



**HEDINGHAM  
SCHOOL**  
AND SIXTH FORM  
ACHIEVEMENT & EXCELLENCE

**YEAR 9**

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INFORMATION FOR PARENTS  
2017-2018

## **.HOMEWORK**

*Homework forms an essential part of students' learning. It has a number of purposes which consolidate and develop work done in the classroom:*

- *It can re-enforce topics which are studied or serve a preparation for work which will follow*
- *Students have the opportunities to practise skills, concepts and techniques or complete specific projects*
- *They are also occasionally given the opportunity for research and for broadening and extending their horizons*
- *Above all, students have the responsibility to learn independently*

Deadlines are important as they help students manage their time and keep up-to-date with their work. It is the student's responsibility to ensure that homework is accurately recorded, completed and presented on time. Work should be of the highest possible quality.

Study/Homework rooms are available in lunchtime and after school.

## YEAR 9 CURRICULUM

*These pages outline the work your son or daughter will be undertaking this year. Most subjects organise their teaching in half-termly units. Homework is an essential ingredient of every course .*

### ART

The course will provide further opportunities for exploring ideas in a variety of media which may include painting, print-making and ceramics. There will be a continued emphasis on work from first hand experience and research into the works of artists. Students will have to evaluate their own work and understand and appreciate art in a variety of styles applying this understanding to their own work. At the end of Year 9 we run a GCSE landscape project so that students who have chosen Art as an option begin to understand what is involved. *Ms Crawley, Leader of Art*

### COMPUTER SCIENCE

In Year 9, students will begin to develop an understanding of the different concepts that they will cover if they take a Computer Science qualification at GCSE level, they will continue to develop their programming skills and learn a new language that allows them to develop an application for a mobile device.

Students will start the year by continuing to build on their programming skills from Year 8 using the Python programming language. They will start to learn the difference between built-in and user-defined functions allowing them to create a program with a very specific purpose. Students will then carry out an extended project looking into different mobile applications (APPS), how these work and the key features that are required in order to create a useful mobile APP. Students will then analyse, design and create a mobile APP for an Android mobile device that begins to prepare them for the coursework style of working at GCSE level.

They will then move on to recap and build on their understanding of data representation by revisiting Binary and then learning how Sounds and Images are stored as Binary data. They will learn about Boolean logic and how this is used billions of times per second to carry out computations in a computer system and they will learn to use Logic Gates and Boolean Algebra to represent simple computer systems.

Students will then finish the year by carrying out another project, this time using Python. This will continue to teach them the analytical and design skills they will need to be able to progress onto GCSE level study.

The units in Year 9 are as follows:

Unit 1 – Python Programming

Unit 2 – Mobile APP Project

Unit 3 – Data Representation (Sounds & Images)

Unit 4 – Logic Gates & Boolean Algebra

Unit 5 – Python Project

If you would like any more information, please free to get in touch with *Mr Daniels*,  
*Leader of Computer Science & ICT*

## DANCE

Students follow a curriculum through years 7 – 9 which lays the foundations for GCSE Dance, BTEC Dance and A Level Dance. Year 9 students will start to study GCSE professional dance works – working and re-creating sections of the works. Students will then use these works to choreograph their own interpretation of a chosen piece. *Mrs Cook, Leader of Performing Arts*

## DESIGN & TECHNOLOGY

During Year 9 students will develop their problem solving, design and practical skills using a whole range of media, materials, tools and equipment within the following design and make topics.

Food – International Foods

Textiles – Cushions

Resistant Materials – Storage Box – design and make project

Systems and Control – Sensor Alarm

Computer Aided Design – CAD/CAM Techsoft 2D packaging and advertising

*Mr Gamble, Leader of Design & Technology*

## DRAMA

Students follow a curriculum through Years 7 – 9 which lays the foundations for the extended study of Drama at GCSE and A Level and encourages the students to embrace the diversity of the world of theatre. In Year 9 students will begin by exploring the genre of comedy, developing improvisation skills, learning practical slapstick and using masks. This is followed by exploring a topical issue via a modern playscript, rehearsing as a class. Students also learn the techniques of physical theatre in performance. *Miss Challis, Leader of KS3 Drama*

## ENGLISH

The final year of KS3 marks a significant transition for our students. The year begins with the consolidation of core knowledge and skills, initially established in Year 7 and revisited regularly, in order to promote students' confidence in their learning. To begin the year, students undertake two half-termly programmes of study; a novel and the study of poetry, both modern and pre 1914. Students' abilities to speak and listen in a variety of contexts will continue to be extended. Reading, including private reading, will be encouraged and celebrated.

From our second term onwards, students begin their GCSE courses. This entails the study of GCSE texts for both English Language and English Literature in order to ensure that students are sufficiently prepared for their final examinations. Our students will revise how to explore and evaluate the way in which a range of writers employ language and structure for effect as well as to continue to extend their understanding of how to adapt their own language for a variety of purposes and audiences in order to ensure accurate writing in a variety of styles. *Ms Barker, Leader of English*

## GEOGRAPHY

Students extend their broad geographical background by applying the concepts developed in Years 7 and 8 to a global scale. The theme of much of this year's work is globalisation and examines contrasts between regions and countries at different levels of development. We study the BRIC countries to illustrate these ideas. A wide range of global environmental issues are also explored including climate change. By the end of the year students will be ready to embark on GCSE Geography. *Miss Salmon, Leader of Geography*

## HISTORY

Year 9 History enables students to develop their investigative skills, their ability to assess the reliability of information gathered and to use this information to draw their own, justified, conclusions. Topics include: Life in World War One Trenches, the Holocaust, the Home Front in World War Two and an investigation into Who was Jack the Ripper. It will also focus on the students' ability to communicate their findings in a number of different ways. The Year also includes the opportunity to visit the World War One Battlefields in France and Belgium.  
*Mrs Reed, Leader of History*

## MATHEMATICS

During the year students will further develop the work on number, algebra, geometry and statistics. Practical work and other investigations will be integrated into the classwork as will the use of Information Technology. During the course students will be regularly assessed by a combination of tests, homework and other classwork exercises. The students will also start preparing for the GCSE Mathematics course during Year 9. *Mrs Woodley, Leader of Mathematics*

## MODERN FOREIGN LANGUAGES

Students will continue to develop their French or German as a genuine means of communication. They will work independently, in pairs or in groups and produce their own role-plays and short plays. They will listen to native speakers on CD, start to read longer stories and they will explore specific language tasks on the Internet. By the end of the year they will have encountered most of the areas of grammar that they will need for the GCSE years, and in the final half-term in June they will have a go at writing their first practice piece of GCSE coursework. The topics will include jobs, healthy living, young people's lives and planning a holiday.  
*Miss Malaval, Leader of Modern Languages*

## MUSIC

In Year 9 students are expected to consolidate their skills and demonstrate high standards of composition and performance. They will be expected to develop a wide understanding of different styles of Pop Music, and be confident when both listening to and assessing music. There will be opportunities to use percussion, keyboards, guitars and drum kit. *Mr Cull, Leader of Music*

## PHILOSOPHY AND ETHICS

Philosophy and Ethics is all about developing in-depth thinking about a variety of ideas and beliefs. In Year 9, students will study Punishment. What it means to be Human, Wealth and Poverty and The Media. The course will help to develop a variety of areas of skills and understanding, including decision making, enquiry, communication, participation and responsible action. RS does not assume any particular religious belief, and will be of equal benefit to students of any faith, or of none. *Mr Wright, Leader of Philosophy and Ethics*

## PERSONAL & SOCIAL DEVELOPMENT

Students are members of a vertical tutor group and discuss a range of social and moral issues through the Tutor Time activities in which they complete tasks and discussion topics individually, in pairs and in 'families'. This is the final year of Key Stage 3, and it is important that students are supported academically and helped to be organised. Students make decisions in the Spring Term about option choices, which will be extremely important to their future. To support students they will be following a programme designed to help them to understand their own strengths and weaknesses which will allow them to make informed decisions. Later in the programme students consider our rights and responsibilities within the community. During PSHE Curriculum Days students explore a range of issues including work related learning, e safety and health. *Mr Nash*

## PHYSICAL EDUCATION

Students have the opportunity to participate in a number of the following activity areas: Invasion games, Striking games, Net games, Gymnastics and Athletics. Students are involved in a continuous process of planning, performing and evaluating each activity area. Students are expected to build on the skills developed in Year 8 and adapt them to meet the needs of the activity. Students are encouraged to appreciate the strengths and limitations in performance and use the information in co-operative teamwork. Students will also gain an understanding of short term and long term effects of exercise on the body system. Students should also recognise the importance of rules and apply them appropriately. *Mr Sergeant, Leader of PE*

## SCIENCE

Progression from Year 8 will include greater use of scientific language to explain ideas and develop critical thinking, analytical and experimental skills. Students' work is regularly assessed, throughout the whole of Key Stage 3, by a combination of end of unit tests, a mid-year key stage 3 exam, assessment tasks, homework and class work exercises; this provides an individual profile of the skills, processes and knowledge required by the National Curriculum. Half way through Year 9, after the mid-year exam, students will start the Combined Science GCSE (9-1) course. All students will complete the initial modules of Biology and Chemistry spring boarding students into Year 10. Students are encouraged to use the internet wisely for research and to develop their independent study and investigation skills. *Dr J Finn, Leader of Science*