



Year 9 Subject Leader Comments – Term 3

Subject	Subject Leader Comment
Art	Assessment in Art is continuous as students build on their knowledge of techniques, processes and artists. Students are continuing to develop work relating to Abstract Art and have spent time this term evaluating the work of artist Henri Matisse through oil pastel methods and a structured essay. Using the influence of Fauvist artists to develop abstract landscapes has enabled students to produce creative outcomes independently and apply skills learnt with pastel and colour.
Computer Science	In Computer Science, students have been learning more about the 'Next Steps' of the Python programming language (https://www.python.org/), improving their skills on how to use this text-based programming language and building on the fundamental programming concepts learnt previously, including using arithmetic expressions, use of variables, using selection (if statements) to control program flow, iteration (while statements) to repeat sections of programs as well as using Boolean variables, operators, and expressions within their code. Soon, students will be introduced to Game Development and the Agile methodology, with the intention of working in a team to create their own game using Gamemaker (https://gamemaker.io/en).
Design Engineering	Over the course of this term, students have been producing a 'Digital Thermometer'. This project reinforced students' knowledge of soldering, component identification and component placement as well as learning how temperature is measured electronically using a thermistor and how to program a microcontroller to control the exact position of a servo motor. This project required students to then program the monitoring of both analogue (thermistor) and digital (PTM switch) inputs to then control an electro-mechanical device (servo) and digital outputs (LEDs). All the tasks are being assessed in line with the Design Engineering department's marking policy.
Drama	The Year 9 report reflects on the student's work over the first two and a half terms of this academic year. In Term 1 the students explored mask theatre, working with the Trestle masks and designing and creating their own mask devised pieces. In Term 2, they studied short scenes from Shakespeare's play Macbeth, exploring character and themes from the play. This term, they have started to work on a variety of physical theatre styles and techniques.
English	During this term, students have started their study of Orwell's satirical novel 'Animal Farm'. Students have learnt about the context of the Russian Revolution and read the first few chapters of the novel. In lessons, students have explored how key characters and themes are portrayed and connected these interpretations to the historical background which underpins the novel's main ideas and messages.



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EPR	EPR stands for: 'Ethics, Philosophy, and Religion.' It is <i>via</i> EPR that Religious Education is delivered. The format of the exam in 'Ethics, Philosophy, & Religion' was as follows. Section A asked ten factual recall questions: each correct answer being awarded one mark. Section B required analytical writing: the students had to answer three questions; in these questions students had to explain a belief in detail whilst deploying evidence or examples; the total marks for this section was six. Section C required discursive writing: the students had to respond to a stated point of view; students had to explain the arguments for and against a point of view then reach their own justified conclusion; the total marks for this section was nine.
French	In Term 3, students have studied the topics of 'Where you live' and 'Free time'. The grammar focus has been on introducing and using the present tense of regular and key irregular verbs. The assessment consisted of one paper on the topics from Terms 1 and 2, covering reading comprehension and translating skills.
Geography	Year 9 focuses on key geographical concepts and processes to consolidate studying Geography at Key Stage 3 but also to act as a preface for GCSE Geography, should students choose this route. Having completed units on 'Why are tsunamis so hazardous?' and 'The Geographies of Technology', students are now studying 'Weather and Climate'. The indicators focus on the most recent end of unit test on 'The Geographies of Technology'.
History	In terms 1 and 2, students studied the rise of Hitler and the Nazi Party, in addition to Germany under Nazi control. Students also considered why the Nazis were defeated in the Second World War and completed a case study focussing on the Holocaust and its causes. More recently, students have begun their study of the USA between 1920 and 1973, which focuses on both opportunity and inequality in American society. This topic is one of the GCSE modules, which students will finish at the start of Year 10 if picked as an option. Most recently, students have begun learning about the causes of the Boom during the 1920s, which led to a period of great prosperity for many Americans. Through practise in the classroom, students have developed their understanding of source analysis, explanation of change, and evaluation of interpretations. The attainment judgements in the report consider several knowledge tests and the exam style assessment.
Maths	Details of the Year 9 curriculum and supporting material such as revision materials can be found on the department website https://mathematics.bourne-grammar.lincs.sch.uk . Topics that have been covered this term include area and volume and estimation and measures. Students are expected to spend time at home ensuring they have learned the material covered in the lessons prior to an end of topic assessment. Each two topics the students are assessed in a single paper covering both topics. Mathematics support is offered at the start of every lunchtime for those students keen to improve. The mid-year examination was designed to determine whether students can select the combined course of Further Maths and Statistics next year and the outcome of this has been sent by letter.



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Music	Terms 3 & 4 are split into 3-week sections, so half of the classes have started a project on Ground Bass music, where they have learned about some of the key features of the Baroque period and learned to play and record the famous piece Pachelbel's Canon on GarageBand. The other half have had performing skills lessons, where the students get to refine their skills on the guitar and ukulele. Moving further into the project the students will then use the skills gained to compose their own piece of Ground Bass music and then orchestrate it on GarageBand. By the end of term 4 all students will have completed the Ground Bass project and had the 3 weeks of performing skills lessons.
Physical Education	Students have been continuing to follow a carousel of 8 different activities, each for 6 lessons in duration; this will continue until Easter. The engagement levels provided in the report reflect the activities currently being undertaken. With the forthcoming GCSE Options process almost upon us, it seems wholly appropriate to offer further guidance on the suitability of students to follow the subject at GCSE level. In brief, the GCSE course consists of 3 elements: Practical (3 assessed sports - 30%); Written NEA (Non-Examined Assessment - Analysis task, 10%); Theory 60%. An in-depth explanation about the structure of the course will be provided in the Year 9 Options booklet. The theory covers a range of topics linked to sport but there is some significant science content linked to biology and the systems of the body (Skeletal, muscular, respiratory, circulatory) in the Year 11 content. Both Year 10 and 11 theory work is continually related back to sport.
Science - Biology	All Year 9 students have completed the first two topics of the GCSE Biology on 'Cells and microscopy' and 'Cell division'. The attainment grade shown is based on the average test score.
Science - Chemistry	All Year 9 students have completed the first two topics of the GCSE Chemistry on 'Fundamental ideas' and 'Introduction to bonding'. The attainment grade shown is based on the average test score.
Science - Physics	All Year 9 students have completed the first two topics of the GCSE Physics on 'Physics skills' and 'Energy transfers'. The attainment grade shown is based on the average test score.
Spanish	In term 3, our Year 9 students continued exploring the topic of school. They can describe their school, give opinions about the school uniform and school rules, and give details about extracurricular activities and achievements. They will shortly begin the topic of Family and Friends. Term 3 grammar focus has been on negatives, present and imperfect tense, infinitive phrases, direct object pronouns, and possessive adjectives. Our students practised translation, as well as reading and writing skills.