



**RGS** ESTD  
1562  
HIGH WYCOMBE

# **Moving into Year 9**

## **2022/23**

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## Introduction

As a student goes through RGS, they follow three stages of educational studies:

- Years 7, 8 and 9 complete our Key stage 3 courses. Many GCSE subjects now also begin preparation in Year 9.
- Years 10 and 11 are Key Stage 4 courses and lead to GCSE examination level.
- Finally, there is the two-year A level course in the Sixth Form.

Your child is now moving into Year 9 and we thought it helpful to give you some general information about the next year. Please do contact us if you have any queries.

## Forms, Form Tutors and Head of Year

In Year 9, students will stay in the same form as Year 8 and with the same Form Tutor (where possible). Mr Fossey will still be your child's Head of Year for Year 9.

## Parents' Meetings

There will be a Virtual Year 9 Parents' Meeting on Tuesday 8 December 2022 and a Year 9 Options Meeting on Wednesday 25 January 2023.

## Curriculum

In Year 9 students will continue with a similar curriculum to Year 8 but will usually be taught in slightly smaller groups. Mathematics is set in Year 9. iPads will continue to be used in lessons to enhance learning and we will be reminding Year 9 students of the User Agreement and our expectations of using iPads. The following is a brief summary of what students will cover in each subject in Year 9.



## Art

In Year 9 students study the following:

Unit 7: The human form: The students explore how artists represent the human form in art, focusing on drawing within portraiture. They are informed and inspired by critical analysis and drawing techniques through a range of processes including printmaking.

Units 8 & 9: Stop Frame Animation: This collaborative project is aimed at introducing students to a sample of existing roles within the Creative Industry through practical group work and incorporating our Ethos of Learning. The brief entails sustained work that is made through a range of media, from 2D to 3D materials, inspired by contemporary animators. Proportion, set design, prop design and editing will all play vital roles to create their own stop frame animation.

## Biology

In Year 9 students will begin their GCSE studies (Edexcel specification). Students will build upon the biological principles established in Years 7 and 8 by considering cell structure, enzymes, microscopy, cell division and the nervous system. Lessons will also have an emphasis on investigational skills in order to prepare students for experimental aspects of the Biology GCSE.

## Chemistry

The fundamentals of Year 7 and 8 Chemistry are further developed as Year 9 finishes Key Stage 3 and is the first year of the three-year GCSE course ([Exam Board Edexcel](#)). The following topics will be studied:

- Atomic structure
- The Periodic Table
- Groups 1, 7 and 0: alkali metals, halogens, noble gases
- Earth and atmospheric science
- Obtaining and using metals
- Acids (including different methods for preparing salts)



- Writing chemical formulae and balancing equations
- Methods of separating and purifying substances

## Classical Civilisation

In Year 9, pupils look at various ancient cultures; these can change from year to year, but the focus is always Greece and/or Rome. A usual route through the study begins with a study of one of the great literary tales of Greece, Homer's *Iliad*, which tells the story of the Trojan War with his enormous casualties. This leads nicely on to a study of the Spartans, and Greek warrior culture from the south of Greece. Thus pupils study both literature (and thus the beliefs and culture of the Greeks) and history during Year 9. There is plenty of opportunity for pupils to be creative and innovative in this course, as well as to be challenged by some deep philosophical ideas. Discussion plays a key role in the teaching of Classical Civilisation and pupils should be prepared to take part in the lessons.

## Computing

This course lays the foundation for preparing students who wish to pursue the subject to GCSE and at a more advanced level. They are exposed to skills involving the use of more complex data structures using arrays and more sophisticated techniques including the use of sequence, selection and iteration. Students will learn in part to write functions and develop custom blocks in BYOB as well as skills in text-based languages such as Visual Basic for Applications, Python and Java Script

## Design and Technology

### Desk Tidy

Over the course of two x 9-week modules, students follow the iterative design process, while learning about influential design movements from the 20<sup>th</sup> Century in order to develop and manufacture a desk tidy based upon a design movement of their choice. They revisit the CAD-program Solid-Works in order to develop their design as well as a range of 2-D and 3-D sketching techniques. During the second module, where they manufacture their prototype, they work with a range of materials including birch plywood, Scots pine and acrylic, while



learning further manufacturing processes such as comb joints and other fabrication techniques.

### **Corporate Clock**

Over the course of one x 9-week module, student design, develop and manufacture a clock based around the development of a corporate-style brand, or logo, of their choice. This module gives students the chance to further develop manufacturing skills such as using heat to drape form acrylic, cold forming, and pop riveting, aluminium as well as accurately measuring, marking out and cutting / shaping component parts prior to assembly. There is a big emphasis on quality control during the manufacturing stages of this module to focus on precision and accuracy. Design work is similarly of a high standard in preparation for study of DT beyond KS3.

## **English**

Students continue to study English through reading literature and practising their writing skills, but their major focus gradually shifts towards the intellectual requirements of GCSE. They will exercise key written skills needed at GCSE that many students in Year 10 and 11 struggle with: critically evaluating, showing perceptive understanding of writers' methods, and unseen poetry analysis.

Throughout the year, formative assessments will offer the students feedback on how to improve. The end of year exam is based on the study of a Shakespearean play and the paper's format emulates that of a GCSE paper with a set passage and essay question. In order to emulate the rigorous demands of GCSE examination, the exam will be closed text and students will be required to memorise key quotations; this excellent practice for the years ahead (GCSE and A Level).

The Year 9 curriculum in English also allows opportunities to develop students' speaking and listening skills; they are expected to make regular contributions to paired, group and whole class discussion. Year 9 explores thematic ideas such as the presentation of women, patriarchal rule, relationships, as well as exploring the Gothic through the study of Jane Eyre in the first term and extracts from a range



of selected texts at the end of the year. Again, the study of these themes establishes key knowledge the students will need in their GCSE years.

Reading periods during Year 9 no longer take place, and Accelerated Reader quizzes are not used. However, we would still be grateful for your support in encouraging your child to read independently everyday – it should be part of his daily routine. The library offers a wide range of young adult fiction and students in Year 9 are still expected to check out books on a regular basis. There are also a number of reading clubs taking place, following competitions like The Carnegie Medal, encouraging keen readers to explore a wider variety of fiction. There is an excellent reading list on the library student area of SharePoint, which may be helpful to you in supporting your child to read; however, please note that any form of reading is encouraged and progress can also be made on one's reading through different modes such as newspapers, blogs, short stories and audiobooks.

## French

In Year 9 we continue to build on the grammar covered in Years 7 and 8 and introduce two new tenses, the imperfect and the future. Students also revise the present tense and the perfect tense in detail. All four language skills are covered throughout year 9, and there is a continued focus on translations from French to English and English to French as these are key GCSE skills. In year 9 students are already working in many instances at GCSE level and written tasks focus on using a range of tenses and expressing opinions in detail to reflect the demands of the upcoming GCSE course.

The key topics covered include:

- Family life and friends
- Visiting Paris
- Leisure activities
- School life and the world of work
- Visiting a theme park



## German

In Year 9 we follow the Zoom 2 course from Oxford University Press but, in addition, the German Department has produced a vast variety of stimulating materials, exercises and activities to meet the needs of RGS pupils. The topics covered include Daily Routine, Festivals and Celebrations, The Media, Hobbies, Health and Fitness, Going on a Trip, The Environment and School. During Year 9 we work on the key skills of reading, writing, speaking and listening in equal measure and cover many aspects of German grammar, but the perfect tense, cases, adjectival endings and word order are the focal point. We place great emphasis on teaching our pupils to use their language skills to communicate accurately and to give opinions in German, both in their written and spoken German. All pupils are also encouraged to use IT to enhance their use of the language. We also put a strong emphasis on Authentic Literature and will cover either a poem, a song or a short excerpt from a novel each half term. All students have the opportunity to take part in the Stephen Spender Poetry Competition run by Oxford University.

## Geography

We continue developing our geographical skills by exploring Human and Physical Geography this year. We use iPads and current news to look into a variety of topics, covering locations from around the world.

Firstly, we look into the wonderful world of “Glaciation”. This is a fantastic topic which looks into these huge areas of ice that made a huge impact on the UK’s landscape and landscapes from across the World. We explore the science behind how they work, and relate this to the human environment.

Next, we travel to the other end of the scale where we explore “Hot Environments”. This includes the hot deserts in the world and how they have formed. We look at the animals and the people who live there, and how they have adapted to the harsh conditions. When looking into the people who are “Living in the Desert”, we mainly explore Dubai and some of the controversial impacts associated with its expansion. We explore real information and learn how news





can be bias and learn how as geographers we need to be critical of information in the media.

Next we look at combining these previous topics and look at the impact on “Global Climate Change”. We criticise the economic world, and look at the wider impact on our planet. Not only that, but we provide and evaluate solutions to the issues in our world currently.

“Emerging Economies” focuses in on India, and the disparities between rich and poor between regions. We look at squatter settlements and why they exist in cities such as Mumbai. This topic also develops our analytical skills, by looking at the strategies needed for improving living conditions.

Finally, we explore the classic topic of “Tectonics”. We discuss the causes, impacts and management of Earthquakes and Volcanoes. We create models, and really fall in love with Geography, by looking at current affairs and what is happening in our world recently.

## History

In Year 9 our students begin the year by becoming historical detectives and trying to solve the mystery of ‘who shot JFK?’. This unit will also develop the crucial skill of sorting fact from opinion. The curriculum then refocuses on Britain 1750-1900. During this key period Britain underwent an industrial revolution and established a world-wide Empire. The debates and controversies surrounding both developments will be thoroughly explored. The industrial revolution sadly paved the way for industrial war and so aspects of World War One and World War Two will be studied. Students will also discover why it is important to remember the Holocaust.

## Latin

In Year 9 students continue using “The Cambridge Latin Course”. Key linguistic features studied are: further uses of participles, the forms of the subjunctive, purpose and result clauses, reported commands and questions. A knowledge of approximately 600 Latin words is expected. The primary aim is an ability to



comprehend and translate pages of Latin of increasing complexity. The textbook moves to Roman Britain and much of the background material thus covers life in Britain, and includes the town of Bath.

## Mathematics

Topics include:

- Number: reciprocals, reverse percentages, upper and lower bounds, HCF, LCM, prime factors, standard form, solving real-life problems, approximation, compound units, negative & fractional indices and surds.
- Algebra: linear equations with fractions, simultaneous equations, linear/quadratic and geometric sequences, straight lines, quadratic and cubic graphs, factorise and solve quadratics, solving equations graphically and algebraic fractions, re-arranging formulae.
- Shape, Space and Measure: Pythagoras' theorem, properties of polygons, tessellations, surface area and volume, scale drawings and bearings.
- Handling Data: statistical representation and measures, scatter diagrams, averages of grouped data, cumulative frequency curves, estimating the mean from grouped data.

The Collins Maths Frameworking (Book 3.3) textbook is available on-line using Collins Connect. The outline Scheme of Work is on Teams and SharePoint. The Summer Term in Year 9 is used to introduce some GCSE topics in starting Key Stage 4. The GCSE textbook has review questions, and these are useful for revision for the end of year tests. Students are directed to on-line resources for homework tasks throughout the year, and as they prepare for the all-important End of Key Stage and End of Year tests.

## Music

In Year 9, students have two modules (out of four), and build on the skills and knowledge delivered in Years 7 & 8. We focus on the concept of layering in musical performance and composition tasks. In the first module, this is firstly explored through rhythmic layers in practical Samba drumming sessions and sequencing through Garageband on iPads. This later extends to melodic layers through a live



class performance and individual sequencing of Michael Nyman's "Time Lapse", learning more about ground bass compositions.

In the second module, we break down the concepts of layering to its fundamentals through the concept of "minimalism" in Music, where students listen, analyse, perform and compose a wide variety of minimalist music. They then use a variety of GCSE-level techniques (note addition/subtraction, augmentation/diminution, ostinato and metamorphosis) to develop patterns over time. Finally, students finish the year with a "Band Project" in groups, using Musical Futures pedagogy, where students learn layers and rehearse collaboratively to eventually perform a live arrangement of a chosen popular song, making full use of the practice room corridor to conduct group rehearsals, in preparation for the Ensemble Performance element at GCSE Music level (Edexcel specification).

## Physical Education

Across all Physical Education curriculums, we have an ambitious, stimulating and challenging vision to deliver a high quality and inclusive programme. Our Departmental aim is to provide all students with a high sense of self-worth and inspire all students to contribute positively to society. We want our students to have developed the confidence and competence with their skills and knowledge and take personal responsibility for their lifelong engagement in healthy and physically active lifestyle.

All great journeys start with the '*End in Mind*'. This means that we establish a clear vision with our students on where they want to get to with Physical Education and we set about supporting them to achieve that vision by teaching the desired skills and knowledge from the very start of the RGSHW journey. We adopt a variety of activities to provide a broad and balanced experience that is tailored to the individual needs of each student within a safe, inspiring and inclusive environment. This allows all students to regularly learn the '*End in Mind*' skills and knowledge and maximise their development and enjoyment within Physical Education. Our Athletic Development Coaches provide further support throughout this process as additional members of staff in lessons.



***'End in Mind' – Skills Knowledge***

***A skill is a complex performance – drawing on what is known***

<b>The RGS HW Way</b>	<b>Health and Well being</b>	<b>Athletic Development</b>	<b>Beat the Game</b>	<b>Actions</b>
Resilient	Sleep	Energy System	Individually	Strike
Grounded	Nutrition	Foundational Movement	Collaboratively	Throw
Selfless	Mindset	Creative movement	Rules	Receive
Honest	Social	Power Production	Tactical principles	Kick
Work Ethic	Exercise	Speed of Movement	Additional roles	Carry

<b>Activities</b>	<b>Examples and Adapted Versions</b>
Invasion games	Handball, Aussie Rules, Basketball, Rugby, Hockey
Net Games	Badminton, Volleyball, Tennis, Table Tennis
Target Games	Dodgeball and Derivatives
Athletic Development	Energy Systems, Foundational Movement, Creative Movement, Power Production, Speed of Movement
Gymnastics	Isometric Holds, Rolls, Rotations, Parkour
Athletics	Track and Field – Traditional and Creative Methods
Strike and Field	Softball, Rounders, Cricket
Outdoor Adventure	Capture the Flag, Orienteering, Team Challenges



## PSHCE

The students in Year 9 will cover three areas of PSHCE. These are Relationships and Sex Education, Health and Wellbeing, and The Wider World. The sessions will include the following content-

- Careers – Future choices
- Internet safety and social media
- Emotional well-being and mental health
- Drug and Alcohol Awareness
- Keeping yourself safe, risk management
- Relationship and Sex Education

## Physics

This year is the start of the Physics GCSE scheme of work, which is taken over Years 9 to 11 so topics covered in Year 9 will be assessed in the GCSE terminal examinations at the end of Year 11.

### Topic 1: Electrical Circuits

- Connecting series & parallel circuits using circuit diagram.
- Current as flow of charge.
- Voltage as energy content of charge.
- Rules for current and voltage in circuits (Kirchhoff's 1<sup>st</sup> and 2<sup>nd</sup> laws).
- How resistance affects circuits.
- Calculating resistance using Ohm's Law.

### Topic 2: Waves and Sound

Wave Properties

- Types of waves and their description
- Frequency, wavelength and amplitude
- How sound is made and detected
- How sound can be reflected/absorbed
- The structure of the ear.



- Differences and uses of ultrasound
- Infrasound / Seismic waves

### **Topic 3: Energy and Power**

- Energy stores and transfers.
- Calculating efficiency.
- Power as rate of transfer of energy.
- Renewable and non-renewable energy resources.
- Advantage and disadvantages of different methods to generate electricity.

### **Topic 4: Optics**

Law of reflection, specular and diffuse reflections.

- Refraction caused by light changing speed at a boundary.
- Use of TIR in optic fibres
- Focal point of lens. Power of converging and diverging lenses.
- Use of ray drawings to find image.
- Images produced by converging and diverging lens
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### **Topic 5: Moments and Gears**

- Calculating and using moments
- Principle of moments
- Examples of using moments including levers
- How gears work

### **Topic 6: Space**

Scales beyond the solar system

- Powers of ten, astronomical distances in terms of light years.
- Recall the composition of the Universe and compare relative sizes.
- Evidence of the heliocentric model versus the geocentric model.
- Planets, asteroids and comets.



## Religious Studies

In Year 9, students study ethical issues such as matters of life and death. Students consider whether life is sacred, whether the law should dictate when a person can choose to die and whether modifying embryos can ever be ethical. We also take a closer look at broader philosophical questions such as ‘what is knowledge?’ and ‘who am I?’ which form the basis of an inquiry-led project.

## Spanish

In Year 9, students practise the four main skills of reading, writing, speaking and listening in equal measure. The topics covered include clothes, free-time, healthy living, daily routine, travelling, holidays, home life and the environment and national celebrations. We place great emphasis on teaching the pupils to communicate in the language, to give opinions and justify their answers. The present tense is revised and, students are introduced to the past tenses and simple future tense. Even at this early stage, all reading and listening comprehensions are designed to prepare the them for GCSE questions. Furthermore, we encourage students to use IT to enhance their use of the language. We also put a strong emphasis on Authentic Literature and will cover either a poem, a song or a short excerpt from a novel each half term. All students have the opportunity to take part in the Stephen Spender Poetry Competition run by Oxford University.

## Co-Curricular Education

Character education forms an integral part of life at RGSHW and our Co-Curricular goal is to support students in learning to understand the importance of teamwork, resilience, community & leadership as well as the value of your physical and emotional wellbeing.

The Duke of Edinburgh’s Award is an integral part of the RGSHW. For many that journey starts with their enrolment in the Bronze Award at the start of year 9. As a school we strongly believe that Learning outside of the classroom provides an educational environment for students that allows them to have the opportunity



to express individual talent and explore new approaches to challenges, on average we see around 135 students each year enrol.

We want to ensure that all students can access and take part academic activities outside of the normal timetabled day, through our numerous clubs and societies as well as being inspired by to take part in a considerable number of offsite opportunities and trips should they chose.

Educational & Development trips, Clubs and Co-curricular activities are displayed on our school website and on the notice board in the Main Corridor to the right of room 22. We update this information regularly and we invite you to check both throughout the year. All Co-Curricular information is also sent home as a collective document at the start of the year to assist planning. The RGS is an exceptional school, in large part due to the effort that is made to offer a wide variety of trips, clubs and co-curricular activities, and we strongly encourage you to participate in these as much as you can. If you have any questions, please contact Mr Clatworthy [dec@rgshw.com](mailto:dec@rgshw.com) .

## Pastoral Care

Your child will be supported by a very well-established Pastoral Team. This includes their form tutor, Head of Year, Mr Durning, Matron and Mrs Herath. We are always very happy to hear from you, and should you have any queries, please do not hesitate to contact us.

Finally, we hope this information has been helpful to you and we wish you and your child, a very relaxing and enjoyable summer. School resumes for Year 9 students on Tuesday 6 September at 8.40am.

**Mr T Fossey**  
**Head of Year 9**  
**(2022/2023)**

