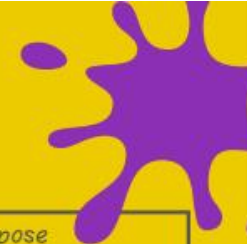


# Silverdale Year 9 curriculum

<u>Art and Design</u>	<u>Computer Science</u>	<u>D&amp;T Core</u> <u>D&amp;T Enhanced</u>	<u>Drama</u>	<u>English</u>
<u>French</u>	<u>Geography</u>	<u>History</u>	<b>Maths</b> <u>Higher</u> <u>Foundation</u>	<u>Music</u>
<u>PE</u>	<u>PSHE</u>	<u>RE</u>	<u>Science -</u> <u>Biology</u>	<u>Science -</u> <u>Chemistry</u>
<u>Science</u> <u>Physics</u>	<u>Spanish</u>	<u>Reading</u>	<u>Home</u> <u>Languages</u>	

# Y9 Art Learning Map

*How to be an artist*



## *Use of Formal elements*

Line      Tone  
Form      Colour  
Texture    Pattern  
Movement   Composition  
Mixed Media

## *Have ideas and Ambition*

Own ideas    Imagination  
Confidence   Expression  
Reflection   Creativity  
Make mistakes   Risk taking  
Artist influence

## *Make Marks*

Exploring    Expression  
Movement    Range  
Experimenting   Using tools  
Mixed media    Make mistakes  
Risk taking

## *Observe*

Look      View  
Coping    Recording  
Interpret   Understand  
Reviewing   Analyse  
Artist Influence

## *Compose*

Ideas      Imagination  
Design    Layout  
Structure   Creativity  
Risk Taking   Expression  
Artist Influence



## *Embedding The Formal Elements of Art - Portraits*

September to December

Portraiture

Purposefully apply Line, tone,  
form, colour, pattern and texture

Drawing, photography, painting  
and embellishing

## *Graffiti and Urban Art*

January - March

Messages and concepts

Explore graffiti art techniques  
and process and develop a  
personal response

Stencil art and Mono-printing

## *Artist Focus*

*Tim Burton and Animation*

April - July

3D

Analysing, reflecting and  
responding to artwork

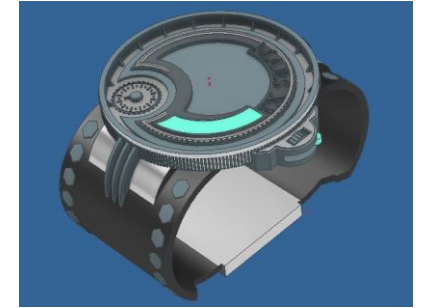
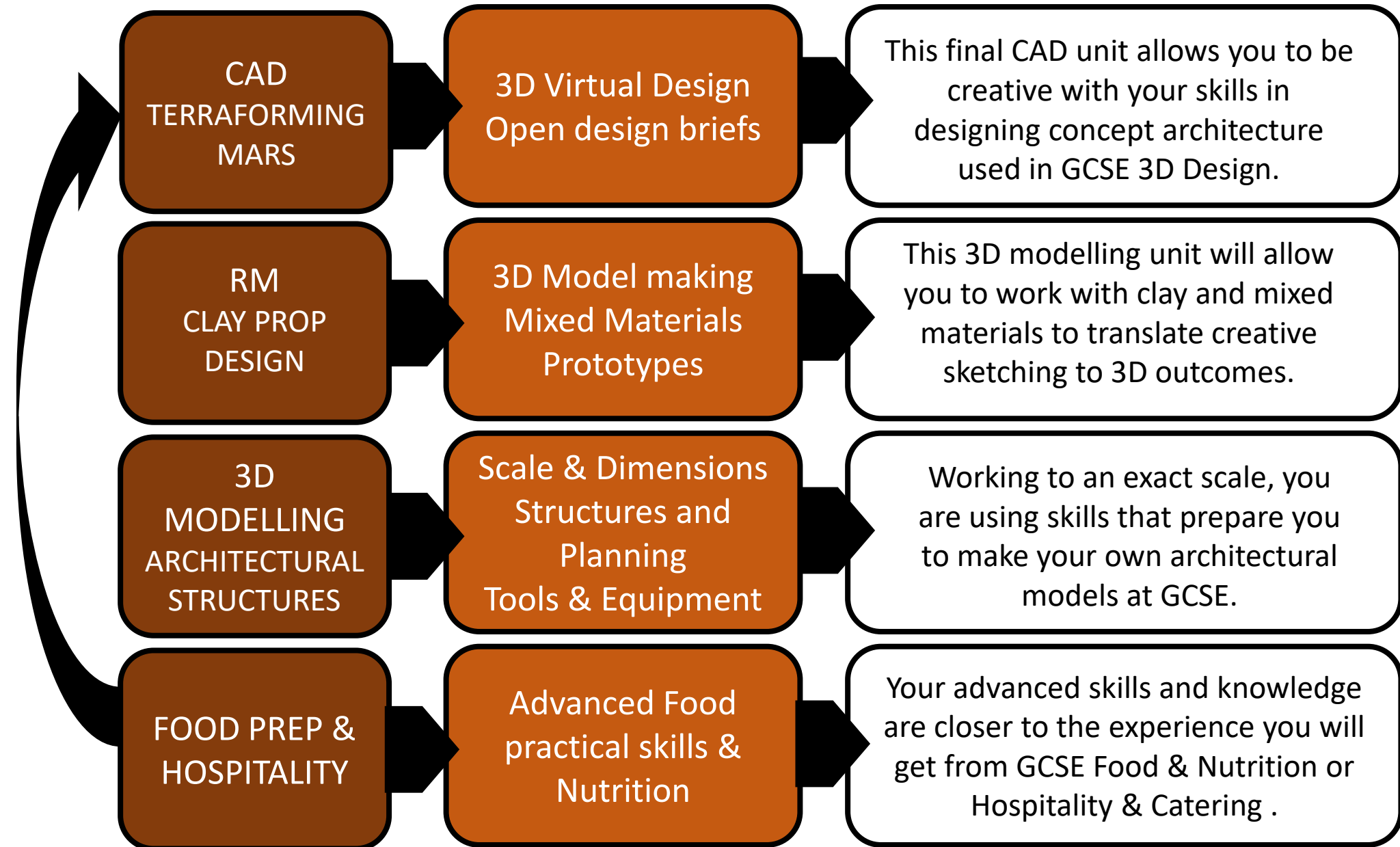
Designing, clay sculptures and  
stop motion



# Year 9 – Computer Science

Topic	Essential knowledge	Assessment	Links to resources
9.0: Introduction	Expectations for year 9 and the transition from Y8 and to KS4		
9.1: Impact of Computing	A progression from Y8 with many topics developed further. Development of binary and data representation. Links to GCSE content for Component 1. Ethical and moral considerations of Computing	<i>Test on knowledge gained through the unit by answering a set of questions or describing different hardware components.</i>	<a href="#">BBC Bitesize</a>
9.2: Python	Developed knowledge of algorithms and problem solving. Developed interaction with the IDLE. Push in lessons in terms of resilience and independence. Using GCSE requirements for programming: Inputs/Casting/Variables; Designing programs; Creative skills.	<i>Students will be assessed by creating their own program following a scenario which will be given to them.</i>	<a href="#">BBC Bitesize</a> <a href="#">Tutorials</a> <a href="#">W3Schools</a>
9.3: E-Safety	Progression from Y8 as the same topics are touched upon but with age appropriate and relevant content. Online identity. Social media. Gaming. Potential Threats. Safely using technology. Awareness of current trends and impacts	<i>Create a digital document outlining concerns about the internet, how it is used and how we can protect ourselves and others.</i>	<a href="#">Think You Know</a> <a href="#">NSPCC</a> <a href="#">BBC Bitesize</a>
9.4: iDea Project	Completion of iDea award badges in lesson. Completion of iDea award badges at home. Creative skills. Resilience and independence .	<i>Complete either the Bronze or Silver awards for the iDea award.</i>	<a href="#">iDea Award</a>
9.5: Creative iMedia Project	Creative skills. Working to a specification. Justification of choices. Ability to manipulate images and compose them effectively for a target audience.	<i>Create a digital document which will be based on a client brief given to them. Research and evaluate.</i>	

# Year 9 – CORE Learning Journey



# Year 9 – ENHANCED Learning Journey

## Designer Research

A research and presentation task that involves focussed and detailed sourcing of written and visual information on a designer of choice. Work is presented as a creative sketchbook composition and is the first taster project of GCSE portfolio work.



## Product Design

Building on research skills developed in prior unit students will develop a 'trainer' design refining ideas through experimentation of mixed media and using technical 3D drawing skills from Y7 & Y8.



## Nutrition

Learn the key principles and properties of a wide range of macro and micro nutrients.



## Hospitality and Catering

Learn about the industry and how it forms part of the U.K's growing hospitality sector.



## End of Key Stage Passport

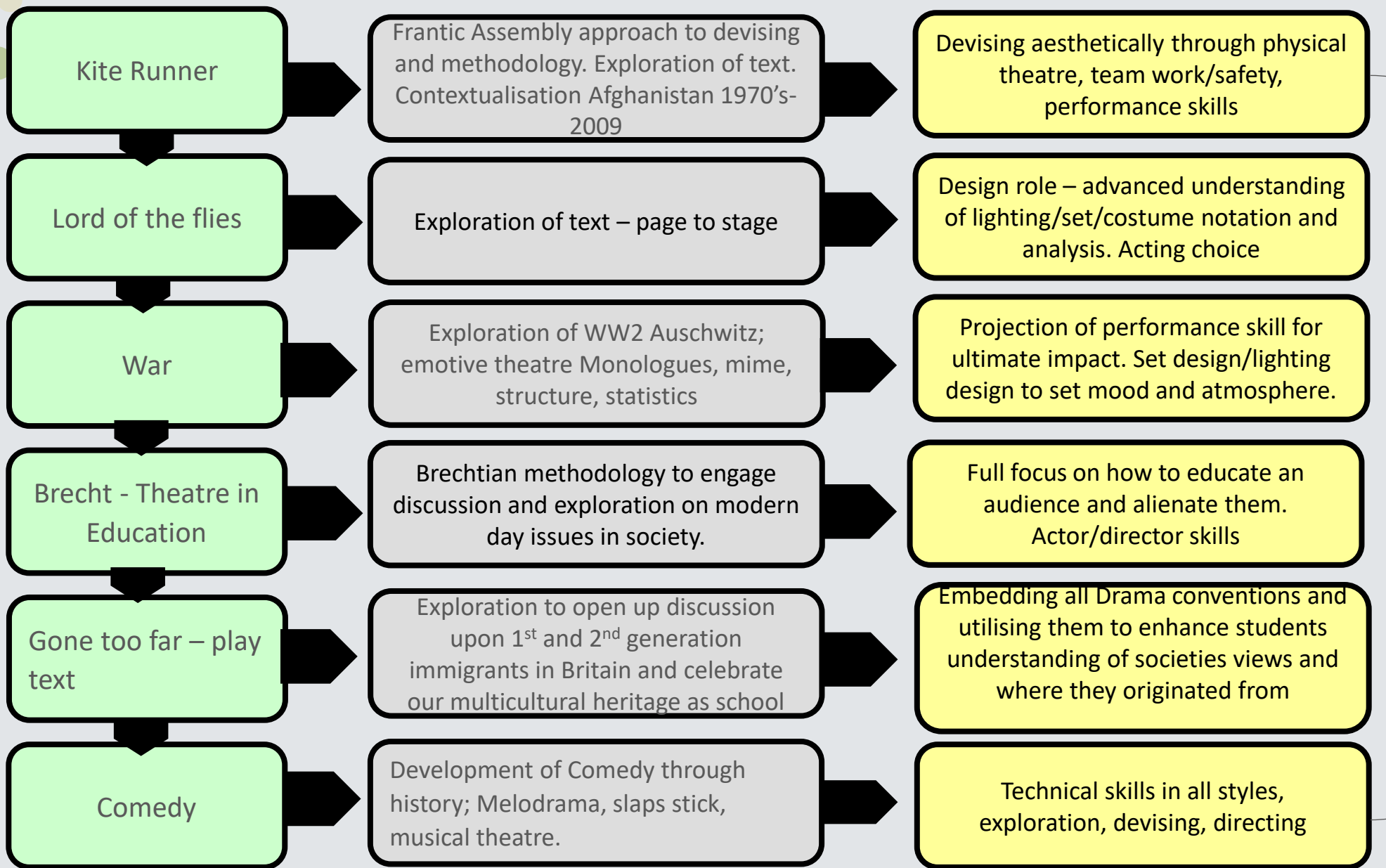
At the end of your Learning Journey, you will revisit ALL topics covered across the key stage to see how you have progressed. This will form a vital piece of work should you continue Design and Technology in Key Stage 4.







# Year 9 – DRAMA GCSE MOCK UNITS– (2 hours)



Support

- BBC Bitesize
- Live theatre

- Confidence
- Communication
- Problem solving
- Group skills
- Reflection
- Analysis
- Evaluation
- Self/peer/teacher assessment

Dramalibraryonline.com  
Ask your teacher for the login !





# Year 9 – French

Year 9	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
<b>Context</b>	Where you live	Talking about sport	Talking about sport Likes & dislikes	Likes & dislikes Friends	Friends & Celebrations
<b>Grammar &amp; skills</b>	pouvoir, devoir Using 2 verbs together reflexive verbs translation	il faut avoir mal a translation describing a photo combining tenses	Opinions/reasons  Present tense verbs	Descriptions	Using avoir / être  S'entendre  Perfect tense including irregular verbs
<b>Assessment</b>	Fortnightly vocabulary tests.	Fortnightly vocabulary tests. Module 2.4 test.	Fortnightly vocabulary tests. Module 2.5 test.	Fortnightly vocabulary tests. Module 3.1 test.	Fortnightly vocabulary tests. Module 3.2 test.
All students are given a Knowledge Organiser booklet and an exercise book.	Wider reading: <a href="http://lepetitquotidien.playbacpresse.fr">lepetitquotidien.playbacpresse.fr</a> and a range of reading materials in the school library		Useful websites: <ul style="list-style-type: none"><li>- Quizlet (vocabulary learning)</li><li>- Pearson Dynamo online activities</li></ul>	Students who study 2 languages complete the course of study more slowly. Each unit takes approximately 11 weeks instead of 7 ; Module tests are later than indicated.	





# Year 9 – Geography

## Your Y9 Learning Journey

### 1: Will volcanoes kill us all?

First, we understand why we need to learn about volcanoes and where they are found. We learn the physical processes that create different types of volcanoes & their different hazards. We then research why people still live near volcanoes.

### 2: What are the impacts of the fashion industry around the world?

This topic looks at the environmental and social impacts of the fashion industry. Again, looking at the different stages in the supply chain seeing who benefits and who suffers. This introduces the ideas of trade injustice. Finally, we create a business plan for a sustainable fashion brand.

### 3: What is the geography of crime?

What is the pattern of crime in Sheffield? How safe are we from crime in Sheffield & how can we design out crime from our cities? How can geography help understand and reduce environmental crime & modern-day slavery? How does geography help us understand how to reduce the illegal trade in heroin?

### 4: What are the impacts of economic development in a desert environment?

This topic investigates the impacts of the rapid economic development of the oil rich countries in the Middle East. We investigate the positive and negative impacts of this development and look at sustainable futures for [theses](#) countries.

### 5: How do we manage climate change?

This topic looks at how we can mitigate and adapt to the changing climate. We assess how well countries like the UK & Morocco have shifted towards renewable electricity production to meet the Paris Climate Agreement. We then undertake some fieldwork to look at how we can locally reduce of carbon emissions.

Our big ideas are. Sustainability, inequality, awe & wonder, human & physical processes & globalisation



# Year 9 – History (3 hours)

Topic	Essential knowledge	Assessment	Links to resources and revision
The Great War	<p>What caused the First World War? Who were the Sheffield Pals Battalion? Why was the Battle of the Somme the most destructive war during WWI? Does the phrase “Lions led by Donkeys” suit the war effort?</p> <p>Was Germany treated unfairly after the Great War?</p>	<b>Source, knowledge and understanding, written assessment.</b>	<a href="#">World War One - KS3 History - BBC Bitesize</a>
Hitler's Rise to Power	<p>Were the 1920's really the Golden Years for Germany? How did an outcast from Austria take over Europe? What was life like in Nazi Germany?</p>	Formative assessment in class.	<a href="#">An evaluation of why the Nazis achieved power in 1933 - Why the Nazis achieved power - Higher History Revision - BBC Bitesize</a>
World War II	<p>To what extent was appeasement a failure?</p> <p>Why was Dunkirk “the greatest ever military defeat?” How did WWII impact Sheffield?</p>	<b>Knowledge &amp; understanding, written assessment.</b>	<a href="#">A summary of World War Two - World War Two - KS3 History Revision - BBC Bitesize</a>
The Holocaust	<p>What was the Jewish Question? How did the Nazis attempt to carry out the Final Solution? What can we learn from the Holocaust?</p>	Formative assessment in class.	<a href="#">A summary of the Holocaust - The Holocaust - KS3 History Revision - BBC Bitesize</a>
The Cold War	<p>Was the USA right to drop atomic bombs on Japan?</p> <p>How can one wall be so significant? How close did the World come to nuclear war in 1962? Did the USA win the Vietnam War?</p>	<b>Knowledge &amp; understanding, written assessment.</b>	<a href="#">The Cold War - KS3 History - BBC Bitesize</a>



# Year 9 – Maths Higher tier (6 hours)

<b>Algebra: The Basics</b>	<b>Calculations, Checking and Rounding</b>	<b>Fractions</b>	<b>Indices</b>	<b>Standard Form</b>	<b>Solving Equations</b>
<b>Surds</b>	<b>Pythagoras Theorem</b>	<b>Trigonometry</b>	<b>Perimeter, Area and Circles</b>	<b>Linear Graphs</b>	<b>Real Life Graphs</b>
<b>Similar Shapes</b>	<b>Congruent Triangle Proofs</b>	<b>3D Forms and Volume</b>	<b>Factors, Multiples and Primes</b>	<b>Averages and Range</b>	<b>Changing the Subject</b>
<b>Interpreting Data</b>	<b>Scatter Graphs</b>	<b>Sequences</b>	<b>Compound Measures</b>	<b>Inequalities</b>	<b>Ratio and Proportion</b>

## 3 assessments:

- November
- February
- June

[Corbettmaths – Videos, worksheets, 5-a-day and much more](#)  
[HegartyMaths](#)  
[onmaths | The home of GCSE Maths](#)  
[GCSE Maths Past Papers - PMT \(physicsandmathstutor.com\)](#)

Revision:

[Progress Sheet Term 1](#)  
[Progress Sheet Term 2](#)



# Year 9 – Maths Foundation tier (6 hours)

**Algebra: the Basics**

**Integers and Place Value**

**Indices, Powers and Roots**

**Scatter Graphs**

**Fractions**

**Fractions, Decimals and Percentages**

**Ratio**

**Decimals**

**Expanding and Factorising Single Brackets**

**Substitution**

**Factors, Multiples and Primes**

**Averages and Range**

**Pie Charts**

**Tables**

**Plans and Elevations**

**Revision:**

[Progress Sheet Term 1](#)

[Progress Sheet Term 2](#)

**3 assessments:**

- November
- February
- June

[Corbettmaths – Videos, worksheets, 5-a-day and much more](#)

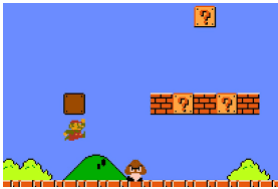





[HegartyMaths](#)

[onmaths | The home of GCSE Maths](#)

[GCSE Maths Past Papers - PMT \(physicsandmathstutor.com\)](#)



# Year 9 – Music (2 lessons)

Topic	<b>Film and Video Game</b> 	<b>Composing for Film</b> 	<b>Band skills</b> 	<b>Band skills</b> 	<b>Remixing</b> 	<b>Written in The Stars Unit 2</b> 
<b>What We'll Study</b>	<p>In this unit students learn about how music is used in film and video game music to support the action on screen. Throughout this unit their listening skills are developed focussing on the musical elements.</p> <p>Essential knowledge: Leitmotif, Musical Elements, Band lab Skills, Performance Skills</p>	<p>Students build on their knowledge from Half Term 1 and apply this to a film music composition. We begin by looking at how music is used to portray mood and a character's characteristics (Hero's vs. Villains).</p> <p>Students complete mini compositions whilst exploring this using Band lab/Muse score.</p> <p>Students are given a choice of video clips before embarking on creating the soundtrack to their video using Band lab.</p>	<p>This unit spans two half terms. By the end of this unit students will be able to rehearse effectively in a small ensemble/band and will have developed their practical performance skills on an instrument/vocal of their choice. Through workshop-style teaching and rehearsing students hone their ensemble skills, working on ensemble timing, balance and accuracy that are all essential skills for GCSE Music.</p> <p>This unit culminates with students performing as a band in their final assessment lesson.</p>	<p>Band skills continued.</p> <p>Students work towards more difficult cover versions of their own choice of song.</p> <p>Students are given the opportunity to pick their songs, before rehearsing towards a battle of the bands style assessment.</p> <p>This unit culminates with students performing as a band in their final assessment lesson</p>	<p>In this unit students refine their music technology skills and are introduced to dance music from a variety of styles.</p> <p>Their knowledge of time signature and note values is developed through listening and appraising tasks. Students then focus on Electronic Dance music and work on creating remixes using Band Lab.</p>	<p>In this project students focus on their song writing skills. They learn about chord progressions, how to write a hook, riffs and melody as well as lyric writing in verse/chorus structure. Students present their work either as a live performance, recording or as a Bandlab project. Students work in bands/pairs to write their own hit single!</p>
<b>What we'll ask you to do</b>	<ul style="list-style-type: none"> <li>Develop performing skills on different instruments</li> <li>Play leitmotifs from video game and film music</li> </ul>	<ul style="list-style-type: none"> <li>Compose a hero vs villains leitmotif</li> <li>Use Bandlab to compose for a film clip</li> <li>Use MIDI instruments</li> <li>Learn how to use and interface</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and perform as a band</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and perform as a band</li> </ul>	<ul style="list-style-type: none"> <li>Create a remix using Bandlab</li> <li>Refine listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Compose a song in a pair using Bandlab and live instruments</li> </ul>
<b>Some useful links:</b>	<p><b>Your class Google Classroom page! All assessment criteria, parts and revision resources are uploaded there.</b></p> <p><a href="#">BBC Bitesize</a></p> <p><a href="#">Youtube</a></p>					



# Year 9 – PE (4 hours)

Rugby	Football	Bball	Gym	Dance	Fitness	Handball
Spin in both directions Passing moves Support runs Tackling from the side/rear Rucking Mauling Kicks Defensive line/line speed	Ball control with different body parts Long-range passing Movement Tricks Defensive structure Formation Set-pieces Long-range shooting Tactics	Shoulder pass Screens Attacking positioning/ formation Advanced lay-ups Zonal defence 3-point shooting Rebounds Dribbling skill moves	Advanced balances Cartwheels Round-offs Walkovers Jumps Twists Complex routines Flow/ transitions Tension Extension Control	Creating full routines. Canon Mirror Aesthetics Travel Flow Themes Performance	Fitness Tests analysis Long-distance strategy Boxercise combinations Effects of exercise Principles Training types Strength Agonists / antagonists	Precision passing Advanced jump shots Set-pieces Attacking strategy Decision-making Feints Zonal defence Defensive contact
Badminton	Hockey	Table tennis	Netball	Athletics	Cricket	S&F
Overhead clears with power including backhand Combinations Serving with disguise Precision overhead drops Singles/ doubles tactics	Reverse pass Reverse control Indian dribble at speed and under pressure Advanced evasion Reverse shots Set-pieces Formation Wide-play	Corkspin, sidespin, tomahawk serves. Tactical play Identifying weaknesses Smash Blocks Lobs Counter kits Doubles tactics	Catching in the air Passing with precision and distance Attack/ defence overload M2M/on the ball Officiating Strategy/ decision making	Shot put Discus Javelin 100m/200m/ 400m 800/1500m Relay - Changeovers Long-jump Triple-jump High jump	Fielding positions Runouts Spin bowling Drive Cuts Pulls Sweeps Scenario simulation Decision-making	Bowling/ pitching with spin Fielding (catching/ throwing) increased difficulty. Directional batting. Different roles including coaching/ officiating.





# Year 9 – PSHE

Living in the Wider World	Intro, Diverse Britain & British Citizenship	Living in the Wider World	Being Debt Savvy (mini AP3)
Living in the Wider World	Refugees & Asylum seekers	RSE	Sexual Orientation & Gender Identity
Living in the Wider World	Human Trafficking	RSE	LGBTQ+ Awareness
Living in the Wider World	Human Rights	RSE	Healthy and Abusive relationships
Living in the Wider World	Humanitarianism & International Aid	RSE	CSE - What is it?
Health and Wellbeing	The Effects of Alcohol	RSE	Consent
Health and Wellbeing	Vaping		
Health and Wellbeing	Intro to Drugs Education (mini assessment AP1)		
Health and Wellbeing	Drug Classification	RSE	(AP 4)
Health and Wellbeing	Applying the Law	RSE	Pregnancy and parenthood
Health and Wellbeing	Knife Crime, Gangs and County Lines	RSE	STI's and Sexual Health
Health and Wellbeing	Importance of Sleep	RSE	Contraception
Health and Wellbeing	Loss, Bereavement & the Stages of Grief	RSE	Condom Demonstration
Health and Wellbeing	Self discipline & Confidence	RSE	HIV awareness
Health and Wellbeing	(AP2) and quiz		
		RSE	Abortion
Living in the Wider World	Growth Mindset	RSE	Sexting
Living in the Wider World	Interpersonal skills	RSE	Pornography
Living in the Wider World	Careers & Pathways	Health and Wellbeing	Mental Health - Bipolar and Anxiety
Living in the Wider World	Employability	Health and Wellbeing	Depression (mini AP5)
Living in the Wider World	Leadership & Entrepreneurial skills	Health and Wellbeing	Self Harm
		Health and Wellbeing	Testicular and Breast Cancer awareness

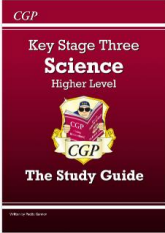
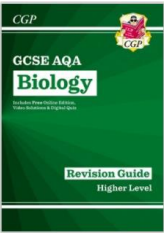
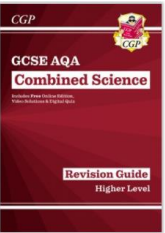


# Year 9 – RE

Topic	Essential knowledge	Assessment
Can we prove that God exists? (1 term)	Does God exist? Three arguments for the existence of God: The design argument; The ontological argument; The Cosmological argument. The Paradox of the Stone. The Problem of Evil revisited.	<p>Mid module Multiple choice assessment.</p> <p>In year 9, each assessment has the same format:</p> <ul style="list-style-type: none"><li>-3 multiple choice questions (1 mark each)</li><li>-short paragraphs about the topic (4 marks)</li><li>-extended written response using texts (15 marks).</li></ul> <div><p><b>Links to resources:</b></p><p><a href="https://www.therepodcast.co.uk/blog">https://www.therepodcast.co.uk/blog</a></p><ul style="list-style-type: none"><li>-BBCBitesize/RE</li><li>-BBC Learning Zone (videos)</li><li>-True Tube (RE short videos)</li></ul></div>
What is the ethical thing to do?	What is kindness? Is simulated killing dangerous? Is it OK to tell lies? Am I a feminist?  Topics for discussion: Capital Punishment. Euthanasia. Abortion. Animal Rights. Genetic engineering.	
What is reality?	What is reality? Plato and his cave allegory. Why do people see things differently? Is heaven real? Is knowledge justified true belief and Gettier problems. Can we have knowledge of reality?	
How do we make moral decisions?	What is goodness through the trolley problem? Should decisions be based on: God's commands/Your duty/ The consequences/Your character? Business ethics. Environmental ethics. What is the best theory to make moral decisions?	

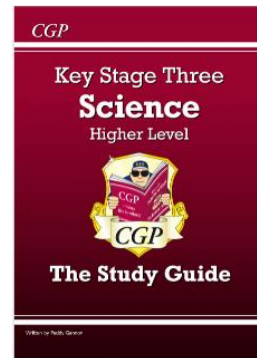
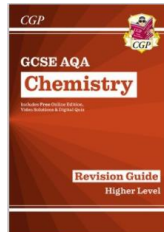
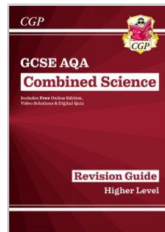


# Year 9 – Biology (3 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>KS3 BIOLOGY:</b>  Diet and Health	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#">Nutrients - Diet - KS3 Biology Revision - BBC Bitesize</a> <a href="#">Gas exchange in the lungs - Respiration - KS3 Biology Revision - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide. 
<b>KS4 BIOLOGY:</b>  Cell structure and cell division  Spec 4.1.1 & 4.1.2		Regular homework set.  - 45-50 mark test at the end of both topics.	<a href="#">AQA Combined trilogy spec</a>  <a href="#">BBC Bitesize - Cell Division</a>	GCSE Biology CGP Revision Guide OR Combined Science CGP Revision Guide.   
<b>KS4 BIOLOGY:</b>  Plant organisation  Spec 4.2.3			<a href="#">BBC Bitesize - Plant Organisation</a>	
<b>KS4 BIOLOGY:</b>  Cell transport  Spec 4.1.3		Regular homework set.  - Test at the end of the topic.	<a href="#">BBC Bitesize - Transport in Cells</a>	

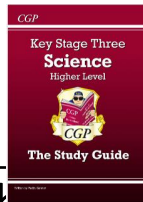
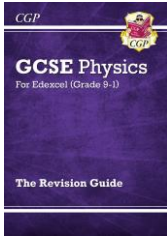
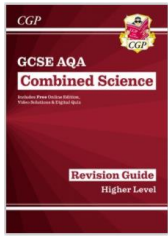


# Year 9 – Chemistry (3 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>KS3 CHEMISTRY:</b> Metals and Reactivity	Learning Pathways	- Regular homework set.	<a href="#">The reactivity series - Metals - KS3 Chemistry Revision - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide.  
<b>KS3 CHEMISTRY:</b> Further Chemical Reactions			<a href="#">Neutralisation reactions - BBC Bitesize</a> <a href="#">Conservation of mass - BBC Bitesize</a> <a href="#">What is combustion? - BBC Bitesize</a>	
<b>KS4 CHEMISTRY:</b> Atomic structure and the periodic table.		- Regular homework set.  - Termly topic test.	<a href="#">Atomic structure and the periodic table - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a>	GCSE Chemistry CGP Revision Guide OR Combined Science CGP Revision Guide.   



# Year 9 – Physics (3 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>KS3 PHYSICS:</b> Forces, Motion and Simple Machines	Learning Pathways	- Regular homework set. - 40 mark test at the end of each topic.	<a href="#">Motion and Speed - KS3 Physics Revision - BBC Bitesize</a> <a href="#">Pressure - KS3 Physics Revision - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide. 
<b>KS4 PHYSICS:</b> PU1 Energy			<a href="#">GCSE Physics (Single Science) - AQA - BBC Bitesize</a>	GCSE Physics CGP Revision Guide OR Combined Science CGP Revision Guide.   
<b>KS4 PHYSICS:</b> PU6 Waves			<a href="#">Types of waves - Properties of waves - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</a>	



# Year 9 – Spanish (3 lessons)

Year 9	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
<b>Context</b>	Talking about a past holiday	Talking about mobile phones, music, TV, past tenses activities	Saying what food you like, describing meals, ordering in a restaurant	Arranging to go out, making excuses, describing clothes, sporting events	Present tense Preterite Imperfect – key verbs Opinions                      Sequencers Connectives                      Numbers
<b>Grammar &amp; skills</b>	Preterite of IR, preterite of regular -ar, -er and -ir verbs, preterite of ser	Revising the present tense & preterite, the comparative	Negatives, using usted/ustedes, using all 3 tenses	Using me gustaría plus infinitive, querer and poder, using reflexive verbs, using all 3 tenses	Range of opinion phrases/describing/working out meaning/usted/problems/ full imperfect/percentages
<b>Assessment</b>	Fortnightly vocabulary tests Module 4 test	Fortnightly vocabulary tests Module 5 test	Fortnightly vocabulary tests	Fortnightly vocabulary tests Viva 2 Module 1 &2 test	In class speaking/writing assessed work. Module test. Fortnightly vocabulary tests

<b>All students are given a Knowledge Organiser booklet and an exercise book.</b>	<b>Wider reading: A range of reading materials in the school library.</b>	<b>Useful websites:</b> <ul style="list-style-type: none"><li>• <a href="#">Quizlet</a> (for vocabulary learning)</li><li>• <a href="#">Pearson Viva</a></li><li>• <a href="#">Español Extra</a></li><li>• <a href="#">Conjuguemos.com</a></li></ul>	<b>Students who study 2 languages complete the course of study more slowly. Each unit takes approximately 11 weeks instead of 7 ; Module tests are later than indicated.</b>
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# Year 9 – Reading

In Year 9, students receive the following support with reading:

1. **Accelerated Reader** – ongoing assessment of students' reading age and ability. Students are encouraged to read within their reading range (ZPD) for an optimum balance of enjoyment and challenge, and to take quizzes on the books they read.
2. **Reading Cloud** – all students have a Reading Cloud account: Reading Cloud (our Library Management System). They can browse the school library online and keep track of what they have borrowed. Features include curated Reading Lists by interest, year group and AR book level.
3. **Access to a well-stocked and staffed school Library** – Students are free to use the library at lunchtime and break and can volunteer to be Student Librarians.
4. **Additional support and mentoring** for reluctant and struggling readers to prepare them for the demands of KS4.

The screenshot shows the Silverdale School (S11 9QH) Reading Cloud website. The header includes the school name and a search bar. The main content area is titled "Welcome to the Reading Cloud" and features three sections: "Top Ten Resources", "Latest Returns", and "New Resources". Each section displays book covers and titles. On the right side, there are three vertical panels: "Book Of The Week" featuring "Positively Teenage", "News" with links to KS4 and Sixth Form Padlets, and "Star Review" for "Big Nate: The Boy with the Biggest Head in the World, Book 1". At the bottom right, there is a "Featured Author" section for Terry Pratchett.



# Year 9 – Home Languages

Silverdale School is extremely fortunate to have students who speak a wide range of languages at home from Gujarati, Persian and Arabic to Urdu, Chinese, Hindi and Turkish as well as a wide range of European languages such as Russian, Lithuanian, Portuguese, Italian, Spanish and German. Being bilingual is fantastic for students' brains and has been shown to improve their creativity, focus, decision making and thinking skills in all subjects.

In celebration of this, we are keen to ensure that students have the opportunity to be accredited in as many of these languages as possible. If your home language is not English, passing an exam in your home language can increase your child's confidence as well as adding to their range of qualifications.

Depending on your child's proficiency, this could be a GCSE or an A level. Last year, with support from home, some students achieved grades 8 and 9 at GCSE and one student achieved an A grade at A level. These high grades can be very helpful when applying to university or college or for jobs in the future.

Each year in September we invite Year 9 to Year 13 students to elect to take a GCSE in their home language. We give them the opportunity to do a mock exam in January to practise and to decide if they are ready to do the exam and, if they are, we enter them for the exam.

In 2022 we had over 30 students taking exams in 13 different home languages. This really is something to celebrate!