

Calday Grange Grammar School



Year 9

Subject Curriculum Statements

2019-20

Art

Throughout lockdown, Year 9 GCSE Art students have been set tasks that have explored the following themes and principles: Interiors and Perspective, Suburban Landscapes and a Personal project on the theme of Isolation. This work will contribute to their GCSE Coursework and will be reviewed and refined once back in school. It is important that all tasks have been attempted in order to develop their GCSE coursework portfolio. A summary of the work set is here, for the full details please refer to Google Classroom:

Interiors: Looking at Interiors and one and two point perspective. Relevant artist links and research were also included.

Cells: (Mrs Gaston): students were required to manipulate and rearrange everyday objects from around their home into a cell like formation. They learnt how to photograph their work from a birds eye view and developed some skills in photo editing. From their cell they produced drawings and colour pencil studies. They researched artists who also create found sculptures learning how to both research and analyse a chosen artwork

Suburban Landscapes: Exploring the outside space around home and developing more advanced perspective skills. Once again, relevant artist links and research were also included.

Isolation: A five-week unit of work. The project was designed to be developed in the same way as coursework projects in class. The principle was that students started to develop their own art investigations and experimentation in line with the Assessment Objectives at GCSE level. This was a chance to make this work their own and use their imagination, working to their strengths and personalising the work.

The theme of 'Isolation' is to be explored through a range of drawing, painting, photography, digital painting or other artistic mediums. You can choose to develop the theme in a personal way that suits your interests. It could be a single object that is isolated, alone, an empty room, or an image from your own experiences of isolation over the last 8 weeks, longer, in some cases. You could really explore the restrictions and confinement that are in place and how these affect us psychologically. Consider your physical environment- how our lives have become insular, allowing us to reflect in much more detail on our enclosed spaces, or how we have time to analyse the visual elements – texture, tone, space etc.

In addition, to support learning further, some of the following items have been posted on Google Classroom as reference guides:

- A guide to researching Artists

- Photoshop help documents
- Perspective guide sheets
- Examples of sketchbook pages from Calday and AQA
- Exemplar materials produced by the Art staff

All instructions and help sheets have been posted on Google Classroom with clear deadlines given.

When work has been posted, individual help and guidance has been given via feedback on Google Classroom or via email and phone. Some students have had online tutorials via Google Meet and others have had extensive email support and feedback.

Photoshop has been available for home use throughout the lockdown period. (Email from IT support sent in April)

An additional project on the theme of 'Elements of Identity' has been set for over the 'Summer Holiday' period.

Biology

During remote learning, year 9 students have covered the following topics from their AQA Biology GCSE specification:

- Non-communicable disease
- Types of cancer
- The structure of a leaf
- The transport of water up a xylem
- The transport of sugar through the phloem
- The transpiration stream

Your son's classroom teacher has provided him with some of the following variety of resources:

PowerPoint presentations, Video PowerPoints, access to kerboodle textbook/quizzes, links to BBC bitesize websites, youtube videos, access to Seneca online learning, google quizzes, worksheets, examination questions with answers and white workbook answers.

The topic that your son will start with in September is communicable diseases. He is welcome to access the Biology textbook via Kerboodle to read ahead so you are full prepared for continuing learning in September. Please remind your son to bring his most recent Biology exercise book to school with him when we return in September, even if it is full.

This is a checklist of learning objectives with useful links to BBC Bitesize and reference to pages in your son's CGP workbooks if you require additional revision resources.

TYPES OF CANCER

Pages 31 & 32 in CGP GCSE Biology Workbook

BBC Bitesize link: <https://www.bbc.co.uk/bitesize/guides/z372ng8/revision/1>

Define what is meant by a tumour.

Explain how benign and malignant tumours can be life-threatening.

Describe why carcinogens and ionising radiation increase the risk of tumours.

Evaluate the risks of chemotherapy in relation to data, drug testing, and consequences.

STRUCTURE OF A LEAF

Page 33 in CGP GCSE Biology Workbook

BBC Bitesize link: <https://www.bbc.co.uk/bitesize/guides/zyk8msg/revision/1>

Correctly identify the different cells/tissues in a diagram of the cross-section of a leaf.

Explain how the structures of tissues in the leaf are related to their function.

Describe how plant organs are involved in the transport system.

TRANSPORT OF WATER UP A XYLEM

Page 34 in CGP GCSE Biology Workbook

BBC Bitesize link: <https://www.bbc.co.uk/bitesize/guides/zyk8msg/revision/3>

State the function and describe function of xylem.

Describe why transport in plants is important.

Explain how the structure of the xylem is adapted to the transport of water through a plant.

TRANSPORT OF SUGAR THROUGH THE PHLOEM

Page 34 in CGP GCSE Biology Workbook

BBC Bitesize link: <https://www.bbc.co.uk/bitesize/guides/zyk8msg/revision/4>

State the function and describe function of the phloem

Describe why transport in plants is important.

Explain how the structure of the phloem is adapted to the transport of sugar through a plant.

TRANSPIRATION STREAM

Page 35-36 in CGP GCSE Biology Workbook

BBC Bitesize link: <https://www.bbc.co.uk/bitesize/guides/zyk8msg/revision/5>

Describe how transpiration maintains the movement of water from roots to leaves.

Explain how stomata control transpiration.

Explain why temperature, humidity, light intensity and the amount of air flow affect the rate of transpiration.

Chemistry

During the lockdown students have worked through the following topic areas using their chemistry topic workbooks:

1. Chemical bonding: incorporating ionic, covalent & metallic bonding.
2. Crude oil: Composition, separation and an introduction to alkanes
3. Earth and atmosphere: A study of the evolution of the modern atmosphere, the greenhouse effect & global warming, environmental pollution

Students have access to a bank of support materials including links to relevant GCSE bitesize pages, topic summary revision sheets and video clips available on you tube. Year 9 topic work set during lockdown will be re-visited and integrated into the year 10 scheme of work..

Chinese

Since the lockdown, you have been working on Jinbu2 textbook 3.1- 4.3, via shared ppt slides, translation tasks, Quizlet, Memrise and Duolingo. The following topics and key vocab/patterns have been covered:

- describe house and nearby amenities
- talk about jobs
- future tense,
- comparison,
- give directions,
- arrange meetings
- shopping for fruit/veg/clothes

You were asked to work through the shared ppt sets, to complete a meme task in Chinese characters (with sentence patterns and vocab prescribed by AQA

GCSE Chinese) and to complete various Duolingo tasks (log into Duolingo to see details). Resources (such as youtube videos on Chinese GCSE preparation tips, youtube videos with bilingual lyrics, and a range of culture/wellbeing activities) are shared via Google Classroom. Additionally, a guest speaker has been giving a talk virtually at the end of each G-Meet lesson (starting from Week 36).

If you missed any G-Meet lessons or did not complete any assignments described above, please use the summer to catch up. As long as you are familiar with Jinbu1 and Jinbu2 content (listening, reading, speaking and writing) before September, you are on track.

Computer Science

The work set for all Year 9 Computer Science students during lock down includes:

Continuing to develop their programming skills through game design via Ozaria, this was followed up by lessons on iteration with repl.it tasks set for completion this week.

For the theory side students have worked on Seneca tasks consolidating their knowledge of section 1 algorithms and past paper questions from this unit.

They have been working on some of the sections of their Silver idea award to gain skills across all of the GCSE modules. This will continue as homework in year 10 but the students are free to complete their award any time they wish so don't have to wait for it to be set.

They have started a computational thinking course through future learn which will develop their problem solving skills. They are expected to complete the work for the first 2 weeks by the end of term and we will continue with this as homework when we return in September. Again the students are able to complete this sooner if they wish to.

Before we return in September any outstanding pieces of work on Google Classroom must be brought up to date. We thank you for your continued support and wish you a good summer break.

Drama

All work has been set via Google Classroom and Edulink during lockdown. A balance has been struck between focusing on the practical and written elements of the curriculum.

Due to the group nature of the practical work there have been obvious limitations to the tasks and where possible video conferencing has been encouraged within specific classes.

Feedback has been given to all students in response to the written work completed. Group feedback has been given to groups when completing the practical/research tasks.

Due to a staff absence the setting and marking of some work has been streamlined since early June.

Year 9.

Billy Wonderful.

The play had been studied prior to lockdown.

Students were required to read the text again and identify the different locations and begin to formulate ideas of how to design a set for these. They were also asked to consider costume design for the four main characters.

After the research had been done, students were tasked with answering questions on these design topics. Questions set were similar to those they would have answered in their end of year exam.

Students were then asked to, where possible, facilitate a group video call to rehearse a specific scene from the play. They were asked to learn their lines for the scene and, where possible, send a recording of the rehearsal to their teacher for feedback.

Finally, a full set of acting skills was issued to students in preparation for the next piece of written work on the text. Students were asked to choose 3 different lines from the scene they had rehearsed. The question set was to detail 3 acting skills that could be used for each line and the emotional response these would have upon an audience. These questions mirror those that would have been included in their end of year exam.

Theatre roles and terminology.

A resource created by the Royal Court Theatre, London was shared with all students. This focused on specific terminology used within drama and was preparing them for Section A of their GCSE exam.

Students had to study the powerpoint and then answer the quiz posted at the end.

They were also asked to write up their own glossary of terms and definitions of the recognised terms.

Finally, there were three presentations as part of the shared resource which detailed the use of different skills and tools within professional theatre which the students were asked to watch and make notes on.

Practitioner research report.

In readiness for the resumption of Year 10, students were asked to complete a research report on the two theatre practitioners they will be practically and theoretically studying next year.

The practitioners are Constantin Stanislavski and Bertolt Brecht.

Students were set a series of questions and tasked with using credible internet sources to answer these. These questions were related to the key concepts of the theatrical philosophy, understanding the social context of their lives and

how these affected the work they created.

They were also instructed to carry out independent research with a fact finding exercise exploring the stylistic and historical differences between the two practitioners.

Specific plans are yet to be confirmed for the execution of practical work for next year. However, we anticipate the set texts of “Christmas is Miles Away” by Chloe Moss and “Britannia Waves The Rules” by Gareth Farr to be explored in the Autumn term. This will be to help the students better understand the stylistic and conceptual differences of the practitioners. If possible, students could purchase these texts and read them during the summer break. “Christmas is Miles Away” will be explored with Stanislavski’s principles whereas “Britannia Waves The Rules” will be explored with Brecht’s style.

DT Product Design

The work set for all Year 9 Design and Technology students during lock down includes; a number of assignments set in 'Seneca'

1. Core Technical Principles
2. Paper & Board: Specialist Technical Principles
3. Timber: Specialist Technical Principles
4. Designing & Making Principles

All of these assignments can be found in the dropdown box in the assignments section, under 'Past Assignments'. There are also Exam-Pro Questions set in Google Classroom.

Our most recent work is a 'Design Ventura project' where students designed a product to be sold for under £10 in the Design Museum shop.

Could you please ensure that all students review the work set and ensure they have completed all tasks set before the end of term. Many thanks for your support.

English

Foreword

All students of English have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics
- Written instructions for work on new topics
- Interactive resources, such as online quizzes (Kahoot, etc.)
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or as a video with a constant voice-over)
- A printed booklet which was posted to students (years 7 to 10)

- One-to-one written feedback on more formal pieces of work
- One-to-one written feedback on student queries (similar to quick questions asked by students in the classroom)
- Some students have received additional one-to-one support via telephone
- Some staff have conducted Google Meet lessons with whole classes or targeted groups

All work set by English staff has been placed on Edulink and Google Classroom. Please note that there may be slight variation between the exact tasks set by members of staff, in the same manner that would be expected in school. However, the same topics have been covered by all students.

Please see below the summaries for the topics covered and work set in English. Please see Google Classroom and the retrospective records on Edulink for the full details.

Year 9

Throughout the school's shutdown, Year 9 GCSE English students have been set tasks that have been related to the following topics:

An Inspector Calls

This is a new topic for the Year 9 students and is one of the texts studied for GCSE Literature. Year 9 students have spent most of their English time at home working on this play.

Initially, students had to independently read the short play. We recommend that students buy their own copy of the play for their own use and annotation, though there are free versions of the play available to read online.

Students were set tasks relating to the characters, the plot, the themes and, importantly, the relevant contexts. Teachers of English often find that, whilst students are quickly able to analyse the play, discussion of context is often neglected, so lots of time was spent ensuring that students were able to grasp this concept and integrate it into their essays.

Students were required to submit two essays on this play. As in school, DIRT tasks were set for students in response to these tasks following detailed feedback.

Evaluation

This topic was covered at the start of the year and was due to be assessed in the end-of-Year 9 examination.

Students were sent copies of an evaluation booklet, which contained detailed reminders of how to evaluate. This was accompanied by a voice recording to

introduce the topic and remind students of the key areas of focus for this topic. The tasks in the booklet were designed to give students a progressive and compartmentalised build-up of the skills, leading to the essay task detailed below. In addition, some teachers also added further voice recordings and Google Meet sessions to explain the information further or to provide clarity on the essay task.

Students were required to submit an evaluative essay on an extract either in the booklet or otherwise provided by their teacher. As in school, DIRT tasks were set for students in response to this task following detailed feedback.

Poetry

As would be the case in school, some English teachers chose to provide students with small “top-up” tasks relating to the GCSE poetry anthology. Students have 15 poems in total which they should study for GCSE. Students should check Google Classroom to see whether any poetry work was set during the shutdown period.

Summer work

Full details of the summer work will be placed on Google Classroom and emailed to parents. In summary:

- Students are required to access a copy of *A Christmas Carol* and should read the short novel
- Students should also watch a recommended cinematic version of the text
- Students are required to complete a booklet which is to be posted home

All of the above should be completed and evidenced in the first English lesson next term.

French

During the lockdown, students were given the opportunity to consolidate the previously acquired skills through revision of tenses and other important aspects of sentence structure such as adjectival agreement and use of prepositions. Students were also given the time to practise past GCSE reading and listening papers as we further advanced in the coverage of topics. New learning focused on the theme of leisure activities and explored the following:

- Distinction between team and individual sports
- Reasons for practising a sport
- Use of “jouer” vs “faire”
- Discussing type of music
- Discussing music preferences
- Discussing type of tv programs
- Discussing tv preferences
- Discussing type of cinema

- Reasons for cinema preferences
- Revision of topic food when discussing a visit to a restaurant

All work and instructions were posted on Google Classroom. Activities covered a variety of attainment targets at GCSE: reading, listening, and writing. Opportunity was given to highlight aspects of French culture through cultural projects and to revise vocabulary-using memorise.

New grammar structures were also introduced along the key vocabulary. They concentrated on the use of modal verbs, partitives and conditional tenses. Furthermore, students were given the chance to develop key GCSE skills on effective communication at writing. Feedback concentrated on the use of important opinions and key structures for success at the exam. As soon as it was possible to do so, this feedback also took the form of GoogleMeet sessions.

Finally. Students were invited to prepare answers for speaking questions on the topics covered.

During the summer, students will be asked to revise the list of year 9 vocabulary covered as well as the tenses covered. In addition, they will have to respond to elements of feedback given from the preparation of speaking questions

Geography

In Geography, students have been working to develop their knowledge and understanding of the 'Urban Issues and Challenges' section of the GCSE course. This section is part of paper 2 'Challenges in the Human Environment'. Students are required to know two detailed case studies of major cities, one in the United Kingdom (London) and one in a Newly Emerging Economy or Low Income Country (Lagos in Nigeria). During the lockdown, students will have been working on one or both of these case studies.

Work has been set in Google Classroom with structured lessons that require students to use a range of online resources including maps, text and video clips to explore the case studies.

The key things to know relate to; the location and importance of the city, regionally, nationally and internationally and the causes of growth and the impacts of growth on the character of the city.

Students will also have studied how the cities create social and economic opportunities and how urban growth creates challenges that need to be addressed.

Students have explored how these issues relate to social, economic and environmental aspects of these cities and how planning can help to improve the quality of life for urban residents.

Work has been set which focuses on the four Assessment Objectives - AO1 – Knowledge of places and processes, AO2 – Understanding of concepts and interrelationships between places, AO3 – Application of knowledge and understanding to evaluate and make judgements and AO4 – The use of a variety of skills and techniques.

Tasks were set on Google Classroom and also communicated via Edulink. More recently, each class has had the opportunity to engage directly with their teachers via the Google Meet platform.

Over the summer, students will be advised to ensure that all of the online work has been completed and to take the opportunity to revisit their work and to be prepared to answer questions about the key themes when we return to school in September.

German

Throughout lockdown, Year 9 GCSE German students have both finished topic 2 of their GCSE course (Free time) and started on topic 3 of the course (your family and relationships).

This work is an important element in the content of their GCSE and it is important that they have kept up-to-date with the vocabulary learning on Memrise that accompanies all the work set.

Although the content followed has been the same for students in each group, the way in which content has been delivered has varied slightly, depending on the teacher. Please refer to the information under your teacher's name below for the most accurate information.

Students in Mrs Wiseman's groups

The students have workbooks, which are also available on Google Classroom and have now also received several teaching videos to help to support their learning.

The work that the students have been set since Lockdown is as follows:

Memrise - This is an online website on which I have created courses based on the specific vocabulary from the textbook that we are using as a basis for our GCSE course. It is really important that all students ensure that they have fully completed chapters 1-3 as this is the content covered this year.

Workbooks – These have been written based on the content from the textbook. They are available on the Google Classroom and all the work set from them is supported using online listening file links and teaching videos.

Activelearn – All the students have access to activelearn, which is also based on our textbook. Assignments have been set on this during lockdown. It is very useful for the students to become aware of what they know and what they need to work on. The programme scores their performance and teachers can also access these scores to monitor progress.

Videos – There are a number of podcasts and individual teaching videos available in the videos section. There are two videos which specifically lead the students through the first 14 pages of Workbook number 3 and can be worked through independently and then used to mark and correct work.

All the assignments set for each week of the lockdown can be accessed via Google Classroom. The workbooks are also available in the Classroom and the students can upload all their work via the assignment areas. The videos and podcasts are available both in the post from the week during which they were assigned and also in the “Videos” section of the Classroom.

All students have had access to teaching videos and follow-up support available via email and Google Meet where necessary.

I would strongly recommend that all the students start to work on the Memrise vocabulary for Chapter 4 in advance of the re-start in September. It will make a very valuable difference to their understanding of the work once we get back to school.

Students in Mr Wood’s group

The first task involved revision and completion of units 1 and two of the course. The instructions for this can be found in google drive, in the Y9 German folder which was shared with students at the start of school closure.

The second task was set on Active Learn - students were emailed instructions and log in details for this website and completed a range of reading and listening activities. students can access these tasks by logging in to the website - they are still open to allow for catch up. There are important tasks as they provide students with information on their performance and allow the teacher to make an assessment of their learning.

The third task was to complete a “Duo-Lingo challenge” which expected students to demonstrate that they could maintain a 14 day “streak” of learning on the website. This was important for developing the skill of independent language acquisition and many students have maintained their Duo-Lingo learning for a great deal longer than 14 days, proving that a good habit has

been formed. If you are yet to manage a 14 day streak it's not too late - you can login and take the challenge at [duolingo.com](https://www.duolingo.com) (a day is added to your streak after approximately 10 minutes of learning).

Students were then given access to topic list 3 on [memrise.com](https://www.memrise.com) and asked to complete blocks 1-3 of this list. This means all students should have completed topic lists 1, 2 and blocks 1-3 of topic list 3 by the time we meet again in September.

Following our google meets lesson, students were asked to complete some exercises on the topics of "Friendship". The details for how to access the activities are available on Edulink in the homeworks section.

Following the final google meets lesson students were set some "End of Year" activities on Active Learn. The details of these activities can be found on Edulink and they should be completed by the end of term.

I strongly recommend that students make use of their group page in [memrise.com](https://www.memrise.com) over the summer to ensure that they have completed all activities available to them on this page. Regular use of Duolingo will also help maintain their German skills ready for the start of year 10 studies.

Support Offered

In addition to the work above, students have received frequent email content when concerns about work became apparent. Google meets - as whole classe, small groups or individual assistance.

History

In History, Year 9 students have completed the first unit of their GCSE Paper 1 Medicine Through Time course. This has focused on aspects of medieval medicine including beliefs about the causes of disease and the impact of the Black Death. Students have had the opportunity to use a range of resources to complete their work, and tasks have comprised formal written pieces alongside more creative approaches, such as the production of Top Trumps cards to summarise and assess the importance of some of the key figures of this course.

The first tasks were set through resources in Google Drive, with instructions, reminders and deadlines posted on to Edulink. These tasks formed an introduction to the subject content for this unit.

Next, students were given the opportunity to develop their subject knowledge further, but also to try some online assessments via the Seneca Learning platform. This resource will be of particular benefit to the students as they progress through their Paper course.

More recently, students have been able to test their learning through the planning and production of a detailed 16 mark exam-style answer, and the

feedback they have received on this should guide them as to their consolidation of this course over the summer. All work is now consolidated on to Google Classroom and students can continue to receive support through this medium.

After the completion of all work on this unit, students should be able to:

- Describe medieval beliefs about the causes of disease, including the Four Humours theory
- Give some examples of medieval medical treatments and care
- Explain several reasons why medical knowledge and progress was limited in the medieval period
- Reach conclusions about the extent of progress in this period based on specific supporting detail

Students have been provided with a wide variety of resources, including reading material, quiz questions, exam question guidance, planning sheets, self-marking tests, and documentaries to watch. They have had the opportunity to communicate closely with their class teacher through online Meets, Google Classroom and emails.

Mathematics

During lockdown, Year 9 learners continued to follow the maths curriculum using MathsWatch and MyMaths tutorials and assessments.

The topics included the following

1. Ratio and proportion,
2. Probability,
3. Tree diagrams,
4. Standard form,
5. Pythagoras,
6. Trigonometry,
7. Algebraic expressions and brackets,
8. Linear equations,
9. Surds and sequences.

We expected that all MathsWatch and MyMaths tasks to be completed to an acceptable standard with a score of 60% or more. During the last week of term, all students should complete any outstanding tasks on their homepage, finish any incomplete tasks and redo tasks that scored under 60%. We thank you for your continued support.

Music

Foreword

All Music students have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics

- Written instructions for work on new topics
- Interactive resources, such as Focus on Sound and SENECA
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or with a constant voice-over)
- Parents and students received an overview of the course with requirements and dates for submission of work (years 9 and 10)
- Worksheets
- One-to-one written feedback on set work
- One-to-one written feedback on student queries
- Most students have received additional one-to-one support via telephone/google meets
- Both staff have completed several Google Meet lessons with whole classes or targeted groups

All work set by Music staff has been placed on Edulink and Google Classroom.

Please see below the summaries for the topics covered and work set in Music. Please see Google Classroom for full details and brief records on Edulink.

Year 9

Throughout the school's shutdown, Year 9 GCSE Music students have been set tasks that have been related to following topics:

- Esperanza Spalding's 'Samba em Preludio' AM
- Brandenburg Concerto No.5 (3rd movement) CNG
- Performance Exam

Brandenburg Concerto No.5 (3rd movement)

Year 9 have thoroughly analysed the Brandenburg Concerto.

Students were provided with a detailed and colourful PowerPoint. Students could click on a speaker on each slide to listen to my recorded voice and hear an explanation of each section and key element heard in the Concerto. They worked their way through 22 slides and annotated their own blank scores, which had been, provided a couple of weeks before lockdown. Attached to each slide was the section of audio music. This was to ensure that they could follow the notation. If it had appeared as one continuous piece students would have struggled to follow the notation. During this first period of shutdown students contacted by phone and email to provide explanation.

Tasks were set on an online learning platform, Focus on Sound. These were online lessons based on the Brandenburg Concerto, which students followed and were then tested on their understanding.

Students have also been provided with a worksheet on each of the musical elements: Melody, harmony, structure, texture, instrumentation, rhythm and metre. These worksheets asked the students specific questions on the Brandenburg Concerto and were in the style of a GCSE question. All work has been marked by hand, corrected, scanned and emailed back to students. Students have been instructed to note the comments and will be given a copy of their work when they return to school to stick into their exercise book.

Year 9's have completed 5 sets of GCSE style listening questions on the Brandenburg Concerto. These have been marked virtually, students have been given a mark out of 36. They have been provided with a copy of the markscheme so that they can see where they might have made errors.

More recently, students have completed a DR T SMITH and a MR TIGHTS activity and grid in preparation for their essay. This has taught them all the key terminology that can be found in the Brandenburg Concerto.

Students have used SENECA tasks to consolidate their learning of the Brandenburg Concerto.

Over the last two weeks students have had to complete a comparison essay using the theoretical knowledge (autumn term) and have used this to identify features in an unknown piece of music. They have then compared the known piece (Brandenburg Concerto) with the unknown piece (Handel's Water Music). Students have been carefully guided through this essay with a series of 5 google meet lessons to teach them how to properly structure the 12 mark question.

'Samba em Preludio'

students have completed the analysis of this set work, by use of PowerPoint, annotating their musical score and notes within their exercise books. students have also completed and received written feedback on familiar listening tasks, which have been structured in the format of the GCSE Exam paper.

Along with this, students have also completed two extended writing tasks, for which students first had to analyse an unfamiliar piece of music using their Dr T Smith Grids as a helpful guide. Then students needed to structure their responses, again using the Dr T Smith Grids as a guide, before commencing their writing. students have received individual feedback for both pieces of work, with WWW & EBI comments included.

In addition to this, students also completed consolidation tasks set on 'Seneca Learning'. Along with Google Meet 'Virtual Lessons' which have focused on music theory and key terminology.

Most recently, students have also created 'Research Posters' exploring our next topic of work in September 'Musicals'. students were asked to research ten

composers of musicals from the last fifty years and provide a synopsis of the musical, along with choosing two favourite numbers and explain, using key musical terminology, why they had chosen those musical numbers.

Year 9 students have submitted a performance of a piece that they have been working on and have received full written feedback on this piece of work, which has been marked according to GCSE criteria.

Students have also submitted a 4 bar composition, but due to technical issues with my laptop and the programme we use for composition I have been unable to provide them with feedback for this piece of work. This will be something we will be focussing on when we return to school.

All year 9 students have had the opportunity to have one to one google meet lessons and have also had the opportunity to join in with several hours of virtual lessons.

P.E.

During lockdown, we have had a chance to re-cap all the work taught during Year 9. Thankfully, we covered nearly all of the content that you are required to learn within the classroom. The only topics you have had to cover from home were how to perform an effective warm-up and how to prevent injury in sport. The engagement within the tasks overall has been outstanding. Most of you have demonstrated a high level of knowledge when completing past paper questions, which will stand you in good stead moving forward. Here is a list of the tasks that should have been completed, all of which is on Google Classroom, please review them and catch up if necessary.

- Effective warm-up and cool-down
- Prevention of Injury
- Prevent of Injury Tasks
- Re-cap tests
- Exam Question Sheet 2
- Past Paper 1
- Past Paper 2

Physics

Students have been working through their Forces 1 and Atomic Structure 1 workbooks during the shutdown period. Students received a hard copy of these resources before shutdown but have also been provided with pdf copies on the online work setting platform.

Work was set in 2 week sections; there are 6 sections in total. Each section is clearly numbered and dated. Sections 1-4 can be accessed on the Y9 Physics - Shutdown Work Google Drive and sections 5-6 on the Google Classroom. Each 2 week section contains 5 lessons worth of content, as per the regular school timetable.

Each lesson has its own 'What to do' page and a curated selection of resources to help students complete the work set such as:

- powerpoints
- external weblinks
- videos
- past paper questions
- mark schemes
- video footage of practical demonstrations and experiments filmed in school
- experiments students can do at home with regular household items
- online quizzes via Google Forms
- independent research tasks.

R.E.

Over the course of the year Core RE classes have had the opportunity to examine two major topics as well as a brief introduction to moral decision making, looking at the link between behaviour and belief, the function of law and whether a person should do their duty.

The first major topic was the Holocaust, where students have looked at the personal testimonies of people involved in the Holocaust. They have had the chance to debate some of the moral dilemmas people have faced including the possibility, problems and benefits of forgiveness.

During their period of remote learning, students have had the opportunity to read through a story of migration from Pakistan to the UK starting with the partition of India in 1947 and following a journey into Britain in the 1950's. The story has then pictured what life is like for an Asian immigrant since that time and considers some of the common experiences people have encountered. This has given an opportunity to consider some difficult moral questions such as the differences between forced and arranged marriage and the temptation some young people face today to get involved in terrorism.

R.S.

Over the course of the year, students have started their GCSE RS course. They have completed an introduction into Christianity, Sikhism and what information we need to make moral decisions. They have studied one major section in the moral issues part of the syllabus, looking at Crime and Punishment. This involves examining the nature of crime and then its causes. They have also looked at appropriate levels of punishment and what society hopes to achieve through these. They have looked at the way prison is used and whether we should use alternatives. They have had the chance to debate the use of capital and corporal punishment.

During their period of remote learning, students have started a second major moral issue, the origin and value of the universe and life. They have looked at the conflict between science and religion and then issues concerning the environment and animal rights. They have spent some time looking at the beliefs and practices in Sikhism.

Their final assignment was to complete a GCSE style question and over the course of the year, students have been introduced to the most difficult types of question they will face in doing their GCSE exam giving them the opportunity to practice from an early stage.

Russian

Throughout lockdown, Y9 Russian students have been set tasks that consolidate and extend their knowledge of school and work, introduce vocabulary for the new topics of environment and health, and develop their understanding of grammatical structures. Tasks have included vocabulary revision on Quizlet, review and practice of key grammatical points, short writing exercises, translation tasks, listening exercises, and comprehension and vocabulary work with written texts.

This work has introduced language connected to the GCSE themes, which students will continue to build on throughout the GCSE course. It is important that all tasks have been attempted in order to lay solid foundations for Y10 and 11.

A summary of the work set is given below; for full details and all materials, please refer to Google Classroom.

- Consolidation of knowledge on the topic of school and work (GCSE Themes 3: School and 4: Work and Future Plans) – revising topic vocabulary and key structures; using future tense and instrumental case to discuss future plans; extended writing on school and future plans.
- Introduction to environmental issues and problems in the town (GCSE Theme 5: International and Global Dimension) – vocabulary work on environmental issues; reading exercises on town and the environment; revision of adjective agreement and present tense verbs; practice of tenses; using *чтобы* to discuss solutions; translation and listening work on helping the planet.
- Talking about health and healthy lifestyles (GCSE Theme 1: Identity and Culture) – vocabulary work on body parts and aches and pains; dative constructions to describe feelings; sentence work to link symptoms and causes; using *надо* to discuss treatment; reading exercises on healthy lifestyle; writing tasks on how to stay healthy.

All instructions and materials have been posted on Google Classroom with clear deadlines given. For work that has been submitted by students, individual feedback and support has been given via Google Classroom, email or online lessons. In some cases, answers and explanations have been provided for students to check their own work or self-marking quizzes that provide immediate feedback have been set.

In the final half-term, students have had the opportunity to participate in online lessons via Google Meet. These have either been whole class lessons or small group sessions.

Summer work to complete:

During the summer, students will be asked to revise vocabulary from the year's topics on Quizlet and to complete any unfinished work set in the classroom. They are also encouraged to download the language learning app 'Duolingo' to widen their knowledge of vocabulary and sentence formation.

Spanish

Throughout lockdown, Year 9 GCSE Spanish students have both finished topic 2 of their GCSE course (school) and started on topic 3 of the course (your family and your use of technology and social networks). This work is an important element in the content of their GCSE and it is important that they have kept up-to-date with the vocabulary learning on Memrise that accompanies all the work set.

The students have workbooks, which are also available on Google Classroom and have now also received several teaching videos to help to support their learning.

The work that the students have been set since Lockdown is as follows:

Memrise - This is an online website on which I have created courses based on the specific vocabulary from the textbook that we are using as a basis for our GCSE course. It is really important that all students ensure that they have fully completed chapters 1-3 as this is the content covered this year.

Workbooks - These have been written based on the content from the textbook. They are available on the Google Classroom and all the work set from them is supported using online listening file links and teaching videos.

Activelearn - All the students have access to activelearn, which is also based on our textbook. Assignments have been set on this during lockdown. It is very useful for the students to become aware of what they know and what they need to work on. The programme scores their performance and teachers can also access these scores to monitor progress.

Videos – There are a number of podcasts and individual teaching videos available in the videos section. There are two videos which specifically lead the students through the first 14 pages of Workbook number 3 and can be worked through independently and then used to mark and correct work.

All the assignments set for each week of the lockdown can be accessed via Google Classroom. The workbooks are also available in the Classroom and the students can upload all their work via the assignment areas. The videos and podcasts are available both in the post from the week during which they were assigned and also in the “Videos” section of the Classroom.

All students have had access to teaching videos and follow-up support available via email and Google Meet where necessary.

I would strongly recommend that all the students start to work on the Memrise vocabulary for Chapter 4 in advance of the re-start in September. It will make a very valuable difference to their understanding of the work once we get back to school.