

Redbridge Alternative Provision - Year 9: Summer 3.2

English	Maths	Science
<p>In English this half term students will be reading Denis Kelly's book, 'DNA'. This unit will aim to develop students' understanding on how to make predictions and inferences. Students will be identifying explicit and implicit information regarding the setting, characters and themes. The identified information will then be interpreted in a bid to understand the writers' choice of words and make predications. Students will conclude the unit by writing a review about the book. They will be reading 'DNA' and a range of case studies. The focus of the reading sessions will be on summarising and inference.</p>	<p>In Maths this half term students use congruent shapes to solve problems about triangles and other polygons. They will work out whether shapes are similar, congruent or neither. When determining whether shapes are congruent, students will apply the SSS, ASA, SAS, AAS rules for triangles and look at scale factor when determining similar triangles. Students will use opposite, adjacent and hypotenuse for naming the sides of a right-angled triangle. Finally, students will use these trigonometric ratios to work out unknown angles and sides in a right-angled triangle. Students will complete the term by beginning to explore the Maths GCSE course.</p>	<p>In Science this half term students will explore waves and resource use. In physics, they will compare transverse and longitudinal waves, study their properties, and use the wave equation to calculate frequency, wavelength, and velocity. Students will investigate refraction and reflection through practicals such as the ripple tank and explain how waves are used in medicine and technology. In chemistry, they will explore the reactivity of metals, displacement reactions, and methods of metal extraction. Students will also study water purification, including distillation and desalination, and test water for purity. Finally, they will investigate materials such as ceramics and composites, life cycle assessments, and sustainable use of resources, evaluating environmental and social impacts.</p>
PSHE	Art	PE
<p>In PSHE this half term, learning will focus on employability skills and online presence. Students will build on previous learning about developing skills for enterprise and employability and will practice giving and acting upon constructive feedback. Students will continue their exploration of young people's employment rights and responsibilities and will identify habits and strategies to support their progress in developing transferable skills. Furthermore, students will learn about online presence and digital footprints and how social media can contribute to their online reputation both positively and negatively. Students will learn how to manage their online presence and how to access support for concerns relating to life online.</p>	<p>In Art this half term students will be learning about identity through portraiture, using colour theory to communicate personal expression. They will research portraiture, create mind maps exploring personal and cultural identity, and practise drawing facial features accurately with tone and texture. Students will study Damola Ayegbayo, apply the grid method to portraiture, create a colour wheel, and produce hot and cold colour portraits to explore colour schemes and expressive personal outcomes.</p>	<p>In PE this half term students will focus on kwik cricket, rounders, and athletics. They will demonstrate their knowledge of the rules of each sport, focusing on techniques such as batting, bowling, and fielding in cricket, batting, fielding, and base running in rounders. In athletics students will focus on events such as the 100/200m sprint, shot put and triple jimp, demonstrating the correct technique for each key event. Through structured activities, practice matches, and competitive races, students will deepen their understanding of game tactics, teamwork dynamics, and sportsmanship principles in each discipline. By fully engaging with these activities, students will not only enhance their physical abilities but also develop crucial communication, coordination, and strategic thinking skills essential for success in a variety of sports.</p>
Geography	Food Technology	History
<p>In Geography this half term students will study Unit 1, Topic 1 'Global Geographical - Hazardous Earth. Students examine the key tectonic and climatological processes that shape the world and create hazardous situations for people. They will examine hazards across the world including hurricanes and flooding. Students will explore the causes of these hazards and discover how countries manage them. Finally, students will compare two case studies and be able to explain why the impacts of hazards can vary from place to place.</p>	<p>In Food Technology this half term, students will explore the relationship between diet and health, focusing on how balanced meals and appropriate nutrient intake support overall wellbeing. They will examine the Eatwell Guide and apply it to evaluate their own diets and plan nutritionally balanced meals. Students will analyse food labels, identify hidden sugars, and understand how dietary choices influence long-term health risks such as obesity, diabetes, and heart disease. Through practical tasks and nutritional calculations, they will learn to apply government dietary guidelines and make informed decisions that promote healthy eating habits and prevent diet-related illnesses.</p>	<p>In History this half term students will continue studying 'Germany 1890-1945'. Students will begin by exploring Germany and the Depression. They will discuss the causes and effects of the Depression in Germany. This knowledge will then be used to explain how it affected in the growth of extremist parties, focusing on the growth in popularity of the Nazi Party from 1928 to 1932. Following this, students will describe the events from 1930 to 1933 that allowed Hitler to come to power. Finally, students will summarise the events that led Hitler and the Nazis to take complete control of Germany and its impact on ordinary German citizens.</p>
Business Studies	Construction	Sports
<p>In Business Studies this half term students will study Unit 1, Topic 1, 'Enterprise & Entrepreneurship'. Students will begin by exploring the roles of business enterprise and the purpose of business activity to include taking risks, managing resources and making decisions. Following this, student will explore and compare methods that businesses can use to add value and how such methods could provide businesses with competitive advantage. Finally, students will explore how business ideas come about and analyse a range of possible risks and rewards that may come as a result of business activity.</p>	<p>In Construction this half term, students will build on prior experience to develop practical skills across carpentry, bricklaying, plumbing, and painting. They will learn to identify materials, use tools safely, and apply accurate techniques to real-world projects. Through guided tasks, students will practise making joints, laying bricks, cutting and joining pipes, and applying painting methods. They will be encouraged to problem-solve and reflect on their outcomes. In addition, students will explore health and safety, PPE, and teamwork, with emphasis on evaluating their finished work and understanding the wider applications of construction trades in everyday environments.</p>	<p>In Sports Science this half term, students will investigate the benefits of sport and physical activity, including improved health, mental wellbeing, and social development. They will examine outdoor activities, types of provision, and barriers that different groups face in accessing sport. Students will explore participation across a range of demographics, including those with disabilities or long-term health conditions, and assess strategies used to increase inclusion. Through research, presentations and case studies, students will deepen their understanding of how sport can be made more accessible and inclusive, and reflect on how national initiatives address participation inequalities.</p>