



ARTHUR MELLOWS VILLAGE COLLEGE



**YEAR 9**

**SUBJECT SUPPORT GUIDE**

**2019**



*‘When schools, families and community work together to support learning, children tend to do better, stay in school longer, and like school more’.*

*- Southwest Educational Development Report (2002)*



# Introduction

Dear Parents

It is essential that each and every student achieves their potential and feel that they are successfully achieving and progressing during their time at AMVC. To assist a student maximise their potential, it is vital that we develop and encourage a culture of study. With the introduction and implementation of new GCSE specifications from 2016, there is an increasing need for our students to be resilient, robust, independent learners so as to achieve the best possible outcome to decide their future paths. Parents are a very important part of this process in influencing their child's success and achievement rate at school. We are often asked by parents how they can help support their child's learning at home. This guide has been produced to assist parents in supporting their child's education in helping them reach their potential. This booklet looks at the following areas:

- Subject by subject breakdown of the various topics your child will be studying during the academic school year. It will offer strategies and guidance of how to be involved in helping your child learn for their class assessments.
- Study strategies.
- Encouraging a study culture at home.
- The importance of homework, planner checking and homework club.
- The importance of independent reading.
- Dinner time discussions.

We hope you find this guide useful. Should you have any queries relating to subject matters, there are contact names on each subject page. Alternatively, you could contact your child's Form Tutor or Head of Year.

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

[http://www.bbc.co.uk/schools/parents/secondary\\_support](http://www.bbc.co.uk/schools/parents/secondary_support)

<http://familylives.org.uk/advice/education/secondary>

<http://www.dad.info/education/exams-and-homework/handling-homework-horrors>



Learning

Parents



DAD.info

***Please note this information is correct at time of going to print (July 2019). Content is subject to change at any time due to curriculum reviews and policy decisions. Please check with your child's Subject Teacher if unsure on any aspect.***



## Encouraging a study culture at home

As your child progresses into Key Stage 3, there is the expectation that your child will build on skills already learnt and start to consolidate them in the next year. It is also important to remember that whilst your child will be focusing on new topics, it is vital that they do not forget about topics they learned in previous years. By implementing the strategies below, you are encouraging a healthy study habit in your home, at an early age. As your child matures, this will become a natural process for them as they go into their exam years. It is important that this study habit starts at an early age. Students should study bite sizes of topics during the school year rather than leave it to last minute cramming. A slow and steady build-up of studying different topics and subjects allows students to feel that they are organising their workload in a more manageable way.

Keeping this in mind, it is advisable to do the following:

- Have a designated time of study each day for your child.
- Set them up in a place where they can study quietly and have space to do their work and for their books.
- Choose one subject every week where you will focus on one topic that needs to be re-studied and remembered. So for example, study the heart in Biology for one week.
- What type of learner is your child? Is she/he a visual/auditory/kinaesthetic learner?
  - If your child is visual, then it will help your child to write or draw out their answers.
  - If your child is auditory, then your child learns best by hearing and speaking out their ideas.
  - Most students are often a combination of two types of learning: visual/auditory for example.
- Set your child a mini quiz, so by the end of the week, they have to answer verbal questions by you about the topic you have agreed on. This will check how much they can remember.
- Look and see what dates their teacher assessments are on, and on what topics, so you can keep reminding them what they need to study and when.



## The importance of homework

It is important to separate the idea of homework from study. Study is the long term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day to day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

The homework club, called 'The Alley' is also an excellent opportunity for your child to receive one on one help with their homework from staff. They are able to attend for free, every Monday to Thursday from 3.05pm – 4.30pm. It is located in the library where there is access to computers, and printing. Please enquire with your child's Head of Year if you wish your child to attend.

***'Education is the most powerful weapon we can use to change the world'***

***- Nelson Mandela.***



## Independent reading

The importance of reading cannot be underestimated especially with the introduction of a much more rigorous and challenging exam system. It is important that your child has a strong reading age for the following reasons:

- Most texts at GCSE have an average reading age of 14-15 years of age. By having a strong reading age, it will give students a better chance to access and comprehend the curriculum.
- By having a strong reading age, it will help students to understand exam papers and what the questions are asking of them.
- By reading independently, it gives students creative ideas. It improves their word recognition for spelling and punctuation and increases their vocabulary knowledge.
- By reading a student is exposed to new ideas and concepts, that will allow them to make deductions, inferences, create images in their heads and make connections across subjects.

All of these skills are necessary for a student to do well in exams. To encourage reading:

- Ask your child “have they visited the library at AMVC?” An incredible, well stocked resource. Each Year Group has a designated day to visit the library.
- Students can take out books and return them. The Librarian will order anything that they might have an interest in. Encourage your child to take a book out. Ask them to read to you, a page a night.
- There are lots of literacy competitions that are run throughout the year that encourage independent reading. Enquire as to what they are and encourage your child to be involved.
- Ask your child, what genre of book do they like? Why?
- Get your child to read a wide variety of reading material: newspapers, magazines, novels, plays, short stories, etc.
- See the recommended reading lists published in the Summer edition of the newsletter.

# Art & Textiles



| Art and Design |   |  |   |
|----------------|---|--|---|
| When           | List of Topics  | End of term Assessment   | What can a parent do to support?  |
| Sept-Dec       | <b>Pattern creation:</b> <ul style="list-style-type: none"> <li>Repeat pattern</li> <li>Photography</li> <li>Textiles printing</li> <li>20<sup>th</sup> Century pattern contextual studies</li> </ul> | For each project Students are assessed on both their practical classwork and their contextual homework. The final grade for each project is worked out from both the homework tasks and the practical classwork. | <ul style="list-style-type: none"> <li>Read through the homework task sheets to ensure understanding.</li> <li>Encourage good research skills on homework tasks.</li> <li>Discuss the classwork with students to help them describe their work using subject specific words.</li> </ul> |
| Jan-April      | <b>Introduction to Architecture:</b> <ul style="list-style-type: none"> <li>History of Architecture</li> <li>Designing and making model buildings</li> </ul>  |  |   |
| April-June     | <b>Interior design:</b> <ul style="list-style-type: none"> <li>Contextual and practical</li> <li>Pottery, 3D design</li> </ul>  |  |   |

## Useful Websites

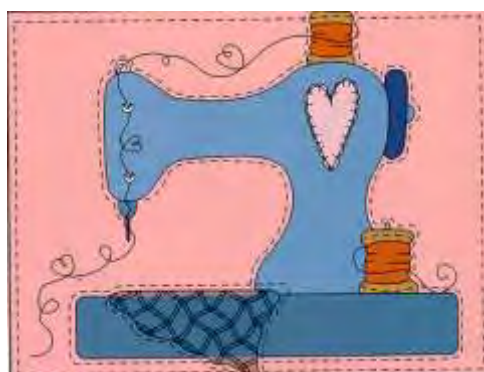
National Gallery  
Saatchi Gallery  
Artcyclopedia

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)  
[www.artcyclopedia.com](http://www.artcyclopedia.com)

## Staff Contacts

Ms Crawford

Head of Art



# Computing

## Computing

| When                                      | List of Topics   | End of term Assessment  | What can a parent do to support?   |
|---|--|---|--|
| Term 1: Autumn 1<br>(September – October) | <p><b>Unit: Key skills:</b></p> <ul style="list-style-type: none"> <li>• OneDrive, email, backing up work</li> <li>• Report writing to include features such as headers/footers, headings, contents pages, page numbers</li> <li>• Research skills in include Advanced search techniques, academic and journal searches, Citing sources and Harvard referencing</li> </ul> <p><b>Unit: Programming techniques and testing:</b></p> <ul style="list-style-type: none"> <li>• Recap basic Python commands, syntax, datatypes and variables (from Year 8)</li> <li>• Selection using IF/ELIF</li> <li>• Iteration using FOR / WHILE loops</li> <li>• Interim assessment– Test python datatypes, variables, IF/ELIF, iteration, Peer assess, reflect and correct</li> <li>• Procedures</li> <li>• Functions</li> <li>• Final assessment – test datatypes, variables, IF/ELIF, iteration and procedures / functions</li> <li>• Self-assess and Reflect and correct, identify future learning</li> </ul> | <p>.</p> <p>Interim assessment–<br/>Test python datatypes, variables, IF/ELIF, iteration</p> <p>Final assessment – test datatypes, variables, IF/ELIF, iteration and procedures / functions</p> <p>HW – Datatypes and variables worksheet</p> | <p>Download and install Python 3.5 (or 3.6)</p> <p>Practice using Python by revisiting the tasks done in class or follow some of the numerous tutorials on line.</p> |



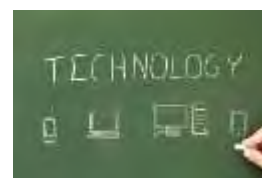
|   |  |   |   |
|---|--|---|---|
| <p>Autumn 2<br/><br/>(October - December)</p> | <p><b>Unit: Database:</b></p> <ul style="list-style-type: none"> <li>• Scenario and design documents such as data structure sheet for settings</li> <li>• Create table (from Year 8 but with complex validation)</li> <li>• Create input forms with buttons</li> <li>• Interim assessment – Test of table setup and form interface features, Peer assess, reflect and correct</li> <li>• Complex queries</li> <li>• Modifying reports – follow on from Year 8</li> <li>• Final assessment – Test of table setup and complex queries</li> <li>• Self-assess and Reflect and correct, identify all database learning met</li> </ul>  | <p>Interim Test of Table settings and form interface features</p> <p>Final Test of table setup and complex queries</p> <p>HW – Validation worksheet</p> <p>HW – Complex queries worksheet</p>   | <p>Practice creating input masks and validation rules for a range of data</p> <p>Practice creating an input form in Access, adding buttons for accessibility</p> <p>Practice creating complex queries in a database</p> |
| <p>Spring 1<br/>(January - March)</p>         | <p><b>Unit: Project Lifecycle:</b></p> <p><b>Unit links in with Year 9 Database unit</b></p> <ul style="list-style-type: none"> <li>• Using scenario of a shop website identify the SMART goals, User requirements and success criteria for the project</li> <li>• Create Gantt chart for getting ready for school</li> <li>• Interim assessment – Create Gantt chart Tasks and durations for creating a database</li> <li>• Identify Critical path and Milestones on Gantt chart, Peer assess, reflect and correct</li> <li>• Create an element of the Database (learning from last unit)</li> <li>• Compare User requirements and success criteria to created database, evaluation</li> <li>• Final assessment – Test on SMART targets, user requirements, success criteria and Gantt charts</li> <li>• Self-assess and reflect and correct</li> </ul> | <p>.</p> <p>Interim assessment of criteria of Gantt chart</p> <p>Final Test on SMART targets, user requirements, success criteria and Gantt charts</p> <p>HW – User requirements and success criteria worksheet</p> <p>HW – Gantt chart worksheet</p> | <p>Research planning tools for large organisations, project management and documentation created.</p> <p>Practice identifying specific tasks for a project and order them in sequence.</p>                              |



|  |   |  |   |
|--|---|--|---|
| <p>Spring 2<br/>(March – April)</p>        | <p><b>Unit: Computer Architecture</b></p> <ul style="list-style-type: none"> <li>• Input and output devices and components inside a computer – recap from Year 7</li> <li>• Von Newmann architecture – purpose and function of the CPU</li> <li>• Components of the CPU – registers and processes</li> <li>• Interim assessment – Test of types of devices, computer components and purpose / function of a CPU, Peer assess, reflect and correct</li> <li>• Software</li> <li>• Fetch, decode and execute cycle</li> <li>• Final assessment – Test of types of devices, computer components, purpose / function of a CPU and Fetch, decode and execute cycle</li> <li>• Self-assess and Reflect and correct, identify future learning</li> </ul> | <p>Interim Test of types of devices, components and function of a CPU</p> <p>Final Test on devices, computer components, function of a CPU and Fetch, decode and execute cycle</p> <p>HW – Input / Output / Inside a computer worksheet</p> <p>HW – CPU components worksheet</p> | <p>Identify different input and output devices used at home</p> <p>Research specifications of Computing equipment at home</p> |
| <p>Term 3: Summer 1<br/>(April - July)</p> | <p><b>Unit: Photoshop:</b></p> <ul style="list-style-type: none"> <li>• Intro to Photoshop, layout and tools</li> <li>• Adding objects, multiple objects</li> <li>• Layers</li> <li>• Interim assessment – Create advert with image and text</li> <li>• Peer assess, R&amp;C, Airbrushing</li> <li>• Enhancing photos</li> <li>• Final assessment – Add enhanced photo of face to the advert</li> <li>• Self-assess., R&amp;C, Compare and contrast known image editing applications</li> </ul>   | <p>Interim assessment – Created advert</p> <p>Final assessment – Added enhanced photo on advert</p> <p>HW – Photoshop tools worksheet</p> <p>HW – Enhancing photos worksheet</p>   | <p>Analyse a range of adverts shown on print, TV and social media and discuss enhancements</p>                                |
| <p>End of Year Test</p>                    | <p><b>Paper based test covering all topics from the year</b></p>  |  | <p>Students should use Interim and final assessments along with classwork and HW sheets to revise</p>                         |



# Design and Technology



## Product Design (Technology)

| When  | List of Topics  | Assessment  | What can a parent do to support?  |
|---|---|---|---|
| <p>Terms 1, 2 and 3 (September – July)</p> <p>All topics are taught to different groups at different times but students will cover all of the topics before May</p> | <p><b>Drawing Skills</b></p> <p>Identify what two-point perspective is and how it can be used to create detailed design. Review how industry uses two-point perspective when creating design images.</p> <p><b>Pin Ball</b></p> <p>Students identify different construction techniques when using different materials. They will learn to draw to scale, adding clear measurements. Reviewing the properties of materials and how they have been adapted to fit in with industry requirements.</p> <p><b>Jewellery</b></p> <p>Review different metals and the properties.<br/>Review casting techniques and the process behind them.<br/>Cast work based on creative ideas.<br/>Evaluate and highlight key processes involved and each making process</p> | <p>All project work is marked in accordance with GCSE expectations. There is a particular focus on design, make and evaluate.</p> <p>Each project will have 3 assessment points.</p> <p>There is an end of unit test where students will review all the process they learnt and used.</p> | <p>Encourage your child to read any newspaper/ magazine articles on technology.</p> <p>Encourage them to watch any programmes on television about technology.</p> <p>Review making techniques.</p> <p>Practice drawing scale models using drawing techniques.</p> <p>Visit design inspired museums.</p> <p>Encourage use of revision websites</p> <p>Create products at home, encouraging creativity and imagination.</p> |

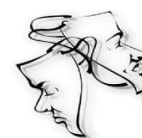
### Staff Contacts

Mr Dewdney

Head of Design and Technology



# Drama



| Drama   |  |   |  |
|---|--|---|--|
| When  | Topic  | Assessment  | What can a parent do to support?   |
| <b>Term 1:</b><br>Autumn 1<br>(September – October) | <b>Running Away</b>  | <b>Group Practical</b><br>A performance which explores a missing teenager. Assessed on physical theatre, cross cutting and characterisation (posture, gesture, PPPTVI, facial expression and gait)  | Define: <ul style="list-style-type: none"> <li>• PPPTVI</li> <li>• Gait</li> <li>• Proxemics</li> </ul> Rehearsal: <ul style="list-style-type: none"> <li>• Stay in role as the character for 5 minutes one evening</li> <li>• Deliver lines in the mirror to check facial expression</li> </ul>   |
| Autumn 2<br>(October - December)                    | <b>Theatre in Education:</b><br><br><b>Message in a Bottle</b> | <b>Group Practical</b><br>A scripted performance which teaches 5 – 7 year olds a moral/message. Assessed on ability to target an audience, breaking the forth wall, interaction and exaggeration.<br><br><b>Some of these amazing pieces will be toured around local primary schools!</b> | Support learning lines for the monologue <ul style="list-style-type: none"> <li>• <b>The blank paper technique</b></li> </ul> Placing a blank piece of paper over the monologue and learning one line at a time <ul style="list-style-type: none"> <li>• <b>The cue card technique</b></li> </ul> Hand writing the monologue in 5 equal sections onto 5 separate cue cards and learning each section one at a time |
| <b>Term 2:</b><br>Spring 1<br>(January - February)  |  | <b>Devised Extension</b><br>A devised performance, based on 'The Daft Family', which teaches 5-7 year olds a moral/message. Assessed on ability to devise a performance for a target audience, breaking the fourth wall, characterisation, interaction and exaggeration.                  | <ul style="list-style-type: none"> <li>• <b>Testing</b></li> </ul> A parent/carer follows the monologue script as you read it, they stop you if you make a mistake   |
| Spring 2<br>(February – April)                      | <b>Bang Out of Order</b>                                       | <b>Characterisation Workshop</b><br>Students will workshop the text practically and will be assessed through characterisation activities which explore anti-social behaviour. Assessed on characterisation (gait posture, facial expression, eye contact and PPPTVI)                      | Define: <ul style="list-style-type: none"> <li>• PPPTVI</li> <li>• Gait</li> <li>• Proxemics</li> </ul> Rehearsal: <ul style="list-style-type: none"> <li>• Stay in role as the character for 5 minutes one evening</li> <li>• Deliver lines in the mirror to check facial expression and posture.</li> </ul>  |

|   |                         |  |   |
|---|-------------------------|--|---|
| <b>Term 3:</b><br>Summer 1<br>(April-May) |                         | <b>Group Practical</b><br>A scripted performance which explores anti-social behaviour. Assessed on characterisation and semiotics (staging lighting and costume).  | Define: <ul style="list-style-type: none"> <li>• Semiotics</li> </ul> At home, you can help students collect together their costume/props ready for their final assessment of this piece<br><br>Help with completion of lighting/audio cue sheet  |
| Summer 2<br>(May - July)                  | <b>Physical Theatre</b> | <b>Group Practical</b><br>A devised performance which explores a journey through a building. Assessed on use of facial expression, sound and movement to create tension/atmosphere. Characterisation is also assessed. | Rehearsal: <ul style="list-style-type: none"> <li>• Stay in role as the character for 5 minutes one evening</li> <li>• Deliver lines in the mirror to check facial expression</li> </ul> Support with projection and energy: <ul style="list-style-type: none"> <li>• Stand at opposite ends of the room, whilst student delivers their lines</li> <li>• Repeat lines increasing the energy 1 – 10 (1 = lowest and 10 = highest)</li> </ul> |

### Additional information

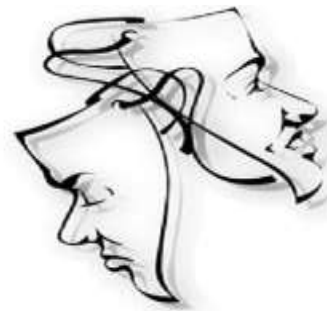
During assessments, students develop their writing of reviews by completing a self and peer-assessment in their assessment booklets. These are always completed during the lesson, however you are still able to support at home by recapping Drama terminology and definitions.

#### Books and Websites

- [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)
- [www.bbc.co.uk/bitesize/ks3/english/speaking\\_listening/drama/revision/1/](http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/)
- McGuire, B., *The Student Handbook for Drama: Ideal for Key Stages 3 and 4*
- Carrington, J. and Sturrock, D., *Bang out of Order*
- Hulme, C., *Message in a Bottle*

#### Further Study/Extra-Curricular

- Whole School Production
- Key Youth Theatre [www.kindreddrama.com](http://www.kindreddrama.com)
- Open auditions at 'The Cresset'
- Wildcats Summer School
- Seeing live theatre (we encourage students to go to the theatre when possible)



#### Staff Contacts

|              |                  |
|--------------|------------------|
| Mrs Clennett | Head of Drama    |
| Mrs McKeogh  | Teacher of Drama |
| Mrs Young    | Teacher of Drama |
| Mrs Kavanagh | Teacher of Drama |





|                                |   |  |  |
|--------------------------------|---|--|--|
| Spring 2<br>(February – April) | Exam preparation  | Final Year 9 exam based on a fictional extract after the Easter break.                     | <ul style="list-style-type: none"> <li>• What do you have to do for each question of the exam?</li> <li>• Read your own fiction book and make up your own Questions 1-4.</li> <li>• What language features could you write about in Question 2?</li> <li>• What structural features could you write about in Question 3?</li> <li>• What techniques do you need to include in descriptive writing?</li> <li>• Find a picture online and write a description based on that image.</li> <li>• What is the difference between a description and a narrative?</li> </ul> |
| Term 3: Summer 1 (April - May) | Spoken Language Endorsement   | Complete a speaking and listening presentation on a topic of your choice.                  | <ul style="list-style-type: none"> <li>• Ask your child to perform their presentation to you.</li> <li>• Ask questions at the end of their presentation to start a discussion about issues they have raised.</li> <li>• What language techniques have you included in your speech?</li> </ul>  |
| Summer 2<br>(May - July)       | Detective unit. Studying a range of fiction and non-fiction texts based on the detective genre. | Various analytical paragraphs of language and structural choices made in a range of texts. | <ul style="list-style-type: none"> <li>• What are the main conventions of a detective genre?</li> <li>• Read various Sherlock Holmes stories – how have they met the genre of detective fiction?</li> </ul>  |

### Helpful Books/ Study Materials

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and auto biographies all help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family!

### Useful Websites

BBC [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

### Staff Contacts

Miss K Lewis                      Head of English  
Miss L Betts                        Key Stage 3 Coordinator for English





# FOOD



## FOOD

| When       | List of Topics  | End of term Assessment                              | What can a parent do to support?   |
|------------|---|---|--|
| Week 1 - 2 | <ul style="list-style-type: none"> <li>• Baseline test</li> <li>• Gelatinisation theory and demonstration</li> <li>• Macaroni cheese practical</li> </ul>       | Baseline test<br><br>PA evaluation                  | <ul style="list-style-type: none"> <li>• Look up macaroni cheese recipe on sharepoint</li> </ul>                 |
| Week 3 - 4 | <ul style="list-style-type: none"> <li>• Pastry</li> <li>• Caramelisation theory and demonstration</li> <li>• Tomato and basil tart</li> </ul>                  | TA practical  | <ul style="list-style-type: none"> <li>• Look up tomato and basil tart kebab recipe on sharepoint</li> </ul>     |
| Week 5 - 6 | <ul style="list-style-type: none"> <li>• Coagulation theory and demonstration</li> <li>• Seasonal foods</li> <li>• Crunch flan practical</li> </ul>             |   | <ul style="list-style-type: none"> <li>• Look up crunch flan recipe on sharepoint</li> </ul>                     |
| Week 7 – 8 | <ul style="list-style-type: none"> <li>• Dextrinisation theory and assessment</li> <li>• Sniff test</li> <li>• Choux buns practical</li> </ul>                  | TA investigation<br><br>Homework 1<br>TA evaluation | <ul style="list-style-type: none"> <li>• Look up choux bun recipe on sharepoint</li> </ul>                       |
| Week 9-10  | <ul style="list-style-type: none"> <li>• High risk foods Environment Timeplans</li> <li>• Chicken nuggets or fish fingers practical</li> </ul>                  | Homework 2<br><br>SA practical                      | <ul style="list-style-type: none"> <li>• Look up chicken nuggets or fish fingers recipe on sharepoint</li> </ul> |
| Week 11-12 | <ul style="list-style-type: none"> <li>• Multicultural food and religious food laws</li> <li>• Enchiladas practical</li> <li>• Revisit baseline test</li> </ul> | Homework 3<br><br>TA evaluation<br>Baseline test    | <ul style="list-style-type: none"> <li>• Look up enchiladas recipe on sharepoint</li> </ul>                      |

### Additional information

Recipes can be found on the school website

### Useful websites:

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

<http://www.foodafactoflife.org.uk/>

### Staff Contacts

Mrs R Bowman – Head of Food

Mrs D Curran - Teacher of Food



# Geography



## Geography

| When     | List of Topics   | End of term Assessment   | What can a parent do to support?   |
|----------|--|--|--|
| Autumn 1 | Map skills<br>Mapping World Geography<br><br>Natural Hazards | World map test (human and physical features)<br><br>GCSE exam style question   | <ul style="list-style-type: none"> <li>• Test their son/daughter on their World geography. For example, what are 7 continents? Names and locations of different countries. Names and locations of mountain ranges, etc.</li> <li>• Take their son/daughter to visit the Natural History Museum in London and look at the displays/exhibits about earthquakes and volcanoes.</li> </ul> |
| Autumn 2 | Weather hazards  | Weather hazards end of topic test- GCSE style questions                        | <ul style="list-style-type: none"> <li>• Encourage son/daughter to watch the weather forecast regularly.</li> </ul>  |
| Spring 1 | Climate change   | Climate change end of topic test GCSE exam style questions                     | <ul style="list-style-type: none"> <li>• Encourage their son/daughter to keep up to date with latest about climate change by regularly watching the news or reading a newspaper.</li> </ul>  |
| Spring 2 | Eco systems and Tropical rainforests                         | Eco systems and tropical rainforests end of topic test – GCSE style questions. | <ul style="list-style-type: none"> <li>• Take their son/daughter to a natural environment locally – pond or wood and discuss the features and how they are all linked or how plants and animals have adapted.</li> </ul>   |
| Summer 1 | Cold Environments  | End of Year exam   | <ul style="list-style-type: none"> <li>• Test their son/daughter using the revision materials available from the school intranet.</li> <li>• Encourage use of a KS3 revision guide. For example, CGP Geography Revision Guide (ISBN 9781841463926)</li> <li>• Encourage the use of the BBC Bitesize website</li> </ul>   |
| Summer 2 | Urban Geography  | Urban geography presentations  | <ul style="list-style-type: none"> <li>• Take their son/daughter for a journey across Peterborough to explore the differences in areas and discuss places nearer and further away from the city centre.</li> </ul>   |

### Useful Websites

BBC Bitesize KS3 website

### Staff Contacts

Ms Veale Head of Geography



| History                                |                                |                                |  |
|--|--------------------------------|--------------------------------|--|
| When                                   | List of Topics                 | End of term Assessment         | What can a parent do to support?   |
| Term 1: Autumn 1 (September – October) | <b>Civil Rights (USA)</b>      | Civil Rights Assessment        | <ul style="list-style-type: none"> <li>• Why didn't black American's gain equal civil rights after the American Civil War?</li> <li>• Civil Rights Campaigners</li> </ul>  |
| Autumn 2 (October - December)          | <b>World War One</b>           | World War One Assessment       | <ul style="list-style-type: none"> <li>• How did the Alliance system, rivalry over empires and the arms race contribute to the collapse of peace in 1914?</li> <li>• Which factor was the most important?</li> </ul> |
| Term 2: Spring 1 (January - February)  | <b>World War One Continued</b> | World War One Assessment       | <ul style="list-style-type: none"> <li>• What happened to Germany after the First World War?</li> <li>• Was the Treaty of Versailles fair?</li> <li>• What types of questions will be on the exam?</li> </ul>        |
| Spring 2 (February – April)            | <b>Germany GCSE</b>            | Germany Assessment             | <ul style="list-style-type: none"> <li>• The end of World War One</li> <li>• The Treaty of Versailles</li> <li>• The Weimar Republic</li> </ul>  |
| Term 3: Summer 1 (April - May)         | <b>Germany GCSE</b>            | Germany Assessment             | <ul style="list-style-type: none"> <li>• Early years of the Nazis</li> <li>• Munich Putsch</li> <li>• The Great Depression</li> </ul>  |
| Summer 2 (May - July)                  | <b>Germany GCSE</b>            | End of Year Germany Assessment | <ul style="list-style-type: none"> <li>• Hitler into power</li> <li>• Life in Nazi Germany</li> </ul>  |

## Useful Websites

BBC [www.bbc.co.uk/history/forkids](http://www.bbc.co.uk/history/forkids)

## Staff Contacts

Primarily, your child's History teacher is the best person to contact.

Mrs K Price Head of History



# Maths

In mathematics your son/daughter will study a wide range of topics each half term. The precise topics your son/daughter will cover is dependent on their set, general topics are detailed below, please note that the order and depth these are completed in will be group appropriate.



|             | Higher (sets 1-7)   | Foundation (sets 8 and 9)  |
|-------------|---|--|
| Half term 1 | Algebra – Brackets, index rules and solving two step equations<br>Angles in polygons<br>Decimal calculations  | Algebra –single brackets and solving two step equations<br>Written add/subtract/multiply and divide calculations<br>Angles at a point, on a straight line, and in a triangle and quadrilateral.<br>Factors and Multiples |
| Half term 2 | Rounding<br>Fraction calculations<br>Substitution<br>Probability<br>Area and Perimeter<br>Coordinates<br>Calculations with Surds  | Interior and exterior angles in polygons.<br>Directed numbers<br>Index notation<br>Probability<br>Estimation and rounding<br>Fraction calculations<br>Perimeter  |
| Half term 3 | Order of Operations<br>Percentage Calculations<br>Scatter diagrams<br>Two way tables<br>Sequences<br>Constructions<br>Quadratic curves  | Angles in parallel lines<br>Substitution<br>Harder Fraction Calculations<br>Area<br>Ratio<br>Pie Charts  |
| Half term 4 | Area and Circumference of a Circle<br>Enlargements<br>Averages<br>Cumulative frequency<br>Factorising<br>Changing the subject of a formula<br>Pythagoras<br>Trigonometry<br>Tree Diagrams | Algebra- Expanding brackets and solving two step equations<br>Averages<br>Percentage calculations<br>Constructions<br>Sequences  |
| Half term 5 | Simultaneous Equations<br>Inequalities<br>Standard form<br>Time Series graphs<br>Recurring Decimals<br>Proportion<br>Transformations<br>Compound measures                                 | Surface Area<br>Bar charts and Pictograms<br>Straight line graphs<br>Transformations<br>Volume<br>Scatter diagrams<br>Decimal Calculations<br>More solving Equations.  |
| Half term 6 | Comparing data sets<br>Function notation<br>Ratio and Proportion<br>Set theory<br>Vectors   |  |

In the week before October half term, the week before Christmas, and the week before February Half term your son/daughter will complete a written assessment to test their understanding of the topics that have been covered in that half term. These assessments take place during their normal Mathematics lessons, with the exact date of these being identified to your son/daughter by their class teacher.

Your son/daughter will also complete their Year 9 examinations for Mathematics later in the year. Students will be provided with some revision materials before the examinations to help them prepare for this.

### **What can parents do to support?**

- On a weekly basis, if possible, discuss with your son/daughter the mathematics they have covered in lessons and ask them to explain the methods to you.
- Check the presentation of your son/daughter's written work, is their working legible and easy to follow?
- Monitor the completion of homework, for Mathematics this is set weekly.
- Encourage your son/daughter to complete any better if statements that their class teacher has written in their exercise books.
- Test your son/daughter on their times tables/ mental maths.
- Explain real world maths concepts to your son/daughter when possible, eg what does half board mean?
- What are the contents of a pack of playing cards?
- How do you read a bus timetable?
- Encourage your son/daughter to use real world maths concepts eg planning a trip to the cinema, with details of timings, transportation cost and timings and total cost.
- Compare mobile phone deals to work out the best buy.
- Compare cost of day to day products in different size packs to work out the best buy
- Work out the discount for items in sales.
- If cooking cakes and the recipe is for 10 cakes how much of each of the ingredients would be needed to make 30 cakes? 15 cakes?
- What is the cost difference for half board and bed and breakfast for the family holiday, what other costs need to be considered when working out which is better value?

### **Preparing for Assessments**

Help your son/daughter to prepare for these assessments by encouraging them to revise on a regular basis, revisiting topics regularly helps develop recall, confidence and understanding: Revising the topics covered during the half term using any of the following

<http://www.vle.mathswatch.co.uk/vle/>

(login and password will be given to your son/daughter by their class teacher)

<http://www.bbc.co.uk/education/subjects/zqhs34j>

### **Staff Contacts**

Miss Marshall

Head of Mathematics

# Modern Foreign Languages - French



| French                                    |   |   |   |
|---|---|---|---|
| When                                      | List of Topics  | End of term Assessment  | What can a parent do to support?  |
| Term 1: Autumn 1<br>(September – October) | Social life<br>Describing self<br>Invitations<br>Describing a music event |   | <ul style="list-style-type: none"> <li>• Help review notes on how to form the past tense</li> <li>• Help researching French music and music events in France</li> </ul>   |
| Autumn 2<br>(October - December)          | Health<br>Body and illness<br>Sport and fitness<br>Healthy eating         | Listening and Reading Assessments   | <ul style="list-style-type: none"> <li>• Help revise for listening and reading assessments by testing vocabulary on handouts given to the pupil (give the French and ask for the English)</li> </ul>  |
| Term 2: Spring 1<br>(January - February)  | Future plans<br>Jobs<br>Ambitions   |   | <ul style="list-style-type: none"> <li>• Help review notes on how to form the imperfect tense</li> <li>• Help review notes on how to form the future tense</li> </ul>   |
| Spring 2<br>(February – April)            | Start of Module 1<br>GCSE Self and family                                 |   | <ul style="list-style-type: none"> <li>• Help revise for speaking and writing assessments using handouts given to the pupil</li> </ul>  |
| Term 3: Summer 1<br>(April - May)         | Module 1 GCSE Self and family   |   | <ul style="list-style-type: none"> <li>• Help revise vocabulary on the topic</li> </ul>   |
| Summer 2<br>(May - July)                  | Module 1 GCSE Self and family<br>Speaking and writing assessments         | Speaking and writing assessments<br><br>End of year exam (Listening and Reading exam) | <ul style="list-style-type: none"> <li>• Help with research into background information useful for topics such as fair trade and charitable organisations in France.</li> <li>• Help revise for exams by testing vocabulary on handouts given to the pupil (give the French and ask for the English)</li> </ul> |

## Useful Websites

Linguascope [www.linguascope.com](http://www.linguascope.com)  
(request username/password from teacher)

## Staff Contacts

Mrs Yates Head of Modern Foreign Languages  
Miss Richardt Second in Modern Foreign Languages





# Modern Foreign Languages - German



| German         |                                   |  |   |
|----------------|-----------------------------------|--|---|
| When           | List of Topics                    | End of term Assessment   | What can a parent do to support?  |
| Term 1: Autumn | Module 1 GCSE:<br>School topic    | Listening/<br>Reading/<br>Speaking/<br>Writing<br>Assessments                          | <ul style="list-style-type: none"> <li>• Help revise vocabulary on the topic</li> <li>• Help Researching school systems in Germany</li> <li>• Help revise for listening and reading assessments by testing vocabulary on handouts given to the pupil (give the German and ask for the English)</li> </ul> |
| Term 2: Spring | Module 2:<br>Freetime             | Listening/<br>Reading/<br>Speaking/<br>Writing<br>Assessments                          | <ul style="list-style-type: none"> <li>• Help review notes on how to form the future tense</li> </ul>   |
| Term 3: Summer | Module 3:<br>Identity and Culture | Listening/<br>Reading/<br>Speaking/<br>Writing<br>Assessments<br><br>End of year exams | <ul style="list-style-type: none"> <li>• Help revise for exams by testing vocabulary on handouts given to the pupil (give the German and ask for the English)</li> </ul>  |

## Useful Websites

Linguascope [www.linguascope.com](http://www.linguascope.com)  
(request username/password from teacher)

## Staff Contacts

Mrs Yates            Head of Modern Foreign Languages  
Miss Richardt      Second in Modern Foreign Languages





# Modern Foreign Languages - Spanish



| Spanish        |                                  |  |  |
|----------------|----------------------------------|--|--|
| When           | List of Topics                   | End of term Assessment   | What can a parent do to support?   |
| Term 1: Autumn | Module 1 GCSE:<br>Holidays       | Listening/<br>Reading/<br>Speaking/<br>Writing<br>Assessments                          | <ul style="list-style-type: none"> <li>• Help revise vocabulary on the topic</li> <li>• Help researching a city in Spain</li> <li>• Help review notes on how to for the future tense</li> <li>• Help revise for listening and reading assessments by testing vocabulary on handouts given to the pupil (give the Spanish and ask for the English)</li> </ul> |
| Term 2: Spring | Module 2:<br>Schools             | Listening/<br>Reading/<br>Speaking/<br>Writing<br>Assessments                          | <ul style="list-style-type: none"> <li>• Help revise vocabulary on the topic</li> </ul>  |
| Term 3: Summer | Module 3<br>Identity and Culture | Listening/<br>Reading/<br>Speaking/<br>Writing<br>Assessments<br><br>End of year exams | <ul style="list-style-type: none"> <li>• Help revise for exams by testing vocabulary on handouts given to the pupil (give the Spanish and ask for the English)</li> </ul>  |

## Useful Websites

Linguascope [www.linguascope.com](http://www.linguascope.com)  
(request username/password from teacher)

## Staff Contacts

Mrs Yates Head of Modern Foreign Languages  
Miss Richardt Second in Modern Foreign Languages



# Music



## Music

| When  | List of Topics              | End of term Assessment              | What can a parent do to support?   |
|---|-----------------------------|-------------------------------------|--|
| Term 1: Autumn 1<br>(September – October, November) | Group Pop music performance | Group performance assessment        | <ul style="list-style-type: none"><li>• Students can practice their part at home.</li><li>• Encourage them to watch tutorials or find the music for their piece.</li></ul> |
| Autumn 2 - Spring<br>(December, January, Feb)       | Remix                       | Paired composition assessment       | <ul style="list-style-type: none"><li>• Listen to different versions of one song to get ideas for your remix.</li></ul>  |
| Spring 2<br>(February – May)                        | Song Writing                | Paired/group composition assessment | <ul style="list-style-type: none"><li>• Encourage students to listen to songs of different genres.</li></ul>   |
| Term 3: Summer<br>(June - July)                     | Project                     | Individual or group activity        | <ul style="list-style-type: none"><li>• Ask students what their role in the project is and get them to talk about it.</li></ul>  |

### Staff Contacts

Mrs T Hammond Head of Music



# Physical Education



| Physical Education                        |  |  |  |
|---|--|--|--|
| When                                      | List of Topics   | End of term Assessment   | What can a parent do to support?   |
| Term 1: Autumn 1<br>(September – October) | Handball<br>Football<br>Table Tennis<br>Badminton<br>Volleyball<br>Fitness | Each activity has a written assessment based on the rules and techniques learnt in the practical lessons of each topic. Each student is assessed on their practical ability in each topic. | <ul style="list-style-type: none"> <li>• NGB website for each sport will have the basic rules.</li> <li>• GCSE bitesize PE website.</li> <li>• TeachPE website.</li> </ul> |
| Autumn 2<br>(October - December)          | Continued from Autumn on a rotation system with cross country.             |  |  |
| Term 2: Spring 1<br>(January - February)  | Continued from Autumn on a rotation system.                                |  |  |
| Spring 2<br>(February – April)            | Continued from Autumn on a rotation system.                                |  |  |
| Term 3: Summer 1<br>(April - May)         | Athletics  |  |  |
| Summer 2<br>(May - July)                  | Swimming<br>Cricket<br>Rounders<br>Tennis<br>Softball                      |  |  |

## Useful Websites

Peterborough School Sport Partnership

[www.yourschoolgames.com](http://www.yourschoolgames.com)

## Staff Contacts

Ms L McPartlin

Head of PE

Mr T Neaverson

Acting Head of PE



# Religious Education



## Religious Education

| When                                   | List of Topics   | End of term Assessment  | What can a parent do to support?  |
|--|--|---|---|
| Term 1: Autumn 1 (September – October) | Rites of passage -Birth ceremonies <ul style="list-style-type: none"> <li>• Christian Baptism</li> <li>• Hindu birth</li> <li>• Jewish Brit Milah</li> <li>• Islamic birth</li> <li>• Sikh birth</li> </ul>  | Describe how Anglican Christians celebrate the birth of a child | <ul style="list-style-type: none"> <li>• Ask for a verbal summary of the ceremony</li> <li>• Ask students to list key words associated with the ceremony eg font, God parents, vicar etc</li> </ul>   |
| Autumn 2 (November - December)         | Rites of passage -Coming of Age ceremonies <ul style="list-style-type: none"> <li>• Legal age of responsibility</li> <li>• Christian Confirmation</li> <li>• Jewish Bar Mitzvah</li> <li>• Sikh Amrit ceremony</li> </ul>  | Coming of age assessment  | <ul style="list-style-type: none"> <li>• Ensure students revise using revision sheet</li> <li>• Ask questions about key information on sheet eg When does a child become an adult? – explain different religious views</li> </ul>   |
| Term 2: Spring 1 (January - February)  | Religion and the media <ul style="list-style-type: none"> <li>• Christianity in the media</li> <li>• Religious figures in art</li> <li>• Censorship</li> <li>• Blasphemy</li> <li>• The Phelps family</li> </ul>   | Media assessment  | <ul style="list-style-type: none"> <li>• Ensure students revise using revision sheet</li> <li>• Ask questions about key information on sheet e.g. Should the media have freedom of speech – encourage students to give different points of view</li> <li>• Learn case studies eg Lady Gaga, Phelps family</li> </ul>                                |
| Spring 2 (February – April)            | <ul style="list-style-type: none"> <li>• Religion and the internet</li> <li>• Social network</li> <li>• Violence in the media</li> <li>• Religion and Science (Genesis vs Big Bang / Evolution)</li> <li>• Ethical issues</li> <li>• Christian views on equality – Martin Luther King &amp; Trevor Huddleston</li> </ul> | Equality Key Words test   | <ul style="list-style-type: none"> <li>• Practice spelling Key Words and ensure they understand their meanings</li> </ul>   |
| Term 3: Summer 1 (April - May)         | <ul style="list-style-type: none"> <li>• Christian views on wealth and poverty – causes of poverty, charities, fair trade, moral and immoral occupations</li> <li>• Medical ethics – Christian views on fertility treatment and genetic engineering</li> </ul>   | Equality Project  | <ul style="list-style-type: none"> <li>• Research different ways to promote equality</li> </ul>   |
| Summer 2 (May - July)                  | Philosophy of Religion   | End of Year assessment  | <ul style="list-style-type: none"> <li>• Ensure students revise using revision sheet</li> <li>• Ask questions about key information on sheet eg explain three arguments supporting the existence of God and three arguments opposing belief in God.</li> <li>• Encourage students to consider / evaluate opinions contrary to their own.</li> </ul> |

### Staff Contacts

Mrs G Ellis      Head of RE  
Mr S Ahmed      Head of RE



## Science

| When   | List of Topics   | Assessment  | What can a parent do to support?   |
|--|--|---|--|
| <p>Students start the GCSE Science course at the beginning of Year 9</p> <p>All topics will be taught by the end of Year 9 but may be in a different order than that shown.</p> <p>Students will follow the single Science syllabus until Year 10 when they can opt to continue with this or change to Combined Science instead.</p> | <p><b>Biology – Cell Biology</b><br/>Eukaryotic and Prokaryotic cells; animal and plant cells; cell specialisation; types of microscope and maths skills; required practical (using a light microscope); culturing microorganisms and related required practical; chromosomes, mitosis and the cell cycle; stem cells and therapeutic cloning; diffusion, osmosis and active transport.</p> <p><b>Biology – Bioenergetics</b><br/>Photosynthesis; rate of photosynthesis; limiting factors and their economic importance; inverse proportionality; required practical (the effect of light intensity on the rate of photosynthesis); the use of glucose made in photosynthesis; aerobic respiration; anaerobic respiration in animals, plant and yeast (fermentation); response to exercise and oxygen debt; metabolism.</p> <p><b>Chemistry – Atomic Structure and the Periodic Table</b><br/>Atoms, elements and compounds; chemical equations; mixtures and separation techniques; development of the model of the atom; relative electrical charges of sub-atomic particles; size and mass of atoms; relative atomic mass; electronic structure; the periodic table and its development; metals and non-metals; Groups 0, 1 and 7; properties of transition metals.</p> <p><b>Chemistry – Bonding, Structures and the Properties of Matter</b><br/>Chemical bonds; ionic bonding; properties of ionic compounds; covalent bonding; properties of small molecules; giant covalent structures; metallic bonding; properties of metals and alloys; metals as conductors; states of matter and state symbols; structure and bonding of carbon (diamond, graphite, graphene and fullerenes); bulk and surface properties of matter, including nanoparticles and their uses.</p> | <p>7 Tests (approximately two per term) covering each topic.</p> <p>Some formative assessments, in class and as homework.</p> <p>Most topics will be tested together in an exam in the Summer term.</p> | <p>Practice Physics equations with them and make sure they understand how to use them.</p> <p>Practice writing out word and symbol equations for Chemistry and Biology.</p> <p>Single Science textbooks - Collins AQA GCSE:</p> <ul style="list-style-type: none"> <li>• Biology ISBN9780008158750</li> <li>• Chemistry ISBN9780008158767</li> <li>• Physics ISBN9780008158774</li> </ul> <p>Revision Guides (Single Science):</p> <ul style="list-style-type: none"> <li>• Biology ISBN9780008160746</li> <li>• Chemistry ISBN9780008160753</li> <li>• Physics ISBN9780008160739</li> </ul> <p>Encourage your child to read any newspaper/magazine articles on Science.</p> <p>Encourage them to watch any programme on television about Science.</p> |

|  |   |  |  |
|--|---|--|--|
|  | <p><b>Chemistry – Energy Changes</b><br/>Energy transfers during endothermic and exothermic reactions: required practical (variables that affect temperature changes); simple reaction profiles; energy changes during reactions; cells, batteries and fuel cells</p> <p><b>Physics – Energy</b><br/>Energy stores and systems; changes in energy and equations; energy changes in systems and equation; required practical (specific heat capacity); power and equations; conservation and dissipation of energy; required practical (thermal insulation); efficiency and equations; national and global energy resources.</p> <p><b>Physics – Particle Model of Matter</b><br/>Density and equation; required practical (finding the density of regular and irregular objects); changes of state; internal energy; temperature changes and equations; changes of heat and specific latent heat and equation; particle motion and pressure in gasses and equation.</p> |  |  |
|--|---|--|--|

### Useful Websites

<http://www.bbc.com/education/levels/z98jmp3> - Biology, Chemistry and Physics (all Single Science) Exam board AQA.

<http://www.educake.co.uk/> - Students will receive login details for this at the start of term. Make quizzes for revision or do the ones their teachers have made.

<https://senecalearning.com/> - Create an account/log in and access content and revision questions.

<http://kahoot.com/> - Make and access quizzes.

### Staff Contacts

Mrs D Debbage      Head of Science  
Dr L Edwards      Key Stage 3 Coordinator





*Make the Ordinary come alive*

*Do not ask your children  
to strive for extraordinary lives.*

*Such striving may seem admirable,  
but it is a way of foolishness.*

*Help them instead to find the wonder  
and the marvel of an ordinary life.*

*Show them the joy of tasting  
tomatoes, apples and pears.*

*Show them how to cry  
when pets and people die.*

*Show them the infinite pleasure*

*In the touch of a hand,*

*And make the ordinary come alive for them*

*The extraordinary will take care of itself.*