



innovate. focus. achieve

**Head Teacher**

Mr J Peel

**Deputy Head Teacher**

Mrs L Pippin

**Assistant Head Teachers**

Mr D Fairclough

Mrs J Patterson

Mr S Welsh

Mrs L Baty

Mrs S Harvey-Allison

**Telephone**

0191 5362176

**E-mail**

[info@boldonschool.org.uk](mailto:info@boldonschool.org.uk)

**Website**

<https://boldonschool.com>

Baldon School  
New Road  
Baldon Colliery  
Tyne and Wear  
NE35 9DZ

Date 24 October 2023

Dear Parent/Guardian

**Year 9 Curriculum Newsletter- Autumn Term**

I would like to take this opportunity to welcome our Year 9 students back to school for the start of a successful year. I hope that they have settled back in well, maintaining good habits, engaging in their studies and also extra-curricular clubs.

Our Key Stage 3 curriculum is taught over three years and aims to be ambitious and engaging. The content in each subject is coherently planned and carefully sequenced to allow students to acquire a deep knowledge, develop skills and build solid foundations for future learning. We are extremely proud of our school, staff and students who continue to exceed year on year. This is due to our high expectations, a commitment to constantly improving achievement for our students and our belief that all students are entitled to the best education possible. This is an important year for your child as they make informed choices to shape their future studies. Further information will be provided in January 2024.

I would like to take this opportunity to launch our first Curriculum Newsletter to share the topics and content your child will be learning this Autumn term. Please visit our school website in the Curriculum section for all other information.

If you have any queries regarding your child's curriculum, please do not hesitate to contact Assistant Headteacher for Curriculum, Mrs L Baty

Yours sincerely

Mrs L Baty  
Assistant Head Teacher

English	Students will study the fiction unit “The Woman in Black” by Susan Hill. This unit develops the mastery of language analysis and evaluation. Students look at the symbolism within texts and how signifiers are integral to understanding character, theme and writers’ aims.
Maths	Students will learn about the extended number system. They will be calculating with standard form. They will look at more complex algebraic manipulation including factorising quadratics and using formulae. Students will then learn how to tackle extended problems and increasing complexity of geometric reasoning. We will introduce trigonometry, construct and interpret cumulative frequency diagrams, comparing data sets using boxplots.
Science	Students will continue to cover topics from all three specialisms of science, biology, chemistry and physics. This term they will begin with key concepts of biology which includes developing understanding of enzymes and magnification. They will also cover states of matter and separating techniques where they will have the opportunity to carry out a number of the separating techniques themselves. Motion and atomic structure will also be introduced this term. Energy will be revisited to enhance the students' understanding of using key equations.
PSHE/RSE/ Careers	Students will begin the year by completing a self-evaluation so we can ensure that their PD curriculum is fit for purpose and meets the needs of the cohort. Students will complete their dedicated CEIAG unit of work. (Please see careers) In the second half term students will study the topic of ‘Healthy and Wellbeing’. They will explore healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.  <b>Links to Careers:</b> Students will identify important factors to consider whilst deciding subject choices, and identify a learning pathway of qualifications, and skills for progression opportunities to an example career of their choice. They will learn how to use labour market information and the relevance of all subjects to future career paths. All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations.
PE	This term, in PE year 9 will be exploring various ways to outwit opponents in competitive situations. Students will understand how to implement different strategies and tactics to be successful. They will plan and lead a skills-based drill to their peers to help build their confidence in leadership skills. We will also be working on their cardiovascular and muscular endurance to gain speed with an advantage in competitions. This is part of their Heads, Heart and Hands assessment, explored in a range of activities including: rugby, table tennis, badminton, health-related exercise, tchoukball, swimming, netball, indoor cricket, korfbal and benchball.
ICT	Students will further develop their knowledge and understanding of digital safety. Students will develop their animation skills through using different software to create animations. Students will develop an animation product from a brief whilst also matching the needs of the target audience. Students will develop their knowledge and understanding of different computer systems and different networks. Students will develop their understanding of data representation in computing.
RE	In year 9 RE the first term is about learning how religious believers view aspects of war and peace throughout the world. Students will study causes and types of war and debate the morality of issues such as terrorism, freedom fighters and nuclear weapons.
History	In Year 9 students shall start by exploring why the Atomic Bomb was dropped, and whether this was necessary or not. This is then followed by studying the conditions of Communism in Russia, which includes looking at topics such as the Russian Revolution, Rasputin, Lenin, and Stalin. Year 9 shall end this topic by comparing dictators, Lenin and Stalin by analysing their impacts on ordinary people. Lastly, students shall spend some time exploring why President John F Kennedy was murdered, looking at what happened in the Vietnam War, and exploring questions such as why was the Vietcong a threat to capitalism.

Geography	<p>The study of tropical storms will include investigation into their distribution, structure and formation. Typhoon Haiyan will be used as a case study to explore the impacts and responses of a tropical storm on a developing country. Extreme weather in the UK will also be revisited.</p> <p>During Conflict in Geography, students will explore a variety of contemporary issues where physical and human geography links to conflict between groups of people. This includes water conflict, food insecurity and the humanitarian crisis caused by 'Blood Diamonds' in Africa.</p>
French	Initially, students will recap KS3 vocabulary and structures. They will describe family, giving details such as name, age and personality. They begin to talk about modern technology and use regular 'er' verbs and two irregular verbs – 'avoir' and 'être'.
Spanish	In Spanish, students initially recap KS vocabulary and structures with focus on greetings, numbers and hobbies. Next half term they move onto family, friends and relationships.
Art	<p><b>Art Choice:</b></p> <p>Students will spend the first half term learning and developing skills using water colour paints, ink and mono printing. Students will study primary and secondary sources of fruit, vegetables and flowers to experiment using paint in different ways to recreate these natural objects. They will paint realistic representations by identifying dark and light tones and shades and work more expressively to change the mood and effect of a piece of work.</p> <p>In the second half term Students will continue developing skills using pencils and paints such as acrylic. students will study primary and secondary sources of fruit, vegetables and flowers to experiment using paint in different ways to recreate these natural objects. They will paint realistic representations by identifying dark and light tones and shades and work more expressively to change the mood and effect of a piece of work. students will develop their presentation skills and learn how to put together an experimentation page using images of pumpkins.</p> <p><b>Digital Choice:</b></p> <p>Camera Settings- students will investigate the use of different camera settings. They will learn how to use the camera properly to take portrait photos, use shutter speed and the rule of thirds.</p>
D&T	<p><b>Materials Choice:</b></p> <p>Students will use a range of hand tools to produce two metal key rings. The keyrings will be made from two different types of metal to allow students to study the different properties of metal. Students will enhance their knowledge of hand tools and how to use them effectively. Students develop their knowledge of wood joints, fixings, hand tools and specialist machines to produce a wooden storage box. Further development of wood theory, design ideas, isometric drawing and workshop tools.</p> <p><b>Food Technology Choice:</b></p> <p>In term one, students will firstly study pastry making. Within this, they will learn the various types of pastry, the function of ingredients, and tips and faults within the process. Students will complete theory based tasks which will allow them to research their own information, including discovering how we can link nutrition to the project. Practical tasks will include sausage rolls, Bakewell tart and spring rolls.</p> <p>Students will then move on to the 'cooking with eggs' unit which will give them an insight into how versatile and important eggs are within our diet. They will consider the scientific process of coagulation and apply it to various recipes, such as Spanish omelette, burgers and lemon curd. Students will also describe the nutritional profile of eggs.</p>

Music	<p><b>An Introduction to Musical Skills Development</b></p> <p>Students will engage in learning their chosen instrument. Audits of experience, matched with individual lessons will allow students to begin to progress technically with their instrumental/vocal studies. Theory work based around their performance goals will underpin all learning.</p> <p>Students will learn about the two main forms of electronic music software: Processing and sequencing. They will follow a course of study that develops their skills in electronically manipulating and recording sounds through the use of two pieces of music software: <i>Muscore</i> and <i>Bandlab</i>. The exercises and skills learnt will provide a bridge to further composition work.</p>
-------	---

