



PAIGNTON ACADEMY

Believe and Achieve

CURRICULUM NEWSLETTER - SPRING TERM 2023

YEAR 9

Welcome back to all of our Year 9 students.

This is a very busy and important term for our students. The Options process will start in the first week of term and will be ongoing throughout the first 6 weeks. In order to enable them to choose the correct GCSEs and to optimise the progress they are making, this term begins with the Year 9 exams which begin during the week commencing January 9th.

Homework is being set regularly by the teachers so please contact the Academy if you need to reactivate or install the ClassCharts application to see what is being set.

Please make every effort to attend Parents' Evening and take advantage of the extra help and guidance on offer from staff to provide a strong platform from which to achieve the best for the students.

Mr Willcocks
Assistant Principal

IMPORTANT DATES

2023	
3 January	First day of term
4 January	Year 9 Options Event - Waterleat Road
5 January	Year 9 Options Event - Borough Road
9 January	Year 9 Exams
2 February	Year 9 Parents' Evening
6 February	Options selection open
13 - 17 February	Half Term
20-24 March	Academy Musical
29 March	Data Drop 2 sent home
31 March	Last day of Spring term
17 April	First day of Summer 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, Year 9 will move on to study **Small Island**, a modern play based around WW2. The play is a powerful text exploring issues of race and discrimination and will encourage discussion around discriminatory language. For their final assessment, students will need to build an argument with their own opinion based on evidence from the text.

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

Students will be working from the **White Rose** scheme of work. The first exam they have in January will assess only the areas which have been covered in the first term. After the exam, students will have one week of directed topic improvement time. The teacher will identify areas for improvement during this time and give targeted intervention for each student. This will then be followed by the topics of angles, trigonometry and equations.

Home Learning will be set via Sparx. Set Monday and due on the following Monday. This is an incredibly useful and powerful maths package. It sets work and adjusts to the student's level then sends feedback to the teacher. We do expect 100% completion and run help sessions at lunchtime to support students.

SCIENCE

Students are continuing this term with their 'Combined Science' GCSE course. All students will be following the OCR 21st Century Combined Science B in preparation for taking the GCSE exams. This term will begin with an internal PPE (Pre-public exam) focusing on two physics modules (**P5 radiation and P6 matter**) and these results will be communicated to parents. Revision guides are available to purchase through ParentPay and these cover the entire GCSE course.

The focus of this term will be **chemistry**, which includes topics such as: climate change, formation of our atmosphere, atomic structure and bonding, trends in the periodic table and principles of chemical reactions. We will continue developing students' core practical skills and their scientific literacy.



LEAP PROGRAMME

After the successful launch of the LEAP programme last term, students will experience further opportunities to enrich their learning, including building on the science workshop with an invitation to the University of Plymouth to find out about the different degree faculties which link to science as well as taking part in hands-on taster activities. We plan to culminate this first section of the activities part of LEAP with a visit to a STEM business specialist in February.

Regarding the Higher Project, students will be continuing with their independent project, alongside being taught key skills to conduct this effectively. Sessions on research techniques, correct referencing of sources of information and data presentation techniques will take place throughout the Spring term.

A wide range of projects are being researched, including those with links to sport, the beauty industry, WWII and marine biology, to name a few!

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 the Spring term 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 about sports, TV & film, healthy living and food. We also revisit the past and future tenses, extended opinions and build on their use of complex structures. During this term we also watch a French film as part of building our students' cultural capital. 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 the Spring term, Year 9 students who have opted to study Spanish will learn to talk about what they do in their free time, including giving explained opinions and saying what they are going to do (future tense). Later in the term, we will be looking at where we live, covering our local area and our homes, both real and imagined. 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

During the Spring term students will study the exciting topic of **hazards and disasters**, in particular volcanoes, earthquakes and tsunamis. They will look at the causes of these events and move on to identifying the, sometimes, catastrophic effects on people, the environment and the economy through a variety of case studies. Students will be able to demonstrate decision-making skills through planning an evacuation before and during a volcanic eruption; creative skills by designing and building an earthquake-proof building; and independent learning when researching previous natural hazard events.

HISTORY

We continue our studies of **Post-World War One**, identifying the tension that builds up in Europe for the eruption of **World War Two**. The rise of the Nazis in Germany and life in Germany under their rule, the attempts at appeasement in dealing with Hitler's Germany. We will study key causes of the Second World War, identifying trends between significant battles like Dunkirk, the Battle of Britain and the Campaign for North Africa. Whilst focusing mainly on Britain's involvement, we will look to identify key turning points of the war, from the Battle of Stalingrad, El Alamein, Island Hopping and more! Case studies will include experiences faced by Britons on the home front, including the Blitz and the ethical implications of the deployment of the Atomic bombs!



SPORTS STUDIES

Throughout the Spring term, students will continue to explore the R186 Sports and the Media component of the course, which will challenge them to develop their understanding of the negative relationships and negative impacts that the media can have on sport. Throughout this term, students will take a holistic approach by using the knowledge they develop throughout this 12-week cycle and comparing and contrasting this content with their knowledge from Cycle One to identify the full impact that the media has on sport, and will look to draw conclusions as to whether the media has a more negative or positive impact on sport as a whole.

FOOD PREPARATION & NUTRITION

Through a series of focused practical tasks students will investigate the key principles of **health & safety and hygiene** in food preparation. They will continue their use of hob/oven, and understand about high-risk foods (raw meat), storage, reheating, cross-contamination and core temperature. We will be looking at the function, characteristics and source of key ingredients and their appropriate use in food preparation.

Students will become competent in a range of cooking techniques: selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine.

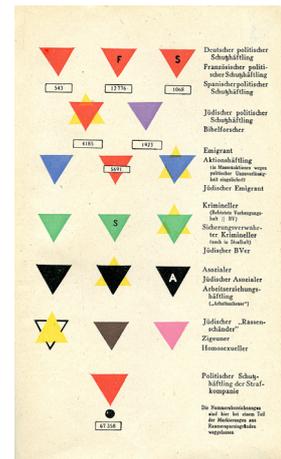
They will continue to understand, explain and use appropriate methods and techniques correctly in food preparation and presentation e.g. knife skills (meat, fruit, vegetables), roux method, baking (all in one method), shaping, assembling.



ETHICS

Year 9 are continuing their introduction to Ethical Studies through examining the **Holocaust** and the events leading up to this tragedy. The module is taught alongside a range of GCSE style questions designed to enhance students' GCSE technique

and ability. There will be a module test at the end which will require students to complete two sets of GCSE questions. Following this module, students will begin to look at the issues and ideas of **life after death**. There are many complementary resources on Google Classroom which can be used for revision, Home Learning tasks and more in-depth study of the topic areas. Students will be given all the material needed for revision to ensure they can enjoy Ethics GCSE success.



PSHE

Year 9 will begin the term by having lessons on how to revise effectively. Students will be completing an exam week in January and we will help to prepare them with sessions and give advice on how to manage time and emotions during exams. After PPE exams, Year 9 will be taking part in careers lessons. The sessions will be focused on planning for the future and identifying personal strengths.

The second half of the term will include learning about maintaining healthy relationships. Lessons will include the dangers of exploitation, consent and sexually transmitted infections. Students will learn about the importance of seeking help and where to access this. All lessons include an opening activity that focuses on something that is happening in the world or that is currently in the news.



DRAMA

In Cycle 2 of Year 9 Drama, students will be looking at the play *'The 39 Steps'* to introduce written analysis of a play. Characterisation and theatrical skills, comedy and comic timing duologues as well as interpretation of character will be a key focus. The technical theatre skills of set and lighting will be incorporated alongside the text-based extracts from the play.

Devising original drama work is a key focus of the Year 9 curriculum in preparation for GCSE. *Verbatim Theatre* will be the topic for the second half of cycle 2. Using the words of real people, documentary evidence to build original pieces of theatre together with a broad range of drama devices to structure the original work will be developed.

A Key Stage 3 Drama Club will be taking place once a week at Borough Road on a Thursday from 3.15pm - 4.15pm and this is open to students from both sites. The Academy musical 'Peter Pan' will be taking place from the 20th - 24th March 2023 in the Arena at Borough Road. Tickets will be on sale from the beginning of February on the Academy Shop.

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.

MUSIC

FILM MUSIC

Students will gain experience of being "film soundtrack composers" and explore the challenges and musical devices used in film soundtrack composition. The unit focuses on three genres of film soundtrack: silent film era and live piano and organ players, action/thriller soundtracks and sound design.

Students begin by studying the historical context of sound for film and the silent movie era. They look at the development of the tiered organ and famous players; Rosa Rio, Ethel Smith. They will study silent film examples: *Nosferatu* and *The Jazz Singer*, then move on to explore leitmotifs and how they have been used to represent certain "characters" or "situations" in films, before exploring how themes have been used in film soundtracks and performing a number of themes e.g. "James Bond".

Students will compose their own soundtrack to a choice of visual stimuli: Oscar Fischinger's abstract animation or time lapse ice crystals forming. Finally, students explore soundtracks to "Horror Movies", learning about concords and discords and how composers of "Horror Movies" use chromaticism, instrumentation and extremes of pitch to create their own "Horror Movie" soundtrack using a storyboard to help them with their planning.



COMPUTER SCIENCE

BINARY DATA AND COMPUTATIONAL LOGIC

Year 9 students will be expanding on their understanding of number systems - where we have previously looked at binary and denary numbers we will now be looking at hexadecimal numbers, and being able to convert between all three number systems. Linked to the number theme, students will also look at binary addition, and being able to add binary numbers together. They will look at how computers convert and store characters such as letters and emojis and also images - where both characters and images are converted to binary form. Students will investigate different colour depths of images and the process of converting images to binary. Linked to the binary theme, they will discover how computers use logic gates to make decisions and how Boolean operators are used by computers.

ART

Year 9 students will be exploring the theme *Art Now*. They will be researching *Art Activism* - artists who explore current issues and the messages they send through their artwork. Students will develop observational drawings, experiment with a wide range of different 2D materials, techniques and processes, exploring how art influences society by changing opinions, instilling values and translating experiences across space and time. Students will then go on to make an outcome that relates to their own chosen message, referencing the artists and themes they have researched. The project will focus on the formal elements of line, colour, shape, composition which will enable students to understand how to embed these fundamental skills and techniques.

During the project 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.

ENGINEERING

This year we have been making *steel roses* for our project. We have kept a lesson by lesson diary that will show your progression throughout the year; complied with the Engineering workshop safety rules and the Health and Safety Agreement; learned how to follow and read an engineering drawing; explored a number of activities including measuring, sketching and isometric drawings; engineered a steel rose using machinery tools and equipment; and provided evidence that you are meeting the requirements of the Assessment Criteria.

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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.