



Welcome

Dear Parents and Carers,

I am delighted to welcome you to the first of our Teaching and Learning Newsletters which has been especially created for our parents and carers of Year 9 students. This newsletter will be produced each half term and, inside, you will find information from each of your son or daughter's Subject Leaders sharing some of the topics that they will be covering along with some helpful information on how you can support them. I hope that you find it informative and useful and please do contact me via my email address if you have any comments or suggestions to make. I certainly see this as a partnership between home and school.

The focus of this first issue is on home-learning. Last year, as you are aware, we relaunched home-learning, establishing the principle that each student in Year 9 will have a minimum of 45 minutes of home learning per subject, per week and we asked parents and carers to work with their child/children to draw up a timetable that fits within the family schedule. All home-learning set is due in one week later. An example is below.

	4:00 – 4:45	4:45 – 5:30	5:30 – 6:15
Monday	English	Leisure time	Geography
Tuesday	After school club	Tech	Mathematics
Wednesday	MFL	RE	Family event
Thursday	Science	Leisure time	Team Sport
Friday	ICT	Music	Leisure
Saturday			
Sunday			Drama

Different subjects will set home-learning in different ways, but the principle will be the same, 45 minutes, per subject, per week. If your child completes the work within the allocated time, then they can do one of the following additional tasks (a) revise topics covered in the subject (b) read ahead for the topics coming up or (c) read around the subject topic more widely.

Research on Home-learning

- High quality home-learning can have an average impact of 5 months' additional progress.
- Home-learning has the strongest effect when it is set in a way that lets students practise what they have learned in the classroom.
- Home-learning has most impact when students spend 2 or more hours daily after school.

We do hope that we will have you support in this venture. Some parents and carers have asked for the home-learning tasks to be available online, and this is an option we will be exploring this year.

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English

'War and Conflict Poetry.'

Key skills for this unit include identifying the devices and techniques that poets use to convey ideas, feelings and thoughts. They will be examining the effects of these and continue to build analytical skills which are the foundation of skills needed at GCSE. They will also consider other texts concentrating on the same theme, including: magazine articles, newspaper articles, song lyrics, short stories and extracts from a selection of novels. The main assessment piece is an AQA GCSE literature exam past paper.

Home-learning

You can support your child by encouraging them to talk through their writing. For example:

- How are you going to begin and end your writing? Why and how effective will this be?
- Which words would you like to change or improve?
- Have you checked your spelling, punctuation and sentence structure? Does it all make sense?

Where the home-learning is reading, students will be asked to comment on the effect of language in a given extract. They will often be asked to select words or phrases and explain their effect. You can help by encouraging them to explain what the words make them think/feel rather than what they mean. Students are also being encouraged to read for pleasure both in school and at home. Students will be asked to complete a reading log where they are expected to log the title and name of the book, the date each reading session takes place, how many pages have been read and a small description of what they have read. Each child has been given instructions for logging their personal reading and will be given one hour a fortnight reading time.

**POWER AND CONFLICT
POETRY CLUSTER**
KAMIKAZE TISSUE
OZYMANDIAS LONDON
THE PRELUDE POPPIES
STORM ON THE ISLAND
THE EMIGREE
WAR PHOTOGRAPHER

**AQA
GRADES 1-9**

Geography

'The Geography of Sport'.

This topic is centred around a decision making activity whereby the students identify and justify their chosen city to host the 2026 Winter Olympic games. This requires students to develop and demonstrate the skills of synthesis, evaluation as well as presentation. They will need to work as a team delegating and taking responsibility to be able to gather all of the variety of information needed to make an effective decision. The Winter Games in particular will encourage the students to understand how human and physical processes interact to influence environments and the climate, and how human activity relies on effective functioning of natural systems. The main assessment will take the form of an exam paper, with short data response questions as well as explaining how climate change is influencing winter sports venues and how technology can be used to overcome these challenges.

Home-Learning

You can support your child by encouraging them to talk through their planning with you e.g. for a discursive argument discussion prompts could be:

- How have they introduced the topic?
- What points are they going to include?
- What facts can support the point they are making?
- Where in the world have they studied an example of this?
- Have they tried to balance their point of view?

For tasks such as learning key words or processes, they need to be able to recall meanings as well as spellings of the key words in addition to understanding how processes work. You can help by encouraging them to explain the words to you and by getting them to try to use them in context; asking students to change a diagram to words or vice-versa will help them to show understanding of how processes lead to change.

History

The role of Britain in the slave trade and a source based study.

Students will examine the campaign to abolish slavery before studying the civil rights movement in America in the twentieth century. Their source based study will be on the sinking of the Titanic. Students will use these topics to develop their skills of source evaluation and historical debate. For example, studying a diagram of a slave ship created by the abolitionists and using the content to deduce what the conditions on the Middle Passage were, as well as considering how the reliability of a source is affected by its content and purpose. Students will be writing an extended essay on the reasons for the sinking of the Titanic as their main assessment.

Home-learning: cover sheets in exercise books show the topic for each unit.

Students complete a research task specific to the topic being studied (this half term it is on English castles.) If students complete this before the due date, they can go on to practise key word spellings and revise key knowledge by creating mind maps etc. You can use the lesson questions on the topic cover sheet to check for understanding, can they give you a verbal or even written answer to the question?

At this stage in their historical studies, students need to be considering relative importance, why one cause or consequence is more important than another. To support your child with this encourage them to discuss their thinking with you, for example, ask them for one cause of the sinking of the Titanic and ask them if they can link this to another cause, then ask them which was more significant in leading to the disaster that unfolded. In history, it is important that students can articulate their ideas in a discussion, this will help them to organise their thinking before they write it down, so talking to your child about their history studies will definitely support their progress; there are several interesting documentaries which look at the evidence and explore the wreckage of the ship which can be found on YouTube and will support your child's developing knowledge and argument on this topic.

Research suggestions:

- www.liverpoolmuseums.org.uk (history of transatlantic slave trade)
- BBC bitesize KS3 the slave trade
- <http://www.bl.uk/learning/histcitizen/campaignforabolition/abolitionbackground/abolitionintro.html> (British Library)
- <http://ngm.nationalgeographic.com/2012/04/titanic/sides-text> (unseen images of wreck)<http://www.smithsonianmag.com/history/why-the-titanic-still-fascinates-us-98137822/> (story of Dorothy Gibson, 22 year old silent film star who survived)
- <http://www.newyorker.com/magazine/2012/04/16/unsinkable-3>

RE

'Who would follow a man like Jesus?'

This unit explores discipleship through Mark's Gospel and how this applies today. Students will explore the characteristics which the Disciples had and judge how these would impact people today. This will build towards an assessment which will challenge students to explain Discipleship both as it is shown in Mark's Gospel and how it is evident today. Students will be able to debate and discuss what discipleship means and the best ways of showing this, forming judgements and linking the Bible teachings to today: both key skills for GCSE RE.

Home-learning.

This takes the form of a menu, whereby students select one piece of work to complete from a sheet. The tasks are varied and ordered by difficulty; we encourage students to challenge themselves when selecting tasks. It would be helpful if this expectation was reinforced at home when your child selects their home-learning task.



Autumn Term Programme

Subject	Topic Title	Main Task Assessment
Textiles	Fashion and Upcycle	Design and making of final
Resistant	Bespoke Steam Pink Clock	Design and making of final
Food and	Teen Meals	Putting a meal together in a
English	Poetry: War and Conflict	AQA GCSE Literature exam past
French	Ma santé—Talking about healthy	Reading and speaking assessment
German	Musik: Talking about your music interests	Listening and speaking assessment
Computing	Control using Mediator and Flowol. Networking, data representation and	Baseline Assessment and final assessment on Control and
Science	Respiration Forces and Motion Earth and Atmosphere Reproduction Electricity and Magnetism Genetics and Evolution Selected topics from AQA GCSE Combined Science including biology, chemistry and physics.	Written tests completed in class for all topics listed using past KS3 science questions
Art	Identity	Shoe drawing.
Maths	Number, factors and multiples, angles,	Termly test
Music	Dance Music/Pop Music	Final composition/performance

A word from your Year Leader

Opportunities to support your child's learning.

Data Report One of Three Sent Home
Pathways evening (GCSE Options)
Consultation Evening

Wednesday 8th November
Thursday 18th January
Thursday 25th January

Mr Kemish's top five tips for making the most out of home learning...

1. Plan ahead: Each week encourage your child to create a schedule which sets out specific and realistic times to complete home-learning. Allocating set times in the diary will make students feel more inclined to stick to the routine and it will become second nature.
2. Get Organised – ask if your child has all the books, equipment and stationery needed before they get going: start calm, study calm!
3. Avoid home-learning overload! – When setting study schedules, try not to go overboard to avoid zoning out.
4. Create your child a learning zone: find a quiet, dedicated room or space to do home learning and remove or switch off anything which may cause a distraction, including mobile phones and TV!
5. Encourage your child to seek help early, if they are unsure about what they are required to do, then prompt them to talk it through with somebody else who can support them or to go and see their teacher at the earliest possible opportunity.

BONUS. Reward your child for working hard and putting a lot of effort into ensuring that they have completed the work to the best of their ability... plan in a little treat for at the end of a home-learning session!

Mr Kemish

For further updates please find us on:



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