



PAIGNTON ACADEMY

Believe and Achieve

CURRICULUM NEWSLETTER - AUTUMN TERM 2022

YEAR 9

Welcome back to Paignton Academy for what we are sure will be a successful and enriching year for your child.

We hope they have settled back into Academy life and are becoming familiar with their new timetable. Students have started the term taking the subjects they selected at the end of Year 8. All changes must be made before 30 September.

We are excited to see the positive introduction of Preston House which adds to our pastoral support and will help your child feel part of an Academy and House community.

We are pleased to introduce our vast and varying extra-curricular activities clubs that are available at lunchtimes and after school. Encourage your child to become involved in as many as possible, to build confidence and make new friendships across the year group and also across the sites. It would be useful to familiarise yourself with the ClassCharts system, to allow you to keep up to date with your child's school day, checking for Home Learning and rewards points.

Mr Godfree
Associate Assistant Principal

IMPORTANT DATES

2022	
21 October	Inset Day (no students in school)
24 October - 4 November inclusive	Half Term
7 November	Return from Half Term
16 December	Last day of term
2023	
3 January 2023	First day of term

ENGLISH

Year 9 will have eight lessons a fortnight where they will complete three different learning activities in this time.

As part of the Literary Heritage unit, students start the year with *Jane Eyre*, looking at life for children in Victorian London and the Yorkshire countryside as well as learning the plot and characters from the novel. For their final assessment, they will focus on one main character and answer a question to demonstrate their understanding of the text and key ideas relating to context and analysing the writer's craft.

To enhance core writing skills, Year 9 will start the final part of Mastery Writing sections 3 and 4. By this term, students should be independent writers.

Finally, students will read a specifically chosen book as a class with their teacher, each fortnight in the Reading for Pleasure module, focusing on vocabulary and enjoyment.

Home Learning is set fortnightly, every Monday week B.



MATHS

Year 9 will consolidate their knowledge over the last two years. This will include straight line graphs, forming and solving equations, testing conjectures, three dimensional shapes, constructions, and congruency.

Students will need to bring a protractor, ruler, scientific calculator and a pair of compasses to their lessons.

Students are encouraged to attend lunchtime Maths Support clubs to help with revision and Home Learning support.

Homework will be logged on ClassCharts for parents to track and monitor. This will be set on a Monday and be due the following Monday.

SCIENCE

This term students are beginning their GCSE OCR 21st Century specification. All students will be following OCR 21st Century Combined Science B in preparation for taking the exam at the end of Year 11.

GCSE Science has an emphasis on scientific literacy – the knowledge and understanding that learners need to recognise the impact of science and technology in everyday life.

Students will begin the basics of Physics; studying P6 Particle model and P5 Radiation, these modules build on what has been learned in Years 7 & 8 and take these concepts further.

Assessment will take place on a regular basis (pre - 15 multiple choice quiz questions, mid cycle - 15 quiz multiple choice questions and some exam style questions) and end of cycle assessment which will be in the traditional form of end of unit exams and will include QWC (quality of written communication) question.



HOME LEARNING

(See last 2 pages at end of newsletter)

Students will have a Knowledge Organiser and a Home Learning exercise book to support their Home Learning. Home Learning will include a range of activities. Home Learning for each subject for the Autumn Term is outlined in the table below. All Home Learning will be set on ClassCharts on a Monday, so that parents can plan their child's Home Learning for the week. Home Learning will be marked in different ways as outlined below. Expectations for Home Learning in each subject will be made clear to all students. There is a Home Learning Breakfast Club from 8am each morning to support students.

FRENCH



In Year 9 students who have opted to study French continue to build on the skills and knowledge

they have learnt in Years 7 & 8. This term students will be learning how to talk about themselves, their family and their relationships as well as revisiting and building on their prior knowledge of technology. We also revisit the past and future tenses, extended opinions and build on their use of complex structures. We study all 4 skills - listening, reading, speaking and writing. Our aim is for our students to become confident linguists who are happy to use the language they know and take risks.

SPANISH



In Year 9 students who have opted to study Spanish will start by learning how to greet people and give information

about themselves and members of their families, such as name, age, a physical description and a description of personality. We study all 4 skills - listening, reading, speaking and writing. Our aim is for our students to become confident linguists who are happy to use the language they know and take risks.



FRENCH/SPANISH

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 vocabulary tests. Allow them to explore fun ways of learning from home, for example sticking post-its on the fridge or on their back, so you can test them aloud, get them to teach you, rap it, sing it, dance along to it, record it, and use the "look, cover, check" method. There are endless ways to learn and only by experimenting will they discover which method works best for them. All Home Learning for their vocabulary tests will be from the Knowledge Organiser and it will be set on ClassCharts each week. Students will need to use their Home Learning exercise books to practise their spellings.

Thank you for supporting us with your child's learning.

Merci et Bon Courage!

¡Gracias y ánimo!

GEOGRAPHY

The start of Year 9 begins with a very topical component to Geography - the challenges of resource management. Combining Year 7 and 8 skills such as map skills, debate, analysis, extended writing, knowledge on rivers and coasts, students will now gain an understanding of why there is huge pressure on the 3 most important resources to the human race - water, food and energy. Students will analyse the pattern of resource surplus and deficit and what solutions can be put in place to help those parts of the world in deficit. This then leads onto looking at the advantages and disadvantages of fossil fuels vs renewable energy with reference to case studies before finishing with the reality of Global Warming and Climate Change and the local, national and international impacts.

Home Learning will be based upon Knowledge Organisers with plenty of further opportunities to use websites to develop independent research. Students' progress will be assessed with recap questions in lessons as well as a mid and end of cycle assessment.

HISTORY

In Year 9, students will begin looking into the division of the world in the early 20th century, with the nature and formation of empire. Students will be encouraged to understand the implications of colonisation and how it links for causation to World War One. Students will then be identifying short term and long term causes of World War One, such as Militarism, Alliances, Imperialism, Militarism and the catalyst of the events that took place in Sarajevo in June 1914.

We will then delve into the ever-changing nature of Post-World War One, with the Treaty of Versailles, looking at the Roaring 20s in America, the Great Depression and the rise of Fascism and Communism.



PE

Year 9 students will spend their first cycle as Cambridge National students studying the different sources of media before establishing how these media sources cover sport. In learning about these topics, students will develop their opinions as to which media sources are the most important in publicising sport and establish their own views into the effectiveness of each source. After developing their knowledge of these key sources, students will then learn about the positive influence that the media can have on sport and how this influence can benefit sport from both financial and participation perspectives.

FOOD PREPARATION & NUTRITION

Students will participate in Food Preparation & Nutrition lessons for the duration of the year. They will receive two lessons per week. One week lessons will be theory based; this will be used to further develop knowledge and create a foundation of knowledge that can be extended within practical activities. This will also be used to consolidate literacy skills and allow students to implement them in written, speaking and listening activities. Students will get the opportunity to practise more advanced cooking methods to provide them with the confidence and skills to produce high level dishes in Years 10 and 11. It will also further develop the confidence of the learners to produce a wide range of dishes independently and so will support them in achieving a healthy lifestyle and a balanced diet. As part of their work with food this term, students will be taught how to cook and apply the principles of nutrition and healthy eating when making their dishes.

ETHICS

Students in Year 9 are beginning their option journey. The start of Year 9 aims to equip students with the key



information, concepts and writing skills that will enhance their route through GCSE. The content in this term reflects several ethical themes, building on studies of Human Rights from Year 7 and then introducing the concept of Child Soldiers. Students will learn ethical and legal definitions relating to this topic. We will also focus on the historical civil conflict in El Salvador examining some of the political and economic reasons for the conflict. Through the module students will be given the opportunity to answer academic questions, designed to show their depth of knowledge and ability to write extended opinion questions showing both opinion and empathy.

PSHE

In Year 9 all students will have one hour of Personal, Social, Health Education per week. To start the term we will be learning about risks and managing influences around us. Students will have the opportunity to learn about communicating assertively. Lessons will be based around the dangers of alcohol and drugs and a focus on mental health as well.

In the second half of the Autumn Term we will be learning about respectful relationships and online relationships, healthy relationships, conflict resolution, and relationship changes. Throughout all PSHE lessons we will be looking to develop character and will focus on positive role models. We will also include 'life hacks' like how to tie a tie or how to boil an egg for example. In PSHE students will have the opportunity to develop their oracy skills through discussions.

DRAMA

In Cycle1 of Year 9 Drama students will be looking at the play '*Too Much Punch for Judy*'. Through this they will learn about role play and developing character, devices such as cross-cutting, flash-back, multi-role and marking the moment and techniques such as hot-seating, physical theatre, monologues and duologues. Students will work towards devising their own piece of Drama based on the play and will be assessed on this piece.

After half-term we will be focusing on the practitioner Bertolt Brecht and learning about his theatre techniques and style. Students will learn about non-naturalistic theatre and will work towards devising a piece of theatre in the style of Brecht.

Devising original drama work and studying set texts are a key focus of the year 9 curriculum in preparation for GCSE, as is written work in Drama. Homework is set every week in Year 9 Drama. In the Autumn Term students have been offered the opportunity to watch 'Noughts and Crosses' at the Northcott Theatre in Exeter on Wednesday 5th October and Frantic Assembly's 'Othello' at Theatre Royal Plymouth on 12th October.

DRAMA KIT FOR YEAR 9 IS A PLAIN BLACK T-SHIRT WITH BLACK TROUSERS OR LEGGINGS. ALL STUDENTS ARE EXPECTED TO BRING THIS TO LESSONS EACH WEEK.

A Key Stage Three drama club will be taking place once a week. Auditions will also take place in September for The Academy Musical.

MUSIC

In the Autumn Term students will be exploring *Variations* and ways to develop musical ideas. They will be learning and applying knowledge of musical devices such as pitch, dynamics and rhythm. Students will also be analysing music and starting to compose their own music based around Pachelbel's canon as part of an ensemble. Students have the opportunity to come and play instruments in the school band or lunchtime jam sessions and have the opportunity to take up music lessons offered by our specialist peripatetic teachers in guitar, piano, drums, singing, saxophone, clarinet & flute.

After half term students will be learning about Rock & Roll, exploring chords, bass lines and arrangements. They will be exploring Country and Western and Rhythm and Blues. Students will be learning about 1950's Rock and Roll songs and will compose, refine, rehearse and perform their own Rock and Roll song. There are lots of opportunities for students to perform such as the Christmas concert, singing/ karaoke club and the school musical.

Academy band will be taking place at BRC in EM20 on a Monday throughout the year and students are encouraged to take part to further develop their musicianship. Music practice rooms will be available on both sites at lunchtimes and after school for students to rehearse.



COMPUTER SCIENCE

Students will take the Python skills developed in Year 8, where the focus was on sequence and selection, to move onto iteration which is the idea of repeating coding commands, making code shorter and easier to read and understand. Students will develop an understanding of the different loops - *For* and *While*, being able to explain the difference between them and demonstrate an ability to use these practically, showing an understanding of the type of loop needed for a given scenario. Students will also look at other core programming skills such as the use of lists and arrays and string manipulation skills, such as converting text to upper and lower case and finding the number of characters in a given word or sentence. These are all key programming skills that are part of the GCSE specification, and students will begin to demonstrate an understanding of how these skills work, and being able to create coded solutions using these skills.



ART

Year 9 students will be exploring the theme *Identity*. Students will be researching artists who explore identity in their own work such as; Frida Kahlo, Andy Warhol, Glen Ligon, Hattie Stewart, Kervin Brisseaux, Magaly Ohika and Veerle Symoens. They will develop a series of observational drawings focusing on portraiture and proportion, experimenting with iconic images and a wide range of different 2D materials, techniques and processes, exploring popular culture and social influences. Students will then go onto make an outcome that relates to their own identity, referencing the artists and themes they have researched. The project will focus on the formal elements, composition and colour as well as the key words; Identity, Doodle and Portrait which will enable students to understand how to embed these fundamental skills and techniques.

During the projects students will develop 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 students to progress. Home Learning consists of research, collating information and drawing and recording. KS3 Art Club gives students the opportunity to take part in competitions, produce artwork linked to current affairs or have free choice and develop their own artistic style. It would be beneficial for students to have basic art equipment at home to help complete Home Learning and encourage independent exploration.



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Home Learning – Year 9



SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. Home Learning books, google classroom, subject Home Learning books, Seneca	HOW IT WILL BE MARKED
English	1 hour per fortnight	Project based on the text we are studying	On paper, to be stuck in exercise books	Acknowledged each fortnight and a comment at the end of the project (every half term)
Maths	30 mins per week	Activities based on knowledge they have learned over the last week and term.	Primarily online resources set through ClassCharts.	Self-marking online and feedback into classroom planning by the teacher.
Science	30 mins per week	SENECA revision on topics taught that week, set by class teacher	On SENECA	Marked by SENECA and viewed for misconceptions by class teacher for Closing the gap
Geography	30 minutes per week	Geography: Retrieval activities based on the Knowledge Organiser. Revision will be set before mid and end of cycle assessments.	Geography: in Home Learning books or shared as a Google doc / emailed to class teacher. Set on ClassCharts.	Through 5 a day, visual checks and questioning.
History	20 minutes per week	Research activities, spellings and definitions from the Knowledge Organiser.	Home Learning booklet.	Homework used in assessed work in MCA/EOC or checked by teacher.

French/Spanish	30 minutes per week	Vocabulary learning - a test will be set every week in lessons. Preparation for speaking exams. Past paper exam practice.	Complete in Home Learning book - will be set on ClassCharts. Speaking exam preparation may be started in lessons and completed on Google Classroom.	Vocabulary and grammar will be tested each week in lessons.
Art	Fortnightly - 1 hour	Art - Key words, images, research and practical tasks	On paper to then be added to Art Portfolios.	Checked and marked by the class teacher.
Ethics	25 mins per week	Retrieval activities, key terms and revision before each mid and end of cycle assessment.	Instructions set on ClassCharts. Activities and revision materials on individual class Google Classroom.	Evidence as submission of Google Quiz, docs, slides etc or evidence of revision in HL book.
Drama	25 mins per week	essay questions, keywords, research, line learning, reviewing performances, character work, technical and design planning	Complete on Google classroom and Word Wall Work will be set on ClassCharts	Teacher/self/peer assessment, self-marking wordwall quizzes, google quizzes
Music	25 mins per week	Music vocabulary, research, notation, composition, rehearsal of performance pieces	Complete on Google classroom and Word Wall, Soundtrap Work will be set on ClassCharts	Teacher/self/peer assessment, self-marking wordwall quizzes, google quizzes
Food	30 mins per week	Food - Key words, Questioning around the KO and revision.	Food - Home Learning books / Google document	Checked, marked and dated by the class teacher.
Computer Science	20 mins per week.	Seneca learning. Key terminology using Knowledge Organisers.	Set on ClassCharts. Seneca. Home Learning books.	Seneca will record all results.