



Moving into Year 9

2021

As a pupil goes through RGS, he follows 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 son 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 further enquiries.

Forms, Form Tutors and Head of Year

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

Parents' Meetings

The Virtual Year 9 Parents' Meeting will be on Tuesday, 7 December 2021. The Year 9 Options Meeting will be on Wednesday, 26 January 2022.

Curriculum

In Year 9 your son 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 your son will cover in each subject in Year 9.

Art

In Year 9 pupils study the following:

Unit 7: The human form: The boys 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 the boys 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

A good understanding and recall of Years 7 and 8 Chemistry is assumed. 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 the lives of Greeks / Romans - how did they live, what did they believe in, what was their daily routine like? We may then study war and warfare, looking first at Homer's Iliad to learn about Greek story-telling, beliefs about gods and heroes, and what it meant to be a warrior. This less nicely on to a study of Sparta, a warrior culture from the south of Greece. 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.

Design and Technology

Audio Amplifier

Over the course of two x 9-week modules, students learn how electronic circuits may be incorporated into products as well as the basic function of circuits and electronic components. The module also involves plastic forming processes to make the circuit housing including line bending acrylic and vacuum forming HIPs. During the design stage, students are taught how to use the CAD program, Solid-Works to visually present their final design in a variety of ways.

'Corporate Clocks'

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.

Drama

The Year 9 Drama course is focussed on the performance of monologues and duologues working independently and in small groups. The skills addressed are building confidence, utilising rehearsal strategies, as well as refining the vocal and physical performance. Students will explore the play "Blood Brothers" by

Willy Russell and develop their performance skills through playing a variety of roles.

English

Boys 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 boys 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 boys' 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 Mary Shelley's 'Frankenstein' at the end of the year. Again, the study of these themes established key knowledge the students will need in their GCSE years.

Reading periods during Year 9 are often much more difficult to find, and Accelerated Reader quizzes are not used. However, we would still be grateful for your support in encouraging your son to read independently everyday – it should be part of his daily routine. There is an excellent reading list on the library student area of Sharepoint, which may be helpful to you in supporting your son to read; however, please note that any form of reading is encouraged and the same level of progress can be made on one's reading through different modes such as newspapers, blogs and short stories.

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. Some of the topics are revision and some are new. The 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 in to the wonderful world of “Glaciation”. This is a fantastic topic which looks in to 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 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.

ICT

This course lays the foundation for preparing boys 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. The boys 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.

Latin

In Year 9 pupils 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). We focus on the idea of layers in musical performance and composition. 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". 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. 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.

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 the Physical Education. Our Athletic Development Coaches provide further support throughout this process as additional members of staff in lessons.

<i>‘End in Mind’ – Skills Knowledge</i>				
<i>A skill is a complex performance – drawing on what is known</i>				
The RGSHW Way	Health and Well being	Athletic Development	Beat the Game	Actions
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

Activities	Examples and Adapted Versions
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 boys in Year 9 will attend regular year group assemblies and drop down days to explore the following topics:-

- 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*

*Statutory from September 2020, planned in accordance with Government guidelines, the PSHE Association and OFSTED requirements.

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 1st and 2nd 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

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 the knowledge?’ and ‘who am I?’ which form the basis of an inquiry-led project.

Spanish

In Year 9, pupils 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, pupils 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 boys for GCSE questions. Furthermore, we encourage pupils to use IT to enhance their use of the language.

Trips and Co-Curricular Activities

Our Co-Curricular goal at RGS HW is to support students in learning to understand the importance of tenacity, resilience & community as well as the value of your physical and emotional wellbeing.

In 2021- 2022, as the World hopefully emerges from maybe the most challenging time in our living history, the School will review its offering, such that all trips and co-curricular activities will be linked to aims and goals that align with global, local and personal challenges.

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 (my door is always open to students so please stop by).

Pastoral Care

Your sons will be supported by a very well-established Pastoral Team. This includes their form tutors, 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 your son, and you, a very relaxing and enjoyable summer. School resumes for Year 9 boys on Monday, 6 September at 8.40am.

Mr A Zair
Head of Year 9
(2021/2022)