Welcome Year 9 Parents and Carers support meeting

Welcome Year 9 Parents and Carers

Pastoral staff/heads of subject emails can be found on the SNS website

Ian Burn - Head of Year
Ian.Bur@sns.hackney.sch.uk

Anna Gluckstein Head of Year
Ann.Glu@sns.hackney.sch.uk

Melanie O'Malley- Head of Upper School:
Mel.Oma@sns.hackney.sch.uk

Tonight's Agenda

- Core Subject Overview (Maths, English, Science) 5 mins each
- Additional Subject Information
- Pastoral
- Importance of Tutor Time
- Key dates
- 10mins for Q&A

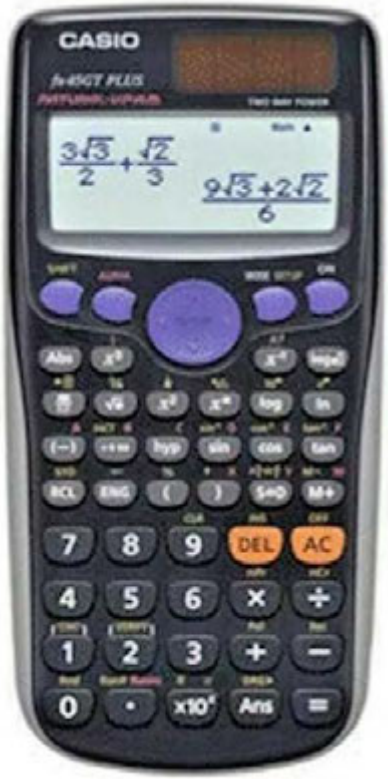
Maths
George Dix
(Head of Maths)

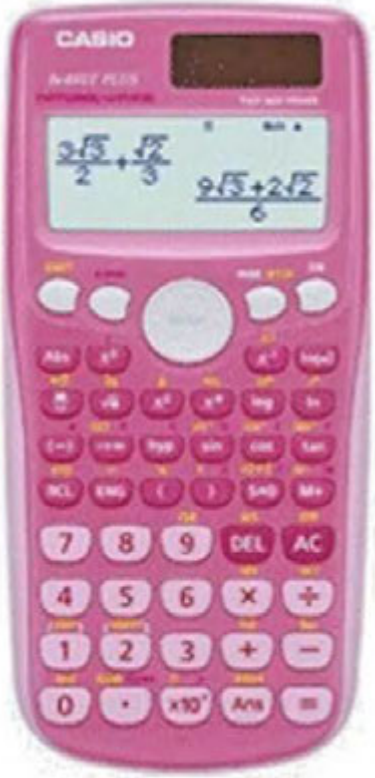
Expectations for pupils

- Be on time for lessons, with the correct equipment and ready to learn. This includes scientific calculator

- Complete weekly homework on Sparx maths. Ask for help if needed before the deadline

Scientific calculators





GCSE – Summer 2028

Paper 1	Paper 2	Paper 3
Non Calculator	Calculator	Calculator

All papers are 90 minutes

Exam board - Edexcel

Papers can contain questions from any topic in maths

There are two tiers - Foundation/Higher

Dates for assessments this year

PC1 - Past Paper – late October/early November (in lesson)

PC2 - Past Paper – February (in lesson)

PC3 - Past Paper – June (in school hall)

Additional support – all available through school website

Maths

- Maths Genie - Learn GCSE Maths for Free
- Videos and Worksheets – Corbettmaths

- Effective Maths Practice and Support for Years 9-11 (mathskitchen.com)

Great website with easy to access video tutorials and exam questions by topic/grade. Also past exam papers:

- https://www.mathsgenie.co.uk/gcse.html

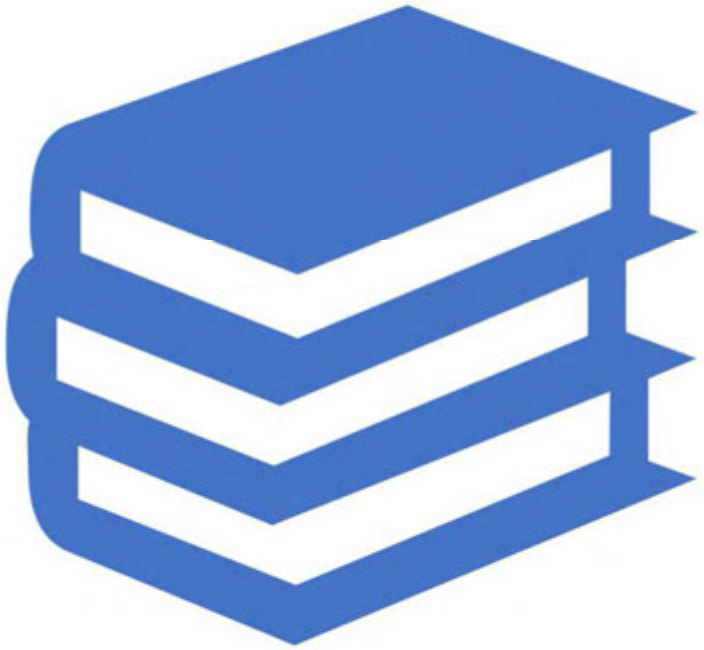
Additional questions by topic (harder):

Higher - https://justmaths.co.uk/2015/12/21/9-1-exam-questions-by-topic-higher-tier/

Crossover - https://justmaths.co.uk/2016/01/03/9-1-exam-questions-by-topic-both-tiers/

Foundation - https://justmaths.co.uk/2015/11/29/9-1-exam-questions-by-topic-foundation-version-2/

English
Richard Wasserfall
(Head of English)



- Transition year to GCSE

Year 9 English

KS3 English

- In year 9 we study:

  - Romeo and Juliet
  - Persuasive writing
  - Animal Farm
  - Creative Writing- Dystopia
  - GCSE poetry
  - GCSE language paper 2
  - GCSE Spoken Language

English Language – Two exams

Paper 1:

- Reading and writing fiction texts
- Students read one fiction text and then answer questions on language and structure
- **Own creative/descriptive writing**

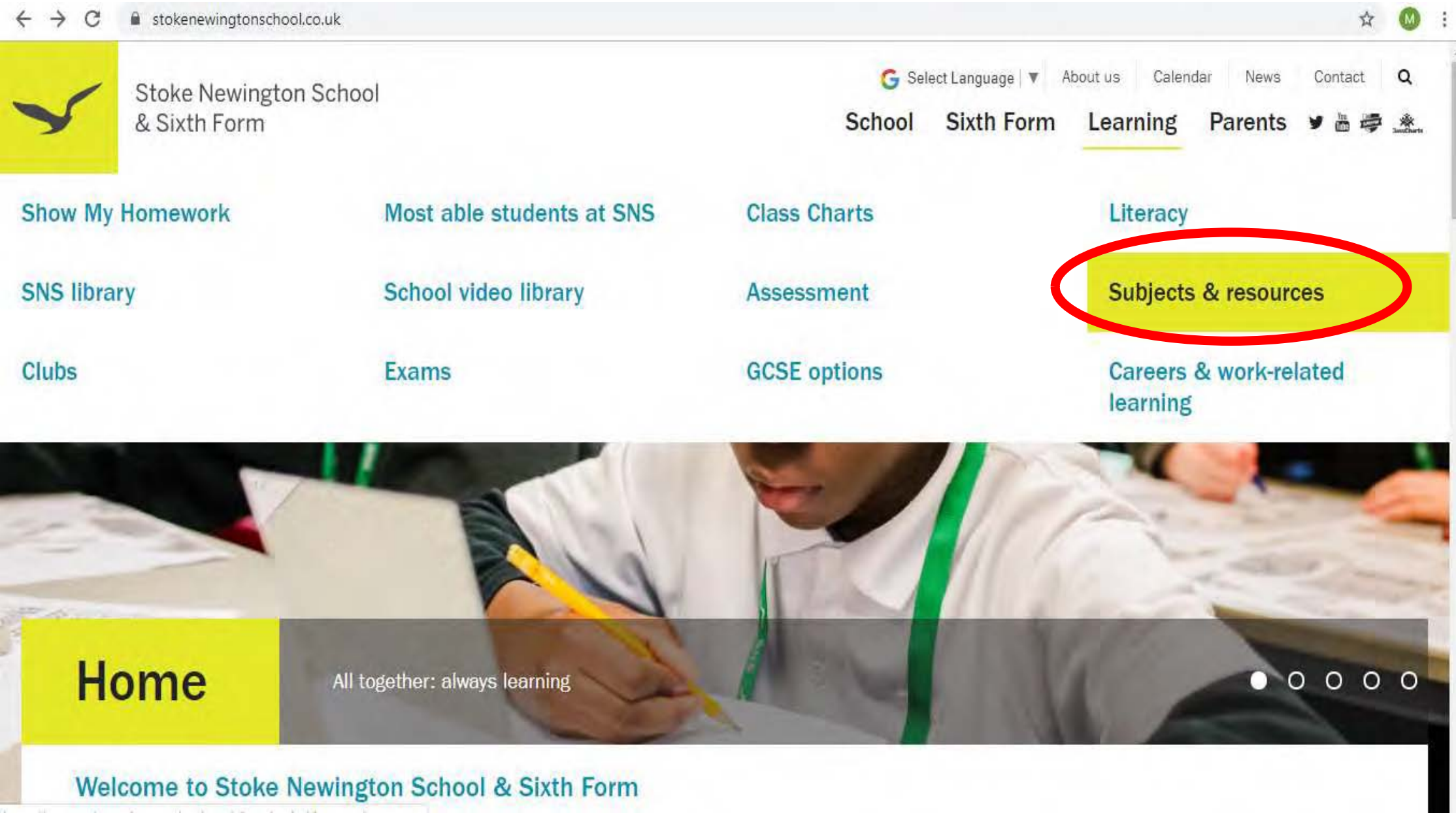
Paper 2:

- Reading and writing non-fiction texts
- Students read a modern and 19th century non-fiction text and make comparisons
- **Own non-fiction writing expressing a point of view**

English Literature – Two exams

Paper 1:

Paper 2: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Assessment
Subjects & resources
Clubs
Exams
GCSE options
Careers & work-related learning
Home
All together: always learning
Welcome to Stoke Newington School & Sixth Form

Yr9 Homework and Reading

- Individual teachers will regularly set H/W according to the work being covered in their lessons
- Fortnightly Library lessons to develop enjoyment of reading

Science
Sadia Noor
(KS4 Science Lead)

At the end of Y11

- All students sit 6 exams.
- Each Combined Science exam is 1 h 15 mins.
- Each Triple Science exam is 1 h 45 mins.
- Tier of Entry: Higher or Foundation

The content covered in each paper is below:

Paper	Units	Paper	Units
Biology paper 1	B1 – Cell Biology B2 – Organisation B3 – Infection and Response B4 – Bioenergetics	Biology paper 2	B5 – Homeostasis B6 – Inheritance, Variation and Evolution B7 – Ecology
Chemistry paper 1	C1 – Atomic Structure and the Periodic Table C2 – Bonding, Structure and Properties of Matter C3 – Quantitative Chemistry C4 – Chemical Changes C5 – Energy Changes	Chemistry paper 2	C6 – The Rate and Extent of Chemical Change C7 – Organic Chemistry C8 – Chemical Analysis C9 – Chemistry of the Atmosphere C10 – Using Resources
Physics paper 1	P1 – Energy P2 – Electricity P3 – Particle Model of Matter P4 – Atomic Structure	Physics paper 2	P5 – Forces P6 – Waves P7 – Magnetism and Electromagnetism

Plus P8 – Space – triple only

Combined Science

Week	Date	Term	
A	01/09/2025	Autum Term 1	Introduction Week
B	08/09/2025		B1
A	15/09/2025		
B	22/09/2025		
A	29/09/2025		
B	06/10/2025		C1
A	13/10/2025		
B	20/10/2025		
	27/10/2025	Half Term	
A	03/11/2025	Autum Term 2	
B	10/11/2025		P1
A	17/11/2025		
B	24/11/2025		
A	01/12/2025		
B	08/12/2025		
A	15/12/2025		B2
	22/12/2025	Christmas Break	
	29/12/2025		
B	05/01/2026	Spring Term 1	
A	12/01/2026		
B	19/01/2026		
A	26/01/2026		
B	02/02/2026		C2
A	09/02/2026		
	16/02/2026	Half Term	
B	23/02/2026	Spring Term 2	
A	02/03/2026		
B	09/03/2026		Space Week
A	16/03/2026		
B	23/03/2026		P2
	30/03/2026	Easter Break	
	06/04/2026		
A	13/04/2026	Summer Term 1	
B	20/04/2026		
A	27/04/2026		
B	04/05/2026		
A	11/05/2026		B3
B	18/05/2026		
	25/05/2026	Half Term	
A	01/06/2026	Summer Term 2	
B	08/06/2026		
A	15/06/2026		
B	22/06/2026		P3
A	29/06/2026		
B	06/07/2026		
A	13/07/2026		

Triple Science

Week	Date	Term	Biology	Chemistry	Physics
A	01/09/2025	Autum Term 1	Introduction Week		
B	08/09/2025		B1	C1	P1
A	15/09/2025				
B	22/09/2025				
A	29/09/2025				
B	06/10/2025				
A	13/10/2025				
B	20/10/2025				
	27/10/2025	Half Term			
A	03/11/2025	Autum Term 2			
B	10/11/2025		B2	C2	
A	17/11/2025				P2
B	24/11/2025				
A	01/12/2025				
B	08/12/2025				
A	15/12/2025				
	22/12/2025	Christmas Break			
	29/12/2025				
B	05/01/2026	Spring Term 1			
A	12/01/2026				
B	19/01/2026				
A	26/01/2026		B3	C3	
B	02/02/2026				
A	09/02/2026				
	16/02/2026	Half Term			
B	23/02/2026	Spring Term 2			P3
A	02/03/2026				
B	09/03/2026		Space Week & Murder Mystery		
A	16/03/2026				
B	23/03/2026				
	30/03/2026	Easter Break			
	06/04/2026				
A	13/04/2026	Summer Term 1			
B	20/04/2026				
A	27/04/2026				
B	04/05/2026				
A	11/05/2026		End of Year Revision		
B	18/05/2026				
	25/05/2026	Half Term			
A	01/06/2026	Summer Term 2		C4	
B	08/06/2026				
A	15/06/2026				
B	22/06/2026				
A	29/06/2026				
B	06/07/2026				
A	13/07/2026				

Y9 Assessments

- Year 9 will complete an assessment at the end of every topic covered. They will receive a combined grade based on multiple assessments in every progress check.

- At the end of year 9 all students will sit an end of year assessment covering the topics they studied this year.

Y9 Assessment

Combined Science

Progress check 1:
B1- Cells & C1 -Atomic structure

Progress check 2
P1 -Energy & B2- Organisation

Progress check 3
C2 -Bonding & P2 -Electricity

Triple Science

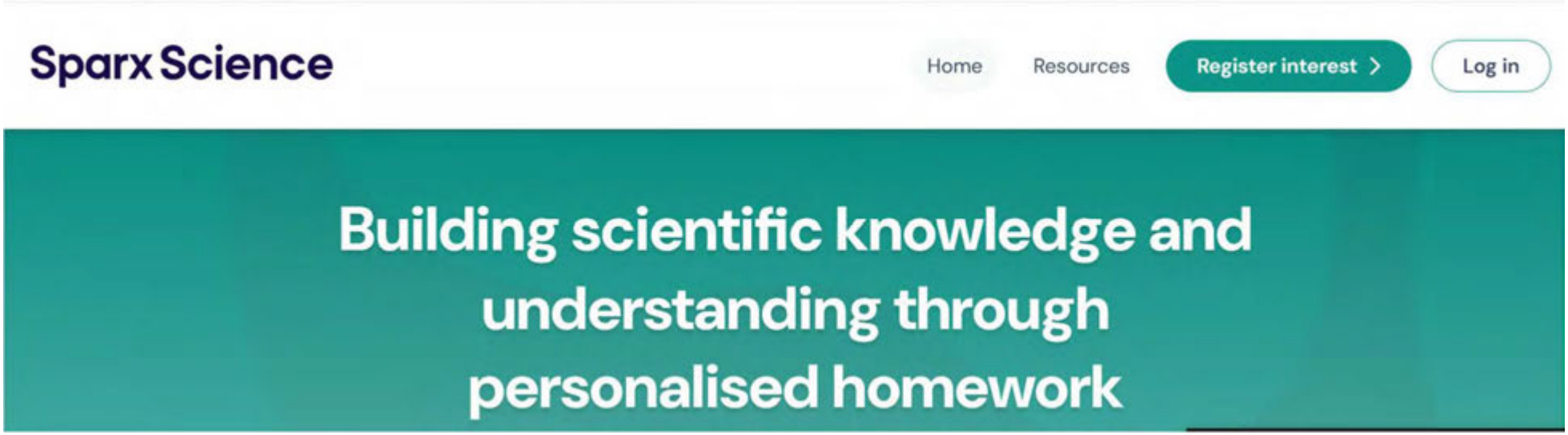
Progress check 1
B1- Cells, C1- Atomic structure & P1 -Energy

Progress check 2
B1- Organisation, C2- Bonding & P2- Electricity

Progress check 3
B3 -Infection and Response, C3- Quantitative chemistry & P3- Particle model

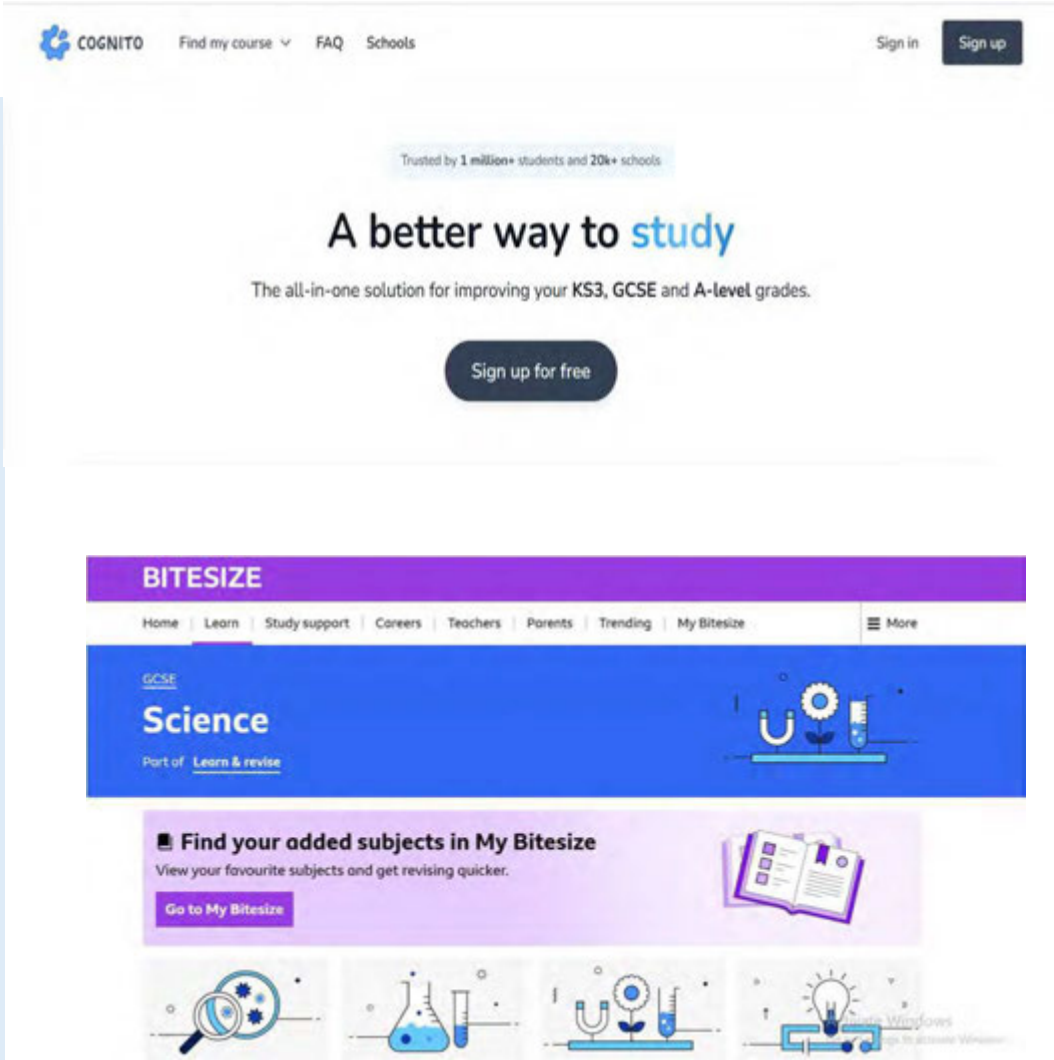
Homework

Students will be set Sparx Science homework on a **weekly** basis

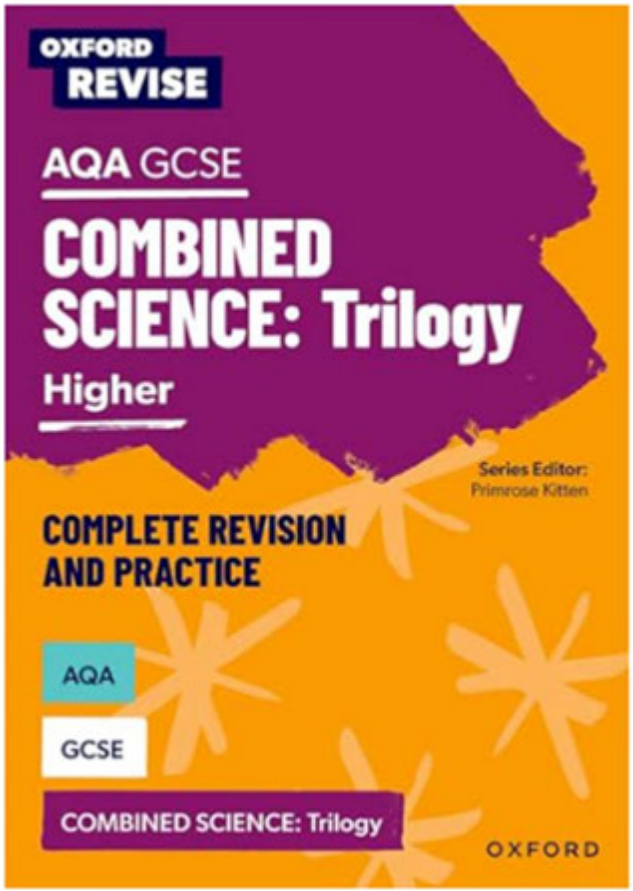


GCSE Science Resources

- **Sparx Science**
- **Cognito –** Lessons, quizzes, flashcards and exam papers
- **BBC Bitesize -** Topic summaries, quizzes and sample questions
- **Textbooks**



Combined Science



Triple Science

Knowledge

P4

P4 Supplying electricity

Mains electricity

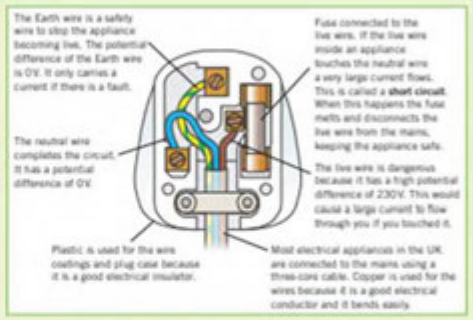
A cell or a battery provides a **direct current (dc)**. The current only flows in one direction and is produced by a **direct potential difference**.

Mains electricity provides an **alternating current (ac)**. The current repeatedly reverses direction and is produced by an **alternating potential difference**.

The positive and negative terminals of an alternating power supply swap over with a regular frequency.

The frequency of the mains electricity supply in the UK is 50 Hz and its voltage is 230 V.

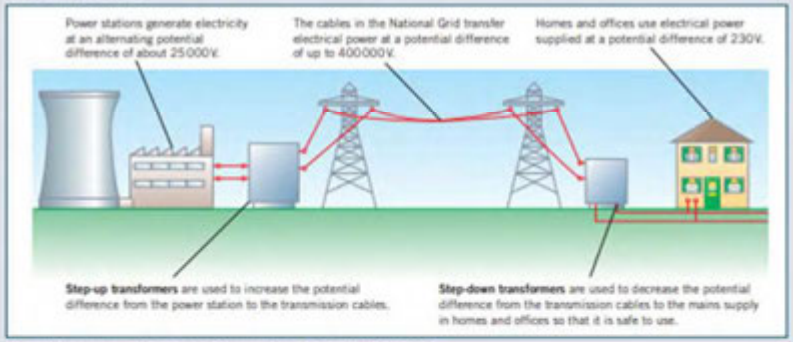
Plugs



The National Grid

The **National Grid** is a nationwide network of cables and transformers that link power stations to homes, offices, and other consumers of mains electricity.

Transformers are devices that can change the potential difference of an alternating current.



You will learn more about transformers in chapter 18 of this book.

Why do transformers improve efficiency?

A high potential difference across the transmission cables means that a lower current is needed to transfer the same amount of power, since:

power (W) = current (A) × potential difference (V)

$$P = IV$$ (L)

A lower current in the cables means less electrical power is wasted due to heating of the cables, since the power lost in heating a cable is:

power (W) = current^2 (A) × resistance (Ω)

$$P = I^2R$$ (L)

This makes the National Grid an efficient way to transfer energy.

If 100% efficiency is assumed:

primary potential difference × primary current = secondary potential difference × secondary current

$$V_p I_p = V_s I_s$$

Energy transfer in electrical appliances

Electrical appliances transfer energy.

For example, an hairdryer transfers energy electrically from a chemical store (e.g., the fuel in a power station) to the kinetic energy store of the fan inside the hairdryer and to the thermal energy store of the heating filaments inside the hairdryer.

When you turn an electrical appliance on, the potential difference of the mains supply causes charge (carried by electrons) to flow through it.

You can calculate the **charge flow** using the equation:

(L) charge flow (C) = current (A) × time (s)

$$Q = It$$

You can find the energy transferred to an electrical appliance when charge flows through it using:

(L) energy transferred (J) = charge flow (C) × potential difference (V)

$$E = QV$$

You can find the energy transferred by an electrical appliance using the equation:

(L) $$\text{power (W)} = \frac{\text{energy transferred (J)}}{\text{time (s)}}$$

$$P = \frac{E}{t}$$

Revision tip

This topic has the potential for some high level maths questions. If you see a question and you can't decide which equation you need to use to solve it, try looking at combinations of equations.

Revision tip

There are lots of equations in this topic that you need to learn. Find the best way for you to remember them. It could be flashcards, a mnemonic, or changing the lyrics to your favourite song.

Key terms

Make sure you can write a definition for these key terms.

alternating current
alternating potential difference
charge flow
coulombs
direct current
direct potential difference
fuse
National Grid
short circuit
step-down transformer
step-up transformer

Retrieval




Learn the answers to the questions below then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

P4 questions	Answers
1 How does a material become charged?	becomes negatively charged by gaining electrons and becomes positively charged by losing electrons
2 What will two objects carrying the same type of charge do if they are brought close to each other?	repel each other
3 What is an electric field?	region of space around a charged object in which another charged object will experience an electrostatic force
4 What happens to the strength of an electric field as you get further from the charged object?	it decreases
5 What is electric current?	rate of flow of charge
6 What units are charge, current, and time measured in?	coulombs (C), amperes (A), seconds (s) respectively
7 What is the same at all points when charge flows in a closed loop?	current
8 What must there be in a closed circuit so that electrical charge can flow?	source of potential difference (p.d.)
9 Which two factors does current depend on and what are their units?	resistance in ohms (Ω), p.d. in volts (V)
10 What happens to the current if the resistance is increased but the p.d. stays the same?	current decreases
11 What is an ohmic conductor?	conductor where current is directly proportional to the voltage so resistance is constant (at constant temperature)
12 What happens to the resistance of a filament lamp as its temperature increases?	resistance increases
13 What happens to the resistance of a thermistor as its temperature increases?	resistance decreases
14 What happens to the resistance of a light-dependent resistor when light intensity increases?	resistance decreases
15 What are the main features of a series circuit?	same current through each component, total p.d. of power supply is shared between components, total resistance of all components is the sum of the resistance of each component
16 What are the main features of a parallel circuit?	p.d. across each branch is the same, total current through circuit is the sum of the currents in each branch – total resistance of all resistors is less than the resistance of the smallest individual resistor

Now go back and use the questions below to check your knowledge from previous chapters.

Previous questions	Answers
1 What is a black body?	theoretical object that absorbs 100% of the radiation that falls on it, and does not reflect or transmit any radiation
2 Describe the energy transfer when a ball is fired using an elastic band.	Energy is transferred mechanically from the elastic store of the elastic band to the kinetic store of the band. Some energy is dissipated to the thermal store of the surroundings.
3 What are the main renewable and non-renewable resources available on Earth?	renewable: solar, tidal, wave, wind, geothermal, biofuel, hydroelectric non-renewable: coal, oil, gas, nuclear
4 What are the main advantages and disadvantages of using biofuels?	advantages: can be 'carbon neutral', reliable disadvantages: expensive to produce, use land/water that might be needed to grow food
5 Define specific heat capacity.	amount of energy needed to raise the temperature of 1 kg of a material by 1 °C
6 Name the four ways in which energy can be transferred.	heating, waves, electric current, mechanically (by forces)

Required Practical

Practise answering questions on the required practicals using the example below.
You need to be able to apply your skills and knowledge to other practicals too.

Resistance in electrical circuits

You need to be able to measure resistance in an electrical circuit.
You can use current and potential difference (p.d.), or an ohmmeter.
Length, cross-sectional area, and material all affect the resistance of a wire.
The arrangement of components affects the resistance of a circuit.
When measuring the resistance of a wire, remember to:

- turn off the power supply when not taking readings to stop the wire getting hot
- fix the wire to a ruler so that the wire is straight
- use crocodile clips that make a good contact with the wire.

When measuring the resistance of a circuit experiment, remember to make sure the ammeter measures the total current.

Worked example

A student uses an ammeter and a voltmeter to measure the resistance of a piece of wire.

Length in cm	10	20	30	40	50
p.d. in V	0.47	0.59	0.64	0.69	0.72
Current in A	0.24	0.16	0.14	0.11	0.10
Resistance in Ω	2.0	3.7	4.6	6.3	

1 Calculate the resistance when the length is 60 cm.

$$\text{resistance} = \frac{\text{p.d.}}{\text{current}} = \frac{0.72}{0.10} = 7.2\ \Omega$$

2 Describe how resistance changes with length of a piece of wire.
As the length of the wire increases, the resistance increases proportionally.

3 Another student finds that resistance does not increase proportionally with the length of wire. Suggest why, and explain your answer.
The wire was still heating up, so the resistance was changing because of temperature not just the change in length.

Practice

Describe how to set up an experiment to compare the resistance of a circuit containing three unequal resistors in parallel with the resistance of a circuit containing three resistors in series.
Include circuit diagrams in your answer.

Practice

Paper 1 P4

Exam-style questions

01.1 Draw **one** line from each statement beginning to the correct statement ending. You do not need to use all of the endings. **[3 marks]**

Statement beginning	Statement ending
The potential difference of the mains electricity in the UK is...	...50 Hz.
	...direct.
The frequency of mains electricity in the UK is...	...about 230 V.
	...100 Hz.
The mains supply in the UK produces a current that is...	...alternating.

Exam Tip

Start this question looking at the units – once you remember the unit for potential difference the answer should become clear.

01.2 Complete the sentences below using the words in the box. You will need to use some of the words more than once.

live **earth** **neutral**

The potential difference between the live and _____ wires is 230 V.

The potential difference between the _____ and _____ wires is 0 V.

When an appliance is connected to the mains and turned on a current flows in the _____ and _____ wires. **[5 marks]**

01.3 Describe the reason for having an earth wire in a circuit. **[1 mark]**

_____

_____

_____

02 A student has a small electric motor.

02.1 They connect the motor in a circuit with a 6 V battery.
A current of 1.5 A flows in the circuit.
Show that the power of the motor is 9 W. **[2 marks]**

_____

_____

_____

_____

Exam Tip

'Show' questions are great! You already know the answer (9 W), so you just need to clearly show the examiner that you can use an equation to get this answer.

02.2 The student turns the motor on for 30 seconds.
Write down the equation that links power, energy, and time. **[1 mark]**

_____

02.3 Calculate the energy transferred by the motor. **[3 marks]**

_____ J

Exam Tip

For this question you need to use the answer from **02.1**. This is common in exams – you may have to look back at this question to get all the information you need.

02.4 The student finds a lamp with the same power rating as the motor.
They connect the lamp to another 6 V battery.
They then turn both circuits on for 30 seconds.
Select the correct statement below. Tick **one** box. **[1 mark]**

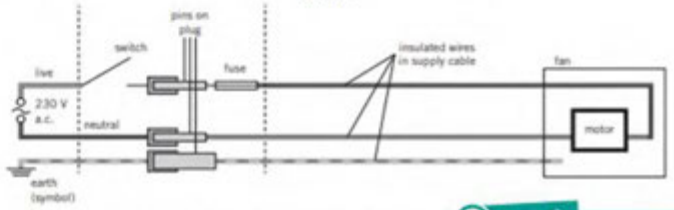
- The motor transfers more energy than the lamp. ☐
- Both devices transfer the same amount of energy. ☐
- The lamp transfers more energy than the motor. ☐

Exam Tip

Only tick **one** box – if you tick two you'll get no marks.

03 **Figure 1** shows how the motor that drives a desk fan is connected to the mains supply.

Figure 1



03.1 Use **Figure 1** to explain how the fuse and earth wire prevent a person being injured if there is a fault. **[5 marks]**

03.2 Suggest how to construct the fan so that an earth wire is not required.
Explain your suggestion. **[2 marks]**

Exam Tip

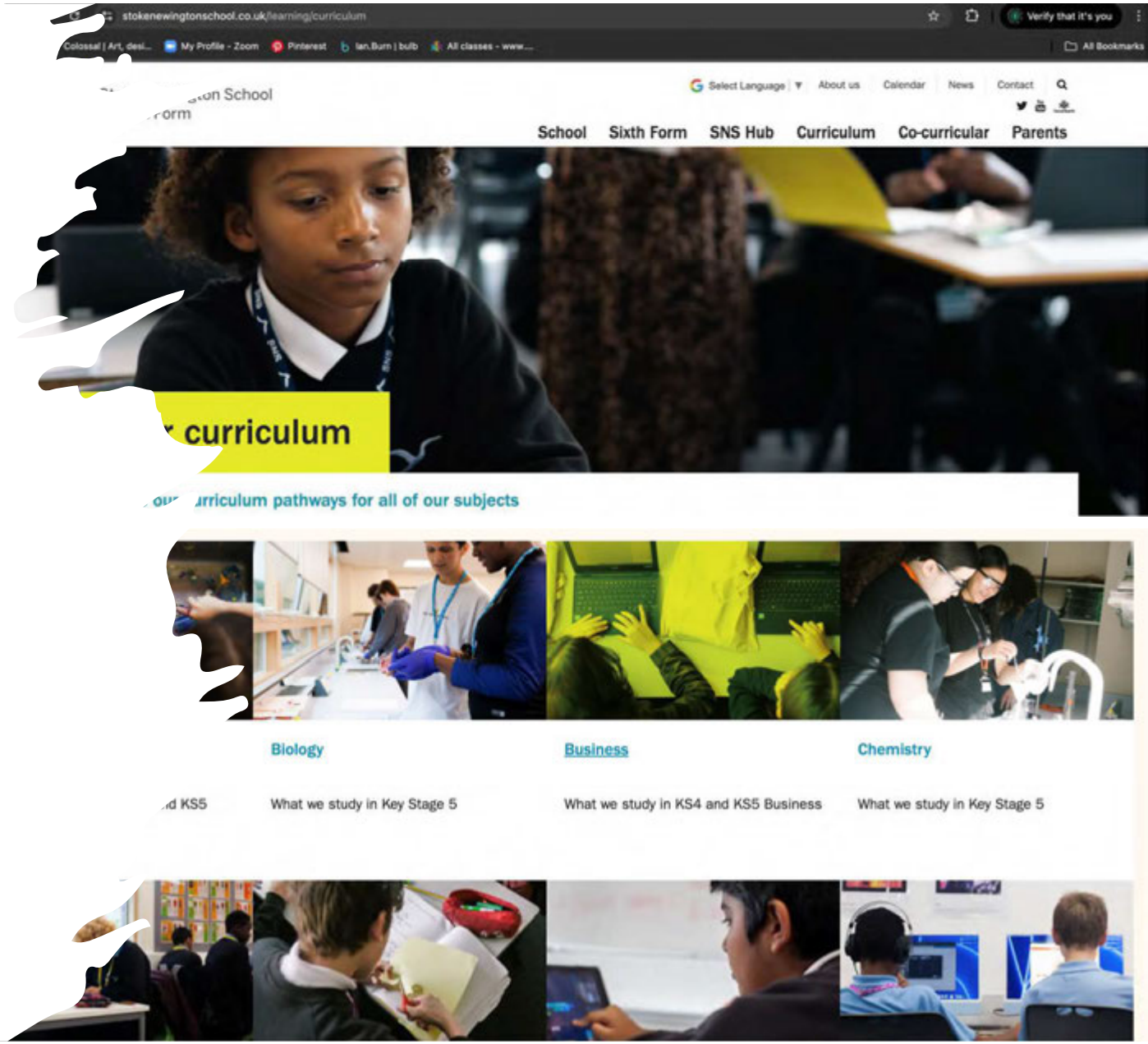
This question may seem easy, but look at the number of marks – 5!
To get full marks on this question you must refer back to the information in the figure.

Additional Subject Information look at SNS website

The rest of the subjects

www.stokenewingtonschool.co.uk

Click on curriculum – then our curriculum - check out each subject remember they are in ks4



EG

Art at Key Stage 4 (Art, Craft & Design: Edexcel/Pearson)

Task sheets

- Nature into abstraction task sheet
- Identity task sheet

GCSE Art is strongly committed to offering an innovative approach to creative processes through projects that involve both traditional and experimental exploration of materials and concepts. We believe that there is a strong and robust future in the creative industries and so equipping our students with these tools at this stage can only be a positive step for them. Students will develop key skills in visual communication, problem solving, evaluation and critical understanding of contextual sources as well as an ability to develop and present ideas. Students will learn how artists convey ideas and will respond to the work of a range of artists using a variety of methods. They will express their own ideas which will build a strong foundation for further study at A Level. Art is an excellent option that provides a balance with core subjects.

GCSE Art is assessed through a combination of 60% coursework (two projects) and 40% exam (externally set project).

Within GCSE Art students will be encouraged to:

- Understand the purpose of visual communication
- Explore ideas & concepts behind the work of artists, specialising in drawing, painting, printmaking, sculpture, ceramic, and digital photography and editing techniques.
- Visit galleries and exhibitions, enabling students to learn from the work of others and making connections with their own work and past/contemporary practices.
- Record the creative process in sketchbooks, and present final outcomes in physical final pieces.

> Year 9 Art curriculum map | Year 10 Art curriculum map | Year 11 Art curriculum map

Communication via Class Charts

All key dates and information this year will be collated and shared on Class Charts via the announcements tab.

It is not always possible to call home so please log in to your Parent account weekly. You will also see your child's positives, negatives, punctuality and homework

St

To do

Summer Music Project

MUSIC - 93/MU1 - MS S ZUPAN

Type: Homework
Issue date: Monday 18/07/2022
Due date: Monday 05/09/2022

☐ Completed?

Hello everyone!

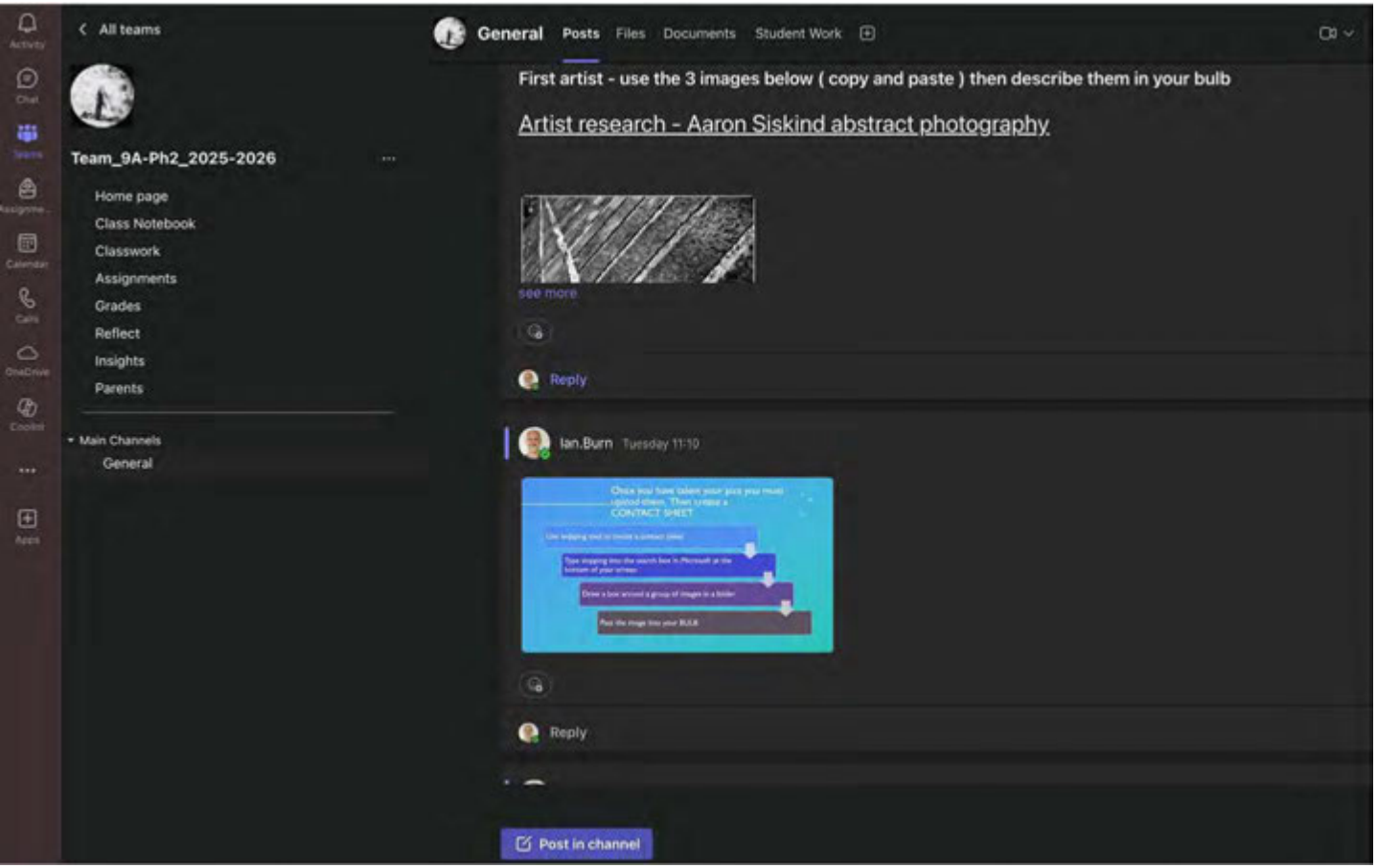
The term is coming to an end and to prepare yourself for year 10, we have a **summer music project** to complete to help review everything you've learned this year. The task has been attached to this post and is due the first week back.

On top of completing this assignment, you are also expected to be practicing. **Pick a song** you'd like to focus on and you will be **submitting a video at the start of the autumn term** showcasing your efforts and hard work.

Organised students tick this box to remove the homework from their to do list

Sneaky students tick this box to trick their parents into thinking they have already completed their homework

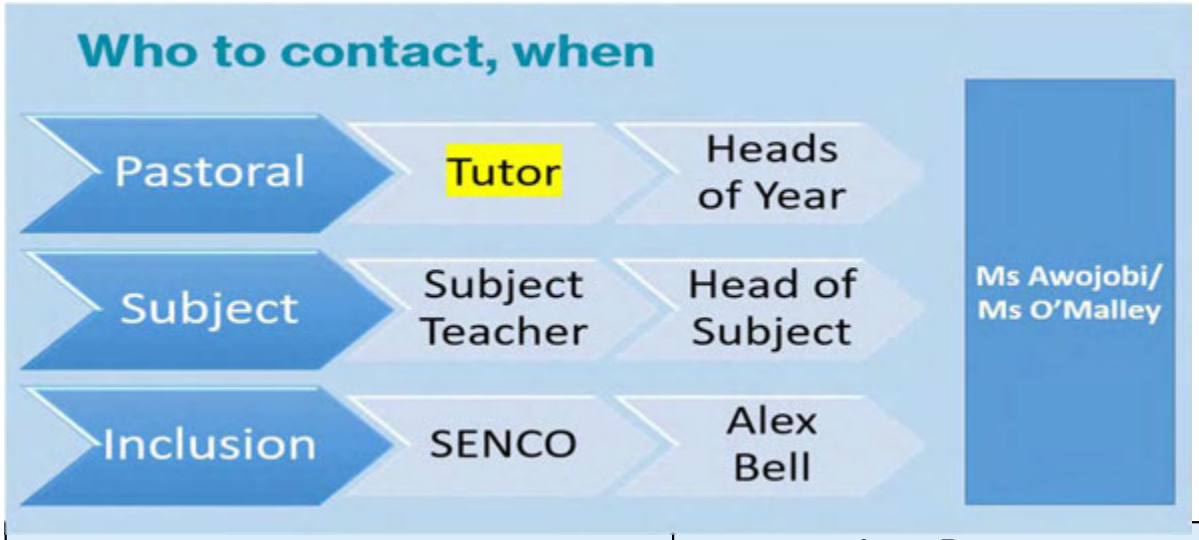
TEAMS



Class work and H/W are also logged on teams for Art and Photography

This is a good way to look back to see if any work has been missed.

Pastoral



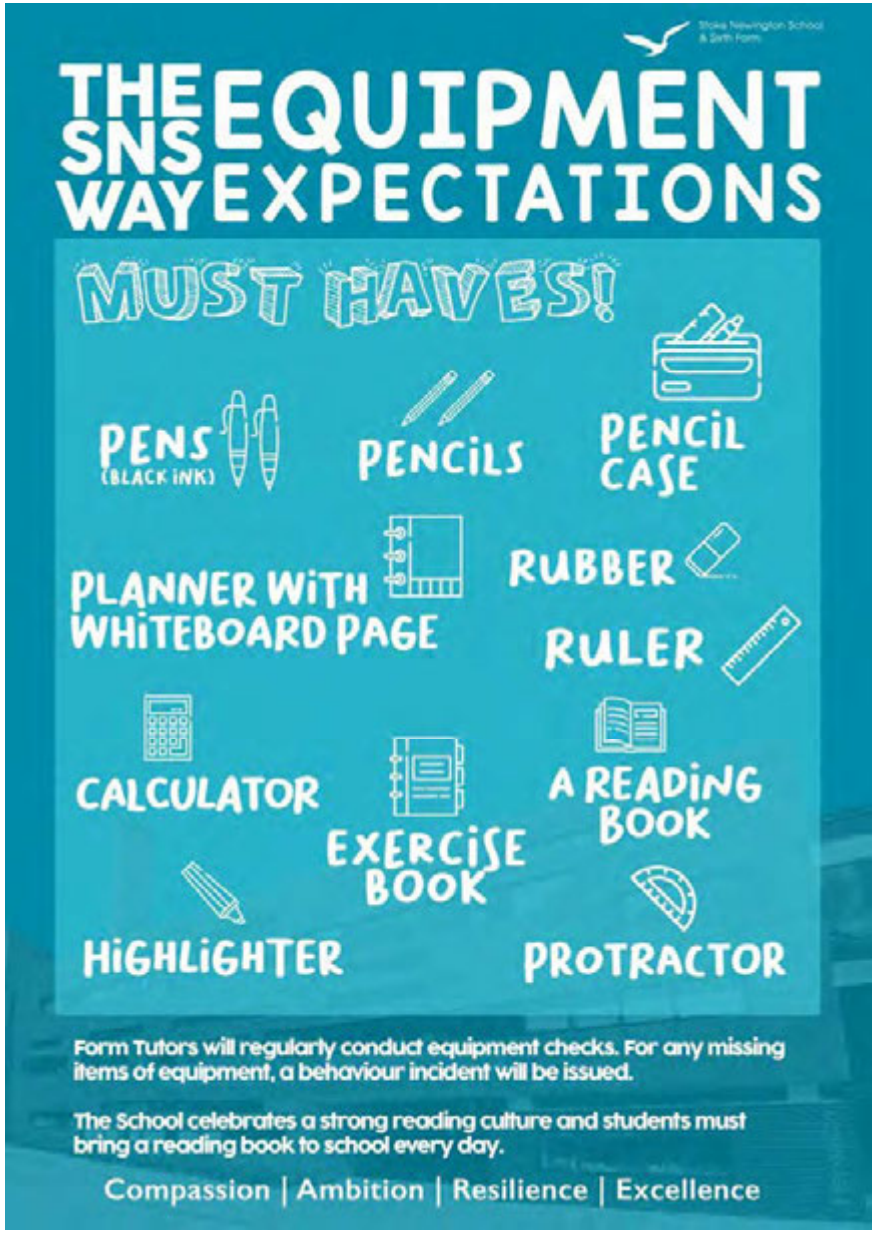
HOYs	Ian Burn Anna Gluckstein
Head of Upper School	Ms O'Malley
Year 9 Pastoral Support Worker	Ms Lesley
Deputy Head Link Ms Bryant	

	Tutor
11S	Mr Adam Grimsdale-Yates
11T	Mr Kyle Berry
11O	Mr Hamlet Joseph and Ms Nadia Ali
11K	Ms Amy Carter
11N	Mr Matt Lockwood (co-tutor: Mr Harry Leach)
11E	Ms Martha Bonnell
11W	Ms Afra Cory and Mr Alexander Bower
11I	Ms Holly James
11G	Mr William Owhor

Tutor Time (Morning Registration)

Our Daily Expectations

- Equipment & Uniform Checks
- High Expectations on basics. Students sent home or to reception to correct uniform if needed.
- Lanyards on and coats off in class
- No hoodies, false nails, trainers, stud earring and nose stud only… easiest school to go to!



Student Wellbeing

- Our aim is to motivate Year 9 to achieve their very best.
- There is a fine line between good stress – that motivates - vs bad stress
- Speak to your child's tutor if you have any concerns.

Please look out for signs of stress

•Headaches regularly?
•Feeling ill?
•Sleepy/lethargic?
•Short tempered?
•Lack of concentration
•Constant pressure to succeed?
•Worry?
•Low self-esteem?

Autumn Dates

Date	Event
October 8	Early finish 2.10 - due to school event
October 22	SEND parent/carers forum – 5.00-6.00
Including - Friday October 24 – Tuesday November 4	Half -term
November 14	Progress Check 1
December 4	Christmas Market and Winter Showcase 5.00-7.30
December 10-12	School Musical 7.00-10.00
December 19	End of term

Thank you

Any questions?