



Lewis Girls' School
Year 9 Curriculum Overview
Autumn Term 2020



Wellbeing

Active Wellbeing

The pupils started the term with fitness & yoga to comply with the current situation we are in. This will develop their knowledge of the benefits that physical activity can have on their physical, mental & social wellbeing. They will develop their knowledge & understanding of components of fitness and how these are used in various sporting activities. All pupils will take part in a 1km 'well being' warm up walk/run/jog at the start off each fitness lesson.

Health & Wellbeing

Pupils in year 9 have started the year by reflecting on the experiences of the last few months, and identifying well-being priorities for themselves over the coming year. Pupils who may have a caring role are encouraged to identify themselves, so that appropriate support can be put in place for these pupils. We have studied the HPV vaccination, which enables pupils to learn more about what the HPV virus is, and why vaccination is offered. This helps pupils to feel well-informed about the choices they have made this year. Our new "Relaxation, Resilience and Routine" assignment enables pupils to learn more about the importance of these areas of life in the context of Covid-19, Pupils are encouraged to explore in greater depth the health implications of insufficient or poor relaxation routines. A distinction is made between healthy and unhealthy approaches to relaxation. Pupil resilience is also a focal point of this unit, with pupils reflecting on the areas of their lives where resilience can be built upon and developed.

The role of trusted adults and positive peer relationships, as well as the ability to develop interests, problem-solve and ask for help are all vital ingredients in nurturing stronger resilience. The significance of routines, and how to regain positive routines in the face of disruption is a final focus for this unit, leading pupils to create their own well-being action plan. We move on to learn more about the concept of being "Learning Fit". Pupils will explore what this means in practice, and the steps they need to take in order to become more confident, independent learners. With our developing approach to blended learning, our aim is to give pupils the knowledge and understanding required to manage their learning in a positive and practical manner. In the second half of the term, pupils will explore how they can approach option choices. We will use "Your Daughter's Future" a publication for parents that provides important talking points and considerations for each stage of a young person's journey towards career planning. Pupils will have the opportunity to learn about relationships and sexuality education in the latter part of the autumn term, and into the spring term. We will look at the features of healthy and unhealthy relationships, the nature of consent, and the portrayal of relationships and sex in the media.





Languages, Literacy and Communication

English

Pupils will continue to study a range of Issues in Society in English lessons this term. Through the analysis of a wide range of text types pupils will extend their opportunities to be ethical, informed citizens of Wales and the world. Issues explored so far include homelessness, charity and crime and punishment with pupils completing a wide range of tasks from musical and blackout poetry to persuasive writing. We will extend this relevant topic into next term where we will look at a range of transactional reading and writing tasks based on the 'Black Lives Matter Movement' and attitudes towards violence. Pupils will be assessed on their oracy, reading and writing skills throughout the year. Throughout these units all pupils will have a blended learning approach being taught through online and offline activities.

International Languages

The International Languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. To enable our students to become successful language learners, we have reviewed our curriculum and created teaching resources to implement the Extensive Processing Instruction (EPI) method principles into our lessons.

Where possible we replicate the order by which children naturally acquire their first language. Therefore, we start Year 9 by revisiting key phonics in French. The learning of these sounds is reinforced in every unit of work, when we introduce new sentence builders. In the autumn term, we build on the key grammatical ideas on which all languages are built. Students consolidate their knowledge by focusing on a presentation about themselves and family members. This allows students to learn how adjectives behave, the importance of the gender of nouns, cognates and subject pronouns. They will be shown GCSE questions during lessons and encouraged to think about how languages can help in their chosen careers before considering their options. Students also learn about infinitives and how verbs are conjugated, including common irregular verbs such as 'to be' and 'to have'. Our students learn about famous Francophones and their contributions not only to French society but to the world. This term we are looking at the famous French singer-songwriter Édith Piaf. Pupils access their work through google classroom and complete their work on an online digital exercise book.

Pupils also get to participate in lots of activities during languages week in September. They are invited to become Language Ambassadors. Pupils can also access online vocabulary learning from their own home via [www https://uk.language-gym.com](https://uk.language-gym.com). Letters for our French trip in the summer term are distributed at the beginning of December. We also offer students the opportunity to purchase Mary Glasgow magazines, which enable them to read articles designed for learners of their own age on current affairs and contemporary topics.





Languages, Literacy and Communication Continued...

Welsh

In year 9 we start the GCSE course. Pupils will revise the past tense and learn the habitual tense through the topic GWYLIAU (Holidays). Pupils will be learning how to create special effects in their work using effects such as similes, idioms and rhetorical questions. By the end of the topic pupils will write a diary on their (or imaginary) holiday. Pupils will also be doing GCSE type reading exercises. The oral assessment will be based on a GCSE type question, where pupils will have to watch a video and discuss what they hear / see. Throughout the term pupils will learn lots of new vocabulary and will use apps such as Quizlet and tinycards to reinforce the vocabulary learned. Pupils are encouraged to use these apps at home, and parents could log on too to have fun learning new vocabulary with their children. Duolingo is also a very useful app to help improve language skills at home. All homework is posted in Google Classroom. We have a twitter account and parents can follow us on @LGSCymraeg.

Science & Technology

Science

In Year 9, pupils begin following the GCSE Science course. Throughout the academic year, certain pieces of practical work will be used to assess pupils' progress. The first GCSE topic taught in Year 9 is 'Water'. In this Chemistry topic, pupils learn how nature's water is made safe for drinking, and how an increasing demand for water is being met. Through their work on solubility, pupils have the opportunity to develop their numeracy, as well as practical skills. Having learned about the benefits and drawbacks of living in a hard water area, pupils again use their practical skills to identify hardness in water. This practical work forms the basis of the first assessed investigation. Following this unit of Chemistry work, pupils then move onto the Biology topic: 'Digestion'. Here they will learn about the structure of plant and animal cells. Two practical investigations will be used to assess their knowledge and science skills within this topic. Each topic will also be assessed using a test made up of past GCSE examination questions.





Science & Technology Continued...

STEM

Pupils will be learning about Smart Materials and graphic design during their first topic in STEM this year. Specifically Thermo-chromic materials. They will also learn about the impact that the Fairtrade organisation has on communities around the world. Later in the year, they will be looking at and considering the problems and opportunities that will be face humans in the future, as we attempt to reach and colonise Mars.

Design technology

Pupils will look at 3 separate projects this year. An architecture project where pupils will design their dream house in Google Sketch Up a 3D solid modelling CAD programme with the possibility of a 3D printed version or augmented reality version when the house is complete. The second year 9 project this year will be a passive speaker to amplify their phones sound without the use of any power supply. The project will cover many sustainability issues including carbon footprint and eco design with the final speakers being made from giant bamboo and cork. The final project will be a Magic 8 Mate linked to their Textiles and Digital Design lessons where pupils will design 2 products and make 1, a casing for a Micro:bit controller used in Digital Design and a pop out and build clock aimed at younger children. There will also be opportunity for some food lessons and intervals throughout the year

Textiles

Pupils will research into the given design brief to gain a better understanding of the task and create design ideas based on this research. Pupils will begin to use CAD to create their designs, working out scale and function.

Digital Design

Pupils will further develop their understanding and skills of spreadsheet software by designing a range of spreadsheets, one of which will focus on managing money. They will then move onto understanding how games are created and the code that is used to design them. They will use this knowledge to design their own game.





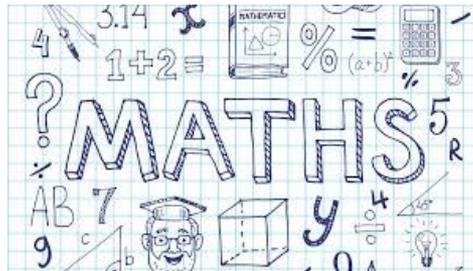
Maths & Numeracy

Mathematics

In Year 9, pupils will consolidate and extend their skills in all areas of mathematics. In particular they will begin to apply their KS3 knowledge to GCSE questions and stretch their understanding of algebra in preparation for the demands of GCSE and beyond as appropriate. During the first half of the term, pupils will extend their knowledge of algebra through straight line graphs, forming and solving equations and inequalities, and testing conjectures (mathematical reasoning). During the second half of the Autumn term, pupils will begin to apply their knowledge of 3D shape by drawing and constructing plans and elevations, and using isometric paper to represent 3D objects. In order to further support pupils in becoming ambitious and capable learners, they will be introduced to a new interactive resource - Hegarty Maths.

Numeracy

During year 9 numeracy lessons pupils will spend time developing both their numeracy reasoning and procedural skills. These skills may include; multiplication and division; properties of cubes, problem solving with angles and ratio; expressing time as a decimal, mathematical reasoning; data analysis using google spreadsheets; selecting and creating graphs and charts; calculating percentages of amounts; finding the mean, mode or median of a set of data and calculating area including circles. Reasoning lessons are designed to develop their skills in question analysis and how to communicate their answers clearly.





Creatives

Music

This term pupils will explore the world of Jazz and its origins with a specific emphasis on Blues music. Genres covered will include Traditional, Big Band and Contemporary Jazz. They will listen to and respond to recorded examples of Jazz and will also use 12 Bar Blues chord progressions and the blues scale in order to produce improvised jazz performances. Pupils in receipt of instrumental lessons, either in school or privately, will be encouraged to undertake some aspects of the work on their chosen instrument.

Art

During the autumn term, year 9 will take on the role of an illustrator who has been commissioned to produce a mixed media illustration for a magazine. This publication is intended to promote teenager's engagement with the Welsh outdoors through different activities and interests. In response to this brief, the pupils will explore how shoes reflect different lifestyles and will eventually produce a visual diary of a memorable experience while wearing their favourite shoes. Inspired by their shoe diary, they will develop creative layered two dimensional art work that will comprise of exploring different media including collage and stencil. As part of this project, pupils will use literacy skills to write about their experiences which will be incorporated into their final work.





Humanities

Religious Studies

This term pupils will be introduced to GCSE Religious Studies. Topic 1 focuses on the importance of studying religion and what God is like. Pupils will learn key vocabulary to explain their own beliefs and terms that may be used to describe God such as omnibenevolence and omniscience. Pupils will then be introduced to the beliefs and practices of Judaism.

History

This term pupils will begin with an introduction - Why does History matter? What does it teach us. Pupils will then begin a study a series of significant events : In the first term the focus is on 'The Diary of Anne Frank', and the Holocaust. A series of 'Days that shook the world' will follow All pupils will be using chromebooks and exercise books to complete tasks, including assessments, GCSE examination technique and independent learning.

Geography

This term starts with an introduction to Geography and the development of some key geographical skills, such as graphs, maps, place and location, will be followed by the study of tectonic plate movement and its consequences. This will include the causes and consequences of volcanoes and earthquakes. All pupils will be using chromebooks and exercise books to complete tasks, including assessments, and independent learning.





Helping at Home

- Follow us on Facebook: @Lewis Girls' School
- Follow us on Twitter : @lewisgirlssch or via the school website <https://www.lgs.wales/>
- Maths: support can be found using the following link: <https://www.mymaths.co.uk/>. Your child will have been provided with a password.
- Maths: multiplication strategies using the magic stick. This can be supported using the video: <https://drive.google.com/file/d/1DhOVugVqsymHPUucKOOohi24O5KutM9o/view?ts=5a9d2677>
- Parents and carers can support their child by discussing the relative benefits of receiving the HPV vaccination, the role played by trusted adults in building resilience and setting positive routines that promote good physical and mental health and well-being, and talking through pupil well-being action plans to help support the making of good choices. Parents have an important role to play in supporting and developing the skills and attitudes required for a "Learning Fit" approach to independent learning, both online and offline. Parent/carers are encouraged to use "Your Daughter's Future" as a focus for discussions around option choices. We aim to work in partnership with parents/ carers when exploring issues relating to relationships and sexuality education.

