



# Welcome to Year 9 Information Evening

Mr B Willerton

Head of Year 9

~

Mrs S Kelly

Assistant Headteacher/Line Manager for Year 9



# Agenda

## Key Messages

- Attendance/Punctuality
- Assessments
- Supporting your child at home
- Subject specific advice
- Year 9 Options – Mrs Kelly
- Dates for your diary



# Attendance at St Damian's


Good Attendance is 97% +  
100% Attendance = NEVER ABSENT

The best chance of high GCSE grades & maximum progress

95% Attendance = 10 days absence  
A fair chance of GCSE grades 5-9

90% Attendance = 19 days absence  
Less than 50% chance of GCSE grades 5-9

High **Achievers** show high levels of resilience



# Attendance is the clearest indicator of outcomes



2023-24

- ❖ Progress 8 score was **+0.29**
- ❖ Progress 8 score for pupils with greater than 95% attendance was **+0.63**
- ❖ Progress 8 score for pupils with less than 90% attendance was **-0.47**

**High Achievers show high levels of resilience**



# Attendance is the clearest indicator of outcomes

2023-24

- ❖ Grade 4+ in English & Maths for all pupils was 80.5% (National Average 65%)
- ❖ Grade 4+ in English & Maths for pupils with an attendance greater than 95% was 91%
- ❖ Grade 4+ in English & Maths for pupils with an attendance less than 90% was 51%

**High Achievers show high levels of resilience**



# Assessments for Year 9

Subjects regularly assess throughout the year. In addition to the ongoing assessment, there are two formal assessment points in Year 9. **Each of these assessment points will be reported home.**

## **Examination Week**

These examinations are based in the main hall and invigilated. An exam timetable will be given.

Start 13<sup>th</sup> January

## **Classroom based Summative Assessments**

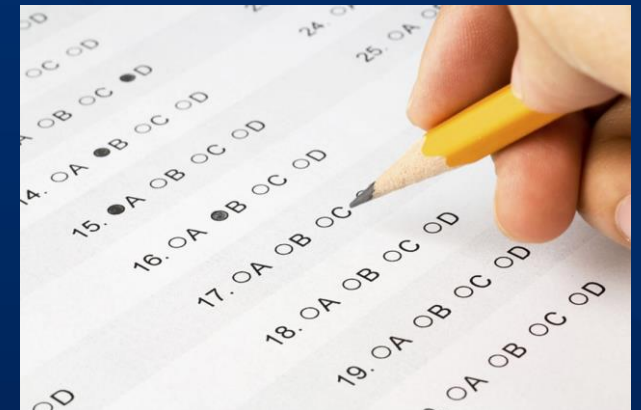
These assessments based within the classroom and supervised by the class teacher.

Start 9<sup>th</sup> June



# What will my child be assessed on?

The most recent topics they are learning in lessons. However, up to 25% of the assessment will be topics that they have learnt previously (including year 7). This is to help prepare the pupils for the linear assessments that take place in Year 11.



# What happens following an assessment?



We report the assessment scores (and class averages) back to you. Intervention may be provided by subject teachers / HoY. On occasion a pupil may move up or down sets.

One bad test score will not result in a pupil being moved down - we can all have a bad day.



# Where to find the Curriculum Snapshots



[www.stdamians.co.uk](http://www.stdamians.co.uk) > [Curriculum](#) > [Curriculum Snapshots](#)

The screenshot shows the website's navigation bar with the following items: Home, General Information, Parental Information, Catholic Life, Personal Development, Safeguarding, Students, and Curriculum. The 'Curriculum' item is selected, and a dropdown menu is open, listing: Subjects, Cultural Capital, Curriculum Snapshots, Literacy, Progress 8 Information, Pupil Premium, SEND Provision, Year 9 Options, and Extra Curricular. The main content area features the heading 'St Damian's R.C. Science C...' and a 'Welcome' section with a message from the Headteacher.

Home General Information Parental Information Catholic Life Personal Development Safeguarding Students Curriculum

## St Damian's R.C. Science C

### Welcome

As the Headteacher of St Damian's I warmly welcome you to the St Damian's website which is a very useful and full of important information. It is both an honour and a privilege to be teaching in such a proud Catholic school. I am truly blessed to have an amazing staff who work tirelessly for your children so that they are given every opportunity to fulfil their true potential. This is at the heart of our Mission. Our staff are supported by very able governors, led by Mrs L Dean, who has a long association with the school. The governors, like my great staff, work tirelessly behind the scenes to make St Damian's the special place that it is.

There is a simple reason why I call St Damian's 'special'. That is down to the seamless relationships between the pupils and the staff. We pride ourselves on excellent relationships, where we work together to form a loving and caring Community, based on clear boundaries, accepted values and high expectations. Our parents overwhelmingly support the school and indeed we are very heavily over-subscribed, reflecting the confidence of the parents and the wider community.


Subjects  
Cultural Capital  
Curriculum Snapshots  
Literacy  
Progress 8 Information  
Pupil Premium  
SEND Provision  
Year 9 Options  
Extra Curricular

# Curriculum Snapshots



This is what your child will be learning this half term.

The Snapshots are saved on the website and will also pop up when you click onto the curriculum section of the website. More detail is available through our Curriculum Overviews.

KS3 Curriculum Snapshot 			
These are the topics that our pupils will be studying this half term in their KS3 lessons			
Autumn Term 1			
	Year 7	Year 8	Year 9
<b>Art</b>	The formal elements of Art and Abstract Art	Cubism	Pop Art
<b>Computing</b>	Clear Messaging in Digital Media	Vector Graphics	Python Programming with sequences of data
<b>Drama</b>	Basic Skills	MacBeth	Soap Opera Drama
<b>English</b>	Greek Myths and Childhood Experience	Travel Writing	Dystopian Fiction
<b>Geography</b>	Continents and oceans of the world	Coastal landforms	Food insecurity
<b>History</b>	Growth of the Roman Empire	The Industrial Revolution	The causes of WW2
<b>Maths</b>	Sequences, Algebra and equivalence	Proportional Reasoning	Reasoning with Algebra
<b>Music</b>	Musical Rudiments	Film Music	Blues Music
<b>PE</b>	Assessments: games, gymnastics, HRE and Athletics	Games and Small sided game play	Invasion games and net/wall game play
<b>PSHE</b>	Healthy Relationships	Respect	Careers and National Government
<b>RE</b>	Creation and Covenant	The Nature of God	Morality and Ethics
<b>Science</b>	Cells, tissues and Organs	Acids and Alkalis. Food and Nutrition	Genetics and Evolution. Reactivity
<b>Spanish</b>	Introducing yourself	Describing my house	Describing what I eat and my diet and tenses
<b>Technology-Design and Technology</b>	Electrical components	Culture and religion inspired design	Manufacturing/user-centred design
<b>Technology-Cooking and Nutrition</b>	Principles of nutrition	Diet related diseases	Food safety



"Let the questions be the curriculum" Socrates

Knowledge & Understanding			Literacy Skills	Assessment	Homework/ Independent Learning
Composites	Components	Formal Retrieval if any			
HT1	Food insecurity	<ul style="list-style-type: none"> <li>Understand the importance of food</li> <li>Explain reasons why some countries around the world have a lack of food</li> <li>Indicate how development affects access to food</li> <li>Explain the impact of a lack of food globally</li> </ul>	Literacy Skills and KEY vocab Imported Food miles Malnutrition Poverty Irrigation Fertiliser Pesticide Famine	What is being assessed? End of topic low stakes quiz to be completed at the end of the topic.	Half termly topic homework sheet with the following tasks: <ol style="list-style-type: none"> <li>Spelling and definition revision for in class test.</li> <li>Write a letter to your MP.</li> <li>Read the news article and answer questions.</li> </ol>
	Overcoming food insecurity	<ul style="list-style-type: none"> <li>Explain how the green and gene revolution has helped to reduce food insecurity</li> <li>Issues with food wastage</li> <li>Strategies to reduce food waste</li> </ul>			

Mrs L Spencer  
Subject Leader  
The Geography Department  
Mr C Stoneley

Key Questions: "Why is food an essential resource?" "Is it possible to overcome food insecurity globally?"

HT2	Tectonic hazards	<ul style="list-style-type: none"> <li>Map skills to describe the distribution of tectonic hazards</li> <li>The structure of the earth</li> <li>Describe the movement at plate margins</li> <li>Explain convection currents in the mantle</li> <li>Explain the effects of tectonic hazards</li> <li>Reducing the effects of tectonic hazards</li> </ul>	<ul style="list-style-type: none"> <li>Map skills YR7</li> <li>Mountain formation YR7</li> <li>Extreme weather YR8</li> </ul>	Constructive Destructive Collision Conservative Subduction Magma Mantle Core Crust Hazard	End of topic low stakes quiz to be completed at the end of the topic.	Half termly topic homework sheet with the following tasks: <ol style="list-style-type: none"> <li>Spelling and definition revision for in class test.</li> <li>Research a tectonic</li> </ol>
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# Standards Checkpoint



## Information for Parents/Carers

This is a quick snapshot of how your child has started the year at St Damian's in terms of trying their best with classwork and homework and their behavior in lessons.

- Are the gradings mainly 'Always' or 'Often'? Please praise your child if they are - it means they are meeting our standards.
- Are any subjects graded as 'Sometimes' or 'Rarely'? If there are, please discuss this with your child. What are the reasons for this? What can your child do to improve? How can you support them?



**St Damian's RC Science College**  
*In omnibus Fidelis – in all things faithful*

**Year 8 Autumn Term – Standards Checkpoint**

Chosen Name Surname 8HJL

Possible Attendance [half days]	28	Unauthorised Absence [half days]	1	Achievement Points	150
Percentage Attendance	96.4%	Authorised Absence [half days]	0	Behaviour Points	30
Total Number of Lates	2				

Subject	Tries their best in lessons	Tries their best on homework/independent learning	Behaves well in class
RE	Always	Always	Always
English	Often	Sometimes	Often
Mathematics	Always	Always	Always
Science	Sometimes	Rarely	Sometimes
Art & Design	Often	Often	Often
Computing	Always	Always	Often
Drama	Often	Always	Often
Geography	Always	Always	Always
History	Always	Always	Always
Music	Always	Always	Always
PE	Often	Always	Sometimes
Spanish	Always	Always	Often
Technology	Rarely	Rarely	Rarely

Tries their best in lessons, tries their best on homework/independent learning and behaves well in class uses the following scale.

Always
Often
Sometimes
Rarely

# Progress Checks and Reports



- 2 Progress checks
- 1 standards checkpoint

Possible Attendance [half days]		260	Unauthorised Absence [half days]		1	Achievement Points	1190
Percentage Attendance		95.4%	Authorised Absence [half days]		11	Behaviour Points	270
Subject	Assessment Outcome %	Class Average %	Tries their best in lessons	Tries their best on homework/independent learning	Behaves well in class	To improve I need to	
RE	29%	52%	Sometimes	Always	Often	Ensure that all answers to the 'explain' questions are fully developed.	
English	60%	67%	Always	Often	Always	Successfully convey a range of appropriate ideas to the reader.	
Mathematics	55%	73%	Often	Often	Often	Revisit the addition and subtraction law for indices and be able to apply these to problem solving questions.	
Science	18%	40%	Often	Often	Often	Explain how the combustion of fossil fuels can cause acid rain.	
Art & Design	n/a	n/a	Often	Often	Often	Apologies, due to staffing issues we are currently unable to report on this subject at this time.	
Computing	67%	64%	Often	Sometimes	Often	Be able to combine different programming constructs to write a basic program.	
Drama	85%	80%	Always	Always	Always	Work on confidence. This will come from recognising that you can do the work and showing progress through assessment and performance. Taking your time and not rushing will also help you improve with this.	
Geography	31%	38%	Rarely	Sometimes	Sometimes	Revise independently to secure previous learning and understanding.	
History	65%	65%	Often	Often	Often	Give a range of short and long term reasons for an event in Stuart times.	
Music	65%	76%	Often	Often	Often	Work on accuracy. This involves ensuring that I perform using the correct notes and rhythms, which can be improved by practicing the more difficult parts at a slower speed.	

# How to support your child at home





# Homework and Revision

## Why?

- Commitment to learning
- Develop independent skills
- Practice and embed learning
- Independent study is linked to higher attainment

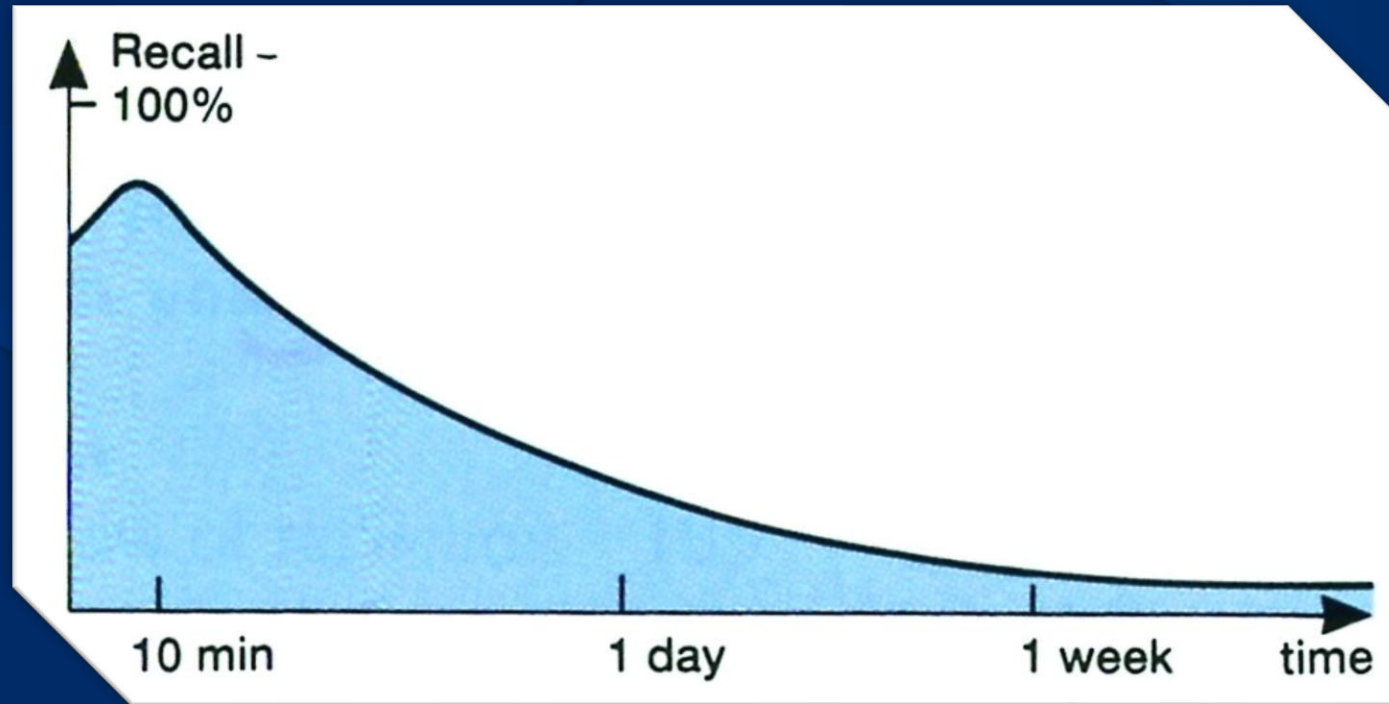
## What if your child says they have not been set any?

- Read a book
- Go over notes from lessons that day/week
- Make sure any incomplete work is finished
- Subject specific advice – shared shortly

# How often should you revise?



Look at the graph below:



It shows how much your brain can recall later.

It rises for about 10 minutes ..and then falls.

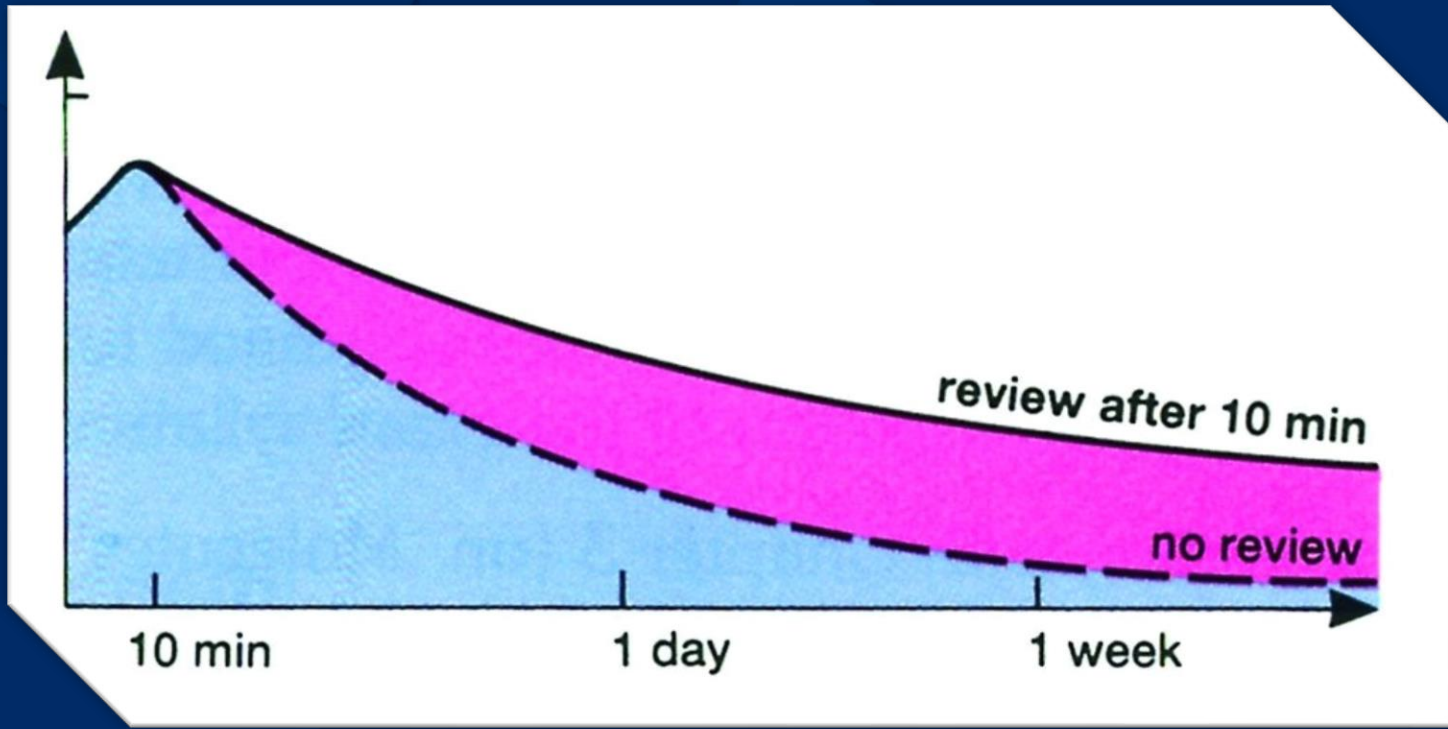




# However,

If you quickly re-revise after 10 minutes, then it falls more slowly! This is good.

Analyse the new graph:



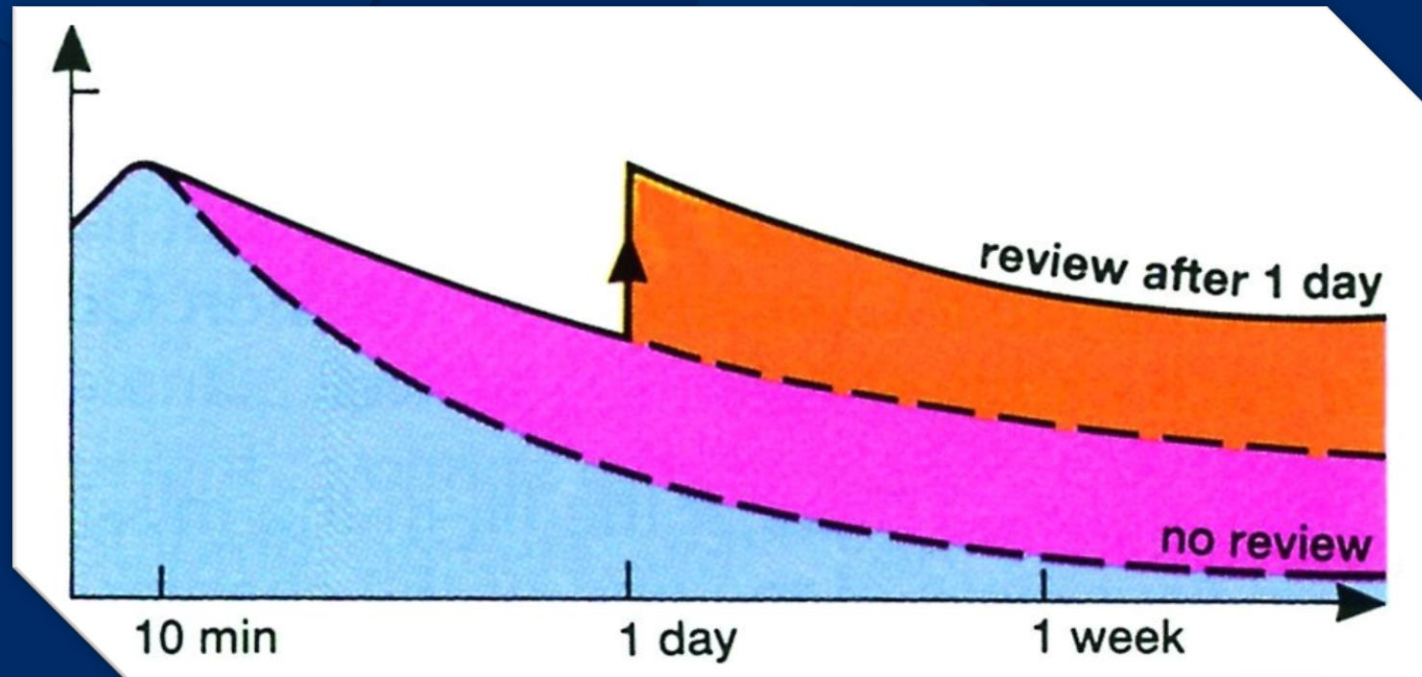


# Even better,

If you quickly re-revise again,  
after 1 day, this will be form time.

Then it falls even more slowly! **Good !**

Analyse the new graph:

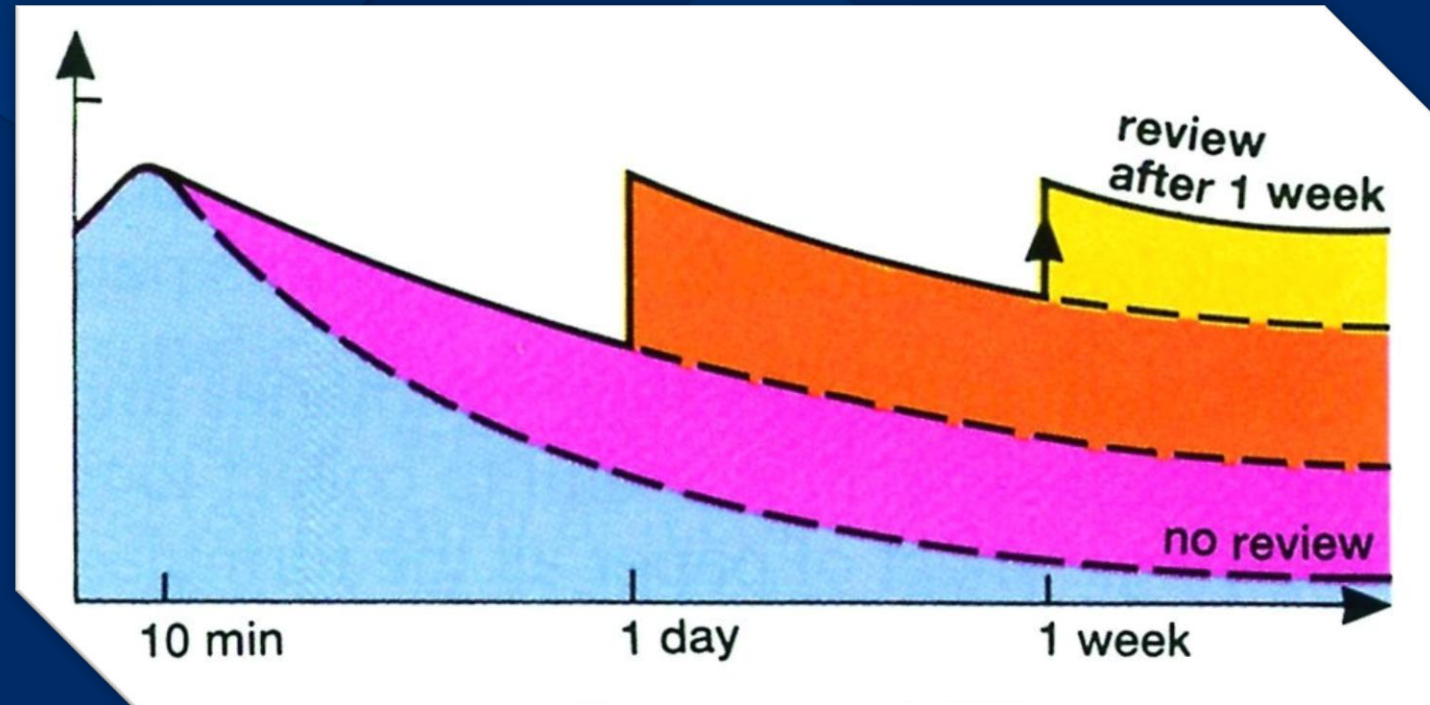




# And even better still,

if you quickly re-revise again, after 1 week,  
then it falls even more slowly! **Great!**

Analyse the new graph:



# The Forgetting Curve

What is the normal forgetting curve?

The forgetting curve: Ebbinghaus discovered that forgetting occurs at a rapid rate soon after learning, with the majority of forgetting occurring within the first few days.

However, after this initial drop in the recall, forgetting continues at a slower rate over time.

30 Mar 2023



TalentCards

<https://www.talentcards.com> › [blog](#) › [ebbinghaus-forget...](#)

## What is the Ebbinghaus forgetting curve? A Complete Guide

# Good homework routines at home



- ✓ **Get your child to plan their evening**
- ✓ Try to **do homework on the night they get it** whilst the instructions are fresh in their mind & to avoid building up a back log
- ✓ It allows them to ask the teacher for help if they do not understand it & to meet the deadline

## A few advisable 'ground rules'

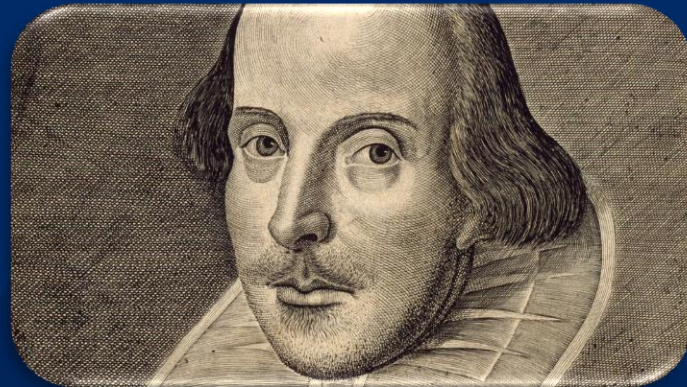
- **No need for social media during homework time, leave the phone / laptop / iPad downstairs - It is too much of a distraction**
- **If Internet access is required for homework, work downstairs during homework time**
- **If homework is finished, take an interest and ask them to show you what they have done**
- **Opportunity for positive feedback and dialogue with your child.**



Subject specific advice



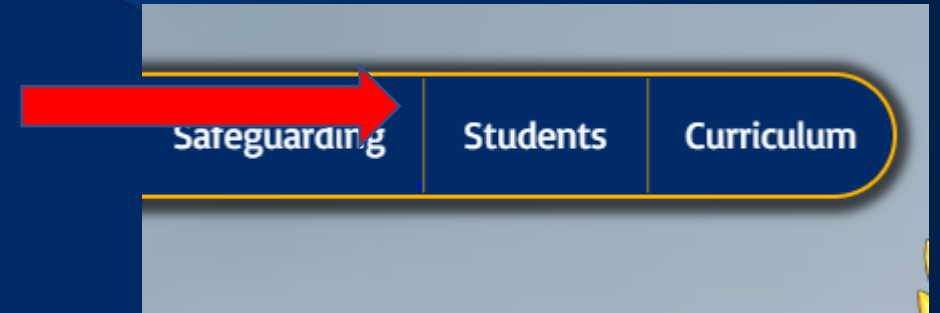
# Literacy & English





# SORA – Our school Digital Library

1. Go to the 'Students' tab on our school website



2. Select 'library' from the drop-down menu

3. That brings you to this icon



**Click and then use your usual username and password**





# SORA – Home Page



Search  

## Explore

Secondary Ebooks NOW 

Ebooks

Audiobooks

Magazines


Collections  

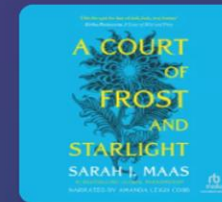
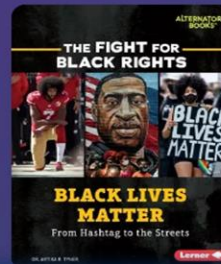
 Filters

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# SORA – The Digital Library



- There are 6000 books available on SORA
- You can borrow them for free – works in the same way as the library
- Reading improves your background knowledge
- It exposes you to new vocabulary
- It increases your reading age
- It helps to build your imagination
- It's the single most important thing that you can do to **increase your intelligence.**

$f(x)$



$\pi$

$(x)$

Mathematics





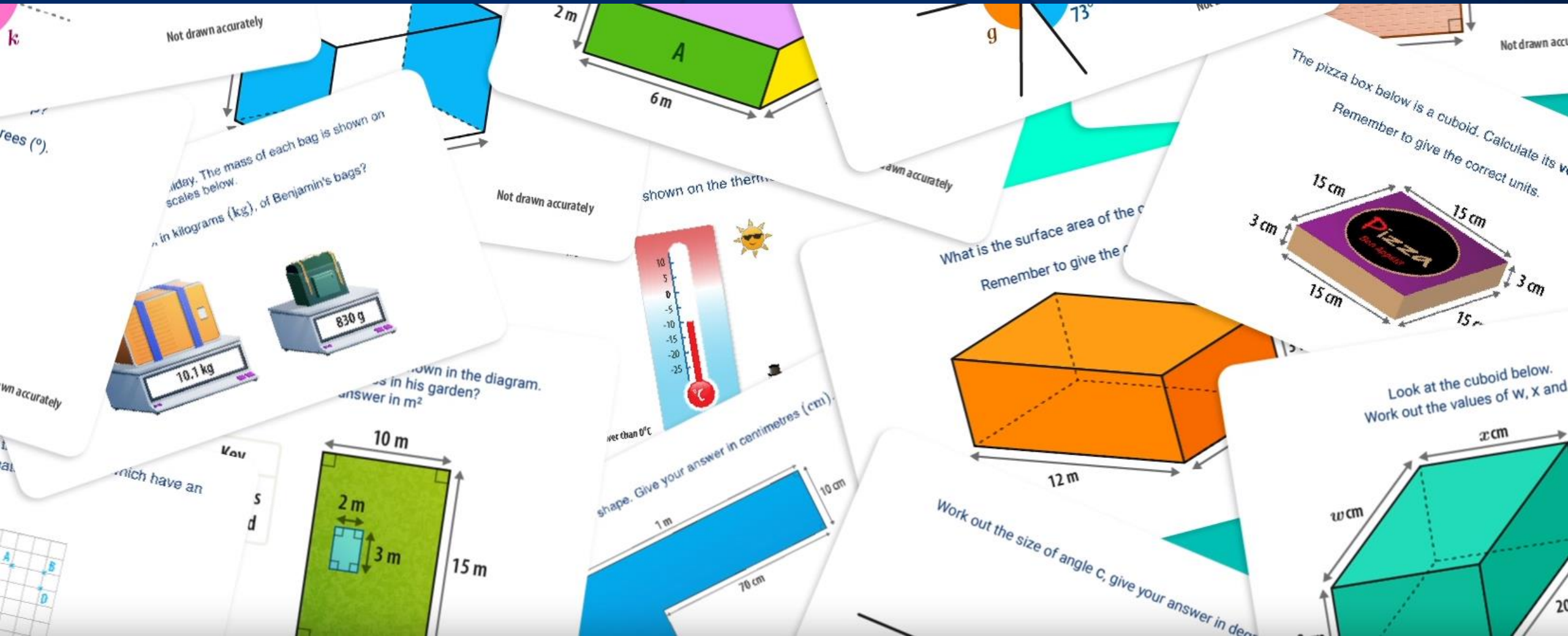
# Sparx Maths



All learners  
complete 100%  
of Homework



# Individually targeted questions specific to your child's needs and ability



# Unique videos to aid completion of compulsory homework



expected 3s =  $\frac{1}{6} \times 72$   
 $= \frac{1 \times 72}{6}$   
 $= 12$       answer: 12 times

exterior angle =  $\frac{360}{5}$   
 $= 72$

Remember units (!)      answer: 72°

Find the largest number in the range that can be made with the number cards

11.5    11.55    11.6    11.65    11.7

11.6473

11.6473 ans

b) Write the fraction as a division  
 Use a calculator to do the division

can be shaded on this grid so that the resulting pattern has 4 lines of rotational symmetry of order 4. Which three squares should be shaded?

For each of the businesses below, work out whether they made a profit or a loss.

In a particular Fibonacci-type sequence, the 4<sup>th</sup> term is 12 and the 7<sup>th</sup> term is 50. Calculate the 1<sup>st</sup> term.

Lily borrows £800 at a compound interest rate of 15% per year. If she pays back her loan after 2 years, how much does she have to pay back?

on one side of a line of symmetry is a mirror image of the part on the other side. The number of lines of symmetry is the number of times that a shape looks the same during a full rotation.

symmetry by adding diagonal lines

on both sides of each

rotational symmetry of order 4?

**Profit** is the money made when a business' **income** is more than its expenditure.  
**Loss** is the money lost when a business' **expenditure** is more than its income.

Business	Jake's Barbers	Abbey Bookshop	Downtown Hair Salon	Smith's Groceries
Income	£206	£180	£140	£80
Expenditure	£230	£64	£212	£210

230 > 206    180 > 64    212 > 140    210 > 80  
 loss    profit    profit    loss

In a Fibonacci-type sequence, after the first two terms, each term is found by adding together the two terms before it

Step 3: Use the consecutive known terms to work backwards to find the 1<sup>st</sup> term

Position	1	2	3	6	7
Value	2	5	7	19	50

3<sup>rd</sup> term = 19 - 12 = 7    2<sup>nd</sup> term = 12 - 7 = 5    1<sup>st</sup> term = 7 - 5 = 2

answer: 2

First year:  
 Find the amount added  
 15% of 800 = 0.15 × 800 = 120

Second year:  
 Find the amount added  
 15% of 920 = 0.15 × 920 = 138

of an island. Each division on the grid represents 1 kilometre (km). Point A and uses the following instructions to find some treasure:  
 walk 7 km north, and finally walk 5 km east to arrive at the treasure. What are the coordinates of the point where the treasure is?

← west    → east

the treasure is

the grid    move west 6  
 1 km    move north ↑ 7  
           move east → 5

coordinates in the form (x, y)    (3, 2) ans

Work out  $(7.3 \times 10^{12}) - (7 \times 10^{12})$   
 Give your answer in standard index form.

Notice that we are subtracting two numbers in standard index form that have the same power of 10

Is the number in standard index form?    No,  $0.3 < 1$

Standard index form:  $a \times 10^n$   
 a is a number between 1 and 10  
 n is a whole number

$(7.3 \times 10^{12}) - (7 \times 10^{12})$   
 $= (7.3 - 7) \times 10^{12}$   
 $= 0.3 \times 10^1 \times 10^{11}$   
 $= 3 \times 10^{11}$

answer:  $3 \times 10^{11}$

Describe the transformation mapping:  
 a) shape P onto shape Q.  
 b) shape P onto shape R.

a) Identify the type of transformation: **reflection**  
 Corresponding vertices of reflected shapes are the same distance away from the line of reflection and are on the opposite side.  
 Find the line of reflection: y=0

b) Identify the type of transformation: **reflection**  
 Find the line of reflection: x=0

answer: a) A reflection in the line y=0.  
 b) A reflection in the line x=0.

Shade the region that represents the universal set.

a) All items in H

The circle labelled H contains the items that are in set H

b) All items not in H

The rectangle contains all items in the universal set

# Evaluated and validated by the



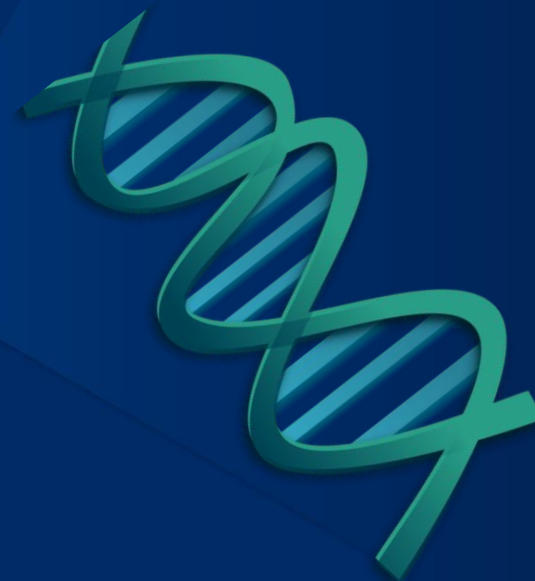
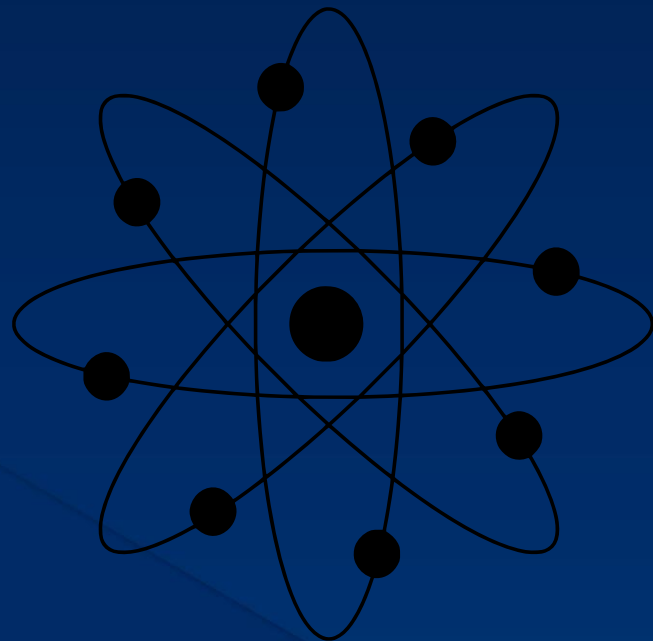
UNIVERSITY OF  
CAMBRIDGE

“Time spent actively working in Sparx is positively and significantly associated with even higher outcomes in maths.”

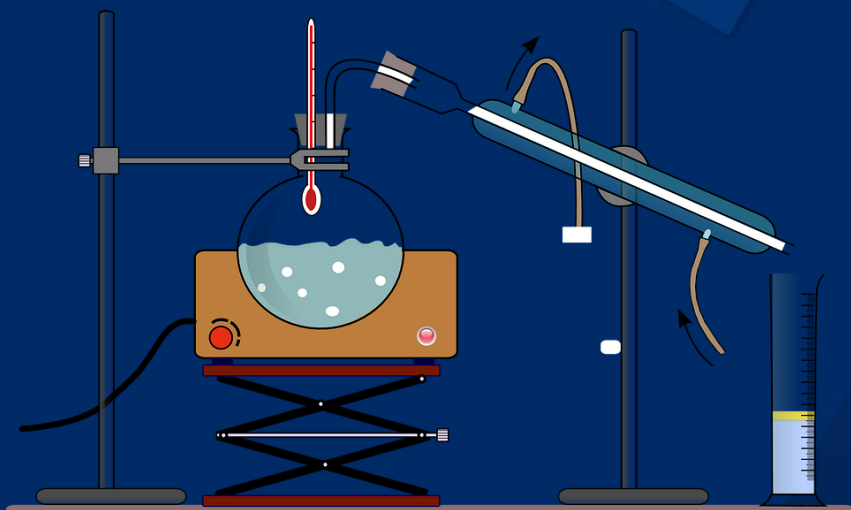




Live demonstration...



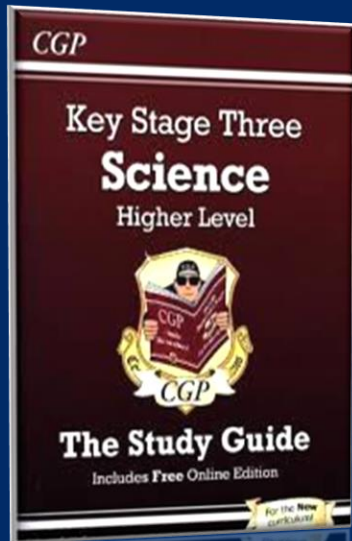
# Science



# Science



- Students will receive a revision booklet prior to their CSA's.
- The revision booklet will contain activities and information which will support your child for their CSA.
- The content in Science is challenging and vast so we ask students to complete independent study every week, which can be reviewing notes or extra reading from a revision guide



**CB9g The water cycle**

Word	Pronunciation	Meaning
desalination		A process that produces fresh drinking water by separating the water from the salts in salty water.
distillation		The process of separating a liquid from a mixture by evaporating the liquid and then condensing it (so that it can be collected).
potable		Suitable for drinking.
water cycle		A sequence of processes by which water moves through abiotic and biotic parts of an ecosystem.

**CB9h The carbon cycle**

Word	Pronunciation	Meaning
biomass		The total mass in living organisms, usually shown as the mass after drying.
carbon cycle		A sequence of processes by which carbon moves from the atmosphere, through living and dead organisms, into sediments and into the atmosphere again.
decay		A process in which complex substances in dead plant and animal biomass are broken down by decomposers into simpler substances.
decomposer		An organism that feeds on dead material, causing decay.
fossil fuel		A fuel formed from the dead remains of organisms over millions of years. i.e. coal, oil and natural gas.

**CB9i The nitrogen cycle**

Word	Pronunciation	Meaning
crop rotation		Where a different crop is planted in the same field

**B9 Question Practice**

1 A student wants to investigate the distribution of daisy plants from under a large tree out into an open field.

a Which is the best method for this investigation?

Tick **one** box.

A randomly placed quadrat samples

B randomly placed pitfall trap samples

C belt transect with quadrat samples at regular intervals

D belt transect with quadrat samples at random intervals

b The student records the light intensity at each sample site. Light intensity is an **abiotic** factor. Identify one other abiotic factor that might affect the distribution of daisies.

Tick **one** box.

A percentage cover of sample area with grass

B soil nitrate content

C trampling by grazing cows

D leaf damage by caterpillars

c The student finds more daisy plants in the open field than under the tree. Explain why there are more daisy plants in the open than under the tree.

Year 9 CSA Assessment Revision Booklet 2024

Name \_\_\_\_\_ Class \_\_\_\_\_

Date of Science assessment: \_\_\_\_\_

Where do I start?

- Complete the revision timetable on the last page.
- Read through your lesson notes in your exercise books to locate information.
- Trial different revision techniques by completing the revision activities inside this booklet (checklist questions, mind maps, word flows, keyword flash cards, summary sheets, knowledge organisers and quizzes).
- Visit the webpages suggested in each section.
- Look back at the revision strategies in previous revision booklets.
- Create new revision resources that help YOU!
- Keep your revision visible and clear in the **back of your book** so you can review and check regularly.
- Bring this revision booklet to lessons.

**Command words**

Describe	Say exactly what you can see (if there is a diagram). Write about 'what' patterns you can see in any data. Identify any changes that you know about or can see if the data provided.
Explain	Use your scientific knowledge or evidence in the question to say 'What' happens, 'Why' it happens and/or 'How' it happens.

**RECAPPING OF PRIOR TOPICS: Physics: Forces and motion**

Weblink for this topic:  
<https://www.bbc.co.uk/bitesize/topics/z46ed2q/articles/zs389df>  
<https://www.bbc.co.uk/bitesize/topics/z46ed2q/articles/zw6qzwb>

**Suggested revision activity:** read through the information on BBC bitesize and complete the online quizzes.

**CGP revision guide pages:** Higher 77-82, Foundation 76-79  
**CGP workbook pages:** Higher 160-169, Foundation 144-151

**Moving things**

**Speed**

To measure how fast something is travelling, you need to measure the distance it travels and the time taken. Units for **speed** are km/h or m/s or mph. The unit for speed depends on the units you have used to measure the distance and the time.

Speed is calculated using the formula:

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

The **mean (average) speed** is the total distance travelled divided by the total time taken. Actual speeds during a journey can be faster or slower than the mean speed.

A car travelling at 50 km/h overtakes one travelling at 30 km/h. The **relative speed** of the faster car compared to the slower car is 20 km/h.

**Distance-time graphs**

A journey can be shown on a **distance-time graph**. This graph shows Kieron's journey to school. The steeper the line on the graph, the faster the object or person is moving.

**Gradients**

The **gradient** of a line on a graph is a measure of how steep the line is. On a distance-time graph, the **gradient** of a line shows the **speed** that the object is moving.



Spanish



# Year 9 MFL



- Access Languagenut regularly each week to complete both class teacher set tasks and independent study. (Pupil logins are stuck in their planners)
- Learn your Vocabulary! The more vocab you know the better your chances of success in all four skills. Use your guided vocabulary revision booklets to support you in lessons and prepare for vocabulary tests.
- Revision guides are available via the school website.



## Year 9 Spanish

### Guided vocabulary revision



HALF TERM 1		HALF TERM 2	
1. ser	to be	1. me gusta(s)	I like
2. soy	I am	2. me me gusta(s)	I like(s) like
3. eres	You are	3. me encanta(n)	I love
4. es	he/she/it is	4. odio	I hate
5. son	They are	5. prefiero	I prefer
6. tener	to have	6. escuchar	to listen
7. tengo	I have	7. escuchar música	to listen to music
8. tienes	You have	8. jugar a los videojuegos	to play videogames
9. tiene	he/she/it has	9. leer	to read
10. tienen	They have	10. navegar por internet	to surf the Internet
11. bien	good	11. hacer deporte	to do sport
12. fatal	awful	12. salir con mis amigos	to go out with my friends
13. año	year	13. ver la televisión	to watch television
14. un/a hermano/a	a brother/sister	14. jueves	Thursday
15. enero	January	15. hace calor	it is hot
17. diciembre	December	16. hace frío	it is cold
18. marzo	March	17. hace sol	it is sunny
19. agosto	August	18. hace buen tiempo	it is nice weather
20. amarillo	yellow	19. llueve	it is raining
21. rojo	red	20. nieva	it is snowing
22. blanco	white	21. a veces	sometimes
23. perro	dog	22. de vez en cuando	from time to time
24. once	eleven	23. nunca	never
25. doce	twelve	24. todos los días	every day
26. catorce	fourteen	25. a menudo	often
27. veinte	twenty	26. hoy	I do
28. treinta	thirty	27. voy	I watch
29. azul	blue	28. domingo	I download
30. cinco	five	29. leo	I read
		30. comparto	I share

HALF TERM 3		HALF TERM 4	
1. estudiar	to study	16. por la mañana	in the morning
2. estudio	I study	17. por la tarde	in the afternoon
3. estudias	We study	18. los viernes	on Friday
4. profesor	teacher	19. mi profesor/a	my teacher
5. largo	then	20. mi profes/a	my ... teacher
6. la asignatura	subject	21. interesante	interesting
7. el inglés	English	22. estricto	strict
8. el dibujo	art	23. raro	strange
9. la tecnología	technology	24. pacífico	peaceful
10. lo tiempo	language	25. los deberes	homework
11. los matemáticas	maths	26. interesante	interesting
12. los ciencias	science	27. aburrido	boring
13. los idiomas	languages	28. fácil	easy
14. la geografía	geography	29. difícil	difficult
15. la educación física	PE	30. útil	useful



# Languagenut



# History



# Year 9 History



- In this course we study
- What caused World War 2- additional learning at home could be World War Two in colour on Netflix
- The key events of World War Two- BBC additional learning- any amount of film on Dunkirk/ The Battle of Britain and D Day
- Churchill- additional background is a wealth of material on BBC bitesize revision
- Post War Britain- to develop learning try Youtube "Andrew Marr's History of Modern Britain"





# Geography





# How can I be successful in Geography?

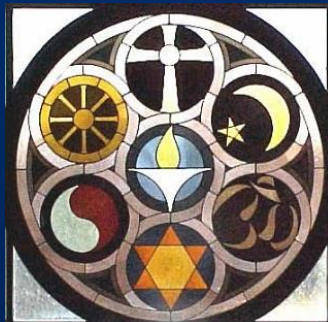


- Use the revision checklists and knowledge organisers provided by your class teacher to revise each topic. These are available on Microsoft Teams.
- Knowledge organisers and revision checklists will be provided to pupils each half term in preparation for end of topic assessments.
- Ensure that the tasks on the yellow homework sheet are completed to the best of your ability and handed in on time.
- Revise using useful strategies such as flashcards and mind maps.
- Use videos available on YouTube e.g. Mrs Geography to support revision.





# Religious Education



# Year 9 – Religious Education



- Core Subject – **EVERY** student takes it as a **FULL GCSE**
- Support from parents is important – This an EXTRA GCSE that other schools don't have.
- Support with homework could be...
- Discussing the moral dilemmas with your child
- Giving alternative opinions – this can help with evaluation
- Reading and discussing the news with your child and seeing both sides
- Upgrade your teenage arguments! - Helping them to support their opinions “what evidence do you have for your view point”
- Day trip to the Jewish Museum in Cheetham Hill

## **LOOKING AHEAD...**

- At GCSE there are 3 Papers – Component 1 - 1.5 hrs, Component 2 – 1.5hrs and Judaism – 1hr.
- EXAM BOARD IS EDUQAS – ROUTE B – with JUDAISM





**Mrs S Kelly**

Assistant Headteacher - Line Manager for Year 9

# Options 2025



# Our main aim





# Our Curriculum Offer

## CORE

**All pupils have to take these subjects**

## Options Subjects

Pupils have some choice on what to choose

# February/March



Event
Options Launch Assembly Geography/History
Hospitality and Catering/Food/Construction/ Computer Science
<b>TASTER LESSONS</b>
Music/Drama/Art
Separate Sciences
Sport/ GCSE Physical Education/Child Development
<b>OPTIONS EVENING</b>
<b>Options Deadline</b>



# Options Evening (date TBC- Likely end of March)



Parents and pupils are invited into school. There will be:

- a short presentation
- a personalised recommendation for each pupil
- an information booklet and subject specific information
- a marketplace – this will provide an opportunity to look at pupils' work and speak to pupils and Subject Leaders
- an opportunity for some people to meet privately with:
  - Careers Advisors
  - SENDCO
  - HoY
  - Curriculum lead (me)



# Recommendations

We carefully look at each pupil individually and recommended subjects that we believe are the most suited to them. This takes a long time and includes:

- Internal assessment data
- KS2 Scores
- Teacher assessments
- SENDCO input
- HoY input
- Maths/English Subject Leaders
- Form tutors
- Class teachers



# Upcoming dates

## Key Dates

- Standards checkpoints – **14th October.**
- Year 9 Exam Week – beginning **13th January**
- Progress Check will follow - likely towards the end of January.
- Year 9 Parents Evening - **26th February.**
- Options Evening (date TBC- Likely end of March)
- Year 9 Assessments week beginning **9th June.**
- Final report to follow.





*- In all things Faithful*

**THANK  
YOU!**

Any questions?