



**YEAR 9**

**COURSE GUIDE**

**2020-2021**

## Year 9: Subject Leaders / Teachers

Subject	Subject Leader	Teachers
English	Mr R Garry	Mr R Garry Mr R Hollands Mrs E Jebb Miss B Sadler Miss A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris Mr K Darke
Science	Mrs C Jones	Mrs V Lee Dr G Ward Mr C Thorley Mrs C Jones Mrs K Mould
Art & Design	Ms S Keeling	Ms S Keeling
Computing	Mrs C Jones	Mr C Parkes
Design & Technology	Mr A Walker	Mr A Walker Miss C Richards Mrs I Chorr Mr M Carthy
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	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 Dystopian Literature. Students study a range of fiction and non-fiction texts with dystopian views of society as the main theme. 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 and media texts in a critical and analytical manner, developing their critical and academic vocabulary and challenging them to articulate sophisticated arguments in responses to texts and ideas.
- During the second half of the autumn term students read and study 'Animal Farm' by George Orwell. Students explore a range of themes and ideas 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 study a range of poetry with a particular focus on structure and the development of their skills in practical criticism of new and unseen verse. This develops work done in Year 7 based on Poetry about the Environment and builds on their recitation skills in the Shakespeare's World unit in Year 8.
- **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, building on the work they do in Year 8 on both Shakespeare's World and the Literature of Revenge in which they study extracts from Hamlet and The Merchant of Venice as well as the work on Romeo and Juliet in Year 7.
- Students read and appreciate the play's key events, themes 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

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.

## Assessment

English Language Paper 2: Writer's viewpoints and perspectives. 1-hour 45 minutes.  
GCSE Spoken Language assessment.

## 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](http://www.bbc.co.uk/schools/ks3bitesize/english)  
[www.grammar-monster.com](http://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 main themes of number, algebra, geometry and measures and statistics are revisited several times through the following topics:

### Autumn Term

- Ratio and proportion
- Inequalities
- Indices and standard form
- Combining probability

### Spring Term (*first half*)

- Pythagoras and Trigonometry

### 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. 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 and covers all Key Stage 3 topics.

## 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](http://www.MyMaths.co.uk) (username: marywebb password: See exercise book)

[www.counton.org](http://www.counton.org)

[www.nrich.maths.org/public](http://www.nrich.maths.org/public)

[www.murderousmaths.co.uk](http://www.murderousmaths.co.uk)

[www.bbc.co.uk/schools/ks3bitesize](http://www.bbc.co.uk/schools/ks3bitesize)

[www.mathschallenge.co.uk](http://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**  
Introducing Physics 1: covering units and quantities, energy stores and the conservation of energy, forces and speed.

## **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**  
Transport mechanisms part 2; osmosis and active transport. Then on to 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**  
Introducing Physics 2: simple kinetic theory of matter, magnetic fields, electric circuits and basic waves.

## **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, emphasise is put on the correct use of scientific vocabulary. 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 with 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.

Exam week – Three 1 - hour papers covering work completed since Year 7 in each of the three disciplines: biology, chemistry and physics.

## **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/>

<https://www.bbc.co.uk/bitesize/examspecs/zqkww6f>

<https://www.educake.co.uk/my-educake>

<https://app.senecalearning.com/login>

# Art and Design

**Teacher in charge: 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: Character** *(6-week project)*

Students design their own stylised characters with reference to Japanese anime. They draw the proportions of the figure accurately and contrast this with stylised figures of the Manga style. Students develop a portrait of their own idols or inspirational people, considering their achievements.

## **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

**Teacher in charge: Mr C Parkes**

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**

All work undertaken from the start of the spring term is an overview to GCSE Computer Science. 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.

Exam week – An on-line exam on coding is taken over 2 lessons during normal lesson time.

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

# Design and Technology/Food Preparation & Nutrition

**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 design & technology or food preparation and nutrition.

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.

In Food, the focus is on the development of culinary skills and understanding the nutritional and functional properties of nutrients.

Students are given contexts to respond to. These include:

**Passive Amps** - In this unit students are asked to design and manufacture a passive amp in the style of an artist or designer. 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. They are encouraged to use iterative design to test their ideas and make changes to improve their ideas. The finished product will use movement and light to attract attention.

## **Unit 1: Food Science**

**Unit 2: Factors affecting food choice** - There will be further investigation into nutrients and their functional characteristics and a wider range of equipment will be introduced. More emphasis on the science of ingredients will help students to understand what is happening when ingredients are combined and food is prepared. In the second unit, students investigate factors that influence people's choice of foods. Students will demonstrate their knowledge and understanding by preparing a range of sweet and savoury products.

## **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**

Students will have opportunities to self and peer assess as well as receiving teacher assessments. The assessment criteria reflect the nature of each task. Some will focus on making skills, some on designing and others on the investigation of Technology in society. Students' progress is monitored from their own Key Stage 2 starting point and against age related standards.

Year 9 examination – Students will sit a 1-hour exam that will test their knowledge and understanding of the topics covered in Year 9.

## 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

**Teacher in Charge: 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 versions of a classic pantomime.

## **Spring Term**

Students study a play by Mark Wheeler 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 drama pieces and developing stage craft skills. 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. The students develop their communication, concentration, co-operation and creativity skills. Their practical work is assessed in planning, creating and performing. In the latter stages of Year 9 the students will complete a number of written evaluations of the skills acquired during the course. Homework is set a minimum of six times over the academic year.

## **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**

**“Widen minds, broaden horizons”**

The aim of our Key Stage 3 course is for our pupils to develop deeper geographical knowledge, understanding and skills that allow them to make decisions about the world and the role they have in the world.

We aim to inspire pupils' curiosity to know more about where they live and beyond – to be fascinated by the world. To see the bigger picture; make links from local to global, the interconnectivity in the world and to understand changes over time. We work from the known to the unknown.

Our aim is for teaching and learning to equip pupils to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement as an individual. We see the role of Geography as helping pupils to understand the complexity of people's lives, the process of change, the sustainable use of resources, the diversity of societies and relationships between different groups in differing locations, as well as their own identity and the challenges of their time. We aspire to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want students at Mary Webb school to enjoy their Geography lessons and to have a love for the subject that stays with them. That's why we became Geography teachers, to share and to pass on this passion for the subject we love to a new generation of Geographers.

Geography is one of the foundation subjects at Key Stage 3 and is part of the Humanities department.

## **Autumn Term**

- Do Earthquakes kill?
- Extreme weather - Are Tropical Storms getting stronger?

## **Spring Term**

- Are we experiencing more Extreme Weather in the UK?
- Is Climate Change happening?

## **Summer Term**

- Is it too late? Can Tropical Rainforests be saved?
- Is there a future in the 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 other week where the work set relates to the topic being studied in class.

## **Assessment**

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 9 examination – 1 - hour examining the autumn and spring term topics.

**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](http://www.marywebbschool.com)

[www.bennett.karoo.net/topics/ecosystem.html](http://www.bennett.karoo.net/topics/ecosystem.html)

[www.metoffice.gov.uk/](http://www.metoffice.gov.uk/)

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

[www.bbc.co.uk/bitesize/examspecs/zy3ptyc](http://www.bbc.co.uk/bitesize/examspecs/zy3ptyc)

[www.digimapforschools.edina.ac.uk/](http://www.digimapforschools.edina.ac.uk/)

[www.internetgeography.net/](http://www.internetgeography.net/)

[www.oxfam.org.uk/coolplanet/kidsweb/fairtrade/index.htm](http://www.oxfam.org.uk/coolplanet/kidsweb/fairtrade/index.htm)

[www.earthquake.usgs.gov/learning/kids](http://www.earthquake.usgs.gov/learning/kids)

[www.educake.co.uk/](http://www.educake.co.uk/)

# History

**Subject Leader: Mr P Lee**

**“Widen minds, broaden horizons”**

*The aim of our Key stage three course is for our students to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. Our aim is for teaching to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We see the role of history as helping pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*

*We want students at Mary Webb school to enjoy their history lessons and have a love of history that stays with them for their adulthood.*

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**

- The World Wars
- 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**

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 9 examination – 1 - hour examining the American West.

**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](http://www.marywebbschool.com)

[www.bbc.co.uk/bitesize/subjects/zk26n39](http://www.bbc.co.uk/bitesize/subjects/zk26n39)

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

[www.timelines.tv](http://www.timelines.tv)

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

[www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)

# Modern Foreign Languages

**Subject Leader: Ms J Thompson**

In Year 9, students continue to study French and Spanish.

## Autumn Term

- French: Students use a variety of resources in order to consolidate the work that they have done in Years 7 and 8, and in order to prepare them for the start of the GCSE course. Students learn how to use the past tense.
- Spanish: Students complete modules 4 and 5 of VIVA 1: “Mi familia y mis amigos” and “Mi Ciudad” which are based on describing family and friends and on describing where they live. Students learn how to use the future tense.

## Spring Term

- French: Students are introduced to the Studio GCSE course and start module 1 at foundation level. This module revises and extends previous studies on the topic of family and relationships, and uses the present, past and future tenses together.
- Spanish: Students are introduced to the foundation Viva GCSE course and start module 1 - Las Vacaciones. This module revises present and future tenses and introduces the past tense through the context of holidays.

## Summer Term

- French: Students complete module 1 of the GCSE course. The focus this term is on the skills required for the speaking assessment - role-play, photo card and general conversation. There is also a big focus on listening, reading and translations skills.
- Spanish: Students complete module 1 of the GCSE course. As with the French course, the focus this term is on the skills needed for the speaking assessment as well as listening, reading and translation skills.

## Student Work

Work is completed in exercise books which are regularly checked. In M.F.L. 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 homework
- Don't hesitate to contact the school and talk to the M.F.L. department

# Music

**Subject Leader: Mr G Sassano**

Year 9 students are taught music in tutor groups for one hour per week. Over the course of the year they will study the interrelated core areas of performance, composition, listening and appraising through a variety of topics. Each topic includes the delivery of aural and listening exercises as well as the delivery of music theory.

## **Autumn Term**

- **The Beatles:** A topic that explores the history and culture of 60's music, with a particular focus on the Beatles. Students either perform 'Let it Be' or arrange their own version of 'Let it Be'.
- **Parodies:** A topic that develop students' understanding of music performance and composition skills. Students explore the history and culture of satire and parody writing. Students have the opportunity to create their own version of any existing song. In addition, students have the opportunity to create their own video parody. **(this topic overlaps into the Spring Term)**.

## **Spring Term**

- **Battle of the Bands:** A composition and performance topic where students focus on composing their own popular music piece in bands. Towards the end of this topic, a 'battle off' takes place with the winning band being crowned 'King of all bands'. Battle of the Bands, encompasses all aspects of music and skills developed since Year 7. **(this topic overlaps into the Summer Term)**.

## **Summer Term**

- **Taster of GCSE performance:** A topic designed to provide a taster of GCSE performance. It incorporates many skills already acquired since Year 7. Students have the option of preparing a solo or ensemble performance. The topic focuses on accuracy, communication and interpretation.

## **Student Work**

A high proportion of work is practical. Written tasks consolidate work during lessons and provide a means of reference for students to revise from. Homework is set during in preparation for music theory/vocabulary/performance assessments. These take the form of revision for spelling tests, research tasks or to rehearse.

## **Assessment**

Through the marking of key pieces of work and regular verbal 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 or a particular skill.

**Helping at Home**

- Encourage participation in extra-curricular activities such as singing group, keyboard club or WebbRock.
- Listen to a wide repertoire of music
- Encourage singing at every opportunity
- Don't hesitate to contact the school and talk to Mr Sassano.

**Useful Websites**

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

<http://www.bgfl.org/virtualkeyboard/>

[www.cansing.org.uk](http://www.cansing.org.uk)

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

[www.music tutor app.com](http://www.music tutor app.com)

# 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 (H.R.E.), 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, eg. 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](http://www.bbc.co.uk/schools/ks3bitesize/PE)

# Personal, Social, Health and Citizenship Education (PSHCE)

**Assistant Headteacher, Key Stage 3: 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 (eg. managing emotions, making decisions and managing money); Keeping Healthy (eg. growing and changing, smoking, eating and exercise, drugs and drug taking) and Developing Relationships (eg. 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 and mental health

## **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.

## **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 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.

Please see the @MWS tab on the school website for support with mental health, LGBTQ+ and eSafety

## **Useful Websites**

[www.bullying.co.uk](http://www.bullying.co.uk)

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

<https://kooth.com>

<https://www.marywebbschool.com/@MWS>

# Religious Education

**Subject Leader: Mr P Lee**

**“Widen minds, broaden horizons”**

The aim of our Key Stage 3 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils’ curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Religious Education (R.E) is a foundation subject at Key Stage 3 and is part of the Humanities department.

## **Autumn Term**

- Is science or religion true?

## **Spring Term**

- How will it all end?
- Christian beliefs

## **Summer Term**

- Christian beliefs

## **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**

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 9 examination – 1 - hour examining Christian Beliefs.

### **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](http://www.marywebbschool.com)

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

[www.bbc.co.uk/schools/religion](http://www.bbc.co.uk/schools/religion)

[www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j](http://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j)

[www.bbc.co.uk/bitesize/topics/zc63cdm](http://www.bbc.co.uk/bitesize/topics/zc63cdm)

[www.bbc.co.uk/bitesize/topics/z73d7ty](http://www.bbc.co.uk/bitesize/topics/z73d7ty)

[www.bbc.co.uk/bitesize/topics/zsdtsbk](http://www.bbc.co.uk/bitesize/topics/zsdtsbk)

[www.reonline.org.uk/ks3/indexx.php](http://www.reonline.org.uk/ks3/indexx.php)

[www.peaceoneday.org](http://www.peaceoneday.org)

[www.bl.uk/onlinegallery/features/sacred/wceddeath.html](http://www.bl.uk/onlinegallery/features/sacred/wceddeath.html)

# GCSE Astronomy

Dr G Ward

Examination Board	Edexcel
Syllabus	1AS0

GCSE Astronomy is an additional GCSE on offer to all students. The weekly lesson is delivered after school. The course is aimed at students who want to understand more about the Universe around them and who want to develop an enthusiasm for astronomy as a theoretical and practical subject. The GCSE is made up from 2 units, each contributing to 50% of the qualification and each assessed by an examination paper.

## Year 1

### Autumn Term

Students start their studies with a mixture of each unit of work:

- A1 Planet Earth
- A2 Celestial Observations
- A3 The Lunar Disc
- A4 Exploring the Moon

Students have opportunities to practise their investigative skills through observational tasks set within the second topic and through the rest of the course.

### Spring Term

Students' field of study opens out to the rest of the Solar System:

- A5 Exploring the Solar System
- A6 Solar System Observation
- A7 Early models of the Solar System

### Summer Term

Students continue with their work looking at the solar system:

- A8 Planetary Motion and Gravity
- A9 Solar Astronomy
- A10 The Earth-Moon-Sun System

## Year 2

### Autumn Term

Students complete their look at planetary systems and start to explore the wider Universe:

- A11 Time and the Earth-Moon-Sun Cycles
- A12 Formation of Planetary Systems
- A13 Exploring Starlight

Students will sit a mock examination in December to help track their progress against their target grades.

## Spring Term

Students complete the course:

- A14 Stellar Evolution
- A15 Our Place in the Galaxy
- A16 Cosmology

## Summer Term

Students work through a structured revision programme before sitting the two external GCSE exams.

## Student Work

Students will be expected to carry out written tasks as well as drawing diagrams and graphs, tabulating data and calculating astronomical quantities. This work will be carried out during lessons and as part of the weekly homework. The students will also be set observational tasks that will need to be carried out over a significant period of time as part of their homework.

## Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress in the subject is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

## Helping at Home

- Talk about the work and monitor the student's homework.
- Share observation tasks with the students.
- Download a free planetarium software, eg. Celestia or Stellarium (see below).
- Encourage students to watch the monthly BBC programme 'The Sky at Night' and other television programmes.
- Don't hesitate to contact the school and talk to Dr. Ward.
- Encourage attendance at every lesson and as many extra events as possible.

## Useful Websites

<http://www.yusufahmed.com/gcse-astronomy/> : a good revision site

<http://www.shatters.net/celestia/> : for free planetarium software

[www.hubblesite.org](http://www.hubblesite.org) : pictures from the Hubble Space Telescope

[http://www.classzone.com/books/earth\\_science/terc/content/visualizations/es2707/es2707page01.cfm?chapter\\_no=27](http://www.classzone.com/books/earth_science/terc/content/visualizations/es2707/es2707page01.cfm?chapter_no=27) : animation of meteors from radiant point

<http://cse.ssl.berkeley.edu/SegwayEd/lessons/CometsTale/com.html> : all about comets

[www.starrynight.com](http://www.starrynight.com) : for planetarium software

[www.sky-watch.org](http://www.sky-watch.org) : lessons and competitions relating to robotic telescopes

[www.schoolobservatory.org](http://www.schoolobservatory.org) : robotic telescope with associated activities and general astronomy resources.

[www.faulkes-telescope.com](http://www.faulkes-telescope.com) : live robotic telescope

[www.stellarium](http://www.stellarium) : for free planetarium software



**YEAR 9**  
**REGISTRATION PROGRAMME**  
**2019-2020**

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