

# THE FOREST ACADEMY



## Year 9 Curriculum Booklet

**2016 – 2017**

- Year 9 Information Evening – Tuesday 18<sup>th</sup> October
- Year 9 Parents Evening – Tuesday 7<sup>th</sup> March
- Year 9 Exams – Commence Monday 16<sup>th</sup> January
- GCSE Option Choice Deadline – Friday 17<sup>th</sup> March

## Contents

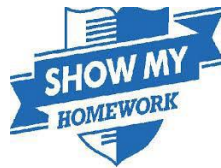
Page 3	-	Welcome from the Principal Mr Will Thompson
Page 4	-	The Year 9 Pastoral Team
Page 5	-	Assessment and Reporting
Page 6	-	Art
Page 8	-	English
Page 10	-	French
Page 12	-	Geography
Page 14	-	History
Page 16	-	ICT
Page 18	-	Maths
Page 20	-	Music
Page 23	-	PE
Page 26	-	RE
Page 28	-	Science
Page 29	-	Spanish
Page 31	-	Technology (Hard)
Page 33	-	Technology (Soft)
Page 35	-	Inclusion

September 2016

Dear Parent / Carer,

We are very pleased that your child has started Year 9 at The Forest Academy and hope they have a successful year building on the progress they made in year 7 and 8. This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 3 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education.

Students are encouraged to use the school library and ICT rooms at lunch time and after school to ensure they have access to a suitable working place to study, and to have access to books and computers, if needed. Homework Club is available to students at lunch time and after school. The Inclusion Unit also offers support for SEND, EAL and MABLE students for tailored support.



To support partnership with parents all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. This keeps parents fully informed as homework is provided by teachers and on what date it is due to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact your child's form tutor or Mrs Shah Head of Year.

Please also note that this year student will be choosing their GCSE options for courses they will be studying next year. Students will commence the start of their GCSE's following the May half term holiday.

Should you require any further information please do not hesitate to contact us.

Yours faithfully,

*W Thompson*

**Mr W Thompson**  
**Principal**

## The Year 9 Pastoral Team

**Head of Year – Mrs S Shah**

**9B1 Tutor – Mr O Day**

**9B2 Tutor – Miss A Seckleman & Miss R O’Sullivan**

**9G1 Tutor – Miss T Miah**

**9G2 Tutor – Mr N Miah**

**9R1 Tutor – Miss J Kelly**

**9R2 Tutor – Miss L Vaz**

**9Y1 Tutor – Miss B Pupiec**

### **Form Time**

The students meet their tutor daily, spending approximately 20-25 minutes with them during morning registration.

Their weekly schedule includes:

Monday	Reading
Tuesday	Study Skills
Wednesday	Assembly
Thursday	Pastoral Curriculum
Friday	Form data reviewed with students to include progress, attendance and punctuality data.

Books are provided to every students to encourage reading. Students wishing to bring in their own reading book is also encouraged.

### **How Parents Can Help**

- Ensure your child arrives to school on time
- Check & sign planners weekly
- Ensure your child has the right equipment and uniform for school
- Attend all mentoring sessions and parents evenings
- Monitor Homework

### Assessment at KS3

- All students are assessed at various points throughout the school year.
- Parents will receive three formal reports during the school year.
- Mentor meetings with parents take place Monday evenings with form tutors.
- There will be a Parents Information Evening at least once during the academic year for all students where parents will have the opportunity to meet subject teachers.
- Students will be set attainment targets for the end of KS4 for every subject that they are studying with the exception of Citizenship.

### KS3 Reporting

Students at Key Stage 3 will be reported on the **progress** they are making towards their KS4 end of course targets using the following criteria.

Progress	Explanation
High Flier	The student is making rapid progress and is likely to exceed or is already exceeding the minimum expected level at the end of the year.
Secure	The student is making expected progress and is likely to meet the minimum expected level at the end of the year.
Emerging	The student is making progress, but there is a concern that the student might not reach the expected level at the end of the year.
At Risk	The student's progress is a cause for concern. They are not making expected progress for their year group and may not reach the expected level at the end of the year.

## ART & DESIGN

TERM	MAIN ASSESSMENT TASKS
<b>AUTUMN 1A/1B</b>	
<p style="text-align: center;"><b><u>STILL LIFE AND SURREALISM</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> hand observational drawings of objects. Building up their confidence with drawing.</li> <li>• Focusing on developing student's tonal work. Using pencil, pen and colouring pencil.</li> <li>• Using more complex still life images, showing students how to section off images to make it easier to transfer the image.</li> <li>• Developing tonal work with oil pastels.</li> <li>• Artist research into still life.</li> <li>• Research into surrealism.</li> <li>• Developing their still life images in to a surreal composition through collage</li> <li>• Exploring symbolism.</li> <li>• Learn how to mix colours with paint and how to achieve tone and texture.</li> <li>• Creating a final A3 piece using paint to complete the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawings.</li> <li>• Research in to still life and surrealism.</li> <li>• Artist research.</li> <li>• A3 oil pastel drawing.</li> <li>• 2 design ideas.</li> <li>• A Final A3 painting.</li> </ul>
<b>SPRING 2A/B</b>	
<p style="text-align: center;"><b><u>NATURAL FORMS</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Looking at a variety of natural forms.</li> <li>• Learning how to manipulate and combine a variety of materials.</li> <li>• 1<sup>st</sup> hand observational drawings of natural objects.</li> <li>• Exploring the texture of these objects.</li> <li>• Exploring artists who have looked at natural forms.</li> <li>• Producing a paper Mache sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Artist research.</li> <li>• Observational drawings with a variety of materials.</li> <li>• 3D final piece.</li> </ul>
<b>SUMMER 3A</b>	
<p style="text-align: center;"><b><u>GARGOYLES</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Research into gargoyles.</li> <li>• Collage a gargoyle out of animal images.</li> <li>• Designing your own gargoyles taking inspiration from animal images.</li> <li>• Using a variety of materials to show texture and tone.</li> <li>• Create a design page for their clay gargoyle.</li> <li>• Final piece, is to make a clay gargoyle.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 observational drawings of gargoyles.</li> <li>• Research page on gargoyles.</li> <li>• A design page for your final piece.</li> <li>• Clay final piece.</li> </ul>
<b>SUMMER 3B</b>	
<p style="text-align: center;"><b><u>MARK MAKING</u></b></p> <p>Students will be starting their GCSE course.</p>	

## YEAR 9 COURSE DESCRIPTION – ART & DESIGN

Students use art and design to look afresh at the world around them. Experimenting with colours, materials, textures and patterns or trying out new processes helps them communicate, feel and imagine. They study different sorts of artwork from drawing, painting, print making, collage, three dimensional construction, ICT. They discover how images can tell stories or express ideas; they learn how art, craft and design enrich our lives and can lead to many kinds of interesting and creative jobs.

At Key Stage 3 students are taught to:

- Explore and develop ideas drawn from their imagination and experience, from their own observations and from the material they collect for research.
- Draw on an expanded range of materials, tools, techniques and processes, mixing and adapting them to achieve effects.
- Look at art, craft and design in different times, in Western Europe and the wider world and review their own and others' work. Students do this on their own and through working with others, using a range of starting points such as their

### ASSESSMENT

By the end of year it is anticipated that students should be able to demonstrate they can:

- Analyse the appearance, structure and function of what they see and record their observations and ideas for different purposes.
- Collect, analyse and organise relevant information to develop their own thinking, imagination and ideas.
- Use a wide range of media with confidence and understanding, showing efficiency in organising and completing tasks.
- Analyse the different ways artists use to convey meaning.
- Express and justify opinions about art
- Understand key feature of major styles and periods in art history and realise how particular artists contributed both to these and to the development of art.
- Use what they have learned from other artists' work to enhance their own thinking and practical work.

### HOMEWORK

It is expected that regular homework will be given once every other week to students in Year 9. Homework will be marked in accordance to school policy. Homework will normally be either drawing from observation, research, using ICT, or preparation for projects. It is not necessary to set homework every week which requires grading by the teacher.

### HOW PARENTS CAN HELP

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide you child with an access to internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

**Mrs Hill**  
**Head of Art and Photography**

# ENGLISH

Term	Main Assessment Task
Autumn 1	
<p>Of Mice and Men Students read and explore the novella by John Steinbeck. They will be analysing the text and using the style to develop their own command of creative writing.</p> <p>The unit focuses on reading skills, in particular:</p> <ul style="list-style-type: none"> <li>• Understanding deeper meanings</li> <li>• Consider writer's intention</li> <li>• Using word choices, paragraphs and sentence structures effectively</li> </ul>	<p>Essay question: How does Steinbeck create sympathy for Curley's Wife/Crooks?</p>
Autumn 2	
<p>Othello Students read the Shakespeare play and explore the characterization and use of dramatic techniques.</p> <p>The unit focuses on writing skills, in particular:</p> <ul style="list-style-type: none"> <li>• Vocabulary choices</li> <li>• Expressing thoughts and feelings</li> <li>• Using quotations to support ideas</li> </ul>	<p>Write a monologue from the point of view of a character in Othello</p>
Spring 1	
<p>Non-Fiction, Food Anthology Students read a range of non-fiction texts around the theme of food. They use these to write a range of non-fiction texts.</p> <p>The unit focuses on writing skills, in particular:</p> <ul style="list-style-type: none"> <li>• Using language to convince the reader</li> <li>• Structure and planning writing</li> <li>• Identifying and using text type</li> </ul>	<p>Write a feature article and/or a review.</p>
Spring 2	
<p>Conflict Poetry Students read a range of poetry inspired by conflict through different periods of history.</p> <p>The unit focuses on reading skills, in particular:</p> <ul style="list-style-type: none"> <li>• Poetic features</li> <li>• Context</li> <li>• Different interpretations</li> </ul>	<p>Comparative essay of two poems</p>
Summer 1	
<p>Gothic Writing Students explore the gothic genre, reading a range of extracts and using them to form their own writing.</p> <p>The unit focuses on writing skills, in particular:</p> <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Identifying and using interesting language</li> <li>• Writing within a genre</li> </ul>	<p>Write the beginning of a gothic story OR a gothic description</p>



Summer 2	
<p>Kindertransport Students read a full play, exploring characters, themes and plot.</p> <p>The unit focuses on reading skills, in particular:</p> <ul style="list-style-type: none"> <li>• Exploring the features of a script</li> <li>• Analysing structural features</li> <li>• Linking texts to context</li> <li>•</li> </ul>	<p>Reading assessment focusing on the narrative techniques or characters.</p>

## **YEAR 9 COURSE DESCRIPTION – ENGLISH**

English is a core subject that all students will participate with throughout their five years at secondary school. Within English, students develop reading, writing and speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes, as well as exploring literature from different eras, cultures and experiences.

At Key Stage 3 students begin developing the skills needed for GCSE and life beyond school. These include:

- Reading and interpreting non-fiction and fiction writing
- Developing writing skills and exploring how to manipulate writing for different purposes
- Communicating with different people and in different scenarios

### **ASSESSMENT**

By the end of year 9, it is anticipated that students should be able to demonstrate they can:

- Analyse how language and structure are used in a range of forms and genres
- Using quotations – included embedded – to support a range of ideas and thoughts
- Write for a range of purposes, using language for effect and structure for coherency

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.

### **HOMEWORK**

It is expected that regular homework will be given to students related to the topic they are studying, or connected to spelling, punctuation and grammar targets. Homework will be given once a week and will include a range of research, writing or reading tasks, spellings tests and quizzes.

As part of the Accelerated Reader programme (tracking student's reading levels and progress), reading will be explicitly set as homework once a term. It is expected that students are continuing to read outside of school throughout the term.

### **HOW PARENTS CAN HELP**

- Ensure that their child comes equipped to class
- Provide their child with time at home to practice the skills learnt in class through homework set
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time

**Miss Ahmed**  
**Head of English**

# FRENCH

<b>COURSE OVERVIEW – YEAR 9</b>	
<b>TERM</b>	<b>MAIN ASSESSMENT TASKS</b>
<p style="text-align: center;"><b><u>L'HEXAGONE</u></b> <b><u>J'ARRIVE</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Study French towns, types of town, what activities you can do and have done in towns.</li> <li>• Talk about where you live and life in the countryside.</li> <li>• Learn to describe family member, positive and negative relationships, professions, describe house and life at home, including authentic texts and materials.</li> </ul>	<p style="text-align: left;"><b><u>END OF UNIT ASSESSMENT IN:</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Translation; French to English, English to French</li> <li>• Grammar; present and past reflexive verbs, past tense verbs, possessive pronouns (mon, ma, votre, notre). Connectives, text enrichment (QuACNOT)</li> <li>• Extended project: Design a map of a town and write paragraphs showing what type of town, what there is in and what can you do there.</li> </ul>
<p style="text-align: center;"><b><u>PROGRAMME DE LA VISITE</u></b> <b><u>LA FORME</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Study what activity they are going to do in the future.</li> <li>• Learn to say where they are going to go and where have you been.</li> <li>• Be able to ask and give directions.</li> <li>• Talk about what sports they like and dislike, what free time activities they do. Talk about what happened, using perfect and imperfect tense.</li> <li>• Talk about what they do to keep fit, telling someone what to do on how to keep fit.</li> <li>• Learn and talk about healthy eating.</li> <li>• Talking about what they used to do to keep fit and learn how to give advice.</li> </ul>	<p style="text-align: left;"><b><u>END OF UNIT ASSESSMENT IN:</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Translation; French to English, English to French</li> <li>• Grammar; Present, future, near future and imperfect tenses, imperative moods, one should and one should phrases, negatives, connectives, text enrichment (QuACNOT)</li> <li>• Extended project: Develop a programme of activities to entertain a French friend</li> </ul>
<p style="text-align: center;"><b><u>LA MODE</u></b> <b><u>EN PLEIN DANS L'ACTU</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Study different types of clothes, talking about what they are wearing, learn how to shop for clothes in French, talk about fashion.</li> <li>• Describe friends.</li> <li>• Talk about different types of music.</li> <li>• Understand the news and talk about different TV programmes.</li> <li>• Revise how to tell the weather in French.</li> </ul>	<p style="text-align: left;"><b><u>END OF UNIT ASSESSMENT IN:</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Translation; French to English, English to French</li> <li>• Grammar; regular and irregular verbs, conditional tense, adjectival agreements, demonstrative adjectives, comparative and superlative, position of adjectives, connectives, text enrichment (QuACNOT)</li> <li>• Extended project: Create a fashion show of the latest fashion in French to present in front of the class.</li> </ul>

## **YEAR 9 COURSE DESCRIPTION – FRENCH**

Students at Key Stage 3 students are taught to: Communicate through speaking and writing and to understand French through listening and reading on a variety of different topics, including authentic texts and materials. They will also learn about French grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding to in French.
- Develop reading and writing skills in order to write extended sentences, short paragraphs and find information from a short written text.
- Manipulate the language by adding extra details e.g. a variety of verb tenses, including complex structure and connectives
- Learn to be able to accurately translate short phrases from French to English and English to French.

### **Assessment**

Students will assess themselves and be assessed by teachers during lessons, through homework and in end of unit tests. At the end of the year, there will be an end of Year 9 exam in which the majority of students should be able to write about themselves and familiar topics, giving opinions, using complex sentences and using different tenses with more confidence, they will also be able to translate short texts into English from French and into French from English.

### **Homework**

Homework will be set once a week on SMHW to reinforce the learning done during the lesson. There will also be regular vocabulary tests.

### **Enrichment**

There will be the opportunity to go to France for a day trip and also to communicate with French School children through letters and emails.

### **How Parents Can Help**

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a French dictionary and look up French websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).

**Ms Catmur - Head of Modern Foreign Languages**

# GEOGRAPHY

<b>COURSE OVERVIEW: YEAR 9</b>	<b>MAIN ASSESSMENT TASKS</b>
<p><b>AUTUMN</b></p> <p style="text-align: center;"><u>TSUNAMIS</u></p> <p>Pupils study plate tectonic theory and the movement of plates resulting in the earthquakes, volcanic eruptions and tsunamis they recognise from the news. The majority of the unit focusses on the causes, consequences of, and responses to tsunamis. We study this topic through the lens of the 2004 Boxing Day tsunami which devastated South-East Asia and killed over 200,000 people. Pupils assess the most effective ways of responding to tsunamis and look at what hindered the rescue response in 2004.</p> <p style="text-align: center;"><u>RIVERS</u></p> <p>Pupils study how and why rivers change as they flow downstream, and look at the formation of a variety of river features including meanders, ox-bow lakes, and waterfalls. They assess the importance of different causes of, consequences of, and solutions to flooding in countries such as Mozambique. The unit culminates in a project-based task to assess learning.</p>	<p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Use of numbers as evidence to support written statements</li> <li>• Use of scale</li> <li>• Use of ratios, range, mean (graph analysis)</li> </ul> <p><b>Literacy</b></p> <p>Most lessons, pupils are presented with extended writing tasks asking them to:</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Explain</li> <li>• Assess</li> <li>• Justify</li> <li>• Evaluate</li> </ul> <p>These may be in the form of essays, leaflets, newspaper articles, or diary entries. Pupils also complete project-based work each year as part of a synoptic assessment</p> <p>Other literacy skills include:</p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Sequencing of information</li> <li>• Decision-making exercises</li> </ul> <p><b>Analysis of visual sources</b></p> <ul style="list-style-type: none"> <li>• Graph construction</li> <li>• Graph analysis</li> <li>• Choropleth mapping</li> <li>• Climate graph interpretation</li> <li>• Population pyramids</li> <li>• GIS images</li> <li>• Photograph interpretation</li> </ul>
<p><b>SPRING</b></p> <p style="text-align: center;"><u>ENVIRONMENTAL CHALLENGES</u></p> <p>There are numerous environmental challenges facing our world. This unit opens by considering why it is important to address climate change, asking pupils to consider how humans have contributed to the greenhouse effect and what scientists have said the impacts of global warming will be. It then moves on to the importance of sustainability and asks pupils to assess whether everyday objects such as plastic bottles and bags are necessary to our daily lives.</p> <p style="text-align: center;"><u>DEVELOPMENT</u></p> <p>Pupils learn that there are a variety of development indicators including life expectancy, income, healthcare, and education. They assess the importance of each of these indicators in helping countries to develop and consider how a lack of these can prevent countries developing economically, through looking at a variety of case studies. Globalisation and fair trade are studied as ways of developing a global world. Pupils are asked to debate the strengths and weaknesses of each of these.</p>	
<p><b>SUMMER</b></p> <p style="text-align: center;"><u>POPULATION</u></p> <p>Pupils study the Demographic Transition in populations as countries develop: how better healthcare, nutrition, education, and a desire for smaller families lead to decreasing birth and death rates. We look at the One Child Policy in China to consider how attempts to decrease large populations can have harrowing and unprecedented effects. Finally, Japan is studied as an example of a country with incredibly low birth rates and, as a result, an ageing population. Pupils consider how this can affect societies (such as our own) and how Japan has responded to the issue through technological advancements.</p> <p><i>NB: in the final half term Year 9 pupils will begin their GCSE options.</i></p>	

## YEAR 9 COURSE DESCRIPTION - GEOGRAPHY

In Geography, pupils are encouraged to engage with the contemporary issues and debates that the world is exposed to every day. Pupils study a wide array of topics, ranging from environmental disasters such as hurricanes and avalanches, to human disasters such as Chernobyl, to everyday issues including poverty and migration.

At Key Stage 3 students are taught to:

- Use real news reports to create essays based on factual evidence
- Balance arguments and reach justified conclusions
- Question the world around them
- Discuss and debate contemporary issues, accepting that there are a range of attitudes and opinions in the world
- Research issues using a range of resources including ICT
- Present ideas or research to the class

### ASSESSMENT

Pupils will be assessed at the end of each topic, each half term. These assessments will alternate between:

- **End-of-unit exams:** these will be unseen short and long answer questions based on the knowledge acquired that half term. Pupils will be required to revise for these assessments. Teachers will make pupils aware of these exams well in advance and will provide revision resources.
- **Extended writing or project-based work:** this will be a piece of extended writing or a project based on that half term's topic. Pupils will be allowed to work on their writing both at home or at school, and will be given them success criteria to help them achieve their very best.

### HOMEWORK

Homework will be given once a week to students in KS3 and marked in accordance with school policy.

### HOW PARENTS CAN HELP

- Frequently check SMHW to ensure your child is completing their homework
- Assist in checking the quality of the finished work.
- Discuss global issues in the news such as migration, earthquakes and flooding with your child
- Provide your child with access to the internet for research and developing ICT related projects

**Miss Allen & Mr Johnstone**  
**Heads of Geography**

# HISTORY

Key Stage 3 History Overview – YEAR 9	
Autumn Term	<ul style="list-style-type: none"><li>• The Twentieth Century World</li><li>• Including: the First and Second World Wars, an introduction to Fascism and Communism, the Rise of Hitler, the Holocaust and the Cold War</li></ul>
Spring Term	
Summer Term	

## **YEAR 9 COURSE DESCRIPTION - HISTORY**

Knowledge of History is critical to the development of a child's understanding of both the immediate society of which he or she is a part, and of the wider world society. The past influences all aspects of our lives. It shapes the attitudes, beliefs and customs of the communities in which we live. History can offer students a sense of time, sequence, change and chronology. This knowledge allows a greater understanding of human situations. Therefore, learning about the past through taking part in historical investigations, arguments and debates helps students make sense of the world in which we live.

Studying History develops a range of skills and is based upon a number of conceptual foundations reflected in key elements of chronological awareness, historical knowledge and understanding, interpretations of History, historical enquiry and organisation and communication.

Students will investigate and develop these concepts including evidence, interpretation, time, chronology, sequence, cause, motive, consequence, change, continuity, similarity, difference, process and regression.

The main aims of the course are to:

- Develop an understanding of how the past explains the present and students' sense of time, sequence, change and chronology.
- Develop students' use of historical evidence and the ability to handle it critically.
- Develop students' capacity to use the concepts of cause and consequence.
- Investigate important cultural, social and political issues with sensitivity to the range of attitudes and values.
- Develop an understanding of some of the important characteristics of significant events and personalities in the past.
- Develop an awareness and appreciation of the ethnic, cultural, economic and political diversity of human society.
- Encourage the production of clear, accurate and well-presented work.
- Demonstrate an understanding of subject specific words and general vocabulary acquisition and comprehension.
- Demonstrate recall and application of information.
- Develop students' awareness of the different geographical dimensions of human experience from the local to the global.

### **HOW PARENTS CAN HELP**

- Help your child with reading and spelling and encourage him/her to read outside of School, for example books, papers and magazines.
- Check planners for teacher comments.
- Encourage your child to take an interest in History and the world around them – they could research topics of interest on the internet, watch documentaries and maybe even visit places of interest.

### **HOMEWORK**

Homework is designed to extend students' learning in the classroom by developing further knowledge and skills.

At Key Stage 3 students are set homework booklets. They are given out each half term, with teacher guidance given periodically during the half term to ensure that students are making good progress. Once completed and marked, future targets are set.

**Miss Love**  
**Head of History**

## ICT & COMPUTING

<b>COURSE OVERVIEW</b>	
<b>TERM</b>	<b>MAIN ASSESSMENT TASKS</b>
<b>AUTUMN</b>	
<p><b><u>Social Networking</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Strengthen the need to keep personal information safe</li> <li>• Research the effects of securing social networking sites to ensure they are not public</li> </ul> <p><b><u>Python</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Use a text based programming environment</li> <li>• Build upon and apply previous programming knowledge to a series of differentiated tasks</li> <li>• Create arrays/list to store information of the same data type</li> </ul>	<p>Students will complete an exam to test their knowledge.</p>
<b>SPRING</b>	
<p><b><u>Mobile Apps</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Use a web based visual programming language to explore the production of mobile apps</li> <li>• Apply previous programming knowledge to create solutions to a series of differentiated tasks</li> </ul>	<p>Students will create a working Android mobile app for a given scenario.</p>
<b>SUMMER</b>	
<p><b><u>Flash Animation</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Use an industry standard animation application software</li> <li>• Research and apply features such a shape, text and motion tween in a variety of different ways</li> </ul>	<p>Students will create a flash animation for a given scenario.</p>



## **YEAR 9 COURSE DESCRIPTION – ICT & COMPUTING**

At Key Stage 3 students are taught to:

- Explore and develop idea
- Be creative users of IT & Computing in the use of specialist software.
- Be active participants in the rapidly changing world of technology.
- Develop and extend their knowledge, skills and understanding through problem solving and project based tasks.
- Develop a logical mind frame in order to become confident programmers.
- Appreciate how computing can be used to solve problems.

Students do this on their own and through working with others, using a range of ICT application software and programming environments.

### **ASSESSMENT**

By the end of the Year 9, it is anticipated that students should be able to demonstrate they can:

- Use programming knowledge to refine a sequence of instructions.
- Understand how hardware is used process data.
- Explore how data is represented and manipulated.
- Make use of the Systems Life Cycle whilst working on a project.
- Have a firm understanding of the dangers and implications of accessing the Internet.
- Use appropriate software to create a working solution for a given scenario.

### **HOMEWORK**

It is expected that regular homework will be given once a week to students in Year 9.

Homework will be marked in accordance to school policy.

Homework will normally be either research, solving computational problems, reinforcing e-safety principles and planning and preparation for projects. It is not necessary to set homework every fortnight which requires grading by the teacher.

### **HOW PARENTS CAN HELP**

- If they have access to a computer, encourage your child to improve their practical application skills of information research and data presentation at home.
- Encourage your child to be a responsible computer user by not viewing unsuitable material on the Internet, or copying another person's work and presenting it as their own.
- Support your child to be an independent and discriminate user of computing rather than using his/her time playing computer games, but to build their own and play it.

**Mr Hassan**  
**Head of ICT & Computing**

# MATHEMATICS

TERM	MAIN ASSESSMENT TASKS
<b>1a</b>	
<p style="text-align: center;"><b><u>Number and Algebra 1</u></b></p> <p>Students will cover the topics of:</p> <p>1.1 Number problems and reasoning            1.2 Place value and estimating            1.3 HCF and LCM            1.4 Calculating with powers (Indices)            1.5 Zero, negative and fractional indices            1.6 Powers of 10 and standard form            1.7 Surds</p> <p>2.1 Algebraic indices            2.2 Expanding &amp; Factorising            2.3 Equations            2.4 Formulae            2.5 Linear Sequences            2.6 Non-linear Sequences            2.7 More expanding and factorising</p>	<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• End of half term tests</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> </ul>
<b>1b</b>	
<p style="text-align: center;"><b><u>Data Handling 1 and Number 2</u></b></p> <p>Students will cover the topics of:</p> <p>3.1 Statistical diagrams 1            3.2 Time series            3.3 Scatter graphs            3.4 Line of best fit            3.5 Averages and range            3.6 Statistical diagrams 2</p> <p>4.1 Fractions            4.2 Ratios            4.3 Ratio and proportion            4.4 Percentages            4.5 Fractions, decimals and percentages</p>	<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• End of term tests</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> </ul>
<b>2a</b>	
<p style="text-align: center;"><b><u>Space, Shape and Measure</u></b></p> <p>Students will cover the topics of:</p> <p>5.1 Perimeter and area            5.2 Units and accuracy            5.3 Prisms            5.4 Circles            5.5 Sectors of circles            5.6 Cylinders and spheres            5.7 Pyramids and cones</p> <p>6.1 3D solids            6.2 Reflection and rotation</p>	<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• End of half term tests</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> </ul>

6.3 Enlargement 6.4 Transformations and combinations of transformations 6.5 Bearings and scale drawings 6.6 Constructions 1 6.7 Constructions 2 6.8 Loci	
<b>2b</b>	
<p style="text-align: center;"><b><u>Data Handling 2 ( Probability )</u></b></p> Students will cover the topics of: 7.1 Combined events 7.2 Mutually exclusive events 7.3 Experimental probability 7.4 Independent events and tree diagrams 7.5 Conditional probability 7.6 Venn diagrams and set notation	<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• End of term tests</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> </ul>
<b>3a</b>	
<p style="text-align: center;"><b><u>Geometry</u></b></p> Students will cover the topics of: 8.1 Linear graphs 8.2 More linear graphs 8.3 Graphing rates of change 8.4 Real-life graphs 8.5 Line segments 8.6 Quadratic graphs 8.7 Cubic and reciprocal graphs 8.8 More graphs	<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• End of half term tests</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> </ul>
<b>3b</b>	
<p><b><u>Ratio and Proportion and Algebra 2</u></b></p> Students will cover the topics of:  9.1 Rearranging formulae 9.2 Algebraic fractions 9.3 Simplifying algebraic fractions 9.4 More algebraic fractions 9.5 Surds 9.6 Solving algebraic fraction equations 9.7 Functions	<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• End of term tests</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> </ul>

## **YEAR 9 COURSE DESCRIPTION – MATHEMATICS**

Mathematics in Year 9 requires students to build on strong foundations set in Year 8 in order for them to be ready to meet the challenges of the new GCSE course. The changes to the curriculum pose many challenges to schools, students and parents alike, but they also offer fantastic opportunities for those who work hard.

Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. We follow a 3 year GCSE scheme of work which begins in Year 9 and is linked with the Pearson-Edexcel GCSE framework. In line with the national changes, the students will be carrying out some “rich tasks” throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills.

### **ASSESSMENT**

Throughout the year, each set is assessed on a regular basis. Class work and homework are monitored frequently, and tests will be given after several units of work. The setting is flexible and there may be regular movements between groups throughout the year.

It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator.

At the end of Year 9, the students will complete internal assessment papers so that all students will be aware of their current attainment before entering Year 10; the next chapter of their GCSE Mathematics journey.

### **HOMEWORK**

It is expected that regular homework will be given once every other week to students in Year 9. Homework will be marked in accordance to school policy.

### **HOW PARENTS CAN HELP**

#### **Resources to support your child:**

Maths booster booklets which can be found on The Forest Academy's website,

<http://www.theforestacademy.org/>

Times Tables Rockstars (free login provided for by The Forest Academy, at

<https://trockstars.com>) Mymaths (free Login provided by The Forest Academy, at

[www.mymaths.co.uk](http://www.mymaths.co.uk))

The Khan Academy (free login, but does require registration at [www.khanacademy.org](http://www.khanacademy.org))

Nrich (web resources for stretching and provoking thought at [www.nrich.maths.org](http://www.nrich.maths.org))

**Ms T Miah**

**Year 9 Mathematics Coordinator**



## **YEAR 9 COURSE DESCRIPTION – MUSIC**

Students develop many skills in Music. They discover many genres of music, including music from around the world, historic and current music as well as exploring a variety of musical instruments. Through these lessons, students gain the skill to work individually, as well as part of a group; they develop their creative skills through performance and composition and also learn how to express what they can hear by using musical key words.

At Key Stage 3 students are taught to:

- Explore sounds and instruments through listening and playing.
- Listen and appraise their work and the work of others.
- Perform and compose music in different styles and genres.

### **ASSESSMENT**

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Perform challenging pieces in a way that demonstrates technical ability in tone, dexterity and control
- Perform with an appropriate sense of artistic interpretation and idiomatic style suitable for very challenging pieces.
- Create imaginative and memorable melodic phrases according to an intended shape
- Use more complex rhythmic durations, appropriate tempi and changes in tempi for an intended effect.
- Compose pieces that show appropriate organisation and sequence.
- Use an advanced musical vocabulary and, with reference to music history, genre and theory, can discuss musical features/devices accurately.
- Use my imagination to describe how musical features might express qualities such as character, place and emotion.

### **HOMEWORK**

It is expected that regular homework will be given once a fortnight to students in year 9.

Homework will be marked in accordance to school policy.

Homework will normally be reviewing music and identifying features, or self assessment tasks.

### **HOW PARENTS CAN HELP**

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.

**Mrs Roberson**  
**Head of Music**

## PHYSICAL EDUCATION

<b>COURSE OVERVIEW</b>	
<p>The Forest Academy provides a broad and balanced curriculum that offers the opportunity for every child to make progress in all areas of the PE National Curriculum. We aim to support the whole school development of your child to offer them the opportunity to become Independent enquirers, Creative thinkers, Reflective learners, Team workers, Self-managers and Effective participators.</p>	
<b>TERM</b>	<b>MAIN ASSESSMENT TASKS</b>
<b>AUTUMN</b>	
<b>Girls</b> Netball Rugby Basketball  <b>Boys</b> Football Rugby Basketball	Assessment are made in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> <li>• Developing skills in Physical Activity</li> <li>• Making and applying decisions</li> <li>• Developing Physical and Mental Capacity</li> <li>• Evaluating and Improving</li> </ul>
<b>SPRING</b>	
<b>Girls</b> Outdoor Adventurous activities Trampolining  <b>Boys</b> Outdoor Adventurous activities Trampolining	Assessment are made in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> <li>• Developing skills in Physical Activity</li> <li>• Making and applying decisions</li> <li>• Developing Physical and Mental Capacity</li> <li>• Evaluating and Improving</li> </ul>
<b>SUMMER</b>	
<b>Girls</b> Athletics Tennis Rounders  <b>Boys</b> Athletics Tennis Cricket	Assessment are made in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> <li>• Developing skills in Physical Activity</li> <li>• Making and applying decisions</li> <li>• Developing Physical and Mental Capacity</li> <li>• Evaluating and Improving</li> </ul>

**In the summer term students opting to following the GCSE PE course will have GCSE PE lessons in addition to the above core lessons. For more information on the GCSE PE course please see the GCSE course overview booklet.**

## YEAR 9 COURSE DESCRIPTION – PHYSICAL EDUCATION

Students are assessed in 4 key areas:

- Developing skills in Physical Activity
- Making and applying decisions
- Developing Physical and Mental Capacity
- Evaluating and Improving

### Assessment for Learning

Students will be made aware of their current attainment performance and expected targets, they will also be aware of how to improve their current performance.

### Homework

Students may from time to time receive formal homeworks, these will be directly related to their current activity and learning focus.

### HOW PARENTS CAN HELP

Students take part in 2 hours of PE each week, please be aware of 'PE days' and encourage your child to organise themselves with the appropriate equipment.

#### PE Kit

Forest Academy Black Polo Shirt

Forest Academy Black Fleece Jumper

Forest Academy Black Polo Shirt

Forest Academy Black tracksuit bottoms or Plain Black Shorts

Change of socks

Trainers in addition to school shoes

In cold weather long sleeved tops will be permitted under the polo shirt and the fleece. Please note for health and hygiene reasons students are not permitted to wear tights under their tracksuit bottoms or shorts during the PE lesson.

Hair band for hair longer than shoulder length

No Jewellery

All students are expected to change for PE even if excused, excused students will be expected to engage in the lesson in other roles supporting the teacher with equipment, coaching, umpiring or referring.

If your child is excused from the lesson, please provide a note to clarify the injury/illness so that their PE teacher is aware of their needs and can provide the best learning environment for them.

Extracurricular clubs are advertised in the weekly 'Stop Press' and within the PE department, please encourage your child to attend as many as they can, here they can develop skills learnt within the lesson and have an opportunity to take part in Level 2 competitions (Inter school)

Clubs are available throughout the week for a variety of activities. Taking place lunchtime and after school. On occasions teams will be expected to train before school. Students have the opportunity to take part in Level 1 competition (intra school) through regular inter-house competitions at the school. Sports teams offer the opportunity to take part in Level 2 competition (inter school) against other schools in Redbridge and Essex. The department is committed to offering ongoing support for those students moving onto Level 3 competitions (County and District representation).



## **FAQ**

### **What do I do with my Valuables?**

Valuables are items such as mobile phones, wallets, money, Ipods and the like.

Valuables are not permitted with you during the lesson

You can either:

Leave in your bag in the locked changing room

Or \* Hand into a member of the PE department in the valuable system, please remember to collect from your teacher before you leave!

### **What shall I wear?**

You are expected to wear the School T shirt,

Tracksuit bottoms and fleece jumper. If you wish to wear shorts these must be plain black.

If you fail to bring an item of kit you can borrow kit from the department.

This will result in a 20 min immediate detention

### **What clubs are available?**

Sports clubs will be offered every lunchtime and after school

Clubs will be displayed in the main foyer of the PE department

You will need to wear PE kit or sports appropriate clothing for all clubs

If you do not take part in your Core PE lesson and regularly forget your kit, you will not be permitted to join PE clubs

### **When are the clubs?**

Lunchtime clubs will run from 1.40pm – 2.05pm.

After school clubs from 3.30pm. Finish times may vary; please check with the member of staff involved.

### **Can I use the Fitness Suite?**

There are 2 sections to the fitness suite

Cardiovascular; treadmills, exercise bikes and cross trainers

Weight machines; Fixed weight machine

If you are in years 10 and 11 you can use both sections

If you are in Years 7-9 you can only use the Cardiovascular section

You must be wearing your PE kit or other sport specific clothing to use the fitness suite

It would be advisable to bring a bottle of water with you

Trainers are essential

**Mrs Irving**

**Head of Physical Education**

## RELIGIOUS EDUCATION

<b>COURSE OVERVIEW</b>	
<b>TERM</b>	<b>MAIN ASSESSMENT TASKS</b>
<b>AUTUMN</b>	
<p><b><u>Autumn 1: Stories from the Old Testament</u></b> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Learn and evaluate historical scripture by looking at stories from the Old Testament.</li> <li>Express what can be learnt from stories such as The Fall of Man.</li> <li>Evaluate a God is worthy of worship if God has favourites- where was God during the Holocaust?</li> </ul> <p><b><u>Autumn 2: Is it ever right to fight?</u></b> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Explore reasons why wars occur and the impact they have on society. .</li> <li>Explore what make a war a fair war and use examples from history and the present day to discuss whether the Jus War criteria was followed.</li> </ul>	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>
<b>SPRING</b>	
<p><b><u>Spring 1: Is life sacred?</u></b> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Explore when life begins and whether abortion can ever be justified.</li> <li>Understand the sanctity of life and its impact for religious believers.</li> <li>Evaluate the quality of life argument when discussing issues of medical ethics such as IVF and Euthanasia.</li> <li>Explore whether everyone should donate their organs after death.</li> </ul> <p><b><u>Spring 2: Inspirational Figures</u></b> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Learn about how faith inspired the Civil Rights Movement.</li> <li>Compare the approach of Martin Luther King and Malcolm X in campaigning for freedom. .</li> </ul>	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>
<b>SUMMER</b>	
<p><b><u>Summer 1: The Holocaust</u></b> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Learn about the Holocaust and how it affected the lives of the Jewish communities.</li> <li>Evaluate whether God can be loving and yet allow the Holocaust to occur.</li> <li>Evaluate whether the UK has learnt from the Holocaust.</li> <li>Discuss who should be blamed for the events of the Holocaust.</li> </ul>	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>

## **YEAR 9 COURSE DESCRIPTION – RELIGIOUS EDUCATION**

Religious Studies is an important curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

The UK has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and identity. As a result it is important that students in KS3 gain a deeper insight in to the lives of people who practice a faith or not and how belief can influence good actions. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. It is important that these issues are discussed in the classroom to avoid stereotyping, isolation and discrimination of faith groups.

At Key Stage 3 students are taught to:

- Learn about the different faiths around them and express how faith can lead to action within communities.
- Explore their own beliefs about creation and existence and compare them with the views of others.
- Understand historical scripture and its importance for faith communities today.
- Look at how religion can sometimes inspire people to act virtuously but also how some views can be interpreted incorrectly to influence immoral and deviant behaviour.
- To explore the ethical issues concerned with matters of life and death.

### **ASSESSMENT**

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Identify and explain relevant key terms for each topic studied.
- Outline how faith can lead to action in the community.
- Express and justify their own opinion on topic areas studied for example, is war ever justified? and when does life begin?
- Discuss how believers have described the characteristics of God.
- Confidently use religious teachings to support their answers.
- Understand and evaluate the importance of events from historical scripture and what they mean for believers today.
- Explain what can be learnt from religion.

### **HOMEWORK**

It is expected that regular homework will be given once a fortnight to students in year 8.

Homework will be marked in accordance to school policy.

Homework will normally be either researching a topic we will be studying, creating posters and speeches about areas learnt in the lesson. It is not necessary to set homework every week which requires grading by the teacher.

### **HOW PARENTS CAN HELP**

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.
- Discussing current affairs with your child to ensure they have thought about their opinion on the matter.

**Miss Moosa**  
**Head of Religious Education**

# SCIENCE

## YEAR 9 COURSE DESCRIPTION – SCIENCE

### KS3 Science – Working Scientifically

The main aim of KS3 Science course is for pupils to develop a deeper understanding of a range of scientific ideas. They start to make connections between different subject areas and be mindful of some of the concepts that are the foundation of scientific understanding.

The more challenging Key Stage 3 curriculum focuses on depth of knowledge, numeracy and mathematical reasoning skills. Some GCSE ideas are now included at KS3. This should better prepare pupils for the new Science GCSEs, which are set to be more rigorous. For the new-style GCSEs, students are required to demonstrate a greater understanding of mathematics in science, provide more comprehensive question answers, be able to fully incorporate practical work into their studies, as well as sit Linear examinations. All students will start their GCSE science courses in year 9.

Students are taught the following skills across all Biology, Chemistry and Physics:

- Scientific attitudes
- Experimental skills and investigations
- Analysis and evaluation
- Measurement

### Assessment

Students' progress in learning is closely monitored through regular assessments. Students will assess themselves and be assessed by teachers during lessons, through Practical's, through homework and in end of unit tests. At the end of the year, there will be an end of Year 8 exam. Books and homework tasks are marked using the Schools' marking Policy.

### Homework

Homework will be set once a week on SMHW to reinforce the learning done during the lesson or prepare for topics that they are scheduled to study.

### How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Encourage your child to use BBC Bitesize website to complete homework and revise regularly.
- Encourage your child to attend homework club.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

**Mr Dignon**  
**Head of Science**

## SPANISH

<b>COURSE OVERVIEW</b>	
<b>TERM</b>	<b>MAIN ASSESSMENT TASKS</b>
<b>AUTUMN</b>	
<p style="text-align: center;"><b><u>Nos presentamos</u></b> <b><u>La comida</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Learn to describe themselves and others including famous people,</li> <li>• Discuss leisure activities, explore vocabulary needed to talk to a Spanish penfriend and family.</li> <li>• What food you eat/likes and dislikes.</li> <li>• Shopping including amounts, prices.</li> <li>• Eating in a restaurant and healthy/unhealthy food</li> </ul>	<p><b><u>End of unit assessment once a half term in:</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Translation; Spanish to English, English to Spanish</li> <li>• Grammar; adverbs, adjectives, numbers, (QuACNOT Pst, Pr, F)</li> <li>• Extended project: Develop a menu and programme of activities to entertain a Spanish friend</li> </ul>
<b>SPRING</b>	
<p style="text-align: center;"><b><u>De compras</u></b> <b><u>El turismo</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Learn how to ask what clothes suit/fit you and to ask about different clothes</li> <li>• . To talk about clothes for different occasions and what you are going to wear and learn the different types of shops and what you buy there.</li> <li>• To learn what there is in a Spanish resort, where you go on holiday and what you do/did.</li> </ul>	<p><b><u>End of unit assessment once a half term in:</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Translation; Spanish to English, English to Spanish</li> <li>• Grammar; demonstrative adjectives (este, ese, aquel), direct object pronouns (lo, la, los las) future tense, se puede, preterite tense (QuACNOT Pst, Pr, F)</li> <li>• Extended project: produce a holiday brochure of a Spanish town.</li> </ul>
<b>SUMMER</b>	
<p style="text-align: center;"><b><u>Diviértete</u></b> <b><u>(la salud)</u></b></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Talk about what films and leisure activities they like and be able to ask someone to go out somewhere.</li> <li>• To study a Spanish festival.</li> <li>• To say what is wrong and give advice on health.</li> <li>• To learn the body parts.</li> </ul>	<p><b><u>End of unit assessment once a half term in:</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Translation; Spanish to English, English to Spanish</li> <li>Grammar; Past, present, future tenses, text enrichment (QuACNOT, Pst, Pr, F)</li> <li>• Extended project: to write a review about a festival that you have been to our studied on Powerpoint or Publisher and include pictures or photos.</li> </ul>

## **YEAR 9 COURSE DESCRIPTION – SPANISH**

Students at Key Stage 3 students are taught to:

Communicate through speaking and writing and to understand Spanish through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about Spanish grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding to in Spanish.
- Develop reading and writing skills in order to write a few sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from Spanish to English and English to Spanish.

### **Assessment**

Students will assess themselves and be assessed by teachers during lessons, through homework and in end of unit tests. At the end of the year, there will be an end of Year 8 exam in which the majority of students should be able to write about themselves and familiar topics, giving opinions and using different tenses with more confidence, they will also be able to translate short texts into English from Spanish and into Spanish from English.

### **Homework**

Homework will be set once a week on SMHW to reinforce the learning done during the lesson. There will also be regular vocabulary tests.

### **Enrichment**

There will be the opportunity to communicate with Spanish School children through letters and emails.

### **How Parents Can Help**

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a Spanish dictionary and look up Spanish websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).

**Ms Catmur**  
**Head of Modern Foreign Languages**

## TECHNOLOGY HARD

<b>COURSE OVERVIEW</b>	
<b>TERM</b>	<b>MAIN ASSESSMENT TASKS</b>
<b>AUTUMN</b>  <b>Night Light</b>	<i>Develop basic understanding of electronics and components. Students become aware of diagnostic faults and working on key electronics skills like soldering, wiring and powering components. Pupils also develop knowledge of electronic symbols/wiring diagrams and tools used.</i>
<b>SPRING</b>  <b>Clock Project</b>	<i>Pupils develop basic understanding of a previous designer or movement (EG Bauhaus /Mondrian). Pupils work to key criteria and design for a need adhering to design styles. Working with a range of materials with some CAD/CAM are also embedded.</i>
<b>SUMMER</b>  <b>Graphics Project</b>	<i>To build upon and improve their design and drawing skills. This project readies pupils for life at KS4 with the development of design and development skills needed to be successful at GCSE. Work is assessed on accuracy, detail and quality of drawing assignments.</i>

### YEAR 9 COURSE DESCRIPTION – TECHNOLOGY HARD

All pupils in KS3 have the opportunity to study a range of projects. Each project in KS3 has a specific DT focus, which range from Resistant Materials, Graphics with some incorporating key CAD/CAM SKILLS using 2D Design™

Each KS3 group has an allocation of 2 hours per fortnight and are in groups of 20 mixed ability classes. Each KS3 Project had been specifically chosen to develop and enhance the learning and understanding of a modern DT curriculum. Pupil's work on individual projects as well as working in project teams to again develop their leadership and team building skills.

The department enjoys state of the art DT classrooms housing 3 multi-functional workshops, these classrooms include a range of cutting edge machinery, hand tools and CAD/CAM equipment.

#### ASSESSMENT

**By the end of year 9 it is anticipated that students should be able to demonstrate they can:**

- Shows evidence of analysis of form and function of similar/familiar products.
- Show a thorough understanding of physical properties/working characteristics of materials.
- Apply the conclusions from my research/analysis to show how my ideas better fit the target.
- Produce a variety of 2D and 3D creative ideas/models which reflects my design brief.
- Show some technical understanding of fonts, image and colour to improve my idea
- Use a range of strategies to fully develop and model appropriate ideas.
- Explained how my developed design meets my specification.
- Work **independently** during practical work.
- Select and use a range of tools and equipment **accurately, skilfully and safely.**
- Apply quality checks throughout the making process ensuring a **quality product** is produced.
- Use my specification to base my reflection on and suggest modifications

#### HOMEWORK

It is expected that regular homework will be given once every fortnight to students. Homework will be linked to encourage the development of the projects they are currently working on in school. Homework will be marked in accordance to school policy. Support with homework will be offered by all DT Staff.

**Mr Gregory**  
**Head of Hard Technology**

## TECHNOLOGY SOFT

Context:	
<p><b>Design process</b>  <b>Design and make Pizza for a selected target audiences of your choice.</b></p> <ul style="list-style-type: none"> <li>• Go through the various stages of the design process.</li> <li>• Learn how to design a food product for a target group, and how it could be produced in larger quantities.</li> <li>• Be able to Research for ideas using computers.</li> <li>• Know and to understand a design brief and the factors to be considered in a design brief.</li> <li>• Generate their own design specifications.</li> <li>• Plan their task by the use of a brainstorm / mind mapping.</li> <li>• Conducting surveys to find out opinions of consumers.</li> <li>• Representation of ideas in different forms.</li> <li>• Developing their design ideas.</li> <li>• Developing food packages.</li> <li>• Making of actual food product.</li> <li>• Evaluation of products made.</li> <li>• Suggestions to improve products.</li> </ul>	<p><b>Areas of study during the academic year:</b></p> <ul style="list-style-type: none"> <li>* Risk assessment and hazards.</li> <li>* Large scale kitchen equipment and their uses.</li> <li>* Protein foods: (Fish, eggs, dairy foods).</li> <li>* Meat and poultry.</li> <li>* Factors affecting food choices.</li> <li>* Food spoilage and food poisoning.</li> <li>* Vegetarians and vegetarian foods.</li> <li>* Food Preservation.</li> <li>* Etc</li> </ul> <p>Practical: Food preparation, cooking and presentation will include:</p> <p>(Flapjack, Calzone, Swiss roll, Fruit Muffins, Rice and vegetable meal, Pizza (Project), Spaghetti Bolognese, Macaroni cheese, Macaroni cheese, Vegetarian dish,  Dish with meat or fish, Orange / Lemon / Banana cake, etc</p> <p>Extension work: Design and make their own choice of recipe using dairy products.</p>



## **YEAR 9 COURSE DESCRIPTION – TECHNOLOGY SOFT FOOD TECHNOLOGY**

Students will learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. In Food and Technology students will combine practical and technological skills with creative thinking to design and make food that meet human needs. As part of students work with food, they are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making food products.

### **Students are taught to:**

- Understand and apply the principles of nutrition and health
- Cook both savoury and sweet dishes so that they are able to feed themselves and others a healthy and varied diet.
- Understand the source, seasonality and characteristics of a broad range of ingredients.
- Respond creatively to design briefs, developing their own proposals and producing specifications for products.
- Apply their knowledge and understanding of a range of food materials, ingredients to design and make their food products.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

### **ASSESSMENT**

Students would be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as higher, secure, emerging or at risk. At the end of Year 9 students are given an overall grade based upon the average grade obtained throughout the year.

### **HOMEWORK**

It is expected that regular homework will be given to students which is related to the topics. Homework will be given every other week. For example if homework is give in week 1, it will be collected in week 2 and marked in accordance to school policy.

### **HOW PARENTS CAN HELP**

- Ensure that their child has the right ingredients for practical lessons.
- Provide your child with an apron, a container and mathematical set for written and design work.
- Assist and monitor to make sure that your child's homework has always been completed.

### **EXTRA CURRICULAR ACTIVITIES**

Clubs are available in the Food Technology room throughout the week for a variety of cooking activities. This takes place every lunchtime. This support students to develop their cooking skills.

**Mr Amponsah**  
**Teacher i/c Food Technology**

# INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

## **Special Educational Needs and Disabilities (SEND)**

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students but typically interventions last 12 – 14 weeks.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

## **The English as an Additional Language department (EAL)**

For students who are new to English we offer a short term intensive settling program in our Induction classes. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club where students can get help with homework and use bilingual resources.

Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website

<http://www.theforestacademy.org/teaching-learning/departments/inclusion/>

**If you would like to know more or if you would like to become a parent volunteer, please contact Mr. Nerguti on the email below.**

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