

Autumn Term Overview

Tutor Group: 9K

Subject and Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
English Mrs Fisher	This term, we are reading 'Skellig' by David Almond as a whole class novel. We will be exploring the descriptions of settings and characters. We will also trace key themes and motifs raised in the text. The writer's methods will also be explored as well as their effect on the reader. In addition, we will practise spoken language skills through debate, presentations and drama-based activities. Later, we will begin to explore links between 'Skellig' and poetry written by William Blake, Maya Angelou and Emily Bronte.	If you would like tasters of the novel, it would be useful to reread and discuss – the book is read and shared here: Skellig - Chapter 1+2 (youtube.com) Please talk to your child about the book to allow them to express their ideas about it. Encouraging your child to read a range of fiction and non-fiction texts will help them to develop their vocabulary, as well as provided ideas to use in their own writing.	Pathetic fallacy Theme Motif Tension Enjambment Oxymoron Juxtaposition
English Mrs Kelley & Miss King	This term, we are reading 'Crossing the Line' by Tia Fisher as a whole class novel. This is a novel written in verse, so we will also touch on poetry and its structure. We will explore the issues raised in the novel; exploring child criminal exploitation around County Lines that affects tens of thousands of young people of secondary school age across Britain. We will also trace key themes and motifs raised in the text. The writer's methods will also be explored as well as their effect on the reader. In addition, we will practise spoken language skills through debate, presentations and drama-based activities. Our homework will be reading a book of our own choice and learning our spellings.	You can support your child's learning by reading and discussing a book of their choice. Accessing The Day, via RM Unify, with a particular focus on issues that affect teenagers and young people. Having discussion with your child around topics such as keeping safe online and how to deal with peer pressure will also support our learning in the classroom as we follow the story and challenges that 'Erik' faces.	County lines Bereavement Exploitation Metaphor Verse Running Gangs Safety Stanza Empathy

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Maths Mrs Sipek	Number Pupils will continue to develop their understanding of place value progressing up to millions as well as working back through zero with negative numbers. Within this they will practise comparing, ordering, rounding and estimating numbers. Those ready for greater challenge will work with factors, multiples, prime numbers, squared and cubed notation. Both mental and written addition and subtraction skills will be practised with pupils also developing their problem-solving strategies. Geometry Pupils will work with both 2D and 3D shapes to recognise and describe properties confidently through drawing and construction. They will also learn about different types of lines and work with the concept of symmetry.	Please support pupils with their understanding of place value, looking at big numbers around them eg meter readings, car mileage, newspaper reports. Encourage regular practise of mental arithmetic skills including multiplication tables. Practise relating to topics can be done on Maths Pad using pupils school logins and pupils can do independent study using https://www.bbc.co.uk/bitesize Encourage and support homework.	Digit Estimate Positive Negative Factor Prime Squared Horizontal Vertical Parallel

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Science Ms Perry	This term pupils will be studying a chemistry topic which explores the properties of metals, polymers and carbon. They will learn how to choose suitable materials based on properties such as strength, density and flexibility and explore how the arrangement of atoms can cause the same element, carbon, can have very different properties when it is in the form of diamond compared to graphite. The properties of metals will be explored in detail along with how their reactivity is linked to their method of extraction. Polymers will also be studied with pupils learning how the molecule length affects their properties. In Term 2, pupils will explore key biological concepts including hormones, reflexes, and reproduction. They will learn how hormones control changes in the body during puberty and understand their role in regulating various body functions. Pupils will also investigate reflex actions, examining how the nervous system responds quickly to stimuli for protection. In the reproduction unit, pupils will study the human reproductive systems, the menstrual cycle, fertilisation, and the development of a baby.	You can help your child by using KS3 BBC Bitesize resources about Physical and Chemical Properties and 'What is Carbon?' during term 1 Physical and chemical properties - BBC Bitesize What is carbon guide for KS3 chemistry students - BBC Bitesize During Term 2 you can use KS3 BBC Bitesize resources found in the Human Reproduction, Fertilisation, and Changes That Occur During the Menstrual Cycle topics. Human reproduction - Reproduction - KS3 Biology - BBC Bitesize Fertilisation - Reproduction- KS3 Biology - BBC Bitesize Changes that occur during the menstrual cycle - Reproduction - KS3 Biology - BBC Bitesize	Polymer Density Allotrope Molecule Conductivity Menstrual Cycle Fertilisation Gamete Embryo Foetus

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Art Mrs Berry	<u>Pop Art Explosions</u> 9S will begin their topic of Cartoons, Comics and Big Bangs this term. We will study the work of a range of pop artists, particularly Roy Lichtenstein's 'explosion' paintings. We will work with a wide range of materials and explore different ways of layering and creating textures. Pupils will work towards creating their name as a relief sculpture exploding with bright colour, strong shapes and cartoon style graphics.	Have a look at these websites with your child. Tate Kids is a great resource with lots of information and fun ideas! Tate Kids Pop Art Tate Kids Who is Roy Lichtenstein? Tate Kids	Pop art Texture Layer Relief sculpture Cartoon

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DT Ms Rubringer	This term, we are working with textiles to create a storage pocket inspired by street art. The pocket case will be for a personal device, sketchbook or similar item. It is an opportunity to explore personal taste and style and create something personal to them. We are developing existing skills as well as introducing new ones such as Batik. We will be revisiting health and safety with a particular focus on Sewing machines and other textiles safety hazards (such as irons). The design process will involve: • Moodboard • Product analysis • Primary research observation drawings • Designing with annotations • Decoration using a range of textile techniques such as Fabric inks, Hand embroidery, Machine Applique, Batik and Heat transfer • Creating a template • Stuffing • Using the sewing machine to construct fabric • Adding lining and Velcro • Peer assessment and Evaluation	When out together, talk about the styles of street art that you see. You might want to discuss what the difference between graffiti as vandalism and street art, something that we touch upon. Share opinions about the styles that you like and don't like and identify why. You could also talk to your child about careful use of irons and scissors, if this is appropriate. If you are a sewing machine user, maybe have a go together.	Graffiti Applique Embroidery Batik Bobbin Tension Threading Construction

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PE Mr. Altman, Mr. Smith & Mr. Stinton	During this term we will be learning about three activities: Hockey Pupils will learn about dribbling, passing, movement off the ball, shooting and defending. Once pupils have built their confidence developing these skills they will then focus on attacking and defending skills. Pupils will finally show their understanding by transferring them into the game situation through small-sided and conditioned games. Orienteering Through this activity, our focus will be on developing our map reading skills and teamwork abilities. We will learn how to interpret maps and navigate through designated routes while deciphering codes. We will also explore the technique of holding and thumbing the map, as well as understanding maps from a birds-eye perspective. Badminton We will be expanding upon the skills learned in year 8, we will cover a broad range of techniques. These will include the forehand and backhand serves, the overhead clear, the smash shot, the drop shot, and the drive. Our aim will be to apply these skills in short games, allowing us to put theory into practice.	To support at home, pupils can review technique videos which cover some of the fundamental skills in hockey. These include how to hold (and control) the stick as well as how to dribble the ball, both in space and in a tight situation. Holding the stick: How To Hockey: BASICS - How To Hold A Hockey Stick Dribbling the ball: #Hockey101: How to dribble in Hockey [Hockey for Beginners] Orienteering To go to local areas of beauty in your local area to continue building the skills we are learning in class. To learn where north, east, south, and west are and explain that when we are reading a map we always need to find north Badminton Speaking about the different shot types mentioned in the previous section. If possible, to practice rallying with your child.	Dribble Push pass Space Adjust Control Defence Attack Possession

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History Mrs Mitchell-Dyer	This term, pupils will explore important events and movements that shaped society in the early 20th century. They will study the Titanic disaster to understand social divisions; learn about the struggle for women's voting rights and the actions of the Suffragettes; and examine the causes and impact of the Russian Revolution. Pupils will also look at life after World War I, including the cultural changes of the 1920s, the challenges of the Great Depression in America, and social issues in 1930s Britain.	You can support your child's learning by talking about the topic at home, watching age-appropriate documentaries or films, and exploring books related to the topic together. Visiting museums or online exhibitions can also help deepen understanding.	Suffrage Revolution Propaganda Industrialisation Inequality Democracy Unemployment Militancy Empire Reform
Geography Mrs Petrie	This term, pupils will study weather and climate, learning how weather is measured, why it varies, and how extreme weather events such as storms, floods, hurricanes, and droughts impact people and places. They will explore the world's major climate zones and develop important geographical skills, including map work, interpreting data, and creating weather forecasts. Building on this knowledge, pupils will investigate climate change, examining evidence from ice cores and temperature records, identifying natural and human causes, and considering the global and UK impacts of a changing climate. They will explore strategies for adaptation and mitigation and take part in projects designed to raise awareness of these critical global challenges.	You can support your child's geography learning this term by pre-teaching key vocabulary, encouraging them to watch and discuss daily weather forecasts, helping them notice how weather affects life locally and globally. Talking about news stories related to extreme weather or climate change will make classroom topics more meaningful. Simple family conversations about sustainability and how small actions can help the environment will also strengthen their understanding and engagement with this topic.	Weather Climate Air Mass Extreme Weather Hurricane Drought Climate Zone Climate Change Adaptation Mitigation

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Food Studies Mrs Goss	This term, pupils will explore popular dishes from the USA, focusing on creating healthier option takeaways, that they could normally purchase from famous fast-food restaurants. Pupils will build practical skills through dishes such as baked cornflake chicken strips, beef burgers, and creamy Cajun chicken pasta, developing confidence in coating, shaping, and cooking with herbs and spices. American breakfast-style dishes like fluffy pancakes will introduce pupils to raising agents, and flipping techniques, as well as controlling the heat on the hob with more independence. As the term progresses into Seasonal Christmas Baking, pupils will explore both traditional and creative recipes that celebrate festive flavours. Recipes include flapjack crumble & custard, ginger & treacle spiced tray bake, and red velvet white chocolate cookies, allowing pupils to practise layering textures, portioning, and baking with further precision. Dishes like the pizza pinwheel Christmas tree and Christmas sausage rolls bring opportunities for creative finishes, while dauphinoise potatoes add a lovely addition to the table on Christmas day (or a Sunday roast).	As we enter year 9, pupils need to begin thinking about plating up their own meals on to their plates – any opportunities for this would be highly beneficial, especially trickier aspects e.g. ice cream, spaghetti, peas.	Balanced diet Batter Coating Flipping Glazing High-risk ingredients Portioning Protein Puff pastry Raising agent Rolling Shaping Simmering Whisking
Computing Mr Naylor	We will begin the term looking at some of the more detailed aspects of online safety and protection, including the several types of malwares and the various methods organisations try to obtain personal data and information. We will investigate methods of combatting these types of threats and risks. We then be introduced to programming in Python and learn about variables and iterations.	When online, ask and discuss what the dangers might be with the site being used, ask how these dangers could be minimised, and who could help if there was an issue or problem.	Malware Phishing Spam Variable Loop Syntax

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Music Mrs Lea	In Music this term we will be recapping pupils understanding of the key elements of music with a particular focus on rhythm. Pupils will be learning about rhythm using a variety of drums, such as djembe's and bongos and will have the opportunity to use the drum kit. We will be learning about different cultures and playing rhythmic patterns as a group and in pairs. Pupils will develop their own call and response patterns and incorporate them into a group piece.	Please encourage your child to listen to a wide variety of music at home including music from different cultures and countries and discuss the differences to Western music.	Rhythm Call and Response Texture Culture Timbre
PSD Mrs Kelley & Mr Bentley	During the first term we will continue to develop out knowledge around healthy lifestyles, aiming to develop a holistic understanding of all the different aspects to this. We will discuss areas such as the 5 ways to wellbeing, hygiene, physical activity and healthy diet. Throughout covering each of these areas we will discuss why these are all important and contribute to a healthy lifestyle. We will also cover drugs, alcohol and tobacco, the health effects of these and strategies to say no.	Encourage your child to follow hygiene practices, such as teeth brushing, or showering, creating routines to include all this area. You can also encourage your child to participate in a varied range of physical activity.	Personal hygiene Health Decay Body image Self-esteem Drugs Alcohol Smoking Substance Control

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R&W Miss Jackson	During the autumn term we will be recapping knowledge acquired of Buddhism before introducing pupils to Hinduism and Sikhi. Pupils will begin by reflecting on the importance of learning about different beliefs and worldviews in an inclusive, respectful, and empathetic way. They will then explore the core stories, beliefs, practices, and festivals of each religion. Through Buddhism, pupils will learn about the life of the Buddha, the Four Noble Truths, and the practice of meditation. They will consider how festivals such as Wesak are celebrated. In Hinduism, pupils will explore ideas about Brahman, different deities, karma and reincarnation, before focusing on the festival of Diwali and its symbolism of light over darkness. Within Sikhi, pupils will learn about Guru Nanak and the Ten Gurus, Sikhi beliefs about equality and service, and the practices of langar and worship in the Gurdwara (the Sikhi place of worship). R&W lessons will always provide an opportunity to consider a range of religious and worldviews, and in this unit pupils will also be supported to reflect on similarities and differences between these traditions, as well as their impact on British society today.	You can help your child at home by asking about the stories and beliefs they are learning about in class and by encouraging them to value the diversity of beliefs in our society. With your support, they will soon be able to name and explain some key worldviews and religions in the UK. BBC bitesize is a lovely resource for going into a little more depth at home and there are some age-appropriate videos on Buddhism, Hinduism and Sikhi which can help support their learning. Buddhism: Facts about Buddhism – KS3 Religious Studies – BBC Bitesize Hinduism: Facts about Hinduism – KS3 Religious Studies – BBC Bitesize Sikhi: Key facts about Sikhism – KS3 Religious Studies – BBC Bitesize	Words: Buddha Four Noble Truths Meditation Wesak Brahman Karma Reincarnation Diwali Guru Nanak Gurdwara Langar Khanda

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Drama Miss Price	During term 1, pupils will firstly finish acting out the final few scenes of "The Wizard of Oz," and then will go onto learn about movement used in different theatre shows, films and television programmes, including physical theatre, slow motion, gestures, body language and facial expressions. Pupils will take part in a range of different drama activities designed to use their movement skills and to continue developing their key drama skills. In term 2, pupils will take part in a topic about William Shakespeare. Pupils will develop their knowledge about William Shakespeare, The Globe Theatre and script work, by acting out scenes from the plays "A Midsummer Night's Dream" and "The Tempest." Pupils will also learn and develop key drama skills such as character work, movement, miming, direction, narration, soundscapes, freeze frames, hot seating, thought tracking and stage directions	Ask pupils what types of movement has been used in any movement pieces they may watch. Encourage pupils to tell you about the plot and characters of the plays "A Midsummer Night's Dream" and "The Tempest."	Movement Slow motion Gestures Body language Facial expressions Thought tracking Hot seating Soundscape The Globe Theatre Prologue

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Outdoor Learning Mrs Barlow	This term, Year 9 pupils will explore George's Farm, the Sensory Garden, and the Forest School. They will investigate which plants can be grown during the autumn term and take an active role in planting, managing, and documenting their progress over the coming months. The aim is to enhance the Sensory Garden with added fragrance and colour, while producing a varied mix of vegetables in George's Farm. Pupils will also learn to use specific tools safely while pruning, coppicing, and thinning woodland areas, following our three-year environmental plan. They will understand the ecological and practical benefits of these activities for maintaining healthy outdoor spaces.	How you can support at home: Encourage your child to explore your garden or a nearby park or woodland. Ask them to look closely at plants and take photos using a phone (Google Lens or the iPhone photo tool are useful for identification). This hands-on exploration helps pupils connect classroom knowledge with real-world experiences and develop observational skills.	Observation Documentation Autumn planting Sensory garden Pruning Coppicing Tool safety Soil health Sustainable gardening Biodiversity