a reading book that is of interest to them and is updated regularly.

What are we studying?

We begin Year 9 finishing our Key Stage 3 (KS3) curriculum which aims to bridge the gap between KS3 and GCSE. The topic is Factfulness and is based upon the book of the same title by Hans Rosling. The topic asks students to challenge their misconceptions about the world and ask questions of the world around them to try and make sense of it – a skill that is at the heart of Geography.

Some lessons in this topic include:

- Why is our understanding of the world wrong?
- How do we move away from rich v poor?
- How is it not all doom and gloom?
- Is the world becoming a more dangerous place to live?
- Is climate change the elephant in the room?
- What is the danger of a single story?

After half term, we start our GCSE journey looking at resource management. This short topic looks at the distribution of natural resources, the issues of over exploitation and their uneven consumption.

Resources to support:

Find out why the washing machine lifts people out of poverty <https://www.youtube.com/watch?v=6sqnptxlCcw>

The Gapminder project was set up to help educate people about how to view the world differently <https://www.gapminder.org/>

Alongside this, you can view how people live around the world on different income levels and see how you compare

<https://www.gapminder.org/dollar-street> .

Which countries have the most natural resources: <https://www.investopedia.com/articles/markets-economy/090516/10-countries-most-natural-resources.asp> .

What to do if you have a question or concern...

Contact askgeography@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Ms Saunders aims to respond to queries within 48 hours.



Year 9 Health and Social Care - Information for Parents/Guardians

Key Information:

Year 9 students will have five hours of Health and Social Care per fortnight. The class teacher is Miss Omar.

Homework:

Homework is set weekly and is based on revision tasks regarding recall of key terminology that is used within the subject or a research-based task, which will support students in their application of health and social care concepts, in preparation for their final unit assessment.

Assessments:

There will be a baseline assessment at the beginning of the course, not only to gauge student retention of initial key terminology and theory, but to also look at extended written ability. This will take place at the end of September.

Lesson expectations:

We expect students to attend fully equipped with their Fantastic 15, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, homework tasks and additional resources, such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink).

We also have high standards for behaviour, expecting sensitivity and maturity when discussing topics such as developmental delay, puberty and menopause. Any inappropriate behaviour will be dealt with in accordance with the school's behaviour policy.

What are we studying?

This is the beginning of our Level 1/2 Tech award course, with the awarding body being Pearson. There are three components that students will need to complete and in Year 9 we will be completing Component 1 (a Pearson-set, controlled assessment to be completed in school, like coursework) in the Spring Term.

This term we will start the delivery of Component 1 Human Lifespan Development, focusing on PIES (physical, intellectual, emotional and social) development across the life stages:

- 0-2 infancy
- 3-8 early childhood
- 9-18 adolescence
- 19-45 early adulthood
- 46-65 middle adulthood
- 65+ later adulthood

Resources to support:

Awarding body specification: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-spec-PPD1-150721.pdf>
Pearson are publishing revision materials to support the course in late September 2022

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com
Miss Chinn, Curriculum Leader, Miss Omar, teacher of Year 9 Level 1/2 Tech Award in Health and Social Care.
The Social Science team aims to respond to queries within 48 hours.

Year 9 History - Information for Parents/Guardians

Key Information:

Year 9 students will have four hours of History every fortnight and will study the Edexcel GCSE History course. It comprises of five units that they will study before the end of Year 11. These units are:

- 1) Crime and Punishment 1000-Present (Year 9)
- 2) Whitechapel in the 1800's (Year 9)
- 3) Early Elizabethan England 1558-1588 (Year 10)
- 4) Life in Germany 1918-1939 (Year 10)
- 5) International Superpowers and the Cold War 1945-1991 (Year 11)

Homework:

Students will be set one piece of homework every two weeks. This homework will range from revision quizzes, preparation for in-class quizzes or tests, research activities, revision resources or assessed pieces of writing. All homework will be placed on Edulink. However, some staff will continue to load a copy of the homework or the resources on Google Classroom.

Assessments:

Assessments will be completed in a number of ways. As the course is assessed by formal examinations, students will sit full formal papers throughout the year. There will also be several other assessments used in lesson. The first assessment being sat will be a single essay question which will take place in this half term.

Lesson expectations:

All students are expected to have their Fantastic 15, including a reading book on their desk.

Unit 1 Crime and Punishment 1000-Present – What will we be studying in this Half term?

During this half term students will be looking at the following key questions:

- What was crime in Anglo Saxon England like?
- What did Anglo- Saxon law enforcement look like?
- How did the Normans change Crime and Law? (Murdrum, fines, rebellion and forest laws)
- What were the main changes to crime in the Middle Ages?
- What role did religion play in law in the Middle Ages?



Resources to support:

<https://www.bbc.co.uk/bitesize/topics/zpp3srd> - Information for a different course but still relevant to our students

Other support:

On the students' Edulink will be a document that contains other resources to support their studies. These include movies, documentaries, podcasts, books and places they could visit.

What to do if you have a question or concern...

Contact askhistory@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Year 9 Maths - Information for Parents/Guardians

Key Information:

Year 9 students will have seven hours of Maths per fortnight.
They will study towards either the Foundation or Higher GCSE.

Homework:

Homework will be issued weekly using SPARX – our online platform. This includes students having to show their workings out in their books at home. Homework will run alongside our scheme of work and be differentiated for each student.

Assessments:

At the beginning of Year 9 all students will have an assessment as a baseline for their GCSE.
Students will regularly receive verbal feedback, live marking from their teacher and complete unit tests after each topic has been taught.
The formal assessment after this for Year 9 students will be at the end of Autumn 2.

Lesson expectations:

All students are expected to have their Fantastic 15 equipment list and a scientific calculator in every Maths lesson.

Maths - What are we studying?

Foundation

Unit 1 – Number

- Calculations
- Decimal numbers
- Place value
- Factors and multiples
- Squares, cubes and roots
- Index notation
- Prime factors

Unit 2 – Algebra

- Algebraic expressions
- Simplifying expressions
- Substitution
- Formulae
- Expanding brackets
- Factorising
- Using expressions and formulae

Higher

Unit 1 – Number

- Number problems and reasoning
- Place value and estimating
- HCF and LCM
- Calculating with indices
- Zero, negative and fractional indices
- Powers of 10 and standard form
- Surds

Unit 2 – Algebra

- Algebraic indices
- Expanding and factorising
- Equations
- Formulae
- Linear sequences
- Non-linear sequences
- More expanding and factorising



Resources to support:

<https://sparxmaths.com/> (students have access to videos to aid their learning and complete homework tasks)

<https://www.youtube.com/c/DrFrostMaths/videos>

What to do if you have a question or concern...

Contact askmaths@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mr McAdam aims to respond to queries within 24 hours.

Year 9 Media Studies – Information for Parents/Guardians

Key Information:

Year 9 students will have five hours of Media Studies lessons per fortnight.

Homework:

Week A: Students will have a quiz based on their knowledge organiser for the appropriate unit of work. This will be assessed in lessons as a starter activity. The knowledge organiser can be found on Google Classroom.

Week B: Students will have a quiz based on their terminology booklet for the appropriate unit of work. This will be assessed in lessons as a starter activity. The terminology booklet can be found on the school website.

Assessments:

At the beginning of Year 9 all students will have a baseline assessment for Media Studies. There is no revision or learning that students need to complete prior to this assessment and questions will be suitable for students who have not studied the subject before. This assessment will take place during the week commencing 11th September.

Students will regularly receive verbal feedback and live marking from their teacher.

Media Studies - What are we studying?

ADVERTISING AND MARKETING

Students will be introduced to the Media Studies LIAR framework for study – Language, Industry, Audience and Representation. Close Study Products (CSPs) will be studied focussing on these four areas. During the Autumn term we will examine three CSPs, starting with advertisements in different media forms, exploring how media language constructs meaning and how people and ideas are represented in the following:

- Galaxy TV advert with Audrey Hepburn lookalike (2013) <https://www.youtube.com/watch?v=Z6HKWuZPrdU>
- NHS blood donation featuring Lady Leshurr (2016 online campaign) https://www.youtube.com/watch?v=4YUbquK_Oal
- OMO Print advert (1955) <https://www.youtube.com/watch?v=qhj9awUNCvA>

Resources to support your child:

Knowledge organisers are available for all the close study products and units of work on the school website. Look for the knowledge organiser (KO) on Advertising and Marketing for this unit of work.

What to do if you have a question or concern...

Contact Mrs Harrison (curriculum leader), or your child's Media Studies teacher, via email using: parentcontact@sandysecondaryschool.com

Year 9 Music - Information for Parents/Guardians

Key Information:

Year 9 students will receive five hours of music lessons per fortnight. Students will be studying the OCR GCSE (9-1) J536 Music. Work completed in music lessons focuses on three key areas: Performing, Composing and Listening. Students will build on prior learning at KS3 to develop their skill in these three areas through studying a range of different genres and musical styles. If possible, financial constraints allowing, it is recommended that students also take additional instrumental lessons, taking place weekly during the school day. Finally, GCSE Music students are expected to participate in at least one extra-curricular music enrichment per week.

Homework:

Weekly homework will be set for GCSE Music. Students will be expected to be rehearsing on their instrument multiple times per week in order to progress appropriately. In addition to this, students will be allocated composition homework on Soundtrap and appraising homework on Focus on Sound. Students will be provided with a login for this in September 2022. Homework will be set on Google Classroom and Edulink. Students are encouraged to sign up to practice at breaks, lunchtimes and afterschool in the Music practice rooms, particularly ahead of assessed performances.

Assessments:

At the beginning of Year 9, students will have a baseline assessment. Students are welcome to review their learning from Years 7 and 8 prior to this assessment, but it is not essential. The marks are used purely to inform teachers about the prior experience of the class. Students will regularly receive verbal feedback and live marking from their teacher. There will be three formal assessments for Year 9 music students across the course of the year. Some of these assessments will involve performing (in a group or individual), composition and listening examination questions. Students will be given individual, written feedback after each formal assessment.

Lesson expectations:

All students are expected to line up and enter the room in silence, ready to begin the lesson. Students are expected to come prepared for lessons with Fantastic 15 and any equipment, books and resources they may need. Students are expected to treat all instruments and equipment with respect at all times – any students not doing so will not initially participate in practical or group tasks.

**What are we studying?**

We start off with a skills-building topic. This will give all students a thorough grounding in music performance, composing, music theory, and listening/appraising. Students will commence Year 9 with an ensemble performance project. Finally, students will be introduced to the elements of music and the Conventions of popular music, comprising rock 'n' roll, rock anthems, pop ballads and solo artists.

Resources to support:

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

<https://www.soundtrap.com/edu/>

<https://portal.focusonsound.com/>

What to do if you have a question or concern...

Contact parentcontact@sandysecondaryschool.com

Mr Mullaly or Mr Perry aims to respond to queries within 24 hours.

GCSE Photography - Information for Parents/Guardians

Key Information:

Year 9 and 10 students will have five hours of Photography per fortnight.

Intervention will take place weekly, unless otherwise informed.

Useful guidebooks/supporting documents created to support students in the course, will be available to classes by teachers via Edulink.

Course information:

The examination board we use is Pearson Edexcel, with the title of the course being Art and Design: Fine Art.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

The course is 60% coursework and 40% examination work. All work from September of Year 9 to January of Year 10 contributes to coursework with the examination unit starting in January of Year 10.

Scheme of Work:

Coursework will be presented into sketchbooks as projects. Each project will explore a theme set at the start and include a variety of artists, some chosen by the teacher and some students will choose themselves. Students will explore techniques and processes using a DSLR camera and editing software (Photoshop). There may also be an opportunity for students to use the dark room. Towards the end of each project students will be expected to start creating their own work, inspired by and incorporating what they have learnt so far in the course, resulting in a final outcome that will be separate from their sketchbook.

Homework:

Students will be expected to complete up to two hours of homework per week. This will be identified on EduLink when set.

Homework could include, but not limited to, practical tasks, artist research, analysing an art piece, presenting work into their sketchbooks, evaluating the work they have created and taking first hand photos.

Assessments:

At the beginning of Years 9 and 10 all students will have a practical baseline task and analysis activity to complete, for which there is no revision or learning that students will need to do, to complete this assessment. Students will have a lesson and a half on this assessment.

Students will regularly receive verbal feedback live marking from their teacher.

Students will be formally assessed each half term.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson expectations:

All students are expected to have their sketchbook, planner, pencil case and materials for each Photography lesson, as well as their normal Fantastic 15. Students may be asked to bring their cameras in to lessons. When this is the case, they will be informed during lessons and reminded via Edulink.

Useful Websites:

<https://www.bbc.co.uk/bitesize/> (This website is also available as a revision book to purchase)

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

<https://www.pinterest.co.uk/>

<https://www.tate.org.uk/>

<https://expertphotography.com/articles/>

<https://photographylife.com/learn-photography>

What to do if you have a question or concern...

Contact askart@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Hart aims to respond to queries within 24 hours.

GCSE Physical Education - Information for Parents/Guardians

Key Information:

Year 9 and 10 students will have five hours of GCSE PE per fortnight. Typically, two of the five hours are practical and the remaining three are theory. Students will be made aware of these extra practical lessons during their first GCSE PE lesson of the academic year. Intervention will take place weekly from January 2023 – this is open to students in both Years 9 and 10.

Course information:

Examination board – AQA.

60% - Examination content (split across two papers – 30% each paper).

10% Coursework

30% Practical examination

Specification can be found below:

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/changes-for-2022>

Scheme of Work:

During Year 9 students will be taught content from Paper 1 – The Human Body and Movement in Physical Activity and Sport.

This paper includes three topics: the first is Physical Training, followed by Topic 2 - Applied Anatomy and Physiology and finally Topic 3 - Movement analysis.

During Year 10 students will cover the remaining topics ready for Paper 2: Socio-Cultural Influences and Wellbeing in Physical Activity and Sport, these topics include Topic 4 – Sport Psychology and Topic 5 – Socio-Cultural Influences and Topic 6 – Health and Fitness.

Homework:

During the first week of GCSE PE students will receive a homework booklet. In this homework booklet are a selection of examination questions based on every sub-section of a topic. Once the content for the sub-section has been completed in class, homework will be set accordingly, to extend the students learning on that topic.

Students can expect to complete one piece of homework per week. This will be identified on Edulink when set.

Assessments:

Throughout Years 9 and 10 students will sit a mid-topic test and an end of topic test. The mid-topic test is usually a 30 minute in-class test, based on information delivered on that topic alone, whereas the end of topic test will be cumulative, questioning students on content from that topic, as well as previous topics studied.

Coursework will be completed both inside and outside of the classroom. Teachers will provide descriptions, explanations, planning resources and time for students to effectively complete this coursework. Each student will have a first draft hand-in where formative feedback is given to help improve their grade before a final summative mark is awarded out of 25. Coursework is completed on a computer – students without access to a computer can attend intervention sessions to type up their final piece.

Students will also be assessed practically. Each student will need three sports - one team sport, one individual and a third sport of teacher-choice. Each sport is marked out of 25, with 10 marks available to skills in isolation and 15 marks available for application to gameplay.

Combined with coursework, students will add their three totals up to give a whole figure out of 100.

How the course is marked:

The course is marked against four assessment objectives, which are as follows:

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Lesson expectations:

All students are expected to bring and wear their full Sandy Secondary School PE kit for every practical lesson. If this is not possible, a plain black tee shirt (unbranded), a pair of black shorts and trainers.

If a student is injured or returning from illness, a note must be provided by their parent/guardian excusing them from PE, but students must also bring their PE kit in with them to change into as alternative measures will be put in place for them (official, coach, time-keeper, etc).

Obviously, if a student is physically unable to get changed (on crutches for example), then a parental note will suffice.

Useful Websites:

AQA GCSE PE Specification - <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/changes-for-2022>

What to do if you have a question or concern...

Contact askpe@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mr Fuller, Mrs Funge or any member of the PE department aims to respond to queries within 24 hours.

Year 9 Science - Information for Parents/Guardians

Key Information:

Year 9 students will have eight hours of Science per fortnight. They will have three teachers, one for Biology, one for Chemistry and one for Physics.

Homework:

Homework will be set in accordance with the scheme of work for Science, when students have been taught key concepts within each topic they study, Students will be asked to make a revision resource for that concept for their homework. They will be given a list of different types of resource that they could produce, along with the benefits and drawbacks of each and what sort of learning style they benefit. These resources can then be used to revise for assessments and can be used in Year 11 when revising for the summer examinations. This will average out to one homework a week over the course of a term.

Assessments:

At the beginning of Year 9 all students will sit a baseline assessment

Students will regularly receive verbal feedback from their teacher. Students will peer/self-assess end of topic assessments.

The next formal assessment for Year 9 students will take place during the week in the Spring Term.

Lesson expectations:

All students are expected to attend all lessons and be punctual with all of their Fantastic 15 equipment, including a scientific calculator.

Biology - What are we studying?

We will begin the year focusing on Cell Structure. Students learn that cells are the basic unit of all forms of life, how structural differences between types of cells enables them to perform specific functions within the organism.

Some of the lessons in this unit include:

- Animal and Plant Cells
- How to use a Microscope
- How to draw scientifically
- Using a microscope to observe cells
- How to calculate magnification
- Bacteria Cells

Resources to support:

<https://www.bbc.co.uk/bitesize/guides/z84jtv4/revision/1>

<https://www.youtube.com/watch?v=jBVxo5T-ZQM>

<https://www.youtube.com/watch?v=SX6mow1AExI>

We will then move onto Photosynthesis. Students will learn how plants harness the sun's energy in photosynthesis in order to make food. Some lessons in this unit include:

- Photosynthesis
- Leaf Structure
- Starch testing
- Factors affecting rate of photosynthesis
- Uses of glucose
- Diffusion

Resources to support:

<https://www.bbc.co.uk/bitesize/articles/zdxkcmn>

<https://www.youtube.com/watch?v=cBCKedXdFeE>

https://www.youtube.com/watch?v=id0aO_OdFwA

Chemistry – What are we studying?

We will begin the year focussing on Atomic Structure and the periodic table. Students learn that the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.

The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges.

Some of the lessons in this unit include:

- Elements and compounds
- Atoms
- Mixtures
- Modelling the Atom
- Protons, neutrons and electron
- Electronic structure of the atom
- The Periodic Table and how it developed
- Metals and Non-metals
- Groups in the periodic table.

Resources to support:

<https://www.bbc.co.uk/bitesize/guides/zg923k7/revision/2>

<https://www.bbc.co.uk/bitesize/guides/z3sg2nb/revision/3>

Physics – What are we studying?

We will begin the year focusing on Energy types and calculations. Students will learn that the idea of Energy was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems.

Some of the lessons in this unit include:

- Energy Stores
- Potential energy
- Kinetic Energy
- Work Done and Transfers
- Power
- Specific Heat capacity

Resources to Support:

<https://www.youtube.com/watch?v=loeRLKNeUsc>

<https://www.youtube.com/watch?v=HAPmwu7byGM>

<https://www.bbc.co.uk/bitesize/guides/znr8nrd/revision/1>

We will then move onto Electrical Circuits. Students will learn that Electric charge is a fundamental property of matter everywhere. Understanding the difference in the microstructure of conductors and insulators makes it possible to design components and build electric circuits. Many circuits are powered with mains electricity, but portable electrical devices must use batteries of some kind.

Some lesson in this unit include:

- Electrical Current
- Series and Parallel Circuits
- Investigating Circuit Rules
- Resistance

Resources to support:

<https://www.youtube.com/watch?v=A1SyKvdHoqY>

<https://www.youtube.com/watch?v=ksPzUjMbBk>

https://www.youtube.com/watch?v=m_3JrA-sDEg

<https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/2>

What to do if you have a question or concern...

parentcontact@sandysecondaryschool.com

We aim to respond to queries within 24 hours.

Year 9 Sociology - Information for Parents/Guardians

Key Information:

Year 9 students will have five hours of Sociology for fortnight, with one teacher for all their lessons.

Homework:

Homework is set weekly and is based on revision tasks regarding recall of key terminology that is used within the subject.

Assessments:

There will be a baseline assessment at the beginning of the course to gauge student retention of initial key terminology and theory, but to also look at extended written ability. This will take place at the end of September.

There will be an end of topic test at the end of Key Concepts.

Lesson expectations:

We would expect that students come fully equipped with their Fantastic 15, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, which homework tasks and additional resources such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink).

We would also expect students to be aware of current affairs, so encourage students to keep up to date with issues that are happening in the news, as these can be used as examples when discussing sociological theories or concepts.

We also have high standards for behaviour, expecting sensitivity and maturity when discussing topics that could cause contention, such as racism, sexism, domestic abuse, homosexuality and divorce. Any inappropriate behaviour will be dealt with in accordance with the school's behaviour policy.

What are we studying?

This is the beginning of our GCSE course and we will be following the Eduqas examination board. At the end of their two-year course (end of Year 10), there will be two examination papers, comprising of Component 1 and Component 2.

We will start with Component 1 and the topic Key Concepts and Processes of Cultural Transmission. This includes:

1.1 Key sociological concepts

- Culture, norms, values, roles, status, identity, sanctions, cultural diversity.

1.2 Debates over the acquisition of identity

- Cultural diversity, nature/nurture debate and feral children.

1.3 The Process of socialisation

- Primary and secondary socialisation
- Agencies of socialisation: family, education, peer group, religion, work
- how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity
- Formal and informal social control

We will also have an introduction to sociological theories, briefly exploring sociological theories that are covered in the course, although examining structural theories (functionalism, Marxism, Feminism) and Weber in slightly more detail, and their explanations of the social world.

Resources to support:

BBC Bitesize GCSE Sociology <https://www.bbc.co.uk/bitesize/subjects/zbbw2hv>

Eduqas GCSE Sociology Knowledge Organisers: <https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1754>

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Chinn, Curriculum Leader, Mr Davis and Miss Omar, teachers of Year 9 GCSE Sociology.

The sociology team aims to respond to queries within 24 hours.

Year 9 Spanish - Information for Parents/Guardians

Key Information:

Year 9 students will have five hours of French per fortnight.

Homework:

Students can expect to complete homework at least once a week. These will be set on Edulink. In total, weekly homework should last approximately forty-five minutes. Typical homework tasks are pronunciation practice, vocabulary learning, reading task, translation, watch video clip, design a reference page, puzzle, for example.

If you need support with homework, please do not hesitate to get in touch.

Assessments:

Students will receive regular verbal feedback during lessons from their teacher, along with more formal written feedback at the end of assessments. Students will have a short progress check every half term.

Lesson expectations:

All students are expected to be fully equipped with their normal Fantastic 15 and have all the items out ready on the desk at the start of every lesson. For French, in addition to their full Fantastic 15, students need to provide an A4 ring binder plus a set of five A4 dividers. This will be used to organise and protect students' work and exercise book as they transition from KS3 into KS4.

What are we studying?

In the autumn term our main focus is **Holidays**. Students will learn to talk about holidays, past, present and future, as well as booking into a hotel.

Way to support:

- Encourage your child to practise from their sentence builders
- Ensure your child learns their vocabulary completes homework on a weekly basis
- Encourage your child to attend languages extra-curricular clubs
- Quiz your child on their notes before a progress check
- Access a range of websites and resources, including Duolingo, Memrise, Quizlet, Wordwall and BBC Bitesize.

What to do if you have a question or concern...

You can email Mrs Vevers, Curriculum Leader for Spanish, using AskSpanish@sandysecondaryschool.com or your child's class teacher using parentcontact@sandysecondaryschool.com

We aim to respond to queries within 48 hours.