



MELBOURN
VILLAGE COLLEGE

Year 9 Parental Handbook

2022-3

Please use this handbook as a guide to the curriculum that your child will study during the current school year.

A contents table has been included that will allow you to click and move swiftly to the required pages.

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Please note that teachers may not be able to respond immediately. If you have an urgent matter, please contact the School Reception who can put you through to the most suitable available member of staff.

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Welcome from The Head of Year

As Head of Year 9, I am happy to be here to help guide, support and progress your child's core and co-curricular education, at Melbourn Village College.

At MVC and in Year 9, we promote three key values in our students.

These are to -

Be Ready
Be Respectful
Be Responsible

Students who are on time, in the correct uniform and with the equipment they need for timetabled lessons are placing themselves in a positive starting position.

We want everyone at MVC to feel happy and safe and as a big part of that, we expect and promote a culture of mutual respect. As part of our culture of respect, we expect students to take responsibility for their learning in all subject areas. In addition to learning in the classroom, I would highly encourage all Year 9 students to engage in at least one of our many co-curricular, afterschool activities.

I look forward to working with you over the coming academic year and will do my best to ensure that your child's time in Year 9 is a happy, safe and successful experience.

Mr Thomson, Head of Year 9.



General Information

Attendance:

Please help us to maximise your child's progress at school by ensuring that they attend punctually for every possible session. We understand that students will sometimes be unable to attend due to illness; in this case, please notify us by 8.45am on each morning of the absence, by phone 01763 223400 or by email MEL-Absence@melbournvc.org.

Please avoid making routine appointments in school time whenever possible. When notified that a student is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the student's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances.

For further information on this and other attendance issues, please see the school website, <http://www.melbournvc.org/> www.melbournvc.org.

Communication:

The school now seeks to put as much up-to-date information as possible on its **website**. Most general information that parents would seek can be readily found at www.melbournvc.org. This includes the school term dates and a live calendar on the HomePage.

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to teaching and other commitments.

Our Receptionists will attempt to connect your **telephone calls** for you and will pass a message to the relevant staff member if they is not immediately available. The staff member will try to respond as soon as possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. *In emergencies*, the Receptionist will pass on messages to students.

The school will always try to acknowledge **letters and e-mails** received from parents within two working days. The school email address is: office@melbournvc.org

The school uses the **SchoolPost** system to send all standard forms of communication home via email. Please ensure that any response forms required are filled out by the deadline stated.

Parents are encouraged to sign up to **Go4Schools** where they can access information about their child such as their timetable, their behaviour, their homework and their academic progress. Parents may go to Go4Schools and click on 'First Time User' to create an account.

How to help with Homework:

Teachers will set homework for students, using Go4Schools to communicate the task to students and parents.

The tasks themselves may make use of other elements of the school IT systems such as the CATalogue (SharePoint) and Teams.

Homework will normally be set with at least two nights before it is due in again, to enable families to arrange their own homework schedules around other aspects of family life and childhood activities.

Please provide your child with a calm and quiet place to complete homework; sitting at a table is best. Creating a regular pattern of completing homework can be beneficial so that a habit is established.

Please ensure that your child is provided with a school bag to transport their work to and from school. Students will also need a range of equipment including several writing pens (blue or black ink), pencils, coloured pencils, a ruler, a protractor and a calculator. Tippex or similar correcting fluid should not be used in school – mistakes should be simply crossed through with a single line.

IT Systems for Students:

All students will receive a logon to the school IT systems, along with a school email address, that enables them access to:

- The school network when in school
- Office 365 outside of school
- theCATalogue (SharePoint) where school resources are stored.

Students' email address will be in the format of 123456@melbournvc.org – this email is then their username to access the CATalogue: [Melbourn - Welcome \(sharepoint.com\)](#).

From here students can access all the subject resources available from the 'burger' icon:



And students can access all the programs and apps of Office 365 from the 'waffle' icon:



This includes Outlook (for email), Word, PowerPoint, OneNote and Teams. Teams provides videoconferencing for the delivery of live lessons, as well as access to Assignments and Class Notebook (OneNote).

Students can also access Go4Schools to see their timetable and homework: [Login : GO 4 Students](#)

Students' password for Go4Schools is not the same as their passwords for all other school systems – if they forget it, they can go to [Students - Sign in - GO Authentication \(go4schools.com\)](#) and select 'Forgotten password?' to reset it.

Students with iPads will also have a 'passcode' to unlock their iPad. This has been set by the student themselves and cannot be reset by staff. If forgotten, the student's iPad will need to be factory reset.

We recommend that parents keep a note of these details.

Service	Logon/ ID	Password
Network and Office 365	@melbournvc.org	
Go4Schools		
iPad passcode		

SEND – Student Support Centre and The Cabin

The Student Support Centre, known as the SSC provides support for students identified as having special educational needs and/or disability (SEND). These students have an Education Health and Care plan (EHCP) and receive some additional adult support in the classroom. Our team of TAs also try to support other students in lesson when they can.

We provide a supervised social space at break and lunch time where we encourage and facilitate social interaction and conversation. The outside space in front of the SSC is also reserved for students who have SEND and need a quieter area to be in. Our sensory room also provides a calm space for students to self-regulate when needed.

Students with a high level of needs have an allocated keyworker who will meet up with them once a week and check on their wellbeing and help solve any concerns or difficulties.

The SSC team also assess and apply for exam access arrangements and reasonable adjustments as defined by the Joint Council for Qualifications “ *Access arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make ‘reasonable adjustments’.*”

We also lend out scanning reader pens and a small number of i-pads for students to use as part of their reasonable adjustments and provide coloured paper exercise books and overlays for those students who have some level of visual stress.

A very small number of students access more bespoke programmes of study which are tailored to their individual needs and are part of our Skills Base provision.

Our wider work encompasses providing small group intervention for emotional and social skills, careers guidance for the children who access our support and continuing professional development and guidance for our school staff on all matters SEND.

The Cabin is a specialist unit for students with Autistic Spectrum Conditions where we provide a safe, secure and inclusive environment to enable them to integrate into mainstream school and get a holistic education.

We promote specialist support to help our students to achieve their full academic potential and we also provide social experiences to expand their boundaries and develop their confidence, helping them to become more independent.

We help them work towards their future by developing life skills and empowering students to achieve economic well-being and independent living on leaving school.

We have a dedicated team of professionals offering outstanding facilities for learning.

English Language and Literature

Why we teach English:

At Melbourn Village College, our English team is committed to inspiring young minds by encouraging students to be imaginative and creative. We give our students the confidence to experiment and take risks with their writing. We want our students to have the determination, perseverance, and true grit to succeed in a broad subject that opens many new doors and exciting opportunities for the future. Our students develop self-expression and fluency in their writing, self-confidence in presenting their ideas, and the capability to use language to communicate effectively and present themselves to their best advantage. Through a range of modules, they engage with the many different spheres of learning English. Students study a Shakespeare play every year; read and interpret a range of modern novels; explore the world of poetry; and discover many genres of writing, using language in different forms for a range of audiences. As part of our enriched curriculum we also offer opportunities for students to get involved in a range of events throughout the year. These help to extend, embed and strengthen the skills developed during their lessons which will in turn, benefit them throughout their life.

KS3 Overview of content:

We have an excellent range of modules that underpin all our values of encouraging students to be imaginative and creative. Students study a Shakespeare play in Yr7 and Yr8; read and interpret a range of modern novels; explore the world of poetry; and learn about many genres of writing, using language in different forms for a range of audiences. Our Year 7 curriculum focuses on introducing the skills and style of questions they will need to be familiar with at GCSE, which they will then build upon every year through a variety of different texts.

Yr 9 Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Reading (range of 20th and 21st century fiction extracts): Complex, contemporary issues including politics, inclusion and racism are just some of the provocative and thought-provoking topics year 9 will encounter in this unit. Students will extend their skills of interpreting implicit meanings, analysing a writer's language and structural choices, and be encouraged to think critically when evaluating their views in response to the fiction they read.	Having a studied a range of texts that explore complex issues, students will demonstrate how they have extended their skills of inference and analysis, developed in year 8, by responding to an unseen text. Whilst the questions will be familiar to those encountered in year 8, students will offer a thoughtful response to a more challenging extract. They will answer a range of exam questions, which will assess their

		reading and comprehension. The assessment will be one hour.
Autumn - 2	<p>Writing (Transactional): students often have strong, emotive opinions and this unit encourages them to develop their points of view into successful, reasoned arguments, as well as acknowledging opposing voices.</p> <p>Students will extend their knowledge of different forms and purposes of writing and be introduced to the art of constructing and delivering a successful argument to offer a reader in the formal settings of a feature article and a formal letter. Students will be encouraged to take a standpoint or view on a complex, emotive subject, controlling their argument successfully to convince a reader.</p>	Students will be asked to write an article with the purpose to argue their points of view on a controversial topic, using a balanced, rational and reasoned argument. The assessment will be one hour.
Spring - 1	<p>Literature (War Poetry):</p> <p><i>'A poem begins with a lump in the throat'</i> Robert Frost. Students will be introduced to emotive poetry about conflict and war from the nineteenth, twentieth and twenty-first centuries. Students will go on later to study a poetry anthology for their GCSE course, so this is a foundation unit to introduce them to a wider range of poets and poems on the theme of war.</p> <p>Students will extend their skills of identifying a poet's meaning, message, purpose; use of language, structure and form; and identifying similarities and differences between poems.</p>	Students will be given two war poems, offering opposing views relating to war and will be asked to write a comparison essay in response to an exam question. The assessment will be one hour.
Spring - 2	<p>Reading (range of 19th and 20th century non-fiction extracts):</p> <p>Focusing on the themes of travel and expeditions across centuries, including Isabella Bird, Bear Grylls, and modern texts on Zimbabwe. Students will extend their skills in analysing</p>	Students will be given a 19 th and either 20 th or 21 st century non-fiction source and they will answer a range of reading and comprehension questions in which they will reflect of the different views and perspectives of the

	language techniques, comparing writers' perspectives and skills in summarising texts, as well as making comparisons between texts from different periods and perspectives.	writers. The assessment will be one hour.
Summer - 1	<p>Literature ('Anita and Me'):</p> <p>Family discipline and guidance, culture and belonging, friendship, racism and violence, and truth vs lies are key themes explored in this novel by Meera Syal, set in the 1960s.</p> <p>Students will extend their skills of understanding and interpreting meaning(s); identifying and analysing features of language, structure and form; and looking at how context contributes to understanding of a text.</p>	<p>Students will be given a choice of responding to a character or theme, closed-book question in relation to 'Anita and Me'.</p> <p>Students will be extending their capacity to write in an essay form, using their own knowledge of the text to support their argument. The assessment will be one hour.</p>
Summer - 2	<p>Writing – (narrative/descriptive): "If you want to be a writer, you must do two things above all others: read a lot and write a lot. There's no way around these two things that I'm aware of, no shortcut." – Stephen King</p> <p>Students will extend their skills of creative writing through the medium of short stories and narrative descriptions. They will be exposed to a wider range of literary techniques and figurative devices to enhance their understanding and to enrich their skills in creative writing. As a corollary, students will continue to extend their skills in using grammar, punctuation, vocabulary and sentence types to achieve specific effects.</p>	<p>Students will be given autonomy in their creative writing by being offered a choice of an image, or a title, for which they will be asked to produce a narrative or descriptive piece of writing. The assessment will be one hour.</p>
	<p>Speaking & Listening (argue): The ability to devise, deliver and successfully communicate verbally is key. In this unit, working with Drama, students will be introduced to the skill of oratory. They will learn how to give a successful</p>	<p>Students will be asked to give an individual presentation with the purpose to argue.</p>

	speech for the purpose of arguing their perspective.	
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Homework:

Homework will be set once a week and students are expected to spend forty minutes completing it to the best of their ability. The types of homework set can include wider reading around a topic/subject we are studying, research in connection with a topic, literacy, or the class teacher may set something specific in connection with the tasks being completed in lessons.

Learning outside the classroom:

Every year we run the KS3 Poetry Festival, which is a fantastic opportunity for students to collaborate and experience their moment on the stage performing their chosen poem. It is always highly successful and enjoyed by the students and staff. We often run various writing competitions, some of which are within our own school, but we also encourage students to take part in national competitions too. As a department, we welcome any ideas from students of events or competitions that they would like to take part in.

Parental support and extension:

Feeling Inspired? Avoid the endless repeats on television by reading a novel.

Why not have a look at the following website links for some suggested books for reading?

<http://www.booktrust.org.uk/books/teenagers/>

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

<http://www.carnegiegreenaway.org.uk/livingarchive/>

<http://www.lovereadng4kids.co.uk/>

The best support you can give your child to ensure they progress in English is to read with them and discuss what you have read together. There are also lots of useful websites with spelling, punctuation and grammar games/quizzes, which are an ideal way for students to develop their literacy skills independently.

More information:

In terms of additional help that parents and carers can provide, please make sure that if you are able to, you ensure that your child uses a local public library to access as wide a range of reading material as possible. This is, of course, free. A dictionary and thesaurus are also excellent resources for students to have and to become accustomed to using when completing independent written tasks.

Mathematics

Overview of content:

In Mathematics, the curriculum is broken into three termly modules; each module contains number, algebra, data and geometry topics. Towards the end of each term, students can demonstrate their mastery of the topics they have been learning by sitting a progress test. Throughout the year, students will continue to develop their problem-solving skills as well as their ability to reason and communicate mathematically.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Number: Working with decimals, negative numbers, indices, standard form and prime factors.</p> <p>Algebra: Expressions and manipulating algebra including substituting into expressions; expanding brackets; working with indices and at the higher end, starting to look at quadratic equations.</p>	End of topic homeworks.
Autumn - 2	<p>Data Handling: Representing data using a variety of graphs suitable to the level of the students – two-way tables, pie charts, scatter graphs or stem and leaf diagrams leading into bar charts.</p> <p>Geometry: Using angle facts and Pythagoras' theorem to solve problems. Standard constructions and loci. Introduction to trigonometry for some.</p>	<p>End of topic homeworks.</p> <p>Progress test sat in early December.</p>
Spring - 1	<p>Number: Learning to use a calculator well, thinking about accuracy and estimation and how to use a calculator to solve multi-step problems. Understanding measures and some compound measures such as speed, density and pressure. Practice of multiplication and division methods without a calculator.</p> <p>Algebra: Forming and solving equations and inequalities.</p>	End of topic homeworks

Spring - 2	Data Handling: Analysing data, presented in a variety of ways, using averages and range.	End of topic homeworks. Progress test sat in late March
Summer - 1	Number: Calculations with fractions, decimals and percentages. Percentage amounts, increase and decrease including compound percentages. Solving problems involving ratio, direct and indirect proportion. Algebra: Different groups will look at different difficulties of sequences from linear and geometric to basic quadratic. Using graphs to investigate straight lines and tangents to curves.	End of topic homework.
Summer - 2	Data Handling: Experimental and theoretical probability. Looking at compound events and how to display information , including use of sample space diagrams, Venn diagrams, and probability trees. Geometry: A range of different topics depending on the level of the students including understanding similarity and congruency, carrying out transformations of shapes and investigating scale drawings. Some groups will also be introduced to vectors.	End of topic homework. Progress test sat in late June.

Homework

Homework is set weekly and normally takes the form of assigned tasks from the HegartyMaths website.

Learning outside the classroom:

Maths is everywhere in life. Encourage your child to look for numerical patterns, or to apply their mathematical skills to the real world – working out the area of a room’s walls to calculate how much paint to buy, estimating the cost of a supermarket shop etc.

Parental support and extension:

Extra mathematics support can be found on the HegartyMaths website or another excellent website is Corbettmaths. Both provide help videos and practise questions.

More information:

Please ensure your child arrives at school every day with the correct mathematical equipment. In addition to normal writing equipment, they will require a scientific calculator – we recommend a Casio FX-83 or FX-85. A protractor and pair of compasses would also be helpful.

Science

Overview of content:

In Year 9 students embark upon their GCSE Science programme and start to receive specific lessons in Chemistry, Physics and Biology. We feel this is an important step as students, no matter which science course they undertake, will sit two discrete exams in each of the science disciplines at the end of the course. Students will therefore have three teachers for one lesson per week. In essence, this year is a bridging year, designed to slowly introduce GCSE content, skills and assessment practices. Students have a single lesson of each subject a week and therefore content teaching is spread over a greater period of time This is designed ease transition.

The syllabus is derived from the AQA exam board and we encourage students to use and identify the units of study, as these are reflected in support media. Therefore, units will be labelled with a letter and a number, for example 'B1' refers to Biology Unit 1.

Students in the upper 4 sets will start the Triple Science course in order to allow students time to assimilate to a GCSE style course, whilst still retaining the option for some groups or individuals to move between these sets, without changing their course. As data is collected across the year groups will become more refined and will result in some move across the Combined Science course in Year 10.

Students in the remaining groups will start the Combined Science course from the start of Year 9.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Biology:</p> <p>Students start with the unit B1 Cell Biology.</p> <p>This includes topics on:</p> <ul style="list-style-type: none">• Cell Structure and Specialisation• Microscopy• Cell Division and Stem Cells• Transport in Cells <p>B1 is the natural starting point both in terms of the supporting literature and resources, but also the concepts underpin the future units.</p>	<p>Upon the completion of each unit students will sit a large GCSE style test with questions derived from AQA.</p> <p>We want to expose students to style of questions they experience in a GCSE exam and then share with them the way in which questions are marked during feedback sessions.</p> <p>During this term students will also undertake some of the Required Practicals for GCSE. These are scientific experiments and investigations that students can be asked questions on in a GCSE Science examination. Questions</p>

	<p>Chemistry:</p> <p>This half year we start to study the C1 Atomic Structure topic. This topic is the basis of all the Chemistry that students will study throughout their GCSE and includes:</p> <ul style="list-style-type: none"> • Elements, compounds and mixtures • Electron arrangement • History of the Periodic Table • Group 1, 7 and 0(8) properties <p>Physics:</p> <p>Year 9 students begin their GCSE by studying the P1 Energy topic, this very important topic quite a few equations and also includes:</p> <ul style="list-style-type: none"> • Energy stores • Work and power • Energy for heating 	<p>can involve skills, such as: planning, interpretation/evaluation of data and calculations.</p> <p>During this term students will undertake:</p> <ul style="list-style-type: none"> • Microscopy (Biology) • Investigation into the effect of concentration of solution on osmosis. (Biology) • Density of materials (Physics)
Autumn - 2		
Spring - 1	<p>This unit focuses upon the one of the main concepts for GCSE and is the foundation of many of the subsequent topics.</p>	
Spring - 2	<p>Biology:</p> <p>This half-term will see the beginning of unit B2. This topic is split into 2 distinct halves and include:</p> <ul style="list-style-type: none"> • Circulation <ul style="list-style-type: none"> ○ Heart Structure and Function ○ Blood and Vessels ○ Coronary Heart Disease ○ Cancer and Health • Digestion <ul style="list-style-type: none"> ○ Digestion System ○ Nutrients ○ Enzymes <p>Chemistry:</p>	<p>This term will follow the same assessment model to allow students to have familiarity in terms of expectations and time to get used to the changes in assessment style.</p> <p>Requires practicals studied in this term include:</p> <ul style="list-style-type: none"> • Investigation into the effect of pH on enzyme action (Biology) • Food Test (Biology) • Preparation of Salt (Chemistry) • Neutralisation (Chemistry) • Resistance of a wire (Physics)
Summer - 1		
Summer - 2		

	<p>This half year we start to study the C2 Bonding topic. This topic helps students to understand the basis of all the chemical reactions that students will study throughout their GCSE and includes:</p> <ul style="list-style-type: none"> • Ionic compounds • Giant covalent compounds • Small molecular covalents • Metals and alloys <p>Physics:</p> <p>In Physics during this half year we study the P2 Electricity topic. This includes:</p> <ul style="list-style-type: none"> • Investigating static electricity • Making simple circuits (series and parallel) • Ohms Law • Transformers and the National Grid <p>P2 was selected as the heavier practical demand of this unit gives students the opportunity learn key practical skills, develop engagement and to access abstract concepts.</p>	<ul style="list-style-type: none"> • Voltage/Current characteristics of electrical components (Physics)
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Homework:

Homework will be set accordance to the topics covered, lesson activities and whether the class is shared or taught by a single teacher. We give advanced warning for assessments and direct students towards revision materials or task, with a focus on developing the skills for more independent learning. Students will also have a class login for Seneca Learning that will be used throughout the year to support learning.

Learning outside the classroom:

Throughout the year there may be opportunities to attend trips such as Science Live, where students are able to experience talks by famous scientists. We also run a trip to the Large Hadron Collider in CERN Geneva, Switzerland. This five-night trip provides a rare opportunity to learn about cutting-edge high-energy physics by brilliant scientists from around the world.

Parental support and extension:

Curiosity is a fantastic thing to foster in young learners and, in the addition to formal support (ie. homework, revision etc.), it is great to develop a strong scientific general knowledge. This can

take multiple forms and there is no correct way of doing it. But by introducing young minds to: scientific documentaries (Attenborough is always a favourite! iPlayer and other providers have a fantastic selection), attending museums and even through discussing what they are studying can contribute to development.

Online support can be found using the follow websites:

www.senecalearning.com – students will have their own login from their school email account. Students should select AQA separate sciences from the options (sets 1-4) and

www.bbcbitessize.co.uk – please select AQA exam board and single sciences for sets 1-4 and combined for 5-6.

www.youtube.com – videos of required practicals can be found posted by providers such as, freesciencelessons. Please make sure AQA and GCSE is specified when searching.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4> - this is a website normally used for online lesson, but can support students and does include walkthroughs of required practicals.

Computer Science

Overview of content:

Over the course of year 9 students will learn how to safely use new technologies including social media, internet web pages and computer systems. Students will improve their coding skills using Scratch and extend their programming skills using Python. and look at the basics of computer systems. They will also learn the basics of some Microsoft office programs such as Word, Excel and PowerPoint.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Safe and efficient use of social media and the internet Flowcharts and algorithms	End of topic online assessment
Autumn - 2	Scratch programming + Bebras Challenge + Hour of code	Review of completed programs
Spring - 1	Artificial Intelligence Python programming	Review of completed programs
Spring - 2	Microsoft Office: Word, Publisher, Powerpoint, Excel	Review of completed documents
Summer - 1	Boolean, binary and searching and sorting algorithms	Online assessment
Summer - 2	Python or Scratch programming project	Review of completed project

Homework

Homework will be set weekly and may be in the form of an online quiz, some research or work on a coding challenge.

Learning outside the classroom:

There are many fantastic computing websites which students could use to improve their understanding of the subject. One excellent site is <https://codecombat.com/> which encourages coding through games. Students can also practise their Scratch programming at <https://scratch.mit.edu/> . Some simple turtle drawing can be found on <https://turtleacademy.com/>. A great website to learn and practise programming in Python is <https://cscircles.cemc.uwaterloo.ca/>

Parental support and extension:

To extend students knowledge of programming in Python parents can download Python from this website <https://www.python.org/downloads/> . Students will then be able to use the included IDLE editor to write and test Python programs.

Physical Education

Overview of content:

Throughout Year 9 students will study a range of individual and team sporting activities. Students will have 2 PE lessons a week, these lessons will teach students about the practical skills, rules and tactics associated with the sports that we do, the importance of maintaining a healthy and active

Lifestyle and life skills.

Students will study the following physical activities: (the order may change slightly due to resources)

Autumn term: Hockey, Rugby, Gymnastics, Dance, Table Tennis and Swimming

Spring term: Netball, Basketball Football, Badminton, Multi Sports and Orienteering

Summer Term: Rounders, Cricket and Athletics

Students will be assessed across 3 strands, Personal Me, Thinking Me and Practical Me. The 'Personal' domain refers to emotions, behaviours and self esteem. The 'Thinking' domain refers to tactics, mental capacity, decision making and evaluation. The 'Physical' domain refers to the physical literacy and movements of the body. Students will be assessed at least twice a year in each domain.

Homework

Students will be encouraged to practice their skills outside of lessons at home, enrichment and clubs. They will also be guided to watch sport live at venues or on TV.

Learning outside the classroom:

The PE department offers lots of different sporting enrichments after school which students are encouraged to attend, students can experience Football, Hockey, Netball, Table tennis, Golf, Squash, Running club, Badminton, Rounders, Cricket, Athletics, Gymnastics and Basketball. Some of the clubs are led by outside coaches such as Melbourn Squash club.

Parental support and extension:

Parents can support their children by encouraging them to take part in sport after school and outside of school and by taking them to live sporting events. In Year 9 students will decide if they would like to take a Sports examined course at KS4, it is imperative that these students are taking part in sport inside and outside of school.

More information:

Students are required to wear the PE school uniform for all PE lessons, enrichment and fixtures. Extra protective equipment such as gum shields and shin pads may be required for some sports. During the summer term Year 9 students can apply to become a sports leader in KS4.

Spanish

Overview of content:

Students in Year 9 will build on the knowledge and skills learn in year 8. All grammar will be revisited throughout the year, to ensure that students starting the GCSE course will have the knowledge and vocabulary they need to be successful and reach their potential.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<ul style="list-style-type: none"> Narrating a series of events Describing friendships and relationships Giving opinions about something Work on a challenging text – Ayaymamá 	Weekly vocabulary tests Assessment
Autumn - 2	<ul style="list-style-type: none"> Describing people’s intentions Describing different people’s possessions Making comparisons Describing the weather at different times Comparing where people go and went 	Weekly vocabulary tests
Spring - 1	<ul style="list-style-type: none"> Asking questions about what people did in the past Asking questions about what people do now. Describing what is happening now (present continuous) Challenging text – la Tomatina Comparing future plans 	Weekly vocabulary tests Assessment covering listening, reading, speaking and writing
Spring - 2	<ul style="list-style-type: none"> Describing events in the past (holidays) Asking questions about the past (holidays) Describing the location of things Describing people, places and traditions in Mexico Talking about food and culture 	Weekly vocabulary tests
Summer - 1	Holidays <ul style="list-style-type: none"> Giving opinions about things (a trip to a Spanish-speaking city) Giving opinions about things (free time activities) What you do in the summer Giving opinions about activities Talking about a visit to Barcelona 	Vocabulary tests Writing, speaking and reading homework
Summer - 2	Describing holiday accommodation / destination	Vocabulary tests

	<ul style="list-style-type: none"> • Making reservations at a hotel • Complaints • Talking about holiday problems using three tenses 	Writing, speaking and reading homework End of Year assessment in reading and writing
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Homework:

Homework is set once per week and will be to learn 10-15 new words using Quizlet and / or online vocabulary guide and also to revisit previous vocabulary. The words should be learnt over several days, as this will help students to remember them for longer. Vocabulary will be tested at the end of the second lesson each week, so that students have been using the vocabulary prior to the test. Homework for the summer term will include some writing, listening and reading exercises.

Learning outside the classroom:

Year 9 students can take part in the Language Leaders programme. Those who take part will deliver short language lessons to other students, either Year 7 or during visits to primary schools. There is a small cost for this, to cover use of the minibus for the launch day and for visits to primary schools.

Parental support and extension:

Students will benefit from being supported to learn their vocabulary every week as this is key to making good progress.

More information:

Students find that using an app such as Duolingo is fun and helps them to retain and expand their knowledge of the language. If students have access to Netflix or Amazon Prime, they could try watching their favourite programmes and films with Spanish subtitles and/or soundtrack.

Mandarin

Overview of content:

Students in Year 9 who take Mandarin will follow 'Jing bu 2' course.

Topics are as follows:

- Colours
- Clothes
- Daily routine
- My town
- Directions
- House
- Jobs
- Shopping
- Travel plans

While developing students' communicative competence, the grammar knowledge necessary to achieve highly is integrated into these topic areas.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Clothes; Daily Routine; My Town;	Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Autumn - 2	Directions; Everyday Expressions; Weekend Plans;	
Spring - 1	My House; Jobs;	Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Spring - 2	At the supermarket; Clothes Shopping;	
Summer - 1	Department Store; Online Shopping; Travel Plans;	Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Summer - 2	Visiting Beijing; Visiting Xi'an; Visiting Shanghai; Visiting Guangzhou	

Homework:

Each week student will be given homework which includes one-page Chinese character practice sheet and one page of translation/reading and vocabulary practice. At this stage, students are highly encouraged to do the extension questions.

Learning outside the classroom:

In order to encourage students' independent learning, each student is entitled to have free access to 'Go Chinese' website which contains abundant self-learning resources to consolidate four skills in Mandarin, especially the GCSE related practices as the preparation for the next year.

Vocabulary and Grammar Booklet:

Each student will have Vocabulary and Grammar Booklet which covers all of the vocabulary and grammar points in all topics. Students can make good use of it for revision as well as the learning support in lessons.

Art and Design

KS3 Art

Overview of content

All KS3 projects are designed to test the students' embedded learning of core art skills in art and design in preparation for GCSE. The projects cover art from other cultures, realism in art, and the art of popular culture, all linked to influential artist's ideas and work. Throughout each year group, we aim to show students how embedded learning in Art and Design can increase both their skills and creativity and act as a secure building block for future artistic study. We also want students to enjoy their creativity.

We will cover the following core skills, throughout the curriculum introducing new, different content while re-visiting and developing the same core skills aiming for increased technical complexity and sophisticated development of knowledge and understanding over time.

- Core Skill 1 Drawing skills (C1)

The key focus of the year is to increase confidence in drawing. Students will be learning the process of drawing including how to hold the pencil; how to use contour and tone to record shape accurately and how to build detail and texture in stages. They will also experience drawing with a range of materials and to both small and large scales.

- Core Skill 2 The Formal Elements (C2)

Line, tone, perspective, proportion, pattern, texture, blending, composition etc. These skills are taught and consolidated over much of the year's work.

- Core Skill 3 Paint and Colour (C3)

Students will explore atmosphere, memory, emotion and feeling through mark making and colour mixing. They will develop a knowledge and understanding of different painting techniques and use of pastel, ink and pencil to express colour in a creative way.

- Core Skill 4 Knowledge and Understanding (C4)

Knowledge and understanding about the History of art, craft, design and architecture where relevant to project theme, including other cultures. Students should be able to make their own informed judgements and opinions based on the work of others.

Yr. 9 Programme of Study

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Day of the Dead Art Project – looking at the art of the Mexican Day of the Dead and links between observational drawings. Students will look at the observational drawing of skulls by Leonardo De Vinci and then take their own drawings of skulls into interlocking	Through constantly reviewing sketchbook work including verbal feedback and half termly go4schools mark entry. Final marking of each termly project will include marking

	<p>day of the dead patterns and motifs. Cross-curriculum links with Geography/RE investigating another country/culture.</p> <p>Review of C1/C2/C3/C4 skills from year 8 leading to enhanced learning and technical understanding.</p>	<p>and summary of achievement in sketchbook also noted in Go4schools.</p> <p>The marks are based on creative development of project work overtime, not one-off pieces of work.</p>
Autumn - 2	<p>Continuation and development of Day of the Dead project with emphasis on personal creative growth and refinement of technique</p> <p>C1/C2/C3/C4 Higher level skills</p>	As above
Spring - 1	<p>Eye Project – looking at how to depict the human and animal eye. This project is aimed at refining a broad range of art and mixed media skills and reinforcing core skills. Students will look at how a variety of artists have depicted the eye.</p> <p>C1/C2/C3/C4 higher level skills</p>	As above
Spring - 2	<p>Continuation and development of Eye project with emphasis on personal creative growth and refinement of technique</p> <p>C1/C2/C3/C4 higher level development</p>	As above
Summer - 1	<p>Pop Art – Students will work directly from observation of Coke cans and bottles linking their work to work of Andy Warhol and others.</p> <p>C1/C2/C3/C4 higher level development</p>	As above
Summer - 2	<p>Continuation and development of POP Art project with emphasis on personal creative growth and refinement of technique</p> <p>C1/C2/C3/C4 higher level development</p>	As above

Homework

1 termly project set on Go4schools.

Learning outside the classroom

Visit museums and art galleries either local or national. Lions Yard and the Fitzwilliam Museum Cambridge are free to visit.

Watch skill-based videos on how to do art technics on YouTube

Parental support and extension

Encourage all forms of artistic creativity and discuss ideas with students.

Visit exhibitions with students

More information

Students will have a sketchbook for most work and this should be brought to all lessons. Also, all students can purchase an art pack cost will vary. Please email teachers directly if you have any concerns or questions:

sward@melbournvc.org Lead in Art

sheeks@melbournvc.org Art Teacher

Drama

Overview of content:

The Year 9 curriculum will embed previous dramatic knowledge and will enable students to select and refine their learning to develop and create more challenging performances. Students will learn how develop their directorial skills practically whilst considering their critical thinking.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Texts in Practice – Sparkleshark – study of a set text. Acting portrayal -within physicality and vocal action – Introducing the role of director and how to improve the portrayal of a set character.	Ongoing classwork
Autumn - 2	Texts in Practice – Acting in practice Sparkleshark Consideration of Staging, alongside Theatre roles and terminology.	Individual assessment of Scripted extract
Spring - 1	Devising – Practitioner’s study – In-depth study of Bertolt Brecht and Epic Theatre techniques Considering the impact of society and politics on the creation of dramatic pieces	Individual practitioners’ study Individual practitioners’ performance – with ongoing dramatic process
Spring - 2	Analysis on Acting with a given intent on an audience - comedic focus	Ongoing classwork
Summer - 1	Live Theatre Review - One Man, two Guvnors – understanding the work of others and how the use of physical comedy is used within performance.	Live theatre analysis and evaluation
Summer - 2	Presentation and Speech skills Research, Planned and written speech – presented to an audience in preparation for skills required for life going forward. Use of Vocal and physical skills when presenting to a given audience – In liaison with English, spoken language assessment.	Presentation of speech

Homework

Homework will be set when required. Homework examples include to research a given stimuli, complete a written task, preparing for assessment, learning lines etc. Homework challenge is appropriate to the student.

Learning outside the classroom:

Additional wider reading alongside additional research will be beneficial.

Parental support and extension:

Students would benefit from looking at various playscripts, novels and opening their mind to different literature. Any opportunity to observe live theatre or streamed professional performances would benefit greatly.

More information:

Drama is a group-based subject, although students will be assessed on their individual contribution, collaboration and teamwork is a key to success.

Music

Overview of content:

In Year 9, student's learning and assessment is centred around the three core areas of British National Curriculum Music. These are Performing, Composing and Understanding. During this year the student will hone the skills they have developed over the previous 2 years.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Blues (2021) World Music (2022)	Keyboard (Practical) assessment
Autumn - 2	Minimalism (2021) Film Music (2022)	Keyboard (Practical) assessment
Spring - 1	History of Pop Music	Listening and Written assessment
Spring - 2		
Summer - 1	Band Project	Practical assessment
Summer - 2	Free Composition	Practical assessment

Homework:

Homework set will be in the form of a project that will run over the half term. Information will be available on Go4Schools.

Learning outside the classroom:

MVC offers one-to-one music tuition in the following disciplines:

- Violin
- Flute
- Clarinet
- Saxophone
- Voice
- Piano
- Guitar
- Drums

A brochure is available at reception or see Mr Thomson for more details.

As part of the enrichment programme the following activities are available:

MVC Show Band – Tuesdays – 15.00 – 16.00

MVC Choir – Wednesdays – 15.00 – 16.00

More information:

For any other information about music provisions at Melbourn Village College, please email:

jthomson@melbournvc.org

Food and Nutrition

Overview of content:

In Year 9, students will recap and develop skills used in year 7 and year 8. A range of practical skills will be developed through the preparation and making of a range of dishes. The aim in Year 9 is for students to become confident in preparing and cooking of a variety of meals and could receive a 'I can cook' certificate. In addition, this year allows students to ask questions and explore the GCSE Food, preparation and nutrition course. Students will be involved in food investigations to determine how and why ingredients work. Furthermore, a range of medium- high level skills are pushed to challenge and push student ability.

Students will be expected to follow and apply high standards of food safety.

Programme of Study:

	Topics studied; skills and knowledge	How this will be assessed
Unit 1: Science of food.	<p>The science of food: Students will be involved in food investigations to determine how and why ingredients work. This provides students with a taster of what is expected in the GCSE course and pushes higher level thinking.</p> <p>Skills: sensory analysis, mechanical aeration and working with a biological raising agent, gluten formation.</p> <p><i>Food investigation: Which raising agent produces the best quality cake.</i></p> <p><i>Examples of dishes: pizza, meringue drops, pear marble cake</i></p>	<p>1x practical assessment</p> <p>1x written assessment</p> <p>Rotation 1: October 2021</p> <p>Rotation 2: December 2021</p>
Unit 2: Global cuisine	<p>Exploring global cuisine: Students will explore where ingredients come from, linking to climate, culture and traditions. Different types of breads and their origins will be explored. Students will also recap on food provenance.</p> <p>Skills: Pastry shaping, whisking, use of food processor.</p> <p><i>Examples of dishes: Thai fishcakes, key lime pie, Mediterranean vegetable tarts</i></p>	<p>1 x practical assessment</p> <p>1x written assessment</p> <p>Rotation 1: Feb 2022</p> <p>Rotation 2: March 2022</p>

<p>Unit 3: Pushing skills and being a confident cook.</p>	<p>Identifying practical skills: Students will complete their KS3 food journal and receive a certificate. To receive the 'I can cook' certificate, students must complete their food journal to a high standard and identify they are confident in range of practical skills. Students will be encouraged to push higher level skills.</p> <p><i>Food investigation: How does the choice of sugar affect taste, colour and appearance of food</i></p> <p>Skills: Gluten formation, shaping choux, kneading, rubbing-in method</p> <p><i>Examples of dishes: crown loaf, choux pastry, roasted vegetable lasagne</i></p>	<p>1 x practical assessment 1x written assessment</p> <p>Rotation 1: May 2022 Rotation 2: July 2022</p>
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Homework:

Students will be required to produce one formal written homework per unit to link with taught content in lessons. In addition, students will be asked to research recipes, bring in additional ingredients and explore topical food issues on a weekly basis. Students are encouraged to self and peer assess their dishes at the end of each practical lesson.

Students will be required to keep a food journal to showcase skills, presentation and outcomes.

Learning outside the classroom:

Miss Giles has created a You-Tube channel, and students are encouraged to visit this channel prior to the lesson to observe methods and key tips. Having prior understanding will increase student confidence and independence in lesson. Students are encouraged to watch Food documentaries and programmes, such as MasterChef, to inspire creativity and interest.

Parental support and extension:

If possible, students should use their learned skills at home to further confidence, independence and creativity. Parents can support students by encouraging healthier option choices of additional ingredients. All recipes used in lesson can be located on the CATalogue.

Website for recipes, healthy facts and foodie fun: <https://www.foodafactoflife.org.uk/>

More information:

There are two options for ingredient provision for your child:

1. Pay a requested contribution for basic storeroom ingredients and supply any additional ingredients that may be needed.
2. Provide **all** ingredients for the practical activity.
 - Students are expected to bring a container for each practical lesson.
 - Students should also bring in their own clean apron to each practical lesson.
 - A list of ingredients for each practical will be provided at the beginning of each unit to assist with organisation and provision of ingredients.

Design and Technology

Overview of content:

Through a variety of highly creative and practical activities, the students will be taught the knowledge, understanding and the skills needed to engage in the process of Designing and Making. The projects this year will include wood, plastics and electronics and some of the skills required to create with these materials.

The department has a rotation system. The students will spend half the year in Technology and the other half of the year in Food (and vice versa).

Programme of Study:

Half term	Topics studied	How will this be assessed
Autumn – 1	Health & Safety PIC based project – Night Light – Engraved design/multifunctional light	Test Assessment and Testing
Spring – 1	Prodesktop Name Plaque design work. House Name Plaque part 1 – Plastics, Engraved design on Plastic	Assessment and Testing
Summer – 1	House Name Plaque part 2 - Wood, making of the base and assembled with first part	Assessment and Testing

Homework:

Relevant homework will be set with each topic and will be assessed and graded. Homework will be weekly.

Learning outside the classroom:

All students should be encouraged to read and practise the subjects.

By arrangement, with the relevant teachers, some days after school working may be available.

Parental support and extension:

All students should be encouraged to read and practise the subjects.

There will be an opportunity to download a Drawing Programme called 2Ddesign and an Electronic simulation software called Circuit Wizard. These are free to download, but they only work on a PC (not an Apple or a Chromebook). These are very beneficial and very useful programs for any student.

History

Overview of content:

In Year 9 students will undertake nine units of study taking them from the start of the peace in 1919 to the election of Barack Obama in 2008. Whereas in Year 8 students studied European, American and French History, this course covers the Twentieth Century and has a global outlook. Topics of interest include the Second World War, domestic terrorism in the United States, the Vietnam and Falklands Wars and a look at the start of the Cold War. Skills such as chronology understanding, significance, diversity of experience as well as change and continuity will be examined.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	New Beginnings – Great Britain after the First World War.	
Autumn - 2	Hitler's Germany 1920-1939	Higher and Foundation Examination Paper on Life in Hitler's Germany.
Spring - 1	Side Step – America, Russia, Flappers, Prohibition Gangsters.	
Spring - 2	The Second World War 1939-1945.	Higher and Foundation Examination Paper on the Causes of the Second World War.
Summer - 1	The Holocaust 1942-1945	Higher and Foundation Examination on the Bombing of Dresden.
Summer - 2	Post 1945: Post War World	

Homework:

Monthly assignments will be set online via our home study website Seneca Learning, it is important for students to sign up to Seneca Learning at the start of September and their teacher will then assign them a class code. Seneca Learning recaps prior learning, revises topics already studied in class to prepare for examinations and covers new areas, not taught in the classroom. There will be reading, mini tests, revision and work on historical skills and embedding understanding.

Learning outside the classroom:

The CAM Academy Trust runs a series of monthly Historical lectures which students are very welcome to join online. This will enhance both subject knowledge and interest in History.

Parental support and extension:

The key to success in History is threefold; practicing your P.E.E. paragraphs at home, reading around the subject and taking an interest in the History around you at weekends. Recommended visits include: the Imperial War Museum at both Duxford and London, the Cabinet War Rooms, areas of historic interest such as the battlefields of Marston Moor, Edgehill, Hastings as well as the dockyards at Portsmouth.

More information:

Students will mainly be using two core texts this year: 'Think History 3, Modern Times 1750 - 1990' by Caroline Beechever published by Heinemann, and 'Discovering the Past Year 9, Peace and War', by Colin Shepherd published by John Murray.

Essential equipment includes a pencil case, two black pens, two lead pencils, a ruler, colouring pencils, eraser, highlighters and a glue stick.

Geography

Overview of content:

Geography is the subject which helps us understand the past, present and future. In Geography you will gain an insight into why the world is so unfair and millions of people live in poverty. You will also develop an understanding of what causes tectonic hazards and what effects they can have. Finally, we will look at global ecosystems and the characteristics of the desert and rainforest biomes.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Why is the world so unfair? Knowledge: how can we measure the level of development in a country?	A mid-term exam based on the physical geography of the coasts.
Autumn - 2	Why is the world so unfair continued? Knowledge: How can aid be used to help low income countries develop?	A decision-making exercise based on what type of aid project should be used to help rural area of Nigeria develop.
Spring - 1	Why is the Earth so restless? Knowledge: What are tectonic hazards and what causes them? Skills: Drawing and interpreting maps to describe and explain the pattern of earthquakes and volcanoes.	Assessment based on course content and comprising of exam style questions on both earthquakes and volcanoes
Spring - 2	Why is the Earth so restless continued? What are tsunamis and what causes them? Knowledge: How are tsunami's formed and what are both the primary and secondary effects of a tsunami?	Assessment based on course content and comprising of exam style questions on tsunami's
Summer - 1	Why are ecosystems so important to us? Knowledge: Where are the world's major biomes? What are the characteristics of four different biomes?	Assessment based on course content and comprising of exam style questions on characteristics of different biomes

	Skills drawing and interpreting maps to describe and explain the distribution of global biomes.	
Summer - 2	Why are ecosystems so important to us continued? Knowledge: Comparing and contrasting the Desert and Rainforest ecosystems.	A decision-making exercise based on what should happen to an area of rainforest.

Homework

The homework will be set once every two weeks.

Learning outside the classroom:

Opportunities to visit Thetford forest to establish the similarities and differences of deciduous and coniferous forests.

Parental support and extension:

The best way to support your child and develop their understanding of geography is to encourage them to watch the news and take a keen interest on what is going on in the world.

More information:

An enquiring mind and a willingness to ask relevant questions is vitally important in geography!

Religious Education

Overview of content:

In this final year of the Key Stage 3 programme, we are looking to cement and enhance the skills and knowledge students have developed over the past two years and apply this to the development and application of philosophy. We will continue applying a thematic approach as well as a focused study of the Sikh (Sikhi) religion.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Meaning and Purpose: inc – exploration of the concepts of faith, religion, God, beginnings and endings. Who are the Sikhi?: inc – history, gurus, the gurdwara and equality.	There is an 11-mark interim test at the end of the Autumn half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Autumn - 2		
Spring - 1	Who are the Sikhi?: inc – service, traditions and sacred places. Introduction to Philosophy and Greek Philosophers: An examination of the beliefs, teachings and ideas of Socrates, Plato and Aristotle. Do they have anything to help us in today's world?	There is an 11-mark interim test at the end of the Spring half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Spring - 2		
Summer - 1	The Big Questions: Exploring the major questions raised in the search for meaning inc suffering, good and evil, free will and predestination. Human relationships / Good and Evil: Based on the GCSE Eduqas course students will examine ideas within these units from different theological backgrounds.	There is an 11-mark test interim test at the end of the Spring half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Summer - 2		

Homework:

Homework is set approximately every 2 weeks unless students are required to revise for an upcoming assessment. The aim behind the homework is to provide opportunities to develop a student's skills as well as knowledge. The tasks set are standalone pieces to facilitate this.

Parental support and extension:

One of the main ways that a parent or guardian can support their child's learning is through discussion of ethical or religious issues where appropriate. There are often exhibitions at the Fitzwilliam Museum that maybe of interest and even visiting a local place of worship or photos of ones that may have been taken on holiday can be of interest! BBC Bitesize and Oak Academy remain invaluable as a source of information.

More information:

Students would benefit from having their own colouring pencils and highlighters for use in class.

Personal Development

Overview of content:

Year 9 PD includes aspects of Citizenship and Personal, Social and Health Education. The year begins with a study of the British electoral system and then continues with PSHE core themes Health and Wellbeing, Relationships, and Living in the Wider World.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	British politics and elections, Election campaigns, Why should I vote? Are children responsible enough to vote? Should the voting age be lowered?	Teams short answer and multiple-choice questions. Extended writing literacy focus on whether the voting age should be lowered.
Autumn - 2	Child sexual exploitation, Abusive relationships, Peer pressure, The LGBTQAI+ community, Alcohol awareness, Drugs and the law, Acid attacks, Self-harm.	Teams short answer and multiple-choice questions. Extended writing literacy focus on drugs and the law.
Spring - 1	Human rights: access to education, Interpersonal skills, Growth mindset, Coping with stress, Managing anxiety, Selfie safety.	Teams short answer and multiple-choice questions. Extended writing literacy focus on stress and anxiety.
Spring - 2	Careers and enterprise, Grief, Risk taking.	Teams short answer and multiple-choice questions. Extended writing literacy focus on grief.
Summer - 1	Finance and careers, Avoiding debt, Managing money, Consumer rights, Applying and preparing for the world of work, Animal rights, Carbon footprint, Digital footprints.	Teams short answer and multiple-choice questions. Extended writing literacy focus on animal rights.
Summer - 2	The work of UNICEF, Human rights: Trafficking, How the UK helps people in other countries, Sustainable living, How the law deals with young offenders, Knife crime.	Teams short answer and multiple-choice questions. Extended writing literacy focus on living sustainably.

Homework

There is no homework in Social Studies but students will be encouraged to keep up with current affairs through mainstream media.

Learning outside the classroom:

There will be a Social Studies notice board that students may wish to use to write articles or produce artwork about the issues covered in the lessons.

Parental support and extension:

Please take the time to talk to your child about any issues that arise in the news or other popular media about Health and wellbeing, relationships between people, groups or countries and skills or rights regarding the world of work. Some useful websites include:

<https://www.bbc.co.uk/news>

<https://www.brook.org.uk/>

<https://classroom.thenational.academy/subjects-by-year/year-9/subjects/rshe-pshe>

<https://www.theatlantic.com/world/>

<https://www.huffingtonpost.co.uk/>

Ofsted Parent View

Ofsted is the body responsible for inspecting schools and determining their standard.

As part of their role Ofsted like to collect the views of parents.

We would welcome all parents to give their views of Melbourn Village College to Ofsted.

You can register here: [Give your views | Ofsted Parent View](#) and then complete a short survey; it takes about 5 minutes of your time.

Thank you for reading the Parental Handbook.