

5<sup>th</sup> January 2024

Dear Parents/Carers

**RE: Year 9 Curriculum – T3**

Thank you for the continued support for your child’s education here at Oak Academy. Evidence supports the positive impact that parental/guardian engagement can have on student attainment, on average 4 months’ additional progress over the course of a year<sup>1</sup>. Here at Oak Academy, we would like to share your child’s learning journey with you through a termly update on their curriculum and the books they are reading. This will help support conversations at home around school and ensure preparation for, and attendance to, key assessment points.

This terms ‘spotlight’ on different subjects’ feature shares the career opportunities provided by studying History.

**Currently reading in tutor time:**

**The Curious Incident of the Dog in the Night-time**  
**by Mark Haddon**



**Curriculum overview for Year 9**

Subject	T3 Bigger picture
Art	This term sees students move onto Pop Art textiles. Looking at the giant soft sculptures by Claes Oldenburg in the 1960s, students will design and create a piece of felt fast food - a burger, a slice pizza, a hot dog - they can even try their hand at knitting French fries.
Computing	Students will engage in three topics across the term. 1. ‘Python programming with sequences of data’: using the world’s most widely used computer programming language to write problem-solving programs. 2. ‘Media: Animations’: using professional grade 3D software to generate objects and animate them. 3. ‘Data science’: the scope and depth of data that is accumulated on each of us by institutions and companies and how the way that data is used can influence our lives; how to use software tools to analyse data in order to transform it into meaningful information that can help us to solve problems.
English	Year 9 students will be studying the play 'Small Island' until Easter. By the end of this unit students will be able to analyse a piece of modern drama considering themes, characterisation, and dramatic devices. Together, we will explore the key themes of ambition, adversity, prejudice, classism, and political influence.

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Sian Thomas, BEd (Hons), CEO - AAT  
 Jon Webb, BA (Hons), Director of Secondary Education  
 Hayley Richley BSc (Hons), Principal

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Geography	How we use the Earth's resources will be critical for our future generations. Students must understand what resources are and how they are used, both sustainably and unsustainably to support populations. This module explores advantages and disadvantages of resource exploitation so that students can make informed decisions in future.
History	EQ1: How should we remember the British empire? Focus on interpretations and source analysis. EQ2: What factors caused the end of the British empire? Focus on causation and source analysis.
Maths	This term in maths we will be studying the following: Unit 5. Constructions Unit 6. Sequences, inequalities, equations, and proportion
Music	Same as T1 & T2 Playing as an ensemble, students will learn a part to a song on drums, bass, keyboard, guitar, vocals, ukulele, xylophone, or vocals and perform as a group using standard chord lead sheets.
PE	Big Question - How does being able to effectively problem solve, develop character? Students will face a range of scenarios that will require them to deconstruct the situation and formulate a response in order to achieve a successful outcome
Performing Arts	In Drama, students are focusing on the techniques of monologue and duologue, through creating their own character background and script. In Dance the students are looking and contemporary dance techniques and developing their performance skills within it. students will need to perform using both their physical and interpretive skills.
RE	Students will be looking at the importance of rights and responsibilities, looking at questions such as Was religion invented to make us behave well? And do religions consider men and women to be equal?
Science	In T3 and T4 year 9 students will be studying the properties of matter, particles theory and state changes. They will know factors which affect the rate of diffusion and recall the state changes such as evaporation and condensation. In addition, they will be looking at reactions between common chemicals such as acids and alkalis and acids and metals and predicting the products of these reactions
Spanish	Students will learn to give opinions about food and describe mealtimes. They will learn how to order food in a restaurant.

**Home learning timetable – [T3-Home-Learning-Year-9.pdf \(oak-academy.co.uk\)](https://www.oak-academy.co.uk/T3-Home-Learning-Year-9.pdf)**

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Week 1					Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
PE (9A, 9B, 9C)	Science (All)	Maths (All)	Art (9E)	Art (9A, 9B, 9D)	PE (9A, 9B, 9C)	Science (All)	Maths (All)	PE (9D, 9E, 9F)	English (9B, 9C, 9D, 9E)
Technology (9D, 9E, 9F)	PE (9D, 9E, 9F)	English (9A, 9D)	English (9B, 9C, 9E)	History (9A, 9B, 9C, 9E)	Art (9C)	Performing Arts (9D, 9E, 9F)	Spanish (All)	English (9A)	Performing Arts (9A, 9B, 9C)
			Geography (9A, 9B, 9C)	Geography (9D, 9E)	History (9D)			Technology (9A, 9B, 9C)	



### Spotlight on ... careers feature

**HISTORY:** Choosing history can open a world of career opportunities. Just as history has made our world what it is, history can also be a key part of your future. History is useful for a whole host of different careers, and life too! In fact, history is very practical and teaches you vital skills that employers want, because it involves:

- **Learning about people** – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team building at work!)
- **Learning to locate and sift facts** – in today’s internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- **Handling evidence to make informed decisions** – to identify truth and recognise myth, propaganda, and downright lies (useful in every aspect of life!)
- **Communicating your ideas and thoughts in a way that makes sense to others** – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.
- **Learning about countries, societies, and cultures** – so many of today’s conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

Here are a selection of articles and resources to help you with career ideas and development - [Films: Careers with history / Historical Association](#) ([www.history.org.uk](http://www.history.org.uk)). You will need your child’s student login details (username: 116091 password: student123) to help them to access a selection of videos exploring the following pathways:

- Business (consultancy)
- Community assistant producer for historic royal palaces
- School organiser for a children’s charity

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- Law (barrister)
- Brand marketing manager
- Book binder
- Racing manager
- Stock market analyst
- Head teacher
- Press and communications manager

If you or your child has any questions on any of the career paths highlighted, please encourage them to speak to one of their history teachers.

### **Information for parents and carers on the importance of attendance.**

Oak Academy is committed to ensuring our students achieve the best possible outcomes and good school attendance is key to achieving this aim. We will work hard to provide a safe and welcoming environment for your child and will monitor attendance closely.

Good school attendance improves your child's chances of success in life. There is clear evidence of the link between good attendance at school and high levels of achievement. Children with no absence at key stage 4 are almost **2 times more likely to achieve 5 or more GCSEs** than children who missed 10-15 percent of lessons.

### **If your child has an attendance level of 90%, they will have missed one day a fortnight in school.**

Over a school year this will **represent four weeks of absence**. If this level of absence were maintained for a five-year period, it would mean half a school year would have been missed.

We would really appreciate your help in ensuring that your child has good school attendance. If you have a concern, please contact the Family Liaison Officer ([cassie.emery-tyler@oak-academy.co.uk](mailto:cassie.emery-tyler@oak-academy.co.uk)) so that we can work together to identify any barriers that may be preventing your child from attending school and ensure support is put in place. We may contact the Inclusion Team at BCP Council for advice and support or other organisations that may be able to help. It is hoped that this will be successful in improving attendance.

Thank you again for your support, and we hope you enjoy discussing your child's curriculum and reading with them over the coming weeks.



Sara Sinaguglia

### **Assistant Vice-Principal, Teaching & Learning**

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## **Reading**

Oak Academy's vision for Literacy is underpinned by the belief that every student has the right to leave us being a confident reader, writer and speaker. To support our vision, we have a range of strategies and interventions in place.

### **Tutor Time Reading**

All students in Years 7-11 take part in our Tutor Time Reading programme three times per week. Through reading quality Literature, we are working hard to foster an appreciation of reading, a love of words and aim to increase our student's knowledge of issues in the world.

### **Books Clubs**

Students in Key Stage Three and Four have the opportunity to join our exciting new book club 'Books and Biscuits'. Our clubs are run by senior English teachers and aim to build an inquisitive nature in our more advanced readers.

### **Reading Hub**

Our school Reading Hub is run by our student librarians. All students have access to the space during lunchtime and are encouraged to take books out. This is a safe space where our students can enjoy being around a wide variety of books and participate in clubs.

### **Literacy Interventions**

For students not yet achieving their Age-Related Expectations, we offer a range of interventions. To ensure the intervention is of the correct level students are assessed using the NGRT assessment three times a year. Our approach to intervention follows the following sequence with students being placed at their most relevant stage:

1. Phonics intervention – this is completed by a trained Phonics teacher on a rolling timetable across the week. Students are placed in small ability groups and regularly assessed.
2. Lexia intervention - this is completed during tutor time. Students spent 25 minutes three times a week completing Lexia which is a computer-based system providing a personalised learning experience for all students. These sessions are run by English teachers.

All students receive one hour a week Reading for Pleasure. This will be completed using either Reading Plus, Lexia or students have the option to read a book during these lessons.

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