

THE
KINGSLEY
SCHOOL

Year 9 2018 - 19

Parents' Information Booklet

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ART

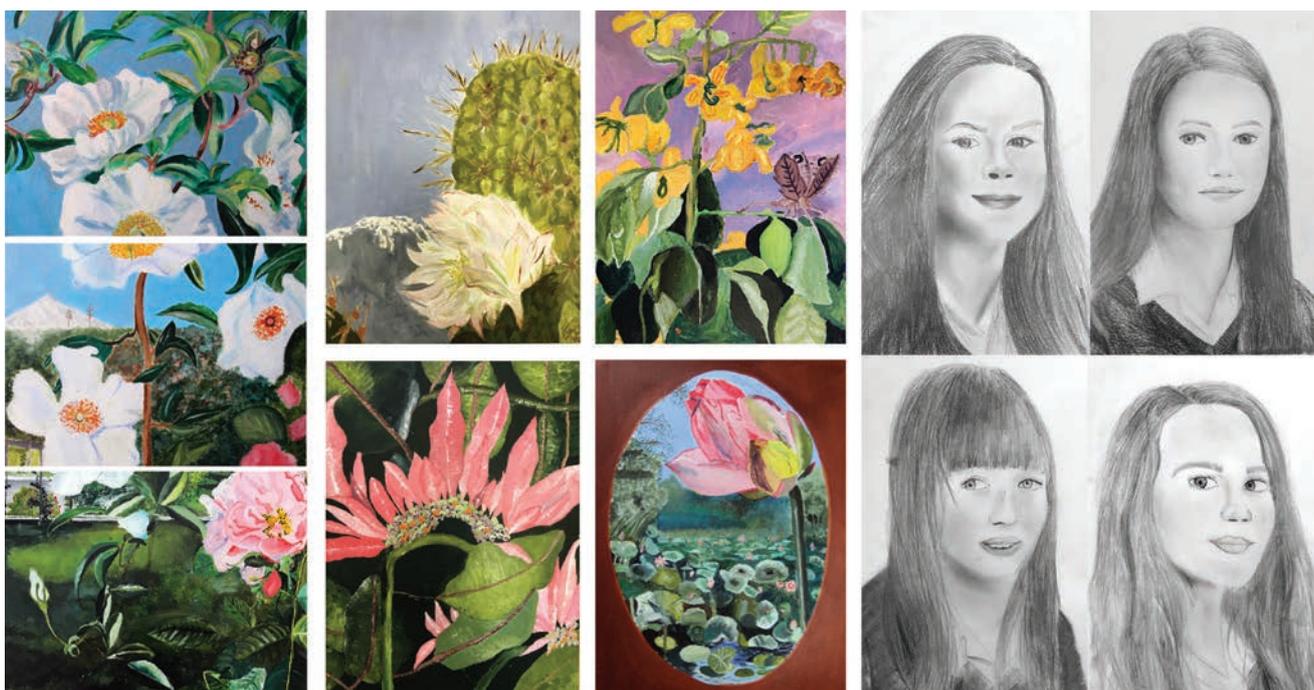
In Year 9 pupils embark on the acquisition of new skills in a range of materials, including paint, graphite and elements of digital media.

A painting project will guide pupils step-by-step through the advanced painting skills required for GCSE Fine Art. Having experimented with paint application, colour mixing and texture effects, pupils will produce their own painting from a choice of images. Following on from this, pupils will undertake a portraiture project, which will cover the more advanced and sophisticated drawing skills required to draw different facial features. Having mastered the formal elements, including shading, proportion and scale, as well as detail and refinement, pupils will combine their skills to produce a detailed self-portrait.

Assessment of their class work will be done on completion of each project. Interim assessments and targets for improvement will be completed more regularly on individual pieces of work. A guideline is given to each pupil regarding the grades they receive.

Homework projects are expected to take, on average, half an hour per week and each assignment will span across several weeks. These projects allow pupils to produce an in-depth investigation into an artist of their choice, culminating in a drawing or painting of in the style of their chosen artist.

If you have any queries, please contact the Head of Department, Mr E Lax, at e.lax@kingsleyschool.co.uk.



DESIGN AND TECHNOLOGY

All pupils follow units of work in three specialist areas of Design and Technology: Food Studies, Textiles and Product Design. During Year 9, the projects are based around designing and making products that could be mass manufactured and which are designed for a target market.

Pupils apply their knowledge to select their own materials, components and equipment; generate initial design proposals; model and prototype their designs to help develop their ideas; learn how to communicate their ideas clearly; use ICT to aid designing and making where appropriate; plan the production; develop accuracy and apply quality control in their making; look at industrial production methods and evaluate their work and suggest improvements.

In the **Food Studies** unit pupils will be taught:

- To apply their knowledge and understanding of nutrition to the needs of the market
- To generate ideas for suitable meals
- To extend further their research and evaluation skills

In the **Product Design** unit pupils will:

- Analyse the market needs
- Research existing products
- Learn how to manipulate resistant materials
- Complete a design and make project

In the **Textiles** unit pupils will:

- Understand issues relating to fibres and fabrics
- Develop pattern cutting and prototype skills
- Develop surface decoration techniques
- Complete a design and make project

The pupils are provided with A4 folders to include both their class work and homework. Resource sheets are given out as appropriate.

Assessment:

This is done on a weekly basis; written feedback to help pupils progress and improve is given in folders. All stages of the design and make process are individually assessed throughout the year. Marking follows the school criteria, e.g. A-D for effort and 1-4 for attainment.

Homework:

This is given weekly. The nature of the homework task varies depending on the nature of the class work. Homework is usually completed on A4 paper in the work folder.

If you have any queries, please contact the Head of Department, Mrs C Dempsey, at c.dempsey@kingsleyschool.co.uk.

DRAMA

Each term will focus on a particular theme and the pupils are expected to create and devise polished improvisations, study and work on a scripted text and learn basic direction skills. A large range of stimuli is used, from video evidence to scripted texts, poems, newspaper articles and song with themes taken from topical issues and current events.

The aim is to develop ensemble work and acting skills through a range of strategies and techniques, improving communication and problem solving skills through practical tasks.

Pupils undertaking additional Drama will be experiencing a Drama syllabus that echoes the structure of the examination level qualification.

In the winter term pupils will undertake the practical study '39 Steps', using this as a basis to explore a range of roles in the theatre including, director, performer and designer.

In the spring term pupils will work together to create an original piece of theatre based on a selection of stimuli material. They will use research and practical workshops to create, develop and perform a unique piece of theatre.

The summer term focuses on scripted work. Pupils will take a script from page to stage by preparing a group piece and either a monologue or duologue for performance. They will focus on characterisation and staging skills.

If you have any queries, please contact Mrs A Alton at a.alton@kingsleyschool.co.uk.



ENGLISH

READING

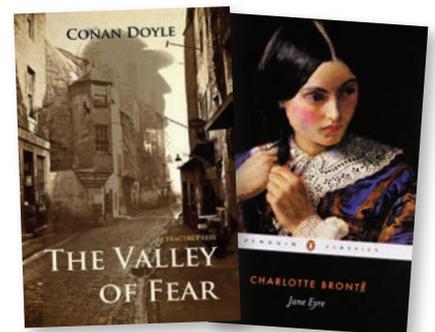
Texts studied range from non-fiction articles from magazines and newspapers to advertisements and instructions.

We also try to cover a wide range of different text types and genres so that pupils experience a range of literary materials such as poetry, drama texts and prose, both longer novels and short stories.

As pupils progress through Year 9 the material they study becomes increasingly complex, but throughout the emphasis is still on enjoyment of language. Examples of the texts covered include extracts from Shakespeare plays and 19th-century novels, as well as contemporary fiction.

WRITING

The purpose of reading a wide variety of text types and genres is to develop students' confidence and ability in writing, both in terms of accuracy and content; it is only through focused and sustained reading that pupils develop an understanding of how words and phrases 'hang together'. They focus on writing for different purposes and audiences so that they can use an appropriate style for writing to entertain, for example, and adapt their style when a more informative piece is required.



In terms of technical accuracy, activities to develop pupils' proficiency and confidence in spelling, punctuation and grammar are embedded in reading and writing tasks. In this way, pupils learn about the technical aspects of English in context, rather than through discrete activities.

SPEAKING AND LISTENING

Pupils develop their verbal articulacy and confidence through role plays, discussions and debates of increasing sophistication and formality, on a variety of subjects suggested by their study of both fiction and non-fiction.

If you have any queries, please contact the Head of Department, Mrs A Alton, at a.alton@kingsleyschool.co.uk.

GEOGRAPHY

Programme of study:

Girls in Year 9 study Geography for two periods a fortnight. During the year they will study the following:

- The use of Geographical Information Systems (GIS) and their application to analysing crime data
- Changes in world population and the impact on world resources
- The study of plate tectonics - earthquakes and volcanoes; their causes, impacts and management
- The concept of development in a globalised world economy

During the year the girls will complete one day of fieldwork. This year, we will be developing geographical skills to interpret patterns of crime in the local area. The pupils will be developing their own fieldwork questions to test and develop an understanding of the advantages and disadvantages of various data collection and data presentation techniques.

The focus of the year's work is to develop girls' understanding of the world around them, develop their geographical skills, especially in Geographical Information Systems (GIS), and prepare them for their GCSE studies should they choose to continue with Geography.

Resources:

The department uses a variety of teaching resources, including textbooks, current case study information and internet-based sources. Many interactive teaching strategies are used, which develop enquiry-based thinking and learning, build resilience and ensure challenge at all levels.

Homework:

All girls are given one homework of 30 minutes duration each week. Homework will be varied in terms of activity and is designed to consolidate or extend understanding or prepare for an upcoming lesson.

Assessment:

There will normally be a form of assessment at the end of each unit of study, such as formal tests, self-review, verbal presentations and group work.

If you have any queries, please contact the Head of Department, Mrs K Ahmed, at k.ahmed@kingsleyschool.co.uk.

HISTORY

All girls study History until Year 10 when it is a GCSE option. Teaching is in tutor groups and will be taught for two periods a fortnight.

At Kingsley, we broadly follow the National Curriculum at KS3 with Year 9 pupils studying three main topics on the history of The United States of America which comprises: Slavery, The American West and The Civil Rights Movement. Within these topics pupils will learn about the experiences of the black population of the USA and the political, social, cultural and economic development of the country from the pre-civil war era to the present day. Pupils will also study Western migration and the changing lifestyle of Native Americans as an interesting comparison to the experiences of the black population.

We emphasise the importance of imagination, curiosity and questioning during lessons. Girls are encouraged to draw parallels between the past and present day in order to deepen their understanding of key changes and reoccurring themes in history, particularly when studying relevant issues such as migration and political rule. Lessons are very interactive and the participation of all girls in discussion and debate is encouraged.

Homework:

Homework is set weekly and tasks will vary between source based questions, creative or extended writing pieces or guided research to reinforce or develop knowledge. Each pupil will have an exercise book for class work and homework, which they are expected to keep tidy and presentable throughout the year. All girls will be given a departmental attainment and learning ethic tracking sheet so that progress can be monitored effectively by both pupil and teacher.

Assessments:

There are termly assessments in history (the third one is the summer exam). Each assessment will cover work studied over the previous term and will take the form of an individual (or group) investigation or an extended writing task with use of sources. Pupils will then fill in their skills tracking grid so that they are aware of their strengths and areas for improvement.

We firmly believe that learning about the past should be enjoyable as well as of intellectual value. The study of history is useful preparation for university and a number of careers!

If you have any queries, please contact the Head of Department, Miss C Parry, at c.parry@kingsleyschool.co.uk.

ICT/COMPUTING

In Year 9 girls continue to develop their ICT and computing skills through a series of projects undertaken throughout the year. The projects are designed to develop the following skills:

Introductory lesson:

- Understanding the importance of saving conventions and folder structures
- Age appropriate review of staying safe on line
- Acceptable use policy
- Health and safety in an IT classroom

Unit 9A: Graphic Design

- Work with layers
- Editing tools, text effects and adjustment layers
- Transparency/opacity
- Understanding images in the media
- Airbrushing
- Combining images/morphing
- Understanding copyright laws

Unit 9B: Databases

- Use data in a database in order to solve problems
- Enter, delete and edit data
- Add and delete fields, select appropriate data types, use unique record identifiers
- Sort records on one or more fields in ascending or descending order
- Write queries - using single and multiple criteria

Unit 9C: IT Systems

- Input devices/output devices
- Storage devices
- Threats to IT systems
- Security for IT Systems
- Legislation - Data Protection Act/Computer Misuse Act

Unit 9D: Interactive Multimedia

- Understand how games are developed and what constitutes a game
- Identify client needs and develop a proposal for an interactive quiz game
- Plan, design and create a quiz using interactive elements e.g. rollovers, animations and images/videos
- Program the quiz using suitable variables to score the user and give feedback
- Test the quiz with peers
- Evaluate and improve the quiz

If you have any queries concerning ICT, please contact the Head of Department, Mrs M Bennett, at m.bennett@kingsleyschool.co.uk.

LATIN

All pupils who have opted to study Latin in Year 9 have three one-hour lessons a fortnight, following the Cambridge Latin Course. During the year they will:

- Read stories in Latin set in Pompeii and Roman Britain
- Consolidate the grammar and vocabulary learned in Year 8
- Learn further grammar covering additional noun cases and verb tenses
- Learn more vocabulary, linking these words to any English/French/Spanish words derived from Latin
- Find out more about life in Pompeii (learning about gladiators, the Roman baths and the eruption of Mt Vesuvius) and learn about life in Roman Britain
- Investigate links between the Romans and life today

Alongside the textbook, pupils will also use the Cambridge Latin Course website and interactive e-learning installed on the school network.

Homework:

All pupils are given one homework of 30 minutes duration a week. Typical tasks might include:

- Translating a Latin story into English
- A grammar exercise
- Learning vocabulary or grammar
- Cultural work on the lives of the Romans

Assessments:

Pupils will work towards an OCR Entry level qualification in Latin; they will cover the relevant grammar and learn the vocabulary list to enable them to sit the language tests (2 x 25 minute tests) in class in the summer term. They will also complete a cultural project on a 400 word topic of their choice on the Romans during the spring term.

If you have any queries about Latin, please contact the Head of Classics, Ms I Peace, at i.peace@kingsleyschool.co.uk.

LEARNING RESOURCE CENTRE

Our LRC is light, modern and airy, yet retains wonderful period fireplaces and ceilings. It is a popular place for studying, meetings and relaxing inbetween classes. We have a progressively wide range of resources (just over 10,000 items at last count!) including fiction and non-fiction books and subject-related resources such as textbooks, reference material and magazines. As pupils move up through the school we encourage them to make increasing use of the resources on offer, both for projects and coursework and to broaden and extend their knowledge. Teachers may bring a whole class into the LRC to research a topic, or send individuals or small groups for independent study. The English department bring Year 7, 8 and 9 classes to the LRC once a week for reading sessions.

Our main emphasis is to provide material to complement subject departments and a wide range of contemporary and classical fiction, which we review regularly and feature as book lists on the school website. We actively encourage and promote reading for pleasure, and hold a range of events to inspire reading, such as the Year 9 Book Awards, where Year 8 pupils are given a selection of new titles to read, discuss and review during their transition into Year 9. Each year we take part in the Carnegie Prize and Warwickshire Book Awards, which gets pupils involved in discovering a range of contemporary literature, including graphic novels and poetry books.

We also lend DVDs, audio books and CDs, which can be borrowed on a short loan basis of three school nights. Pupils are only allowed to borrow films appropriate to their age. We do not censor books but pupils are advised on the suitability of some novels, and weekly collections are displayed for younger and older readers. Seven books at a time may be borrowed for up to two weeks, inclusive of one CD and one DVD or video. As well as paperback books, pupils also have access to the school e-library, which features an extensive range of new and well-loved titles, and can also be accessed from home. There is no charge to borrow any resources.

Naturally, we expect quiet and sensible behaviour in the LRC at all times. Food, drink and mobile phones are completely banned, but water bottles are acceptable. During lunchtimes and after school club, however, there is a more relaxed atmosphere and pupils may play board games, read newspapers and magazines and use the computers, including an Apple Mac. While the computers are intended primarily for research during lesson times, we do allow pupils to play games on them at lunchtime. Priority is given to anyone wanting to work, and silent study areas are provided during exam periods.

We welcome suggestions for resources and ideas can be sent via email.

If you have any queries or comments about the LRC, please contact our LRC Assistant, Mrs E Smith, at e.smith@kingsleyschool.co.uk.

ACADEMIC & LEARNING SUPPORT

The Learning Support Team at The Kingsley School consists of specialist teachers and teaching assistants. We work in partnership with pupils, parents, fellow teachers and other professionals to remove the barriers which make it harder for pupils with special educational needs to fulfil their academic potential. For example, a former head girl, who had received support for her dyslexia, was awarded a first class honours in Theology at the University of Durham and is now studying for a Ph.D.

We use a multi-sensory approach to support pupils who have a diverse range of learning needs, including: skills for life (literacy and numeracy), dyslexia, dyspraxia, ADHD, hearing and visual impairment, and ASD.

The support we provide includes:

- Specialist one-to-one support designed to ameliorate and manage difficulties experienced by children with specific learning needs
- Collaborative work with subject teachers to support pupils within the classroom setting
- Support for small groups of pupils who share similar needs within a specific area of the curriculum
- Study skills advice to enable pupils to become confident and independent learners
- Liaison with other professionals to design programmes of support
- Access arrangements for examinations, as required, in accordance with JCQ (Joint Council for Qualifications) regulations
- Suggestions to help parents support their children at home

The Learning Support Team sees each pupil as a unique individual. We place the specific needs of each pupil at the heart of what we do so that they can go on to fulfil their academic potential.

If you have any queries concerning Learning Support please contact Mrs L Payne at l.payne@kingsleyschool.co.uk.

THE MINERVA PROGRAMME



The Minerva Programme is an inclusive initiative to ensure that pupils with talents and high learning potential at The Kingsley School are challenged within and beyond the curriculum and given ample opportunities to explore and develop within and outside school. It is not about over-loading our pupils with more work, but enriching and expanding their learning by structuring tasks, both in the classroom and for homework, in a way that employs their higher-order thinking skills, creativity and initiative. We believe in providing each pupil with a suitable level of challenge. Our pupils are all unique and we strive to accommodate their differences whilst having high expectations for all.

The Minerva Programme encompasses the whole breadth of the curriculum and beyond and provides opportunities for enrichment. There are few boundaries, except time in the school year. Whether a pupil shows a high level of ability in English, mathematics, humanities, science, fine arts, sport, or even public speaking or entrepreneurial skills, we value and celebrate these skills. We endeavour to support the continuous development of the whole pupil.

The Minerva Programme is also an evolving one. We are constantly seeking out new and exciting opportunities for our pupils to enable them to reach their potential. While challenge is built into differentiated lesson plans on a day-to-day basis, pupils may also be invited to join in workshops linked to their area of interest and ability, or encouraged to enter internal or external competitions.

A huge range of events, such as the Maths Challenges, critical thinking workshops, Amnesty International, Ancient Greek, LAMDA, ABRSM examinations, various sporting competitions, musical performances and many more, take place. As we are a selective school, we hope that all of our pupils will be involved in the Minerva programme during the year.

Opportunities include:

- Kingsley Young Artist of the Year
- Kingsley Young Writer of the Year
- Mandarin Chinese Course

If you have any questions about the Minerva programme, please contact Mr I Stickels at i.stickels@kingsleyschool.co.uk.

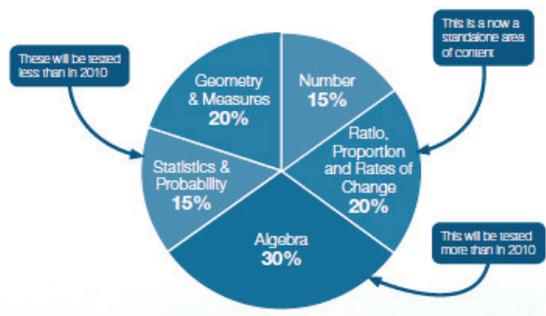
MATHEMATICS

We continue to follow the National Curriculum and use the EDEXCEL Mathematics 9-1 Syllabus, which will be taught over three years, beginning in Year 9. This is a reformed GCSE course following the Government's curriculum changes. The course covers broader and deeper mathematical content. There is increased focus on problem solving and mathematical reasoning and an additional requirement to provide clear mathematical arguments.

Pupils are set according to mathematical ability and learning style; there are two sets. Courses are followed leading to GCSE at Higher Tier or Foundation Tier. Higher Tier candidates can gain GCSE grades 9-4; Foundation Tier candidates can gain GCSE grades 5-1. Grade 9 is the highest grade and grade 1 the lowest.

At Kingsley both sets follow the Higher Tier course. Occasionally some pupils may change tier but this switch does not happen until Year 10 at the earliest. In the interests of candidates, it is essential that they are entered for the tier appropriate to their ability, since those who obtain a mark below the minimum required for the award of the lowest grade will be ungraded. The decision on the tier of entry of individual pupils is made as late as possible.

The Higher Tier course will assess the areas of mathematics in the following proportions:



The Foundation course contains more number and ratio and less algebra.

There are three final examination papers; one non-calculator and two calculator. Each paper is 90 minutes long. Pupils will be required to memorise more formulae than previously as fewer formulae will be provided in the examination. Coursework is no longer a requirement for the course but problem solving skills are assessed on all three examination papers. Pupils have internal mid-year review assessments in January for each academic year. All external examinations will be taken in the summer of 2021.

Suggested revision resources:

www.mymaths.co.uk - all Kingsley pupils have access to this online resource

Edexcel GCSE Maths 9-1 Revision workbooks

MathsWatch website - this is a useful website which contains Mathematics video clips explaining methods and solving problems

The teachers of Year 9 classes are Mrs Davies and Dr Smith. If you have any queries concerning Mathematics, please contact the Head of Mathematics, Mr T Spillane, at t.spillane@kingsleyschool.co.uk.

MODERN FOREIGN LANGUAGES

All pupils in Year 9 study French and Spanish for three hours a fortnight. They follow the Studio course for French and the Listos course for Spanish in conjunction with some foundation level material from the AQA GCSE course.

Pupils must study at least one Modern Foreign Language to GCSE level during which they follow the AQA specification. Numbers permitting, we can offer Spanish as a core language, whilst it also remains a GCSE option choice. We offer both languages at AS and A-level.

Pupils with a specific learning difficulty who have extra English lessons instead of taking a second language can continue to do so.

Currently in Year 9, Mrs Connor and Mrs Foulerton teach the French groups and Mr Stickels and Mrs Foulerton teach the Spanish groups.

If you have any queries concerning Modern Languages, please contact the Head of Modern Languages, Mr Stickels, at i.stickels@kingsleyschool.co.uk.



MUSIC

Pupils are taught music in their form groups for one lesson a week. In Year 9 there is an emphasis on how music can be made more expressive through the use of tonality, dissonance, texture, timbre and dynamics. Pupils are also shown how to use both ICT and more traditional media to realise and enhance their work. There is a strong emphasis on practical music making at Kingsley, and we strive to deliver the music curriculum in as interactive a way as possible. To this end most lessons have a practical element.

Pupils are currently working on an extended project on film music. Having listened to a variety of representative examples, they have embarked upon writing music for their own film storyboard, using techniques such as leitmotiv and underscoring. In addition to this they also study various types of music from around the world. In Year 9 pupils will study Conga music from Cuba, and Blues from America. Singing is also a vital part of any musical experience; pupils are shown how to use effective breathing techniques and good diction and are encouraged to suit their singing to be appropriate to the style of the music.

Pupils are strongly encouraged to take part in one of the many extra-curricular musical activities the school has to offer, as well as to take individual instrumental or vocal lessons. These take place once a week and are organised on a rota basis for pupils in Years 7 to 10. Those wishing to study GCSE Music are strongly advised to take instrumental or vocal lessons, either in school or outside.

Music should be an enjoyable subject and that is what we try to promote above all else. Regardless of ability, it is our aim that all pupils will be able to access the curriculum and will gain a lifelong love of music during their time here.

If you have any queries concerning music please contact the Head of Department, Mr J Smith, at j.smith@kingsleyschool.co.uk.



PHYSICAL EDUCATION AND GAMES

All pupils continue to have a double games lesson every week and choose to opt in to an extra physical education lesson once a fortnight.

In Year 9 the major winter games of hockey and netball continue. However, the emphasis is now on full competitive play alongside increased tactical awareness.

In the single option lesson they experience a range of new activities from:

- Volleyball
- Table tennis
- Circuit training and aerobics
- Use of the 'Fitness Suite'

In spring and summer terms lessons change to tennis, rounders and athletics.

Wherever possible girls are given the opportunity to experience and undertake the role of umpire, leader and coach, and begin to work on some of requirements needed to take physical education at GCSE level.

All pupils are encouraged to attend additional lunchtime and afterschool activities.

If you have any queries concerning PE and Games, please contact the Head of Physical Education, Miss S Windsor, at s.windsor@kingsleyschool.co.uk.



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

The PSHEE taught in the school is developmental and spiral in approach and is mainly topic based. Topics are covered in increasing complexity through the five years and staff aim to develop personal and transferable skills as relevant and applied to real life.

Programmes are not set in stone but reviewed and discussed throughout the course as well as annually. Throughout the course there are opportunities for pupils to review the topics covered and assess the work done. Outside speakers will be involved at various points and teachers can alter the course as and when an alternative topic seems appropriate. The course is fluid and will change each year to meet the needs of the individual groups although we hope the central themes running through the course will remain the same.

Purpose of the course:

The purpose of PSHEE at Kingsley is to prepare pupils for physical and emotional changes of growing up; to give them the knowledge and skills to make informed and healthy choices; to build their confidence and skills to deal with situations they may encounter; to help them to stay safe and know where and how to ask for help if needed.

The content of the PSHEE lessons will be linked with three strands outlined by the PSHEE Association. These include health and wellbeing, relationships and living in the wider world. Below are some of the key topics that will be covered within these strands.

Health and wellbeing:

- The effects of alcohol and smoking on the body.
- Child sexual exploitation - talk led by Warwickshire Police. They have worked in partnership with Barnado's to ensure resources are suitable for this age range.
- Sex education - issues of peer pressure and consent

Relationships:

- Team building, what makes positive relationships/friendships.
- Peer pressure, feelings about acceptance and rejection, pulling away from the peer group
- Dealing with conflict and assertive behaviour
- What makes a good friend?
- Communication skills
- Media image and reality

Living in the wider world

- Careers guidance for the future

Living in the wider world:

- Careers guidance for the future
- Exploring finances - what is meant by effective money management, how to open a bank account

If you have any queries concerning PSHEE, please contact Mrs K Hughes-o'Sullivan at k.hughesosullivan@kingsleyschool.co.uk.

PHILOSOPHY, ETHICS AND RELIGION (PER)

The PER department prides itself on providing a lively and exciting course. All students in year 9 have two lessons a fortnight, and look at Philosophy and Ethics. Throughout the year, year 9 look at big questions such as 'is there a God?' and 'is there life after death?' They also look at moral behaviour and discuss prejudice and discrimination; in particular racism and sexism.

The course is designed to stretch the girls' thinking and engage them in current issues within the world. There is the opportunity for discussion, group work and independent work to ensure all styles of learning are used. The course is a good introduction to the GCSE course, and gives students a good grounding if they decide to take it up at GCSE. The topics covered over the course of the year are:

Are we all equal?

Pupils focus on inequality both throughout history and in today's society. We focus here on racism and sexism, and how Christians and Sikhs would respond to these issues. We look at Martin Luther King and the Civil rights movement and how that has had an impact on today's society.

Does God exist?

Through this course, students question whether a God exists. We investigate philosophical arguments for the existence of God, the Cosmological argument and the Teleological argument, as well as religious arguments. Then we counter these with arguments against the existence of God through issues such as the problem of evil and suffering, and the Theory of Evolution as evidence against God.

The Holocaust

Here pupils investigate the events of the Holocaust from a philosophical perspective. Pupils will understand why the Jews were persecuted; how they were persecuted and whether individuals affected by the Holocaust lost or gained faith.

Is all life sacred?

Pupils explore the importance of life and whether we should do our utmost to preserve it. They look at important and sensitive issues of matters of life and death, and look at the responses of different religious views. They explore the relationship between animals and humans to establish their own views on whether they hold equal importance.

If you have any queries concerning Philosophy, Ethics and Religion (PER), please contact the Head of PER, Miss R Bubb at r.bubb@kingsleyschool.co.uk.

SCIENCE

Biology, chemistry and physics are taught by separate teachers in Year 9. Each subject sets a 30 minute homework each week. We start the teaching for science GCSEs in Year 9, studying for new GCSEs produced by AQA board. Pupils will take all their science GCSEs at the end of Year 11 and must study all three science disciplines up to GCSE. At the end of Year 11 pupils may be awarded GCSE Combined Science or GCSEs in the separate sciences. The former is a double GCSE for which two grades are awarded, but which contains topics from all three science disciplines. If pupils study for GCSEs in the separate sciences, they would then receive three GCSE grades, one in GCSE Biology, one in GCSE Chemistry and one in GCSE Physics. In Year 9 all pupils will study a programme that prepares them for either GCSE Combined Science or for the separate sciences. When pupils are set in Year 10, different sets will follow different pathways.

Pupils in Year 9 are given a GCSE textbook in each of the three disciplines. The textbooks that we will be using are published by Collins. These textbooks have been written specifically for this course. We have also purchased digital resources that we will be using in lessons, including projection material that can be used in starter and plenary sessions. Materials for written homework will include exercises produced by Collins for this course, but we will also be using exercises from our extensive range of other material.

There is no coursework at GCSE. There is a series of compulsory practical activities on which pupils will be asked questions in the final examinations. Some of these questions relate to the planning and evaluating of scientific investigations and it is therefore important that pupils write up some activities as full investigations during the course.

BIOLOGY:

The first topic that we will study will be Ecology. Following this we will look at Cell Structure and Organisation. After the internal summer examinations the year group goes on a three-day field trip to Preston Montford in Shropshire in order to give the girls experience of studying natural environments. On this trip they will apply some of the concepts learned earlier in the year and will practise completing full scientific investigations. The fieldwork carried out constitutes one of the biology compulsory practical activities.

CHEMISTRY:

The topics in the new specification include: Atomic Structure and the Periodic Table, Structure, Bonding, The Atmosphere and the Properties of Matter. This work builds on knowledge acquired in related topics studied in Year 8.

PHYSICS:

The course starts with the topic of Waves and covers Reflection, Refraction and an in-depth study of the Electromagnetic Spectrum. Later on in the year we will cover a topic on the Particle Model of Matter.

If you have any queries, please contact the Head of Department, Dr C Robertson, at c.robertson@kingsleyschool.co.uk.

CLUBS AND ACTIVITIES

Monday	Fitness Club - Fitness Suite Art Club - Art Room Learning Support Room Drop In Netball Training - Playing Fields	Lunchtime Lunchtime Lunchtime After School
Tuesday	Fitness Club - Fitness Suite String Quartet - Prep Music Room Cantus Amoris - Senior Music Room Netball (Week A) - Playing Fields Hockey - St Nicholas Park Senior Dance Club (TBC)	Before School Lunchtime Lunchtime Lunchtime After School After School
Wednesday	MFL Drop In Choir - Senior Music Room Sky Room Drop In Running Club - Playing Fields	Lunchtime Lunchtime Lunchtime After School
Thursday	Chinese Club - Steam Room Swing Band - Senior Music Room Sky Room Drop In Rock Climbing - Bear Rock Hockey Club - St Nicholas Park	Before School Lunchtime Lunchtime After School After School
Friday	Chemistry Drop In Geography Reach Out Club Flute Choir - Hall Reception Senior Recorder - Prep Music Room Senior Strings - Senior Music Room Badminton Club - Senior Hall Guitar Ensemble - Practice Room 2 Ski Squad Training - The Ackers Trust Fitness Club	Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime After School After School

The computer room (usually Room 16) is open every day from 1.15pm to 1.45pm.
Show Rehearsals - by arrangement throughout week, including weekends.

The LRC is open every day.

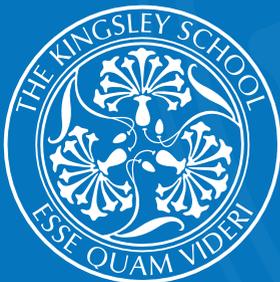
IMPORTANT DATES FOR 2018 - 19

Wednesday 14th November 2018	-	Parents' Evening
Monday 3rd December 2018	-	Deadline to submit options choices
January 2019		Pupil target setting
February 2019		Full report
Monday 20th May 2018		Senior School Exam Week
June 2019	-	Pupil target setting
July 2019	-	Full report

YEAR 9 TEACHING STAFF

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