



How to support your Year 9 child

Know more, do more, understand more.

Tonight...

Mr C Legg, Assistant Head Teacher



- The Year 9 Irresistible Curriculum
- Assessment and Reporting in Year 9
- Core Curriculum Leaders (English, Maths, Science, Core PE, Core PSHE/RE)
- ASPIRE Programme
- Revision Skills and Knowledge Building
- How to Support at Home
- Looking Ahead 2024/25

The Year 9 Irresistible Curriculum

Mr C Legg, Assistant Head Teacher



Belong. Aspire. Achieve.

Edge of your seat. Unmissable.

Prepared for the future.

Well-informed and ambitious to
succeed.

Inspired to make a positive
contribution.

The screenshot shows the top navigation bar of the Eggar's School website. It includes the school's logo and name, followed by a search bar and a menu with links to Home, About Our School, Admissions, Curriculum (which is underlined), News, Parents, Join Us, and Contact Us. Below the navigation bar is a dark blue header for the 'Curriculum Areas' page, with a breadcrumb trail: HOME » CURRICULUM » CURRICULUM AREAS. The main content area is white and features a section titled 'Curriculum and Assessment' with the subtext 'The purpose for education at Eggar's School'. Below this, it states 'Our curriculum enables all Eggar's Learners to:' followed by a bulleted list of four points: 'Belong, aspire, and achieve.', 'Be ambitious with challenge and support.', 'Actively engage in relevant learning that adapts to individual needs and interests.', and 'Become innovative and enterprising life-long learners.' To the right of this text is a vertical list of curriculum areas: Art & Design, Computer Science, Design & Technology, Drama, and English.

Assessment and Reporting in Year 9

Mr C Legg, Assistant Head Teacher



Assessment Weeks

WB 16th June 2025

Progress Reviews and Parents Evenings

Progress Review 1 = WB 27th January

Parents Evening 1 = 24th April (Before Reselections)


Progress Review 2 = WB 7th July

Our Unmissable English Curriculum

Mr D Morrish, Curriculum Leader of English



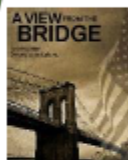
Year 9 Home Learning




Sora

Open a world of reading.





It's a tragedy



A View from the Bridge – exploring a modern tragedy



judices. peare manipulate our



1

Our Unmissable Maths Curriculum

Mr S Mather, Curriculum Leader of Maths



Edexcel Maths (Higher and Foundation) - Contact S Mather (smather@eggars.hants.sch.uk)

3 Exams (90mins). 1x Non-Calculator, 2x Calculator

Curriculum / Scheme of Learning

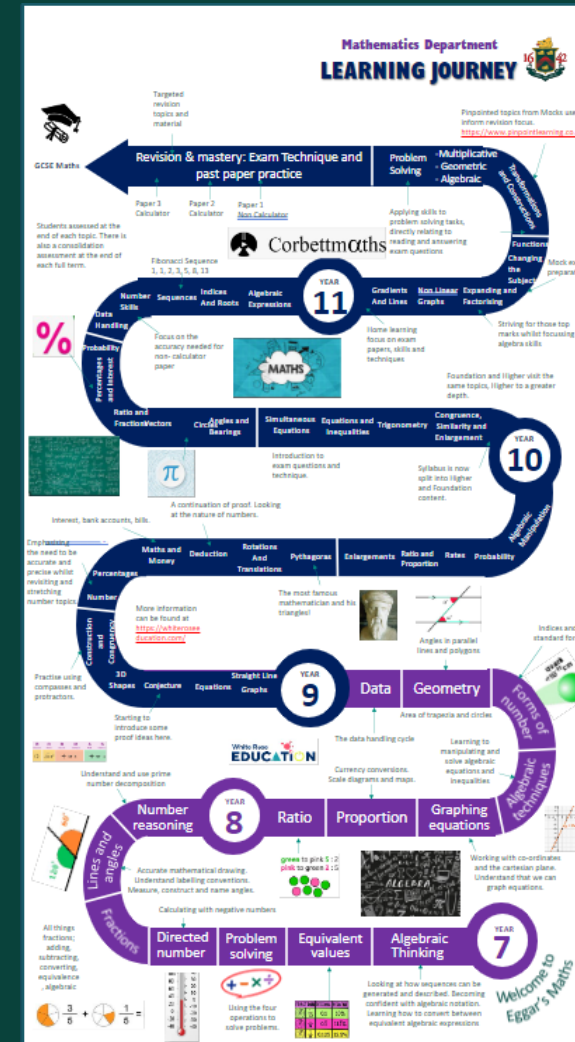
We follow the White Rose Maths scheme of learning, which is available to view online at whiteroseeducation.com

Helpful Websites

Sparx Maths – <https://sparxmaths.com>

Corbett Maths – <https://corbettmaths.com>

Maths Genie – <https://www.mathsgenie.co.uk>



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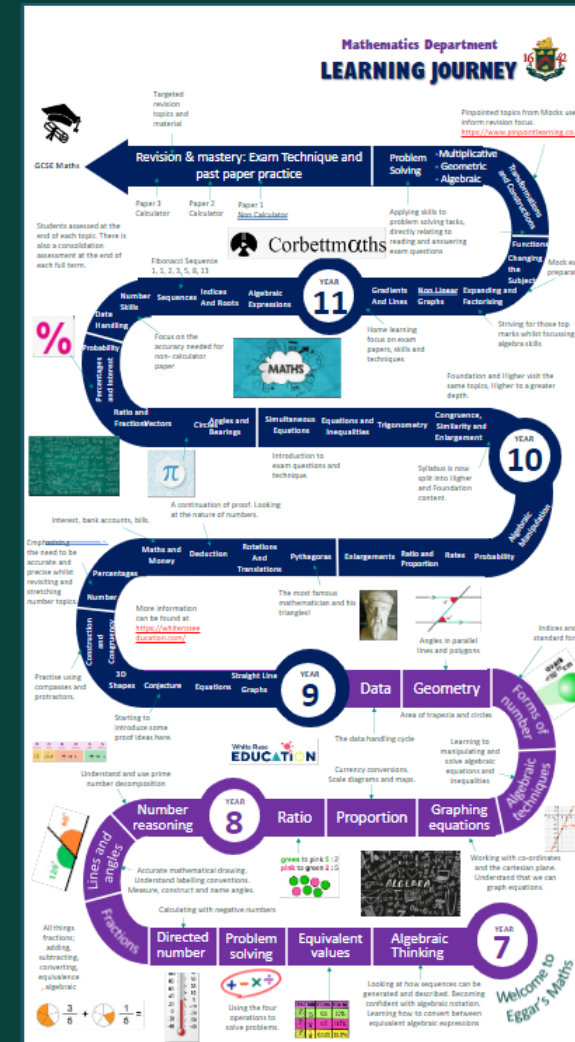
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Mr S Mather, Curriculum Leader of Maths

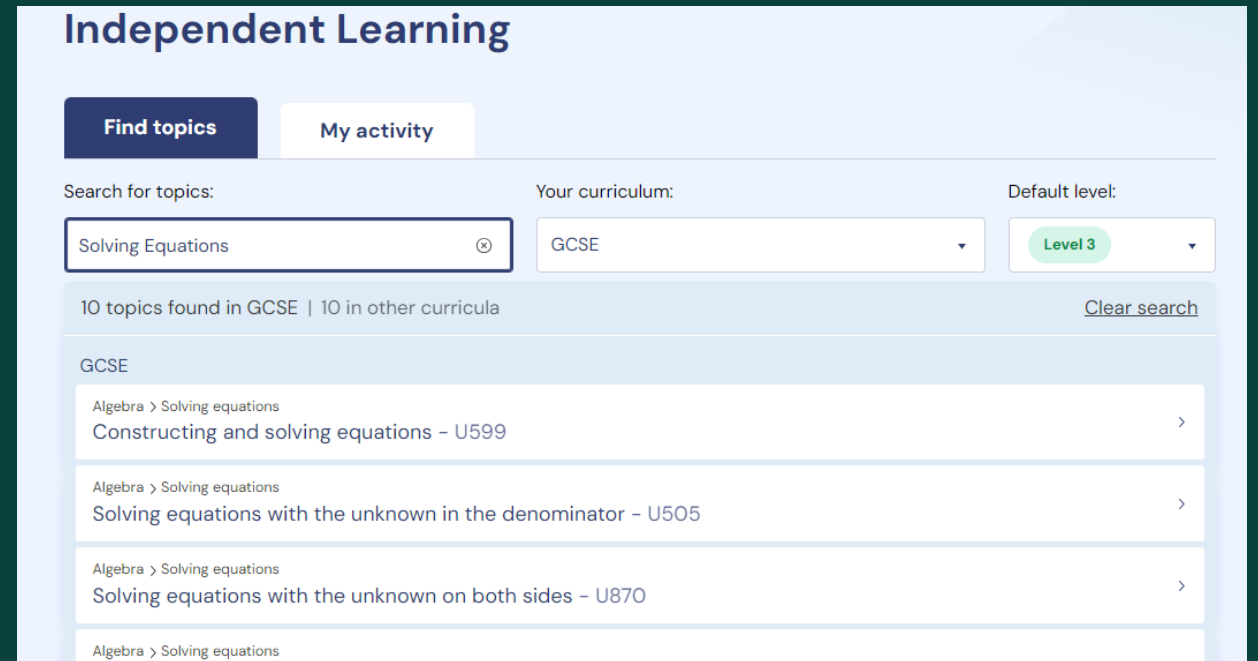
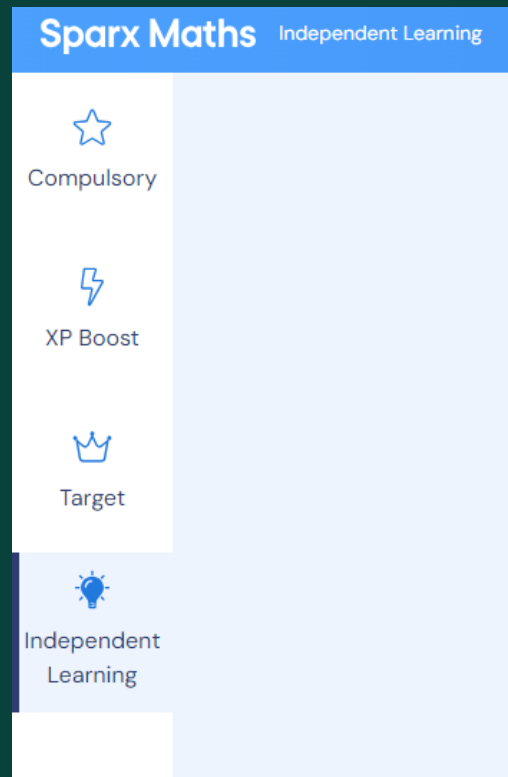


Sparx Maths Platform (Homework and Independent Study)

Homework set weekly
(60mins)

Students **must** achieve
100%

Support available at school
every lunchtime, and at the
start of every lesson with
the class teacher



Our Unmissable Science Curriculum

Mrs L Stanley, Curriculum Leader of Science



AQA Trilogy (often referred to as 'combined/double' – 2 grades, dependent on total score)

AQA Biology, AQA Chemistry, AQA Physics (3 separate grades, used to be referred to 'triple science')

Science - Biology

LEARNING JOURNEY

GCSE Combined Science Exam: GCSE Separate Science exams

Revision & mastery: Biology exam technique practice and PPE question breakdown

Year 11

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 10

- B5 Homeostasis & response
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 9

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 8

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 7

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Chemistry Science

LEARNING JOURNEY

GCSE Combined Science Exam: GCSE Separate Science exams

Revision & mastery: Chemistry exam technique practice and PPE question breakdown

Year 11

- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere
- C6 Rates of Reaction
- C5 Energy Changes
- C4 Chemical Changes

Year 10

- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere
- C6 Rates of Reaction
- C5 Energy Changes
- C4 Chemical Changes

Year 9

- C1 Atomic Structure
- C2 Bonding structure and the properties of matter
- C3 Qualitative Chemistry
- Earth Resources
- Climate
- Types of Reaction
- Chemical Energy

Year 8

- C1 Atomic Structure
- C2 Bonding structure and the properties of matter
- C3 Qualitative Chemistry
- Earth Resources
- Climate
- Types of Reaction
- Chemical Energy

Year 7

- C1 Atomic Structure
- C2 Bonding structure and the properties of matter
- C3 Qualitative Chemistry
- Earth Resources
- Climate
- Types of Reaction
- Chemical Energy

Science - Physics

LEARNING JOURNEY

GCSE Combined Science Exam: GCSE Separate Science exams

Revision & mastery: Physics exam technique practice and PPE question breakdown

Year 11

- P6 Waves
- P7 Magnetism
- P5 Forces
- P4 Atomic Structure

Year 10

- P6 Waves
- P7 Magnetism
- P5 Forces
- P4 Atomic Structure

Year 9

- P1 Energy
- P2 Electricity
- Properties of waves
- Work done

Year 8

- P1 Energy
- P2 Electricity
- Properties of waves
- Work done

Year 7

- P1 Energy
- P2 Electricity
- Properties of waves
- Work done

B2 Cell Division- Onion Cells- Exam Q

Name: _____

Cell Division Exam Questions

The photograph shows some cells in the root of an onion plant.

Cell X
Cell Y

Photograph © Karen Wynne, Tyler Junior College

Cells X and Y have just been produced by cell division.

Name the type of cell division that produced cells X and Y.

_____ (1 mark)

What happens to the genetic material before the cell divides?

_____ (1 mark)

Explain why each chromosome must become two strands before the cell divides.

_____ (2 marks)

Explain why each chromosome must become two strands before the cell divides.

_____ (2 marks)

What happens to the genetic material before the cell divides?

_____ (1 mark)

Question 1

Accepted answers: "2"
Show explanation

Your students' answers:

Correct answer given	Number of students
2	10
Incorrect answer given	Number of students
3	4

Give Educate feedback on this question.

GCSE AQA

Combined Science

Includes Free Cell-re-Balances, Video-Reviews & English Quiz

Revision Guide

Higher Level

Core PE

Mr R Mann, Teacher of PE / Head of Upper School



PE evolution in the UK



Fit for war:

- Military Drill
- Expansion of team sports

Preparing for service



Fit and healthy for life?

- Finding joy in and through movement
- Social connection
- Wellbeing
- Physical Literacy

Redefining meaning

2020

and beyond

Play to... control

1900s

survive

win

flourish

1800s

Fit for work:

- Swedish Gymnastics
- Hygiene
- Emergence of public schools

Recognising athleticism



2000+

Fit for sport:

- Sports Performance
- Sports Science
- 'The great divide'
- Elitist?
- Exam focused?

Valuing metrics

Gen-C

@WillSwaites

Examined students are placed in a class together to allow for a wider range of practical activities to be delivered for GCSE and BTEC.

This is proven to have a positive impact on examined outcomes.

The remaining students will choose from 1 of 2 pathways:

'Traditional Games' or 'Alternate Activities'

Benefits of Physical Activity

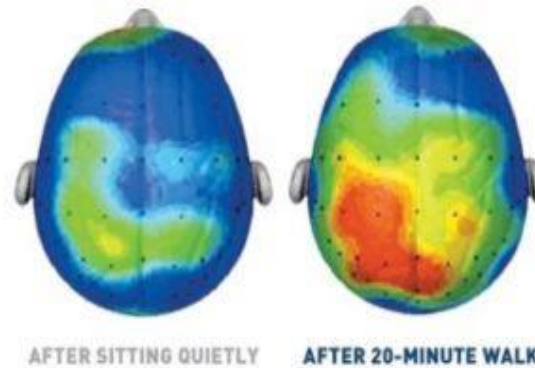


Top 6 Benefits of Exercise & Physical Activity for uni students



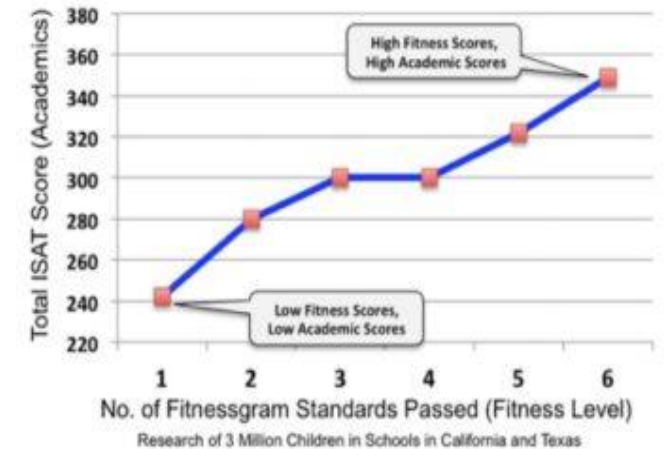
Healthy Minds: Getting Active = Better Academic Results

An Active Body = Active Mind



The Brain 'Ignites' And Is Ready To Learn With Exercise

High Fitness Scores = High Academic Scores



PHIT KIDS HEALTHIER & SMARTER

**PHIT
AMERICA**

PSHE/RSE Curriculum

Miss S Hopkins, Head of Cultural Studies



	Positive Influences	Respectful Relationships	Setting Goals	Choosing You	Healthy Relationships	Responding to Change
Enquiry question	<i>What is a positive influence?</i>	<i>How can we build respectful relationships?</i>	<i>Where could your future take you?</i>	<i>Why is it important to prioritise your health?</i>	<i>What is 'safe sex' & why does it matter?</i>	<i>How can you manage change effectively?</i>
Summary	Understanding how our relationships impact our positivity & the importance of self-awareness.	Developing knowledge of key qualities that make respectful relationships & strategies to deal with conflict.	Exploring a sense of self to analyse potential careers & GCSE option pathways available for future success.	Understanding key features of healthy lifestyle choices for a balanced future rooted in success for you and others.	Understanding the importance of safe sex for your physical, mental & emotional health.	Developing awareness of causes of change & healthy coping mechanisms to create well-rounded individuals.
# lessons	4	4	3	3	3	4
PSHE Foci	Health & Wellbeing	Relationships	Living in the Wider World	Health & Wellbeing	Relationships	Living in the Wider World
Topic breakdown	<ul style="list-style-type: none"> • Un/healthy friendships • Assertiveness • Exploitation 	<ul style="list-style-type: none"> • Families & parenting • Healthy relationships • Conflict resolution 	<ul style="list-style-type: none"> • Learning strengths • Career options • GCSE options 	<ul style="list-style-type: none"> • Lifestyle balance • Mental health • Supporting others 	<ul style="list-style-type: none"> • Contraception • STIs • Pornography, inc.AI 	<ul style="list-style-type: none"> • Managing change/loss • Handling pressure • Healthy lifestyles

Signposting Support

If you need any further help
or support with today's
topic, you can:



- Speak to your Tutor, Head of Year or another trusted member of staff in school.
- Contact Childline: www.childline.org.uk 0800 1111
- Visit Place2Be: www.place2be.org.uk or text P2B to 85258
- Visit Young Minds: youngminds.org.uk

RS Curriculum

Miss S Hopkins, Head of Cultural Studies



	Ethics & Morality	Anti-Semitism & Persecution	Human Rights
Enquiry question	<i>How does religion affect human behaviour?</i>	<i>What lessons can we learn from the Holocaust?</i>	<i>What does it mean to be human & how is this preserved?</i>
Summary	Understanding the different influences around us that impact the decisions we make in our lives.	Understanding the events of the Holocaust & the impact they have had on our worldviews.	Identifying what human life is & our place in the world within different religious teachings.
No of lessons	8	6	7
Golden Thread	Community & Love	Belonging & Love	Community & Special
Topic breakdown	<ul style="list-style-type: none"> • Definition of ethics & morality. • Role of prayer & worship. • Role of ethics/morality in religions. 	<ul style="list-style-type: none"> • Jewish lives before the war. • Nazi policies towards minorities. • The Final Solution & its impact. • Importance of remembrance. 	<ul style="list-style-type: none"> • Link between Holocaust & preservation of life. • Definition of rights we have & reasons. • Role of religion within promoting human rights. • Reasons for protecting.
Concept words	<ul style="list-style-type: none"> • Faith • Rites of passage. 	<ul style="list-style-type: none"> • Salvation • Symbol 	<ul style="list-style-type: none"> • Ceremony • Sacred

ASPIRE and Planning for the future

Miss O Vale, Leader of ASPIRE



- School wide effort to provide experiences past the curriculum.
- Experiences such as the Scholars Programme, Faraday Challenge, Book Club, Quiz Club and more.
- Programme of guest speakers. These will now take place during the school day. Students must sign up, attendance will be monitored and shared with teachers. Timetabled lessons take precedent if a teacher says they need student in class.

Date	Subject	Location
17.10.24	Career in Law	Library
21.11.24	Army Careers	Library
28.11.24	Business Apprenticeships	Library

Building Knowledge

Mrs J Clarke, Curriculum Leader of Drama



Eggar's Reads More

Miss Mason, Raising Standards Lead/Literacy



EGGAR'S READS MORE



Scan the QR code to log the books you read. The more books that you read and log, the more prizes you can win!

Bronze

Silver

Gold

Platinum

Diamond



Scan this QR code or visit <https://forms.office.com/e/IUauYBKCBU> to win bronze, silver, gold, platinum and diamond awards! Get reading and scanning!

How to support at home

Mr R Mann, Head of Upper School



- Attendance is key – those who attend the most achieve the most
- Keep an eye on emails/ junk folder
- Be curious in what the students are doing
- Have a dedicated study space and routine
- Do they have everything they need
- Attend parent consultation evenings

Things to look forward to

Mr R Mann, Head of Upper School



- Studying the subjects you have chosen
- Celebration events
- Trips and Visits
- Eggar's Experience
- Looking towards your future



Thank you for coming

Know more, do more, understand more.