



YEAR 9

Secondary

Curriculum Newsletter

Message from the Vice Principal

Welcome to the Spring term newsletter which will inform you of the subject material being taught during this term.

You can really support your child by looking at the topics covered in each subject area and discuss these with them. Please ensure you give your child support to make sure they are completing their homework regularly, on time and to the best standard they can.

ENGLISH

What are we doing this term?

This term, pupils will study either 'Blood Brothers' or 'Lord of the Flies'. The year group has been split in half, so one half will study 'Lord of the Flies' followed by 'Blood Brothers', and the other half of the year will study them the other way around. 'Blood Brothers' is a story about twin brothers separated at birth and brought up in households with very different economic circumstances. The play does contain occasional offensive language, but this language is in the context of children misunderstanding the meanings of the words and is presented in an age-appropriate way.

If you have any further questions about this, then please contact Mrs Sturge.

'Lord of the Flies' tells the story of a group of school boys who are stranded alone on a desert island with no adults. The novel explores the challenges involved in terms of democracy and power struggles within society, as well as addressing bullying and morality.

In the second half of term, Year 9 will all study a non-fiction unit called 'The London Poor'. This unit develops the skills that pupils will need in their GCSE Language

study where they will need to be able to compare two different non fiction texts based on the same topic from different time periods

What can you do to support your child? Discuss the texts with your child - which characters do they like/dislike? Ask them to explain what has happened so far to you, and how they feel about the events they describe. Can they see any parallels with the world they live in today?

Wider reading:

There is an excellent summary of 'Lord of the Flies', as well as information and analysis of key characters and themes on this website:

<https://www.sparknotes.com/lit/flies/>

Similarly, there is useful revision materials for 'Blood Brothers' here:

<https://www.bbc.co.uk/bitesize/topics/zxv7sg8>

Find out more about the playwright Willy Russell and the other works he has produced here:

<http://www.willyrussell.com/>

Find out more about William Golding, the author of 'Lord of the Flies' here:

<https://www.william-golding.co.uk/>

SCIENCE

Pupils are now getting used to GCSE level content and questions and have completed some internal assessments in biology and chemistry. They will start the Spring term with physics content related to energy resources before returning to more biology (cell division) and then chemistry (the periodic table).

MATHS

Year 9s have already got through so much this year and are finishing this term by starting to explore multiplicative reasoning.

Reminders/Key dates:

Spring term 2022

4 January - 1 April

Half term

14 February - 18 February

Easter Holiday

4 April - 19 April

(returning on the 20 April)

Training day

19 April

Theatre trip

18 January

University of

Bedfordshire visit

28 January

School production

Legally Blonde

8 March - 10 March

12 March

Castle Newnham School's award-winning
4SIXTEEN Theatre Company
proudly presents

LEGALLY BLONDE
THE MUSICAL

TUESDAY 8TH - THURSDAY 10TH MARCH 2022
SATURDAY 12TH MARCH 2022

STUDIO ONE PERFORMANCE THEATRE

www.ticketsource.co.uk/castlenewnham-boardface

Encore Dance Show

27 April & 28 April

MATHS

At the end of each unit this term, pupils have had the opportunity to use their notes to complete an open book end of unit test. Staff and pupils have found these very useful, because it has helped staff identify the areas of the unit that pupils have struggled with and has also given pupils the confidence that their hard work and diligence is paying off.

Year 9s are currently still taught in mixed attainment groups and most pupils are thriving very well; with emphasis on hard work and a positive attitude towards work.

Next term, we will continue with our work on Multiplicative reasoning, following on from that, we will start to develop a deeper understanding of Sequences, Equations, Inequalities and Proportionality. These will be followed by a unit on Constructions.

It is therefore of utmost importance that pupils are well equipped to participate fully in these lessons, so items like protractors, a pair of compasses, rulers and calculators are a necessity.

We want to re-emphasise the importance of supporting learning in school with skills focused homework. Well done to the many who have been doing this regularly, but if your child is having issues getting onto 'Mathswatchvle' then please do not hesitate to contact us via email or telephone.

Happy New Year from all of the Maths department.

GEOGRAPHY

To start the term, we are completing our study of China, considering its place in the world as an emerging economy and its influence on climate change. This will be followed by learning about current changes in China – what these are, why they are being implemented and how successfully.

Following formal assessment in January, we will move on to 'Glorious Glaciers' where pupils will learn about glacial processes and how these shape landscapes. Pupils will consider the impact of glaciation on people and how physical and human processes interact to change our world, including how glaciers are used today. This will be followed by a re-focus on climate change, its impact on the world's ice and consequences of this together with the importance of Arctic ice and the geopolitics at play in this part of the world.

Our next topic will be about a far hotter part of the world – The Middle East. Throughout learning this year, there is an emphasis on climate change, its causes, impacts and the increasing concern about it – both global and local. Pupils are also having to apply previous learning increasingly often, and more independently, in answering geographical questions.

Homework quizzes will continue to be set every Week A and are designed to help pupils to remember information – and for longer. Pupils should have at least two attempts at each quiz – at least one day apart.

Pupils can best support themselves in learning and making progress by giving of their best in lessons and during homework activities. The BBC Bitesize KS3 Geography site also has good synopses of topic information.

PE

As our first full term has come to an end, the department have loved being back delivering our usual curriculum, returning to some sports that pupils haven't had the chance to participate in for almost two years due to Covid restrictions. During the last two weeks of the Autumn term, all secondary year groups have had the opportunity to take part in the **Winter Games**, one of our first inter-house competitions in PE and something we trialled initially last year with one group. Every pupil has had the chance to represent their house in either netball, football or table tennis against their peers from the other houses. It's been wonderful to see the pupils in a competitive environment and making the most of this opportunity.

We are really pleased with how our new group structure has been working with year 9s. Six smaller size groups instead of four. The department has witnessed the pupils really benefiting from these smaller groups and being able to work with pupils outside of their tutor group.

HISTORY

What is being covered

Our Year 9 pupils will continue to enhance their understanding of 20th century world history. Beginning with an in-depth investigation of the assassination of JFK, our pupils will move onto study of the causes of World War 1, the period of economic turmoil in the Great Depression and how the late 1920s and 1930s saw a rise in the number of dictatorships in Europe. Pupils will also investigate how society, technology and medical knowledge developed widely after the Second World War. A key element of Year 9 history is the growing emphasis on critical thinking of sources and how a historian needs to study the background of the source and not just accept what it tells us. This is an important life skill in the modern world where we are surrounded by easily accessible information and 'fake news'.

How, when and what pupils will be assessed on

Pupils have four assessments throughout the year. Each assessment consists of four questions: 2x 4-mark knowledge questions, a set of definitions of subject / topic words and an 8-mark question which will be one of three possibilities: either a consequence question

HISTORY

(assessing pupil's knowledge of cause and consequence); a narrative question (assessing pupils understanding of chronology and significance). We also introduce a new type of 8-mark question: a source analysis question. This assesses pupils' ability to critically think about a source and identify the strengths and limitations of the information it offers. To support pupils with this, each pupil is supplied with a booklet that breaks down how to approach each question and what the marker is looking for in the answers. These 8-mark questions are also practiced regularly in class so that pupils can develop an awareness of how to approach these and develop the skills needed for success.

How home learning (homework) supports learning in class

Homework is set once every two weeks through Satchel One and takes the form of a multiple-choice quiz. This is based on either work they have covered in class or subject key terms. The intent behind this is that the pupils attempt the quiz three times with an aim of either improving their score or achieving 100%. Between each attempt, we encourage the pupils to review which questions they got wrong so that they can improve on their next try. This supports pupils by building up their knowledge and understanding of both the topic and subject-specific skills as well as supporting their development of revision skills. Before each assessment point, pupils will be given revision homework on the topics that will appear in the assessment. This is supported by a dedicated revision lesson in class on how to approach revision.

CREATIVE ARTS

Throughout this term, all year 9 pupils will enjoy taster lessons in Art, Design Technology & Food Tech. These lessons will be run as a rotation every term. The lessons will be designed to give pupils an experience of what the GCSE course will be like. We hope this will inspire pupils when choosing GCSE options later on this year.

ART

History of Art

Year 9 options pupils will be delving into the 'History of Art, understanding the various art movements and the impact of cultural and social events on these movements.

Throughout the Spring term pupils will use a wide range of media to capture each art movement. For example, regarding the earliest movement of The Stone Age, pupils will use charcoal and white paint to recreate cave paintings.

We will progress to look at work created by artists such as Michelangelo, Rembrandt, Picasso, Warhol and

ART (cont....)

Pollock to name a few. This topic will equip pupils with a strong understanding of art theory, giving them a solid foundation to build on at GCSE.

Year 9 (rotation)

Street Art

Pupils will be looking at the theme of 'Street Art'. Pupils will start by collecting different fonts from magazines etc. to create their own 'tag' – this is graffiti street artists' sign their work. They will inform their own 'tag' by looking at colour theory and one-point perspective drawing and photographing examples of graffiti around Bedford. The pupils will research the work of a range of artists such as Ben Eine, Banksy, Jacques Villegle, Shepard Fairey and Eoin McGinn. Using their research of artists, their understanding of colour theory, composition and visual textures, the pupils will work in small groups to create a large (A2/A1) piece of graffiti work.



FOOD TECHNOLOGY

Pupils will be cooking every fortnight, in 2-hour lessons. It is important that pupils check Satchel One to access the ingredients every week. Please don't hesitate to contact me if you require financial support with this. Pupils can expect to cook dishes of higher skill to give them a taste of the GCSE standards. Practical lessons include, sweet & sour curry, quesadillas, apple pie & lasagne.

HOSPITALITY and CATERING

Pupils that have selected Hospitality & Catering as an option this year will enjoy a term of practical lessons, building up essential Home Cooking Skills to support them in the future. Lessons will increase in difficulty and will support pupils in becoming competent chefs. It is vital that this year, pupils remember their ingredients every week. Ingredients list will be posted on Satchel One. ***Please don't hesitate to contact me if you require support with this.*** In theory lessons, pupils will be learning about food hygiene in the catering industry and will complete a theory test at the end of the unit.

DESIGN TECHNOLOGY

Pupils in Year 9 will be exploring the following over the Spring term:

- How and why to apply different drawing techniques within design
- About different types of materials, their origin and use
- Develop ideas accounting for the needs of others
- How to combine and join a range of materials
- Make a functioning prototype for a solution to a lighting design problem.

MUSIC

Rotation:

Introduction to Production

Year 9 will be using their knowledge of Garageband from previous years to aid them in exploring electronic music. They will learn the typical conventions of EDM, Drum and Bass and House music. They will have a go at composing their own drum beat for each genre and then get the opportunity to be able to further develop one of the genres into a short piece of music.

MUSIC (cont....)

Preference:

Film music

Year 9 will be learning about the different elements that make up film music and how they are used to convey different emotions, scenes and characters. They will also have a go at composing their own Film Music using our new software, 'Cubase'. They will be able to use the knowledge gained from listening lessons to compose suitable Film Music for a given scene that they will be able to see live within 'Cubase'. We will then showcase the work in the Music Tech / Film Studies space at the end of the scheme.

DRAMA

Rotation:

This lesson is situated within the Performing Arts carousel. Year 9 pupils will spend the first half term refreshing key skills in Drama that were explored in Year 7 and 8 - developing knowledge needed to portray convincing characters (characterisation skills) and applying drama conventions (freeze frame, thought-out-loud, physical theatre and mime) to performances to make them stand out from the rest! Pupils will also have the opportunity to explore improvisation as a performance – ending the half term with short improvised performances in pairs in front of the class. In the second drama cycle of lessons, pupils will explore the play 'DNA', learning to stage drama from all aspects (acting and production), as well as having a clear understanding of presenting a play's context through performance.

Preference:

In drama preference, pupils will continue to study a varied selection of theatre practitioners and how these practitioners have 'shaped' and inspired the theatre world today and in the past. Pupils will learn each practitioner's different approach to create theatre, which will then enhance their understanding of creating and devising performance work. Practitioners studied are: Stanislavski, Brecht, Boal, Frantic Assembly, plus more. Pupils explore the practitioners practically and theoretically, applying their knowledge of each practitioner into devised drama pieces. Following this pupils will be working on performing monologues and applying a practitioner to the performance piece.

DANCE

Year 9 rotation dance will finish their exploration of 'Pursuit of Equality', choreographed by Diversity. The next cycle of rotation will begin to explore 'Dance Tek Warriors' by Union Dance. Pupil's will practically experience the way in which martial arts and dance fuse together to create meaning in Dance. Pupil's will also start to critically appreciate professional work in relation to movement and constituent features.

Pupils are encouraged and welcome to join Dance Company, which takes place Tuesdays after school. Dance Company will perform in the upcoming 'Encore' dance show in April.

MFL (cont....)

Mrs Millard in German lessons, deepening pupils' knowledge of German-speaking culture and the German language.

What can you do to support your child?

Helping your child does not mean having to know French or German. Similar to the advice in English, encourage them to become 'word detectives'; making links with English and other languages that they know will help them to guess what words mean.

Many of you are already supporting your child's learning at home and we can see the benefits in the classroom. Thank you for all your help behind the scenes, it makes a significant difference. In order to achieve a good pass and the higher grades at GCSE level, that is grades 5-9, it is essential that pupils have an understanding of how to use verbs, including how to form past, present and future tenses. The most effective way to learn verbs and vocabulary is by practising, little and often; we recommend a good starting point of about 45-60 minutes per week (this could be in three sessions of 20 minutes). Some pupils prefer to use a vocabulary sheet, whilst others prefer to use free language learning websites such as Memrise. All pupils in Year 9 should already have a Memrise account and be in their class group: this enables them to access courses directly linked to what they are learning in school and teachers can track their progress. This is an ideal resource for preparing for end of module assessments. Castle Newnham also subscribes to the Pearson Active Learn online resources: all pupils have an account and teachers will be sharing login details with their classes and starting to set homework on this site.

MFL

What are we doing this term?

French

Pupils are beginning the term by talking about a day out in the past tense, and they will then move on to describing a person that they admire. The key language and grammar point for this unit of work is recognising and forming the past tense in French (passé composé / perfect tense). Pupils can expect an end of module assessment mid-January, following which they will start the new module which looks at different types of leisure activities. Leading up to half term, pupils will talk about the benefits of doing sport and discuss how teenagers use technology. After half term, they will describe reading habits and how often they listen to music, and towards the end of term, the topic will be discussing television programmes, actors and films. The key language and grammar points for these units of learning are using negative structures (such as 'not', 'never', 'no longer') and making comparisons.

This term we are welcoming back Miss Vandewyer who returns after having her baby girl. She is taking over teaching for 9PC. We thank Mr Godber for teaching 9PC in the Autumn term.

German

Pupils are beginning the term by preparing for the first assessment on the topic of "Die Schule" (school). Following this, they will discuss and compare the German school system, school rules and school trips with those at their own English school before starting the new module which looks at different types of leisure activities. Leading up to the half term break, pupils will discuss reading habits and music preferences and after half term, they will describe different types of television programmes and films, and talk about sport, with a particular focus on Switzerland. The key language and grammar points for the second half of the Spring term will be using the conditional tense (saying what you 'would do') to express opinions.

Miss Gürtler (our exchange teacher from Bamberg, Bedford's twin town in Germany) is working alongside

BPE

Beliefs, Philosophy and Ethics

This half term pupils will look at whether religions are part of the problem or the solution for the world's problems. They will consider the role that religion has in global conflict and supporting the victims of war, the role that religion has in laws surrounding relationships and we will look at local, national and international religious responses to creating a tolerant world. It is important that pupils have a good understanding of current affairs because it will help your child to engage in discussions and evaluate opinions, so encouraging them to watch or read the news would be helpful.