



# Poltair School

KS3 Success Evening - Year 9

[www.poltairschool.co.uk](http://www.poltairschool.co.uk) | 01726 874520 | @poltairschool



# Curriculum Overview - Year 9

## 2023-2024



Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>The Art of Rhetoric &amp; Persuasion:</b> Through the study of George Orwell's Animal Farm. How does Orwell use persuasive techniques?	<b>Diverse voices:</b> How does Malorie Blackman explore prejudice and discrimination in Noughts and Crosses?	<b>Protest Poetry:</b> How do writers use language to convey powerful messages?	<b>Shakespeare's Romeo and Juliet:</b> How might the response of modern society differ from Elizabethan society?	<b>Lord of The Flies:</b> We explore the conflict between civilisation and savagery, looking at human nature and the fight for survival.	
<b>Maths</b>	<b>Factors, multiples and primes; manipulation of algebra; tables and averages</b>	<b>Perimeter and area; Ratio; indices, power, roots and standard form</b>	<b>Estimating, rounding and bounds; proportion</b>	<b>Fractions and reciprocals; shapes and angles</b>	<b>Solving linear equations; probability</b>	<b>Fractions, decimals and percentages; transformations</b>
<b>Science</b>	<b>Cell biology and the immune response:</b> What are the cell processes in the body and how does the body defend against disease?	<b>Atomic structure and bonding:</b> How is the atom structured and why is bonding of elements important?	<b>Electricity and magnetism:</b> What is electric charge and what is its link to magnetism?	<b>Healthy body, healthy mind:</b> How do we maintain a healthy body and a healthy mind?	<b>Our changing planet:</b> How is our planet Earth changing and what resources do we use from Earth?	<b>Supply &amp; demand:</b> How do we generate electricity to meet the demand?
<b>Geography</b>	<b>Do we live in an equal world?</b> Studying the social and economic factors that affect development at global, national, regional and local level.	<b>What power do earth movements have?</b> Exploring plate tectonics and the impact of wealth on the response to earth movement.	<b>Is global conflict a growing problem?</b> Exploring human decision-making on historic and modern-day conflict.	<b>Why is the dollar a global currency?</b> Exploring globalisation, trans-national trade and future world trade.	<b>Is there enough food to feed the world?</b> Exploring global food security and sustainable solutions.	<b>Why are ecosystems under pressure?</b> Exploring economic gain versus environmental cost and alternative strategies.
<b>History</b>	<b>What was it like to be an American in the 1920s and 1930s?</b> Investigating the "boom and bust" in American society and explore the impact on different social groups.	<b>Why should the Holocaust be remembered?</b> Challenging the misconception that Anti-Semitism starts in 1933 and considering how and why the Holocaust was allowed to happen in Nazi Germany. We explore why it is so <b>significant</b> that we remember.	<b>Is the Cold War still going on?</b> Exploring the rise of the Superpowers and consider whether the Cold War between the West and Russia is still on going by exploring the <b>change and continuity</b> in the time since 1945.	<b>How was the idea of equality applied in the USA?</b> Investigating <b>change and continuity</b> and the struggle for civil rights in the USA.	<b>How have crimes and punishments changed over time?</b> Exploring <b>change and continuity</b> in terms of what have been considered to be crimes by the British governments of the time and how those breaking the law have been punished.	<b>How do national events impact historical sites?</b> Exploring the impact that national events have had on the <b>local historical site</b> of Bodmin jail.
<b>MFL</b>	<b>Getting to know our Sponsor Children in Ecuador:</b> Building upon prior learning of numbers, the alphabet, personal information such as personal descriptions, family, relationships.	<b>Daily life in Ecuador:</b> Comparing daily routines in the UK, Spain and Ecuador. Discussing social issues such as: drugs and alcohol, poverty.	<b>Where we live:</b> Talking about our home, the local area, rooms and furniture. Exploring homes in Spain and Ecuador compared to the UK.	<b>Environmental concerns:</b> Talking about environmental problems in local area and wider world, global issues- poverty, unemployment and hunger.	<b>School life</b> Describing life at Poltair in detail: what we study, our routines, our opinions of it and any challenges we may face	<b>Future plans</b> Exploring life beyond Poltair: considering different extracurricular opportunities, studying and travelling abroad and our plans for the future



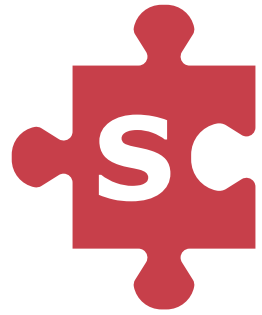
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## 2023-2024



<b>RE</b>	<b>Why is there suffering? Are there any good solutions?</b> Exploring a philosophical approach to RE, considering how people approach big questions through their faith, or without faith. We also consider how Christians might use their faith in their actions towards the environment.	<b>What difference does it make to be Atheist or Agnostic in Britain today?</b> We consider the fastest growing group in the census in the UK, exploring how those who have no faith, or who question faith, approach moral and philosophical questions.	<b>How far does it make a difference if you believe in life after death?</b> We explore how people from different faiths and those with no faith make sense of death and beliefs about the afterlife. This explored in a sensitive and careful manner, respecting the beliefs of all.
<b>PSHE</b>	<b>What do healthy and unhealthy relationships look and feel like?</b> Distinguishing between healthy and unhealthy relationships including managing risks in relation to gangs and grooming. Navigating a changing world, including understanding the negative impacts of gangs and knife crime.	<b>What are our choices around sex and relationships?</b> Understanding consent, contraception, the risks of STIs, sex and relationships.	<b>Where does our self-worth come from?</b> Understanding different pressures including media and other influences on our self-worth. Managing our own body image and sense of worth.
<b>PE</b>	<b>Refining sport specific skills, applying tactics in competitive situations and understanding different roles and responsibilities through a range of sports and activities:</b> <b>Athletics, Basketball, Cricket, Football, Health &amp; Fitness, Netball, Outdoor Adventurous Activities, Rounders, Rugby, Softball, Table Tennis</b> How do we perform increasingly advanced core skills? Analysing performance to improve success? What are the different roles and responsibilities? Depending on pathway, students will follow a selection of the sports listed above.		
<b>Music</b>	<b>Reggae</b> Learning about the culture, history and musical development of Jamaica; using chords, bass lines and rhythmic devices.	<b>In The Band</b> Understanding harmony, ensemble work and group performance through genre study, chord development and rhythm.	<b>Songwriting</b> How do the musical 'greats' start writing such poignant and expert lyrics; understanding music structures, vocal development, and lyrical writing.
<b>Art</b>	<b>WW1</b> Why is it important to reflect on world events and how does this make you feel? Nash & Nevinson used to inspired, create discussion, context, historical events and empathy. Experimenting with chalk pastels, ink and collage to create an outcome inspired by a WW1 viewpoint.	<b>Illustration</b> What shapes our interpretation of art? What is the link between text and image? Political cartoons & children's book illustrations, differences and similarities? Gerald Scarfe & Quentin Blake. To Kill a Mockingbird- Inspired by text to create an outcome. Research, idea development to create final outcome.	<b>Messages</b> How to analyse an image making links to culture, viewpoints and history by exploring the works of Banksy, Shepard Fairey and Kirsty Whitlock.
<b>Design Technology</b>	<b>Security Boxes</b> Accuracy and refinement using hand tools with precision to meet the specifications of a design brief.	<b>Pewter Pendants</b> Developing the skill of pewter casting and working with metals.	<b>Sustainable Sources</b> Creating self-powered sustainable toys using the skills of engineering and sustainable materials.
<b>Food Technology</b>	<b>Labels and Legislation</b> Understanding food labels and the legislation surrounding them as well as food hygiene and environmental health.	<b>Hospitality and The Catering Industry</b> Exploring menu planning with a focus on aesthetics, taste, texture and aroma	<b>Dovetail a Time Plan</b> Managing the preparation, timing, temperature and ingredients of two dishes concurrently.
<b>Computing</b>	<b>Cyber Security</b> Understanding data protection, malware, viruses and social engineering. Exploring the effect on business and security.	<b>Coding in Python</b> Sequences, selection, iteration lists and strings	<b>Developing for the web</b> Using HTML, networks, internet and World Wide Web.
<b>Drama</b>	<b>Interpreting Scripts</b> Developing characterisation, proxemics and other dramatic conventions such as staging.	<b>Blood Brothers</b> Investigating how professional performance or production work is created and demonstrating the skills and techniques used by professionals to create performance work.	<b>Devised Project</b> Devising performance pieces using freitag's pyramid, flashback, split-stage, cliff-hanger and unexpected ending to create dramatic effect.

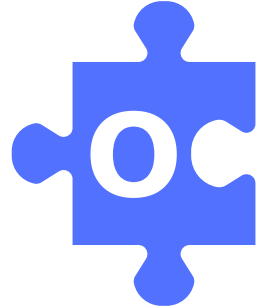
# At Poltair we **SORT** it!



## Summarise

Summarise your class notes using flash cards, mind maps, Cornell notes, revision clocks etc.

This will form the majority of home learning activities and should be ongoing throughout the learning cycle.



## Organise

Organise your revision materials by topic/sub topic.

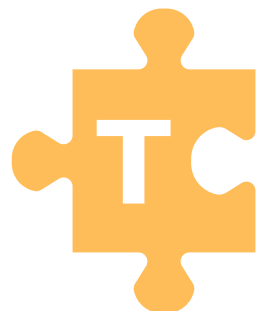
This should be done at the beginning of each learning cycle and revisited each time you master a topic or sub-topic.



## Recall

Use active recall and spaced repetition to memorise the knowledge until you can recall the information.

This will be part of the expectation of home learning activities set - you need to actively memorise key knowledge and skills.



## Test

Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding.

This will be done as part of every home learning activity and as part of retrieval starts in lessons.

# Understanding ClassCharts



## To do

These are homework tasks that have not been ticked as completed by your child and have not been marked by their teacher.

## Completed

These are homework tasks that have been ticked as completed by your child but have not been marked by their teacher.

## Submitted late

These are homework tasks that have been handed in past the deadline.

## Not submitted

These are homework tasks that were not handed in on time.

## Submitted

These are homework tasks that have been handed in on time.

# Home Learning Timetable

	Mon A	Tue A	Wed A	Thu A	Fri A
Core Activity	1 hour of reading for pleasure 1 hour of SPARX Maths XP and target practice				
Subject 1	Maths	English	History	Science	Geography
Subject 2	DT	Food	Drama	Spanish	Music
	Mon B	Tue B	Wed B	Thu B	Fri B
Core Activity	1 hour of reading for pleasure 1 hour of SPARX Maths XP and target practice				
Subject 1	1 hour of SPARX Maths XP and target practice	English	History	Science	Geography
Subject 2	Computing	Art	RE	Spanish	

# Reading Programme - Year 9

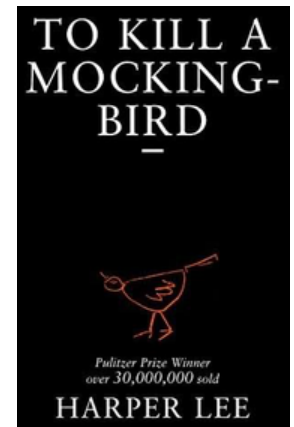
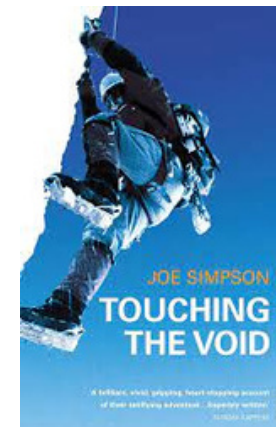
## 2023-2024



### 'To read, is to breathe'

We want every child to view reading as akin to breathing - a normal and natural action that all humans do. We do this by exposing students to a wide range of ambitious fiction and non-fiction texts that stimulate intrigue and help them to make sense of the world. We believe that representation matters and have chosen a reading programme that all students can identify with and learn the differences that are positive. We give our students the tools to read well by modelling expert reading, using Reciprocal Reading as a strategy to decipher text and providing catch-up and keep-up reading interventions to ensure that every child leaves us as a confident, life long reader.

### What your child will read this year:



# Poltair+

Autumn Term 2023



## Tuesday

STEM - Surviving a Zombie Apocalypse  
S3  
Years 7-8

Language and Culture Club  
E2  
Years 7-8

German Club  
E7  
Years 7-8

Food from around the World  
CLC9  
Years 7-8

Homework Club  
ARC2  
Years 7-10

Young Enterprise Club  
W5  
Year 10

Spoken Word  
S12  
Years 7-10

XP Club  
W2  
Years 7-10

Netball  
PE  
Years 7-10

Rugby  
PE  
Years 7-10

## Wednesday

All Booked  
S16  
Years 7-11

Art Catch Up  
CLC4  
Years 7-11

Linguistics and Coding Club  
E1  
Year 9

Homework Club  
ARC2  
Years 7-10

Chemistry and Beyond  
S4  
Years 10-11

Oliver Rehearsals (invite only)  
Drama Studio  
Years 7-10

National Cipher Challenge  
W1  
Years 7-10

KS3 Basketball  
PE  
Years 7-9

KS4 Fitness  
Fitness Suite  
Years 10-11

## Thursday

Homework Club  
ARC2  
Years 7-10

Young Scientist Club  
S6  
Years 7-9

Papers Society  
SSC1  
Year 11

Further Maths  
W4  
Year 11

NBA Basketball (Squad Only)  
PE

KS3 Fitness  
Fitness Suite  
Years 7-9

Girls Rugby  
PE  
Years 7-10

## Friday

The Howlers  
CLC1  
Years 7-11

Homework Club  
ARC2  
Years 7-10

KS4 STEM Club  
S6  
Years 10-11

Social Football  
PE  
Years 7-9

Friday Funday  
PE  
Years 7-10

Year 11 Rugby  
PE  
Year 11

Duke of Edinburgh  
PE  
Years 9-10

## Breaktimes

Chess Club  
W1  
Years 7-10



# Curriculum Enrichment Week 2024

Week Commencing 22nd July 2024



**Have your say on what  
Year 9 Curriculum  
Enrichment Week 2024  
should look like!**

Please complete the form below by scanning the QR code

<https://forms.office.com/e/bkR74fCvsQ>

