

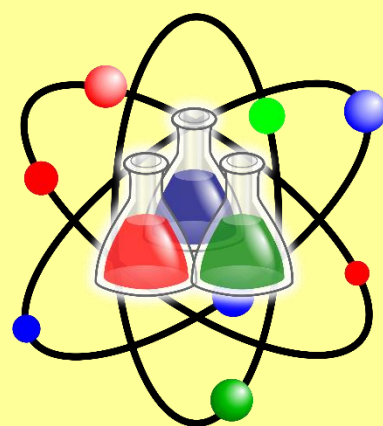
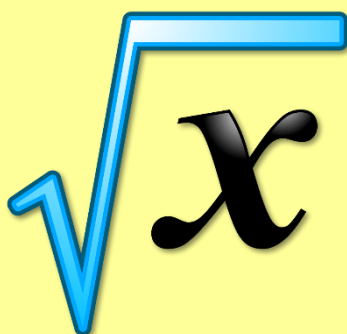
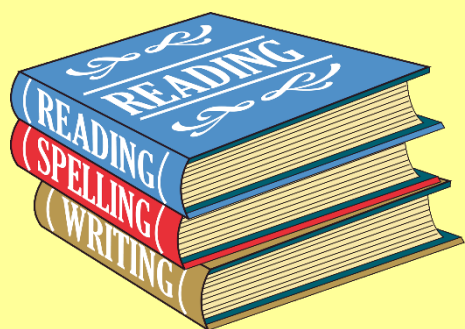
Grays Convent High School

Year 9

Curriculum Newsletter
Summer Term (A) - 2024



Inspiring Ambition,
Achieving Excellence



Welcome to our Summer Term (A) Curriculum Newsletter. The departments that teach your daughter have contributed to the newsletter to give you information about what you can expect her to be studying this term at Grays Convent High School.

English

Students will begin a new unit of work designed to prepare them for responding to Literary Non Fiction covering the GCSE Assessment Objectives for the English Language exam. They will be required to write a critical commentary on a non-fiction extract and write their own piece of literary non-fiction. Students will also complete a reading test using the Renaissance Learning Accelerated Reading programme.

Maths

Set 1 and 2 are working with Graphs.

Set 3 are completing their work on Trigonometry and will follow this with the unit on Graphs.

Set 4 and 5 are finishing their work on Percentages and Decimals. This will be followed with a look at Equations, inequalities and sequences.

RE

Students' learning is based on the topics in the ICONS programme of study. Throughout this half term pupils will reflect on a variety of ways to lead a Christian life. Firstly, they will consider how to work for the common good. They will then consider Jesus' teaching about the Kingdom of God and reflect on how this can become a reality in the world. In line with the liturgical calendar they will learn about Pentecost and the power of the Holy Spirit. They will also focus on how the Holy Spirit leads some to the religious life by studying the Sacrament of Holy Orders. Time will also be set aside for revision and exam feedback.

Science

During summer term, students will study the following units based on Kerboodle:

B3 Organisation and the digestive system

1. Tissues and Organs - cells to tissues to organs to systems
2. Digestive systems
3. Chemistry of food
4. Catalysts and enzymes
5. Factors affecting enzymes
6. How digestive system works
7. Making digestion efficient

C3 Structure and Bonding

1. States of matter - particle model and energy
2. Atoms into Ions - gaining and losing electrons, representing ionic bonding
3. Ionic Bonding
4. Giant ionic structures
5. Covalent bonding - simple and giant
6. Structure of simple molecules
7. Giant Covalent structures
8. Fullerenes and graphene
9. Bonding in metals
10. Giant metallic structures- explaining properties of metals
11. Nanoparticles - surface area to volume ratio

P3 Energy Resources

1. Energy Demands - Power stations, fossil fuel, nuclear, biofuels
2. Energy from wind and water
3. Energy from Sun and Earth
4. Energy and Environment- problems
5. Big energy issues - Supply and demand, cost

Art

Introduction to Graffiti and street art, exploring topics around politics, society and expression through art. We will also look into the history of Graffiti from its earliest forms, to researching the street artist Banksy. We will then begin looking at the characteristics of the lettering(font) used in Graffiti and start creating letters using blocks which will develop into creating a street art outcome.

Computing

Algorithms

Searching and sorting are two of the most frequently needed algorithms in program design.

Search Algorithms:

1. Binary Search
2. Linear Search

Sorting Algorithms:

1. Bubble Sort
2. Merge Sort
3. Insertion sort

Design Technology

Clock, Bi-Plane and Gadget Tidy Projects

- Recap drawing methods (Oblique, Isometric, One point perspective, 2 point perspective).
- Design strategies.
- Gadget Tidy Design and design development (designing, annotation, evaluation, customer feedback, final design with improvements, and modelling).
- Sketch up.
- Orthographic drawing.
- Materials (wood, plastics, metals, smart and modern, composites).
- Commercial processes (3D printing, laser cutting, CNC routing, injection moulding, vacuum forming, sand and die casting).

Assessment

- Sketch up set tasks, including 3D design of final gadget tidy idea (teacher assessment).
- Peer/ self and teacher assessment of gadget tidy designs (3D designs using drawing methods) and modelling.
- Tech soft 2D- set tasks for modelling the final toy idea (teacher and peer assessment).

Drama

We finish the year with a mock GCSE unit focussing on the requirements of component two GCSE. Students study the play 'Girls Like That' and are asked to **perform part of the script** and are assessed using the GCSE marking criteria. Students will then complete a **written exam** which mirrors component three GCSE focussing again on the script 'Girls Like That'.

Food

Dietary needs of different groups
Sensory evaluation, star profiles

Practical Lessons:

Bread rolls – shaping and baking – bread dough, biological raising agents, glazing, shaping and baking.

Chelsea buns – rich yeast dough, fermentation, shaping rolling, caramelisation and filling.

French

La Francophonie: Year 9 pupils will consolidate their learning of the first 3 years, preparing them whenever relevant to the GCSE course they will start next year. The topic of the half term will be the French-speaking world (one unit per continent). Pupils will keep exploring and for some secure the future tense(s) and conditional. The top sets will keep exploring the imperfect. If the cultural content will be omnipresent, the grammar aspect will also be important and will prepare them to an end of year exam.

Geography

Students in Year 9 have a very busy half term ahead of them as they have to cover two detailed topics, both they will meet again if they choose GCSE Geography in Year 10. Rivers and their features is the first topic to be followed. After the completion of this topic, they will look at the UK's Evolving Human Landscape.

History

Students will be looking at the rise of extremism and the causes of World War Two. They will carry out a personal study on the war and will be able to use family information for this if they wish. Some local history about Grays during the war will be covered.

Music

Songwriting: Keys, Chords and Cadences

Writing (almost) any music requires a basic, fundamental appreciation of the Elements of Music, which all students have had some access to and understanding of since the commencement of Key Stage 1. Music requires a key (tonality), chords (harmony) and cadences (the way musical phrases are drawn to a close) to "feel" right. During this term, and leading (for those it is appropriate to) to the study of GCSE Music, students will be looking to write their own song. Music technology may be utilised during this unit, if appropriate, and students who play their own instrument outside of School are actively encouraged to use it as part of this topic if they feel it would be of benefit. Students are specifically reminded that the writing of lyrics (words) is NOT the focus of this unit; indeed that would be considered an English task, but the setting of lyrics to music is the focus of the task.

PSHEC

Students will be learning about the following:

- Domestic abuse
- How to spot unhealthy relationships
- Honour based violence and forced marriages

PE

Cricket

In Year 9 the cricket focus become more advanced with an introduction to spin bowling, umpiring and filling out a score card. The aim of the unit is for the girls to be able to run their own softball tournament, with correct tactics, decision making, umpiring and scoring.

In Athletics Year 9 will build upon techniques learnt in September and implement these along-a-side competition rules, pupils will also start to measure and time their throws and runs, using their mathematical skills to record their results. Pupils will also start to officiate events and be able to recognise foul throws/jumps.

Spanish

Next Half Term, pupils will be working on the topic 'My rights' and the environment. They will be talking about children's rights to education, followed by fair trade and recycling. They will explore for some and secure for others, the use of the verbs ending in AR, ER and IR in the present tense (third person) and expressions such as (Tengo que + infinitive and Para + infinitive).