

Ysgol Penglais School
Year 9 Information Booklet
2023 - 2024



Ysgol Penglais' Vision: Striving for Excellence

Ysgol Penglais is a happy, ambitious, diverse and high achieving school where everyone is respected and valued. We are a strong, actively inclusive community where everyone cares for each other. By developing our independent skills and working with staff, families and others in our community we will achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We empower students to take on challenges and recognise that this is key to their individual growth. By developing bravery, confidence, resilience, independence and acceptance our students will become responsible citizens of their communities, Wales and the world.

We will achieve this vision together through our school values:

**BE RESPECTFUL AND
KIND**

**BE AMBITIOUS AND
RESILIENT**

**DEVELOP
INDEPENDENCE AND
CONFIDENCE**

**TAKE PRIDE IN
BELONGING TO OUR
COMMUNITY**

**CELEBRATE DIVERSITY
AND SUCCESS**



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 are 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 R Rudge
Head of Year 9

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 the Year Leader, Mr Rudge or the Form tutor should you need further information.

Important Contacts

Name	Job title	Telephone	Email
Mrs N Thomas	Head of Key Stage 3	01970 624811	nmt@penglais.org.uk
Mr R Rudge	Head of Year 9	01970 621138	rxr@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 S Jones	Finance	01970 621130	sj@penglais.org.uk

Key Dates for Year 9

Information	Dates
Inset Day	Friday 1 st & Monday 4 th September
Autumn Term	Tuesday 5 th September
Welcome Evening	Tuesday 12 th September 6.30pm
Parent Governors AGM	Tuesday 24 th October
Half Term	Monday 30 th October – Friday 3 rd November
Progress Report	PP1 December 2023
Christmas Carol Concert	Thursday 14 th December (TBC)
Inset Day	Friday 22 nd December
Christmas Break	Monday 25 th December – Friday 5 th January
Inset Day	Monday 8 th January 2024
Start of Spring Term	Tuesday 9 th January 2024
Options Evening	Thursday 10 th January
Parents Evening	Thursday 8 th February
Half Term	Monday 12 th – Friday 16 th February
Options Deadline	Thursday 22 nd February
Progress Report	PP2 March 2024
Exams	Monday 18 th March – Friday 22 nd March
Easter Break	Monday 25 th March – Friday 5 th April
Inset Day	Monday 8 th April
Summer Term	Tuesday 9 th April
Bank Holiday	Monday 6 th May
Progress Report	PP3 May 2024
Half Term	Monday 27 th May – Friday 31 st May
Inset Day	Friday 28 th June
End of Summer Term	Friday 19 th July

Homework

- Each homework session should take students around 20-30 minutes.
- Some homework tasks may take longer than 30 minutes and these will be allocated two or more homework sessions.
- Students should write down their homework (subject and deadline) each day in their planner
- Students will check their class Teams for specific instructions on the homework set

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, Students will develop their **reading, writing, and oracy skills**. They will study a wide range of **fiction and non-fiction** over the year, including two novels; ***Buddy* or *Things Fall Apart***. They will also study Shakespeare's ***Macbeth***. Students will also complete **speaking and listening** tasks such as presentations and group discussions. It's important that the students check and edit their work regularly to make improvements; this should be done in class and as part of their 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>Buddy</i> by Nigel Hinton	Writing	Narrative inspired by class novel
Spring 1 and 2	<i>Things Fall Apart</i> By Chinua Achebe	Reading	Character study essay
Summer 1	<i>Macbeth</i> by William Shakespeare	Reading	Choice of literary analysis questions
Summer 2	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, Students will practise and extend the skills that they learnt in Year 8. They will also learn new ideas in the six strands of Number, Measure, Geometry, Algebra, Data and Probability that will help prepare them for GCSE mathematics. A mixture of procedural and reasoning tasks will also be used to help them 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.

These are available from the school on ParentPay.

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:

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 students' progress will be made through end of module tests.
Formal external exams will take place in the summer of 2025

The recommended textbooks are:

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

Recommended revision guide:

- 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

(These are available to purchase from the Science department through Parent Pay)

Cymraeg Iaith Gyntaf (Welsh First Language)

Ym mlwyddyn 9 bydd angen i'r disgyblion gwblhau proffil unigol sy'n cynnwys ystod o ddarnau llafar, darllen ac ysgrifennu. Bydd y tasgau yma yn cael eu defnyddio er mwyn pennu lefel diwedd Cyfnod Allweddol i bob disgybl ac yn efelychu patrwm a sgiliau y papur TGAU Cymraeg. Bydd disgyblion yn astudio pynciau fel Yr Amgylchedd, Hawl a Phrotest a Dirgelion a Rhyfeddodau gan ddadansoddi a dod i gasgliadau am yr hyn y maent yn ei ddarllen yn ogystal â mynegi barn a cyflwyno gwybodaeth ar lafar ac yn ysgrifenedig.

Students will need to complete an individual profile consisting of a range of oracy, reading and writing tasks. These tasks will be used to award end of Key Stage levels and will reflect key skills from the GCSE course. Students will study themes such as The Environment, Right & Protesting and Mysteries & Wonders where they will higher reading skills as well as writing for different purposes.

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

Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.*

- Gwyllo a gwrandao ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiaau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – urdd.org/cylchgronau *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*

Cymraeg Ail Iaith (Welsh Second Language)

Ym mlwyddyn 9, bydd disgyblion yn cwblhau 9 tasg allweddol yn asesu'r dair sgil – llafar, darllen ac ysgrifennu. Bydd y tasgau yma yn ffocysu ar ddatblygu sgiliau allweddol ar gyfer arholiadau TGAU yn ogystal â bod yn asesiadau a fydd yn pennu lefel diwedd Cyfnod Allweddol 3 i'r disgybl.

During Year 9 students will complete 9 key tasks: 3 oral tasks, 3 reading comprehension and responding to reading tasks, 3 written tasks. These tasks will focus on and develop key exam skills in preparation for GCSE. They will also 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.

Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.*

- Gwylio a gwrando ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](#) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*

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.

Computer Science (ICT)

Knowledge, Skills and Experiences

Students will develop a foundational knowledge and understanding of what is meant by coding, data types, arrays and lists. Students will build a set of Scratch projects to solidify this knowledge and understanding.

Students will create a poster/newsletter and a webpage in Adobe Creative Cloud Express and produce a formatted football spreadsheet model.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	Adobe Creative Cloud Express	Newsletter/Poster & Web Page
Spring	Reliability of Sources Coding	Online Multiple-Choice Quiz Scratch Projects
Summer	Modelling	Football Spreadsheet Model

Supporting Learning in CSICT

If students have a wider interest in web design, computer programming, data analytics or server then the following link will take them to the very useful W3 Schools website:
[W3Schools Online Web Tutorials](https://www.w3schools.com/)

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. In the summer term, students will take part in a series of workshops that aim to highlight the different aspects of theatre that don't necessarily involve the stage such as design, marketing and administration as well as skills such as puppetry and stage combat.

Term	Module/Project title	Key assessment piece	Homework regularity
Autumn	Noughts and Crosses (8 lessons) Devising from a Stimulus (7 lessons)	A short devised performance in groups using influences from the text studied. A series of scenes devised across the 7 weeks that will be put together to create a short performance in groups.	Homework is set at the discretion of the class teacher as and when it is needed and usually coincides with preparation for assessment.
Spring	Acting to Camera (8 lessons)	Students will EITHER choose to take on the role of a Cinematographer (in charge of filming and editing the performance) OR the role of an Actor (performing within the performance) in a short duologue to camera	Homework is set at the discretion of the class teacher as and when it is needed and usually coincides with preparation for assessment.
Summer	Theatre Review (6 lessons) Skills Workshops (up to 4 lessons)	Students will write a short review of a recorded West End musical performance. N/A	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 one Product Design module they will have a choice to design and make either a product to store/display letters and keys or a product to store kitchen utensils. for the kitchen, in Food they will cook a number of recipes and in the second Product Design module they will undertake a variety of small creative design tasks whilst also making a bottle opener.

Module/Project title	Key assessment piece	Homework title	Homework regularity
Food	Evaluating Making	1. Fish 2. Food labelling 3. Eggs	Once per cycle
Product Design - short project	Research Making	1. Design movements research 2. Design movements designing 3. Design movements final design	Once per cycle
Product Design - extended project	Designing Making	1. Target market research 2. Sustainable design: Product that is bad and redesign 3. Sustainable company/brands: case study	Once per cycle
	Planning Making	1. Dt numeracy 2. Woods	Once per cycle

Geography

Geography is all about studying the world around us. We will begin with an investigation into earthquakes and volcanoes, and examining the hazards they pose to society. After Christmas we then explore the various challenges facing cities around the world and discuss the impacts that human societies are having on vulnerable areas.

Term	Module	Key Task
Autumn	Can tectonic disasters ever be prevented?	Newspaper article discussion: "Could the disaster in [location] have been prevented?"
Spring	Future challenges	Report of recommendations: How should we futureproof our cities? A decision making exercise where students evaluate different methods of improving the sustainability of urban areas.
Summer	GCSE	Start of Theme 1 GCSE topic

Health & Well-being

The Health and Well-being curriculum provides opportunities for students to develop their understanding of health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. These lessons will support learners to understand and appreciate how the different components of health and well-being are interconnected, and to recognise that good health and well-being are important to enable successful learning.

Term	Unit/Project title	Key assessment piece
Autumn	<ol style="list-style-type: none">1. Risks of a sedentary lifestyle.2. Staying Safe	<ol style="list-style-type: none">1. Create a short film or story board2. Multiple choice quiz
Spring	<ol style="list-style-type: none">1. Lifelong learning – financial well-being2. Careers	<ol style="list-style-type: none">1. Numeracy activity
Summer	<ol style="list-style-type: none">1. Relationships2. Being assertive	<ol style="list-style-type: none">1. Response to real-life scenario

Lessons may also be supported by guest speakers throughout the year.

History

We believe that the study of History should be available and accessible to everyone. Lessons will inspire broader thinking and challenge views.

History will be delivered in line with the school's core values of respect, ambition, resilience, developing independence and confidence, celebrating diversity and success and taking pride in belonging to our community.

By the end of Year 9 Students will understand how historical events in the Twentieth Century have shaped the world we live in. Starting with the Great War and ending with the Civil Rights movement.

By the end of KS3 Students will know stories of our community and the events that have formed our Cynefin. They will have a deep knowledge of regional, national and international history. With the ability to investigate, reflect and review on the events of the past. They will use their understanding of change, continuity, cause and effect and chronology to investigate interpretations of the past to draw conclusions and communicate their findings. Students will feel prepared for the next stage of their education and part of their adult life.

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

Modern Foreign Languages

Bonjour/Buenos días/Ni hao.... In Year 9 Students will rotate and study all three languages: French, Spanish and Mandarin. Cultural enrichment opportunities are offered via our culture-based project work. Students will develop their ICT skills via our online language programmes and learn the language needed for real life contexts; job interviews and defending their 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

International literature: Students will also study poetry by Lorca and Machado and a range of Chinese haikus.

How to support at home?

Test students on vocabulary regularly (10 new words a week)

Go to WOW Film Festival nights at Aberystwyth Arts Centre

Drill tenses using: <http://www.conjugation.org/>

Use *Linguascope* (teachers will provide username and password)

Use *Duolingo* to compete as a family!

Music

In music lessons in year 9, Students will consolidate the knowledge and skills that they have learnt so far. 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. Students will be exploring what the music industry is like and

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

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	1. Pop Music – research pop genre, pop structure, 4 chords (guitars/keys/bass/drums/vocals etc). 2. Pop music composition – band work	Band composition assessment
Spring	1. Careers in Music – researching various employment opportunities in the music industry 2. Musicals – researching the musical genre, performing and appraising.	Musical performance assessment
Summer	Music review – our last half term together as a Year 9 music class. Music review where students research various styles and genres while realising the effect of music – music manipulation and the psychology of music.	Research assessment.

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, Rugby, Basketball, 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.

Religious Education

RE will help Students develop important skills for life and learning. In RE this year they will 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? Students will 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	Buddhism	Wesak
Spring	Death Penalty	Should we legalise the death penalty?
Summer	Philosophy	End of Year Exam

Supporting Learning in RVE

Visit - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Check out the Reading Mountain in the Library.