



**Year 9 Learning at the Taunton Academy**  
**Summer Term 2017**

## English

This term in Year 9, we continue our preparation for the beginning of the English GCSE courses in Year 10. Students will complete the study of the play, "An Inspector Calls", which we expect to be a GCSE Literature set text. Students will complete GCSE style assessments as well as looking at the broader context in which the play was written and set.

From the third week after Easter, students will build on the skills they acquired in Year 8, and through reading in the earlier part of this academic year, produce their own piece of non-fiction writing, learning how to adjust the language which they use to suit a variety of forms, purposes and audiences. At GCSE the focus is heavily upon writing formally and with attention to spelling, punctuation, grammar, and paragraphing. Assessment will be by a GCSE style assessment on a 45-minute piece of writing in controlled conditions.

In our final term, we will look at poetry in a variety of creative ways.

The best revision in English is reading properly edited printed writing – newspapers, magazines and books are all great as they broaden your vocabulary and improve spellings. Reading aloud, with a particular emphasis on following the punctuation, is especially valuable.

Unlike other subjects there are very few free websites for additional work but your English teacher would be delighted to recommend a revision book to buy. If you need somewhere online to go at home to do some extra practice, we would suggest the following:

[www.bbc.co.uk/education/subjects/z3kw2hv](http://www.bbc.co.uk/education/subjects/z3kw2hv)

## Maths

This term Year 9 will take their first look of the year at algebra. This is a topic that students often find challenging but it is the favourite topic of the Maths Faculty to teach! Understanding of this topic is vital to success at GCSE so it is important that students approach it with a positive attitude. We will build on the prior knowledge of students from Years 7 and 8 and they will consolidate and extend simplification, expanding brackets and factorising. We will also take another look at coordinates and graphs at a higher level than in previous years. Students will extend their knowledge and sharpen their mathematical skills as the algebra will be increasingly challenging in line with GCSE expectations.

In the last half term of the year, we will look at Handling Data. This will involve students collecting data and showing this data on a variety of charts and graphs. Students will then start to analyse their data using various measures of average including the mean, median, mode and range. More able students will look at more complex graphs such as box plots, cumulative frequency and histograms.

If you need somewhere to go at home to do some extra practice, we would suggest the following websites:

[www.mrbartonmaths.com](http://www.mrbartonmaths.com)

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.numeracyninjas.org](http://www.numeracyninjas.org)

[www.mathswatchvle.com](http://www.mathswatchvle.com)

## Science

At the academy students follow a 2 and a half year KS3 curriculum. Although there are aspects of the KS3 curriculum that still need to be covered in Year 9 it is delivered in a slightly different way to Year 7 and 8 to help prepare students for KS4 and GCSE. Having covered three Bridging units in biology, chemistry and physics students have had these assessed at the end of the spring term (March 2017) and will be starting the first units of their GCSE through the summer term.

Students follow the new OCR Gateway B combined science course. Those that have opted for Triple or separate sciences in their options will follow the OCR separate sciences course from September 2017. Through the summer term students will rotate through the first unit of the GCSE in each of the science disciplines.

**Biology:** This covers the fundamentals of microscope use to examine basic cell structure of eukaryotes and prokaryote cells. Students are taught the maths skills needed when calculating

magnification and dealing with smaller numbers needed at a cellular level. The topic then goes on to build on knowledge gained at KS3 looking at enzymes, respiration and photosynthesis in more detail.

**Chemistry:** Students look in detail at the structure of the atom and how our ideas about this have changed through time. They examine the particle model and the mechanics of substances changing state. Students build on maths skills introduced earlier this year using standard form to deal with orders of magnitude and are introduced to the units used to measure the size of the sub atomic particles.

**Physics:** Students build on concepts introduced earlier in Year 9 in our Physics Bridging unit completing investigations into the density of different objects, specific heat capacity and latent heat. They are introduced to the internal energy within a system looking at the potential and kinetic energy that particles have in different states of matter. Maths skills are used throughout with students applying their knowledge to use and manipulate the formulas they are required to learn for the GCSE.

Due to the practical nature of the way science is taught at the academy and subsequent demand for practical resources, classes will rotate through the different units above through the term with only two classes completing the same topic at any one time. A KS4 support book can be purchased from the usual retailers. The exam board and syllabus is the new 1-9 GCSE OCR GATEWAY B. Although I would advise not purchasing anything until Year 10.

## **Geography**

**Classes 9B, C, D and E** will be completing a topic on Natural Hazards:

### **Atmospheric Hazard**

What is a tropical storm and how/why does it occur? How tropical storms are measured and what are the impacts of each category.

Students will learn about the direction of tropical storms linked to hemisphere and how the Coriolis Effect, El Nino and La Nina affect tropical storms. They will also learn about the link to climate change, rising sea levels, thermal expansion and increases in storm surges.

### **Biological Hazard**

Students will look at how climatic features lead to fire and the social, environmental and economic effects of wildfires. They will explore what can be done to reduce wildfires.

Students will evaluate scientific data suggesting wildfires will increase due to climatic changes.

### **Volcanic eruption or earthquake**

Building on study in Year 8 students will describe the primary and secondary effects of a disaster on the environment, and the social and economic effects. Considerations will be made to in differences between urban and rural areas. Students will consider longer term impacts and responses to the hazard.

### **Geomorphic Hazard**

This work will build on students' previous learning in Years 7 and 8. They will look at different types of flooding and identify the main characteristics of each. They will use a case study identified by their teacher and consider why responses to flooding vary in countries of different economic levels. Land use will be considered and how it affects the likelihood of flooding.

**Class 9A** will be investigating Global Warming.

Students will investigate how temperatures have changed since the last ice age. They will understand the meaning of greenhouse gases and be able to explain which gases concern us most and why. They will look at physical and anthropogenic causes of climate change supported by scientific evidence and data. Students will consider how a changing climate affects people and the environment; also the economic and political consequences of a changing climate. They will then consider mitigation and what the future may hold for people in the UK and how climate change could affect our world and life on the planet.

The aim of this module is to introduce students to the global distribution of natural resources, and the international relationships these resources generate and some of the key issues related to the use of natural resources. It also provides a framework for understanding the relative importance of different types of natural resources for human activity. Students will develop their knowledge of

distribution of resources, issues related to the abundance or shortage of resources, and how natural resources influence international relationships, as well as how events can affect the value of resources. Ultimately students will gain an appreciation for the variegated nature of natural resource distribution but also an awareness of the interrelated nature of human activity and the physical environment. Key areas of learning are:

- Natural Wonders of the World – How are key natural resources globally distributed?
- Unearthing black gold - How is oil used in our daily lives? How has oil created a global network?
- Water – Where has the Aral Sea gone?
- A World of Rubbish - How is the world connected through recycled materials?

## **History**

The summer term of Year 9 is spent studying the Holocaust in depth. This will include

- The gradual build up to the Holocaust
- Different reactions
- Ghettos
- Concentration Camps
- The Final Solution
- What can we learn from the Holocaust?

The final part of the term will be spent looking at Global Terrorism.

Helpful websites:

[www.bbc.com/bitesize](http://www.bbc.com/bitesize) - KS3 History

## **French**

With the onset of the Summer Term, it is time to learn how to talk about our favourite things in French, from music, to sport to shopping and the delights of retail. We cement our knowledge of talking about our friends and extended family, learning how to make comparisons and understand more complex written and aural texts.

Key grammar for the term includes understanding what Direct Object Pronouns are and how we use them in French to make our language more fluent and natural. As well as developing our confidence talking about other people, we discover some more adventurous adjectives to enliven our foreign fluency.

Before celebrating the end of term with our final French assessments in Listening, Speaking, Reading and Writing, we learn about parts of the body and illnesses.

We say farewell to those who have opted not to continue their studies in French, while remaining ready and prepared for the rigours of GCSE for those spirited souls who return to French in Year 10. C'est pas mal!

Language learning at The Taunton Academy is strongly supported with some great websites. [www.linguascope.com](http://www.linguascope.com) for vocabulary games and revision at elementary, beginner and even intermediate level on all of the topics we are covering this term.

[www.duolingo.com](http://www.duolingo.com) - 100% free and fun language learning from just 5 minutes per day.

## **Art**

Year 9 students are exploring the idea of a self-portrait, choosing a range of portrait artists to research and make observations from. Students will develop their portrait to include their interests and aspirations for the future in a variety of media and styles.

Students will complete a final A2 work at the end of the summer term.

## **Design Technology**

Students will be completing 12 week rotations in three different DT subjects: Food, Textiles and Product Design. Groups rotated the week starting Monday 20<sup>th</sup> March.

Product Design - students continue to develop skills around working with hand and machine tools

in the workshop as well as developing an understanding of basic electronics and components. Students will be designing and making a laser etched light based on the theme of comic books and super heroes.

Textiles - students will continue to build on their skills using machine sewing and further develop textile skills using tie dye, batik and cad/cam embroidery. The work will culminate in a finished pair of shorts based around the students chosen theme.

Food - the focus will be on 'Making Healthy Choices' cooking 10 different recipes during the rotation and completing theory work in class and as homework activities to support their understanding of nutrition, food hygiene and safety. The practicals involve high skill activities to give students an insight into the standards expected at GCSE. Students are expected to adapt recipes depending on their confidence at cooking.

Useful website: [BBC/Food/recipes](http://BBC/Food/recipes)

Student can see homework tasks and ingredients required for each lesson on Show My Homework or on windows outside the Food Room. The Food Booklet containing all ingredients, recipes and worksheets can be accessed on the school website under iAcademy/DT/Food/Year9.

We would like to thank all parents/carers for supporting the department by providing ingredients for students in their food lessons.

At the end of the final rotation all students will sit an End of Year test which will cover all knowledge learnt in all DT areas over the year. Students will be given feedback on their test and will use this information to target set for next year.

## **Music**

**SAMBA** - This unit introduces the polyrhythmic style of Latin-American Samba and identifies its roots in African and Spanish/Portuguese music. Through performing Samba, Students will learn the sounds and understand the roles of each instrument used in Samba, learn about rhythmic loops, polyrhythms, call and response and improvisation in Samba and experience the exhilaration and physical impact of percussion ensemble music. The unit is based around a flexible class Samba performance piece - "Samba de Janeiro" which can be used solely as a percussion piece or with optional melodic parts added.

***Element Focus - Rhythm, Texture, Structure & Form***

## **Drama**

Drama this term begins with the task of creating an educational play about 'Healthy Relationships'. This is a cross-curricular topic with PSHRE. The students will be given the opportunity to educate a younger audience about this topic through the drama they make. We will look at the work of successful Theatre In Education companies to inform our pieces of drama.

The summer term will conclude for Year 9 with Film Making in which the students will be tasked with planning, filming and editing a TV documentary. If appropriate, we will arrange for students to film on location and get a feel for what it might be like to work for a Television company.

## **PE**

In Year 9, students follow a programme which allows further skill development and creates a sense of independence. In a range of sports and activities students will be asked to lead warm ups and parts of the lesson, and encouraged to analyse their own performance and that of their team, developing appropriate feedback. Within PE, students take part in a 6 week block of Fielding and striking lessons, Tennis and Athletics. These sports will be structured in their delivery much like a GCSE PE lesson with the terminology used and responsibility given very similar to what they would experience should they take GCSE PE. Again they will be encouraged to develop their skills further in school extra-curricular clubs and external community providers.

## **PHSRE**

In Year 9 students will be learning about Prejudice and the different types that exist. They will look at why people suffer from it through a range of scenarios and how different religions, specifically

Christianity, views it. Following this students will learn about those people who have fought prejudice through history and what the government has put in place to combat this issue through different laws and education. Finally students will end the half term with a detailed understanding of what positive discrimination is.

### **SEND**

All of our students are supported with their learning at a personalised level. Quality first teaching supports students with special educational needs. We understand our students' individual needs well and support all students in the classroom to maximise their learning. Where students require a more bespoke curriculum we are able to accommodate students as to ensure their learning needs are met. Please contact Mr Keitch for more information if required.