



PAIGNTON COMMUNITY & SPORTS ACADEMY

Believe and Achieve

WELCOME to Year 9 and the Autumn term. This is a very important year for our students who will be starting their journey towards their GCSEs, which will be here before too long. I am very excited about the opportunities and experiences Year 9 pupils will have this year, such as university visits and fantastic sporting trips.

Pupils have started the Options process and Year 9 offers the opportunity to confirm these options ready for the GCSE courses. With this in mind it is vital pupils try their best in every subject area this year and take advantage of the extra help on offer from staff to provide a strong platform from which to achieve the best for themselves.

If you have any questions regarding the academic progress of your child please do not hesitate to contact myself or Angela Sanford on 01803 403005 or email wrdadmin@paigntonacademy.org.

I wish you all a very happy term.

Matt Easton
Head of Year 9

IMPORTANT DATES

2016

17th Oct First Day of Half Term
31st Oct Return from Half Term
16th Dec Last day of Autumn Term

2017

3rd January First Day of Spring Term

CONTACT INFORMATION

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CURRICULUM NEWSLETTER - AUTUMN TERM 2016

YEAR
9

ENGLISH

The focus of this final Key Stage 3 year is to ensure that students have all the skills needed for their GCSEs. Students will be engaging with GCSE texts and developing their skills in information retrieval, inference and deduction and language analysis. The Autumn term begins with a study of Gothic fiction, exploring a range of different texts including 'Twilight', 'Frankenstein' and 'Dracula' and students will complete a reading assessment to identify areas for improvement focussing on the new GCSE 9 – 1 specification. The second half of the term is a study of the GCSE text Rani and Sukh a contemporary text mirroring Romeo and Juliet. Students will explore cultural expectations, language analysis and theme before an assessment on transactional writing based on the text. Students will continue with the Accelerated Reader programme and are expected to spend 20 minutes reading at home 3 times per week. Regular homework will be set to develop students' skills and understanding. These can include Doodle homework, research projects or extended writing.



LITERACY

Literacy skills in reading, writing and speaking and listening will be taught during English lessons with a particular focus on these cross-curricular skills during the lesson in which students engage in their private reading on the Accelerated Reading scheme once a week.



SCIENCE

This term pupils are beginning their 2 year Core GCSE course.

All students will be following AQA combined Science, in preparation for taking the exam in at the end of Year 11. GCSE Science A has an emphasis on scientific literacy – the knowledge and understanding that learners need to recognise the impact of science and technology on everyday life. This term pupils will complete the unit 1 of Biology which will include looking at keeping healthy, nervous system & hormones and the use and abuse of drugs. Assessment will take place on a regular basis and will include traditional end of unit exams with questions taken from past papers. There will be a formal end of unit exam in January; the results will be shared with parents later in the year.

Further information is available on the AQA website - <http://www.aqa.org.uk/subjects/science/gcse/science-a-4405>



MATHS

Students will begin their GCSE course this term. Lessons will utilise GCSE textbooks and assessments will be at the end of each unit, using past paper questions from the Edexcel exam board. This will familiarise pupils with the demanding examination questions in this subject area. The new 9-1 specification for GCSE is assessed with 2 calculator papers and 1 non-calculator paper. It is essential therefore pupils have their own calculators and bring them to each lesson.

Topics to be taught this term will include the algebra topics of simplifying expressions, indices, expanding brackets and factorising. The 'Angles in polygon' unit covers internal and external angles as well as dealing with angles in parallel lines.

Homework is set regularly, using a mixture of written tasks, learning homework and also using websites such as Kerboodle.com which also has a digital copy of the text book.



FRENCH

In Year 9 students follow either a higher GCSE foundation, which is differentiated and can be taught from EXPO GCSE Vert (foundation), or Rouge (higher) with a more focused approach to the challenges and rigours of the new GCSE.

This term students will be learning how to talk about themselves, their family and their relationships and exploring the themes of marriage and partnership.



FRENCH - How parents can help your child.

French - How parents can help.

We would love you to support your child with their home learning by regularly helping them to learn vocabulary in preparation for their weekly vocabulary tests. Allow them to explore fun ways of learning from home, e.g. sticking post-its on the fridge, get them to teach you, rap it, sing it, dance along to it, record it ("podcasting" as it's now referred to) watch it on "Paignton Online" and use the "look, cover, check" method. Only by experimenting will they discover which method works best for them. They will be issued with vocabulary lists and any other homeworks will be either on worksheets or in their yellow book. Thank you for supporting us with your child's learning. Merci et Bon Courage!

PSHE

As part of the PSHE programme at PCSA, Year 9 will receive 6 dedicated 'Sex and Relationship Education' lessons. We will continue to look at some of the changes that take place during puberty, with separate sessions for boys and girls. We will continue with 'Who Influences Us?' which looks at how the media may influence us to have unrealistic expectations about how we should look and behave, and how this in turn can affect our relationships. We will explore some of the different types of relationships we have, for example, friends, parents and partners, and appropriate behaviour in these relationships. This will lead into looking at ways of keeping safe in a variety of social situations and age related laws. As part of the healthy lifestyles and personal well-being we will be looking at personal hygiene and 'Getting Help', where we can go to get help and advice..

GEOGRAPHY

Year 9 will be studying 'Shake, Rattle and Roll'. Our main focus will be to investigate the differences between a natural hazard and a natural disaster. We will then consider the causes and effects of tectonic hazards on people and their property.

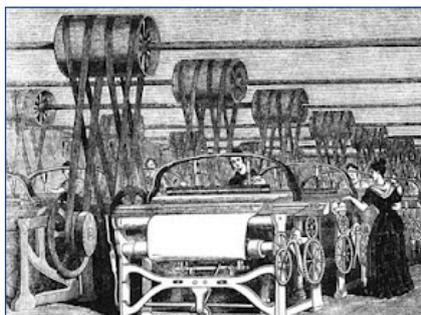
Recent case studies such as the volcanic eruptions on the island of Montserrat, the earthquake in Haiti and the tsunami in Japan will be studied.

Finally, students will consider how people can reduce and manage hazard risk by forward planning. This will be followed by the module 'Is there more to development than money?'. 

Pupils will begin to look at the inequality between countries around the world. Pupils' progress will be assessed by a written assessment and tests which will be completed under examination conditions.

HISTORY

The Year 9 students begin the new academic year by investigating the impact of the Industrial Revolution. They study changing attitudes to child labour and act as an 'undercover boss' to explain the problems with working conditions in factories and coal mines. The course moves forward by addressing the question 'What did the Victorians ever do for us?' This is a study of major developments in technology, medicine and transport in the Victorian era. This module is assessed through the creation of an annotated timeline.



COMPUTER SCIENCE

Students in Year 9 will continue working on the spreadsheet unit of the BTEC in Information Communication Technology. This is a challenging unit which requires students to fully understand the need for spreadsheets. It will look at some of the limitations of spreadsheets as well as some of the tools and techniques required to create a fully functional and optimized spreadsheet for a given scenario.

Upon completing this unit students will then cover a short unit of E – Safety. This will give students a more developed understanding of how to stay safe online by covering the dos and don'ts of the internet in a variety of situations.

FOOD

Through a series of focused practical tasks students will investigate traditional dishes from a diverse range of different countries from around the world. They will also consider why traditional dishes are specific to different countries and cultures. They will gain and develop a wide range of practical cooking skills and techniques using food, tools and equipment to gain knowledge and understanding through the exploration of the function and properties of ingredients. They will develop knowledge and understanding of working safely and hygienically.



ART

Pupils will be researching British and American Pop Art artists. Observational drawings focus on portraiture. Pupils will be using a range of 2D and 3D materials techniques and processes. They will learn about popular culture and social influences during the 1960s and how this influenced and impacted on the Artist's work. Pupils have to develop their own Pop Art style portrait of a popular celebrity, taking influences from the artists researched. Pupils then experiment with a variety of collage materials of iconic images to create their own individual background for their final outcome. They will then use their portrait as inspiration to develop a wire sculpture.

During this project pupils use their sketchbooks to develop their ideas, drawings research and experiments which will be self-evaluated, peer assessed and marked by the class teacher. Targets are regularly set and reviewed to help pupils progress. Pupils will be concentrating on the formal elements; proportion and colour. Homework consists of research, collating information and drawings. KS3 Art Club runs on Wednesday lunchtimes where pupils have the opportunity to take part in competitions complete any unfinished work. It would be beneficial for pupils to have basic art equipment at home to help complete homework and encourage independent learning.

PE

Welcome back! All the PE staff hope you are excited and ready for the start of a new academic year.

At KS3 we have four blocks of work offering twelve different activities throughout the year, with even more available during lunchtimes and after school.

Parents – Please encourage your son/daughter to attend our sports clubs. Look out for the clubs list that will appear soon.

Pupils - Please ensure you have all the correct kit for your lessons:

- Academy Blue PE shirt
- Academy Blue rugby top
- Academy Black shorts
- Academy Blue socks
- Suitable footwear: Studded boots for rugby/football. Supportive trainers (NO pumps).
- Gum shield and shin pads for football, rugby and hockey.

No hoodies or uniform will be allowed.

In very cold weather it is good practice to wear a number of layers: under armour (or alternative) is great, with the polo shirt and or rugby top.

Please remember: If students do have PE lessons in the morning, we strongly advise they have a good breakfast.

The table below shows the sports the students will be covering in the Autumn term.

GIRLS	BOYS
Netball	Rugby
Multi-skills	Multi-skills
Football	Gymnastics



DANCE

This new course began with basic skills and knowledge input at the end of the summer term, where students learned about the 'Four Components of Dance'; actions, space, dynamics and relationships.

In the Autumn term they will experience style taster workshops of different iconic dance styles before focussing on contemporary technique in the second half of the term and looking at the professional work of the Rambert Dance Company. The students will perform in the Winter Dance Show in November and will also have the opportunity to visit the theatre to see live professional dance.

MUSIC

Students have 2 hours of music per week throughout the academic year. Chords into Jazz/Blues: Students learn about how Blues music works, looking at genres of music that use the Blues, learning how to play and composing using the 12 bar blues chord sequence.

Music for special occasions: They will be building on skills learned in Year 8 playing bass guitar, drums, guitar and keyboards and developing composition skills.



TEXTILES

Students will design and make a waistcoat with an 'Identity' and 'Street Art' theme and research Identity and Street Art and Surrealist art/fashion. Students will learn how to do a range of decorative printing and machine sewing techniques as well as learn how to construct a waistcoat. Homework is set weekly. All work will be assessed against the assessment criteria for Technology and targets for improvement set regularly.

DRAMA

Students have 2 hours of drama per week throughout the academic year. Drama is delivered through half-termly projects. The Autumn term focuses on developing skills in text based work in preparation for GCSE.

Autumn Term

Project 1 - Devising skills through movement and music

Project 2 - War

Students continue to build upon the work of Year 8 and extend and develop their understanding of drama language and terminology. A key focus is the work of practitioners and understanding drama conventions.



ICT

Year 9 pupils will begin preparing for the BTEC ICT qualification, looking at spreadsheet development, a unit that will be studied by our students in Year 10.

This involves pupils creating a spreadsheet solution for one of 2 scenarios – either for a professional sport club or for a Google Maps style journey across a country of your choice.

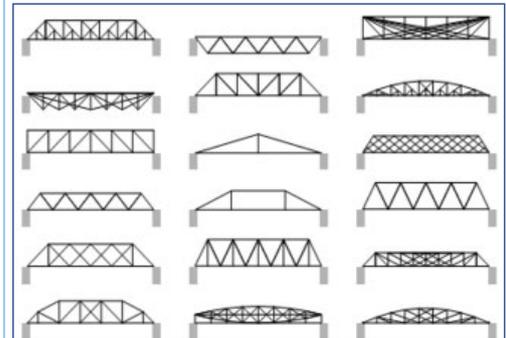
This will involve the use of advanced skills like data validation, conditional formatting, cell protection and macro development.



ETHICS

Year 9 will start the term by examining the issue of Child Soldiers. They will be encouraged to formulate opinions and examine things from a different perspective.

This will be followed by examining Buddhism. Throughout study there will be several assessments, which are designed to mimic GCSE style exams. This is to ensure students are prepared for GCSE study at the start of Year 10. During Ethics lessons students will be encouraged to examine ethical, cultural and religious issues and learn to express opinion and empathise with others.



ENGINEERING STUDIES

Students studying engineering in year 9 have opted to take this course that prepares them for the NCFE Level 2 in Engineering Studies which can be taken in year 10. The course serves an introduction to the Engineering Profession. Students will be developing Computer Aided Design skills through the generation of engineering component drawings. Students will begin a research folder looking at 'employment in the engineering' sectors; a very useful resource for year 10. Students will be given the opportunity to investigate, through modelling, the construction of the main bridge types; beam, cantilever, suspension and cable stayed.