

Year 9 Subject Information

<p>Subject</p>	<p>Art and Design (Where possible we will also include a small taster of Photography.)</p>
<p>Main Topics Covered During Year 9</p> <p>MINOR Classes may not undertake the Illustration project/dragon project.</p>	<p>Portrait Drawing Assessment - Covers drawing skills and the Art Elements; shape, form, line, tone, texture and composition leading to a self-portrait observational drawing outcome. Analysis of the elements that make a good drawing. Students analyse a range of artist's work, including Van Gogh and Carne Griffith and will take inspiration from their preferred Artist's style. The art language/artist analysis/evaluating own and work of others is covered in this project.</p> <p>Lino Printing - Students will design, cut and print a background that complements student's self-portrait and deals with student's individual identity and interests. Research and presentation skills will be taught. Students analyse a range of artist's work, including Orla Kiely and will take inspiration from their preferred Artist's style. The art language/artist analysis/evaluating own and work of others is again covered in this project.</p> <p>Dragon Project – Students first work in teams to create their own dragon games which are assessed by peers whilst playing the game. Students will be taught to draw with mixed media based on both Chinese and Western Artists. Where possible Batik/Photoshop will be taught to help develop their work further. The art language/artist analysis/evaluating own and work of others is covered in this project. Students will also refine presentation skills in their sketchbooks.</p> <p>Where possible- Photography- Students will learn how create exciting compositions from scanned material and create cyanotypes. This work will fit on with the Dragon Project.</p> <p>Illustration Project - Drawing and mono printing work based on literature students will be required to learn as part of GCSE English. Students will research a range of Illustrators including Tim Burton. Awareness of typography and language devices will be developed in the illustration of students' creative outcomes. A selection of students Illustration work will be exhibited in the English/Art Department.</p>
<p>How Are Students Grouped?</p>	<p>Students are taught in mixed ability classes. Students have opted to study Art and Design as either a minor or major hence they will have either one or two taught periods a week.</p>
<p>Home Learning Plans</p>	<p>One formal set home learning differentiated task will be set once every half term with small collecting homework tasks given as required. (Home learning tasks may include collecting materials, finding relevant artists/adverts/learning about the colour wheel etc...) Formal Home learning tasks will focus on drawing and Artist analysis.</p> <p>KS3 Students are encouraged to join us after school. Details of which staff/room are available will be displayed weekly on each Art classroom door. These sessions run between 3.05 pm till 4.05 pm. This is an opportunity for students to complete Home Learning or extend class work/catch up on missed work/learning or access 1:1 advice.</p> <p>Resources will often be shared via group email and also be added to the Art Department twitter (@ArtTrinityCA1) e.g. Carne videos for Year 9. We do also at times share good examples of students work on our twitter account and share work via the displays in class/school.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form. To analyse artists' use of media, art elements, ideas and intentions. To write about their own work and that of others, analysing and evaluating key words. To improve and extend a range of practical skills including: drawing, painting, printmaking, 2D relief work, collage, colour mixing, and for some- photography. To make progress based on peer assessment and next step feedback provided by your Art teacher. Students are taught to use materials and equipment safely.</p> <p>To learn the key words appropriate for our subject - Students will refer to our Department Literacy Mat which will be referred to in student's sketchbooks.</p> <p>We promote spiritual, moral, social and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences and events.</p> <p>Students explore how Art works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. Portraiture encourages students to explore their own identity and how that might differ in other cultures.</p> <p>We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike.</p> <p>Students work together to evaluate and review each other's work; helping each other to succeed. We encourage students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of art work from around the world. We also encourage students to enter competitions both locally, nationally and internationally.</p>

Year 9 Subject Information

Subject	Design and Technology - Cooking and Nutrition
Main Topics Covered During Year 9	<p>Trinity Bake Off; through Pastry, Bread, Cookie and Cake weeks students will develop competence in a range of practical skills. They will understand of the functions of ingredients and their working properties.</p> <p>Food Choice; understand the factors affecting food choice including personal preferences, dietary needs, culture and religion Students will take part in a Trinity Tucker Trial and cook foods to meet special dietary needs. They will extend their skill and knowledge of foods from around the world.</p> <p>3* Chef Award; a certificate is awarded to students on completion of the award. Researching their chosen healthy meals task from themes of nursery lunches, celebration dishes or school canteen, students will cook a range of high quality dishes.</p> <p>Food Safety; develop an understanding of how to be a safe food handler and practice safe food storage, preparation and cooking.</p> <p>Food styling and plating; develop the high level skills to present food in a contemporary way using molecular gastronomy techniques.</p>
How Are Students Grouped?	<p>Mixed ability Option groups.</p>
Home Learning Plans	<p>There will be a series of home learning tasks that will support ongoing project work during the year.</p> <p>This work will form part of students' assessment and will be used to determine the progress that they are making.</p> <p>There will be a Year 9 Cooking and Nutrition topic tests which will be used to track student progress.</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 develop a range of original dishes. Nutritional analysis. Be able to work safely, hygienically and independently. Developing a range of practical skills.</p>

Year 9 Subject Information

Subject	Design & Technology -Product Design/Textiles/Graphics/Resistant Materials)
Main Topics Covered During Year 9	<p>In year 9 Pupils will work on 2 or 3 context-based challenges. Many students will have chosen to continue this subject with the intention of choosing this at GCSE level this project will be more open ended than previous ones. Students will be encouraged to find and research a problem relating to the given context and then develop and model ideas to solve it.</p> <p>Themes for the context-based challenges are healthy lifestyles, sustainability and the environment, and mechanical /electrical systems.</p>
How Are Students Grouped?	Mixed ability options groups
Home Learning Plans	<p>There will be a series of home learning tasks that will support ongoing project work during the year. This work will form part of students' assessment and will be used to determine the progress that they are making. A student version of 2D Design can be downloaded for free from the school website (students should ask their teacher about this) this is the CAD/CAM software which is used by all year groups. www.technologystudent.com is a useful and student friendly site which is interactive.</p> <p>Homework can also include attending workshops to complete practical tasks where needed, revision for tests and literacy and numeracy tasks linked to the subject.</p>
Main Knowledge, Understanding and Skills to Develop	<ul style="list-style-type: none"> Communication and presentation techniques Substantial design and make tasks Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating

Year 9 Subject Information

Subject	English
<p>Main Topics Covered During Year 9</p>	<p>Across Key Stage Three each year group will cover a Novel, Play and Poetry Anthology. Within each unit of work analysis of fiction, non-fiction and writing skills will be interleaved linked by a theme.</p> <p>The Year 9 course focuses on the following texts and themes:</p> <ul style="list-style-type: none"> • Of Mice and Men - American Society; • The Tempest - Power and Conflict; • Poetry Anthology (ranging from 1900's to Modern-day) - Victorian and Gothic. <p>Each week students will also complete a 300 word writing challenge, based on a variety of non-fiction and fiction tasks, in order to develop literacy and creative writing skills.</p>
<p>How Are Students Grouped?</p>	<p>Students will be organised into mixed ability groups based on their KS2 reading results. Students are tracked against the KS3 threshold skills, echoing those required at KS4, and moved between groups, if necessary. Groups are reviewed at key points in the year based on students' progress.</p>
<p>Home Learning Plans</p>	<p>There are unit specific homework tasks which are set by the class teacher on an individual basis, but these reflect the department's development of 'flipped learning'.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>English Language Reading and Writing Threshold Skills:</p> <p>C01 Structure and Coherence: to develop an understanding that texts are put together with intent.</p> <p>C02 Spelling, Punctuation and Grammar: to use a range of vocabulary and sentence structures for clarity, purpose and effect, with an accurate spelling and punctuation.</p> <p>C03 Awareness of Impact: to develop an understanding that writing is shaped by the priorities of a writer and the needs of a reader, it will include the teaching of genre, audience and purpose.</p> <p>C04 Understanding Context: to explore and develop an understanding of the relationships between texts and the contexts in which they were written.</p> <p>C05 Using Evidence: to develop and shape a critical response by interpreting the thoughts of the writer directly.</p> <p>C06 Analysing Technique: to develop an understanding that writers use a variety of linguistic and structural techniques to achieve their ends.</p>

Year 9 Subject Information

Subject	Geography
Main Topics Covered During Year 9	Conflict Australia Catastrophes OS Map Skills Geography and Sport Russia Migration
How Are Students Grouped?	Students are in mixed ability groups.
Home Learning Plans	All Year 9 students will be given homework fortnightly involving a range of tasks and skills to reinforce our learning in lessons, and through research, to boost our understanding and knowledge. This could differ if students are given a larger home learning task that may take a long time to complete.
Main Knowledge, Understanding and Skills to Develop	Our Year 9 Geography students will further practice their map skills and atlas skills. They will continue to use OS Map skills, typically looking at their local area. They will continue to add to their geographical vocabulary of specialist terms for each unit. They will in addition be increasingly aware of the choices that we face in each country and each part of the world about how we use our resources. We hope that students will become more aware of what is going on in the world that we are living in and the relationships between countries. Students will also begin to develop the skills that enables them to assess a situation and try to make a judgement, using whatever information they have been given.

Year 9 Subject Information

Subject	History
Main Topics Covered During Year 9	<p>The Black Peoples of the Americas: The Slave Trade, Slavery, Resistance and Rebellion, Abolition in the British Empire and the USA, Life after Slavery, Civil Rights.</p> <p>The Great War: Causes, Trench warfare, weapons, the Battle of the Somme, the Wider war, the War in the Air/Sea, the Home Front, why the war ended.</p> <p>The Inter War Years: the Treaty of Versailles, Democracy and Dictatorship in Europe, the League of Nations, the Rise of Hitler, Nazi Germany.</p> <p>The Second World War: Causes, major events (Battle of Britain, Dunkirk, D Day) the Home Front, the Holocaust, Hiroshima.</p> <p>The Cold War; Origins, the Berlin Blockade, the Berlin wall, the Cuban Missile Crisis, the fall of the USSR.</p> <p>Terrorism: definition, types of terrorism, Ireland, Palestine, Al-Qaeda.</p>
How Are Students Grouped?	In mixed ability groups.
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>Communication Skills - Describing and explaining in paragraphs.</p> <p>Using Sources - Comprehension, comparison and evaluation of reliability.</p> <p>Causation - Why events happen in history.</p> <p>Change - What changes took place and who was affected.</p> <p>Interpretations - Understanding there are different views about history and how these views come about.</p>

Year 9 Subject Information

Subject	Maths
Main Topics Covered During Year 9	We will study Number, Ratio, Algebra, Geometry, Data and Probability.
How Are Students Grouped?	Students are set into 9 groups at the start of the year based on their performance in Years 7 and 8. They will work in these groups for four hours of mathematics per week.
Home Learning Plans	<p>Maths homework is set regularly by the class teacher. Pupils should expect to receive one homework assignment per week. This will be set as a written exercise or an online task. They will also begin to receive more exam practice using past GCSE exam papers.</p> <p>The main online resource on which homework will be set is Hegarty Maths. www.hegartymaths.com</p>
Main Knowledge, Understanding and Skills to Develop	<p>Students will practice written and mental calculations throughout the year involving decimals, fractions and percentages. They will also work on their proportional reasoning, approximations and be introduced to surds.</p> <p>In algebra we will begin to manipulate more complex expressions, equations, inequalities, formulae and identities.</p> <p>We will learn about angle facts and their application to shape, and explore perimeter, area, volume and similarity. We will also learn about the different types of transformations.</p> <p>We will look at the way data can be analysed within tables and charts and how probability can be calculated for events.</p>

Year 9 Subject Information

Subject	MFL - French
Main Topics Covered During Year 9	<p>Self and others, family, relationships, home and free time.</p> <p>Town, local area and the environment.</p> <p>School, jobs and future plans.</p>
How are Students Grouped?	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
Home Learning Plans	<p>Students are given assignments on a regular basis via Doodle. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip on line to extend grammar knowledge/vocabulary - flip learning.</p> <p>Extension homework activities could look like the following; Sentence manipulation, changing the tense, register, person, adjectives and gender. Red/yellow/green translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in 100 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self-assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Translation techniques from the Target language into English and vice versa.</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers.</p> <p>Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 9 Subject Information

Subject	MFL – Spanish
Main Topics Covered During Year 9	<ul style="list-style-type: none"> • Self and others, family, relationships, home and free time. • Town, local area and the environment. • School, jobs and future plans. <p>These topics are taken from the GCSE topic banks and students will begin using assessments that are in line with the new GCSE demands.</p>
How are Students Grouped?	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
Home Learning Plans	<p>Students are given assignments on a regular basis via Doodle. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip on line to extend grammar knowledge/ vocabulary - flip learning.</p> <p>Extension homework activities could look like the following: Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>Red/yellow/green translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in 100 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self-assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Translation techniques from the Target language into English and vice versa.</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers. Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 9 Subject Information

Subject	Music
Main Topics Covered During Year 9	<p>Through a variety of practical and theoretical activities students learn about music notation, performance, composition and develop skills in singing and keyboard. Students will study a variety of different projects throughout the course of the year including.</p> <ul style="list-style-type: none"> • Grime and Studio Music • Fusion • Stomp • Protest Songs • Musical Theatre • Songs that changed the world
How Are Students Grouped?	In Year 9 Music classes are streamed in half year groups with History and Geography.
Home Learning Plans	Students receive one homework project each half term and this research work is in preparation for the following half-term's topic. Students will show their research through the appraising task and the appraising task will be either teacher, peer or self-assessed with G and I feedback.
Main Knowledge, Understanding and Skills to Develop	<p>Keyboard skills.</p> <p>Guitar and drum skills.</p> <p>Composition Skills.</p> <p>Performance Skills.</p> <p>Context of the Music.</p> <p>Musical Language.</p> <p>Working as an ensemble.</p> <p>Music technology skills</p>

Year 9 Subject Information

Subject	Physical Education
Main Topics Covered During Year 9	<p>Students will take part in a variety of the following activities:</p> <ul style="list-style-type: none"> • Athletics • Badminton • Basketball • Cricket • Dance • Fitness • Football • Gymnastics • Hockey • Netball • Rounders • Rugby • Short Tennis • Swimming • Tennis • Trampolining <p>The activities will be dependent on availability of facilities.</p>
How Are Students Grouped?	Ability groups based on assessment of performance and attitude 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. • Pack PE kit the night before the lesson.
Main Knowledge, Understanding and Skills to Develop	<p>Aims: Develop previous skills and tactics, becoming more competent and confident in their techniques. Apply these across a range of different sports and physical activities.</p> <p>Understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>Continue to develop confidence and interest. Get involved in exercise, sports and activities outside of school.</p> <p>Be physically active for sustained periods of time.</p> <p>Understand and apply the long term health benefits of physical activity.</p> <p>Further develop knowledge and understanding of the activities covered, through work in lessons, extra-curricular activities, watching/reading.</p> <p>Develop ability to lead others.</p> <p>Expectations To bring full/correct Trinity kit to every lesson. To try my best in all activities.</p> <p>Remember Healthy Body = Healthy Mind. Attitude and Effort = Achievement.</p>

Year 9 Subject Information

Subject	Religious Studies
Main Topics Covered During Year 9	<p>Issues of Human Rights: considering why a free people need rules to live in harmony and the nature of personal conviction.</p> <p>Issues of Good and Evil: considering the concepts of good and evil and the need for humans to make sound moral and ethical decisions.</p> <p>Issues in Morality, Philosophy and Ethics: considering following areas such as: Is the Earth sacred? What does it mean to live in a multi faith Society? Should religious buildings be sold to help the poor? Is religion a power for peace or does it cause conflict? Does it matter how we treat animals? What happens when we die? Why do people suffer?</p> <p>Religious and Non- Religious beliefs and Practices: Humanism, Weddings, Festivals, Pilgrimage, Sacrament, and Prayer.</p>
How Are Students Grouped?	<p>In Year 9 students are grouped into mixed ability classes.</p>
Home Learning Plans	<p>Home learning either written or research tasks are set weekly. These will take the form of flipped learning allowing students to be prepared for the following lesson.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Religious Studies takes a distinctive issues-based approach to the study of religious and non-religious beliefs, (Humanist ad Atheist) philosophical and ethical studies in the modern world.</p> <p>The course will also enable learners to gain knowledge and understanding of two religions - Christianity and Islam.</p> <p>AO1 Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority. • Influence on individuals, communities and societies. • Similarities and differences within and/or between religions and beliefs. <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs.</p>

Year 9 Subject Information

Subject	Science
Main Topics Covered During Year 9	<p>We will use the first term to complete the teaching of KS3 including the following topics: – Evolution and Inheritance – Types of Reactions and Chemical Energy - Potential Difference and Resistance and Magnetism.</p> <p>GCSE content will start after Christmas and will cover the topics of: Cells – Earth's Atmosphere and Using Resources - Energy</p>
How Are Students Grouped?	Mixed sets based on target grade and prior test scores.
Home Learning Plans	Students are set regular homework - this may be learning, research, reading or a written homework designed to consolidate or extend learning in class. Longer homework tasks may be set over number of weeks.
Main Knowledge, Understanding and Skills to Develop	<p>Knowledge and understanding of key facts from topics listed above.</p> <p>Application of knowledge.</p> <p>Experimental technique.</p> <p>Analysis of data.</p> <p>Maths skills.</p>