

Year 9 Subject Information

Subject:	Art and Design
Main topics covered during Year 9	<p>Dragon Project Drawing with mixed media, Collage work and Clay modelling based on both Chinese and Western Artists. Christmas Baubles/Reflections Drawing assessment.</p> <p>Illustration Project Drawing, Photography, Printing and mixed media work based on the figure. Giacometti, Egon Schiele, Modigliani, Tim Burton and Quentin Blake.</p> <p>Identity Project Students will work in groups and alone. They will look at a range of Artists and learn to develop personal responses. Students will develop drawing, photography and painting skills. The art language/artist analysis/evaluating own and work of others is inherent in every project.</p>
How are students grouped?	<p>Students are in mixed ability groups.</p>
Home learning plans:	<p>Home learning is set once every half term with small collecting homework tasks given as required. Research homework and 3D work was the focus in term 1 and drawing is the focus in term 2. Term 3 will require some group planning with provision to complete homework at lunch time in the art rooms.</p> <p>Drawing assessments also provide students with the chance to practice prior to the assessment and make refinements following this.</p> <p>Students are encouraged to join us in the Art department at dinner if they would like to complete home learning in the school day and use facilities/resources.</p> <p>Information regarding home learning can be found on Moodle https://vle.trinity.cumbria.sch.uk/</p>
Main knowledge, understanding and skills to develop:	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form.</p> <p>To analyse artists' use of media, art elements, ideas and intentions.</p> <p>To write about their own work and that of others, analysing and evaluating key words.</p> <p>To improve and extend a range of practical skills including; drawing, painting, printmaking, 3D modelling, collage, colour mixing, photography.</p> <p>To make progress based on peer assessment and next step feedback provided by your Art teacher. (Teacher's feedback and assessment can be found at the back of student's sketchbooks.)</p> <p>Students are taught to use materials and equipment safely.</p>

Year 9 Subject Information

Subject:	Craft, Design and Technology (CDT)
Main topics covered during Year 9	<p>During this year students work on a series of design and workshop assignments to help develop their Design and Technology capability. The projects and assignments have been developed to challenge students to work at a higher level than Y8.</p> <ul style="list-style-type: none"> • Quartz Clock Face: students will design and make a wall mounted or freestanding clock for a client. The finished clock will have a quartz movement and have the accuracy of commercially produced units. The final developed design must be capable of being batch produced using Computer Aided Manufacturing machines. The final design must link to the client and a time related word or phrase. • Computer Control: Students learn how to write program procedures using Circuit wizard software and then download these to a set of models which the computer controls. • Solidworks Introduction to 3D computer modelling software. <p>At the start of the Spring term, students opt to follow a single course in Art, CDT or HE. This will result in three lessons per week until the end of the summer term.</p> <ul style="list-style-type: none"> • Product Design: MP3 Docking Station, this project combines electronics and Computer Aided Design to design and make a functioning MP3 amplifier. The finished docking station will amplify music from a mobile phone, MP3 or iPod so that it can be listened to through a loudspeaker. The skills elements are learning how to convert a card model into a coordinate based design which is to create a machine file that is downloaded to a laser cutter. The focus is on producing an accurate, functioning product. • Tea light: This activity gives students the role of a designer producing a developed idea for a flat packed tea light product that is manufactured on both the laser machine and the CNC router. • Engineering: There will be a mixture of activities; investigating the world of engineering, the function of engineered products and a workshop practical activity.
How are students grouped?	<p>Groups are mixed ability.</p>
Home learning plans:	<p>Carrying out relevant research for assignments. Using 2D Design to carry out some CAD development of the Docking Station project.</p>
Main knowledge, understanding and skills to develop:	<p>Select relevant research material and justify its relevance and how it will help with creating ideas. Be able to analyse a design and explain advantages and disadvantages. Produce design ideas which are relevant to a design specification based on a chosen client. Know how to develop ideas through modelling and using CAD software. Carry out accurate soldering of a PCB. Carry out a detailed evaluation of work that has been completed and suggest alternative designs.</p>

Year 9 Subject Information

Subject:	Performing Arts - Drama
Main topics covered during Year 9	<p>Term 1 – Skills Development Use of voice, movement, gesture, facial expression and interaction. Techniques such as freeze frame, slow motion and use of props.</p> <p>Term 2 – Genre Work Improvisation and introduction to physical theatre.</p> <p>Term 3 – Devised work based on a range of stimuli Scripted work using extracts from a variety of scripts.</p>
How are students grouped?	All students do Skills Development, then opt for either Drama or Music in Term 2. Consequently, groups are mixed ability.
Home learning plans:	Students are encouraged to research into relevant news items and topics for performance. They research into various issues and genres. They also bring a range of resources to lessons, such as poems, stories or articles that will act as stimuli for their work.
Main knowledge, understanding and skills to develop:	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> • develop their confidence. • develop the ability to use voice, movement, gesture and facial expression to create a range of characters and emotions. • improve their ability to work as part of a group. • acquire an understanding of a range of techniques and styles. • develop an understanding of how to create particular effects for an audience. • learn how to develop and present devised, scripted and improvised drama.

Year 9 Subject Information

Subject:	English
Main topics covered during Year 9	<p>All classes will cover the following:</p> <p>Reading: Prose study of class novel; selection of poetry; English Literary Heritage: Shakespeare (either 'The Tempest', 'Twelfth Night' or 'The Merchant of Venice') Shelley's 'Frankenstein' or Dickens' 'A Christmas Carol' ; Spoken language analysis of how we and others use talk (with specific focus on Soap Operas); Analysis of a range of non-fiction texts.</p> <p>Writing: Basic skills – punctuation, sentence varieties, paragraphing, spelling; Writing non-fiction for different purposes; Descriptive Writing; text transformation.</p> <p>Speaking and Listening: Skills will be covered through the Literary Heritage Units. Each class may also cover a range of other Reading and Writing topics including a selection of Media texts, how we use spoken language as well as introducing skills in Drama.</p> <p>Each unit of work has an assessment which is used to record progress and to set individual targets.</p>
How are students grouped?	<p>Students are grouped initially based on Y8 assessment results and teacher recommendation. This allows students to learn alongside others of similar ability and to ensure that expected progression is suitably challenging.</p> <p>Groups are reviewed at key points in the year based on teacher's assessment of students. Movement between groups during the year is sometimes necessary but is kept to a minimum.</p>
Home learning plans:	<p>Each unit of work has a specific Home Learning task attached to it which is designed to further students' understanding of the topic.</p> <p>Small homework tasks may also be set throughout the year, including reading.</p> <p>A weekly spelling homework is also set for all students in Y9, which is tested in their weekly Literacy lesson.</p>
Main knowledge, understanding and skills to develop:	<p>Reading Assessment Focus: Selecting appropriate evidence from the text to support your ideas.</p> <p>Inferring and deducing to show you can 'read between the lines'.</p> <p>Identifying specific language techniques, as well as structural and presentational devices, then explaining why the writer has used them.</p> <p>Exploring how we and others use and adapt our spoken language in relation to contexts.</p> <p>Consideration of how the time and place a text was written can develop our knowledge and understanding of deeper meanings.</p> <p>Writing Assessment Focus: Structuring whole texts, using clear paragraphing; using topic sentences and discourse markers to aid cohesion. Using punctuation to create a range of sentence varieties.</p> <p>Securing spelling and introducing a wide vocabulary to engage and interest the reader.</p> <p>Understanding how to create whole texts which are entirely apt for a specific audience and purpose.</p> <p>Speaking and Listening: Talking in a purposeful and imaginative way; listening and responding to others in group discussions; creating and sustaining different roles and scenarios.</p>
Individual advice and guidance	<p>We would encourage parents/carers at home to check that their child is reading regularly in their spare time. Newspapers, magazines, books etc are all relevant reading materials which will help your child to develop their reading and writing skills at home.</p> <p>In the GCSE examination, the students are asked to read and understand a range of fiction and non-fiction texts; these are usually made up newspaper and internet articles and sections of non-fiction novels (such as autobiographies). The more your child is encouraged to read material like this, the more accessible they may find the exams at GCSE level.</p>

Year 9 Subject Information

Subject:	French
Main topics covered during Year 9	WJEC
How are students grouped?	Town (all skills assessed) March prior to the Easter holidays. School (all skills assessed) July.
Home learning plans:	<p>Students are already working on the GCSE topics in Year 9. They have produced written pieces in assessment conditions which mirror GCSE coursework tasks.</p> <p>The GCSE topics are as follows:</p> <p>Personal and social life Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.</p> <p>Local Community Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.</p> <p>The World of Work Work experience, part-time jobs, future careers, technology (sending messages, accessing information).</p> <p>The Wider World Travel and holidays, media, social issues (eg life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.</p>
Main knowledge, understanding and skills to develop:	<p>Grammatical Accuracy (using different tenses). Narrate events. Identify points of view. Being able to offer personal responses, opinions, reasons and justifications. Manipulating the language to substitute key words to allow for individual responses. Using of a variety of structures; reflexive verbs, subordinate clauses, time frames, change of person. Listening to longer passages and gathering meaning from these. Draw conclusions from listening passages. Ability to use good pronunciation, intonation and accent. Reading longer passages. Recall of vocabulary. Reading for gist, main points and specific detail with reference to the time frame. Using reading and listening skills to identify main points to gather meaning.</p>
Revision guides and websites	<p>Languages Online - www.languagesonline.org.uk Word Reference (online dictionary) - www.wordreference.com BBC Bitesize - http://www.bbc.co.uk/schools/gcsebitesize/spanish/ Moodle (Activeteach) - https://vle.trinity.cumbria.sch.uk/ Doddle via the school's VLE.</p>

Year 9 Subject Information

Subject:	Geography
Main topics covered during Year 9	<p>During the course of Year 9 students investigate a range of topics involving the natural environment and mans relationships both with their surroundings and with each other. The units studied are:</p> <ul style="list-style-type: none"> • Australia • Geography and Sport • Earthquakes and Volcanoes • Tourism • National Parks • Weather and Climate <p>Those students who opt for the GCSE Geography course will also visit Edinburgh in the last few weeks of the Summer Term.</p>
How are students grouped?	<p>Students have already completed the Year 9 annual examination in Geography.</p>
Main knowledge, understanding and skills to develop:	<p>Students need to be able to show good research skills and the ability to be able to make connections and links between different elements of the course as they progress.</p> <p>Geography is a subject that is ever changing and as such students need to be aware of world issues by keeping an eye on the news and reading a good newspaper on a regular basis.</p> <p>The Geography Department Moodle site also contains regular updates and information to support the course together with revision links to useful websites like BBC Bitesize.</p>

Year 9 Subject Information

Subject:	History
Main topics covered during Year 9	<p>The Black Peoples of the Americas. The Great War. The Inter War Years. The Second World War. The Cold War. Terrorism.</p>
How are students grouped?	In half populations, sets 1-4, based on performance in Year 8.
Home learning plans:	As appropriate, but usually set once a week alternating written tasks with research or extra reading or revision. Sometimes a longer project will be set.
Main knowledge, understanding and skills to develop:	<p>General skills:</p> <ul style="list-style-type: none"> • Recall of facts and application of knowledge. • Communication Skills. • Research. <p>National Curriculum Strands:</p> <ul style="list-style-type: none"> • Sources - Evaluation of evidence for utility and reliability. • Causation - Be able to explain why events happen in history. • Change - how and why things change in history. • Interpretation - how history can be viewed in different ways.

Year 9 Subject Information

Subject:	ICT
Main topics covered during Year 9	During the first part of Year 9, students will develop a major project designed to prepare them for GCSE courses in ICT and Computing. This project gives students the opportunity to plan, design and develop an ICT game or learning aid and to promote this as a product. Opportunities are provided for students to enhance their skill with web development and graphics software. They will use spreadsheet tools to build a business model and presentation software to promote their product. They will learn how to evaluate their product and project performance and suggest improvements.
How are students grouped?	Students grouped in Form groups and lessons differentiated to allow access to all students.
Home learning plans:	Homework details are available on the school Moodle site and home learning page which will be updated regularly. As this is a practical project, homework will often involve research type activities
Main knowledge, understanding and skills to develop:	<ul style="list-style-type: none"> • Use of formal planning tools • How to develop comprehensive design documents • Development of effective research techniques • Use of web authoring and graphics software • Business application of spreadsheet tools <p>Students need to consider their use of everyday ICT, thinking about how and where ICT is used in our modern world, the impact it is having on social and working lives.</p> <p>They should also be thinking about where ICT is going to move next:</p> <ul style="list-style-type: none"> • What will mobile phones look like in 2 years time and how will they be used? • What are the new developments in ICT? <p>Useful resources: Teach –ICT BBC Bitesize</p>

Year 9 Subject Information

Subject:	Italian
Main topics covered during Year 9	AQA
How are students grouped?	Holidays (all skills assessed) March prior to the Easter holidays. Health (all skills assessed) July.
Home learning plans:	<p>Students are already working on the GCSE topics in Year 9. They have produced a written piece in assessment conditions which mirrors GCSE coursework tasks.</p> <p>The GCSE topics are as follows:</p> <ul style="list-style-type: none"> Health and healthy lifestyle Relationships and choices Freetime and media Holidays and the world around us Home and local area Environment School and college The world of work Future plans/aspirations
Main knowledge, understanding and skills to develop:	<p>Grammatical Accuracy (using different tenses).</p> <p>Narrate events.</p> <p>Identify points of view.</p> <p>Being able to offer personal responses, opinions, reasons and justifications.</p> <p>Manipulating the language to substitute key words to allow for individual responses</p> <p>Using of a variety of structures; reflexive verbs, subordinate clauses, time frames, change of person.</p> <p>Listening to longer passages and gathering meaning from these.</p> <p>Draw conclusions from listening passages.</p> <p>Ability to use good pronunciation, intonation and accent.</p> <p>Reading longer passages.</p> <p>Recall of vocabulary.</p> <p>Reading for gist, main points and specific detail with reference to the time frame.</p> <p>Using reading and listening skills to identify main points to gather meaning.</p>
Revision guides and websites	<p>Languages Online - www.languagesonline.org.uk</p> <p>Word Reference (online dictionary)- www.wordreference.com</p> <p>BBC Bitesize - http://www.bbc.co.uk/schools/gcsebitesize/spanish/</p> <p>Moodle (Activeteach) - https://vle.trinity.cumbria.sch.uk/</p> <p>Doddle via the school's VLE.</p>

Year 9 Subject Information

Subject:	Music
Main topics covered during Year 9	<p>Skills Development Students have the opportunity to study Acting or Musical Futures style topics which include ensemble playing of Guitar, Keyboard and Singing in four week blocks before opting to specialise in either Music or Drama for the remainder of Year 9.</p> <p>Music Specialism Creating a performance – students work in groups to develop a performance of a piece of their choice. Song Writing – students work individually or in pairs to compose the lyrics, melody and accompaniment of a song.</p>
How are students grouped?	<p>Within mixed ability classes students have the opportunity to work with friendship groups and students of a similar ability and interest.</p>
Home learning plans:	<p>Homeworks are research and rehearsal based to compliment the work that happens in the classroom.</p>
Main knowledge, understanding and skills to develop:	<p>Music Theory</p> <ul style="list-style-type: none"> • Notation Reading. <p>Instrumental Skills and Performance</p> <ul style="list-style-type: none"> • Keyboard - melody and accompaniment. • Guitar – chords and strumming patterns. • Singing – expression and developing harmony lines. <p>Composition Creating melodies and accompaniments.</p>

Year 9 Subject Information

Subject:	PE
Main topics covered during Year 9	<p>Games activities:</p> <ul style="list-style-type: none"> Rugby Football Basketball Badminton Netball Hockey Swimming Gymnastics Athletics Cricket/Rounders Short Tennis/Tennis
How are students grouped?	Ability groups based on assessment of work produced during Year 7 and Year 8.
Home learning plans:	<p>Homework is not set BUT we do expect students to:</p> <ul style="list-style-type: none"> Develop skills/fitness outside of lessons where possible. Take up opportunities to join extra curricular clubs.
Main knowledge, understanding and skills to develop:	<p>Develop knowledge and understanding of topics listed above through work in lessons, extra – curricular activities, watching/reading. Develop the ability to work with others in group situations, giving help and advice.</p> <ul style="list-style-type: none"> Pack kit the night before the lesson. Bring full/correct Trinity kit for all lessons. Give your best in all activities. Take advantage of opportunities on offer through extra-curricular clubs, activities and teams. <p>Remember</p> <ul style="list-style-type: none"> Healthy Body = Healthy Mind Attitude and Effort = Achievement

Year 9 Subject Information

Subject:	Religious Studies WJEC Religious Studies B Religion and Life Issues/Religion and Experience
Main topics covered during Year 9	Religion and Experience <ul style="list-style-type: none"> • Religion and conflict • Religion and Medicine • Religious Expression • Authority – Religion and State Students commence the WJEC GCSE course in Year 9.
How are students grouped?	In Year 9 students are grouped into similar ability groups. There are four groups for each half year group.
Home learning plans:	Home learning either written or research tasks are set weekly.
Main knowledge, understanding and skills to develop:	Knowledge, Understanding and Evaluation. Application of correct and relevant religious specific knowledge . To distinguish between 'teachings' and 'attitudes'. Good understanding and analysis of the concepts and issues. Evaluation skills – to give a well constructed argument and explanation Give personal viewpoints supported with evidence and argument.

Year 9 Subject Information

Subject:	Science
Main topics covered during Year 9	Students begin their GCSE courses in Year 9. OCR [Gateway Science Suit - new specification].
How are students grouped?	We run three courses in Science with exams as follows: GCSE Science only - exams at the end of Year 11 only. GCSE Science and GCSE Additional Science - exams at the end of Year 10 and Year 11. GCSE Biology, GCSE Chemistry and GCSE Physics - exams at the end of Year 11 only.
Home learning plans:	In Year 9 students study the first GCSE modules: B1 – Understanding organisms C1 – Carbon chemistry P1 – Energy for the home See the summary sheets available on Moodle for more details.
Main knowledge, understanding and skills to develop:	Recall of facts. Application of knowledge. Evaluation of experimental techniques. Analysis of data. Maths skills.
Revision guides and websites	Many revision guides available but make sure they are for the OCR Gateway course from September 2011. Previous versions are not relevant. The textbook we use in lessons is available online at: www.collinsonlinelearning.co.uk username 128pupil password ne90 BBC bitesize (OCR Gateway Science) http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/ www.passmyexams.co.uk

Year 9 Subject Information

Subject:	Spanish
Main topics covered during Year 9	WJEC
How are students grouped?	Town (all skills assessed) March prior to the Easter holidays. School (all skills assessed) July.
Home learning plans:	<p>Students are already working on the GCSE topics in Year 9. They have produced written pieces in assessment conditions which mirror GCSE coursework tasks.</p> <p>The GCSE topics are as follows:</p> <p>Personal and Social Life Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.</p> <p>Local Community Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.</p> <p>The World of Work Work experience, part-time jobs, future careers, technology (sending messages, accessing information).</p> <p>The Wider World Travel and holidays, media, social issues (eg life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.</p>
Main knowledge, understanding and skills to develop:	<p>Grammatical Accuracy (using different tenses). Narrate events. Identify points of view. Being able to offer personal responses, opinions, reasons and justifications. Manipulating the language to substitute key words to allow for individual responses. Using of a variety of structures; reflexive verbs, subordinate clauses, time frames, change of person. Listening to longer passages and gathering meaning from these. Draw conclusions from listening passages. Ability to use good pronunciation, intonation and accent. Reading longer passages. Recall of vocabulary. Reading for gist, main points and specific detail with reference to the time frame. Using reading and listening skills to identify main points to gather meaning.</p>
Revision guides and websites	<p>Languages Online - www.languagesonline.org.uk Word Reference (online dictionary) - www.wordreference.com BBC Bitesize - http://www.bbc.co.uk/schools/gcsebitesize/spanish/ Moodle (Activeteach) - https://vle.trinity.cumbria.sch.uk/ Doddle via the school's VLE.</p>

Year 9 Subject Information

Subject:	Food Technology
Main topics covered during Year 9	<p>Through a range of design and make tasks the following topics are covered:</p> <ul style="list-style-type: none"> • Staple foods, rice and potatoes. • Healthy options – developing recipes to meet the ‘five a day’ and ‘eat well plate’. • Raising agents. • Pastry making - decorative finishes, standard components. • Bread – shapes, types. <p>Practical work is assessed using the department assessment criteria.</p>
How are students grouped?	Students are in groups of 23-25, largely based on tutor groups.
Home learning plans:	<p>Students are required to carry out individual research on the main topics covered. Feedback is given through peer/self and teacher assessment. Formal teacher assessment of the Bread project which contributes to the overall level that students will be awarded for Design Technology KST3. A final written test is also completed and used to inform the final grade.</p>
Main knowledge, understanding and skills to develop:	<p>Have a broad understanding of the main topics covered. Know how to develop recipes to meet specific criteria. Carry out relevant research and use this to design a range of original products. Be able to work safely and independently and develop a range of practical skills.</p>

Year 9 Subject Information

Subject:	Textiles
Main topics covered during Year 9	<p>Students explore different surface decoration techniques including transfer printing, appliqué, stencil and block printing, hand and machine embroidery.</p> <p>They will explore the different stages of the design process eg analysis of brief, research, development and evaluation.</p> <p>Students will then design and make a textile container to show a range of decorative techniques and skills to a high standard.</p>
How are students grouped?	<p>Students are in groups of 23-25, largely based on tutor groups.</p>
Home learning plans:	<p>Students are required to carry out individual research on the topic.</p> <p>Feedback is given through peer/self and teacher assessment.</p> <p>Formal teacher assessment of the completed container and supporting portfolio which contributes to the overall level that students will be awarded for Design Technology KST3.</p> <p>A final written test is also completed and used to inform the final grade.</p>
Main knowledge, understanding and skills to develop:	<p>Have a broad understanding of fibres and fabrics, construction and decorative techniques. Research and evaluation skills.</p> <p>Ability to take design ideas through to design process.</p> <p>Be able to work safely and independently in an organised manner to design and make an original, functional container.</p>