



YEAR 9

COURSE GUIDE

2024-2025

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 Mrs A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris Miss S Parveen Mrs E Kitcher
Science	Mrs C Jones	Mrs V Lee Dr G Ward Miss S Goodier Mrs C Jones Mrs R Richards Mrs P Wildblood
Art & Design	Ms S Keeling	Ms S Keeling Ms G Oakley Miss E Howells
Computing	Mrs C Jones	Mrs V Pound
Design & Technology	Mr A Walker	Mr A Walker Mr P South Mrs I Chorr
Drama	Mr B Seager	Mr B Seager
Geography	Mr P Lee	Mr P Lee Mr B Finch Mr J Bird Mr M Jervis
History	Mr P Lee	Mr B Finch Mr J Bird Mr P Lee Mr M Jervis
Modern Foreign Languages	Ms J Thompson	Ms J Thompson Mrs L Shuker Mrs S Manders
Music	Mrs V Jevons	Mr G Sassano
PSHCE	Miss S Pugh Mrs S Hanmer	Form Tutors
Physical Education	Mrs V Jevons	Mrs V Jevons Mr D White Mr J Seager
Religious Education	Mr P Lee	Miss A Watkins Mr R Hollands

English and English Literature

Subject Leader: Mr R Garry

Students receive three 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.

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 can 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.

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.

The second half of the spring term sees student's 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.

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. One homework task is normally set each week and should take approximately 30 minutes to complete.

Assessment

- Students' progress is assessed at the mid-point of each term's work
- A formal assessment is undertaken once per term in which all of the learning content and skills for the term's work is assessed
- Students' work receives regular feedback from the class teacher, with key targets noted after extended written responses.
- A Language Paper 2 will be sat at the end of Year 9 by way of preparation for GCSE study in Year 10

Helping at Home

- Talk about the work that they are doing in lessons and for homework.
- Encourage students to proofread their work 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.

Useful Websites

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

- Percentages
- Volume and Surface Area
- Statistics
- Graphs

Spring Term

- Ratio and proportion
- Inequalities
- Indices and standard form

Summer

- Probability
- Pythagoras and Trigonometry

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 online revision.

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 summer term, which covers all Key Stage 3 topics.

Helping at Home

- Utilise the Corbettmaths website.
- 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.corbettmaths.com

www.counton.org

www.nrich.maths.org/public

www.murderousmaths.co.uk

www.bbc.co.uk/schools/ks3bitesize

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

Science

Subject Leader: Mrs C Jones

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

Autumn Term

Students rotate around 3 topics:

- Biology
Cells and transport: covering eukaryotic and prokaryotic cells in addition to the transport mechanisms of diffusion, osmosis and active transport.
- Chemistry
Particles and equations: the changes of state, separation techniques and writing word and balanced symbol equations.
- Physics
Quantities and units, energy stores and energy transfers, 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
Kinetic theory of matter, magnetic fields, electricity and 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. 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 students to the appropriate pages in their revision guide
- Encourage your child to log on to 'Educake' and 'Seneca learning' online homework and revision packages.
- Help students to use the road maps designed to support each unit.
- Don't hesitate to contact the school and talk to the Science team

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 the final year of the KS3 course, students are required to consider why we make art and how artists employ visual imagery to challenge our ideas and beliefs. Students are encouraged to work with increased independence, reflecting on the effectiveness of their practise in realising their artistic intentions.

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

Students consider the power of media images in telling a story. Students consider historic and contemporary news stories and respond sensitively through 2D and 3D expressive artworks. 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 charcoal and mixed media image making, model making 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.

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 and inspiration of Kandinsky.

Student Work

Sketchbooks are used to plan and explore ideas as well as a means of practising skills and for homework assignments. Homework is set as an extended homework task over two or more weeks. Students can expect to receive an extended homework task in each project.

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.
- Talk to your child about their work.
- Allow them access to their own art materials.

Computing

Subject Leader: Mrs V Pound

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

Autumn Term

Further Python programming

- This unit builds on previous programming experience and introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence.

Cybersecurity

- In this half term, pupils will start by joining in with the Bebras Challenge, an international challenge that puts their computational thinking and problem-solving skills to the test. After the Bebras Challenge pupils learn about Cybersecurity. This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.

Spring Term

Media: Image Manipulation

- Learners will be introduced to image editing software such as Photoshop and will learn essential skills to edit, manipulate and create digital images. This is a very practical topic, where a range of different tools are introduced, used and experimented with lesson-by-lesson.

Data Representations

- This unit builds on previous data representation knowledge. Essential knowledge relating to binary representations will be reviewed, then expanded by learning how to perform calculations in binary as well as an introduction to Hexadecimal and the use of ASCII.

Summer Term

Physical computing

- This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world.

Media: Digital Video Sequencing

- This unit introduces learners to the basics of planning and editing a digital video sequence for the creative and media sector. It allows them to understand a client brief, time frames, deadlines and preparation techniques to form part of the planning and creation process

Student Work

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

Assessment

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

Helping at Home

In Computing we use a wide range of different software applications, some of which are free to download. Where relevant, a list of these open source software titles will be made available at the start of each module of

study. Students are able to access the school network and their documents from home providing they have a suitable broadband connection. Students are also able to have a free download of Microsoft Office which they can install on up to 5 devices.

Useful Websites

www.thinkuknow.co.uk (e-safety)

www.scratch.mit.edu (Block editor)

<https://idea.org.uk/> (challenges to work towards bronze and silver awards)

<https://groklearning.com> (online programming website)

<https://learn.code.org>

<https://www.bebas.uk/>

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 student's 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:

Lighting design - In this unit students are asked to design and manufacture a passive lamp in the . 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 advertising display. 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 – students will undertake a series of making tasks and will cover theory topics that will prepare them for the transition into KS4.

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 to explore social, moral and cultural issues. In the second half of the term students look at 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, 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

www.bennett.karoo.net/topics/ecosystem.html

www.metoffice.gov.uk/

www.coolgeography.com

www.bbc.co.uk/bitesize/examspecs/zy3ptyc

www.digimapforschools.edina.ac.uk/

www.internetgeography.net/

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

www.earthquake.usgs.gov/learning/kids

www.educake.co.uk/

www.timeforgeography.co.uk

'Geography Hawks' on Youtube

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 War I
- Russian Revolution

Spring Term

- The Holocaust
- World War II

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

www.bbc.co.uk/bitesize/subjects/zk26n39

www.bbc.co.uk/history

www.timelines.tv

www.historyonthenet.com

www.nationalarchives.gov.uk

www.educake.co.uk

Modern Foreign Languages

Subject Leader: Ms J Thompson

In Year 9, students continue to access French and Spanish through a variety of topic areas using a wide range of strategies to suit different learning styles. Our approach is based on EPI (Extensive Processing Instruction) methodology. Students are taught in the same rotation as in Year 9.

Students will develop their language skills through the following topics throughout Year 9.

FRENCH	SPANISH
<u>TERM 1</u> <ul style="list-style-type: none">Saying where I live and what I can do in my regionSaying what I did in my region in the past.	<u>TERM 1</u> <ul style="list-style-type: none">Describing my home and furniture.Describing where I live.Saying what I am going to do in my region in the future.
<u>TERM 2</u> <ul style="list-style-type: none">Talking about past and future holidays.	<u>TERM 2</u> <ul style="list-style-type: none">Saying what I did in my neighbourhood in the past.Talking about the environment and what we should do to protect it.
<u>TERM 3</u> <ul style="list-style-type: none">Talking about family and friends.	<u>TERM 3</u> <ul style="list-style-type: none">Talking about past and future holidays.

During this final term, students will also look at the skills needed at GCSE via the topic. Family and friends in French and Holidays in Spanish.

Student Work

Work is completed in exercise books or on worksheets. In Modern Foreign Languages all exercise books are seen as a means for developing knowledge and understanding. 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 will be set weekly and may include vocabulary learning, written work, investigation or worksheets. Students should expect to spend around 50 - 60 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. 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.

Don't hesitate to contact the school and talk to the MFL 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.

Spring Term

- **Queen:** A topic that explores the history and culture of 70's and 80's music, with a particular focus on Queen. Students learn about how music of Queen was composed, analyse several songs and prepare a group performance of Bohemian Rhapsody.
- **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.

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 prepare a solo and 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

www.incredibox.com

www.music tutor app.com

Physical Education

Subject Leader: Mrs V Jevons

The focus for year 9 is to develop their skills, leadership style and strategic play through an inclusive curriculum. The ethos promoted is one of support where all students are encouraged to be involved in a variety of roles throughout the lessons.

Students will continue to develop their skills, confidence and tactical knowledge into a breath of physically and mentally challenging activities. By the end of the year they will have experienced and competed in a range of increasingly challenging recognisable individual and team activities and adapted sports. The values of respect and fairness of character traits are promoted and they will continue to cooperate and communicate effectively with those around them. They will apply their knowledge of an active lifestyle in creating a training programme to improve a part of their own physical fitness as they continue to experience and understand why being active is important to a healthy lifestyle.

Through PE the students will become confident at working on their own and with familiar and unfamiliar students. They will have developed their own leadership style in which they cooperate and communicate effectively with their peers and staff, and they will be able to, demonstrate their self-confidence, resilience and enthusiasm for learning both as participants and or leaders. They will develop their personal organisation skills with their kit, organising of equipment needed for the lesson and the space in which they will work.

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
- Gymnastics

Spring Term

- Health related exercise (H.R.E.)
- Leadership and problem solving
- Badminton
- Rugby

Summer Term

- Athletics
- Cricket and rounders
- Tennis

Assessment

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

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

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

Help at Home

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

Useful Websites

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

Personal, Social, Health and Citizenship Education (PSHCE)

Assistant Headteacher, 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.

Through the academic year students will be taught:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

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

<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.

What’s it like being religious and a teenager in the UK today?

Why is there suffering?

Does the World need prophets today?

What are 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

www.bbc.co.uk/religion

www.bbc.co.uk/schools/religion

www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j

www.bbc.co.uk/bitesize/topics/zc63cdm

www.bbc.co.uk/bitesize/topics/z73d7ty

www.bbc.co.uk/bitesize/topics/zsdtbk

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

www.peaceday.org

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



YEAR 9

REGISTRATION PROGRAMME

2024-2025

	YEAR 9
Monday	Numeracy and News
Tuesday	Assembly
Wednesday	Reading
Thursday	Character/Community/Careers
Friday	Reading