

THE FRIARY SCHOOL

an Arts and Sports College

CURRICULUM INFORMATION



Year 9
2008/2009

Dear Parents

In Year 9, the school week is made up as shown in the table below. The specialist school ethos based on the importance of 'improving performance' will be developed across the whole curriculum emphasising, for example, 'taking part', 'practice makes perfect', 'going for personal best', teamwork and building self-esteem.

SUBJECT	LESSONS
English	4
Mathematics	4
Science	4
Information Technology	1
Art and Design	1
Design and Technology (incl. Food and Textiles)	3
Drama	1
French	2
Geography	2
History	2
Music	1
Physical Education	2
Religious Education	1

In addition to the 28 lessons in the table, pupils either take 2 lessons of Spanish or have an extra lesson of French plus an extra lesson of physical education.

Aspects of personal, social and health education and of citizenship are taught throughout the curriculum. Particularly important contributions are made through PE, English, Drama and Science.

In this booklet, we hope to explain the course content of subjects for Year 9 students, as well as offering more general guidelines and advice on how you can help support your son/daughter with their homework and at school.

Homework

Homework is essential in supporting and reinforcing work in the classroom. Homework can take many forms. For example, it may be a freestanding piece of written work or a fresh stage in an ongoing project. Equally it may be as simple as to reflect on a question posed in class so as to be ready to give a considered view in the next lesson. Whatever its nature, homework must be completed regularly and reliably. Each student will record homework details in the Student Planner including the date set and the date due in. The homework timetable at the end of this booklet indicates the recommended (and certainly last) evening on which it should be done.

All parents are asked to support their son's/daughter's learning by seeing that (s)he establishes a routine for completing homework. Please also check the Planner at the end of each week to see that homework is being correctly recorded. Where possible, it is a good idea for students to have their own 'space' for homework where they can work without distractions-television, music and homework don't always mix successfully! Further ways in which parents can support learning are given in the subject pages.

Extra-Curricular Activities

We encourage students to participate in all aspects of school life and a variety of extra-curricular opportunities is offered. In addition to sporting, musical, drama and art-based and activities there are a number of successful clubs. A 'Skills' Club' offers literacy and numeracy support. 'Drop-In' support sessions are offered in several subjects during lunchtimes. Details of extra-curricular activities are published a few weeks into the new school year. Computer and Library facilities are open most lunchtimes.

Support For Learning

There are support arrangements for pupils identified as having special educational needs (SEN). SEN students are supported in making progress by Teaching Assistants who work alongside teachers in classrooms. SEN pupils with very particular difficulties (e.g. literacy and numeracy) may be asked to join Skills Club or may be withdrawn from some lessons for small group tuition. If your son/daughter is withdrawn from lessons for support, you will be contacted separately.

The Student Planner

Each student is issued with a Planner, which should be taken to all lessons. In addition to recording homework and logging 'Honours' gained, the Planner can form a valuable home/school link. Teachers may contact you by using it; similarly, please use the Planner to contact staff.

All letters sent home should be entered in the Planner, and we ask parents to sign to acknowledge receipt of these.

Attendance

Regular, punctual attendance is vital in ensuring your child achieves his/her full potential at school. If your child is going to be absent you are asked to ring the dedicated attendance line 01543 510660. A note in the Student Planner explaining absence is required on the day of return.

Parents' Evenings/Reporting

You will have the opportunity to discuss progress in some detail at the Parents' Consultation Evening in March. A full, written report is sent home before the Parents' Evening and will help inform Y10 options' choices which are made the same month.

Contacting School

Please feel free to contact us about any questions you may have. The best way of bringing concerns to the notice of the Form Tutor or to individual subject teachers is by making a note in the Student Planner. If you need to speak to the Subject Leader on a subject-related matter, then a telephone call to the school office should be made; for other matters, I, as Head of Year, would normally be the first point of contact.

Mrs B Broad (Head of Year 9)

ART & DESIGN

The Y9 course acts as a focus for what has gone before and a link to what is to come in KS4. A more assignment-based approach is adopted where students are required to think for themselves, to experiment more and apply skills and knowledge previously gained. It is part of a rotation and is divided into 2 assignments/units each lasting approximately 10 weeks. A typical assignment/unit might be based on:

- 'Footsteps' /shoes
- Portraits;
- My World;
- Still Life;
- Sculpture.

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of observation drawing, collecting materials, written work, or research in preparation for the next lesson. A pupil is expected to spend about 1 hour a week on homework. A pupil's progress in each topic is assessed through classroom observation, discussion and marking of all work. This is supplemented by a short self-assessment sheet at the end of each topic.

During this Assignment Based course, pupils are generally taught in mixed ability groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning and understanding key words in the subject;
- giving guidance as to where they might look for information.
- discussing the work with them.
- demonstrating and talking about any Art/Design/Craft skills and interests you have.

Please also encourage the use of computers, either at home or through the school computer club, for research and writing up of some work.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs S Crudginton (Director of Art and Design)

DESIGN & TECHNOLOGY

In Y9, pupils will gain further experience in the use of food, graphics and computer aided design, resistant materials, systems & control and textiles. They will be encouraged to work at a high level in each of their projects, and to identify individual needs within the design frameworks provided. The focused practical tasks that they will work upon have been designed to closely mirror GCSE practices, in order to provide them with a flavour of the Design & Technology courses available for study in Years 10 & 11. Pupils will be expected to work safely, both as individuals and alongside others, and to plan the making of their designs independently.

Classwork is supported by homework tasks which will vary. They may take the form of designing, investigating and researching, formal written work, or learning in preparation for tests. Pupils are expected to spend about 40 minutes on the homeworks set.

A pupil's progress in each project is assessed through both classroom observation and the marking of project work. Assessments for each project are entered in the project design folio, and pupils are encouraged to bring this work home so that parents can monitor their progress. Pupils will sit end of unit tests that will examine their knowledge and understanding of all work covered throughout the year. The National Curriculum level that a pupil is awarded at the end of the school year and which appears on their School Report, is an aggregation of assessments made throughout the year.

Parents can play an active role in supporting their son/daughter by:

- ensuring that they bring the correct resources to the lesson (especially food technology lessons)
- helping them to learning the specialist vocabulary of the subject
- helping them to prepare for end-of-unit tests

Please also encourage the use of computers, either at home or through the school computer club, for appropriate elements of the project.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr P Arm (Subject Leader)

DRAMA

Drama at The Friary has developed as a discrete subject within the curriculum, and continues, as a subject, to evolve. All pupils in Year 9 take a course in drama/performing arts that follow the recommendations made by the DfES for an emphasis on a skills based programme whilst implicitly acknowledging the benefits of the social, historical and cultural aspects of drama.

In Year 9 pupils are taught as mixed ability registration groups; they have one lesson per week.

The projects in Year 9 provide a bridge between Key Stages 3 and 4, and emphasise making, performing and responding to material. During Year 9 there are ample opportunities for students to participate in performance. Therefore, the projects are designed to highlight popular and performance-orientated drama, making it interesting, fun and accessible for all students regardless of whether they have opted to continue into Key Stage 4. A theme has been chosen for every project, which reflects the basic elements of each project. The themes are as follows:

- **Character:** Pupils learn how to create, develop, understand and perform a role, using appropriate techniques and skills. Project in Year 9: Secret Annexe
- **Genre:** Focus is on a specific style in drama, and the historical development. Year 9: Pop Culture
- **Improvisation:** This theme is about developing drama around a particular topic, using a variety of techniques. The improvisation project in Year 9: Departure
- **Mime and movement:** Projects emphasise mime as a technique, or emphasise how movement can be used in a certain style. The mime and movement project in Year 9: Commedia
- **Performance:** Pupils focus particularly on creating a performance for a specific audience or for a particular purpose.
- **Text:** Focus on using text as the basis of an improvisation and/or performance. Year 9: Shakespeare

During a project, pupils are assessed through the [making, performing and responding](#) strands, which then create end-of-year [levels](#). Using these levels as recommended in the National Curriculum gives drama more rationale within the whole school framework. The levels show progression in skills and understanding from Years 7 to 9. From these levels, develop end of KS3 statements. These statements show the bridge between KS3 and GCSE, and indicate how students can go on to achieve higher grades. The progression in the Year 9 curriculum should not be linear. It should show that the work is constantly being revisited to deepen, refine and clarify. This helps the pupils to create increasingly complex meanings within the same area of work, and provides consistency. Year 9 pupils would be expected to show progression in autonomy, content, drama and theatre, language and communication, social skills and thought processes.

Classwork is supported by homework, which is set weekly. Homework tasks will vary and may take the form of research, learning lines, writing a script for the next lesson, writing in role, poetry, diary entries, Role-on-the-wall and other writing centred around a character, drawing sketches of the acting area, identifying characters and their thoughts at the time, extended writing in essay form, bringing in a prop for the next lesson, assessment sheets for pupils to complete.

Parents are able to support the work of the Department in a number of ways:

- Ensure that their child industriously completes any set homework- learning lines/ practising
- Show an interest in and ask questions about, the Drama activities in which their child is engaged
- Help pupils to learn and understand texts used in the subject- Shakespeare
- Encourage theatre visits to experience 'live' performances, particularly Shakespeare set texts

Mr R Hughes (Acting Director of Performing Arts)

ENGLISH

Pupils follow programmes of work which offer a variety of opportunities to develop their abilities in reading, writing and speaking and listening. The department follows a clear and focussed program of study that aims to build on the work done in years 7 and 8 and maintains a wide variety of units to engage pupils' interests.

- The development of reading skills continues to be of great importance, especially in this transitional year before pupils begin their GCSE courses. Pupils have opportunities to read a range of fiction and non-fiction texts. All pupils have a class-reader and study a Shakespeare text in preparation for the National Curriculum end of key stage tests.
- All pupils are encouraged to read widely for their own pleasure and have regular opportunities to talk about books and reading.
- Pupils are encouraged to write in a variety of increasingly more sophisticated forms and for a variety of purposes.
- They are encouraged to plan their work carefully, to consider the effect of different grammatical structures on their writing, and to broaden their vocabulary.
- Pupils are encouraged to check spelling and punctuation carefully, to develop a more consistently even and fluent style of handwriting, and to present work attractively.
- Speaking and listening is an integral part of all lessons.
- Pupils are encouraged to transfer the skills and techniques used in English across the curriculum.

Classwork is supported by homework which is set once per week. Homework tasks will vary but may include a combination of reading, preparation of work for the next lesson, learning or formal written work. Drafts should not be treated as 'rough' work, though the presentation may not be as neat as the final, presented piece.

Pupils are taught in broad ability bands within a half-year grouping and regular assessment allows us to review grouping throughout the year to ensure pupils are best placed to reach their potential.

A pupil's progress is assessed by the regular assessment of speaking and listening, reading and writing. All 'best' work is kept in a folder as evidence of attainment and is available for discussion during consultation evenings. At the end of the year, teachers summarise their teacher assessment for the end of Key Stage 3 in the form of a level for each attainment target (Speaking and Listening, Reading and Writing). In addition, pupils complete two National Curriculum tests: one to test reading and writing and the other to test the Shakespeare play studied.

As part of the department's assessment program, pupils have the opportunity to complete a mock SAT examination to help prepare them for the end of year tests, allowing for constructive feedback on how to improve further. Assessment also provides clear feedback to pupils, helping them to set clear and achievable targets and will take place, as a minimum, twice per term.

The department welcomes the support of parents in encouraging their sons / daughters with their work, particularly in:

- encouraging reading for pleasure - fiction and non-fiction;
- discussing ideas for writing, should this be necessary;
- encouraging the checking of work and the use of a dictionary.

Please also encourage the use of computers, either at home or school.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to

deal with your enquiry, (s)he will draw it to my attention.

Mr P Smith (Subject Leader)

GEOGRAPHY

The course is divided into 4 main units, each lasting a varied number of weeks. Local to Global offers a flexible approach to learning geography where a number of option choices are available to study.

- Why are some places richer than others?
- Why are my clothes made in china?
- Natural Hazards around the world.
- Local - Global futures: - Global Warming, Energy, Focus on Africa, Crime, Traffic and specific country studies are all available.

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or research in preparation for the next lesson. A pupil is expected to spend 30 to 45 minutes a week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a formal test, exercise or project as appropriate.

Pupils are normally taught in registration groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you could provide access to a suitable World Atlas and an Ordnance Survey Map of the local area. You could also provide support by helping your child to:

- learn key words in the subject;
- prepare for end-of -topic tests.

Please also encourage the use of computers, either at home or through the school computer club, for writing up the project.

Should you need to contact us between parents' evenings', please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs K Abbott (Subject Leader)

HISTORY

In Year 9 the course is divided into two main modules:

1. Britain 1750 - 1900

- A study of the social, economic and political changes in Britain with a focus on the Industrial Revolution.

2. A Century of Conflict

- World War One and life in the trenches
- World War Two and the Holocaust
- The Cold War
-

Homework is set once a week and is designed to support class work and develop your child's understanding of events. Homework tasks will be varied and may be in the form of projects, written tasks, creative work or independent research. In the Spring term pupils will undertake a major project using ICT to research the life of a First World War soldier. A pupil is expected to spend about 30 to 45 minutes a week on their homework.

In History, pupils are taught in their mixed ability tutor groups. A range of assessment activities are carried out throughout the year and will include classroom observation, pupil presentations and written work combined with formal assessment opportunities. The History department also aims to assist pupils to develop their competency in other areas of study, such as, literacy, numeracy, citizenship and ICT.

Learning about history can be a social time for families and parents can help develop their child's knowledge by encouraging them to read factual or fictional historical books, watch appropriate television programmes and films or by going on outings to places of historical interest.

Should you need to contact us between parents' evenings, to discuss your child's progress or for queries regarding GCSE options, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr P Calder (Subject Leader)

ICT

ICT capability involves information gathering, presentation and technical processing skills, underpinned by understanding of key concepts related to the nature of information and of technology. It includes but is much broader than a set of technical competences in common software applications.

The aim is to ensure that by the end of Key Stage 3 all pupils can use ICT securely, creatively and independently, are confident enough to keep their skills up-to-date and are able to generalise from their ICT experiences.

The National Curriculum programme of study for ICT in Key Stage 3 groups the knowledge, skills and understanding that pupils need to acquire into themes. These themes, which characterise what people normally do when they work with ICT, are:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information

A critical feature of the development of ICT capability, which is integrated into each theme, is:

- Reviewing, modifying and evaluating work as it progresses

This aspect of ICT cuts across and is integrated with each of the themes. It covers four main elements:

- Evaluating work in order to improve it
- Recognising fitness for purpose
- Recognising inappropriate uses of ICT
- Checking outcomes

The course is divided into units and pupils have one lesson of ICT per week throughout the school year.

Units covered:

- Advanced spreadsheets
- Advanced databases
- Using sound and video to produce a short movie
- Using the skills above along with presentation skills to simulate the organisation of a school trip to Euro Disney and the organisation of a school production

The course is heavily practical with as much 'hands-on' experience as possible. Homework is set when appropriate and takes the form of reviewing, modifying and evaluating work covered in the lesson or research in preparation for the next lesson.

Each pupil's progress, in each unit, is assessed using a mixture of classroom observation, self-assessment, peer-assessment, and an end-of-unit formal teacher assessment.

In ICT pupils are normally taught in registration groups.

The department helps pupils to learn and progress in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning key words in the subject
- reviewing, modifying and evaluating their work
- preparing for the next lesson
- encouraging the use of computers in all subject areas.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, s/he will draw it to my attention.

Mr A Weaver (Subject Leader)

MATHEMATICS

Throughout the year pupils will consolidate and build upon their previous work in Mathematics. The following topics will be covered:

- Approximation; fractions and percentages; proportion
- Formulas and equations
- Volume, area and perimeter; angles; transformations
- Collecting, displaying and interpreting data; probability

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or work on an extended project. A pupil is expected to spend 45 minutes each week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by short tests throughout the year. The SATS in the Summer will assess the whole year's work.

In Mathematics, pupils are taught in eight ability sets.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning his/her tables.
- revising for the tests using the textbook and classwork book.

Please also encourage your child to ask questions if uncertain about any aspect of the work.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr M J Douglas (Subject Leader)

MODERN LANGUAGES

FRENCH

During the course pupils continue to learn how to listen, speak, read and write in French. The topics covered are:

- Describing other people
- Rights of young people
- Geographical Surroundings
- School Life
- Health
- Part-time jobs/Leisure Time
- Various grammatical points (including tenses, reflexive verbs, modal verbs)

Classwork is supported by homework which is set a minimum of once and a maximum of twice per week. Homework tasks will vary. They will usually be pieces of formal written work or learning.

A pupil's general progress in each topic is assessed through classroom observation, the marking of written work and the administering of vocabulary tests. Pupils are tested in the four skills via end of module tests throughout the year. The results of these tests together with teacher assessments will provide a basis for awarding KS3 National Curriculum levels at the end of Year 9. They will also enable each pupil's progress to be reviewed and a decision regarding an appropriate set for Y10 to be made. French is offered to students of all ability at KS4.

Pupils are taught in four ability sets in each half year- group.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the textbook and your child's exercise book, you support your son/daughter in:

- testing on the meaning and spelling of new words
- helping to prepare for tests
- asking him/her to teach you, and practising with him/her
- buying a dictionary

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs C Cain (Subject Leader)

SPANISH

During the course pupils continue to learn how to listen, speak, read and write in Spanish. The topics covered are:

- Shopping for Food and Drink
- Clothes
- Weather and Holidays
- Pocket Money and Part-time Jobs
- Leisure Time
- Various grammatical points (including future tense, past tense, direct object pronouns and the development of grammatical points introduced in Y8)

Classwork is supported by homework which is set a minimum of once and a maximum of twice per week. Homework tasks will vary. They will usually be pieces of formal written work or learning.

A pupil's general progress in each topic is assessed through classroom observation, the marking of written work and the administering of vocabulary tests. Pupils are tested in the four skills three times during the year. The results of these tests together with teacher assessments will provide a basis for awarding KS3 National Curriculum levels at the end of Year 9. They will also enable each pupil's progress to be reviewed.

Pupils are taught in one set in the top French ability band.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the textbook and your child's exercise book, you support your son/daughter in:

- testing on the meaning and spelling of new words
- helping to prepare for tests
- asking him/her to teach you, and practising with him/her
- buying a dictionary

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs C Cain (Subject Leader)

MUSIC

All pupils in Year 9 follow a course in Music which consists of three inter-related areas: -

- Performing
- Composing
- Listening.

The emphasis of much of the course is on practical music making; performing using voices, tuned and un-tuned percussion instruments and electronic keyboards. Pupils also use music software and CD ROMs for research at various stages during the year. They are frequently expected to work individually, in pairs and in small groups. Those pupils who are learning to play other instruments are encouraged to use them during lessons, when appropriate. Pupils listen to and appraise their own compositions and performances and the music of other composers, past and present. Musical genre experienced by the students include; Western Popular Music, Film Music and Music in the media

Unit topics this year are: -

The Blues, Re-mix, TV Music (in which students have the opportunity to put their own music to a Tom and Jerry cartoon), Making a CD and Radio Show.

Class work is supported by homework when required. Homework tasks will usually require extended listening or investigation of a particular topic which is being covered in lessons.

A pupil's progress is regularly assessed through classroom observation and performing, composing and listening tasks. Formal assessment will take place at the end of each unit of work, which is usually at the end of each half term.

In Year 9 pupils are taught as mixed ability registration groups; they have one lesson of Music per week.

Parents are able to support the work of the Department in a number of ways:

- talk to your son/daughter about their Music lesson. What have they done today - played instruments, composed a piece, or listened to music?
- encourage them to listen to a range of different styles of music.
- encourage them to take part in our exciting extra-curricular programme which has lots of opportunities for year 9 students.

Should you need to contact us between parents' evenings, please write a note in your child's Planner and ask for it to be shown to the subject teacher. Your enquiry will then be dealt with as soon as possible.

Mr J Cain (Director of Music)

PHYSICAL EDUCATION

In Y9 pupils will be taught:

- Games activities.
- A Fitness activity and/or Dance.
- Athletic activities.
- Swimming.

This satisfies the requirements of the National Curriculum for Physical Education.

In the boys' department pupils (in their single P.E. lesson) study Hockey up to half term followed by Basketball in the first two terms. After Easter (in term 3) pupils study Athletics for half a term and then Cricket. All boys will also have access to the Studio and will be taught fitness principles.

In Games lessons boys have half a term of Rugby and Soccer with two half terms of Swimming and Volleyball. In the Summer, pupils study Athletics and Cricket during their double lesson along with an introduction to the game of softball.

In the girls department during their games lessons pupils will study Netball, Swimming, Dance, Gymnastics, and Hockey.

In P.E. lessons they will study Volleyball, Netball and Basketball. In the Summer Tennis, Rounders and Athletics are studied by all pupils.

Homework is not given in this subject.

Progress is assessed during and at the end of blocks of work through classwork observation and question and answer sessions. The four strands of the National Curriculum are assessed during the delivery of the scheme of work. Pupils are informed about what is to be assessed during the teaching blocks and informed at which level they are performing. Pupils are told what they need to do in order to progress further. Targets are set in this subject and development is monitored. Pupils in Y9 are put into ability groupings in Games based on their performance in Y8.

By the end of KS3 pupils should be able to devise strategies and tactics for activities while using more advanced sequences of movements. Skills should be used with precision and the importance of rules recognised. Strengths and limitations of their own and others performances should be apparent as well as understanding the effects of exercise on the body and why warming up is important. Analytical ability should be evident in their work during Y9. They will have a Key Stage 3 teacher assessment attainment level at the end of the year.

Pupils are still encouraged to attend extra-curricular clubs so that they can further develop and practice the skills of many sports. Parental support and help is always well received by pupils in this subject - they will improve with practice and competition.

Please ensure that pupils always have the correct kit for their lessons. If they are unable to participate they need a note from home to excuse themselves. If notes are not provided detentions will be given. Pupils will be set relevant work about the sport being taught if they are not participating; they must continue to learn.

Should you need to contact us between Parents Evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr B J Broad (Director of Sport)

RELIGIOUS EDUCATION

The course is divided into the following topics:

I JUST WANT TO BE HAPPY !
RESPONSES TO SUFFERING.
ANIMAL RIGHTS.
MARRIAGE AND THE FAMILY.

The pupils have one lesson per week. Classwork is supported by homework which is set once per week. Homework tasks will vary, but usually involve completing a written exercise. Pupils are expected to spend 30 minutes a week on homework.

A pupil's progress is monitored through their classwork and their homework exercises, and an assessment task is set once per term which is graded across the whole year group.

Pupils are normally taught in registration groups.

Parents can play a very active part in supporting children, by making sure that homework is done effectively, and discussing issues with them when necessary. We ask parents to check the organiser regularly, because any problems will be recorded by the teacher in there. Parents can also encourage the use of computers to word process writing, or to use the Internet or CD Rom for research. Computers may be used either at home or in school.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. Alternatively you may contact me.

Mrs A Pether (Subject Leader)

SCIENCE

The 3 sciences are taught separately and the course is divided into 11 topics, each lasting approx. 8 weeks. There are 4 units of Biology and Physics and 3 units of Chemistry:

- Inheritance and selection;
- Fit and healthy;
- Plants and photosynthesis;
- Plants for Food;
- Reactions of metals and metal compounds;
- Patterns of reactivity;
- Forces, earth and beyond;
- Environmental chemistry;
- Using chemistry;
- Energy and electricity;
- Gravity and space;
- Speeding up
- Pressure and moments
- Investigating scientific questions

More detailed information about the work covered, and study aids, are included in a Booklet issued to all Y9 pupils.

Classwork is supported by homework which is set twice per week. Homework tasks will vary. They may take the form of formal written work, learning or research in preparation for the next lesson. A pupil is expected to spend about 30 - 40 minutes a week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a short formal test at the end of each topic.

In Science, pupils are taught in three bands according to ability.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the booklet given out by the teacher, you support your son/daughter in:

- learning key words in the subject;
- preparing for end-of -topic tests using Check Lists and Revision Quizzes.

Please also encourage the use of computers, either at home or through the school computer club.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr N Carney (Subject Leader)

Y9 Homework Timetable

Raising performance! Do your homework on (or before) the day shown.

MON	TUES	WED	THURS	WEEKEND
Science	English	Maths	History	French
ICT	Art/ Food/ Textiles	Music	Geography	Spanish
Drama		RE	DT	PE