

Ysgol Penglais School
Year 9 Information Booklet
2020 - 2021



Vision and Values of Penglais School

Ysgol Penglais is a happy, ambitious and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with student and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our students will become successful citizens of their communities, Wales and the world.

We will achieve this vision together through our school values:

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**TAKE PRIDE IN
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COMMUNITY**

**CELEBRATE DIVERSITY
AND SUCCESS**



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Dear Parent/Guardians

Welcome to year 9. This is a very important year as your child will be picking their options for GCSEs. The year will fly by, and before we know it we will be holding an options evening to discuss the options and how the process works. So, between now and next year it is vital that your child focuses on their studies, so that they can have a real understanding of which options they would like to pick for the next two years.

For all students the challenges are varied, sometimes exciting and sometimes daunting. The need to be more self-motivated; the confidence to ask when unsure; developing coping strategies; getting organised; completing even more work both in school and at home - all factors that will develop as your child progresses through the year.

For many parents/guardians, this will be the first time you have experienced this kind of pressure on your child. For others, you will have had the experience with older siblings. It can be a very stressful time for you as parents/guardians too. Nevertheless, the evidence shows that the greater the parent/guardian support the greater the results. You are the expert on your own child and have always been their most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam years.

Please remember that whatever your individual child's needs, your chief role will always be that of the person who cares most, champion of their needs and admirer of every achievement. The most important role you will play is to be proud of them whatever happens.

As a school we will do our utmost to ensure the success of your child. Strong links between school and home will be vital and it is encouraging to have spoken to many parents/guardians already about their child's progress. This guide is designed to give you the key information you will need to support your child through the coming year. When new information arises, we will be quick to communicate that to you via the school's Parent Mail service. Classcharts is a method of communicating homework as well as information about your child's behaviour. There is also a wealth of information on the school's website. When there are concerns about your child's progress we will contact you, however, we also welcome contact from home if you have concerns. By working together both the school and parents/guardians can ensure the best possible outcomes for your child.

Mr M Hughes
Year 9 Learning Leader

This booklet is aimed to provide parents/guardians with the relevant information about the curriculum in Year 9 and to give you vital guidance regarding key pieces of work, homework guidance and key dates.

Please contact your Year Leader, Mr M Hughes or the Form tutor should you need further information.

Important Contacts

Name	Job title	Telephone	Email
Mrs N M Thomas	Head of Key Stage 3	01970 624811	nmt@penglais.org.uk
Mr M Hughes	Head of Year 9	01970 621144	mdh@penglais.org.uk
Ms L Jones	Attendance	01970 621124	attendance@penglais.org.uk
Miss C Jones	Student Services	01970 621121	cej@penglais.org.uk
Mrs M Williams	Finance	01970 621131	maw@penglais.org.uk

Key Dates

Progress Report 1 + Full Report	November 2020
Option Evening	January 2021
Progress Report 2	May 2021
Parents Evening	4th February 2021
Options Deadline	10th February 2021
Exams	April 2021
Progress Report 3- Levels	May 2021

Homework

Each homework session should take students around 30 minutes. Some homework tasks may take longer than 30 minutes and these will be allocated 2 or more homework sessions.

Students should write down their homework sessions each day in their planner.

Supporting your child with their homework

General Advice:

- All students are different and have different needs. Some will require a lot of support from you, others will require the minimum. It is most important that you have an honest discussion with your child – “How can I support you?” Many children will be put off if you become over-involved or controlling. Ensure you establish that you are there to support.
- Consider using a reward structure to motivate your child. Rewards don't have to be financial or very big; talk to your child about what they would value, an extra night out, and extension to the time they can come in, a trip with friends, being let off household chores etc. Don't make rewards dependent on results, this can lead to added disappointment if they don't do as well as expected; rewards should be based on effort.
- Clear boundaries are vital. Whilst you do not want to be seen to 'nag' you also have a duty to check that your child is doing their homework properly. Explain this to them from the outset. This will help avoid unnecessary accusations of 'nagging'.
- All students will fall behind, feel unmotivated or overwhelmed, or struggle with the balance of social and school demands at times. When your child feels like this, getting cross can have a negative effect. Talk to them about the issues, acknowledge their feelings, help them to find a solution, help them prioritise.
- Be flexible. Use the 80/20 rule (if your child is sticking to what they are supposed to be doing 80% of the time, they are probably doing alright!)
- Hours can quite happily be eaten up by online communications, and it is important that you set boundaries for the use of Instagram, Snapchat and other social media, just as you would for going out or watching TV.

Setting your child up for homework:

- Talk to your child about how you can support them and what they would find helpful.
- Help your child to plan a realistic homework timetable. It will take an investment of your time (probably an hour or so), but it will make a big difference to their work. Plan in favourite TV shows, dinner time, time with friends and family, chores, etc. It must be realistic if you want it to work.
- If possible try to create a clutter free area in which your child can do their homework or agree a dedicated time when they can use the dinner/kitchen table to work. Try to keep this time and area quiet.
- All students have a school planner that you can look at to check homework assignments and deadlines.

Supporting your child while they do their homework:

- Provide snacks and drinks during extended homework periods.
- Be flexible – if they want to go out to out during an agreed homework time, discuss when they will make the time up.
- Be sensitive to the pressure your child may be feeling, let them know that if they are really not up to it on odd days, it isn't the end of the world. Let it go when it really matters to them, and remind them of all the good work they have done and will continue to do.
- Keep up with regular 'check-ins' and don't nag in between times. Show an interest on how their homework is going, talk through any difficulties and be prepared to help them if necessary.

Keep things in perspective. Your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can

English

In English, you will develop your **reading, writing, and oracy skills**. You will study a wide range of **fiction** and **non-fiction** over the year, including one of two novels; *Buddy* or *To Kill a Mockingbird*. You will also study Shakespeare's *Macbeth*. You will also complete **speaking and listening** tasks such as presentations and group discussions. It's important to check and edit your work regularly to make improvements; this should be done in class and as part of your homework.

Half Term	Name of Unit	Key Task Type	Key Task
Autumn 1	Homelessness	Oracy and writing	Discussion task set by class teacher Persuasive speech about the impact of homelessness
Autumn 2	<i>To Kill a Mockingbird</i> by Harper Lee OR <i>Buddy</i> by Nigel Hinton (cont.)	Writing	Narrative inspired by class novel
Spring 1	<i>To Kill a Mockingbird</i> by Harper Lee OR <i>Buddy</i> by Nigel Hinton	Reading	Character study essay
Spring 2	<i>Macbeth</i> by William Shakespeare	Reading	Choice of literary analysis questions
Summer 1	Exam Preparation	Reading	Comprehension and other skills completed in first half of the Year 9 exam
		Writing	Persuasive speech writing completed in the second half of the Year 9 exam
Summer 2	WW1 Poetry Individual Oral	Oracy	Preparation for GCSE S&L skills

The smaller tasks that build up to each key piece are also an indicator of how your child is doing in lessons. All tasks help to build the skills required for either GCSE English Language or English Literature and we treat the GCSE course as a five-year framework to fully prepare our students.

Please note that the order of the programmes of learning may change for your child according to the needs of the teaching group.

Mathematics

In Year 9, you will practise and extend the skills that you learnt in Year 8. You will also learn new ideas in the six strands of Number, Measure, Geometry, Algebra, Data and Probability that will help prepare you for GCSE mathematics. A mixture of procedural and reasoning tasks will be used to help you prepare for the national numeracy tests in April/May.

Setting

Students are set in maths, on the basis of their results in Year 8 and teacher assessments. There are 3 or 4 sets on each side of the year. There are opportunities to move set at the end of each half term.

Topics covered

Top, middle and bottom sets have separate topic lists. Higher sets go into topics in more depth. Bottom sets focus on aspects of maths which reinforce number skills and/or are likely to be required outside the classroom.

Helping your child in maths

The best way to help students is by practising topics that they studied 5-10 days ago as this is when many students start to forget the work. You can use the online resources below. This will help secure the ideas in their long-term memory and is more useful than pre-teaching work that they will later be taught in class.

Online resources

1. <https://corbettmaths.com>

Revision videos on all aspects of the mathematics curriculum, with practice questions and solutions.

2. <https://www.mymaths.co.uk/>

Penglais School subscribes to the mymaths website where you can search for lessons, games and exercises on all maths topics.

Password: penglais login: median

Calculators

Although we often expect students to work without a calculator, there will be times when a calculator is required. The recommended calculator is CASIO fx-83GT PLUS. Calculators can be bought from Mr Bentley in B10 for £9.00.

Times tables: TT Rockstars

One of the most significant factors affecting students' progress in mathematics is their capability with times tables. The best way to give your child a good start is by regularly practising times tables with them.

We set a 10-minute times tables homework every week using the TT Rockstars website (<https://trockstars.com>). Each student has their own login.

Students in sets 3 and 4 will start every maths lesson **start** with 60 times tables questions – students answer as many questions as they can in 3 minutes.

Lesson starters

In order to improve students recall of knowledge, every lesson will start with a quick low-stake quiz focussing on the most important skills and techniques that are required to secure the best grade possible for each student.

Science

If your child in Year 9 is following the KS3 curriculum, they will follow the course outlined below:

During Year 9 you will study the following:

Reproduction: Human reproduction

The human body: The structure and function of organs and organ systems.

Acids and Bases: Acids with metals, metal carbonates and alkalis and air pollution.

Reactivity series: Comparing the reactivity of metals.

Electricity and magnetism: Uses of circuits and electromagnets.

Advanced forces: Newton's 1st law and the use of forces in devices.

There will be a formal assessment at the end of each module. Students will be examined on all topics and skills in June. The settings for Year 10 GCSEs will be based on the student's performance in end of module assessments and the Year 9 exam.

Triple Award Course

If your child in Year 9 is following the **WJEC Triple Award Course**, over the year they will study sections from the following 3 Units.

Unit 1 Biology:

1.1 Cells and movement across membranes

1.2 Respiration and the respiratory system in humans

1.3 Digestion and the digestive system in humans

1.4 Circulatory system in humans

1.5 Plants and photosynthesis

1.6 Ecosystems, nutrient cycles and human impact on the environment

Unit 1 Chemistry:

1.1 The nature of substances and chemical reactions

1.2 Atomic structure and the Periodic Table

1.3 Water

1.4 The ever-changing Earth

1.5 Rate of chemical change

1.6 Limestone

Unit 1 Physics:

- 1.1 Electric circuits
- 1.2 Generating electricity
- 1.3 Making use of energy
- 1.4 Domestic electricity
- 1.5 Features of waves
- 1.6 The total internal reflection of waves
- 1.7 Seismic waves
- 1.8 Kinetic theory
- 1.9 Electromagnetism

Triple Award

Assessment of Student's progress will be made through end of module tests.
Formal external exams will take place in the summer of 2022.

The recommended text books are:

- WJEC GCSE Biology – ISBN-13: 978-1471868719
- WJEC GCSE Chemistry – ISBN-13: 978-1471868740
- WJEC GCSE Physics – ISBN-13: 978-1471868771

Recommended revision guides:

- My Revision Notes: WJEC GCSE Biology - ISBN-13: 978-1471883507
- My Revision Notes: WJEC GCSE Chemistry - ISBN-13: 978-1471883538
- My Revision Notes: WJEC GCSE Physics - ISBN-13: 978-1471883569

Cymraeg / Welsh

Cymraeg Iaith Gyntaf (First Language):

Ym mlwyddyn 9 bydd angen i'r disgyblion gwblhau proffil cymedroli unigol sy'n cynnwys ystod o ddarnau llafar, darllen ac ysgrifennu. Byddant yn astudio pynciau fel Yr Amgylchedd, Hawl a Phrotest a Dirgelion a Rhyfeddodau.

Tymor	Teitl	Sgil a asesir
Hydref	Cyflwyniad llafar unigol – <i>Problemau yr amgylchedd yn fy mro</i>	Llafar
	Llythyr yn mynegi barn am broblem amgylcheddol yn fy mro	Ysgrifennu
Gwanwyn	Tasg lafar ymateb a rhyngweithio yn trafod hawliau	Llafar
	Darllen a chymharu cerddi	Darllen
Haf	Ysgrifennu creadigol – Ymson y llwynog	Ysgrifennu
	Darnau darllen <i>Gwella Pen y Graig</i>	Darllen

Welsh Second Language

During Year 9 students will complete 9 key tasks: 3 oral tasks, 3 reading comprehension and responding to reading tasks, 3 written tasks.

These 9 tasks will be used as evidence to award the students their end of KS3 National Curriculum Level in Welsh Second Language.

Module	Key Task	Assessment
Hamddena / At Leisure	Reading comprehension and response tasks about aspects of the environment.	Writing Task - Weekend diary Key Task : Oral Task – Individual oral presentation about My Ideal Club (Sets 1 & 2) / My Club (Sets 3 & 4).
Yr Amgylchedd / The Environment	Reading comprehension and response about aspects of the environment. Writing Task: Letter to the town council regarding rubbish and recycling facilities.	Oral Task: Group discussion about aspects of the environment.
Iechyd Da / Good Health	Writing Task: Article about aspects of healthy living. Key Task: Oral Task: Persuading a partner to eat healthily and to keep fit.	Reading comprehension and responding to texts about aspects of health living.

Art

During year 9 students will look at a variety of different styles used in art to develop and improve their own understanding of portraiture and the human form. Students will use a range of techniques and materials to create exciting outcomes for each project.

Term	Module/Project title	Key assessment piece
Autumn	Portraiture	An abstract portrait using line, tone and contrast based on artists researched.
Spring	Natural forms	A mixed media piece using a variety of drawing and colour techniques.
Summer	Research project	A mini project/Journal looking at artists, designers and crafts to inspire a personal outcome based on their findings.

Drama

As students prepare to choose their options in Year 9, the focus in Drama switches to the study of play texts and the decisions that are made by actors, designers and directors when creating and rehearsing theatre. Students will study different acting techniques, areas of design such as set and costume design as well as learn how to review and evaluate their own and others' performances in a live theatre review. Whilst Drama may be slightly different this year, due to Covid19 regulations, the department will endeavour to make lessons as practical and engaging as possible.

***Project titles may change depending on the ever-changing situation with Covid-19.**

Term	Module/Project title	Key assessment piece	Homework regularity
Autumn	Text Study: Noughts and Crosses	A series of GCSE style exam questions totalling 20 marks that will include both short and long answer questions.	Homework is set at the discretion of the class teacher as and when it is needed and usually coincides with preparation for assessment.
Spring	Devised Project: Social Media	1 group devised project based on stimuli given by the class teacher around the topic of social media.	Homework is set at the discretion of the class teacher as and when it is needed and usually coincides with preparation for assessment.
Summer	Design/Skills Workshops Lighting Sound Costume/Hair/Make-Up Puppetry Stage Combat	There will be no assessed piece in the summer term.	Homework is set at the discretion of the class teacher as and when it is needed and usually coincides with preparation for assessment.

Design and Technology

During Year 9 students will undertake 3 modules in specialist areas with specialist teachers. In these modules they will follow the design process to design and make creative outcomes. They will be taught knowledge that links to some of the Design and technology GCSE courses that they can then opt for next year. In Product Design they will design and make a product for the kitchen, in Food they will cook a number of recipes and in Textiles they will design and make their own face covering.

Module/Project title	Key assessment piece	Homework title	Homework regularity
Food	Evaluating	1. Eggs 2. Fish 3. Evaluation	Once per cycle
Textiles	Planning	1. Transport mood board 2. Flow chart 3. Smart materials	Once per cycle
Product Design 1: User centred design	Research and Designing	1. Design movements research 2. Design movements designing 3. Market pull, technology push	Once per cycle
Product Design 2: Prototyping	Evaluating	1. Product life cycle 2. DT numeracy Woods	Make cardboard lighting over 3 weeks

The content may vary slightly this year due to Covid and the limitations on practical work.

Geography

Geography is all about understanding the world around us. In Year 9 we will be investigating the causes and impacts of tectonic hazards that occur in different places around the world. Later, we will be enquiring about the nature of the world's population in terms of size, growth, distribution, density and movement. We will investigate living conditions in less developed countries such as Kenya. Finally, we will be researching and presenting the type and nature of tourism in a country of your choice.

Term	Module	Key Task
Autumn	Can tectonic disasters ever be prevented?	Newspaper article discussion: "Could the disaster in [location] have been prevented?"
Spring	What are the challenges and opportunities for global development?	Data presentation and analysis: "How do the population structures of the UK and Kenya compare?" Balanced discussion: "Can slum societies ever be sustainable?" Class debate [and write-up]: "What are the challenges and opportunities of life in slums?"
Summer	What are the characteristics of the global tourist industry?	Class debate: "Should skiing be allowed to continue in this Alpine landscape?" Advertisement poster: "What are the main attractions in a particular tourist resort?"

History

During Year 9 you will be studying some of the key events in Twentieth Century World History. This time in History we start with the causes of the First World War and end with the story of Martin Luther King and the American Civil Rights movement. You will explore: The First World War, life in Hitler's Germany, the impact of the Second World War and the importance of Civil Rights. Your final project will be to pick a theme from history and to explore its development over the past 1000 years.

Period Covered	Module	Key Task / Tests
Autumn term	Why did the Great War begin in 1914?	Key Task 1: Why did the Great War begin Key Task 2: Causes of the First World War (test)
	Create your own Great War diary	Key Task 3: Great War diary (independent enquiry task)
Spring Term	Was the Treaty of Versailles fair?	
	How different was life in a dictatorship?	Key Task 4: Life in Nazi Germany newspaper
	What was the Impact of the Second World War?	Key Task 5: Dunkirk: triumph or defeat? Key Task 6: End of KS3 Assessment
Summer Term	What has been the impact of Civil Rights in the 20 th Century?	Key Task 7: Emily Davison Mystery Key Task 8: Martin Luther King obituary
	Independent historical investigate: Change over 1000 years	Key Task 9: Change over 1000 years (independent enquiry)

Note: Teachers will pick **either** Key Task 3 **or** Key Task 4.

Information Technology

In Year 9 you will develop emailing skills, complete a database, carry out a complex search on the data base and produce a formatted Internet Safety Poster. All these tasks support and develop digital literacy skills.

You will be assessed against the KS3 Level descriptors and will have opportunities to improve your work through the year.

Module	Key Task
Modelling	Football Spreadsheet
Databases	Olympics Database and Films/Games Database
Communicating Information	Internet Safety Poster
Sharing & Exchanging Information	Internet Safety

Modern Foreign Languages

Bonjour/Buenos días/Ni hao.... In Year 9 you will continue to study French, Spanish and Mandarin (one term of each language). You will further your understanding of your chosen language and develop your linguistic skills to include more tenses and more complex sentence structures. Cultural enrichment opportunities are offered via our international trips and culture-based project work. You will develop your ICT skills via our online language programmes and learn the language needed for real life contexts; job interviews and defending your opinion. We have visits from motivational guest speakers who aim to link language skills to employability and each year we select Pupil Language Ambassadors to represent the school and take an active role in our decision making in the Faculty Council. We have a calendar of events which include: The Chinese New Year, El día de los Muertos and Bastille. Globally minded students are the future!

- Key Pieces:**
- French – Cinema project on *“Les choristes”*.
 - Spanish – Project on Hispanic food and dialogue in a café
 - Mandarin – Translation with character recognition
- Trip:**
- Spain, Andalucía with immersion language lessons

Music

In music lessons in year 9, you will consolidate the knowledge and skills that you have learnt so far. In a 'back to basics' approach, we remind ourselves of the importance of chords - looking at, and playing, various examples of songs. We also learn the skills to play in a band (based on the 'Musical Futures' project), where students will get a chance to sample playing drums, keyboard, guitar or bass guitar - as well as (optionally) vocals. We also focus on song-writing, by looking at and emulating some of the tricks used by professional song-writers.

At the end of year 9, we aim for you to have all the skills that you need to begin studying on the GCSE music course, if you wish to.

All levels of skill are welcomed in the music department. If you'd like to be involved further, anyone is welcome to be involved in the extra-curricular life of the music department at Penglais. There are plenty of opportunities to get 'stuck in' - with choir, percussion ensemble, wind band, the A Capella group and plenty more. If you can't see what you want, talk to Mr Budd - we will try to set it up for you!

Instrumental lessons are also available, with visiting peripatetic instrumental teachers provided by Ceredigion Music Service. An instrument hire scheme is also available - further details can be found on the Ceredigion Music Service website.

	Module/Project title	Key assessment piece
Autumn 1	Musical Futures 1 – Ensemble skills (guitars/keys/bass/drums/vocals etc).	N/A
Autumn 2	Musical Futures 2 (guitars/keys/bass/drums/vocals)	"Battle of the Bands" performance
Spring 1	Key Skills 3 – preparing for GCSE Music. (Performance- and composition based – lots of opportunities to specialise).	n/a
Spring 2	"The Final Countdown" – our last half term together as a Year 9 music class. If you aren't joining us for GCSE Music in 2020/2021, this is the last lap – where we use all of our skills, and enjoy making music together! If you enjoy it, it's not too late to change...	Band Performances/recordings etc.

The content may vary slightly this year due to Covid and the limitations on practical work

Physical Education

The PE curriculum encourages learners to build a platform of skills on which future activity choices can be made. Through creative, competitive and health and fitness activities, students can enjoy participating and gain confidence in their abilities and take greater responsibility for their own well-being.

Term	Module/Project title	Key assessment piece
Autumn	Hockey, Netball, Football, Gymnastics and Fitness	Perform skills and techniques demonstrating more complex actions and tactical awareness.
Spring	Dance, Outdoor activity, Basketball and Badminton	Demonstrate the ability to apply rules to a conditioned game with an understanding of various playing positions.
Summer	Athletics and striking	Demonstrate greater technical efficiency in a variety of events with knowledge to improve their own and others' performance.

The content may vary slightly this year due to Covid and the limitations on practical work.

Religious Education

RE will help you develop important skills for life and learning. In RE this year you'll get the chance to follow in the footsteps of some of the greatest thinkers who have ever lived and to explore some of the most important questions that have ever been asked. What is Judaism? How do we know what is right and wrong? You'll discover how answers to these questions have affected the lives of people across the world from thousands of years ago to the present day.

Term	Topic	Key Task
Autumn	Judaism	Task 1: Leaflet/poster of the Jewish faith
Spring	What is Ethics?	Task 2: How do we make moral decisions? Task 3: End of Year Exam
Summer	Philosophy	Task 4: Class debate on a subject of their choosing

Welsh Baccalaureate

You will study a number of topics under the theme of **Living in the Wider World** including the role of government, rights in the workplace, future choices, and financial planning. You may have the opportunity to take part in events with external agencies and there will be a number of activities to develop your discussion and writing skills.

There is 1 lesson of WBQ per cycle in year 9 where students cover a number of PSE, WRE topics.

Term	The Key Tasks will include:
Autumn	Extended writing task to show understanding of healthy and unhealthy relationships.
Spring	Prepare for, and take part in a discussion on the topic of refugees and asylum seekers to show an understanding of the concept of 'Global Citizenship'.
Summer	Numeracy task to explore trends in employment in different industries.