



**PAIGNTON ACADEMY**  
Believe and Achieve



Welcome back to all of our Year 9 pupils. This is a very busy and important term for our pupils. 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 15th.

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 pupils.

**Mr Willcocks**  
Assistant Principal

### IMPORTANT DATES

2024	
17th January	Y9 Exams
23rd / 24th January	Careers Day
8th February	Y9 Parents' Evening
12th - 16th February	Half Term
20th, 21st, 22nd March	Academy Show
28th March	Last day of term
15th April	First day of term

## CURRICULUM NEWSLETTER - SPRING TERM 2024

### YEAR 9

#### ENGLISH

Year 9 will have eight lessons a fortnight during which they will complete three different learning activities.

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, pupils will need to build an argument using 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 pupils should be independent writers.

Finally, pupils 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 A.

#### MATHS

Pupils 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, pupils 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 pupil. This will then be followed by the topics of angles, trigonometry, and equations.

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

#### SCIENCE

Pupils are continuing with the Key stage 3 to Key Stage 4 transition year where they will be adding to existing core knowledge. This term will begin with an internal PPE (Pre-public exam) focussing on biology and these results will be communicated to parents, to assist the pupils in achieving their best. The focus for this term is Physics and will focus on two physics modules - P5 Radiation and P6 Matter. Throughout this term, we will continue to develop the pupils' core skills including practical skills and scientific literacy.



#### LEAP PROGRAMME

After the successful launch of the LEAP programme last term, pupils 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, pupils 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)

Pupils 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 pupils. There is a Home Learning Breakfast Club from 8am each morning to support pupils.

## FRENCH

This term, the pupils continue their studies on the topic of *holidays*. This starts of course with the key event of PPEs. This PPE will consist of both reading questions and a written essay. The essay shall be prepared in advance, during the lessons and the pupils will be given the opportunity to go away and learn that in preparation for the exam. After completing their PPEs, there will be a fantastic opportunity to discuss the viability of choosing French at Parents' Evening which I hope very much you shall be able to support.

After the PPEs, the pupils shall learn about how to book a hotel room and also how to communicate a problem with their accommodation.

To support them with this, the pupils shall have their knowledge organiser online, from which they will need to complete a weekly homework. There will be a vocab check once per week to check their understanding and progress.



### 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. Pupils 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

Year 9 begins the Spring term studying the challenges of resource management. Transferable skills from Year 7 and 8 such as map skills, debate, analysis, and extended writing help pupils to identify and understand why there is a huge pressure on the three most important resources to the human race - water, food and energy. Pupils 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 compared to renewable energy with reference to case studies. In a world where the climate is changing and civil unrest in other regions of the world have impacted our cost of living, resource management is a highly relevant and important topic for our pupils to understand.

## HISTORY

We will start our studies of *Post-World War One*, identifying the tension that builds up in Europe for the eruption of *World War Two*. We will also look at the rise of the Nazis in Germany and life in Germany under their rule, as well as 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. Our studies will once again see us consider the experience of the everyday Briton on the home-front as well as the occupation of Europe.



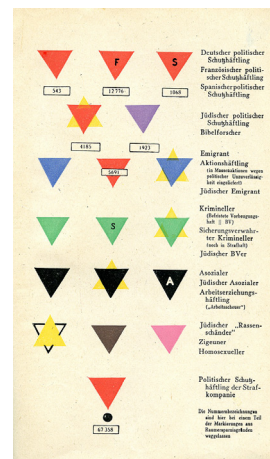
## ETHICS

Year 9 are continuing their introduction to Ethical Studies through examining the Holocaust and the events leading up to this tragedy. Following this module, pupils 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. Pupils will be given all the material needed for revision to ensure they can enjoy Ethics success.

## SPORTS STUDIES

Throughout the Spring term, Year 9 will be focusing on evaluating their own health by discussing "Are you healthy? Could you improve your overall health?" in order to enhance their understanding of how to develop in this focus area. Learners will see their practical sequences of learning follow a similar pattern to their Year 7 and 8 peers, as pupils will also be challenged to continue to develop their Motor Competency within sports like Football and Basketball, as well as developing knowledge of the Rules, tactics and strategies that performers need to develop to be successful within Table Tennis. Additionally, pupils will also progress to Health-Related Fitness where they will focus on learning about how to measure exertion and heart rate, while also carrying on their development of problem solving within their outdoor education sequence of learning. Their development within these sporting areas will focus on moving on from their Year 7 and 8 consolidation to more complex skill development, as well as developing greater awareness of tactics and strategies within these sports.

As per our Year 7 and 8 cohorts, the PE team will also place greater emphasis on encouraging our Year 8 pupils to attend our extra-curricular provision in an attempt to allow pupils to continue to develop their physical literacy in more competitive scenarios, and enhance their love of learning for these and develop ambition which are our PE core values focus for this term.



## PSHE

Year 9 will start the term focusing on the core theme of *Living in the Wider World*. They will have careers lessons thinking about future aspirations and how to manage their online brand ready for the future. We will also focus on rights in employment for working now and in the future.

The second half of the term sees our pupils focus on the core theme of *relationships* with a particular focus on family types and maintaining a healthy relationship with those at home.

We will also be learning about the dangers of using the online world and how we can keep ourselves safe whilst using the internet.

The end of the Spring term sees us learn about dangers of sexually transmitted infections, lessons on consent and a lesson on AIDS and HIV.



## DRAMA

Year 9 Drama pupils will be studying the Drama practitioners Bertolt Brecht and Steven Berkoff. They will study the techniques and apply these to devised theatre performances throughout the topic. Written work is an integral part of the drama course and pupils will be expected to keep a drama logbook of the work they undertake including live theatre performances.

Pupils 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. On Tuesday 19th March 2024, pupils will be going to watch the touring production of the GCSE set play 'Blood Brothers' at The Princess Theatre in Torquay.

The Academy musical 'Matilda Jr' will be taking place from the 20th -22nd March 2024 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 PUPILS ARE EXPECTED TO BRING THIS TO LESSONS EACH WEEK.

## MUSIC

In spring, Year 9 will explore the various meanings of the term 'bass' before looking at the Bass Clef and the names of the notes in the lines, spaces and ledger lines on the Bass Stave. Bass Line Riffs, as short, memorable, repeated Bass Line Patterns are explored as pupils realise and perform some famous Bass Line Riffs from Bass Clef Notation from the genres of Rap and/or Hip-Hop. Pupils then perform walking bass line patterns in the genres of Jazz, Blues, Rhythm and Blues and Rock and Roll, constructing a walking bass line using Chords I, IV and V using notes of the chords (root, third and fifth) and 'extra' Passing Notes.

After half term, pupils 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. Pupils begin by studying the historical context of sound for film and the silent movie era. They will perform leitmotifs and study 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 famous themes such as James Bond.

Finally, pupils 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.

## ART

**Identity** - Year 9 pupils will be exploring the theme 'Identity' and how the 'value' of art impacts our social and cultural attitudes. Pupils will be researching artists such as; Frida Kahlo, Glenn Ligon and Kervin Brisseaux. They will develop observational drawings exploring proportion, tone and colour, and experiment and make an outcome that relates to the theme. Pupils will explore 2D materials, techniques and processes. The project will focus on the formal elements of proportion, colour, shape, line and form as well as the key words; *Identity, Mixed Media, Proportion* and *Portrait* which will enable pupils to understand how to embed these fundamental skills and techniques.

During the project pupils 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 pupils to progress.

Home learning consists of developing drawing and recording skills using both retrieval and flipped knowledge and revision strategies using brain dumps and self quizzing.

KS3 Art Club gives pupils 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 pupils to have basic art equipment at home to help complete home learning and encourage independent exploration.

## COMPUTER SCIENCE

### PYTHON - SEQUENCE, SELECTION AND ITERATION

Pupils recap and develop the Python programming constructs developed through Years 7 and 8 where they gained an understanding of sequence, selection and iteration in isolation.

Pupils will further embed their 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.

Year 9 will also look at other core programming skills such as the use of lists and arrays, string manipulation skills, such as converting text to upper and lower-case and finding the number of characters in a given word or sentence and the use of functions and procedures. These are all key programming skills that are part of the GCSE specification, and pupils will begin to demonstrate an understanding of how these skills work, and be able to create coded solutions using these skills.

Finally they will progress from using these skills in isolation to decomposing complex problems, using a combination of these skills to create working coding solutions. Within this we begin to develop pupils' independence to enable them to problem solve on their own.

### CONTACT INFORMATION

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## Home Learning – Year 9 Spring Term

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	30 mins per week	Sparx Reader - students will read for at least 30 minutes per week Research task linked to SOW set at the beginning of the term	Sparx website	Students must accrue a certain number of points each week
Maths	30 mins per week	Retrieval: Pupils will recall work completed that week, plus other work in the year in consolidations tasks Flipped learning: Pupils will build on, extend work currently completed. This will feed into 'insights' given back to the teacher to feed into starter tasks.	Sparx website	On the website
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: Complete on paper or shared as a Google doc / emailed to class teacher. Set on Class charts.	Through 5 a day, visual checks and questioning.
History	20/30 Minutes per fortnight (Set on Week B due on Week B)	Research tasks to find out about events happening during the same time period but elsewhere in the world. Retrieval to make connections to in class work.	Complete on paper / HW booklet. Template posted on Class Charts.	Homework handed in, checked & praise points awarded.

French/Spanish	20 minutes per week	Vocab learning based on a particular section of their Knowledge Organiser	Knowledge of learned vocab assessed in class	Corrected in class and PP added during the week
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	30 minutes per half term	Seneca Learning	Class teacher	Through the Seneca platform
Drama	25 mins per homework	Every 3 weeks Retrieval: Students to complete activities based topics they have already learnt. Flipped Learning: Students to research new information for the next lessons and watch video examples	To be completed via Word Wall , google forms & Google Classroom	Self marking via google forms or word wall. Praise points awarded
Music	30 mins per 6 weeks (2x 15 mins per 6 weeks)	Google Form with retrieval listening activity for current topic, and flipped learning research activity for future topic.	Set on ClassCharts, completed on Google Forms	Marked on Google Forms
Food	20 mins per week	Pupils complete activities/worksheets based on topics learnt in class that week. Flipped learning: Pupils will research new information for the upcoming lesson to build on in class.	ClassCharts	Collected and marked by class teacher. Praise Points awarded
Computer Science	20/30 Minutes per fortnight (Set on Week A due on Week A)	Retrieval practice to define key terminology and showcasing understanding of key programming skills.	Completed on Google classroom or on paper.	Homework handed in, checked & praise points awarded.