



YEAR 9

COURSE GUIDE

2018-2019

Year 9: Subject Leaders / Teachers

Subject	Subject Leader	Teachers
English	Mr R Garry	Mr R Hollands Mrs E Blakeman Miss B Sadler Miss A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris Miss G Hessey
Science	Mrs C Jones	Mrs V Lee Dr G Ward Mr C Thorley Mrs C Jones Mrs S Hammerton
Art & Design	Ms S Keeling	Miss C Richards
Computing	Mr A Walker	Mr C Parkes
Design & Technology	Mr A Walker	Miss C Richards Mrs J Pottinger
Drama	Mr B Seager	Mr B Seager
Geography	Mr P Lee	Mr P Lee Mr M Jervis
History	Mr P Lee	Miss E Weston Mr J Bird
Modern Foreign Languages	Ms J Thompson	Miss L Taylor
Music	Mrs V Jevons	Mr G Sassano
PSHCE	Miss S Pugh	Form Tutors
Physical Education	Mrs V Jevons	Mrs V Jevons Mr D White
Religious Education	Mr P Lee	Mr J Bird Miss E Weston

English and English Literature

Subject Leader: Mr R Garry

English is a statutory subject at Key Stage 3. Depending on their group, students receive three or four lessons of specialist teaching per week during which they develop their literacy skills through opportunities that include the study of fiction and non-fiction, Shakespeare, language and poetry. All units are designed to build on skills from previous years, as well as prepare them for the demands of their GCSE courses in English Language and English Literature in the future.

Those students who have four lessons of English have been identified as those in need of support to develop their literacy skills.

Autumn Term

- The first unit of work involves the study of John Steinbeck's novel 'Of Mice and Men'. The development of reading and writing skills begins to prepare students for what is required of them in GCSE English Literature and the unit provides several opportunities for speaking and listening work. Within this unit students have the opportunity to analyse non-fiction texts, another key component of GCSE.
The analysis of travel writing is the next focus of study, considering how writers portray different locations. Being able to read and analyse non-fiction texts is a key area that students are tested on at GCSE.
- During the second half of the autumn term students complete a creative writing unit in order to prepare them for the descriptive and narrative writing question on the English Language GCSE exam. Students explore a range of dystopian texts and use them as inspiration for their own creative dystopian writing.
- **Spelling:** Spellings which do not follow the common rule; word patterns. Revision of: long and short vowels; plurals; prefixes; suffixes; homophone and homonyms (*Pages 109 – 137).
- **Sentence:** Declaratives; interrogatives; exclamations; imperatives. Revision of: simple; compound and complex sentences; main and subordinate clauses; relative clauses; conditional clauses; passive and active (*Pages 61 – 71)

Spring Term

- Students formally begin to study for their GCSE in English Literature by studying a collection of poetry from the Power and Conflict anthology which is studied on the GCSE Literature course, students establish the core skills needed to appreciate and analyse poetry.
- **Word:** Revision of: nouns; pronouns; adjectives; noun phrases; preposition; conjunction, article; determiner; verbs; auxiliary verbs; adverbs, modal verbs; adverbial phrases; compliment; finite and infinite; transitive and intransitive; figurative language; persuasive language (*Pages 5 – 61)
- **Cohesion:** Revision of: connectives; beginning a new paragraph; paragraph structure; linking between paragraphs; planning (*Pages 88 – 91)
- The second half of the spring term sees students study for their GCSE English Language non-fiction exam, this is assessed internally by an examination after Easter in Year 9 exam week.

Summer Term

- Following the Year 9 exam students start to study MacBeth by Shakespeare, a component of GCSE English Literature. Students read and appreciate the play's key events, theme and characters,

consider scenes in detail and develop their ability to respond to the language and social/historical context.

- Towards the end of the term students prepare, practise and deliver a presentation which may be used as their Spoken Language grade for GCSE.
- **Punctuation:** brackets. Revision of: semi-colon and dash to mark the boundary between independent clauses; speech punctuation; reporting speech (*Pages 101, 104, 83)
- **Literary Techniques:** Proofreading and editing; formal tone and lexis; rhetoric (*Pages 78 – 81, 91 – 92)

Student Work and Assessment

Work is completed in exercise books and includes at least one key assessment piece each half term which is formally marked by the class teacher. Students are given praise for aspects of the assessment that they have done well and specific targets in order to improve their work. One homework task is normally set each week and should take approximately 30 minutes to complete.

Helping at Home

- * indicates the relevant pages of the Oxford School Spelling, Punctuation and Grammar Dictionary that can be used to focus study at home.
- Talk about the work that they are doing in lessons and for homework.
- Talk to students about their literacy targets.
- Encourage students to proofread their work in order to self-correct errors with a red pen.
- Encourage students to maintain a regular personal reading habit – at least 10 – 15 minutes of reading per night.
- Don't hesitate to contact the school and talk to the English department.
- All Year 9 students have a copy of the 'Writing Wall' in their planner which helps them to identify what they do well and what they need to work on.

Useful Websites

www.bbc.co.uk/schools/ks3bitesize/english

www.grammar-monster.com

Mathematics

Subject Leader: Mrs E Griffiths

Mathematics is a statutory subject at Key Stage 3. All topics from Key Stage 2, Year 7 and Year 8 are recapped during the year. The four main themes of number, algebra, geometry and measures and statistics are revisited several times through the following topics.

Autumn Term

- Bearings and scale
- Area and perimeter
- Rounding and bounds
- Indices and standard form
- Combining probability

Spring Term (*first half*)

- Congruence and similarity
- Pythagoras and trigonometry
- Inequalities

Spring Term (*second half*) and Summer Term (GCSE)

- Number and calculations
- Ratio and proportion
- Angles and polygons
- Equations and expressions
- Fractions, decimals and percentages

Student Work

All mathematics work is completed in exercise books. In addition to the ongoing review of these books by students to consolidate knowledge, homework is set using a variety of resources, including the online package 'MyMaths'. Homework may be a research or creative task.

Assessment

Students are assessed regularly throughout the key stage and receive a national curriculum level. Each assessment is divided into a calculator and non-calculator section. Students sit a final Key Stage 3 examination in the spring term which includes a calculator and a non-calculator paper.

Helping at Home

- Utilise the MyMaths website and the Webb Maths page
- Purchase and use revision guides
- Regularly review work covered
- Contact the school and talk to the mathematics department if you have any queries.

Useful Websites

www.MyMaths.co.uk (username: marywebb password: See exercise book)

www.counon.org

www.nrich.maths.org/public

www.murderousmaths.co.uk

www.bbc.co.uk/schools/ks3bitesize

www.mathschallenge.co.uk (Maths in Motion)

Science

Subject Leader: Mrs C Jones

In Year 9 students commence their Science GCSE and build upon the work completed throughout Years 7 and 8. Students are given opportunities to carry out practical experiments and are challenged to explain the outcomes using their knowledge of science. Particular attention is given to seeing the bigger picture and applying mathematics to their science.

Autumn Term

Students rotate around 3 topics:

- **Biology**
Cells and transport: covering eukaryotic and prokaryotic cells in addition to the transport mechanisms of diffusion, osmosis and active transport.
- **Chemistry**
Particles and equations: the changes of state, separation techniques and writing word and balanced symbol equations.
- **Physics**
Energy transfers and waves: energy resources, energy transfers and calculations. Describing transverse and longitudinal waves and using the wave speed equation.

Spring Term

Students work in groups to aim to achieve a Bronze CREST award. CREST awards are a nationally recognised qualification where students complete a scientific research project. The best projects will represent the school at the Regional Big Bang Science fair in the summer term.

We then resume the GCSE course by rotating around the following 3 topics:

- **Biology**
Genetics and inheritance: DNA structure and extraction, as well as variation, natural selection and evolution.
- **Chemistry**
Atomic theory and explaining reactivity: an introduction to atomic structure, trends in the periodic table and explanations for differences in reactivity.
- **Physics**
Mechanics: Newton's laws of motion, and the conservation of momentum.

Summer Term

Students complete their Year 9 exam and then resume the units of work started in the spring term.

Student Work

Students each have three science books, one for each science discipline. Work is completed in exercise books which are regularly checked. In science all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. Students are also provided with revision folders to help high-light the importance of revision from the start of the course. Homework is usually set weekly where the work relates to the unit being studied.

Assessment

Within each unit there are usually two main assessments; one is an open ended task where students are provided the assessment criteria and the other one is an end of unit test paper. The results are collected and used to monitor progress. Student progress is monitored against their own individual target that was determined largely by prior performance at Key Stage 2.

Helping at Home

- Talk about the work being covered in the lessons
- Direct your child to the appropriate pages in their Revision Guide
- Don't hesitate to contact the school and talk to the science team
- Encourage attendance at the weekly Key Stage 3 science lunchtime support sessions.
- Encourage your child to log on to 'Educake', an online homework and revision package.

Useful Websites

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

www.bbc.co.uk/schools/gcsebitesize/science/edexcel

www.educake.co.uk

Art and Design

Subject Lead: Ms S Keeling

In Art and Design we aim to develop and encourage students' critical faculties and technical skills whilst tackling themes which are relevant to their interests. The Year 9 course encourages students to work with increasing independence. Students continue to develop and apply a range of art, design and craft skills and have the opportunity to develop both their functional skills and their personal learning and thinking skills through a diverse and challenging programme of study.

Autumn Term: Real Life Events *(12-week project)*

Students consider the power of media imagery and the multiplicity of images available in the public domain. They consider real life events, in particular those of 9/11, and consider the impact of live images on the viewer. Students engage with the work of contemporary artist Gerry Judah, who tackles contemporary issues of conflict and, in doing so, will better understand the role of the artist today. Students engage in collage, mixed media relief and digital photography.

Spring Term: Manga *(6-week project)*

Students design their own stylised heroes with reference to Japanese anime. They draw their peers in order to establish the proportions of the figure. Students develop the story of their characters by creating storyboards to include text and backgrounds. They have the opportunity to transfer their artwork onto material to make a textile/mixed media outcome.

Street Art *(6-week project)*

Students develop ink work based on the work of contemporary street artists. They consider issues surrounding street art and graffiti art and engage with artists who seek to enhance the living environment.

Summer Term: Abstract Art *(12-week project)*

Students use sculpture and photography to develop compositions inspired by Kandinsky. Students apply paint in an intuitive way to create lively final pieces inspired by music and reflective of the abstract style of Kandinsky.

Student Work

2D work is kept in individual portfolios and sketchbooks are used to plan and explore ideas as well as a means of practising skills and for completing homework assignments in.

Assessment

Students are continuously given oral feedback on their progress and how to improve their work. Written formative feedback is given regularly and work is assessed at the end of a project. Student progress is monitored against their own individual Key Stage 3 target.

Helping at Home

- Encourage students to look at a range of artists' work around studied topics. Look at art books, visit art galleries and use the internet for research.
- Encourage students to practise their drawing skills in their sketchbooks. Experiment with ideas, techniques and materials to produce their own serious art work regularly.
- Talk about their work with them.
- Allow them access to their own art materials.
- Encourage them to work on different scales and explore an idea in several different ways.

Computing

Subject Leader: Mr A Walker

Computing in Year 9 continues to develop students' digital citizenship, digital creativity and programming skills.

Autumn Term

Students begin with a digital citizenship module to reinforce and remind students how to be safe and responsible users of information and communication technology and the importance of creating a positive digital profile. In addition, students will complete a module on binary in computing.

Spring Term

Students learn about logic gates, the General Data Protection Regulation (GDPR) and networking computers.

Summer Term

During the summer term, students undertake a project which includes programming in Python and Blockly Coding and Sphero Robots.

Student Work

Work is completed through project-based activities to enable progress at all levels of ability.

Assessment

Modules are assessed in a range of ways including both project-based assessment and end of module assessment tests.

Helping at Home

In computing we use a wide range of different software applications; some of which are free to download. Where relevant, a list of these open source software titles will be made available at the start of each module of study. Students are able to access the school network and their documents from home providing they have a suitable broadband connection. Students are also able to have a free download of Microsoft Office which they can install on up to 5 devices.

Useful Websites

- www.thinkuknow.co.uk (e-safety)
- www.scratch.mit.edu (visual programming software)
- <https://groklearning.com> (online programming website)

Design and Technology

Subject Leader: Mr A Walker

In Year 9 Design and Technology is delivered through a series of modules that give students a breadth of experience. These include the opportunity to design and make in a number of different materials. The work builds on the modules completed in Year 8 and students are asked to design products in an increasingly independent manner. A common format is used helping to prepare students for the expectations of the GCSE courses in technology.

As students progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as product design, food preparation and nutrition, engineering, systems and control, electronics, textiles and graphics. However, at its core, technology is creativity and imagination. Students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. To do this effectively, students acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

Students are given contexts to respond to. These include:

Alessi Clocks - In this unit students are asked to design and manufacture a clock in the style of Alessi. They analyse the products associated with this design style and identify an end user. Students then select the appropriate materials and method for manufacture; they develop working prototypes and use CAD/CAM in the development of the product. This unit also allows students to investigate the sources of commonly used raw materials and to consider the social, environmental and ethical consequences of their use.

Animatronics - Students use a programmable controller to operate a mechanical device. Around this they design and make an animatronic prop for film or theatre.

Farmers' Market – Students investigate the breadth and variety of food served at farmers' markets and events. Students consider preparing suitable dishes for a range of specific target markets whilst taking into account environmental issues such as minimising food/packaging waste.

Inspiring Chefs – Students investigate the topic of inventive chefs to produce a variety of ideas through technical practical work. Using a broader range of preparation techniques, students explore how food can be prepared, preserved and presented in a range of creative ways.

Student Work

Design work, theory work and homework are completed in exercise books. In some modules students work in an electronic folder which gives them the opportunity to experience a similar process to the approach used at GCSE.

Assessment

To ensure that a student is being assessed in all of the key skills in design and technology, each module has a different focus for assessment which is made clear to the student. Students' progress in each of the modules is recorded on the sheet at the back of their exercise books. Student progress is monitored against their own individual Key Stage 3 target.

Helping at Home

- Talk about the work
- Ask your child if any materials are required for the forthcoming lessons (particularly in food!)
- Don't hesitate to contact the school and talk to the technology department
- Encourage attendance at lunchtime workshop sessions where appropriate
- Cover the small charge made to cover material costs if a student wishes to take their practical work home.

Useful Websites

<http://www.technologystudent.com/>

<http://www.designandtech.com/>

<http://www.bbc.co.uk/schools/gcsebitesize/design/>

<http://www.designmuseum.org/>

<http://www.design-technology.info/designers/page13.htm>

Drama

Subject Lead: Mr B Seager

Drama is taught in Years 8 and 9. The skills acquired during this time aim to equip all students with the confidence to take on GCSE Drama. During Year 9, students participate in one lesson of drama per week.

Autumn Term

Students revise and refresh the skills needed to devise their own work – in this instance they write, direct and perform a pantomime. This includes work on characterisation, physical theatre and vocal work. In the second half of the term students write, rehearse and perform their own pantomime as a class. The unit also includes design elements and the writing of a performance portfolio.

Spring Term

Students study a play by Mark Wheeller and explore the social, moral and cultural issues. In the second half of the term students look at creating costumes and set design in conjunction with how to stage the issues in the play.

Summer Term

Students spend this term devising their own scripts and revising the elements needed to write a successful script. They also develop their skills in writing about their own and others' performances in a critical and constructive manner in line with GCSE Drama.

Student Work

Drama is a practical subject where students work in groups, pairs and on their own to develop their performance skills. Each student is provided with an exercise book in which to complete tasks during the course of the Key Stage. The tasks include self-reflection, peer assessment, writing about the skills they have acquired, reflecting on how their skills have developed and research into the wider field of drama. Exercise books are marked by the teacher every two weeks and written feedback and targets are set at the end of each unit. The exercise book also serves as a log book. All work is kept by students in their drama book, alongside all formal assessment data.

Assessment

Assessment covers the areas of 'Creating, Performing, Theory and Evaluating'. Types of assessment that take place in drama include self and peer assessment as well as teacher assessment. Students' work is assessed using the assessment focuses for drama.

Helping at Home

- Talk about the work being covered in class
- Support the learning of lines
- Watch your child perform
- Help get them to rehearsals.

Geography

Subject Leader: Mr P Lee

Geography is one of the foundation subjects at Key Stage 3 and is part of the humanities department. Students study geography at different scales throughout the course, from the global to the local scale. They investigate human, physical and environmental aspects of geography. Skills, knowledge and understanding are developed through the teaching and learning of the subject preparing them for GCSE Geography.

Autumn Term

- Plate tectonics
- Extreme weather – tropical storms

Spring Term

- Extreme weather (UK)
- Climate change

Summer Term

- Ecosystems
- Tropical rain forests
- Hot deserts

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson. Students need these to revise from. Homework tasks vary in nature and in length. One homework task is set each week where the work set relates to the topic being studied in class.

Assessment

All students have targets to aspire to which are recorded in the front of their workbooks. Assessment takes place throughout the course using a variety of methods that are both informal and formal. This allows progress to be monitored closely. Students are provided with individual feedback on their achievements and what they need to do in order to improve.

Help at Home

- Discuss the learning taking place in lessons
- Encourage wider reading of books, magazines and newspapers
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio
- Don't hesitate to contact the school and talk to the humanities department

Useful Websites

www.marywebbschool.com

www.geography.learnontheinternet.co.uk/ks3/ks3.html

www.oxfam.org.uk/coolplanet/kidsweb/fairtrade/index.htm

www.earthquake.usgs.gov/learning/kids

www.bbc.co.uk/education/subjects/zkw76sg

www.london2012.com

www.acegeography.com/

www.coolgeography.co.uk

www.digimapforschools.edina.ac.uk/

History

Subject Leader: Mr P Lee

History is a foundation subject at Key Stage 3 and is part of the humanities department. Students study a variety of periods, events and individuals from both British and World history – some traditional and some more contemporary. Historical skills of enquiry, interpretation of sources and investigation are used to develop student knowledge, understanding and interest.

Autumn Term

- Democracy – the road to universal suffrage
- The Holocaust

Spring Term

- American West c1835 – 1895

Summer Term

- American West c1835 – 1895

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, may resemble jotters. Homework is set once a week where the work relates to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

Assessment

A variety of methods are used to assess student attainment and progress; tests, presentations, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year, providing individual feedback to students. All results are collected and are used to monitor progress.

Help at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio
- Read books about the topics
- Don't hesitate to contact the school and talk to the humanities department

Useful Websites

www.marywebbschool.com www.bbc.co.uk/history

www.timelines.tv

www.spartacus.schoolnet.co.uk

www.historyonthenet.com

www.nationalarchives.gov.uk

Modern Foreign Languages

Subject Leader: Ms J Thompson

All Year 9 students continue to study French with some students continuing with their second language of Spanish in addition to French. Students continue learning through the following topics.

Autumn Term

French: Students begin with the topic of "Les Vacances" which includes holiday destinations, accommodation, destinations and weather. Students learn how to use the past tense.

Spanish: Students complete module 5 of VIVA 1: "Mi Ciudad" which is based on describing where they live.

Spring Term

French: Students study the topic "T'es branché?" which is all about what young people do for entertainment and includes television, cinema and mobile phone technology.

Spanish: Students begin VIVA 2, module 1: "Mis Vacaciones" which is based on talking about a past holiday.

Summer Term

French: In the first half of the summer term, students are introduced to three discreet projects which allow them to use the French that they have acquired throughout the course in a creative context:

- Le Monde et les Pays Francophones: World Geography and French-speaking countries.
- Les Sciences: How to plant a garden.
- La Révolution Française: The French Revolution.

In the second half of the term, students start working from the GCSE syllabus and work on the skills required at GCSE in listening, reading and speaking.

Spanish: Students complete modules 3 and 5 of VIVA 2, continuing the topic of holidays and covering the extensive topics of food and festivals in Spain and other Spanish speaking countries.

Student Work

Work is completed in exercise books which are regularly checked. In MFL all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework is set weekly and may include vocabulary learning, written work, investigation or worksheets. A lot of the homework will be completed on Active Learn - our digital online resource for all students to help with all aspects of the language. Students should expect to spend between 30 and 40 minutes on each piece set.

Assessment

Key tasks are used to assess progress which may or may not be recorded in a student's exercise book. These are marked thoroughly to provide individual feedback. At least once a term students take part in an assessment which may test one or more of the four skills: listening, speaking, reading and writing. The results are collected and used to monitor progress

Helping at Home

- Talk about the work
- Assist with developing strategies for learning new vocabulary to include spellings
- Assist with completing Active Learn home works
- Don't hesitate to contact the school and talk to the MFL department
- Encourage attendance at the lunchtime homework club.

Music

Subject Lead: Mr G Sassano

Year 9 students are taught music in tutor groups and for one hour a week. Over the course of the year they study the interrelated core areas of performance, composition, listening and appraising through one major topic - Popular and World Music. The topic focuses on building skills to allow students to access modern technology. Every activity includes the delivery of aural and listening exercises as well as the delivery of music theory.

Autumn Term

Unit 1: The Beatles

A performance and arranging unit based around repeated chord progressions and melodies. Students either perform 'Let it Be' or arrange their own version of 'Let it Be'.

Unit 2: Parodies

A unit designed full of creation and performance. Students have the opportunity to create their own version of any existing song. Research tasks are set as homework to provide a deeper understanding of parodies. In addition, students have the opportunity to create their own video parody.

Spring Term

Unit 3: Battle of the Bands

A composition and performance unit where students focus on composing their own popular music piece in bands. Towards the end of the unit a 'battle of' takes place with the winning band being crowned 'King of all bands'. This unit encompasses all aspects of music and skills developed since Year 7.

Summer Term

Unit 4: Taster of GCSE performance

A unit designed to provide a taster of GCSE performance. It incorporates many skills already acquired since Year 7. Students choose their own piece of music. The unit focuses on accuracy, communication and interpretation.

Student Work

Written tasks consolidate work during lessons and provide a means of reference for students to revise from.

Assessment

Through the marking of key pieces of work and regular oral feedback, students know how well they are doing and what they need to do to improve. Students are encouraged to self-evaluate their work and the work of others. Feedback is based on shared success criteria. Formal assessment takes place on completion of a unit of work.

Helping at Home

- Encourage participation in extra-curricular activities such as joining the orchestra
- Listen to a wide repertoire of music
- Encourage singing at every opportunity
- Don't hesitate to contact the school and talk to the music teacher

Useful Websites

<http://www.soundjunction.org/>
<http://www.bgfl.org/virtualkeyboard/>
www.cansing.org.uk

Physical Education

Subject Leader: Mrs V Jevons

Physical Education (P.E.) is a statutory subject at Key Stage 3. Students receive two 60-minute lessons in Year 9. Students follow the activities listed below where each activity lasts four weeks:

Autumn Term

- Netball, basketball, football, gym and problem solving

Spring Term

- Health related exercise (HRE), leadership, volleyball, badminton and sample BTEC theory lessons

Summer Term

- Athletics
- Cricket and rounders
- Tennis

Assessment

Assessment is an important part of a student's learning. Assessment is an ongoing process carried out by both staff and students. At the end of each activity, a final assessment is made by the teacher. Students are assessed against the National Curriculum strands for P.E. which is as follows:

- Developing new skills
- Making and applying decisions
- Evaluate and improve
- Understanding fitness and health

Students are given a final National Curriculum level at the end of the year.

Help at Home

- Ensure that the correct kit is brought to each lesson
- Talk about what your child is doing in lessons
- Encourage your child to participate in extra-curricular clubs
- Encourage your child to be active at home, e.g. walk the dog, ride their bike and play football with friends
- Provide a healthy, balanced diet

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/physical-education/keystage3>
www.bbc.co.uk/schools/ks3bitesize/PE

Personal, Social, Health and Citizenship Education (PSHCE)

Key Stage 3 Leader: Miss S Pugh

PSHCE aims to develop students' knowledge and understanding of personal, social, health and citizenship education.

The personal, social and health part of this is achieved through units of work that look at Understanding Themselves (e.g. managing emotions, making decisions and managing money); Keeping Healthy (e.g. growing and changing, smoking, eating and exercise, drugs and drug taking) and Developing Relationships (e.g. getting on with others, bullying, you and other people, and you and your responsibilities). The citizenship work aims to develop a student's understanding of the world around them and to gain knowledge and understanding of what it means and how to be an active citizen.

Autumn Term

- Health and wellbeing to include substance misuse

Spring Term

- Relationships to include sex education

Summer Term

- Living in the wider world to include finance and careers.

Student Work

Much of the work is class discussion which aims to encourage students to reflect on individual progress and identify what needs to be done to build on achievements. Students have an exercise book in which they make notes and record their ideas.

Assessment

Students receive continuous oral feedback during lessons and through the course. They develop the skills to assess their own performance and the performance of others and develop the ability to identify what needs to be done in order to progress. An assessment against national standards to review progress is completed every term.

Helping at Home

- Talk through the issues covered, asking how they feel about them
- Help organise them so that they are prepared to participate in all lessons.

Religious Education

Subject Leader: Mr P Lee

Religious Education (R.E) is a foundation subject at Key Stage 3 and is part of the humanities department. Students study a variety of religions and beliefs by investigating certain themes. They are encouraged to express their opinion and evaluate it using their understanding of religious beliefs.

Autumn Term

- Is science or religion true?

Spring Term

- How will it all end?
- Should I fight for peace?

Summer Term

- Am I sacred?

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, may resemble jotters. Homework is set where the work relates to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

Assessment

A variety of methods are used to assess student attainment and progress; tests, presentations, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year, providing individual feedback to students. All results are collected and are used to monitor progress.

Help at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio
- Read books about the topics and of the local area
- Don't hesitate to contact the school and talk to the humanities department

Useful Websites

www.marywebbschool.com

www.bbc.co.uk/religion

www.bbc.co.uk/schools/religion

www.reonline.org.uk/ks3/indexx.php

www.peaceday.org

www.bl.uk/onlinegallery/features/sacred/wceddeath.html



YEAR 9
REGISTRATION PROGRAMME
2018-2019

	YEAR 9
Monday	Whole School Reading
Tuesday	Whole School Reading
Wednesday	Numeracy
Thursday	Assembly
Friday	Whole School Reading News Discussion / Debate Main Headline