



PAIGNTON ACADEMY

Believe and Achieve



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.

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.

IMPORTANT DATES

2023	
8 September	Y9 Photos (BRC)
15 September	Y9 Photos (WRC)
3 October	Open Morning (WRC)
5 October	Open Evening (BRC)
6 October	Jay's Aim Defib Training - WRC
13 October	Jay's Aim Defib Training - BRC
20 October	Non-Pupil Day
23-27 October	Half Term
13 December	Christmas Concert
15 December	HPV Vaccinations
15 December	Last day of term
2024	
3 January 2024	First day of term

YEAR 9

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 changing from September. The English department are introducing 'Sparx reader' for Key Stage 3 and will be expecting students to complete at least 30 minutes of reading each week.



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 will be building on the core knowledge they have learned in Years 7 and 8. They will be applying it to more complex situations.

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 recapping 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 (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

Students will have a Knowledge Organiser and a Home Learning exercise book (if they need one) 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

Year 9 French

During this academic year, we will be looking at tourism and travel.

We will continue to develop the pupils' understanding of the language's grammar and how to manipulate the language. It is our intention that by the end of this year, all pupils will be able to know how to make a reservation at hotels, campsites and restaurants, and they will also know how to ask for a bus and/or travel ticket in French. During this year there will be a mixture of assessment types including speaking and reading. Whilst the spoken exam will be something which your child may be anxious about, they will be guided through the preparation process during class time and they will not have to speak in front of the group during those assessments.

As you start Year 9, it is so important to remember that this is the year you choose your GCSE options. Give your best effort in class and in your home learning so you can inform yourself ahead of that decision-making process!



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 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 Class Charts 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!

GEOGRAPHY

During the first term students will study the exciting topic of hazards and disasters, in particular volcanoes, earthquakes and tsunamis - they will be answering "How and why does the Earth move under our feet?". They will look at the causes of natural disasters and move on to identifying the sometimes catastrophic effects on people, the environment and the economy through a selection 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. We study the cause, impacts and responses to Hurricane Katrina and evaluate lessons from the disaster.

Home learning will be based upon Knowledge Organisers with opportunities for further independent research. Students' progress will be assessed with recap questions in lessons as well as a mid and end of topic assessment.

PE

Tactical Awareness - students will be challenged to further enhance their understanding of how to be more tactically aware within their curriculum based activities. Boys' groups will follow a similar path to their Year 8 peers, with additional focus being on developing tactical awareness within rugby and will be provided with opportunities to improve their leadership skills through their Outdoor Education lessons. Girls' groups will also begin the term with focus on netball and will twin this with focus on badminton, where they will continue to develop their abilities within a net and wall environment.

After the October half term, boys' groups will complete their scheme of work for rugby before moving on to learning how to be more tactically aware in football, while girls will look to develop their choreography skills in dance with the objective of developing leadership skills to be effective in this particular role and continuing their focus on netball.



FOOD PREPARATION & NUTRITION

This term students will explore macro-nutrients in more detail and understand the characteristics that carbohydrates, protein and fat play in our diet. They will look at, in depth, the provenance of our food and how our choices affect the food we eat, this will include an understanding of allergies.

Practical opportunities will reinforce food hygiene and develop many cooking techniques. Students will be gradually introduced to a wide range of kitchen equipment including electrical appliances. They will create dishes suitable for different meal times that are predominantly savoury, this will include curry, bolognese and using fish.

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, Nationalism and the catalyst of the events that took place in Sarajevo in June 1914.



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.

During the second half of the Autumn term we will be learning about looking after ourselves. We will have lessons about body image, social media and how mental health and physical health impact each other. 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

The 39 Steps and *Our Day Out*

Year 9 Drama students will be looking at the play 'The 39 Steps' to introduce written analysis of a play. Characterisation & theatrical skills, comedy and comic timing, duologues and interpretation of character will be a key focus. Technical theatre skills of set and lighting will be incorporated alongside the text based extracts from the plays. Through this students will learn about the practitioner Bertolt Brecht's theatre techniques and style. They will learn about non-naturalistic theatre and study drama devices to create devised and text based performances. Devising original drama work and studying plays across a range of genres is a key focus of the Year 9 drama curriculum.

Written work is an integral part of the drama course and students will be expected to keep a drama log book of the work they undertake including live theatre performances.

Students will receive one hour a week for lessons throughout the year and homework is set once every 3 weeks. A Key Stage 3 Drama Club will be taking place once a week.

Auditions will also take place in September for The Academy Musical.

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

In the Autumn term students will be exploring Variations and ways to develop musical ideas. Students will be learning and applying knowledge of musical devices such as pitch, dynamics and rhythm. They 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 and flute.



COMPUTER SCIENCE

Year 9 will be looking at the theory topics of networks, linking this to the different ethical, cultural, environmental and legal issues involving computing.

Students will look at the reasons for networking and the different types of networks and the advantages and disadvantages of these different networks. They will look at the Internet as a network and the theory behind how we view web pages and the growing trend of cloud computing and cloud storage. This is a particularly relevant topic after Covid-19 and the move to online working and collaboration and storage of data.

The Internet and cloud computing leads to discussion of the moral and ethical issues that the online world can bring, such as privacy of data and the sharing and security of data which is a very modern concern for companies and people. Students then look at other ethical and cultural issues affecting our society such as censorship and surveillance and the issues that affect them as young adults such as the use of social media and technology: the positives and also the potential risks that this can bring. Students look at the risk of data leaks and the legal implications around computing such as the Data Protection Act and the Computer Misuse Act and the environmental concerns that come with the increased demand and use of technology in society.



ART

Year 9 students will be exploring the theme **Structures**. Students will be researching artists such as; Theo Jansen, Henry Moore, Anish Kapoor and Giacomo Costa. Students will develop observational drawings exploring shape and form, experiment with materials, techniques and processes and make an outcome that relates to the theme. Students will explore 3D materials, techniques and processes. The project will focus on the formal elements of shape, form and scale as well as the key words; Architecture, Construct, Structure and Juxtaposition 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 developing drawing and recording skills using both retrieval and flipped knowledge and revision strategies using flashcards and self quizzing. 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 as well as utilise the specialist equipment and support to complete home learning. 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	Flipped learning at start of term Sparx Reader every week	Online	Online - percentage of accuracy given
Maths	30 mins per week	Activities based on knowledge they have learned over the last week and term.	Online resources set through Sparx.	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	Retrieval activities based on the knowledge organiser. Flipped learning in the form of independent research. 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 Class charts.	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 & 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 Class Charts. Speaking exam preparation may be started in lessons and completed on Google Classroom.	Vocabulary and grammar will be tested each week in lessons.
Art	1 hour per home learning, 3 hours total a term.	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the project theme. Revision strategies will be included in home learning to support assessments.	To be completed on paper and work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, stamped and praise points awarded.
Ethics	To prepare for mid and end cycle assessments	Learning key terms and key facts.	Revision materials and instructions on whole year Google Classroom including Knowledge Organiser. Evidence of revision in HL books or made resources such as mind maps. Will be announced on Classcharts.	Self marking Google quizzes and checking HL book for evidence of revision.
Drama	25 mins every two weeks	keywords, research, line learning, reviewing performances character work, technical and design planning	Complete on Google classroom and Word Wall Work will be set on Class Charts & GC	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 Class	Teacher/self/peer assessment, self marking wordwall quizzes, google quizzes

			Charts	
Food	15 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.