

Year 9 Remote Learning – January 2021

What will my child be learning during the period of remote learning? Why has the School chosen this topic?	What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?	When and how will my child receive feedback on their work?	How will my child be taught remotely?
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English

<p>This term, students would have been studying a unit based on the theme of Identity which would cover a range of reading extracts as well as fiction and non-fiction writing tasks. Whilst at home, students will focus on the transactional writing aspect of the curriculum, beginning with writing to persuade.</p> <p>As students will have studied aspects of transactional writing in years 7-8, this vital aspect of English Language should not be new. These skills are transferrable across the English curriculum, so revisiting and embedding them at home will give students the best chance of success when they return to school.</p>	<p>Students will have one 'live' lesson with their class teacher per week which will be advertised in the Google Classroom. They will have three separate Powerpoints to work through each week. Each Powerpoint will contain a Do Now activity, a modelled explanation and a scaffolded main task. There will be suggested time limits at the top of each slide. Students will have written their own persuasive speeches by the end of week two. We will also provide optional stretch tasks and suggested reading, should your child choose to develop their subject knowledge even further.</p> <p>You can support your child by checking they understand and use AFOREST (alliteration, facts, opinions, rhetorical questions/repetition, emotive language, statistics, triplets) techniques in their writing. You could share interesting articles, your favourite non-fiction pieces of writing and watch the news together. Encourage your child to identify the genre, audience and purpose of texts they read. The techniques being used in the work set will build on AFOREST but are more specific to the requirements for the individual task set.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> • If you could go anywhere in the world, where would it be? Why? • What’s your favourite place? Why? • What makes a good piece of travel writing? • Can you give me an example of alliteration/repetition/triple etc.? • What might be a better word for....? <p>This will be particularly interesting to do when watching the current Coronavirus coverage.</p>	<p>Students should submit their main written activity each week. Students should expect group feedback the following week. Individual feedback will follow as necessary.</p> <p>When they return to school, students will complete an assessed transactional writing task, where they will be marked on their vocabulary and use of language devices.</p>	<ul style="list-style-type: none"> • One 'live lesson' per week. This will cover the week’s learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work. • Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat. • A list of websites and online resources that can be used for additional support. • Bespoke Powerpoints
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Maths

<p>Over the next two weeks students will look at Percentages and Area, Perimeter and Volume topics.</p> <p>These are topics that are covered this term every year so students will build on the prior knowledge in year 8.</p> <p>Students will begin on these topics from where they got up to on these areas in year 8. In year 9 the most able mathematicians will get on to Reverse Percentages Problems and iteration and Area of Segment.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Powerpoint or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths. The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions. • Recorded teaching (Google Classroom) - a mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Powerpoints/ resources. • Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.
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Science

<p>Communicable Disease - How do humans get diseases? Can plants get diseases? How do our bodies help protect us against disease?</p> <p>These will be some of the questions students will answer whilst learning the Communicable Disease topic. This is part of our Biology unit called Organ Systems: Damage, throughout which the Big Idea is that "bodies are systems".</p> <p>This unit was already planned to be delivered this term. It has been chosen because it requires relatively little prior knowledge and understanding. The topic starts by looking again at what we mean by health. The concepts will be familiar to students – they will now look at new examples of disease and start to learn the key features (symptoms, transmission, prevention) of each one.</p> <p>Students have previously studied Cells and Cell Division (in September-October), and some core concepts from this earlier unit will be revised and revisited.</p>	<p>Lessons will follow the regular school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Powerpoint which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete. Students should spend approximately 50 minutes on each lesson. For most lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.</p> <p>This is a topic which students generally find highly engaging. It seems particularly relevant this year and clearly has links to current events. However, it is worth stressing that whilst any links students find to coronavirus are useful, it is not one of the diseases they will be specifically learning about for GCSE... there are plenty of other interesting diseases to study!</p> <p>Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. Can they give an example of a disease they have learnt about and what causes it?</p> <p>Students should remember that they also have access to Kerboodle. This provides them with a digital text book. The relevant text book for this unit is "AQA GCSE Biology for Combined Sciences: Trilogy". On Kerboodle Communicable Diseases is Unit B5.</p> <p>Students have been sent an email link to their school email address to sign up to Kerboodle resources.</p> <p>The school institution code is wt9. Student usernames are the same as the first part of their school e-mail (e.g. abloggs).</p> <p>Links to specific resources on Kerboodle will also be given in some lessons where relevant. Students are advised to check that they can access Kerboodle as soon as possible and should leave a message in the Science Google Classroom if they are having any difficulties accessing or navigating this valuable resource.</p>	<p>Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson, some of which will have an exam-style nature and will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Powerpoint.</p> <p>Before half term, students will complete a review task where they will get a chance to demonstrate how they can apply their knowledge to a specific scenario. They will get feedback from the teacher on their use of English to communicate their scientific ideas.</p> <p>After half term, all students will complete a formal assessment which will focus on the topics studied since December, including while working remotely, with a synoptic element to check links to knowledge learnt earlier in Year 9 and at KS3. Students will be given more details about this, including what to revise, nearer the time.</p>	<p>During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will also be Live Lessons, where students will follow the lesson remotely with the rest of the class. Details of this will be posted in the Google Classroom and times are below. A link will appear shortly before the lesson is due to commence.</p> <p>9.1 – Ms Costello 15th January; Period 5</p> <p>9X – Miss Thomas 8th & 15th January; Period 1</p> <p>Live lessons will be used both to check and review learning up to that point and introduce new concepts.</p>
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MFL - French

<p>Students have 2 assignments to cover. The first is an independent research project on a French Speaking country. This is to provide them some basis as to why they are learning French and also allow them to investigate parts of the culture further but at their own pace.</p> <p>This also allows more focus on actual language acquisition in lesson time. It enables students to see why they are learning a language, what benefit it provides, cross curricular links with geography and history and also for them to become aware of the cultural differences.</p> <p>The second assignment will be language learning as part of preparation for their assessment later this half term.</p>	<p>Live lesson Monday; Period 3</p> <p>For the research project students have a list of items they should include and also what they could include. The students are to produce a fact file of key information.</p> <p>Parents can help by asking questions about the country chosen.</p>	<p>Students will receive feedback on their presentation and the facts provided.</p> <p>This is going to be a class completion with rewards for most interesting facts, best designed etc.</p> <p>This will be given when work is handed in, This can either be done on line or paper based on return to school.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) will be scheduled to consolidate the language acquisition task for one lesson per week. • PowerPoints provided to introduce vocabulary. • Research topic explanation sheet. • Teacher available to answer questions via Google Chat.
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MFL - German

<p>Students have 2 assignments to cover. The first is an independent research project on a German Speaking country.</p> <p>This is to provide them some basis as to why they are learning German and also allow them to investigate parts of the culture further but at their own pace. This also allows more focus on actual language acquisition in lesson time.</p>	<p>Live lesson Thursday; Period 3</p> <p>For the research project students have a list of items they should include and also what they could include.</p> <p>The students are to produce a fact file of key information.</p> <p>Parents can help by asking questions about the country chosen.</p>	<p>Students will receive feedback on their presentation and the facts provided.</p> <p>This is going to be a class completion with rewards for most interesting facts, best designed etc.</p> <p>This will be given when work is handed in, This can either be done on line or paper based on return to school.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) will be scheduled to consolidate the language acquisition task for one lesson per week. • PowerPoints provided to introduce vocabulary. • Research topic explanation sheet. • Teacher available to answer questions via Google Chat.
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History

<p>Students will begin a new topic this term that follows on from the topic students completed in the Michaelmas Term that looked at the question 'How English was England before 1066'. The new topic will answer the question 'How did the Normans take control of England?'. Students will begin by looking at the events of 1066 and go on to look at how the Normans took control of England and how life changed under their rule.</p> <p>This topic will develop the key historical skills of using Interpretations, a skill that students will build on in years 8 and 9 and a skill that is needed for GCSE History.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom. Additional resources, such as historical sources, will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>An 'Enquiry overview' sheet will be uploaded to Google Classroom that can be used at home to support your child. After each on-line lesson you can encourage them to add to this document. This will help consolidate what they have learnt and will create a sheet that can be used for revision for the end of unit assessment.</p>	<p>The work set will feed into the end of topic assessment that students will sit, to fully prepare for this students should ensure that they are completing the 'Enquiry Overview' sheet. The assessment will contain short answer questions testing recall of knowledge and a question that will require an extended answer to be written to answer the question 'How did the Normans take control of England?'. At the end of each lesson of remote learning students should submit their work electronically via Google Classroom. Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and then build on new skills that were part of the independent work set for remote learning, this will allow students to get the valuable support and scaffolding from their teacher so that they can correctly apply these new skills to their current and future work. • Work set will use bespoke Powerpoints/resources produced by SET staff • The class teacher will be available to answer questions via Google Chat
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Religion and Ethics

<p>Students will work through the topic 'Why are there differing views on Abortion?' and after looking at different views, including religious ones, will form their own view on this topic.</p> <p>This will then lead into the next unit of work that looks at ethical issues in medicine.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom which will contain that tasks they are expected to complete. Additional resources, such as sources and video clips that they need to refer to will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>To support your child after they have completed their online Religion & Ethics lesson you could ask them about what they have been learning about. Each lesson will contain a discussion point – which you could use a basis for a conversation about their view.</p>	<p>The work set will feed into the end of topic assessment that students will sit, the class teacher will respond to all work that is submitted via Google classroom.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and answer any questions that the students have. The live lessons will also be used to build on new skills that are needed for the independent work and to hold discussions on the topics and issues covered. • Work set will use bespoke Powerpoints/resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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Geography

<p>Students will begin a new topic looking at the population of the world. The title of the unit of work is 'Will everyone fit onto planet Earth?'. The pressure a growing world population puts onto the planet has been looked at in the year 7 unit 'What are the biggest environmental issues?' and the year 8 units 'Where is everyone going to live?', 'Should humans exploit the World's ecosystems?' and 'How will climate change affect us?'. It was also considered in the year 9 units 'Are we using too much water?' and 'Are we using too much land?'. It is an issue returned to as part of the GCSE Geography course.</p>	<p>The Oak National Academy lessons will follow a set structure which will contain an explanation of new content, independent work and knowledge check activities. Students will need to work on a Google Doc file so that they can submit their work electronically via Google Classroom or work on paper and take a photo of their work that they can then submit.</p> <p>Following a live lesson students will have GCSE style exam question set that they can submit via Google Classroom.</p> <p>A 'Key Knowledge, Skills and Vocabulary' sheet will be uploaded to Google Classroom that can be used at home to support your child. This sheet will be useful for students when revising for the end of topic assessments and can be used at home to test their recall of the key knowledge, skills and vocabulary they will need for it.</p>	<p>The work set will feed into the end of topic assessment that students will sit, to fully prepare for this students should ensure they revise the key knowledge, skills and vocabulary from the revision sheet provided. The assessment will contain short answer questions testing recall of knowledge and GCSE exam style questions – similar to those practised in the live lessons.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) using bespoke resources produced by SET staff will be used once a week to introduce a key skill and model how to use this skill to successfully complete a GCSE style exam question. • Oak National Academy lessons will be set once a week to introduce new knowledge for the topic on Africa. • The class teacher will be available to answer questions via Google Chat
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Art and Design

<p>We will continue to focus on identity through the formal elements of colour, shape and line through drawing using the work of Jasper Johns as inspiration.</p> <p>This work will help embed the core skills students have started to develop and give them the opportunity to explore expressive mark-making.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further research skills.</p> <p>They should create a contextual study of the artist which will include visual and written elements.</p>	<p>We will be looking for students to respond to the work of Jasper Johns both through direct visual analysis and through personal drawn responses.</p> <p>This work forms part of the body of work exploring the identity through the formal elements and will help embed key skills. The work will continue to be developed on return to school before final assessment.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Powerpoints and visual resources produced by SET staff. • All material will be available in Google Classroom. • Teachers will be available to answer questions on Meet and email.
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Music

<p>Students have been learning about the music in film. Online lessons will be centred around the topic of film genre and how key elements of music are used to create mood. Students' listening skills will be developed through a range of listening exercises as they explore different film genres and typical styles of music.</p> <p>Year 9 students had just begun to use music technology software to create the sound for a film scene in their chosen genre. As this will not be possible to do via online learning, further development of their knowledge will enable them to create more complex music when we are back in the classroom.</p>	<p>All lessons will have a similar structure: Students will be expected to complete a starter exercise before the main activity etc.</p> <p>I will provide a PowerPoint or worksheet with accompanying resources – these will mainly be film clips and listening extracts.</p> <p>By the end of this period of remote learning, students will have secured previous knowledge of film music and developed their aural skills.</p> <p>If students are struggling with the work, they can search up definitions for the main key elements of music.</p> <p>There are also many really good sound clips to help them recognise the different orchestral instruments to help them understand and analyse what they are hearing.</p>	<p>This work will prepare students for an assessment in February when they will use their knowledge to create music to accompany a film scene in a genre of their choice.</p> <p>Students should complete the various written/listening tasks using visual and listening extracts provided, and submit photos or copies of their work onto Google Classroom – class code for Yr9s is vdwz6hn.</p>	<ul style="list-style-type: none"> • Students will either be expected to attend live lessons or use the resources on Google Classroom. • Live teaching will be on Google Meet and I will also be available to answer questions via Google Chat.
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Design and Technology

<p>In Year 9, Pupils in Design and Technology will have the opportunity to explore a variety of specialisms.</p> <p>This term, year 9 will be exploring Cardboard modelling which is part of the 3D Specialism. Pupils will have the opportunity to design and make a range of Cardboard furniture. Pupils in year 9 have already this term explored a wide variety of different techniques and materials.</p>	<p>In each lesson, there will be a variety of information to help Pupils achieve each task. Pupils will experience worksheets, video clips and demonstrations. Pupils should spend no less than 30 minutes on their selected activity.</p> <p>By the end of each lesson, Pupils will have completed a finished design or variety of techniques. This work should be kept safely and uploaded to Google classroom at the end of each lesson.</p> <p>Parents can help by reminding Pupils that within Design Technology accuracy and presentation is vital, Pupils should spend time on their work and not rush the work produced.</p>	<p>By half term, Pupils will have a modelling assessment. In this assessment Pupils will need to explain how to make a furniture model out of cardboard and be able to create a small model of this. In the lead up to the assessment, pupils will be taught how to make a variety of cardboard models. At the end of each lesson, Pupils will need to take a photograph of the task they have produced and upload this to Google Classroom. Feedback will then be sent to each Pupil via Google classroom.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – either to introduce new content and or to consolidate. • Bespoke powerpoints/resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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Drama

<p>Students will take part in a live script reading of the play Noughts and Crosses adapted from Malorie Blackman's novel by Dominic Cooke. 'With echoes of Romeo and Juliet, Noughts and Crosses is an electrifying, bittersweet love story set in a society divided by racial bigotry.' Students will build up a character profile of central characters Sephy and Callum by learning how to interpret a script and its given circumstances. In each school year, students in Drama experience three units and this replicates the structure of the GCSE. This topic is in line with the department's curriculum map and mirrors a unit from the GCSE where students must learn to study a play text and understand the demands of a script.</p>	<p>Students will be expected to read the shared extracts from the play including all stage directions. If students are in a live lesson, the teacher will cast parts. If they are accessing the script from google classroom, the student must read the script to themselves as they would a novel.</p> <p>Students will be asked to compile fact sheets on the two central characters documenting what we learn from the script about their background, race, class, passions, and dreams etc.</p> <p>Parent/carers can help by asking the following questions:</p> <ol style="list-style-type: none"> 1) Where is the play set? 2) When is the play set? 3) What do you know about Sephy's family? 4) Are Sephy and Callum similar in any way? 5) What makes Sephy and Callum different? 	<p>Students will receive written feedback on their character fact sheets once it has been uploaded to google classroom.</p> <p>At the end of the half term, students will perform a section of the script as their assessment. Learning about the characters now will help them to build believable and honest performances using vocal awareness and non-verbal communication.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) • Recorded teaching. • Bespoke Powerpoints/ resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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