



# Spring Term Overview

# Tutor Group: 9N

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|---------------------------------|---|--|--|
| <p>Science<br/>Miss Postans</p> | <p>This term, pupils will learn about atoms, elements, compounds, and states of matter. They will explore the particles in atoms, identify substances as elements or compounds, and distinguish between chemical and physical changes. Pupils will compare solids, liquids, and gases, and study diffusion, density, and state changes due to heating or cooling.</p> <p>Next term, pupils will focus on circuits and mains electricity. They will identify electrical appliances, understand power in Watts, and build simple series circuits. Pupils will learn how to determine if a lamp will light, based on the circuit's completeness and switch positions. They will explore conductors, insulators, and the role of fuses in preventing overheating.</p> | <p>A homework booklet will be given to each pupil to help them complete 1 task per week to support their learning. Homework is set according to their individual homework timetable. Please see Miss Postans for help before the deadline if you are stuck</p> <p>BBC Bitesize is also a good revision aid (links are below)</p> <p><a href="#">KS3 Chemistry - BBC Bitesize</a></p> <p><a href="#">KS3 Physics - BBC Bitesize</a></p> | <p>Element,<br/>Compound,<br/>Chemical formula,<br/>Substance,<br/>Particle,<br/>Diffusion,<br/>Concentration,<br/>Conductor,<br/>Insulator,<br/>Series<br/>Parallel<br/>Circuit</p> |

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| <p>Art<br/>Mrs Berry</p>        | <p>After learning all about Pop Art, Typefaces, Ben Day dots and comics and cartoons, Year 9 pupils are now working to create their name as a relief sculpture, exploding with bright colour and cartoon style graphics. They are learning to use different surfaces and layers to create their sculptures which will POP with bright flat colour, dots, black outlines and letter shapes.</p> <p>Next term we will build on our contextual knowledge of Pop Art and look at a group of Artists called the Op (optical) Artists. Pupils will develop work based on optical illusions, pattern and shape working in both 2 and 3 dimensions.</p>   | <p>Have a look at these websites with your child. They show a broad selection of the work by the Artists they will be studying this term.</p> <p><a href="#">Op Art   Tate Kids</a><br/> <a href="#">Pop Art   Tate Kids</a></p>  | <p>Stencil<br/>Ben Day Dots<br/>Shape and Form<br/>Relief<br/>Sculpture<br/>Optical Art<br/>Illusions</p> |
| <p>DT<br/>Miss Attenborough</p> | <p>This term, pupils will enhance their skills and broaden their experience with machinery in the workshop. They will work with acrylic to design and create a clock inspired by the Memphis design style. Through research tasks, pupils will gather ideas to help shape their own unique designs. They will also review safety protocols for equipment and machinery before using various workshop tools. The skills developed this term will include sawing, filing, polishing, and heat moulding. To complete their unique shaped clock with various techniques, pupils will finish the product by incorporating a functioning mechanism.</p> | <p>To support at home, you could explore the Memphis design style by looking at images, videos, and articles online or in magazines. Discuss key features of Memphis design, such as bold colours, geometric shapes, and unconventional patterns, to inspire their own unique clock design.</p> | <p>Analogue<br/>Polish<br/>Acrylic<br/>Memphis<br/>Moulding</p>   |

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| <p>PE</p> <p>Mr. Altman, Mr. Smith and Mr. Stinton</p> | <p>This term, our Physical Education, pupils will include orienteering and badminton.</p> <p>During the orienteering module, pupils will focus on enhancing their map-reading skills and teamwork abilities. They will learn to interpret maps, navigate designated routes, while practicing essential techniques such as holding and thumbing the map. Additionally, pupils will gain an understanding of maps from a bird's-eye perspective, promoting spatial awareness and problem-solving skills.</p> <p>In the second half of the term, we will transition to badminton. Pupils will refine a wide range of techniques, including the forehand and backhand serves, overhead clears, smashes and drop shots. These skills will be applied in short games, enabling pupils to put their learning into practice and develop confidence in competitive play.</p> | <p>To help at home you could:</p> <ul style="list-style-type: none"> <li>• Explore local areas, following signs and walking trails.</li> <li>• Watch tutorials on the different badminton techniques discussed.</li> </ul> | <p>Direction</p> <p>Locate</p> <p>Contouring</p> <p>Discover</p> <p>Teamwork</p> <p>Communication</p> <p>Serve</p> <p>Clear</p> |
| <p>History</p> <p>Mrs Dyer</p>                         | <p>In Year 9, pupils will learn about the differences between democracy and dictatorship, focusing on key figures such as Stalin and Hitler. Pupils will then focus on how Hitler rose to power in Nazi Germany, the changes he brought to German society, and the experiences of ordinary people during this time. This topic will help them understand different systems of government and the impact of dictatorship on society.</p>   | <p>There are great local History sites in this area, which would be good for your child to visit. You can also watch Horrible Histories on BBC iPlayer.</p>  | <p>Democracy</p> <p>Dictatorship</p> <p>Power</p> <p>Policy</p> <p>Society</p> <p>Government</p>                                |

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| Geography<br>Mrs Petrie    | Pupils will learn about different biomes in the world, including; desert, grassland, tundra, taiga, tropical rainforest, deciduous forests and savannah. Pupils will study what the climate and environment is like in each biome and will learn how plants and animals adapt to survive. This will require pupils to draw on and enrich their learning on the continents of the World. We will then explore the polar biomes and will learn about the importance of the Arctic and Antarctica. | You can help your child by looking at the distribution of different biomes in an atlas, read about the polar biomes and learn more about the Arctic and Antarctica. | Arctic<br>Antarctica<br>Biome<br>Continent<br>Polar<br>Tundra<br>Rainforest<br>Desert |

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| <p>Food Studies<br/>Mrs Goss</p> | <p>In the Spring term of year 9, pupils will be introduced to new skills which are more intricate and require more accuracy. Similar food preparation skills will be repeated with different ingredients such as making homemade shortcrust pastry using a food processor, to rolling a fatless sponge for a Swiss roll. The practical lessons of the first half term (Italy) will include: Spaghetti Bolognese, chicken &amp; bacon pasta bake, 'marry me' chicken orzo and chorizo calzone. The second half term (home baking) will include: apple galette, chocolate chip &amp; banana muffins, mini scone-based pizza's, Swiss roll and Mini Egg cookies. Each topic is underpinned with the pupil's future in the forefront of our minds, these two half terms will have an overarching focus of 'food labels' to support making better food choices, looking at portion control and how to reduce/re-use or recycle their food packaging. The food safety and hygiene element are paramount, and pupils will gain further understanding and gain confidence whilst preparing ingredients and mixtures using electrical equipment. Raw meats also be handled and cooked in alternative methods to the term beforehand. The topic also includes understanding of how all the dishes made contribute towards a healthy and balanced diet, as well as knowledge around the source and seasonality of the broad range of ingredients used in recipes linked to Italy and some home baking favourites!</p> | <p>Activities could include:</p> <p>Analyse food labels on common household items, specifically looking at the nutritional aspect.</p> <p>Re-make a meal like Spaghetti Bolognese or a pasta bake and focus on minimising food waste or recycling packaging.</p> <p>Practice proper hygiene techniques, such as washing hands, cleaning surfaces, and ensuring the meat is cooked thoroughly.</p> | <p>Carbohydrates<br/>                     Consumer<br/>                     Core temperature (75°C)<br/>                     Eatwell Guide<br/>                     Packaging<br/>                     Protein<br/>                     Recycling<br/>                     Reduced salt/sugar options<br/>                     Supplier<br/>                     Sustainable diets<br/>                     Temperature probe</p> |

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| <p>Computing<br/>Mr Bentley<br/>Mrs Dyer</p> | <p>This term we will be learning some basic binary coding, having a go at cracking simple codes and writing messages. Pupils will also undertake a graphics project using Serif Draw Plus to design a tech magazine cover. Pupils will then develop their skills in Microsoft PowerPoint by making an interactive app. Throughout the course we will continually revisit how to be safe and smart online and learning what to do if we come across something in different scenarios.</p>   | <p>If pupils wish to complete or develop work at home, then they can access work on their OneDrive via <a href="#">RM Unify</a></p> <p>Encourage pupils to think about where they might see binary choices e.g. light switches, car park barriers, games console switches.</p> | <p>Download<br/>Binary<br/>Switch<br/>Font<br/>Application<br/>Audience<br/>E-safety</p> |
| <p>Music<br/>Mrs Lea</p>                     | <p>In Music this term, pupils will be extending their learning and understanding of Rhythm and Pulse. Pupils will be reminded of the importance of pulse as a fundamental upon which music is built and performed. Through the integrated activities of performing, composing and listening, pupils will develop their own feeling for and awareness of a regular pulse. Pupils will be able to make a clear distinction between pulse and rhythm and learn to use rhythm grids as a method of recording rhythm patterns. Pupils will perform and compose rhythm patterns of differing complexity including rests, half-beats and accents.</p> | <p>When listening to music at home, encourage your child to 'feel' the beat. Are they able to count the pulse pattern and see if the song is in patterns of 2,3 or 4?</p>  | <p>Pulse<br/>Rhythm<br/>Accent<br/>Ostinato</p>  |

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| PSD<br>Mr Naylor    | <p>In term 3 our Topic is The World We Live In. Pupils will be considering a variety of objectives within this relating to diversity and responsibilities within our communities and preparation for adulthood skills. This will involve employer encounter sessions, jobs research and managing finances.</p> <p>We will then move on to Self-Care, Support and Safety. This will involve pupils continuing to develop their understanding of physical and mental wellbeing. They will also consider ways to stay safe in the community, at home and online.</p> | Please encourage pupils to increase their independence in all areas from helping out at home, personal hygiene skills and staying safe both in and outside the home. | Diversity<br>Qualifications<br>Independence<br>Finances<br>Personal space<br>Screen time |



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| <p>R&amp;W<br/>Miss Jackson</p> | <p>This term, pupils will explore important questions about sin, salvation, and the existence of suffering, considering perspectives from a range of religious and non-religious worldviews. They will examine how different traditions, including Christianity, Buddhism, and Humanism, understand the concepts of sin and salvation, and how these ideas shape responses to moral and ethical challenges. Pupils will then reflect on the profound question, "Why is there suffering?" and evaluate whether there are good solutions to this universal human experience. As part of this, they will explore how faith and belief systems, such as Buddhism, offer guidance and comfort in difficult times. This unit encourages pupils to think deeply about diverse beliefs and develop a compassionate and respectful understanding of differing worldviews.</p> | <p>You can support your child's learning by encouraging thoughtful conversations about the topics covered, such as suffering and how people of different beliefs find meaning and hope in difficult times. Reading about or discussing real-life examples of faith in action can also help deepen their understanding.</p> | <p>Sin<br/>                     Salvation<br/>                     Suffering<br/>                     Faith<br/>                     Buddhism<br/>                     Humanism<br/>                     Ethics<br/>                     Belief<br/>                     Worldview<br/>                     Compassion</p> |

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| <p>Drama<br/>Miss Price</p>            | <p>In terms 3 and 4, pupils will take part in a topic about William Shakespeare and The Globe Theatre. Pupils will develop their knowledge about William Shakespeare, The Globe Theatre and script work, by acting out scenes from the plays “A Midsummer Night’s Dream” and “The Tempest.” Pupils will also learn and develop key drama skills such as character work, movement, miming, direction, narration, soundscapes, freeze frames, hot seating, thought tracking and stage directions.</p>   | <p>Encourage pupils to tell you about William Shakespeare, and The Globe Theatre.</p> <p>Encourage pupils to tell you about the plot and characters of the plays “A Midsummer Night’s Dream” and “The Tempest.”</p>   | <p>William Shakespeare<br/>                     The Globe Theatre<br/>                     Stratford-Upon-Avon<br/>                     Script<br/>                     Prologue<br/>                     Characterisation<br/>                     Stage directions<br/>                     Hot seating<br/>                     Thought tracking<br/>                     Plot</p> |
| <p>Outdoor Learning<br/>Mrs Barlow</p> | <p>Year 9 students will explore sustainable gardening methods, including learning how to take hardwood cuttings. They will revisit growing annual flowers from seeds and investigate any losses to improve their techniques. As a class, they will prepare and plant a small wildflower garden, using different methods to sow wildflower seeds. Students will compare and contrast these methods, analysing which approach might be more effective. This project will continue over the spring and summer terms. Later sessions will involve creating an information leaflet to help others identify the plants. These skills will enhance their gardening knowledge and have real-world applications.</p> | <p>To help identify different trees and plants:<br/>                     You could download the free app, ‘Woodland trust tree identification,’<br/>                     Use the iPhone photo ID- take a photo of a plant and press the ( i ) icon for identification.</p> <p>This could be observed in garden spaces, on house plants or on walks.</p> | <p>Propagate,<br/>                     Coppiced,<br/>                     Thinned,<br/>                     Manmade,<br/>                     Natural,<br/>                     Sustainable,<br/>                     Repurpose,<br/>                     Nocturnal,<br/>                     Hibernation,<br/>                     Processor.</p>                                    |