



RYEDALE SCHOOL
Aspire and Achieve

Year 9

AUTUMN TERM

OVERVIEW BOOKLET

Overview:

As part of a three year GCSE course the autumn term of Year 9 will see students studying a collection of unseen poetry. During this term Year 9 will be given time to explore poetry in depth, allowing time for them to truly understand and appreciate some of the complex and sensitive issues tackled in the various poems within the collection. Alongside the study of poetry, Year 9 will be beginning to explore the Language Paper 1 element of the GCSE which focuses on the study/creation of fiction extracts.

Content:

Unseen Poetry:

A collection of unseen poems.

Language P1:

- Studying of a range of fiction extracts.
- Exploring how writers use language and structure for effect.
- Comparing how writers use language features in their writing to achieve different effects.
- Using a range of literary techniques and structures to form their own creative writing.

Orange Sticker Assessment:

- **Autumn Term Assessment:** Creative Writing Task
This assessment will take place in December of the autumn term; students will be given a GCSE style writing question. The assessment will be planned and completed independently within an hour; the task will draw on creative writing skills from across the term.

Feedback:

- On the 'assessment task' students will receive summative feedback, including strengths of the student's performance and targets for future work.
- Formative feedback will happen continuously throughout the term and may take the form of constant verbal feedback within lessons, peer/self assessment of work using success criteria, feed up (examples of great work and examples of work which needs improving), low stakes testing/quizzes and many more methods. (Please see Ryedale School website – English – for further details on the English department's methods of feedback.)

Homework:

- Students will receive homework totalling an hour each week.

Useful Information/further support:

BBC Bitesize

Ryedale School Student Area – English – SharePoint

GCSE Book Packs

AQA Website – www.aqa.org.uk

S-Cool English – registration is free and revision resources are often excellent

YouTube Video Tutorials – a variety of online tutorials on every topic under the sun

www.youtube.com/user/WCSEnglish

Hannah Tyreman's GCSE English – great for technical skills and grammar

<https://hannahtyremangcse.wordpress.com/spelling-punctuation-grammar/>



Overview:

In the autumn term, we will be studying the topics listed below in Maths. Sets 1H, 2H and 3H follow the higher tier. Sets 1F, 2F and 3F follow the foundation tier. The content in the autumn term is similar to provide opportunities to move students between groups.

Foundation content:

1. Area 1
Calculate the perimeters and areas of 2D shapes and composite shapes. Know and apply formulae to calculate area of triangles, parallelograms, trapezia.
2. Basic Algebra
Use conventional notation for priority of operations, including brackets, powers, roots and reciprocals. Understand and use expressions, equations, formulae, identities, inequalities, terms and factors. Simplify and manipulate algebraic expressions.
3. Integers and Decimals
Order positive and negative integers and decimals. Apply the four operations to integers and decimals – both positive and negative. Round numbers and measures to an appropriate degree of accuracy.
4. Indices
Use positive integer powers and associated real roots (square, cube and higher). Recognise powers of 2, 3, 4, 5. Calculate with roots, and with integer indices.
5. Calculating with Percentages
Express one quantity as a percentage of another. Compare two quantities using percentages. Interpret fractions and percentages as operators including interpreting percentage problems using a multiplier. Solve problems involving percentage change.
6. Pythagoras
Know the formula for Pythagoras' Theorem. Apply it to find lengths in right angled triangles in two dimensional figures.

Higher content:

1. Perimeter, Circumference and Area
Use circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment. Calculate the perimeters and areas of 2D shapes including circles and composite shapes. Calculate arc lengths, angles and areas of sectors of circles.
2. Equations
Substitute numerical values into formulae and expressions, including scientific formulae. Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation.
3. Indices
Use positive integer powers and associated real roots (square, cube and higher). Recognise powers of 2, 3, 4, 5. Calculate with roots, and with integer and fractional indices.
4. Calculating with Percentages
Solve problems involving percentage change, including percentage increase / decrease problems, original value problems, simple interest, including in financial mathematics.
5. Coordinates and Linear Graphs
Solve geometrical problems on graphs. Plot straight line graphs. Identify parallel and perpendicular lines. Find the equation of the line. Identify and interpret gradients and intercepts of linear functions.
6. Pythagoras and Trigonometry
Know the formula for Pythagoras' Theorem. Know and use the trigonometric ratios. Apply them to find angles and lengths in right angled triangles and, where possible, general triangles in two and three dimensional figures.

Assessment:

- Summative half-termly topic tests covering content from topics 1-3 and 4-6. Each assessment is worth 50 marks and will take 1 hour. It will take place approximately in the last week of each half term.
- Diagnostic low-stakes testing.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Books will be marked regularly with summative statements and areas for development given.
- Peer and self-marking strategies will be used.
- Analysis sheets to highlight strengths and weaknesses will be completed following each half-termly topic test.

Homework: (2 per week)

- Consolidation and extension tasks.

Useful Information/further support:

- Course: 8300 GCSE Linear Maths AQA.
- Revision guides available from Maths department £5. Calculators £5.
- Lunchtime and after school study sessions run by Maths staff.
- A new [revision organiser](#) to support lessons and assessments is available on the shared area.



Overview: Year 9 students will start their GCSE course in September as part of the new 3 year key stage 4 for core subjects. In the autumn term we will be studying the following topics listed below. More information on each topic can be found in the Collins Connect online textbook and through their Collins GCSE revision guides available for purchase at a reduced cost in the science department.

The book should contain all of the information you need to assist your child with study. There is also a link to the BBC Bitesize GCSE where there will be animations, videos and short tests to help with learning.

Content:Cells (Biology)

This topic mostly follows Biology Chapter 1 in Collins Biology Textbook

- Eukaryotic and prokaryotic cells
- Microscopy
- Cell specialisation
- Stem cells
- Diffusion
- Osmosis
- Active transport

Atoms and the Periodic Table (Chemistry)

See information in Collins Connect Chemistry textbook Chapter 1

- Elements and compounds
- Chemical equations
- Structure of the atom
- Ions
- Periodic Table
- Groups of the periodic table
- Trends in reactivity

The students will also cover one of the following 2 topics (dependent on their teaching group).

Atmosphere (Chapter 9 of the Collins Chemistry Textbooks)

- The Earth's atmosphere
- How the atmosphere changed
- Greenhouse gases and climate change
- Carbon footprint
- Pollutants

Atomic Structure (Chapter 4 in the Collins Physics Textbooks)

- The structure of an atom
- Isotopes
- Development of the atomic model
- Radioactive decay
- Nuclear equations
- Half lives
- Uses and Hazards
- Nuclear fusion and fission (sets 1 and 2)

Assessment:

- There will be short assessments at the end of each topic that will be focussed towards improving knowledge and skills.
- Longer formal assessment towards the end of each term identified in exercise books. (Recommended areas for improvement will be given by the teacher and an estimated grade based on performance in this assessment.)
- The subject of this terms extended assessment will be either B1 Cells or C1 Atoms and the periodic table

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

Homework: (2 per week)

Either consolidation to support understanding of classwork in preparation for next lesson or a knowledge based task that will take the form of a research or series of questions to test understanding.

Useful Information/further support:

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<https://connect.collins.co.uk/school/defaultlogin.aspx> (each student will have a login details for this site)



Overview: In Year 9 we begin the GCSE after a brief depth study of World War Two. The events leading up to and during the Second World War are a key period in international history. Learning in depth about them continues our work on fine tuning students' thinking about causation and how they can use language to analyse events in history. This stepping stone to the GCSE will provide background knowledge for the unit on 'Living Under Nazi Rule 1933-45' studied in Year 11. We then move onto the first GCSE unit – which will continue to be studied into the Spring term.

Thematic Study, The People's Health 1250-2000 20% of final grade

Health is a fundamental aspect of human history and has an immediate connection with students' own lives. As a thematic study, it is guaranteed to create curiosity about people's experiences and attitudes in the past. The People's Health, c.1250 to present will help students to make sense of contemporary debates about our environment, the way we respond to disease and the role of government in protecting our health.

Content:

Second World War Depth Study:

- Impact of the Treaty of Versailles on Germany
- The establishment of the League of Nations
- The rise of the Nazis in Germany, the failures of the League of Nations
- Hitler's foreign policy and Chamberlain's policy of appeasement.
- Key turning points in WW2: The Blitz, key battles such as Stalingrad, Leningrad, Battle of the Atlantic, Dunkirk.

Skills:

- Thinking about causes and analysing why events happen
- Using language to evaluate cause and consequence

Thematic Study, The People's Health 1250-2000 20% of final grade

Medieval Britain c.1250–c.1500

- The characteristic features of medieval Britain: an overview
- Living conditions: housing, food, clean water and waste.
- Responses to the Black Death: beliefs and actions
- Approaches to public health in late-medieval towns and monasteries

Early Modern Britain c.1500–c.1750

- Cultural, social and economic change including the growth of towns: an overview
- Changing living conditions: housing, food, clean water and waste
- Responses to outbreaks of plague including national plague orders and local reactions
- The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751

Spring term: **Industrial Britain, c.1750–c.1900 and Britain since c. 1900**

Assessment:

In History students are developing their analytical written and thinking skills and are assessed in a range of ways to ensure progress. Discussion and debate are an integral part of the History classroom so feedback will often need to take place within the lesson environment and verbally either through discussions with peers and the teacher or through verbal teacher feedback to ensure that a misconception or idea is corrected before it is then recorded in books. Regular informal and formal tests will assess knowledge and understanding of key topics. Written assessment is used to practice exam technique, check individual student progress and help teachers make judgements about how well students are doing and what adjustments need to be made to teaching in light of their understanding.

People's Health: QUESTION STYLE

- Three 1 mark knowledge questions
- 9 mark 'clear and organised summary' question
- 10 mark Explanation question
- 18 mark 'Most important factor'/'How far do you agree' question

Key assessment focus for autumn term (October): 45min including some planning time, short explanation on the Second World War

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of knowledge and concepts during the lesson.
- Use of model answers to unpick good technique and prepare in depth for extended writing or source questions.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.
- Whole class feedback with individualised elements and areas for students to engage with improving their work.

Homework:

Three a fortnight

Homework is designed to ensure students:

- Revise key content or practice skills to embed lesson learning and prepare for small knowledge tests.
- Research new subject content to prepare for future lessons
- Effectively respond to feedback to improve key skills and content
- Practice exam skills, sometimes in self monitored exam conditions

Useful Information/further support:

Although some of the information on BBC Bitesize is relevant to this course, please be aware that it is a completely new specification so the BBC Bitesize resources are out of date – if in doubt check with Ms Kesterton.

Revision resources are on SharePoint relating to People's Health

For general historical enrichment, follow Ms Kesterton on Twitter; @Ryedale_Hist

Overview:

In Year 9 geography students will be starting to study GCSE topics to ensure there is enough curriculum time to effectively embed key skills and content.

Resource Management in the UK

Key Content	Key Skills
<ul style="list-style-type: none"> Global distribution of resources (water/food/energy). Reasons for global inequalities in resource supply and consumption (water/food/energy). Demand and management of water in the UK. Demand and management of food in the UK. Demand and management of energy in the UK. 	<ul style="list-style-type: none"> Describing distribution using a map. Describing patterns using graphs. Making detailed links in longer answers. Using a wide range of key terms in answers. Using a source booklet to support points / reasons in answers. Clearly justifying a decision you have made. Revising effectively to remember key content.

Climate Change

Key Content	Key Skills
<ul style="list-style-type: none"> Understanding of Holocene climate change using proxy data. Natural and anthropogenic causes of climate change. Potential social, economic and environmental impacts of climate change. Managing climate change: Mitigation and adaptation strategies to reduce the causes and impacts. 	<ul style="list-style-type: none"> Describing patterns using a map. Describing & explaining patterns in a graph. Justify the importance of geographical management strategies. Making detailed links in longer answers. Using a wide range of key terms in answers. Using specific facts/figures as evidence. Revising effectively to remember key content.

The Living World

Key content	Key skills
<ul style="list-style-type: none"> What is an ecosystem? Components (parts) of a small scale ecosystem. Interdependence within a small scale ecosystem. Characteristics of large scale ecosystems. How rainforest plants adapt to a lack of sunlight. Nutrients cycle in tropical rainforests. Reasons rainforests are valuable intact and destroyed. International sustainable management strategies of tropical rainforests. Development opportunities in cold environments (Alaska). Sustainable development in cold environments (Alaska). 	<ul style="list-style-type: none"> Describing patterns using a diagram. Describing distribution using a map. Effective skimming/scanning of maps/diagram/graphs/text Calculate a difference (from graph) & average (from table). Inferring using a diagram. Appreciate 2 sides to an argument, supporting both but clearly explaining which side is stronger. Making detailed links in longer answers. Using a wide range of key terms in answers. Using specific facts/figures as evidence. Accurate use and checking of SPAG. Revising effectively to remember required content.

Assessment:

- End of topic tests assessing the key content and skills covered during the topic (see above).
- Length: 1 hour
- Formative assessments during lessons helping students to develop the key content and skills covered in the end of topic test. These could be in the form of quizzes, group work, practice exam questions, presentations.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Peer and self-assessment using clear success criteria and WAGOLs (examples). Peer/self improvements will be made in books using a green pen.
- Written teacher feedback will be given for key pieces of work focusing on strengths (green highlighter) and areas to develop (yellow highlighter).

Homework: (3 per fortnight)

Homework will involve one of the following tasks:

- Working on written work to ensure depth of understanding is communicated.
- Providing time for students to respond to feedback and improve work.
- Researching content to prepare for future lessons.
- Revision tasks to prepare students for an end of topic test.

Useful information/further support/revision:

<http://www.coolgeography.co.uk/>

<https://www.bbc.co.uk/education/examspecs/zy3ptyc>

Textbook: GCSE Geography AQA, Simon Ross (Oxford). *Case studies may differ from those we will study in class.*

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 9	Subject: FRENCH	Term: AUTUMN
Overview: In the autumn term, we will be studying the topics and grammar points listed below in French. There are also links to websites below which provide support for your child's home learning, short tests and feedback.			
Content: Lifestyle Myself, my family and relationships <ul style="list-style-type: none"> • Giving personal information • Describe your physical appearance • Talk about your character and your qualities • Talk about what you used to be like; appearance, likes, dislikes, hobbies, TV/music/reading preferences, games you used to play • Introducing your family • Describing their physical appearance and personality • Relationships within the family: who you get on well with/argue with and why • Talk about what you do together at the weekend and during the holiday Home Routine <ul style="list-style-type: none"> • Describe your morning routine • Write about how you help out at home; what chores each member of the family does, what you did last week to help, what will you do next week Grammar <ul style="list-style-type: none"> • Position and agreement of adjectives • Recognise and use key verbs in the 3rd person • How to form the imperfect tense and when to use this tense • Reflexive verbs – introduction to reflexive pronouns and verb endings • Present tense endings – regular and irregular verbs • Immediate future tense • Perfect tense with 'avoir' and 'être' Key Questions <ul style="list-style-type: none"> • Tu es comment? • Comment étais-tu quand tu étais plus jeune? • Parle-moi de ta famille. • Tu t'entends bien avec ta famille ? • Parle-moi de ta routine quotidienne. • Qu'est-ce tu fais pour aider à la maison ? 			
Assessment: <ul style="list-style-type: none"> • Low stakes testing and shorter assessments throughout the year to assess and improve knowledge and skills. • Longer formal assessment towards the end of each term to assess reading, writing and listening skills on the topics covered this term. Students will be given guidance on how to revise and revision material will be provided. Exams will consist of multiple-choice questions, short answers in English, translations from French to English and English to French and a longer essay style question on the writing paper. Strengths and areas for development will then be identified. Key assessment for the autumn term end of November			
Feedback: <ul style="list-style-type: none"> • Regular verbal feedback to help improve quality of work and understanding of topics during the lesson. • Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI) • Peer and self-assessment against clear success criteria given in the lesson. 			
Homework: (3 per cycle) <ul style="list-style-type: none"> • Vocabulary learning in preparation for a low stake test. • Consolidation of reading or writing skills. 			
Useful Information/further support: www.quizlet.com www.duolingo.com www.bbc.co.uk/education/subjects/zgdqxn			



Overview:

In the autumn term we will be studying the topics and grammar points listed below in Spanish. There are also links to websites below which provide support for your child's home learning, short tests and feedback.

School and future plans

- share information about school day
- share information about school subjects and plans for options
- share opinions about teachers and rules
- share information about school facilities
- talk about bullying at school
- use strategies to work out meaning of new words
- decode authentic texts in Spanish
- plan written work
- use the present tense (incl. present progressive) with accuracy and spontaneity
- use 2 verbs together (verb + infinitive) SE DEBE, HAY QUE, PREFIERO
- pose and answer questions
- spontaneous role-play

Cities

- Talk about places in town, you home
- Discuss the features of a region and what there is to do in your local area
- Discuss problems in a town
- Review shops and shopping
- Making complaints
- Use of the pronoun 'se'
- Using the future tenses and the conditional tense
- Using demonstrative adjectives
- Using different tenses in spoken and written Spanish

Assessment:

- Low stakes testing and shorter assessments throughout the year to assess and improve knowledge and skills.
- Longer formal assessment towards the end of each term to assess reading, writing and listening skills. There will be GCSE-style comprehension questions and a short translation into Spanish. Strengths and areas for development identified.

Key assessment for the autumn term in December

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

Homework: (3 per cycle)

- Homework 1 and 2: vocabulary and grammar learning in preparation for a low stake test.
- Homework 3: consolidation of reading or writing skills.

Useful Information/further support:

www.quizlet.com

www.duolingo.com

<https://ryedalenyorkssch.sharepoint.com/studentsharedarea/ModernForeignLanguages/SitePages/Home.aspx>

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 9	Subject: COMPUTER SCIENCE	Term: AUTUMN
<p>Overview:</p> <p>In the autumn term we will begin to study two of the three components from the GCSE specification. The aspects of component 1 outlined below contribute to the theory elements of the course, while those for component 3 relate to the practical programming requirements.</p>			
<p>Content:</p> <p>Component 1 – Understanding Computer Science</p> <p>Topic 1 – Computer Hardware</p> <ol style="list-style-type: none"> 1. Computer Hardware Components 2. The Architecture of a Central Processing Unit 3. Input and Output devices 4. The Characteristics of Primary and Secondary Storage 5. Embedded Computer Systems <p>Component 3 – Software Development (Using Greenfoot)</p> <ol style="list-style-type: none"> 1. An introduction to Greenfoot – What is it and why is it used? 2. Basic use of worlds and classes 3. Introducing random movement 4. Introducing user control 			
<p>Assessment:</p> <ul style="list-style-type: none"> • Mini quizzes and recall activities are a regular feature from one Computer Science lesson to the next. This allows us to assess how well students retain key facts, terminology and programming constructs. • We will also spend one lesson per fortnight focusing on consolidation work which will allow for formative assessment through revision activities and practice paper questions. <p>Key assessment for autumn term:</p> <ul style="list-style-type: none"> • Towards the end of the autumn term (November) students will be given a test on the key aspects of topic 1 (outlined above). Students will receive a percentage mark for this assessment. 			
<p>Feedback:</p> <ul style="list-style-type: none"> • The majority of feedback given in computing is verbal and specific to the task and individual student as they work through problems. This feedback is intended to challenge and support each student to allow them to progress. • Feedback on the key assessment will be specific to each student to allow them to identify ‘what went well’ (www) and how they can improve, ‘even better if’ (EBI). 			
<p>Homework:</p> <ul style="list-style-type: none"> • Homework is set as per the homework timetable 			
<p>Useful Information/further support:</p> <p>The following websites provide information and support for the use of Python www.greenfoot.org It would be beneficial for students to download this free software to a home computer, if possible.</p>			

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 9	Subject: DESIGN AND TECHNOLOGY	Term: AUTUMN
<p>Overview: In the autumn term in year 9, pupils will be producing an extended project on the topic of chair design. They will research factors associated with the design of this product and study examples of classic past design. They will use their research to help them to produce design ideas for a chair which will be manufactured as a 1/10th scale model.</p>			
<p>Content: Research</p> <ul style="list-style-type: none"> • Understanding the difference between ergonomics and anthropometrics. • Collecting anthropometric data. • Analysis of school chairs – discussion and evaluation. • Reference to scales of production. <p>Designing</p> <ul style="list-style-type: none"> • Experiencing empirical designing through card modelling – adapting and improving a basic chair design. • Drawing accurately in isometric. • Generating a wide range of imaginative ideas for a chair, using different graphic techniques. • Orthographic drawings of final design. <p>Making</p> <ul style="list-style-type: none"> • Testing accuracy by making a standard 1/10th scale model in timber from given drawings. • Manufacturing their own chair design from woods/metals/plastics to a 1/10th scale. • Marking out. • Cutting and shaping. • Bending and forming. • Finishing processes. • Joining processes. 			
<p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes test 1 – Ergonomics and anthropometrics. Plus, 6 mark 5th-95th percentile question. • Assessment 1 – pupils’ self-assessment of 1st half term design work/teacher checked with teacher targets added. Orange sticker / parental signature sticker home. • Low stakes test 2 – Scales of production and designers/companies. • Assessment 2 – Teacher feedback on chair design ideas sheet-green highlighted, WWW, orange highlighted EBI, with a grade and comment. 			
<p>Feedback:</p> <ul style="list-style-type: none"> • Regular verbal feedback. • Marking refers to numbered targets at the front of exercise books. • Additional personalised targets as required. • Peer and self-assessment opportunities. • Termly summary assessment – WWW/EBI highlighted in exercise books and taken home. 			
<p>Homework:</p> <ul style="list-style-type: none"> • Investigate chair design at home and produce an accurate 3D drawing. Label good and weak design features. • Spend 30 minutes improving and completing design work in your book. 			
<p>Useful Information/further support: www.technologystudent.com www.designmuseum.org</p>			

Overview: In the autumn term we will be studying a 'Cake Making' topic in Food Preparation and Nutrition. We will learn about a number of different cake making methods, and we will implement our knowledge of this into our practical lessons, where we will produce a range of different cakes. We will also look at common faults in cake making and understand why ingredients act in certain ways and what their functions are. We will use our prior knowledge to design and make our own winter celebration cakes as part of 'The Great Ryedale Bake Off'. This will be our main assessment opportunity of the term.

Content:

Microorganisms

- Enzymic Action.
- Mould Growth.
- Yeast Action.
- Bacteria Growth.
- Microorganisms in food production- cheese making, bread making. Yoghurt making etc.
- Contamination.
- Food poisoning.
- Buying and storing foods- temperatures.
- Cooking foods- temperatures.

Biscuit Making

- Flapjack practical- melting method.
- Melting moment's practical- creaming method.
- Shrewsbury biscuits practical- rubbing in method.

Cake Making Methods

- Creaming Method Theory- Victoria Sponge Practical.
- All In One Method Theory- Buns Practical.
- Whisking Method Theory- Swiss Roll Practical.
- Melting Method Theory.
- Rubbing In Method Theory.

Common Faults in Cake Making

- Factors that might lead to a peaked/cracked top.
- Factors that might lead to a sunken cake.
- Factors that might lead to a sugary/speckled crust.
- Factors that might lead to a close/heavy texture.
- Factors that might lead to a coarse/ open texture.
- Factors that might lead to a dry cake.
- Factors that might lead to a cake with sunken fruit in it.

Functions of Ingredients in Cake Making

- Functions of flour in cake making- structure/setting/dextrinization
- Functions of raising agents in cake making- aeration
- Functions of fat in cake making- colour/flavour/volume/texture/shelf-life
- Functions of sugar in cake making- sweeten/flavour/colour
- Functions of eggs in cake making- aeration/coagulation/emulsification/colour/flavour/nutritional value

The Great Ryedale Bake Off

British people love a good cake. They like cake with coffee, as a dessert and as part of a range of celebrations. Design and make a celebration cake suitable for this wintery time of year. It should:

- Be a Victoria Sponge cake
- Be decorated neatly and effectively
- Be iced
- Have a wintery/Christmas theme
- Look professional enough to be entered into The Great British Bake Off.

Assessment:

- Short assessments throughout the year to improve knowledge and skills.
- Longer formal assessment towards the end of each topic. Recommended areas for improvement will be given by the teacher and an on-track/off-track overview based on performance in this assessment.
- Mock exams throughout year 9, 10 and 11.

Key assessment focus for autumn term: End of Term 1 Test

Feedback:

- Regular verbal feedback will be given in both practical and theory lessons.
- Key pieces of practical work will be marked so students can identify 'What Went Well' (WWW) and what would be 'Even Better If' (EBI).
- Theory work will be regularly marked, posing further questions for students to think about, extending prior knowledge.
- Students exercise books will be pinned with red fliers that provide timely feedback, allowing them to see their next steps.

Homework:

- Students will be given regular FPN homework, much of it will be to complete the evaluations of their practical dishes.

Useful Information/further support:

All student have been equipped with a recipe book in their planner. This is used to outline what students will be cooking, what ingredients they will need and when they will be required to bring them to school.



Overview:

The Year 9 curriculum will allow you to explore the following areas of music:

Performance

- Chance to develop solo and ensemble performance skills further – recital evening compulsory (mid-May)
- Continue close liaison with peri staff to ensure that lessons support GCSE performance
- Student performance diary which focuses on technique, repertoire, sight-reading/aural

Composition

- Composition to explore a variety of techniques –
 - I. Writing for own instrument/voice
 - II. Writing chord sequence
 - III. Pastiche composition in the style of a set work
- Exploration of GCSE mark scheme with WAGOLLS
- Student composition diary which documents progress

Practical lessons will either be performance- or composition-based for a run of weeks at a time, rather than alternated

Listening/Theory

- No need for Year 9 to cover any GCSE listening/content for Section A of the paper – Year 10 and 11 is ample for this
- However, when we do start the set works study, this will be successful because in Year 9 we have practiced the skills needed to understand them
 - I. Improved music literacy
 - II. Recognition of instruments and voices by sound
 - III. Ability to date music by listening to it, embedding DR G SMITH

Content:

- **Solo performance work** – preparation for an informal, but assessed performance in class
- **Composition work** – learning how to compose for your own instrument/voice
- **Further listening** – improving all-round musical knowledge by listening to a range of music from 1600 to the present day

Mr Moxon will continue to send out termly newsletters informing parents of the work we are doing, when important deadlines are, and how you can support your young person's learning at home.

Assessment:

- Summative assessments will include composition assessment, set works test of Beethoven and Queen
- Ongoing low-level checking of listening work, sometimes verbal, sometimes in back of work book, using timelines, mini quizzes, Quizlet

Feedback:

- Summative feedback for all summative assessments (listed above)
- Frequent teacher-peer and peer-peer feedback of all aspects of performing and composing work. This is usually verbal, or available in Sibelius software

Homework:

- Homework is set as part of the normal Year 9 timetable
- Students undertaking private music lessons should always consider the amount of personal practice they do and staff will always support and encourage this – homework will incorporate this at times during the school year
- Taking part in an extra-curricular musical activity is a good way of broadening your general musical knowledge and improving your confidence as a performing musician.

Useful Information/further support:

There is such a rich range of good online resources, and there are many more than this short list, but these are good starting points:

www.abrsm.org – help with music theory, how to practice, how to prepare for exams.

www.musictheory.net – really good basic theory lessons and tests

www.classicfm.com – great way into classical music

We will also use further online resources for which students will receive personal usernames and passwords for these

Please contact me via email if you have any questions or concerns about your young person's progress:

amoxon@ryedale.n-yorks.sch.uk



Overview:

The GCSE Art and Design course begins with a skills based workshop based on natural forms. This project is designed to hone core skills in drawing, proportion and mark making to a high level, as well as encouraging careful study and critical analysis of artists work. This is structured as a more personal project and investigation that is typical at GCSE level. Although the theme is decided by individual teachers it will relate to natural forms but will elaborate on ideas and build on skills developed during the workshop phase. Students continue to use a range of media and processes, and are encouraged to work both collaboratively and more independently.

Content:

- A selection of natural forms will be provided for the pupils to draw. They will divide up their page and in each section produce pencil observational drawings of the items provided.
- A range of natural form tonal drawings.
- Students will understand how to use tone and line with pencil.
- Summative notes on work to explain how the student feels about the work undertaken.
- Students will draw a range of seashells and apply different mark making techniques to these.
- A range of different shells drawn in pencil and possibly biro or dip pen.
- Detail should be applied via the different mark making methods.
- Paint over photographs of close ups of shells using acrylic paints – working on improving colour mixing with acrylic.
- An acrylic painting that shows the students ability to colour mix.
- Pupils are introduced to the work of Andreas Feininger.
- They should present an artist investigation on this artist in their books.
- Instructions on how to analyse work and how to create an artist page will be given in detail in this lessons.

Assessment:

Work counts towards Assessment Objective 1, 2 and 3

Evidence of:

- Analytical notes
- Investigation page shows a layout linked to artist's work OR is neatly presented
- Consideration of the composition in photos
- Accurate proportions in sketch
- Use of different media
- Summative notes

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of skills and knowledge during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

Homework: 1 per fortnight.

- Preparation and research to support classwork.

Useful Information/further support: [Pinterest.co.uk](https://www.pinterest.co.uk)

Overview:

In the first term of Year 9, students explore the technical aspects of the art form in more detail, learning about influential practitioners such as Stanislavski and Meisner, and their approaches to making theatre.

Content:

1) Stanislavski's Theatre

- Considering Stanislavski and the 'Method' approach to acting, including understanding given circumstances, tempo-rhythm, emotion memory, playing subtext and developing characterisation.
- Exploring how 'the Method' has been interpreted by modern practitioners- understanding Sanford Meisner's theories and practises.
- Investigating key performances skills needed to interpret scripts live onstage, including how to prepare a text for performance, blocking, proxemics (using space to create relationships onstage), delivering dialogue expressively using the vocal tool kit (pitch, pace, pause, tone, range, projection, articulation, intonation), learning lines and building towards a performance.

2) Theatre Makers in Practise

Preparing for Component 3 of the course (the written examination) by exploring the style, genre and social-historical Context of 'The Crucible'

- Who was Arthur Miller and why is he famous?
- What was the 'Communist Witch Hunt'?
- Exploring the history of the Salem Witch Trials.
- Exploring the use of Stanislavskian and Brechtian devices in 'The Crucible'.

Component 3: The Written Exam

- What's in it, and how do I answer Section A on 'The Crucible'?

Assessment:

- There will be a number of informal assessments throughout the first term, testing pupils' depth of knowledge on key practitioners and the set text. These will take the form of quizzes and practical exercises.
- The formal assessment at the end of this term will require pupils to attempt a longer GCSE writing question based on their understanding of 'The Crucible' and Stanislavski and Brechtian theatre.

Feedback:

- Regular verbal feedback to help the improve quality of work and understanding of topics during the lesson.
- Students will participate in peer and self-assessment during lessons.
- End of topic levels and targets will be recorded in pupils' assessment booklets.
- Written evaluations will feature written feedback from the teacher.

Homework:

- Week A: Monday and Tuesday
- Week B: Tuesday
- Homework tasks will include a variety of activities, including students booking time in the studio to rehearse with the teacher or independently; revision tasks in preparation for Component 3; research and note-taking; line learning at home.

Useful Information/further support:

- Students are required to bring their drama kit to every lesson. If pupils are missing an item of kit, please provide them with a note; otherwise, pupils will be given a kit mark which will be recorded in the register. After three kit marks, students will be given a detention.

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 9	Subject: GCSE PHYSICAL EDUCATION	Term: AUTUMN
Overview: In the autumn term we will be studying the topics listed below in GCSE PE theory. Within practical lessons, pupils will be participating in Football, Hockey, Rugby and Netball.			
Content: Applied Anatomy and Physiology (3.1.1) Paper 1 The structure and functions of the musculoskeletal system (3.1.1.1) The structure and functions of the cardiorespiratory system (3.1.1.2) Sports Psychology (3.2.1) Paper 2 Classification of Skills - basic/complex, open/closed (3.2.1.1) The use of goal setting and SMART targets to improve and/or optimise performance (3.2.1.2) Basic information processing (3.2.1.3)			
Assessment: <ul style="list-style-type: none"> • All question based homeworks will be assessed against specific success criteria and feedback given to give ways to improve • Low stakes tests will take place at the start of each lesson to recap previous knowledge • A timed assessment will take place at the end of each unit that replicates the final exam where a grade will be given that is recorded at the front of the exercise book and pupils will evaluate their performance, identifying ways to improve • In practical lessons, pupils will be given a final mark for the individual activity that will go towards their overall GCSE grade 			
Feedback <ul style="list-style-type: none"> • A pink dated highlighted box is drawn underneath/alongside pupils work by the teacher. Within the pink box teachers will feedback to pupils on a range of different ways to improve their work. Using the phrase "Even better if (EBI)" • Pupils will respond to this feedback by writing in the pink box their own comments on how to make the work better Work done well <ul style="list-style-type: none"> • Any examples of work that a pupil has done well, a green highlighted star will be put next to it so pupils can clearly identify it and be aware of what standard they need to aspire to Dedicated Independent Reflective Time (DIRT) <ul style="list-style-type: none"> • After the books have being marked, at the beginning of the lesson pupils will be given DIRT time to reflect on the feedback in the pink boxes and respond to the teachers comments. 			
Homework: (3 per fortnight) <ul style="list-style-type: none"> • Homework will consist of consolidation tasks to support understanding of classwork in preparation for next lesson or tasks to apply knowledge to exam based questions 			
Useful Information/further support: https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIklu3Xw - James Morris Youtube presenter https://www.bbc.co.uk/education/examspecs/zp49cwx			

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 9	Subject: PHYSICAL EDUCATION	Term: AUTUMN
<p>Overview:</p> <p>Boys and Girls will receive two hours of physical education per week.</p> <p>The Physical Education curriculum at Ryedale inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. By giving pupils the opportunities to compete in sport and other activities it enables pupils to build character and help embed values such as fairness and respect.</p>			
<p>Content:</p> <p>Pupils are taught the necessary knowledge, tactics, skills and techniques and given the opportunity to apply these in a competitive situation.</p> <p>Boys Football, Rugby, Basketball and Health Related Fitness.</p> <p>Girls Netball, Hockey, Football and Health Related Fitness</p>			
<p>Assessment:</p> <p>After each unit of work, pupils will be asked to think about their performance to identify what grade they are in each activity. Pupils will self-assess their performance. Due to the nature of the subject, peer assessment is used throughout lessons, assessment criteria is given verbally to the pupils (the key teaching points of a specific skill) and pupils are asked to look at each other's performance and identify what needs to be improved. Pupils will complete the PE progress page within the student planner.</p>			
<p>Feedback:</p> <p>Feedback is an integral part of all lessons, it is an essential tool to enable pupils progress. A range of feedback used.</p> <p>Peer Feedback - Within all lessons, pupils are given an opportunity to feedback to each other, whether it is during drills or games. Pupils are given the opportunity to discuss with each other about their own performance and others. During a demonstration the class teacher will identify a list of teaching points, pupils will then go and work in pairs or small groups and they will feedback to each other whether or not their partner has performed the teaching points.</p> <p>Teacher Feedback - Verbal feedback is given throughout all lessons. Teachers are constantly giving feedback to pupils, whether they are in small groups or in a competitive situations. This lets teachers verbal guide pupils in a range of skills.</p> <p>Intrinsic / Self-assessment Feedback - Pupils are encouraged in every lesson to self-assess themselves, targeted questions are given to the pupils to make them analyse and assess their own performance. Due to the nature of the subject pupils can often visualise and feel when they have made in an incorrect decision or used the wrong skill and therefore can go on to improve and rectify it.</p>			
<p>Homework:</p> <p>N/a</p>			
<p>Useful Information/further support:</p> <p>Pupils are encouraged to attend extra-curricular clubs, information is on the PE noticeboards.</p>			