

Calday Grange Grammar School



Year 9

Subject Curriculum Statements

2020-21

Art

This half term Year 9 GCSE Art pupils have been set tasks that have explored the following themes and principles: Interiors and Perspective. 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, revisiting practice from KS3 in studying perspective in more detail using video tutorials and accompanying worksheets. Relevant artist links and research were also included. This work will continue to be developed further looking at different 'Warped' Perspectives studying the work of Artists such as Paul Heaston, Esher and Dawn Clements and observations of dramatic use of light and shadow to create mood and atmosphere.

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. All pupils have had 'live' lessons at least once a week and other support in the form of online tutorials via Google Meet and extensive email support and feedback. Student engagement is monitored by the class teacher and feedback is provided via written comments or audio messages.

Biology

During the remote learning period, your son has continued to work through the AQA Biology GCSE specification with a focus on the structure and function of both the Respiratory and Circulatory systems. The next topic after this will explore non-communicable diseases such as Heart disease and Cancer. Remote learning has been delivered with a combination of Google meets, recorded PowerPoints, topic videos and good quality, meaningful tasks to support learning of content. Live meets, the classroom stream, Google quizzes and handed in assignments have provided ample opportunity to assess and give feedback to students on their learning. When students return to face-to-face teaching, the Biology Department plan for students to complete a test on Enzymes to assess learning in this topic, which they covered before Christmas. They will be given plenty of notice to prepare for this and an opportunity to revise concepts with their teacher in class.

Chemistry

In Chemistry, the year 9 have covered the following topics - Atomic Structure, Structure and Bonding, Rates of Reaction. The topics covered during lockdown are Structure and Bonding, Rates of Reaction and onto Crude Oil. Each student has access to a Google Classroom where the content is broken down lesson by lesson into folders containing relevant material such as PowerPoints, Seneca and video links to support the booklet work. In addition to the Google classroom, staff are delivering content and supporting students through Google meets and Google stream.

Chinese / MEP

Y9 pupils learning have followed the teaching plan from the beginning of the academic year. The pupils learnt and worked with the teacher during the 'live' lessons. So far, the pupils have already completed 3 GCSE topics, including family, school and hobbies. Pupils used the booklets and shared online learning resources to practice new vocabulary, sentence patterns and grammar. GCSE Higher tier standards were introduced through the exams and tasks. Pupils were made fully aware of the criteria on AQA exams. Apart from the language studies, pupils were encouraged to participate with online speaking and drama competitions. We monitor the pupils' progress and give support when necessary during the lockdown. Pupils and parents will be contacted regularly through emails and on google classroom.

Computer Science

Since January the year 9's have continued with their theory of unit 3.1(Fundamentals of Algorithms) leading up to a CCT this week. We will continue to build on this unit throughout the course as Algorithms and Programming make up 50% of the overall exam. They have also continued to practice their programming skills moving away from purely sequential programs and using selection and iteration to make the program more interactive. Some of the more able students took part in the Perse Challenge as part of the programming unit and all will get the opportunity to take part in year 10. The next topic that we will be looking at is Data Representation which is one of the larger units and will continue through until February. We will continue to build upon the programming skills and will be doing a second programming tracked task. Students are encouraged to practice outside of lessons as they are studying the new specification which means that program code will be tested in the written exam.

Drama

Students have been studying the Year 9 set text, Billy Wonderful. This has included reading and understanding the text, its stylistic demands, the characters and staging opportunities. In conjunction with the study of it, students have been introduced to the type of questions they will go on to answer on this set text as part of their end of year exam. Questions include focusing on how they could perform particular lines from the play and articulating what emotional response these would have upon an audience. As well as introducing them to writing about recognised acting skills, students were also introduced to staging, costume and props. Once the text had been studied, students were placed in groups of 4 and tasked with creating their own abridged version of the play for assessment. This included choosing scenes, casting roles, rehearsing, responding to teacher feedback and considering how props/set/costume could be used. This will be performed once we return to school.

DT Product Design

From January 2021 we have been focusing on sustainability and the environment. Learning about responsible design and manufacturing and conducting a life cycle assessment to evaluate the impact new products have on the environment at the start and end of their life. Pupils have awareness of the hierarchy of options of the 6R's, sustainable design and the role the consumer plays in reducing waste and the demand on finite resources. This led nicely onto the topic of energy generation. Pupils are aware of the arguments for and against the selection of fossil fuels, renewable energy and nuclear power. Pupils have responded well to the work we have covered and have developed their knowledge and understanding. In the weeks leading up to February half term pupils will be focusing on revision for their online Cross Cohort Task. Revision lists can be found on Google Classroom W/C 1st Feb. Following on from the half term pupils will investigate and analyse the work of famous designers, companies and design movements to help inform good design.

English

Work done so far:

- During the first two weeks of term, students were exposed to a number of short texts with the focus of improving their literacy. The short texts were followed by comprehension questions and analysis questions, preparing students for some of the key skills required for GCSE.
- In the weeks up to the February half term, students moved on to the Tragedy unit, with focus on Machiavellian villains, and Shakespeare's Richard III & Othello. The students were also required to produce a piece of imaginative writing from the perspective of a Shakespearean character.

Work after half term:

- Students will continue their work on the Tragedy unit, finishing their work on Othello and possibly moving onto Hamlet.
- They will also study three poems from the Conflict cluster of poems in the Edexcel GCSE Poetry anthology. When we return to school, students will be provided with their own copy of this anthology.
- They will finish the term with a Google Quiz on this topic.

French

In French, since January 2021, pupils' learning has continued to address the scheme of work based on the coverage of the theme of identity and culture. Over the last five weeks, students were also able to express opinions, use a wider range of structures and understand an extended range of details in texts about a variety of topics covered. They learned to describe relationships with their best friends, discussed the qualities of an ideal partner and considered plans as regards to marriage and living in a partnership.

The curriculum has been delivered by blended teaching: regular online Google meets as well as pre-recorded video lessons. Pupils were able to make use of newly acquired skills to be able to reach up to grade 8, which

indicates an ability to understand detailed spoken and written texts in the target language using three time frames.

If, as expected, provision for remote teaching continues until 8th March, we will then start exploring a new theme in which students will learn the skills to describe how they use their free time.

Games

During this period away from school Games lessons, the pupils have been asked to participate in any appropriate physical activities that they can safely manage in order for them to maintain and even augment their general well-being. In what is obviously a difficult time for all, challenges such as 'complete a 5Km run sometime in the next seven days' or 'walk for a total of 5hrs this week' have been issued to encourage boys out of the house and to be physically active. Clearly every household has different restrictions, capabilities and freedoms and so boys should engage in the spirit of the request as much as possible, whether it be a walk, a cycle, a run or even join in with Joe Wicks, the boys are free to manage their own fitness and wellbeing to the best of their abilities.

Geography

In Geography, students have been working to develop their knowledge and understanding of the 'Coastal Landscapes' section of the GCSE course. This section is part of paper 1 'Challenges in the Physical Environment'. Students have developed their knowledge and understanding of coastal processes and landforms as well as learning about the advantages and disadvantages of different coastal management techniques. Throughout this unit the themes are linked to examples from around the British Isles. Students are encouraged to develop their own views and opinions as well as their knowledge. Lessons have been presented as a blended mix of live Google Meet sessions to support work posted onto Google classroom. Lessons have been clearly structured and have required students to use a range of online resources including maps, text and video clips to explore the topic.

German

Since the start of lockdown in January, pupils have started work on their second workbook, which they received before the Christmas holiday. The pupils have received online lessons once a week and this has been supplemented by a range of activities set on Google Classroom to coincide with their other lessons during the week. All work is designed to be completed within the 50 minutes allocated for the lesson and no homework is set over and above this commitment. The pupils have been provided with a range of learning resources including online lessons, teaching videos, listening tasks, reading tasks and translation tasks. The work that has been set has been followed-up in lessons to ensure that it is both accessible and clear for all pupils. Pupils have been further provided with feedback on Google Classroom and also via email where appropriate.

The course is supplemented with specific vocabulary courses on Memrise that help to practice and cement understanding of the specific vocabulary for Unit 2.

The topic for Unit 2 is free time and leisure and so far the pupils have learned:

- How to understand the names for different types of books and instruments
- How to say what they do in their free time and when
- How to understand and give opinions about reading
- How to understand and give opinions about music

They are now studying a range of grammar structures in order to better understand how to achieve a high score for GCSE writing.

History

In History this term, Year 9 have continued with their Paper 2 studies based on the theme of Anglo-Saxon and Norman England, 1060-1088. In particular, their work this term has focused on the 'Normanisation' of England, and the range of ways in which the Norman Conquest changed aspects of the Church, government, law, language and everyday life. Students have had the opportunity to show their learning creatively through the production of a summary booklet based around these themes and this will support them with the completion of an exam-style question on this topic after half term. Lessons have been delivered using a range of blended learning strategies including the use of Google Meet and other platforms such as Seneca Learning, and students have been able to demonstrate their knowledge and understanding in a range of ways including quizzes, presentations and more conventional formal written work.

Mathematics

In maths during the current lockdown, all classes have continued to go through the scheme of work as detailed in the Revision List on the maths Google Drive. The topics covered include equations, inequalities, Pythagoras, trigonometry, area, volume and circles. There is still a weekly MathsWatch homework to complete, consolidating the topics learnt in online lessons. On return to school we will continue to complete CCTs in class, making sure that we review the work completed in lockdown to help students to consolidate the topics taught. The schemes of work in maths are built over a 5 year course and we return to topics almost every year. At the start of each section of work, we review the knowledge students already have and then build new concepts into the topic. This means that the work that we have covered during both lockdown periods will be taught again in the future. This may alleviate any concerns students have about the maths content learnt during the lockdown period.

Music

YEAR 9 (CNG) BAROQUE MUSIC and BRANDENBURG CONCERTO
Students spent the Autumn Term recapping on music theory that had been taught in years 7 and 8 and then progressing to a unit of work called Music Literacy where they learnt about some of the more complex aspects of music. Students also started learning about music of the Baroque Period

in preparation for studying the 3rd movement of Bach's Brandenburg Concerto.

Since January students have started to learn about the musical devices used in the piece and have started to annotate their scores in colour according to the musical elements. They have completed a number of listening activities and played a game of dominoes to learn about musical devices. As the annotation of the piece progresses students will be assessed, every lesson on their prior learning, with a 5 mark google quiz.

They will be completing a CCT based on the devices in the Brandenburg Concerto and the key features of the period in the week commencing 8 February. The majority of music lessons will be taught through a google meet

YEAR 9 (REP) SAMBA EM PRELUDIO

Having commenced the study of Samba em Preludio last term, we started the lockdown lessons with students writing a paragraph on melody. This was their first opportunity to write an extended response. Once submitted, they then self-assessed using a checklist. Students then amended their paragraph and submitted for teacher assessment for which they received a WWW and EBI.

Year 9 students are now learning how to effectively annotate their scores using colour. So far they have annotated melody and structure. We will now continue with the analysis and hope to have completed texture, harmony and tonality and tempo/rhythm/metre plus a CCT by 8 March. Throughout the delivery of this teaching mainly via google meets, students are being regularly assessed on this analysis mainly through short starter tests

P.E.

Year 9 have been introduced to and have since deepened their learning on the short and long-term effects of exercise on the body. They are presently completing work on Components of Fitness and the Principles of Training before moving onto the Prevention of Injury after half-term. These are highly interesting topics for the students and ones that are also commonplace within the exams being foundation and stepping stones to more advanced learning.

Physics

Earlier this year students covered topics on energy, particles, and magnetism. More recently they have been studying waves and are moving into a topic on atomic structure. Work both in and out of school is based around the booklets, with Google Classroom and other online materials used to supplement and facilitate their use. These include video or simulated experiments to replace work normally done in the labs. Whilst at home students have had regular contact via Google Meet or Stream.

- R.E. Pupils are studying a unit on the holocaust, working through the textbook, understanding the holocaust. This will continue until the end of term
- R.S. Up to now:
Pupils have been completing Theme E in their GCSE syllabus concerning the ethical issues surrounding Crime and Punishment
From now:
They will be examining some of the beliefs and practices found in Sikhism
- Russian This half-term in Russian we have been working on the GCSE theme of 'Holidays'. This includes: destinations (travel to and location in), activities on holiday, types of holiday, accommodation, transport, weather, problems on holiday, giving opinions and reasons. Students have revised and extended their knowledge of key grammatical features, with a particular focus on tense.
Lessons follow the bespoke booklet, which consists of a variety of information and tasks addressing all key language skills, and include a regular cultural focus to enable students to learn more about Russian life. In addition, students have a vocabulary booklet with a week-by-week guide to topic vocabulary and are assigned regular vocabulary practice on Quizlet.
All instructions and materials for each lesson can be found on Google Classroom. The curriculum is delivered by blended teaching: live Google Meet lessons that take place once a week, as well as pre-recorded video lessons. Pupils are expected to attend Meet sessions or watch the video lessons, carry out set activities, check their answers and upload evidence of their work. Student engagement is monitored by the class teacher and feedback is provided via written comments or audio messages.
In the second half of the term, we will be finishing off the 'Holiday' topic and preparing for a CCT assessment on the material covered. Following this, we will move on to our next theme of 'School'.
- Spanish Since the start of lockdown in January, pupils have started work on their second workbook. As this was not distributed before Christmas, the pupils are working from an online copy of the workbook (available on Google Classroom) and using PowerPoints created to explain content during online lessons. This has been supplemented by videos to help support the content and the use of Memrise online to help practice and cement understanding of the vocabulary for Unit 2. The pupils have received online lessons once a week and this has been supplemented by a range of activities set on Google Classroom to coincide with their other lessons during the week. All work is designed to be completed within the 50 minutes allocated for the lesson and no homework is set over and above this commitment. The pupils have been provided with a range of learning resources including online lessons, teaching videos, listening tasks, reading tasks and translation tasks.

The work that has been set has been followed-up in lessons to ensure that it is both accessible and clear for all pupils. Pupils have been further provided with feedback on Google Classroom and also via email where appropriate.

The course is supplemented with specific vocabulary courses on Memrise that help to practice and cement understanding of the specific vocabulary for Unit 2.

The topic for Unit 2 is School and Education and so far the pupils have learned:

- How to talk about what they are learning in school and give their opinion
- How to describe their school uniform
- How to describe their school day

They are now studying a range of grammar structures in order to better understand how to achieve a high score for GCSE writing.