



enjoylearnsucceed

Parent Guide to Year 9

2022 -23 Academic Year

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Key people

My child's tutor is _____

Year Team Leader: Jayne Whitehead

Assistant Year team leader: Adam Laycock

SLT link: Anna Walsh

SENDCo: Rebecca Lonsdale

Wellbeing lead: Tim Shearn

Deputy Wellbeing lead: Sue Peyton

Introduction

This booklet is designed to help you as a family support your child's learning throughout the academic year. It will contain key dates, study tips, some tips on where to get help, and some information about the subjects your child will be studying this year. A copy of the booklet will also be on the website and be made available to you electronically. The school website www.beckfootoakbank.org will also have additional information on it.

The school day

All students need to be **on site** ready to line up by 8.15 am

Breakfast is available in the atrium from 8am.

	Year 9
Arrive	8:15am -8.20am
Tutor Period	8.20am – 8.50am
Period 1	8:50am - 9:50am
Break	9:50am-10:10am
Period 2	10.:10am - 11:10am
Period 3	11:10am - 12:10pm
Lunch	12:10pm-12:40pm
Period 4	12:40pm-1:40pm
Period 5	1:40pm - 2:40pm

The tutor period is an essential part of every day and students are expected to be on time for line up and bring with them a school bag that contains their pencil case, their planner and the necessary equipment for that day.

Students who do not have equipment will be able to purchase a replacement pencil case before tutor time from student reception. Students who lose a planner will need to replace it.

Students without a bag will need to borrow one for the day and students not in the correct uniform will be given the opportunity to sort this at the start of the day. Mobile phones need to be on silent/switched off and in bags – not in pockets.

Attendance: Every day, every lesson, every minute, counts!

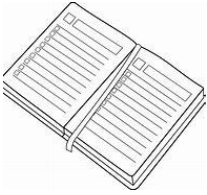

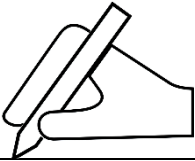

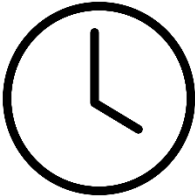
The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is a real concern when talking about attendance.

90% attendance means $\frac{1}{2}$ a day missed every week, which is 4 full weeks missed over the school year. If this is repeated it equates to half a YEAR off between Y7 and Y11 and **an average drop of one grade across all GCSE subjects**.

To achieve 97% attendance, **students need to miss no more than 5 days** during the year. On average, that's less than one day off per half-term. If a student arrives at school after 8:20, they are late to school. If a student arrives at school after 9:30, they receive an unauthorised absence for the whole morning session. This affects their attendance.

Students who have good attendance *enjoy* school, *learn* and *succeed* more than those who do not. **Thank you for supporting your child to have excellent attendance and punctuality.**

Expectations

	Have your planner at all times:
	Have your timetable in your planner:
	Have the correct equipment:
	Wear the correct uniform at all times:
	Attend every day on time for school and every lesson:

Important dates for Year 9

What	When
Meet the Tutor Evening	14 th September 2022
Y9 assessment Point 1	w/c 17 th October 2022
Y9 Options and Parents Evening	19 th January 2023
End of Year 9 exams	w/c 12 th June 2023

Y9 Options Process

Y9 students will be making their KS4 curriculum choices this year, selecting which qualifications they wish to study at GCSE level. This is a very important decision for your child, staff at Beckfoot Oakbank will be providing relevant information and support throughout the process to ensure a successful and appropriate combination of subjects. The timeline below indicates approximate timings of key events, however we will continue to communicate with you throughout the year regarding upcoming important dates.

Y9 Options Timeline

What	When
Communication and outline to students and parents around Options process	October/November 2022
Y9 Options Booklets issued to students and families	28 th November 2022
Assemblies and tutor time support to guide Y9 students around picking their best combination of subjects	November –February 2023
Student interviews with senior leaders to support and advice students	December –January 2023
Y9 Options and Parents Evening	19 th January 2023
Deadline for Y9 Options	6 th February 2023
Student options communicated to students and families	June 2023

Subjects studied this year

English	4 hours per week	Maths	3 hours per week
Science	3 hours per week	Tutor	2.5 hours per week
PE	2 hours per week	Open Minds	1 hour per week
Geography	2 hours per week	History	2 hours per week
Spanish*	2 hours per week	Technology	2 hours per week
Computer Science	1 hour per week	Music	1 hour per week
Art	1 hour per week	Drama	1 hour per week

**A small cohort of students do not do modern foreign languages in Key Stage 3*

Learning modes

During lesson time we expect to have classrooms that are free from disruption, providing the conditions where learning can be optimised. To help achieve this we use learning modes in all lessons. Learning modes provide clarity, set expectations, improve climate in the classroom and promote learning for students. Learning modes are consistently used, students are clear at any given point what learning mode they are working in throughout the course of their lessons. There are three different learning modes, as shown below.

		
<u>Individual Focus</u>	<u>Respectful whole class</u>	<u>Learning with others</u>
I work in silence	I speak clearly and politely	I speak clearly and politely
I try my personal best	I am actively listening	I contribute and participate
I am resilient and don't give up easily	I am being fair to others	I am actively listening
I am resourceful	I am thinking about what my teachers and others are saying	I respect others' point of view

Independent Study

Microsoft Teams



We have made the decision to use Microsoft Teams as our way of setting work for students who are not in school and sharing materials with. We are also developing our use of this for setting and completing homework. It allows us greater flexibility to make lessons available, add revision resources and link to other tools we may use in school. This is an area we will continue to use and develop as a school over the coming weeks and months so it is important that students, and you as parents, become familiar with how this can help them.

Microsoft Teams is accessed using your child's school email address. All students should know their login details and how to access Teams. A copy of the information shared with students about how to access Teams is available on the school website. Students also have access to all the Microsoft applications including Word, PowerPoint, Excel and others when they login to Office 365 via the school website. It is not possible to create parent accounts on Teams.

Teachers will often upload their lesson materials for every lesson onto Teams. This means that students who are absent can access them but in addition all students can continue to refer to them after the lesson has happened. Lesson materials can take several formats depending upon the subject. .

Where to get help if you need it.

Encourage your child to speak to their class teachers about how they can use Teams to support their learning.

If your child cannot access Teams – please email their tutor in the first instance.

If you have a question about a specific lesson – email the class teacher in the first instance.

Technology can be a challenge at times but if you have any queries get in touch with us so that we can try to address.

Oak National Academy

The Oak National Academy contains lots of free resources for all subjects that can be used beyond the classroom. The link below takes you to a page that provides specific information for families.



www.thenational.academy/parents-and-carers

The lessons often contain video tutorials, quizzes and resources to develop students' understanding.

Oak National Academy resources are also used in our internal remove rooms to ensure that learning can continue if your child is removed from a lesson for any reason. Students are expected to use school provided headphones and log onto the work set by their teachers that will align with what is being studied in class.

Our Learning Resource Centre (LRC) is open every day after school until 3.30pm

Your child can access the LRC after school and at breaks/lunches to do homework, read, access computers,

Reading at Beckfoot Oakbank

Recent studies show that there is a connection between reading ability and success in all GCSE subjects. Not only this, but reading is important for text comprehension, pleasure in reading in later life, and general knowledge.

Throughout KS3, your child will read with their teacher in their English lessons, but many students will also access reading at other times of the school day.

Reciprocal Reading

Reading comprehension strategies, which focus on your child's understanding of a text, are rated as important for your child's development. Reciprocal reading is a structured approach to teaching strategies (predicting, clarifying, questioning and summarising) that students can use to improve their reading comprehension. Your child will often be guided through this process whenever they read with a teacher. Reciprocal reading is used throughout school regardless of your child's key stage.

Right to Read

For Year 7 and Year 8, Right to Read during tutor time allows them to read modern fiction dealing with current issues. During this time, your child will read and be read to whilst their teacher guides them through the reciprocal reading process (predicting, clarifying, questioning and summarising). Texts include Ghost Boys by Jewell Parker Rhodes and Kick by Mitch Johnson. Your child will also have the opportunity to discuss and debate their ideas on current topics and be encouraged to formulate their own opinions. As we move through the term, this programme will be rolled out to our Year 9 students.

Cover to Cover

Additional reading is implemented for our pupils in KS3 nurture groups or Set 5 in English. Cover to Cover is a new programme which allows students to access more books and practise their reading skills. A specialist teacher will guide these pupils as they practise the reciprocal reading process which is applied in other areas. Texts on this programme are specifically aimed at young adult readers. As pupils move through their year and their key stage, the books they read become more advanced.

How to help your child

1. For lots of reasons, regular reading is one of the best paths to success in all subjects. Some reading is better than no reading! Encourage them to read if they're not reading and, if they are, encourage them to read more challenging novels.
2. Please share your reading with them. If you really enjoyed the book you just read, tell them why. It may not be the right text for them but hearing you talk about books will help them to talk/write about books.
3. Reading and discussing non-fiction regularly is also important for your child. Editorial or opinion articles help your child to think critically and develop their own opinions. It is very easy to find good material online – because it's free, The Guardian (<https://www.theguardian.com/uk>) is a good place to start. Asking them to summarise what they've just read for you would be an excellent thing to do, as would asking them to identify any devices that the writer uses and the effect that they have.

On the following pages is subject specific information for each subject .

Overview

We believe that the Tutor lesson each day is essential to promote the school ethos whilst developing the personal qualities of the students who attend Beckfoot Oakbank. The objectives of our Tutor lessons is to provide our students each day with a safe and nurturing environment, which develops the necessary values, qualities and attitudes for each of them to lead fulfilled, well balanced, happy and healthy lives. Tutor lesson is also used effectively by tutors to support the pastoral care of pupils. Tutor mentoring and tracking along with attendance/behaviour and uniform checks are activities that are embedded each day in our tutor time activities.



The Tutor lessons for KS3 has a theme for each half term, which underpin and supports our school focus on **Enjoy, Learn, Succeed**.

Theme 1: Our Values

Theme 2: Personal safety and responsibility

Theme 3: Global citizenship and sustainability

Theme 4: Positive futures

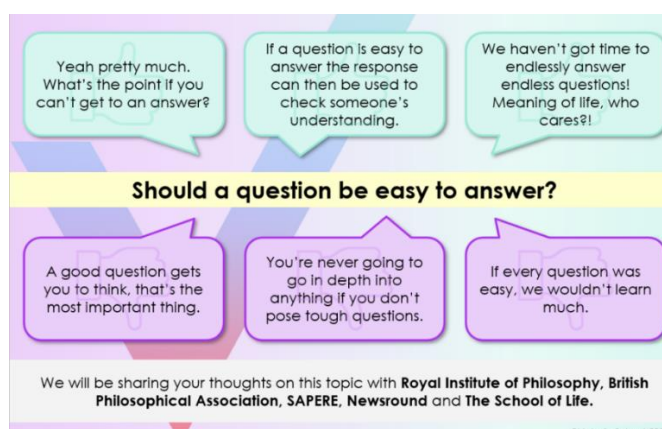
Theme 5: Healthy minds and healthy bodies

Theme 6: Making change

The themes are embedded into our Tutor lessons, assemblies and oracy activities. There are specific tasks which our students are asked to complete, which reflect events in the world today. The tasks include a mixture of retrieval, explanatory and reflective tasks which require consideration of spiritual, moral, social and cultural (SMSC) issues. Students are also asked to explore their own beliefs and values, taking into account current, local, national and global issues. The tutoring programme develops our student's awareness of their own well-being, personal safety and their role as a local and global citizen.

The Tutor lessons aims to:

- Build strong relationships with our students.
- Deliver an excellent programme of learning which benefits all
- Positively engage with families and regularly communicate with home as the adult in the school who best knows their child.
- Drive up standards of behaviour, attendance and aspirations to help break the cycle.



The Weekly structure of Tutor time is:

- Assembly
- Future Ready Learners
- Votes for School
- Oracy article on a current affairs news story
- Values and character



How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Teachers/Tutors question and answer sessions

Home learning

All students are in a Careers Club group on Teams. This enables us to give students directed access to explore information and resources about potential careers, pathways and other educational institutions for the future.

Subject specific websites that may be helpful

To find out more about current affairs:

- The Day (<https://theday.co.uk/?token=o2kcAz70Bprhr47yL1WU>)
- BBC Newsround
- Unifrog
- Votes for School

What can you do as a parent to help

- Support your child by underlining the importance of being at school promptly at 8.15am
- Support your child by being organised and packing their school bag the night before
- Support us in teaching your child by ensuring they always have their planner, pens, pencils, rulers, a bag and pencil case to be able to focus all conversations on learning.
- Keep an eye out for the Head's blog on the school website to see all the brilliant personal development activities that go on in school.

Subject: **English**

The curriculum for **Year 9**

Term 1 Overview

Noughts and Crosses: Discrimination & Justice

Big Picture: to compare examples of discrimination, power and control across a range of texts

Learning intent: to understand the concept of discrimination and to demonstrate finding examples of justice in Noughts and Crosses

Hear My Voice: The Power of Words

Big Picture: to communicate my ideas, beliefs, and values

Learning intent: to produce a letter and article, and present a speech, on issues which explore the themes of power, justice and discrimination

Term 2 Overview

Of Mice and Men: Inequality

Big Picture: to compare examples of inequality across a range of texts

Learning intent: to demonstrate finding examples of inequality in Of Mice and Men

An Inspector Calls: Socialism and Capitalism

Big Picture: to apply your understanding of socialism and capitalism to An Inspector Calls

Learning intent: to evaluate the characters' use of socialism and capitalism in An Inspector Calls

Term 3 Overview

An Inspector Calls: Socialism and Capitalism (continued)

Big Picture: to apply your understanding of socialism and capitalism to An Inspector Calls

Learning intent: to evaluate the characters' use of socialism and capitalism in An Inspector Calls

Hear my voice: The Power of Words

Big Picture: to communicate my ideas, beliefs, and values

Learning intent: to further develop transactional writing skills covering issues which explore the themes of power, justice and discrimination

Poetry anthology: The Power of Humans

Big Picture: to compare examples of discrimination, inequality and power across a range of poems

Learning intent: to evaluate the presentation of discrimination, inequality and power across four poems from the Power and Conflict anthology

How will we assess progress?

National reading and comprehension tests at the start, mid-point and end of the year
2 formal assessment points – mid and end of year
Whole class feedback within each unit
Spelling tests – key points within each unit
Grammar tests – key points within each unit
Assessment will cover creative, transactional, evaluative and SPAG skills

Home learning

Weekly homework – in the form of spellings or written homework
Regular reading – students are expected to have a personal reading book (can be their own or borrowed from the library) and should read at least 4 times per week.
Work will always be available on TEAMS – either in the format of Oak National Learning or individual class PowerPoints and resources. Students should refer to this if they miss lessons or need to recap learning.

Knowledge Organisers

Issued to students at the start of each topic and uploaded to TEAMS at the start of each topic

Subject specific websites that may be helpful

BBC Bitesize KS3 English – for all aspects of reading, writing and SPAG

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

BBC Bitesize GCSE English/English Literature – for An Inspector Calls and Poetry Anthology: The Power of Humans (choose AQA for the exam board option)

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

Education Quizzes – quick, simple quizzes to practise the technical aspects of English

<https://www.educationquizzes.com/ks3/english/>

Book Trust – for recommendations of great reads

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

What can you do as a parent to help

Talk to your child about their learning – what they have learnt that is new, what they've struggled with, how they think their learning links to what they already know. Our theme is power so asking how their learning links to power will enable them to explain the links between topics.

Model good reading habits and support them to read often. We all prefer to read something we enjoy and that interests us so help with this is really important.

Support them to complete their homework – ensure they have appropriate time and space available.

Get in touch with their teacher if you have any concerns or queries – they will be happy to work with you to support your child.

Subject MATHS

The curriculum for Year 9

Term 1 Overview

Reasoning with Algebra

- Straight line graphs
- Forming and solving equations
- Testing conjectures

Constructing in 2 and 3 Dimensions

- Three-dimensional shapes
- Constructions and congruency

Term 2 Overview

Reasoning with Number

- Numbers
- Using percentages
- Maths and money

Reasoning with Geometry

- Deduction
- Rotation and translation
- Pythagoras' Theorem

Term 3 Overview

Reasoning with Proportion

- Enlargement and similarity
- Solving ratio & proportion problems
- Rates

Representatives and Revision

- Probability
- Algebraic representation
- Revision

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Common marking points
Formal assessments each term
End of year assessments

Home learning

Homework will be set weekly (online or paper copy)
Learning formulae and key words
Lessons available on Teams
Supporting work from Oak National Academy available on Teams

Knowledge Organisers

Issued at the start of each topic with key vocabulary
Will be made available on Teams

Subject specific websites that may be helpful

mymaths.co.uk school ID: oakbank school password: obtuse log in with your portal details
corbettmaths.com 5-a-day challenges, video examples of topics

What can you do as a parent to help

Encourage times tables practice
Set challenges (corbettmaths 5-a-day Foundation, Foundation Plus)
Check homework is being completed regularly
Encourage revision of key topics before formal assessments
Have key formulae displayed at home (e.g. Pythagoras on the fridge!)

Subject Science

The curriculum for Year 9

Term 1 Overview

- Plant Reproduction
- Heating and Cooling
- Climate
- Evolution
- Metals and Non metals

Term 2 Overview

- Light
- Types of Reaction
- Work done
- Chemical Energy
- Earth Resources

Assessment week beginning 19th Dec on:

Yr 9 topics taught in Term 1 (see above)

+

Yr 8 Term 3 topics (Photosynthesis, Interdependence, Sound. Contact Forces)

Term 3 Overview

- Magnets
- Electromagnetism
- Pressure
- Revision for KS3 Science Assessment
- GCSE B1 Cells

Assessment on Week beginning 12th June.

All KS3 Science.

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Weekly mini tests on spelling and definitions
Common marking points at least once in each topic taught
Formal assessments
End of year assessments

Home learning

Weekly:

Online recap of previously taught work.
learning of spelling / definitions of key science terms for current topic
Homework will be uploaded to TEAMS

Termly:

Knowledge Organisers will be uploaded to TEAMS to help pupils to revise current and previous topics using the READ / COVER / WRITE / CHECK strategy
OAK Academy lessons uploaded to TEAMS for the topics being taught term to ensure pupils who miss lesson can catch up at home.

Knowledge Organisers

Issued at the start of each topic
Used in lessons to help complete the re-cap of previous work
KS3 revision guides available from the library

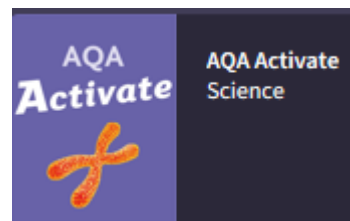
Subject specific websites that may be helpful

Kerboodle resources are on the website www.kerboodle.com

Username is your oakbank username which is the same as your email address without the @beckfootoakbank.org

Institute code is dy7

If you have forgotten your email or do not have one then hit the button that says forgotten email and a way to reset it will be sent to your school email



Select this book (see side image) on Kerboodle and then watch the video on how to use it by using this link [Kerboodle Student: Using Kerboodle - Bing video](#).

KS3 bitesize <https://www.bbc.co.uk/bitesize> Selecting Secondary Science KS3 to access relevant information

Oak National Academy <https://www.thenational.academy>

What can you do as a parent to help

Encourage and help student learn the spelling and meaning of science keywords.
Help student to access the above useful websites
Ensure if lessons are missed that student uses TEAMS and engages in the uploaded Oak Academy lessons to catch up
Ensure homework completed each week.
Encourage students to spend at least one hour per week on science home learning.

Subject History

The curriculum for **Year 9**

Students study 7 enquiries throughout the year.

Term 1 Overview

Enquiry 1: Why was the First World War devastating?

- The events of the First World War and the impact of the war on Britain.

Enquiry 2: What was significant about the events of the Russian Revolution?

- The events of the Russian Revolution
- The development of communism in Russia and the impact of this.

Enquiry 3: What was the impact of Nazism on Germany and the wider world?

- The rise of the Nazi Party in Germany
- The events of the Holocaust
- The significance of the Nazism across Germany and the wider world.

Term 2 Overview

Enquiry 3 (cont.): What was the impact of Nazism on Germany and the wider world?

- The rise of the Nazi Party in Germany
- The events of the Holocaust
- The significance of the Nazism across Germany and the wider world.

Enquiry 4: How did the Allies win the Second World War?

- The events of the Second World War
- The impact of the Second World War in Britain
- The events that led to the Allies winning the Second World War

Term 3 Overview

Enquiry 5: What was significant about the events of the Cold War?

- The development of the Cold War from 1945 onwards.
- The impact of the Cold War across the world.

Enquiry 6: How did life in Britain change during the 20th Century?

- Overview of the key social, economic and political events from the 20th Century.

Enquiry 7: How did crime and punishment change from 1000-to present day?

- A thematic study of the changes in crime and punishment from the medieval period to the present day with a focus on why there were changes across this 1000 year period.

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests weekly
- Common marking points
- Two formal assessment points in the year
- End of year assessments

Home learning

- Online weekly Microsoft Forms test
- Oak Academy lessons will be available for the current topic

Knowledge Organisers

- Issued at the start of each topic
- You can find them on Teams ...

Subject specific websites that may be helpful

[KS3 History - BBC Bitesize](#)

[History lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject Geography

The curriculum for Year 9

Term 1 Overview

Topic 1: What are ecosystems?

- An overview of the world's ecosystems
- Focussing on; world biomes and locations, tropical rainforests and hot deserts

Topic 2: Is Africa all the same?

- An overview of the continent of Africa
- Focussing on; climate differences, historical colonialism, why Africa is under developed, issues in Sudan and Ghana and how we can help lift Africa out of it's cycle of poverty

Term 2 Overview

Topic 3: What shaped the Alps?

- An overview of glaciation
- Focussing on; processes, formation of features, climate change impacts and tourism

Topic 4: What is Asia Like?

- An overview of the continent of Asia and the region of the Middle East
- Focussing on; physical geography of the regions, population change in the regions, climate change in the region, water stress and the Qatar World Cup

Term 3 Overview

Topic 4: What is Asia like? Continued.

Topic 5: Can we ever be sustainable?

- An overview of sustainability
- Focussing on; use of resources, development of new cities and globalisation

Topic 6: Are you risk ready?

- An overview of risks we could potentially face
- Focussing on; natural hazards and human created risks

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests weekly
- Common marking points
- Two formal assessment points in the year
- End of year assessments

Home learning

- Online weekly Microsoft Forms test
- Oak Academy lessons will be available for the current topic

Knowledge Organisers

- Issued at the start of each topic
- You can find them on Teams ...

Subject specific websites that may be helpful

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/geography>

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject Open Minds

The curriculum for Year 9

Term 1 Overview

Open Minds is a blended subject designed to meet the needs of our students; it includes religious and worldviews studies, Citizenship, British Values, Personal Social and Economic education as well as relationships and health education. Open Minds aims to challenge students' thinking and get them ready for life in the modern world, able to identify and manage risks and keep themselves safe.

9.1 Are humans addicted to conflict?

- This unit explores the nature of conflict and war, and how this impacts on the participants and the population. The intent of this unit is for students to evaluate the differences between conflict and war, and under what circumstances might it be permissible to fight, go to war or to take a life. The philosophy of Just war theory, the ethical question raised by nuclear weapons and the dangers of radicalization and cults in creating conflict are explored in this learning unit.

9.2 Why do people believe in life after death?

- This topic explores the value and purpose of human life. Pupils debate ethical issues involving euthanasia and abortion. Key concepts explored include the nature and origins of the universe and the value of human life. Beliefs in life after death are covered from all viewpoints both religious and non-religious. Pupils are expected to be able to make comparisons between Islam and Christianity. Key skills developed in this topic include; analysis, synthesis, evaluation, interpretation of religious scripture.

Term 2 Overview

9.3 What can we do to tackle the inequalities in our world?

- The purpose of this unit is to allow students to explore the concept of justice. It challenges pupils to think about the responsibility of acting to promote social justice, and why this is important. They will look at cases over the course of recent history, and examine how and why people acted to promote justice in the world. Pupils will investigate Christian and Muslim beliefs by looking at teachings from the Bible and Qur'an, and will try to apply them to modern day scenarios.

9.4 Options pathways

- The purpose of this unit is to support students in the GCSE Options process. Lessons on the process and how to make good choices based on a range of information. This unit gives student the chance to ask their questions and get tailored CEIAG support for their Options choices and how these will connect to their career progression and futures.

9.5 What is philosophy and ethics?

- The purpose of this unit is to encourage students to develop deeper thinking skills and to be able to critically analyse. Pupils explore moral issues such as self-interest and consider questions such as, 'can violence ever be justified?' The topic will allow pupils to reflect on their own personal beliefs, whilst examining the beliefs of others in relation to the same problems. It will also act as an introduction to key themes studied across the GCSE unit. Both Muslim and Christian beliefs will be explored throughout.
- Key Skills: Investigation of philosophical issues and development of critical thinking skills. Students should be able to fully justify their own opinions.

Term 3 Overview

9.6 How do we keep our bodies, minds and relationships healthy?

- The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness. Another key aim is to understand consent, STIs, contraception, abortion and County Lines dangers.

9.7 How do I keep my money safe?

- This unit builds on OM 7.6 to introduce ideas around good credit and bad credit, dangers of gambling and life skills to ensure students are aware of the powers and importance of budgeting with real world examples from the Keighley area.

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Mini tests half termly

Termly assessments.

Home learning

Extra-curricular attendance encouraged at all events across school. Homework set half-termly in line with Schemes of Work

Knowledge Organisers

You can find them on Teams and in students' books.

Subject specific websites that may be helpful

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/citizenship> and also: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe>
- BBC Bitesize RE - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- BBC Bitesize Citizenship - <https://www.bbc.co.uk/bitesize/subjects/zkhgvwx> and also <https://www.bbc.co.uk/bitesize/subjects/zhrd8hv>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnwl8q4ny3t>

What can you do as a parent to help

Encouraging young people to read / watch the news helps them to understand current affairs and the world around them – discussing and asking questions as they arise is a brilliant way of learning Open Minds outside the classroom and being ready for life in the 21st C.

Reminding students about being equipped and ready to learn each day helps students to be motivated and hard working.

Subject : Spanish

The curriculum for Year 9

Term 1 Overview

Autumn term: My Town and Shopping

- Describing where you live
- Describing what there is and isn't in your town
- Describing what time you do things in town
- Describing what you are going to do at the weekend
- Discussing what to buy for a party
- Discussing what you are going to wear
- Discussing buying souvenirs

Term 2 Overview

Spring term: Holidays

- Describing the weather
- Describing a past holiday
- Describing what you did on holiday
- Describing the last day of a holiday
- Giving opinions about a holiday
- Describing a holiday home
- Describing activities you can do on holiday
- Giving and asking for directions

Term 3 Overview

Spring term: Food, Special Occasions and Invitations

- Ordering in a café
- Describing what food you do and don't like
- Describing mealtimes
- Ordering in a restaurant
- Giving an account of a party

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Homework checkers
Common marking points
Formal assessments in listening, speaking, reading, translation and writing
End of year assessments

Home learning

Homework will be based on the Knowledge organisers issued for every topic.
Homework checkers every fortnight
Online using ActiveLearn – see note below regarding Login
All lessons and knowledge organisers are on Teams

Knowledge Organisers

There is a Knowledge Organiser for every topic
These are broken down into Sentence Builders which are issued with every topic
All of these resources will be available on Teams and paper copies sent home

Subject specific websites that may be helpful

ActiveLearn – individual Logins will be issued in the first half term
Quizlet
Blooket
Seneca
BBC Bitesize

What can you do as a parent to help

Encourage students to review the Knowledge Organisers regularly
Little and often – 10 minutes 3 times a week is better than one 30-minute session to learn new language
Look, cover, say, write, check is effective. Encourage students to use this method to embed knowledge

Key Stage 3		Subject: Year 9 Design Technology	
The curriculum for Year 9 Design Technology 2022.23			
In year 9 students have chosen to specialise in a specific Design Technology subject, from Hospitality and Catering, Engineering Design, Photography and Textiles, these subject areas match our KS4 curriculum offer. Students experience an aspect of Design Technology they have chosen in greater depth while enhancing and broadening their skills and experiences.			
Term 1 Overview			
Photography	Textiles	Engineering Design	Hospitality and Catering
In the first term students are introduced to the basics of photography and using a DSLR camera. Students study composition, the formal elements, ISO setting and using different shutter speeds. Students the move onto a longer programme of study entitled Texture, where they explore how photographers have documented different man made and natural textures using photography. Throughout their learning journey students will Research and analyse photographers, record observations by taking photos of their own, develop computer image manipulation skills using Photoshop and produce final outcomes linked to the theme of texture.	In the first term students are introduced to the basics of textile design and how to produce and present a personal and creative sketchbook to demonstrate their creative independence. The students follow a programme of “workshop” style activities around the topic of “fruit and veg” to build up their sketchbook evidence. They are introduced to observational drawing, photography (primary and secondary), mark making to represent texture, simple line drawings that can be translated into block and potato print designs and then through knowledge of print the students then explore pattern and texture in textiles.	In the first half term students enter a competition as part of Bradford manufacturing weeks – this is open to all secondary schools in Bradford and run by other schools in the trust. The theme for this year is ‘Tech for good’ - students will be designing and prototyping a piece of ‘inclusive’ technology for a specific target audience. The competition is judged externally with a Dragon’s den style presentation in October. This covers designing/ sketching skills, researching, designing for a specific user group and prototype manufacture. In the second half term students will start a lamp project – they will be researching Japanese culture as their given theme. Students will conduct a primary & secondary product analysis of an existing lamp. Students will also learn 2D design	In the first term students will be introduced to the course structure and expectations of working within the catering industry. First term will consist of various practical experiences to assess culinary abilities, organisation practices and food safety. During this term students will extend their knowledge of food, nutrition and health, students will investigate the main functional properties of macronutrients. Nutritional theory will be imbedded within practical workshops and producing a range of nutritious dishes.
Term 2 Overview			
Photography	Textiles	Engineering Design	Hospitality and Catering
In the second term students will complete their texture themed project and be their progress will be assessed against their age-related expectations, before moving onto a second programme of study entitled Alive. Students will extend their ability to use the formal elements and composition rules while researching and analysing photographers who have explored making still objects come to life. Students will develop an ability to storyboard images prior to recording them with the cameras and will experiment with different ideas and design for final outcomes, while extending their Photoshop image manipulation skills.	In the second term students continue with the “Fruit and veg” project and continue to develop their knowledge based around skills-based workshops. The students are introduced to applique and reverse applique in this term referencing their line drawings, photos and observational studies. They will be researching and analysing the work of other artists who have worked with applique and to produce textile-based art pieces. The students will then explore and develop their knowledge on a variety of different stitch types that they can apply to their own work.	In the second term students will be looking at materials theory, including Woods, plastics and electronics. Students will continue to develop computer aided design skills – with both 2d design & sketch up. Students will use their research to create a design specification for their own lamps. They will learn isometric projection, alongside rendering & tone techniques. They will apply these skills to their own design ideas. Students will learn how to annotate & explain their design ideas against their unique design specification.	In the second term, students will develop ideas of what is healthy eating and the consequences of unhealthy eating. Students will design different diets in order to meet different dietary needs. Knowledge of nutrition will be extended to include the micronutrients. During various workshop, students will also participate in looking at the science of ingredients, investigating heat transfer, and functional properties of food
Term 3 Overview			
Photography	Textiles	Engineering Design	Hospitality and Catering
In the final term students will complete their Alive themed project and their progress will be assessed against their age-related expectations, before moving onto a final programme of study entitled Reflection. Students will extend their ability to analyse and be informed by a range of photographers who have explored reflection. Students will extend their recording ability by taking photos of reflections in a variety of different reflective surfaces from, glass, metal and water. Students will work collaboratively to experiment with composition and image manipulation software using Photoshop. At the end of their study students will be assessed overall for the year against age related expectations.	In the final term students continue with their “fruit and veg” theme and continue to build on their knowledge of textiles skills and processes through a series of “workshop style” activities. The students are introduced to felting as a textile process and produce some felt samples. The students then continue to develop and extend their learning and ability to analysis the work of other artists to inform their own work. They will look at artists who use felt as a sculptural piece and they will go on to produce a 3D felt fruit/veg incorporating skills from previous learning including applique, stitching, embellishment and pattern work.	In the final term students will manufacture the lamp they have designed – practical skills will include: the wooden base of the lamp using workshop tools, the electronic circuit board for the lamp using soldering irons and the acrylic shade for the lamp using computer aided design and the laser cutter. Students will then go on to evaluate their final design against the specification they have written to see if it meets the criteria. At the end of their study students will be assessed overall for the year against age related expectations.	The final term, students will collaborate their knowledge from the science behind the food, food safety and nutrition within a final themed ‘showcase’ project. Students will create a range of products, looking at batch production and working within a hierarchal team, with the objective to produce a finished product suitable for commercial production. At the end of their study students will be assessed overall for the year against the related expectations.

Key Stage 3 – Design Technology – Year 9

How will we assess progress?

Photography – Textiles - Engineering Design - Hospitality and Catering

Do Now tasks daily in lessons using recall, starters, mini whiteboards
 Mini tests weekly
 Common marking points
 Written and verbal teacher feedback
 Directed teacher questioning
 Formal assessments mid and end points linked to programmes of study
 Coursework
 End of year assessments

Home learning

Photography – Textiles - Engineering Design - Hospitality and Catering

Each rotation has a clearly defined learning journey that students can follow as they move through their learning. Home learning points are communicated.
 Students will receive 1 piece of home learning every Third lesson. Home learning is linked to classwork and students will be able to use knowledge organisers to help them complete all home learning tasks

Knowledge Organisers

Issued at the start of the year and at the start of each programme of study
 Learning journey mats issued at the start of each programme of study
 You can find them on website / on Teams

Subject specific websites that may be helpful

Photography	Textiles	Engineering Design	Hospitality and Catering
www.bbc.com/education www.fineartamerica.com www.digitalcameraworld.com www.1854.photography www.npg.org.uk	www.pinterest.com www.embroiderersguild.com www.textileartist.org www.hudtextiles.com/eveningshool	WWW.Technologystudent.com www.D&Tonline.com	www.bbcgoodfoodguide.com www.bbc.com/education www.nutrition.org.uk

What can you do as a parent to help

Photography	Textiles	Engineering Design	Hospitality and Catering
Encourage students to complete all home learning tasks set You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks Encourage students to take photos independently Support students who need to take photos in a variety of different location away from school Encourage students to use the websites above.	Encourage students to complete all home learning tasks that are set. Use the subject specific knowledge organiser - you can find them on website/on teams – encourage your child to read these and use them in their home learning tasks. Encourage students to practice their skills and use the websites above.	Encourage students to complete all home learning tasks set You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks Encourage students to use the websites above.	Encourage students to complete all home learning tasks set You can find them on website / on Teams, encourage your child to read these and use them in their home learning tasks. Encourage students to read and research recipes linked with nutrition. (Students to use the websites above.) Practice cooking skills at home to develop competence in skills and timings.

Key Stage 3 – Nurture Pathway	Subject: Y9 Food Technology
The curriculum for Year 9 Food Technology Nurture Pathway 2022.23	
Term 1 Overview	
<p>In the first term students will be introduced to the course and keeping a learning log. Students will also be introduced to expectations of working with food and what is food technology.</p> <p>Students will be encouraged to participate in all practical lessons, where students will be expected to demonstrate organisation skills and good food safety practices. Students will do mini workshop activities developing key technical preparation and cooking skills. Students will then create a dish of their own within a set theme. Students will be introduced to nutrition and health and look at the main macronutrients and micronutrients.</p>	
Term 2 Overview	
<p>In the second term, students will take part in various workshops, will also participate in looking at the science of ingredients, investigating heat transfer, functional properties of food and sensory attributes of a range of food products.</p>	
Term 3 Overview	
<p>The final term, students will be given a project theme and will be given the opportunity to build upon their subject knowledge. Students will work together in teams to create a batch of commercially presentable dishes. At the end of their study students will be assessed overall for the year against the related expectations.</p>	

Key Stage 3 – Design Technology – Year 9 Nurture Pathway

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments
Coursework
End of year assessments

Home learning

Home learning points are communicated and set every other week and students will be able to use their knowledge organisers to help them complete all home learning

Knowledge Organisers

You can find them on website / on Teams

Subject specific websites that may be helpful

www.bbc.com/education
www.bbcgoodfoodguide.com

What can you do as a parent to help

Encourage your child to read and follow the project learning journey
Encourage your child to complete all home learning tasks set and use their knowledge organisers to help them
Encourage them to complete practical tasks at home, e.g. cooking
Visit local art and design attractions e.g. Salts Mill
Discuss their Design Technology learning with them

Subject: Computer Science

The curriculum for Year: 9

Term 1 Overview

HT1 – Digital Products

- W1 – Fireworks
- W2 – Photoshop Basics
- W3 – Movie Maker
- W4 – Flash
- W5 – Lego Make
- W6 – Super Hero Task
- W7 – Assessment

HT2 – Python Programming

- W1 – Intro to Python
- W2 – Data Types
- W3 – If Statements
- W4 – While Loops
- W5 – For Loops
- W6 – Functions
- W7 - Assessment

Term 2 Overview

HT1 – Data Storage

- W1 – Binary
- W2 – Binary Addition
- W3 – Hexadecimal
- W4 – Character Sets
- W5 – Images
- W6 – Assessment

HT2 – Photoshop

- L1 – Compiling an Image
- L2 – Basic Tools
- L3 – Advanced Tools
- L4 – Layer Masks
- L5 – Magazine Creation
- L6 – Assessment

Term 3 Overview

HT1 – Algorithms

- L1 – Decomposition and Abstraction
- L2 – Pattern Recognition and Algorithms
- L3 – Flow Charts
- L4 – Scratch
- L5 – Search and Sorts
- L6 – Assessment

HT2 – Cybersecurity

L1 – Email Scams

L2 – Phishing

L3 – Passwords

L4 – Hackers

L5 – Virus

L6 – Internal/External Threats

How will we assess progress?

Students will be assessed half termly at the end of each topic (Computer Science lessons are 1 hour a week).

In class formative and diagnostic assessment will be ongoing during lesson times.

Home learning

Home learning activities will be given throughout the year at key points of the topics.

Knowledge Organisers

Issued at the start of each topic

You can find them on the school website and via Teams

Subject specific websites that may be helpful

www.teachict.com

www.csunplugged

What can you do as a parent to help

Encourage your child to engage in any additional tasks given by their CS teacher. Coding is a key part of the CS curriculum therefore your child would benefit from any independent study in their own time. The CS team will always direct students to website/resources to encourage learning outside of the classroom.

Subject Art

The curriculum for Year 9

Term 1 Overview

Body Adornment

1. Annotated figure
2. *Body adornment collage and body adornment around the world (Homework)*
3. Tonal grid and tonal shapes
4. **Tonal hand drawing**
5. Tonal hand (Homework)
6. *Mehndi collage and presentation. (Class and homework).*
7. Hand with Mehndi tattoo design
8. **Sailor Jerry Research Project. (Class and Homework).**
9. Personal tattoo design
10. **Painted Torso with Tattoo design**

Note: Bold type denotes formally assessed work and common marking point.

Term 2 Overview

Graffiti

1. *A selection of versions of the student's name in graffiti using <https://www.graffiti-empire.com/graffiti-generator/> (Homework)*
2. Painted graffiti version of own name
3. Brief history of graffiti (Homework)
4. **A2/A3 ink and stick/tonal ink drawing of figure**
5. Banksy and Martin Watson Sketchbook presentation
6. *Collection of Martin Watson and Banksy images for presentation (Homework)*
7. **Large stencil print based on A2/A3 figure drawing with clothing based on the letters in the graffiti name.**

Note: Bold type denotes formally assessed work and common marking point.

Term 3 Overview

Animals and Print

1. **Research project about Henri Rousseau and a choice of other artists (Homework)**
2. **Wild animal drawing**
3. **Animal eye drawing**
4. *Animal print drawing eg Zebra, cheetah, tiger, snake etc (Homework)*
5. Research printed fabric design (class and homework).
6. *Wild animal drawing (Homework)*
7. Design for a print
8. **Repeated fabric/wallpaper print**

Note: Bold type denotes formally assessed work and common marking point.

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Common marking points **Bold type denotes formally assessed work and common marking points.**
- Formal assessments **Bold type denotes formally assessed work and common marking points.**
- Formal testing points (See the overview).
- Coursework across the year.
- End of year assessments.

Home learning

- Approximately three per term (please see the termly overviews). Please also note that additional home learning may be set in response to student curiosity arising from a lesson or where lessons have been affected by unavoidable disruptions.
- Class work is uploaded to Teams weekly.
- Oak National Academy work is uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point.

Knowledge Organisers

- Issued at the start of each topic - these are kept in student sketchbooks
- You can find them on website / on Teams

Subject specific websites that may be helpful

<https://www.graffiti-empire.com/graffiti-generator/>
<https://www.botanicgardens.org/blog/cultural-body-adornment>
<https://en.wikipedia.org/wiki/Mehndi>
https://en.wikipedia.org/wiki/Sailor_Jerry
<https://www.cloakanddaggerlondon.co.uk/iconic-ink-the-influence-of-sailor-jerry/>
<https://www.banksy.co.uk/>
<https://en.wikipedia.org/wiki/Banksy>
[https://www.tate.org.uk/art/art-terms/g/graffiti-art#:~:text=Graffiti%20art%20has%20its%20origins,the%20stylised%20monogram%20\(tag\).](https://www.tate.org.uk/art/art-terms/g/graffiti-art#:~:text=Graffiti%20art%20has%20its%20origins,the%20stylised%20monogram%20(tag).)
<https://www.theartstory.org/movement/street-art/>
<https://www.artsy.net/artist/martin-whatson>
<https://artrepublic.com/collections/martin-whatson>
<https://fineartamerica.com/profiles/michael-volpicelli/art/drawings>
<https://www.luciebilodeau.com/>
<https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised>

What can you do as a parent to help

- A small basic pack of pencil crayons, rubber, pencil etc for homework.
- Support your child by encouraging them to view the websites above to help with homework.
- Check class/home learning tasks on Teams and check that your child has completed the homework.
- Encourage your child to use the many ICT facilities around school to research and print pieces where required at breaks, lunch and after school if they do not have facilities at home.
- Please note: Art homework should not be uploaded to Teams unless specifically asked for. It should be a hard copy/print to be put into the sketchbook.

Subject Music

The curriculum for Year 09

Term 1 Overview

Unit 1 – Performance 4

Song, Key of C/Am or 2b or 2#. Primary and Secondary chords, or different stylistic feature.

Perform as a class group

Perform chords in time with root note added in left hand

Understand the formation of root position and inverted chords

Follow a lead sheet

Understand sharp/flats and where these are located on the keyboard

Play a rock beat with kick drum / double kick.

Start to perform fills / introduce cymbal work

Critical thinking: listen to and evaluate own performance and the performances of others using the correct musical terminology

Develop 'performance confidence'.

Unit 2 reggae/Calypso

Students will be able to:

Identify Reggae/Calypso music.

Play Reggae and Calypso beats on drum kit

Chordal accompaniment for a Reggae and Calypso song

Sing Reggae and Calypso song

Recall information on Reggae and Calypso

Performing in the style of Calypso and Reggae

Develop 'performance confidence'.

Term 2 Overview

Unit 3 – Music Technology (Sequencing from 4 given chords)

Students will be able to:

Create a template project

Add tracks and select sounds for Piano, Bass, Drums and Strings

Assign working Tempo (this can change for final mixdown.

Record accurately (step-time/or real time or combination) Piano chord Sequence

Record bass line from given notes

Record string part from given part

Record a Rock beat on drum kit either step-time, or real time

Quantise all parts to the correct quantise value

Use automation for volume and pan

Unit 4 – Film Music

Students will be able to:

Identify a riff and leitmotif

Watch a video clip and identify where music could be used to enhance

Create a storyboard from a given clip

Compose music to accompany a film

Utilise Riff, Cluster, Pedal, Silence in own Film music composition

Identify and utilise the elements of music in own composition

Develop listening skills

Develop presentation and 'performance confidence'.

Term 3 Overview

Unit 5 – Concert / Product Preparation

Students will be able to:

Work as part of a group taking on a role integral to the successful completion of a concert/CD
Take a creative role in the production of concert/CD
Take a performance role in the production of concert/CD
Take a technical role in the production of concert/CD

Unit 6

Students will be able to:

Identify which actions require sounds
Develop a range of short (15 seconds) ringtones for family members
Use Music Technology to realise the tones
Use multitrack sequences
Quantise all tracks to appropriate values
Use appropriate effects
Use automation for volume, pan, effects
Mixdown final piece

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Listening tests
- Assessed performances / compositions

Home learning

Instrument practice and listening

Knowledge Organisers

Issued at the start of each topic

Subject specific websites that may be helpful

<https://www.musicalfuturesonline.org/my-account/>

What can you do as a parent to help

- Encourage your child to follow up any musical interests they already have
- Encourage your child to listen to a wide variety of musical styles
- Provide guidance / encouragement as needed for research based homework tasks into famous composers or musicians.

Subject: Drama

The curriculum for Year 9

Term 1 Overview

Autumn Term 1:

Students will learn about Naturalistic Theatre and Stanislavski techniques as well as develop previously learnt skills through devising, rehearsing, and performing. The Scheme of Work is centered around the play 'Mugged' by Andrew Payne which involves themes of bullying/conflict and friendship. Lessons will include a mixture of exploring scripted extracts as well as creative opportunities for students to devise their own scenes.

Autumn Term 2:

Students will practise their drama skills and techniques with a focus on the characters and story from 'A Christmas Carol'. After briefly exploring the playscript they will work in small groups to develop a modern version of the storyline, using characters and drama techniques loosely linked to Pantomime & Musical Theatre. The scheme has a focus on devising, using interpersonal skills and production roles to create performance work.

Term 2 Overview

Spring Term 1:

The aim of this Scheme of Work is for students to develop knowledge about Physical Theatre and the play 'The Curious Incident of the Dog in the Night-time'. Students will develop their drama skills and techniques linked to physical theatre through exploration of the playscript. Furthermore, they will explore the physical setting and its contribution within the production, taking on different roles in performance.

Spring Term 2:

The aim of this Scheme of Work is for students to develop their creative and performing skills in response to a given brief (stimulus) while learning about Brechtian Theatre. The scheme is focused on the skill of devising and working collaboratively – it develops key techniques, skills and understanding linked to Component 3, BTEC TECH Award (KS4).

Term 3 Overview

Summer 1:

The purpose of this Scheme of Work is to develop students' knowledge and understanding of John Godber's plays including 'Teechers' and 'Bouncers'. They will explore scripted extracts and have opportunities to create their own scenes based on themes, characters and techniques. The style of these plays is Brechtian with some elements of naturalism and therefore it will help embed previously learnt skills and techniques.

Summer 2:

The purpose of this Scheme of Work is to develop students' ability to work collaboratively to create material in response to stimulus. Students will explore given drama styles and choose appropriate techniques and skills in order to communicate ideas. The scheme brings all ARE strands together: Rehearsing & creating, Performing and, Evaluating & appreciating as the students decipher appropriate ideas and continuously reflect on progress, skills and techniques in order to effectively respond to the given stimulus.

How will we assess progress?

- **Daily in lessons** using recall, starters, plenary, questioning and performances
- **Common marking points** – such as ability to rehearse & create, use performance skills, evaluate own and others' strengths & weaknesses and understand key features of different drama works. Students will reflect on their progress in the last lesson of every half term and set an appropriate target based on self, peer and teacher feedback.
- **Formal assessed performances** – will take place the second to last week in every half term. However, if a student is absent the teacher will base their assessment on a previous performance using their professional judgment/video recording or notes from the lesson.

Home learning

- Approximately 2/3 per term. This will often be homework that will allow students to develop their performance pieces e.g., memorisation of lines, researching a Practitioner/production role, sourcing props/costumes, planning a warm up.
- Oak Academy resources are uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point Online weekly.

Knowledge Organisers

Available in students' Drama work booklet.

You can find them on website / on Teams

Issued at the start of each topic

Issued each half term

You can find them on website / on Teams.

Subject specific websites that may be helpful

[Konstantin Stanislavski - Naturalism and Stanislavski - GCSE Drama Revision - BBC Bitesize](#)

<https://youtu.be/YjgiqZJvBIY>

[The nature of Physical theatre - Physical theatre - GCSE Drama Revision - BBC Bitesize](#)

<https://youtu.be/BC9uJrY9Bh8> (Physical theatre)

<https://www.yourstagepartners.com/collections/resources>

<https://youtu.be/CFXqyl4C1J4> (voice warm up)

<https://youtu.be/zpmbFqEoCWc> (physical warm up)

<https://www.bbc.co.uk/bitesize/topics/z9bwjsg/articles/zd4np4j>

<http://www.theatretrust.org.uk/discover-theatres/theatre-faqs/253-who-works-in-a-theatre>

https://www.youtube.com/watch?v=9_wazQCqdm0 (Brecht performance)

https://youtu.be/B1z0wgzN_tI (Teechers)

What can you do as a parent to help

Support your child by encouraging them to view the websites above to help with homework.

Communicate – discuss what they have done in lessons and how they are doing!

Check class/home learning tasks on Teams and check that your child has completed the homework.

Encourage your child to get involved in extra curricula activities.

Subject Year 9 Core PE

The curriculum for Year 9

Term 1 Overview

- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices and conditioned games in a range of activities
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers' performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

Boys curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Invasion Games	Basketball	Football	Fitness Suite

Girls curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Invasion Games	Netball	Fitness Suite	Leadership

Term 2 Overview

- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices and conditioned games in a range of activities
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers' performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

Boys curriculum

Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rugby	Table Tennis	Sport Education	Alternative Sports

Girls curriculum

|--|--|--|--|



Lesson 1	Lesson 2	Lesson 1	Lesson 2	
Badminton	Invasion Games	Alternative Sports	Aesthetics	

Term 3 Overview

- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices and conditioned games in a range of activities
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers' performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

Boys curriculum

Lesson 1	Lesson 2	Lesson 1	Lesson 2
Striking and Fielding	Badminton	Striking and Fielding	Athletics

Girls curriculum

Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rounders	Healthy Active Me	Striking and Fielding	Athletics

How will we assess progress?

Daily in lessons using recall and starters
Formal assessments
End of year assessments

Home learning

Extra-curricular attendance encouraged and homework set in line with Schemes of Work

Knowledge Organisers

Shared in Core PE lessons in the changing room

What can you do as a parent to help

Remind students to bring kit for their lesson

Encourage participation in all activities

Support students wanting to be active beyond the curriculum

Yr9: Careers information at Beckfoot Oakbank

[Beckfoot Oakbank School - Future Ready](#)

Students in Year 9 have plenty of opportunities to engage with career and future ready activities during tutor time, and through a variety of carefully planned assemblies and tailored Opens Minds classes to ensure all students in Year 9 are well informed about pathways and the Options Process

Students can also attend Careers Club every Monday where the focus is on ensuring students can explore a variety of career pathways, in particular Step into the NHS.

As well as signposting around school, students have access to an independent Careers Advisor, as well as a bespoke Year 9 Teams page which is regularly updated with career related opportunities



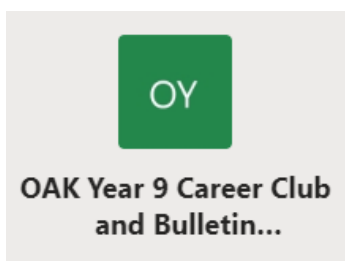
Unifrog is a one-stop-shop for students across KS3, KS4 and KS5 where they can easily explore their interests, then find and successfully apply for their next best step after school.

Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK as well as other opportunities such as School Leaver programmes and MOOCs. Students can also write their personal statements and create CVs with Unifrog guiding them along the way.

Unifrog- How to log on:

1. All students have received a welcome email from Unifrog
2. If they haven't already, they need to follow the link on the email to register for a Unifrog account
3. For further visits type in www.unifrog.org
4. Enter username and password
5. EXPLORE!

[home - icould](#)



What is Oak Year 9 Career Club and Bulletin page?

This is a bespoke way we are using to communicate with Year 9 the types of career opportunities there are. We try to ensure we share a range of different career routes and online opportunities for students to engage with – take a look and see what we are sharing

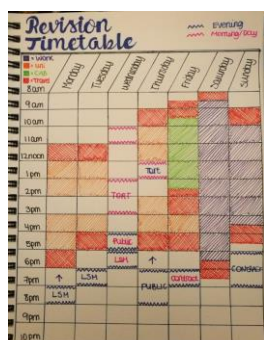
Useful websites: www.healthcareers.nhs.uk , www.gohigherwestyorks.ac.uk , <https://icould.com/explore>
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>

How to support learning

By doing home learning, your child will learn how to read and follow directions independently, manage and budget their time, complete their work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.

1. **Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room – but check in periodically and review their work when it's completed if this is the case.
2. **Setting up for success:** Make sure it is well lit, comfortable, stocked-up with school supplies, quiet and free from distractions.
3. **Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task.
4. **Make it routine:** Be clear that schoolwork is a priority with ground rules like using the workspace and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game- playing, etc., until it's done and checked.
5. **Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.
6. **Instil organisation skills:** Encourage your child to use their Learning Planner, Microsoft Teams, a calendar or reminders on their phone to help get organised.
7. **Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning history relates to today's news.
8. **Seek help if required:** Encourage them to ask an adult for help or email their teacher together. Contact their Head of Year if you have ongoing concerns or would like them to attend Homework Hub sessions after school. The LRC is another excellent facility to support your child's learning beyond the school day. It is open Monday to Friday from 8:00am – 3:30pm. We are always open to your suggestions for workshops which support your child's progress.
9. **Praise them:** Recognise and reward their concentration, resilience and effort.
10. **Be a role model:** Whilst they work, do some reading, write letters, lists or emails. By showing that learning remains important and fun once school is over, you'll help them understand that building knowledge is something to enjoy throughout life.

How I revise for my exams



1. Create a revision plan/timetable
2. Work in 30-45 minute slots
3. Use a variety of techniques
4. Use past exam papers

The 2022-23 School Year

Aug 2022							Sep 2022							Oct 2022							Nov 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14								3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21								10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28								17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

Dec 2022							Jan 2023							Feb 2023							Mar 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3							1			1	2	3	4	5			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28						27	28	29	30	31		
							30	31																			

Apr 2023							May 2023							Jun 2023							Jul 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
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17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

Key			
 	Bank Holiday	 	Occasional Day
 	Training Day	 	Statutory