



Gosforth Academy

Welcome to Year 9
Information booklet
2025-2026

A Message From The Principal

Welcome!

I am delighted that you have chosen Gosforth Academy for your child for September 2025. We look forward to working with you over the next 5 years to ensure your child maximises their potential both academically and socially. Gosforth Academy is a highly successful school with a superb record of academic achievement and an outstanding reputation. I have no doubt that your child will quickly settle in and flourish.

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the weaker members of society, regard for the environment and a kindness towards other people.

We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values. As always, we are working tirelessly to ensure that the students at Gosforth Academy receive an excellent education.

Beyond the classroom, we are passionate about enriching the lives of our students and Gosforth Academy has a history of offering a comprehensive enrichment programme after the end of the formal school day. We aim to encourage every child to participate in at least one enrichment activity each week.

We also intend to work closely with you in ensuring a close partnership between home and the academy, sharing the common ground of bringing out the best in your child.

I hope you find the answers to the many questions you might have about Year 9 in this pack and if not, get in touch, and we will do our best to help you. If you have any queries please contact admin@ga.newcastle.sch.uk



Mr Preit Chahal
Principal

Term Dates

Autumn Term		
Start of Term	Half Term	Last Day of Term
Tuesday 2nd September 2025	27th October - 31st October 2025	Friday 19th December 2025
Spring Term		
Start of Term	Half Term	Last Day of Term
Monday 5th January 2026	16th - 20th February 2026	Thursday 2nd April 2026
Summer Term		
Start of Term	Half Term	Last Day of Term
Monday 20th April 2026	25th May - 29th May 2026 (bank holiday 25th May 2026)	Friday 17th July 2026

All dates are inclusive.

In addition to the above dates, **schools will be closed to pupils on Monday 4th May 2026** (bank holiday).

Two days within the above terms are to be used for professional development for staff. These dates are to be determined and agreed by individual school governing bodies.

The start of the **Autumn Term 2026 is proposed as Tuesday 7th September 2026.**

**Please note this may be subject to change.*

Timing of the Academy Day - Year 9

8:40am - 8:55am	Registration
8:55am - 9:45am	Period 1
9:45am - 10:35am	Period 2
10:35am - 10:50am	Break (15 minutes)
10:50am - 11:35am	Period 3
11:35am - 12:25pm	Period 4
12:25pm - 1:05pm	Lunch (Year 9)
1:05pm - 1:55pm	Period 5
1:55pm - 2:40pm	Period 6
2:40pm - 3:30pm	Period 7 or 7 UP

Tuesday and Friday Year 9 students finish at 2:40pm.

Monday, Wednesday and Thursday finish at 3:30pm*.

There are Parent Consultation Evenings for Years 9-13. Dates will be confirmed at the beginning of the year.

**Please note this may be subject to change.*

Curriculum and Transition

Our curriculum in Year 9 is designed to remain as broad as possible, for as long as possible. We deliver a range of subjects that goes beyond the National Curriculum, ensuring that the interests, abilities and passions of the students in our large cohorts are reflected in what they study. Effective transition and liaison with the middle schools is also a vital component of this model.

We are also clear that there is a need to equip our students with a varied range of experiences across subjects that are often neglected in secondary education. Students will therefore study a broad and balanced curriculum, involving 16 different subjects across the two-week cycle. These will also be supplemented by two PRAISE lessons which allows for the delivery of the Assembly Programme, Character Education and various other Personal Development opportunities.

We will ask students for their preferences with regards two elements of their study – their second language and their preferred Enrichment activities (more information to follow). This will be a first opportunity to have autonomy over what to study, prior to the Year 9 Options Process.

English - 7 periods	Maths - 8 periods	Science - 8 periods
French - 5 periods	Second MFL - 6 periods	Core PE- 4 periods
Geography - 4 periods	History - 4 periods	Art- 3 periods
PHSCE - 2 periods	Drama - 2 periods	Design Tech - 2 periods
Food Tech - 2 periods	IT - 2 periods	Music - 2 periods
RE - 2 periods	PRAISE - 2 periods	Enrichment - 1 period

An overview of each subject's content can be found on our website: www.gosforthacademy.org.uk, along with a key staff contact list. You can reference this staff list if you would like to speak to the Leader of Teaching or the Leader within a subject area.

Students can be entered for an additional language qualifications, including Turkish, Urdu and Arabic, subject to exam and examiner availability. If you are interested in any of these, please contact Mr Harrison at: mark.harrison@ga.newcastle.sch.uk.

Curriculum and Progression

The three-tier system places an increased importance on Year 9 and the effective transition of students into High School and towards their Key Stage 4 study. We liaise closely with our feeder schools to ensure that all statutory delivery (including RSE and Careers Education opportunities) are met, and that all subjects are as coordinated in their delivery as is possible.

In the Spring term, the Year 9 Options Process is launched, with our commitment to ensuring that every student is offered the most appropriate pathway for Key Stage 4. This relies on a wide range of academic data which forms each student's academic profile, but also more subjective information offered by those who know the students best – the Pastoral Team, colleagues in the Student Support Base, Parents and, of course, the students themselves.

The aim is to ensure that every student is allocated a pathway that will prepare them to become an active citizen in society, maximise achievement and therefore offer as many progression opportunities as possible.

All subjects in Year 9 offer progression into Key Stage 4, and in the vast majority of cases, into Sixth Form. Year 9, therefore, represents the start of a five-year journey at Gosforth Academy for most students. We have over 30 Options available to study from Year 10, and this continues into Sixth Form, where we offer an outstanding range of 40 courses.



English

<p>Year 9 Curriculum Overview</p>	<p>Competence and confidence in English underpin a student's ability to engage with every subject they study in school, and indeed, engage with life beyond school: it is absolutely essential. Year 9 English aims to instil in students a love of English, covering a wide range of skills, including public speaking, group work, creative writing, and text analysis. A breadth of engaging topics and texts is covered, from 20th-century war prose to Jamaican poetry to 19th-century Gothic drama, alongside a wealth of creative writing opportunities. Each unit has been carefully planned to build towards students' GCSE courses in English Language and Literature, while also enriching their understanding, interest, and enjoyment of English.</p>
<p>Periods (per cycle)</p>	<p>7 lessons per fortnight.</p>
<p>Key End Points for KS3</p>	<p>Students will become adept at analysing a writers' purpose, message, and use of language across a range of texts. Students will understand that texts are written for clear purpose (to warn of the horrors of war; to inspire others to travel the world, etc), and with a specific message. Within language analysis, students will be able to identify common techniques such as similes and metaphors, as well as genre-specific methods such as caesura and stage-direction. They will also explore the impact on the reader and audience, to varying degrees of detail. Students will also learn how to craft their own creative writing, using language techniques, vocabulary and structure for specific effect. As the English curriculum is spiralsed and every unit of work, and lesson within each unit, works towards the mastery of English skills needed for academic success.</p>
<p>Cross-Curricular Links</p>	<p>The English curriculum is interwoven with character and SEMH education, exploring, as it does, topics such as mental health, conflict, consent, misogyny, racism and other forms of discrimination, through the texts. Explicit links are made with History through the study of WW1 and 2, as well as the 19th Century, alongside links with Drama in the study of stagecraft and performance. Geography is also explored, through the 'Pioneers and Explorers' unit of work, and ICT is a consistent reference point through context research and homework tasks.</p>
<p>Necessary Equipment</p>	<p>Copies of texts, provided by school.</p>

English Continued

<p>Enrichment Opportunities in Year 9</p>	<p>A wide range of enrichment opportunities are offered to students in Year 9, including weekly Poetry Breakfast Club workshops aimed at the very highest achieving and PP students, our weekly Debate Club, the Ryton Public Speaking Competition, the Poetry by Heart competition, and innumerable poetry and creative writing opportunities led by our Literacy and KS3 Coordinators.</p>
<p>Suggested Year 9 Reading List</p>	<p>Students are given a Reading list, organised into thematic groups, which has been carefully selected to provide a wide range of genres and styles of writing – and also to prepare students for their KS4 study. We also read other articles published from sources such as The BBC and The Guardian. Students can access a copy of the recommended Reading List on Frog.</p>
<p>KS4 Progression Options</p>	<p>GCSE English Literature (AQA) and GCSE English Language (AQA)</p>
<p>KS5 Progression Options</p>	<p>A Level English Literature (AQA) and A Level English Language (AQA)</p>
<p>Further Progression</p>	<p>There are a plethora of options available to students who complete KS5 study of English, from journalism to creative writing, law, teaching, advertising and marketing, copywriter, author - among many others.</p>
<p>Home Learning - What to Expect in Year 9</p>	<p>Students are set tasks fortnightly from a department-wide homework booklet, which contains independent reading opportunities and guided reflection. Each task also contains key spellings and vocabulary to address literacy, and augments the learning conducted in lessons.</p>
<p>Assessment - What to Expect in Year 9</p>	<p>Most lessons begin with recall tasks, ensuring that students will regular, low-stake revision activities throughout the year, as well as fortnightly spelling tests.</p> <p>Formal assessments take place as follows:</p> <p>Year 9 Assessment 1 (mid-October) – Modern novel: reading analysis and essay writing.</p> <p>Year 9 Assessment 2 (mid-December) – Pioneers and Explorers: Creative Writing.</p> <p>Year 9 Assessment 3 (March) – Poetry: reading analysis and essay writing.</p>

Year 9 Curriculum Overview	<p>The Maths Department see the subject as being integral to the school curriculum across all levels. Passionate teachers will help all students to make progress from developing vital numeracy skills extending to students completing Maths and Further Maths at A Level. This includes subject-specific knowledge and skills that encourage students to improve their logical thinking and problem-solving skills with strong cross-curricular links. An understanding of the key concepts of maths will set learners up for a life-long love of the subject providing them with unlimited opportunity in their future careers as they the essential skills gained are transferable and desirable to almost all occupations.</p>
Periods (per cycle)	8 lessons per fortnight
Key End Points for KS3	<p>The curriculum at our feeder schools is organised to ensure that they complete KS3 for us which makes it easy for us to access the start of the GCSE course from the day of arrival.</p>
Cross-Curricular Links	<p>We have a close link with many subject areas and in particular Science. Also, we support the improvement of Literacy across the school through our delivery of Frayer models across the full content of the course. Numerical Literacy underpins learning across the curriculum.</p>
Necessary Equipment	<p>All students are expected to have a scientific calculator (this will include sin/cos/tan for Trigonometry work taught in both Higher and Foundation).</p>
Enrichment Opportunities in Year 9	<p>There are many enrichment opportunities, and these include our engagement with the internationally recognised Maths Challenge (UKMT). This is provided both in lower school and upper school and we have had many successes in the past including a student sent on an all expenses paid trip to Hungary to represent UK as part of a group of four students competing against other successful groups from other countries.</p>
Suggested Year 9 Reading List	<p>We recommend CGP revision guide, workbook and exam practise booklet. Also, there are Corbettmaths Revision cards (set of 90 cards) this is great revision tool covering the full breadth of the GCSE course (a pack is available for both foundation and higher).</p>



Maths Continued

<p>KS4 Progression Options</p>	<p>With Maths being a Core subject, all students will take a GCSE in Maths either at Foundation (Grades 1-5) or Higher (Grades 4-9). The course that we follow at Gosforth for both foundation and higher is AQA (8300)</p>
<p>KS5 Progression Options</p>	<p>We offer a full A Level in Mathematics (Edexcel) and also for some students (depending on outcomes of GCSE) there is the offer of Further Maths that can be sat as an AS Level at the end of Year 12 and then taken on to A Level for those students that wish to.</p>
<p>Further Progression Options</p>	<p>Many of our students go on to study Maths beyond their A Level with many gaining access to some of the top universities in the country. Likely fields that students have gone onto with a link to maths have included, Maths-related degrees, Statistics degrees, Economics, Physics or Computer Science to name just a few. However, it is the logical mind-set and skill-set acquired in course that makes these students desirable for many fields beyond the scope of Mathematics.</p>
<p>Home Learning - What to Expect in Year 9</p>	<p>We expect students to be fully engaged in the course both in and outside of the lesson. Students will receive compulsory homework approximately every fortnight – this is after the completion of a topic. Teachers use this information to review common misconceptions and clarify understanding. Alongside this we try and promote independent learning, we use a platform called Dr Frost to do this. Our course layout is on Dr frost and every time students complete an assessment, we ensure that they complete a full analysis of their evidenced areas of strength and development. We provide them with access to the part of the course that they need to focus on and students are encouraged to do this at home with the support of video tutorials and walkthroughs.</p>
<p>Assessment - What to Expect in Year 9</p>	<p>We teach in blocks of approximately 10 weeks. After each block, students are given time for preparation and are then assessed. This is on a progressive scale which means at the end of Block 2, students will receive an assessment covering the first 20 weeks of content. Analysis of outcomes then takes place, and students are moved sets to ensure they are in the most appropriate set to support them all towards the best possible outcome.</p>

Science

<p>Year 9 Curriculum Overview</p>	<p>Science is a fundamental part of global development. Appreciating advancements in technology and an understanding of the human impact on the world around us are vitally important for young people preparing to enter the world of work and contribute to our society. In Year 9 at Gosforth Academy, students cover fundamental ideas within Biology, Chemistry and Physics that are essential for developing a wider and deeper understanding of Science in later years.</p>
<p>Periods (per cycle)</p>	<p>8 lessons per fortnight</p>
<p>Key End Points for KS3</p>	<p>By the end of Year 9, students will have covered specifics relating to cells in different organisms; the structure of atoms and the periodic table, and how this relates to specific types of bonding and, in turn, specific properties of materials; and the different ways in which energy can be stores and transferred within and between different systems in our universe. Along the way students will practice various practical and analytical skills, developing their knowledge and ability to conduct experiments safely and fairly, and to process the outcomes and data efficiently. We manage the transition from KS3 to KS4 (GCSE) content carefully, ensuring there is sufficient time to complete any outstanding KS3 material. This is completed within the first term at Gosforth Academy, before starting our KS3-KS4 transition period. During this period, students begin to work on carefully selected content that relates to and underpins GCSE work, however, this is structured in such a way to provide more time and scaffolding within lessons than is usually expected in later years. KS4 begins in full after our timetable rollover following May Half Term.</p>
<p>Cross-Curricular Links</p>	<p>Science covers a range of skills as well as subject knowledge. Many of these skills are also applied in other subject areas. For example, Science has a huge range of specific vocabulary that must be used to fully understand and express scientific concepts. Effective literacy skills are needed to access material, express ideas, understand instructions and record observations. Much scientific vocabulary has etymological links to Greek and Latin, so an appreciation of other languages often helps understand and contextualise scientific terms. Other, more obvious skills, include numeracy and graphical skills that are closely related to material covered in Maths. Ther is also a need for teamwork, in supporting one another to develop ideas, resilience, etc. There are also significant issues such as the science behind sexual maturity, menstruation, evolution, origins of the universe, etc. that can link with moral and spiritual beliefs in people's lives.</p>

Science Continued

Necessary Equipment	As well as the absolute basics of pen, pencil, ruler, we ask that students come equipped with a scientific calculator.
Enrichment Opportunities in Year 9	We have offered a range of enrichment activities throughout Year 9. These span from a fortnightly Science Club, to one off webinars hosted by specialists in their field. There are also two different science activities hosted within the whole school Year 9 enrichment programme. We will continue to develop and promote enrichment in Science for Year 9 students and beyond, so there will be plenty to do and look forward to.
Suggested Year 9 Reading List	Anything that opens your eyes to the world around would help, which could involve anything including magazines such as National Geographic, BBC Science Focus, The Week Junior, Nature, New Scientist or The Guardian Science (online).
KS4 Progression Options	Every student in Year 9 will go on to study Science at GCSE. We currently provide two pathways at GCSE: Combined Science (Trilogy), and Triple Science. The difference between these two pathways will be explained later in the year, during the Year 9 Options Process. The decision regarding which pathway a student follows is made by the Science Department, although both alternatives will be delivered in the same number of lessons, and both provide full progression opportunities into Sixth Form and beyond.
KS5 Progression Options	We offer the three traditional sciences at A Level: Biology, Chemistry and Physics. All three of these can be accessed from either the GCSE science pathway (Combined Science (Trilogy) or Triple). We also offer an A Level equivalent Applied Science course.
Further Progression	The options for further progression are almost endless for Science. After GCSE students can progress to Sixth Form to follow one of our four courses on offer. After that, students can pursue a range of university degrees including medicine, engineering, pharmacy, etc. train to work in any of the allied health professions, radiology, paramedic, nursing, midwifery, etc. or take the transferrable skills they have acquired and apply them to anything else they are interested in, for example economics, accountancy, psychology or social work.
Home Learning - What to Expect in Year 9	Home learning can vary throughout the year in Science, but class teachers will set homework at least once a fortnight. In addition to this, students are expected to work independently to prepare for any assessments. Students are expected to show maturity and initiative by working outside lessons to consolidate class learning.
Assessment - What to Expect in Year 9	There are three main assessment points for Year 9: October, December and March. The October assessment covers KS3 content, December and March assess the KS3-KS4 Transition Topics. These are used to determine which pathway students are placed onto when they start Year 10 after the May Half Term. Pathways and classes are both decided by the Science Department and are subject to change throughout Year 10 as more data are collected.

Drama

Year 9 Curriculum Overview

Drama is a compulsory subject for all Year 9 students at Gosforth Academy. It is a practical subject that helps students develop their physical and vocal skills as well as improve and develop their creativity, communication skills and teamwork.

Students will work in small groups to explore existing scripts, write their own scripts, develop character, apply style and perform to small audiences whilst also getting an insight into the technical roles in the theatre and understanding theatre processes.

Drama helps students to look at topical issues in new and exciting ways and allows them to express themselves through interacting with others. Year 9 Drama allows for a different way of learning that is practical and enjoyable and encourages students' creativity and individuality whilst working as part of a small group.

Periods (per cycle)

2 lessons per fortnight

Key End Points for KS3

By the end of Year 9 we hope that students have developed key skills in verbal and non-verbal communication, teamwork, script writing, confidence, problem solving and working with a stimulus and script. Students should be able to speak confidently in front of an audience and demonstrate character and performance style on stage. By the end of the first topic in year 9 students will have explored basic Drama skills including learning lines and non-verbal communication.

The second topic allows students to understand how to devise a performance of their own using a stimulus and how to create mood and atmosphere within performance.

The third topic develops students research skills and understanding of using Drama and Theatre as an educational tool for important events. Students will look at the history of theatre and recognise how it has developed in the fourth topic. They will also be able to explore and demonstrate character through movement and voice

The final topic develops students' understanding of styles of theatre and how to apply them to their own work.

Drama Continued

Cross-Curricular Links	All subjects can be addressed and explored through Drama, and we try to include this where we can. In Year 9 Drama lessons we look at current and historical events and create performances around these to help educate audiences about them. Drama links with English in terms of the reading and communication skills we explore and develop.
Necessary Equipment	There is no specialist equipment needed for Drama lessons. All scripts or other equipment will be provided.
Enrichment Opportunities in Year 9	All Year 9 students have the opportunity to attend Drama club as a weekly session every Tuesday and there will be organised theatre visits that Year 9 students will have the option to attend.
Suggested Year 9 Reading List	Attending any live theatre performances or concerts would be beneficial to students this could be professional or amateur productions.
KS4 Progression Options	GCSE Drama and GCSE Dance.
KS5 Progression Options	A Level Drama.
Further Progression	The skills developed in Drama will be useful to almost any profession regardless of how far students choose to study it. For those who study Drama beyond Year 9, the options are endless. Drama school courses, university degrees in performance, directing or design and apprenticeships within the theatre would all represent direct progression.
Home Learning - What to Expect in Year 9	A small homework task will be set per topic which will include learning lines or writing part of a script
Assessment - What to Expect in Year 9	Students will cover a new topic every half term and complete five assessment tasks the end of each topic. Most assessments will be practical group work and will expect students to perform in small groups to their form class.



<p>Year 9 Curriculum Overview</p>	<p>Design Technology is a subject that links creative, practical and academic skills. Students learn techniques to help them create and explore ideas and then learn about materials and how to accurately build and manufacture products. At the core of DT is problem solving. Students are challenged to find the answers to their own questions and create ideas that can help solve problems, big and small. Students have lots of opportunity to work practically in the workshop which allows them the chance to overcome difficulties and amend ideas, all while enhancing their dexterity and hand eye coordination. Many of the skills students build in DT help in the real world with practical everyday tasks from planning and problem solving through to home improvements and design.</p>
<p>Periods (per cycle)</p>	<p>2 Periods per fortnight.</p>
<p>Key End Points for KS3</p>	<p>The goal for the end of Year 9 is that students can create and realise their own ideas and bring originality to them. They will be equipped with the challenges of KS4 DT, where creating and manufacturing original and creative products is the biggest challenge. Through the workshop sessions students will gain experience of using tools, equipment and machinery and experience of working with materials and understanding the capabilities and limitations of these materials. Students will have a wider appreciation of the role design and manufacturing has in their everyday lives and the multiple pathways the design and engineering sector has as a potential career pathway. They will also appreciate the need to develop ideas by compiling a project.</p>
<p>Cross-Curricular Links</p>	<p>Design Technology crosses the boundary between many subject areas and couples well with a range of subjects moving into KS4. DT utilises many artistic skills through drawing and sketching and also allows students to build IT skills in a different scenario using software packages to drive lasers, plotters and 3D printers. Students will see the links to Science in the understanding of materials and their suitability for products on a physical and chemical level. Mathematics is key to DT as well as students often need to calculate material volumes and sizes, work out angles and plan and tessellate layouts.</p>
<p>Necessary Equipment</p>	<p>Specialist equipment is provided but some students may wish to have their own sketching and drawing equipment such as quality pencils and colours or markers.</p>



Design & Technology Continued

Suggested Year 9 Reading List	Technologystudent.com BBC bitesize.
KS4 Progression Options	GCSE Design Technology (AQA) GCSE Art and Design: 3D Design (AQA)
KS5 Progression Options	A-Level 3D Design.
Further Progression	Students progress onto wide ranging and varied degrees some of which include Architecture, Engineering (mechanical, aerospace, civil etc.), Product Design, Interior Design, Graphic Design, Industrial Design. Some students prefer a foundation course after sixth form which gives them another year to decide on their design direction.
Home Learning - What to Expect in Year 9	Students are set revision tasks, sketching and drawing techniques, model making in card and evaluations.
Assessments - What to Expect in Year 9	Students will complete several tasks throughout their DT journey and are also formally assessed: Year 9 Assessment 1 (mid-October) – Materials and wider issues + Ideas for cable tidy. Year 9 Assessment 2 (mid-December) – Idea Generation. Year 9 Assessment 3 (March) – Practical Outcomes.



Food Technology

Year 9 Curriculum Overview	<p>Food is a subject that links creative, practical and academic skills. As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating incorporating the science of cooking and the need for hygienic practices in the kitchen. Instilling a love of cooking that will encourage creativity and develop a repertoire of dishes that they can cook independently. Learning how to cook being a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life. Many of the skills students build in Food help in the real world with practical everyday tasks from planning and problem solving through to home improvements and design.</p>
Periods (per cycle)	2 Periods per fortnight.
Key End Points for KS3	<p>By the end of Year 9 students will have developed the skills and knowledge to enable students to learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food. Students will have experienced using different cooking skills and methods which could potentially enable them to use these within further education or apprenticeships. It will have given them a basic understanding of the skills required for a career in food.</p>
Cross-Curricular Links	<p>Food crosses the boundary between many subject areas and couples well with a range of subjects moving into KS4. Food utilises many artistic skills through drawing and sketching and considering presentation of their food. Students will see the links to Science in the understanding how ingredients interact with each other to produce a final product as well as learning about health issues linked to diet (Biology and PCSHE). Mathematics is key to Food as students often need to calculate ratios, weigh and measure ingredients and work out cooking times. Food vocabulary is entrenched in MFL and French terminology is often used often. Students regularly learn about the history of recipes and ingredients and how they relate to current practice in the kitchen. Reading recipes and following complex instructions develops literacy skills and increases confidence that can be applied to subjects across the board.</p>
Necessary Equipment	Specialist equipment is provided but students will need an apron and a container for their food lessons.

Food Technology Continued

Enrichment Opportunities in Year 9	Great Gosforth Bake off takes place in Yellow week, where students complete a series of culinary projects throughout the week.
Suggested Year 9 Reading List	Senecalarning.com BBC bitesize. Illuminate digital AQA Food Preparation and Nutrition
KS4 Progression Options	GCSE Food Preparation and Nutrition (AQA) Level 1/2 Technical Award in Food and Cookery (NCFE)
KS5 Progression Options	No current A Level but various options are available in local colleges.
Further Progression	Students can progress onto wide ranging and varied career options. Some are traditional roles such as Chef, Cook and Butcher. Some students take less traditional routes such as Nutritionist, Dietician, Environmental Health Officer and Food Journalist/Blogger.
Home Learning - What to Expect in Year 9	Students are set revision tasks and are expected to cook at home to support their learning and development.
Assessment - What to Expect in Year 9	Students will complete several tasks throughout their Food journey and are also formally assessed: Year 9 Assessment 1 (September) – Written assessment. Year 9 Assessment 2 (mid-December) – Practical assessment. Year 9 Assessment 3 (March) – Practical assessment.

**Year 9 Curriculum
Overview**

Geography helps us understand the past, explains what's happening now, and prepares us for the future. At Gosforth Academy, our Geography course aims to spark curiosity and excitement about the world and its people, a feeling that will stay with students throughout their life. By studying real-life examples, we'll give students the knowledge about different places, people, and environments, as well as a deeper understanding of how the Earth works. We believe Geography is an important part of learning because it helps you to become a global citizen, ready to take on the challenges of the 21st century with an informed and responsible attitude. As a Geographer, you'll be equipped with the knowledge and skills to make a positive impact on the world! Our curriculum looks at 'Big Geographical Questions' which include 'How have physical and human factors shaped the UK?', 'What are the causes and consequences of the rise of China?' and 'What are the causes and consequences of hazards?'

Periods (per cycle)

4 lessons per fortnight

**Key End Points
for KS3**

By the end of Year 9 students should be able to

- Explain how geographical processes work and how changes in the world affect people and the environment.
- Understand how different places and environments are connected and influence each other at different levels.
- Build their knowledge of different places, environments, and processes, from local areas to global scales, and understand the social, political, and cultural factors that shape them.
- Understand how people interact with the environment, how places change over time, and how different geographical factors connect with each other at different levels and in different situations.
- Use a variety of skills, including a range of mathematical and statistical techniques, to help understand and analyse geographical topics.

Cross-Curricular Links

There are many links between Geography and Maths due to the mathematical skills threaded throughout the topic. There is also some cross over with Science on topics such as energy and climate change. Topics relating to SMSC and British Values are explored which include democracy, mutual respect and tolerance as students study migration and other parts of the Year 9 content.

Necessary Equipment

N/A



Geography Continued

<p>Enrichment Opportunities in Year 9</p>	<p>Geography enrichment lesson 'Creating a country' where students use their knowledge from lessons and their own creativity to create a country and manage real world issues. In yellow week we have a week camping residential, where students will complete activities such as orienteering.</p>
<p>Suggested Year 9 Reading List</p>	<p>Prisoners of Geography: Our World Explained in 12 Simple Maps - Tim Marshall No One is Too Small to Make a Difference- Greta Thunberg. Horrible Geography- Anita Ganeri Hidden- Miriam Halahmy</p>
<p>KS4 Progression Options</p>	<p>GCSE Geography- Edexcel B. Which includes, global geographical issues, UK geographical issues and people and environmental issues.</p>
<p>KS5 Progression Options</p>	<p>A level Geography- Edexcel. This course is split into human and physical Geography.</p>
<p>Further Progression</p>	<p>Geography is a popular subject at both GCSE and A level. Students can follow a variety of routes in this sector including degrees and apprenticeships. Popular specialisms include Teaching, Town Planning, Civil Servant, Conservation and Energy Development. Many students go on to Geography degrees.</p>
<p>Home Learning - What to Expect in Year 9</p>	<p>Minimum one piece of homework per each 2-week cycle. There is a variety homework task which include multiple choice quizzes, case study fact files and independent research.</p>
<p>Assessment - What to Expect in Year 9</p>	<p>Three assessments one at the end of each topic. With previous topic question interweaved to retrieve and build on knowledge.</p>

History

Year 9 Curriculum Overview

Students in Year 9 study Nazi Germany and how Hitler came to power. They analyse propaganda, changes to law and the context that allowed Hitler to rise to prominence. The course allows students to develop their own opinions on the past and develop transferable skills such as analysis, debate and extended writing. Once they have a clear understanding of how Hitler became Chancellor, they will learn about the Holocaust. This is an incredibly important and sensitive topic and we believe it is hugely valuable for students to not only understand what happened, but also how it happened.

In January, students move on the study America in the 1920s. Our big question is Was America a land of opportunity or inequality? Students are encouraged to question the past and become critical thinkers.

Periods (per cycle)

4 lessons per fortnight

Key End Points for KS3

By the end of KS3, students will have a clear understanding of 20th century global History. They will be able to recall events, explain their significance and analyse their impact on the modern world. Students will also be able to analyse sources, identifying propagandist elements and have a clear understanding that not all sources can be trusted.

These skills will allow students to move on to GCSE History with confidence. We begin working on GCSE skills in Year 9 so ensure that every student is prepared for the expectations and skills required of a GCSE student. Students will be able to apply the skills they learned in KS3 History to the more complex content of GCSE. They will be supported and challenged by their teachers throughout this transition to ensure that every student meets their potential in History.

Cross-Curricular Links

There are SMSC and British Values links throughout the course, including the rule of law, democracy and rights of the individual are a key focus of the Holocaust. Wider links to literacy through extended reading and writing, source analysis and challenge reading to encourage academic interest.

Necessary Equipment

N/A

History Continued

<p>Enrichment Opportunities in Year 9</p>	<p>History enrichment lessons are offered on local history to encourage students to think about our shared past and how events of the past shape the future. Trips such as Yellow Week 2025 to Auschwitz to allow students to explore what they learn in lessons for themselves.</p>
<p>Suggested Year 9 Reading List</p>	<p>Reading lists are provided at the end of each topic to encourage students to aim higher and develop a passion for History.</p>
<p>KS4 Progression Options</p>	<p>GCSE History (AQA) includes America 1920 – 73, Cold War 1945-72, Medicine: People and the Health 1000-present day and Norman England 1066-1100</p>
<p>KS5 Progression Options</p>	<p>A Level History includes Making of Modern Britain 1951-2007 and Germany: The Quest for Political Stability 1871-1991</p>
<p>Further Progression</p>	<p>In previous years, around 1/3 of Year 13 students have gone on to study History at University as a joint or single Honours. History can open doors to working in teaching, academia, the heritage industry and museums. The subject also offers valuable transferable skills, many Lawyers, Project Managers, Civil Servants and Politicians studied History.</p>
<p>Home Learning - What to Expect in Year 9</p>	<p>Students are set an independent research project once per term in History to develop their research and presenting skills. The project is 'Meanwhile elsewhere...' and asks students to research what was happening in other parts of the world during the period of study. The project intends to raise student awareness of global History and the trends of the period.</p>
<p>Assessment - What to Expect in Year 9</p>	<p>Each half term, students will complete an assessment to test their Historical skills and ensure they are making good progress. Assessments usually occur in the final fortnight of each half term and build on the constant teacher assessment carried out in lessons.</p>

Year 9 Curriculum Overview	Studying IT and Computing enables students to gain a deeper understanding of the digital world that shapes their lives. Globally, we are undergoing a relentless transition to a technology led economy and yet there is extensive evidence of a deep and significant skills gap across the workforce. The challenge is particularly pertinent to this current generation of young people, who will spend the majority of their careers working in this new economy. This subject will equip them with the knowledge and skills to successfully engage with the digital world, enabling them to navigate and contribute to a technology-driven future. Whether interested in developing apps, understanding cybersecurity or exploring AI, the study of IT and Computing will build essential skills for the 21st century including problem-solving, logical thinking, creative design and innovation.
Periods (per cycle)	2 periods per fortnight
Key End Points for KS3	<p>By the end of Year 9, we aim for students to be self-sufficient in their use of digital technology so they can safely and effectively use digital skills to support their education and future careers. We want to enhance their autonomy so they can make confident choices about which digital tools to use, and how to use them, to achieve productivity and efficiency. Students should therefore:</p> <ul style="list-style-type: none"> • Have an understanding of skills such as digital literacy and cybersecurity awareness • Be able to apply problem-solving techniques to analyse problems • Be able to create algorithms to provide solutions to problems • Be aware of how the Internet is used to provide access to information via web pages • Be able to apply creative skills to creating digital products • Have a basic understanding of code and how it is used to provide practical solutions • Be aware of the importance of data as an asset and how to manipulate data to obtain useful information
Cross-Curricular Links	When learning about online safety, students will engage with moral considerations such as data privacy and ethical hacking. They will also develop an awareness of legislation that governs the use of technology. In studying a wide range of software applications, they will become familiar with certain cultural paradigms, for example, colour symbolism, user experience and iconography. Through reading homeworks they will gain an appreciation of the role of technology in today's world and some of the potential positive and negative impacts this brings. In lessons, during problem-solving tasks, students will develop personal skills such as teamwork and resilience by working collaboratively to create, refine and test solutions.
Necessary Equipment	N/A



IT & Computing Continued

<p>Enrichment Opportunities in Year 9</p>	<p>The department provides a session as part of the Year 9 Enrichment Programme on Animation. After school enrichment sessions include D&D and E-Sports. For Yellow Week, the department has previously organised trips to San Francisco, Berlin and Tokyo.</p>
<p>Suggested Year 9 Reading List</p>	<p>The BBC News Technology page contains links to useful articles about news and events in the world of technology.</p>
<p>KS4 Progression Options</p>	<p>GCSE Computer Science (OCR) Level 1/2 Vocational ICT Award (Eduqas)</p>
<p>KS5 Progression Options</p>	<p>A Level Computer Science (OCR) BTEC National Extended Certificate in Information Technology (Pearson)</p>
<p>Further Progression</p>	<p>Students can follow a variety of routes in this sector including degrees, vocational qualifications and apprenticeships. Popular specialisms include software development, cybersecurity, game development, data science and networking.</p>
<p>Home Learning - What to Expect in Year 9</p>	<p>A homework task will be set once per cycle. The type of activity may vary but will include reading, short quizzes and brief programming tasks.</p>
<p>Assessment - What to Expect in Year 9</p>	<p>Students will be regularly formatively assessed during lessons throughout the year. Formal assessments will take place as follows: Assessment 1: Mid-December Assessment 2: March/April</p>

Modern Foreign Language - French

Year 9 Curriculum Overview	Studying French in Year 9 equips students with valuable language and communication skills, which are increasingly important in today's global society. The course helps students develop confidence, cultural awareness, and a deeper understanding of how language works. These skills provide a strong foundation for future opportunities and success - whether that involves working internationally, travelling the world, or simply engaging with different cultures.
Periods (per cycle)	5 lessons per fortnight
Key End Points for KS3	By the end of the Year 9 course, students will have developed a secure foundation in the key skills of listening, reading, writing and speaking. They will be able to understand and produce language across a range of topics, including personal descriptions, free-time activities, holidays and food and drink. Students will be able to express complex opinions, describe events in the present, past and future tenses, and begin to develop more complex sentences using a range of structures. Importantly, they will also have gained a greater awareness of French-speaking cultures, laying the groundwork for more in-depth study at Key Stage 4, which begins in June of Year 9.
Cross-Curricular Links	The Year 9 course complements a wide range of other curriculum areas. It reinforces literacy skills through an emphasis on grammar, vocabulary, and sentence structure, which strengthens students' understanding of how language works in English. There are clear links to Geography, as students explore the French-speaking world and develop an awareness of global cultures and communities. Connections to History are made through cultural topics and key events. In addition, language learning fosters transferable skills such as problem-solving, critical thinking, resilience, memory skills, which benefit learning across the curriculum, particularly in subjects like English and Humanities.
Necessary Equipment	A small French dictionary can be useful for independent work and home learning.
Enrichment Opportunities in Year 9	Students in Year 9 have access to a range of enrichment opportunities designed to enhance their language learning and cultural understanding. The department arranges for students to attend engaging webinars run by external agencies, allowing them to explore the relevance of languages beyond the classroom. We are also in the process of establishing a visit to Paris during Yellow Week, and selected students in Year 9 may have the opportunity to take part in this exciting cultural experience.

Modern Foreign Language - French Continued

Suggested Year 9 Reading List	Francais Facile – this website provides authentic French news articles on a range of subjects, which can support vocabulary development and improve reading confidence.
KS4 Progression Options	GCSE French (AQA)
KS5 Progression Options	A-Level French (AQA)
Further Progression	Languages are highly valued by universities and employers alike. A qualification in French can be combined with almost any subject at degree level – from Law, Business and Engineering to History, Politics and International Relations. Language skills are in high demand in sectors such as translation and interpreting, journalism, teaching, marketing, diplomacy, tourism, and international business. Even a basic ability in a second language can set candidates apart in the global job market and enhance opportunities to work or study abroad.
Home Learning - What to Expect in Year 9	Students in Year 9 French receive homework once a week. Homework tasks are set to consolidate learning from lessons, provide opportunities for independent practice, and help embed key vocabulary and grammar. Tasks may include vocabulary learning, reading comprehension, grammar exercises and writing tasks. Homework plays an important role in helping students build confidence and fluency over time.
Assessment - What to Expect in Year 9	Students will complete regular low-stakes retrieval tasks in lesson time throughout the year. Formal Assessments will take place as follows: Assessment 1 – October Assessment 2 – December Assessment 3 – March Assessments over the course of the year cover a range of skills, including: listening, reading, writing and knowledge and application of grammar.



Modern Foreign Language - German

Year 9 Curriculum Overview	Studying German in Year 9 equips students with valuable language and communication skills, which are increasingly important in today's global society. The course helps students develop confidence, cultural awareness, and a deeper understanding of how language works. These skills provide a strong foundation for future opportunities and success - whether that involves working internationally, travelling the world, or simply engaging with different cultures.
Periods (per cycle)	6 lessons per fortnight
Key End Points for KS3	By the end of the Year 9 course, students will have developed a secure foundation in the key skills of listening, reading, writing and speaking. They will be able to understand and produce language across a range of topics, including: descriptions of yourself and others; hobbies; the weather; school and food. Students will be able to express opinions, give basic information in the present, past and future tenses, and they will be able to use a range of more complex structures, including subordinating conjunctions. Importantly, they will also have gained a greater awareness of the German-speaking world, laying the groundwork for more in-depth study at Key Stage 4, which begins in June of Year 9.
Cross-Curricular Links	The Year 9 course complements a wide range of other curriculum areas. It reinforces literacy skills through an emphasis on grammar, vocabulary, and sentence structure, which strengthens students' understanding of how language works in English. There are clear links to Geography, as students explore the German-speaking world and develop an awareness of global cultures and communities. Connections to History are made through cultural topics and key events. In addition, language learning fosters transferable skills such as problem-solving, critical thinking, resilience, memory skills, which benefit learning across the curriculum, particularly in subjects like English and Humanities.
Necessary Equipment	A small German dictionary can be useful for independent work and home learning.
Enrichment Opportunities in Year 9	Students in Year 9 have access to a range of enrichment opportunities designed to enhance their language learning and cultural understanding. The department arranges for students to attend engaging webinars run by external agencies, allowing them to explore the relevance of languages beyond the classroom. There is also a well-established German exchange with our partner school in Heidelberg, which students in Year 9 are encouraged to take part in.

Modern Foreign Language - German Continued

Suggested Year 9 Reading List	Easy German – the resources on this website will allow students to consolidate topics covered in class. There are also resources on this website which will allow students to delve further into German language and culture.
KS4 Progression Options	GCSE German (AQA)
KS5 Progression Options	A-Level German (AQA)
Further Progression	Languages are highly valued by universities and employers alike. A qualification in German can be combined with almost any subject at degree level – from Law, Business and Engineering to History, Politics and International Relations. Language skills are in high demand in sectors such as translation and interpreting, journalism, teaching, marketing, diplomacy, tourism, and international business. Even a basic ability in a second language can set candidates apart in the global job market and enhance opportunities to work or study abroad.
Home Learning - What to Expect in Year 9	Students in Year 9 German receive homework once a week. Homework tasks are set to consolidate learning from lessons, provide opportunities for independent practice, and help embed key vocabulary and grammar. Tasks may include vocabulary learning, reading comprehension, grammar exercises and writing tasks. Homework plays an important role in helping students build confidence and fluency over time.
Assessment - What to Expect in Year 9	Students will complete regular low-stakes retrieval tasks in lesson time throughout the year. Formal Assessments will take place as follows: Assessment 1 – October Assessment 2 – December Assessment 3 – March Assessments over the course of the year cover a range of skills, including: listening, reading, writing and knowledge and application of grammar.

Modern Foreign Language - Italian

Year 9 Curriculum Overview	Studying Italian in Year 9 equips students with valuable language and communication skills, which are increasingly important in today's global society. The course helps students develop confidence, cultural awareness, and a deeper understanding of how language works. These skills provide a strong foundation for future opportunities and success - whether that involves working internationally, travelling the world, or simply engaging with different cultures.
Periods (per cycle)	6 lessons per fortnight
Key End Points for KS3	By the end of the Year 9 course, students will have developed a secure foundation in the key skills of listening, reading, writing and speaking. They will be able to understand and produce language across a range of topics, including: family; descriptions of self and others; hobbies; the weather; holidays and school. Students will be able to express opinions, give basic information in the present, past and future tenses, and they will be able to use a range of more complex structures, including subordinating conjunctions. Importantly, they will also have gained a greater awareness of Italian culture, laying the groundwork for more in-depth study at Key Stage 4, which begins in June.
Cross-Curricular Links	The Year 9 course complements a wide range of other curriculum areas. It reinforces literacy skills through an emphasis on grammar, vocabulary, and sentence structure, which strengthens students' understanding of how language works in English. Connections to History are made through cultural topics and key events. In addition, language learning fosters transferable skills such as problem-solving, critical thinking, resilience, memory skills, which benefit learning across the curriculum, particularly in subjects like English and Humanities.
Necessary Equipment	A small Italian dictionary can be useful for independent work and home learning.
Enrichment Opportunities in Year 9	Students in Year 9 have access to a range of enrichment opportunities designed to enhance their language learning and cultural understanding. The department arranges for students to attend engaging webinars run by external agencies, allowing them to explore the relevance of languages beyond the classroom.

Modern Foreign Language - Italian Continued

Suggested Year 9 Reading List	Easy Italian – the resources on this website will allow students to consolidate topics covered in class. There are also resources on this website which will allow students to delve further into Italian language and culture.
KS4 Progression Options	GCSE Italian (AQA)
KS5 Progression Options	A-Level Italian (Edexcel)
Further Progression	Languages are highly valued by universities and employers alike. A qualification in Italian can be combined with almost any subject at degree level – from Law, Business and Engineering to History, Politics and International Relations. Language skills are in high demand in sectors such as translation and interpreting, journalism, teaching, marketing, diplomacy, tourism, and international business. Even a basic ability in a second language can set candidates apart in the global job market and enhance opportunities to work or study abroad.
Home Learning - What to Expect in Year 9	Students in Year 9 Italian receive homework once a week. Homework tasks are set to consolidate learning from lessons, provide opportunities for independent practice, and help embed key vocabulary and grammar. Tasks may include vocabulary learning, reading comprehension, grammar exercises and writing tasks. Homework plays an important role in helping students build confidence and fluency over time.
Assessment - What to Expect in Year 9	Students will complete regular low-stakes retrieval tasks in lesson time throughout the year. Formal Assessments will take place as follows: Assessment 1 – October Assessment 2 – December Assessment 3 – March Assessments over the course of the year cover a range of skills, including: listening, reading, writing and knowledge and application of grammar.



Modern Foreign Language - Spanish

Year 9 Curriculum Overview	Studying Spanish in Year 9 equips students with valuable language and communication skills, which are increasingly important in today's global society. The course helps students develop confidence, cultural awareness, and a deeper understanding of how language works. These skills provide a strong foundation for future opportunities and success - whether that involves working internationally, travelling the world, or simply engaging with different cultures.
Periods (per cycle)	6 lessons per fortnight
Key End Points for KS3	By the end of the Year 9 course, students will have developed a secure foundation in the key skills of listening, reading, writing and speaking. They will be able to understand and produce language across a range of topics, including: family; descriptions of self and others; hobbies; the weather; holidays and school. Students will be able to express opinions, give basic information in the present, past and future tenses, and they will be able to use a range of more complex structures, including subordinating conjunctions. Importantly, they will also have gained a greater awareness of the Spanish-speaking world, laying the groundwork for more in-depth study at Key Stage 4, which begins in June.
Cross-Curricular Links	The Year 9 course complements a wide range of other curriculum areas. It reinforces literacy skills through an emphasis on grammar, vocabulary, and sentence structure, which strengthens students' understanding of how language works in English. There are clear links to Geography, as students explore the Spanish-speaking world and develop an awareness of global cultures and communities. Connections to History are made through cultural topics and key events. In addition, language learning fosters transferable skills such as problem-solving, critical thinking, resilience, memory skills, which benefit learning across the curriculum, particularly in subjects like English and Humanities.
Necessary Equipment	A small Spanish dictionary can be useful for independent work and home learning.
Enrichment Opportunities in Year 9	Students in Year 9 have access to a range of enrichment opportunities designed to enhance their language learning and cultural understanding. The department arranges for students to attend engaging webinars run by external agencies, allowing them to explore the relevance of languages beyond the classroom.

Modern Foreign Language - Spanish Continued

Suggested Year 9 Reading List	Easy Spanish – the resources on this website will allow students to consolidate topics covered in class. There are also resources on this website which will allow students to delve further into Spanish language and culture.
KS4 Progression Options	GCSE Spanish (AQA)
KS5 Progression Options	A-Level Spanish (AQA)
Further Progression	Languages are highly valued by universities and employers alike. A qualification in Spanish can be combined with almost any subject at degree level – from Law, Business and Engineering to History, Politics and International Relations. Language skills are in high demand in sectors such as translation and interpreting, journalism, teaching, marketing, diplomacy, tourism, and international business. Even a basic ability in a second language can set candidates apart in the global job market and enhance opportunities to work or study abroad.
Home Learning - What to Expect in Year 9	Students in Year 9 Spanish receive homework once a week. Homework tasks are set to consolidate learning from lessons, provide opportunities for independent practice, and help embed key vocabulary and grammar. Tasks may include vocabulary learning, reading comprehension, grammar exercises and writing tasks. Homework plays an important role in helping students build confidence and fluency over time.
Assessment - What to Expect in Year 9	<p>Students will complete regular low-stakes retrieval tasks in lesson time throughout the year. Formal Assessments will take place as follows:</p> <p>Assessment 1 – October Assessment 2 – December Assessment 3 – March</p> <p>Assessments over the course of the year cover a range of skills, including: listening, reading, writing and knowledge and application of grammar.</p>

Physical Education

Year 9 Curriculum Overview

Physical Education at Gosforth Academy aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Key Stage 3 students at Gosforth Academy will be taught to:

1. use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
2. develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
3. perform dances using advanced dance techniques within a range of dance styles and forms
4. take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
5. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
6. take part in competitive sports and activities outside school through community links or sports clubs.

Periods (per cycle)

4 lessons per fortnight

Key End Points for KS3

Our over-arching theme for Year 9 students is 'Developing independence, social belonging and building resilience'. We have chosen this theme to help our new students make the successful transition from middle to high school by making them feel part of their new school and give them the skills to then be successful at Key Stage 4.

At Key Stage 3, our students follow a broad and balanced range of activities which include athletic, gymnastic, dance, individual and team sports. Individual and team sports are further categorised into Invasion, net/wall and striking and fielding activities. Rugby Union is delivered early in the term to avoid negative transfer with other invasion games as the key concept of passing backwards can be confusing if it was preceded by activities such as hockey or netball.

Some activities lend themselves to particular times of the year. For example, outdoor rugby and netball lessons are taught at the start of term when the weather is generally warmer/drier and catching the ball is made easier.

Gymnastics is taught early in Year 9 to introduce students to the importance of creativity and a range of key components of fitness such as balance, flexibility, coordination, muscular endurance and speed.

HRF is delivered in Term 1 to introduce key concepts such as the short and long term benefits of exercise on the body, the difference between aerobic and anaerobic exercise and the types of exercise to develop components of fitness such as muscular endurance and speed.

Each activity is taught in single-sex, 8-lesson blocks to enable key skills and concepts to be learned, developed and applied to competitive situations.

Physical Education Continued

Cross-Curricular Links	<p>Careers: By adopting a range of different roles and using sporting examples students are made aware of the future career paths available through PE/Sport.</p> <p>SMSC: PE at Gosforth will contribute to each students' social development by helping them to co-operate, compete and to develop a sense of fairness, justice and respect. Mentally, it can help reduce the symptoms of anxiety and depression; benefit academic achievement; and encourage school attendance and engagement. By enhancing each student's spiritual, moral, social and cultural development PE makes a significant contribution to the promotion of fundamental British values (e.g. democracy, respect and tolerance) and the development of essential life skills (e.g. resilience, communication and responsibility). For example, in core PE, our students are encouraged to respect their teammates and the opposition and play fairly. The concepts of fairness and respect are developed further when students take on the roles of referee, umpire and coach.</p>
Necessary Equipment	Indoor and outdoor GA PE kit with appropriate footwear.
Enrichment Opportunities in Year 9	We have offered a range of enrichment activities throughout Year 9. Generally, this will cover activities such as athletics, badminton, basketball, cricket, dance, football, fitness, netball, rugby, squash, indoor and outdoor tennis.
Suggested Year 9 Reading List	We encourage our students to keep up to date with current events in sport. The BBC sport website is an ideal starting point.
KS4 Progression Options	<p>All students will continue with core PE lessons at KS4. Here, they will be given a choice of pathways to follow which suit their individual strengths. This includes an opportunity to follow the Sports Leaders UK Level 1 award.</p> <p>In addition, students can opt for GCSE PE.</p>
KS5 Progression Options	<p>We offer two course at KS5:</p> <ol style="list-style-type: none"> 1. Cambridge Technicals Level 3 in Sports Physical Activity 2. A Level Physical Education. OCR H555
Further Progression	<p>Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, many nutritionists, physical therapists and chiropractors have a degree in PE. Some careers that students could consider doing with PE include:</p> <ul style="list-style-type: none"> • Sports science • PE Teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer
Home Learning - What to Expect in Year 9	Students are expected to show maturity and initiative by working outside lessons to consolidate and build upon class learning. This can be done by taking advantage of our wide range of PE and school sports clubs which are part of our enrichment programme. In addition, students are encouraged to participate in at least one local sports/fitness club.
Assessment - What to Expect in Year 9	In line with the assessment of all subjects in key stages 3 and 4 students will be assessed using our GA (1-5) grading system. Assessment takes place during each 4-week unit of work and recognises each student's skills, knowledge and understanding in a range of physical activities. During PE lessons students will be given regular opportunities to self and peer-assess their ability to perform inter-personal and leadership skills such as communication, collaboration and motivating others.

Year 9 Curriculum Overview	<p>Personal, Social, Health and Education (PSHE) and Citizenship are vital parts of the Year 9 curriculum, equipping students with the knowledge and skills to thrive personally and academically. PSHCE covers health and wellbeing, relationships, and life in the wider world. By studying these topics, students learn about mental health, healthy relationships, and social responsibility, gaining the confidence to make positive choices and become informed citizens. These skills are crucial as they navigate challenges and prepare for a rapidly changing world and our curriculum is regularly updated to meet the emerging needs of our students. PSHCE empowers students to shape their identities, understand their world, and navigate life with confidence. This subject offers students the tools to have high aspirations and the practical knowledge to face challenges with optimism and purpose.</p>
Periods (per cycle)	<p>2 periods per fortnight.</p>
Key End Points for KS3	<p>By the end of Y9, students will have developed the knowledge and skills necessary to support them to navigate the complexities of the modern world, fostering their development as responsible and informed young individuals. Students should be able to make informed decisions about their health and wellbeing, understand the importance of mental health, personal safety, navigating online spaces, understanding digital footprints, and how to deal with cyberbullying. In relationship education, students will have gained the skills to communicate effectively, make and maintain positive friendships and relationships, and understand respect and consent. They will also have explored key concepts such as diversity, equality, and social responsibility, preparing them to become active, responsible, informed citizens in the wider world. Overall, students will have built the confidence, empathy, and critical thinking skills needed to navigate their future with a keen sense of self and community.</p>
Cross-Curricular Links	<p>Students are encouraged to read, analyse, and consider the validity and reliability of information sources both on and offline, developing them as critical thinkers. Our curriculum develops numeracy and financial literacy, teaching students how to manage money and make informed financial decisions. British Values are embedded across our curriculum, promoting democracy, rule of law, and mutual respect. By exploring moral and ethical issues, students deepen their self-awareness and develop empathy, resilience, ethical and social responsibility.</p>
Necessary Equipment	<p>N/A</p>


PSCHE Continued

Enrichment Opportunities in Year 9	<p>Students are offered a wide range of opportunities to support their personal growth and explore academic and vocational career pathways; including careers fairs and talks from visiting speakers. Students can enjoy experiencing active citizenship projects during enrichment period sessions.</p>
Suggested Year 9 Reading List	<p>I Am Malala by Malala Yousafzai, The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer, A Long Walk to Water by Linda Sue Park, The 7 Habits of Highly Effective Teens by Sean Covey</p>
KS4 Progression Options	<p>Students will continue to be supported in their personal development at KS4 and will follow a Core PSHCE.</p>
KS5 Progression Options	<p>Students will continue to be supported in their personal development and all students follow a programme of study which includes personal development, citizenship studies and individualised careers guidance.</p>
Further Progression	<p>There are a range of degree routes in the sector, including Politics, Social Work, Public Administration, and Education. Degree Apprenticeships in various citizenship-related disciplines, are also increasingly popular with employers.</p>
Home Learning - What to Expect in Year 9	<p>Students are encouraged to investigate topics related to their personal interests and future career aspirations. A single home learning task once per term.</p>
Assessment - What to Expect in Year 9	<p>In Year 9 PSHCE, students are primarily assessed using ipsative models, which emphasise students recognising their own individual progress from their own starting points. Teachers also assess student engagement and participation in lessons, and use contributions to group discussions, and mini quizzes to assess progress and understanding. This approach ensures that each student's unique growth and learning journey is recognized and valued.</p>

Music

Year 9 Curriculum Overview	<p>Students arrive in Year 9 with a vast range of musical ability and varying experiences. We aim to give all students a rounded musical education (enabling them to develop practical skills and develop theoretical knowledge, largely through practical work). In Year 9 they have opportunities to further develop keyboard, singing and music reading skills started in middle school, as well as explore new skills on guitar and varied technologies. Less able musicians are given accessible material and support whilst more able musicians are encouraged to develop their performing, creative and Musical leadership skills for further development at GCSE and A Level.</p>
Periods (per cycle)	2 lessons per fortnight
Key End Points for KS3	<p>By the end of Year 9, students will be expected to be able to perform as a soloist and part of an ensemble with fluency and some degree of expression in a range of styles. They will have composed / improvised short pieces to given briefs using music technology/music notation software. They will have a greater understanding of the influence of African-American music on the music of the 20th/21st century as well as an awareness of the heritage and impact of British Folk music.</p> <p>Students should be able to apply their understanding of how the elements of music can be manipulated to create a desired impact and describe how composers through the ages have achieved this. The ultimate aim is for students to have the knowledge and confidence to enjoy a life-long love of music beyond school both personally and collaboratively.</p>
Cross-Curricular Links	<p>There are many and varied opportunities for students to develop other aspects of their character through group performances, personal challenge and support for and consideration of others. Students study music from different cultures and explore how historical events have an impact on the different features of the musical styles. This helps support students to prepare to become considerate members of the wider community. Literacy and Numeracy are both incorporated into the course in Year 9.</p>
Necessary Equipment	N/A

Music Continued

<p>Enrichment Opportunities in Year 9</p>	<p>The Music department offers a full and varied timetable of extracurricular activities. Our Music Clubs run every day and have always been well attended by different students across the school. All of our school clubs are free of charge and are open to all students in upper and lower school. Our school ensembles include: Gosforth Academy Voices (choir), Fusion Band, Brass Ensemble, Chamber Music Ensemble, Music Theory Club, GCSE Composition Help and Ceilidh Band. Members of these ensembles work towards performances in school concerts and assemblies as well as providing music for school open evenings and events. We make practice spaces available every day for students to further improve their practical work that begins in the classroom. The practice spaces also allow for the nurture of independently formed rock bands. These groups then go on to perform in front of their peers and participate in local events. Students can also access individual or small group lessons. We work with NEMCO, Newcastle Music Service and self-employed instrumental specialists to offer paired and individual lessons for the following instruments: drums (Paul Wight), piano (James Peacock), voice (Matti Imarhiagbe), trumpet, trombone, euphonium, tenor horn (Tom Rushton), violin, viola, cello (Jo Montgomery), flute, saxophone, clarinet, bass guitar (Alex Saxon), and electric, acoustic and classical guitar (Edward Box). In lessons students are supported with their performance coursework and, when appropriate, are entered for Graded Music Exams through Associated Board of the Royal Schools of Music (ABRSM), Trinity College London (TCL) or Rock School London (RSL).</p>
<p>Suggested Year 9 Reading List</p>	<p>Listen to as wide a variety of music as possible, especially live performances. Magazines like NME and Classical Music Magazine are useful resources as well as websites like gramophone.co.uk</p>
<p>KS Progression Options</p>	<p>GCSE Music (AQA)</p>
<p>KS5 Progression Options</p>	<p>A Level Music (AQA)</p>
<p>Further Progression</p>	<p>There are a range of route into further and higher education after studying music. Students can go on to degree courses in performance, composition, production and education. Studying music can lead into a wide range careers in performance, education and creative media.</p>
<p>Home Learning - What to Expect in Year 9</p>	<p>A homework task will be set for each unit (once every half term). This will either be a research task on a composer or genre of music being studied in lessons or an online activity to develop theoretical understanding and music notation reading skills.</p>
<p>Assessment - What to Expect in Year 9</p>	<p>Students will complete a short baseline listening test in the first two weeks of term. Performance assessments will then take place at the end of each half term project. Students will either perform live during the lesson for performance topics or submit a recording of their work for the composition units.</p>



Religious Education

Year 9 Curriculum Overview

Religious Education contributes to the education of Year 9 students by providing a fascinating curriculum that is not only intellectually challenging and personally enriching, but which is of significant social relevance given the plural nature of British society today. It helps students critically evaluate fundamental religious and non-religious beliefs and values that influence and inform human behaviour. It fosters civilised debate, encourages reasoned argument and promotes the virtues of respect, empathy and intellectual curiosity. Such insights, skills and aptitudes are essential if students are to participate as well-informed and resilient young people in our diverse and religiously plural society.

Importantly, the subject helps students to understand the place of religion and belief in the modern world, equipping them with key knowledge and skills to enable them to engage intelligently as active and engaged citizens. In addition, with the help of ancient and modern thinkers, the subject encourages personal reflection as students navigate their own responses to questions of meaning, value and purpose in their own lives.

Periods (per cycle)

2 lessons per fortnight.

Key End Points for KS3

At the end of this course students will have knowledge and understanding of:

1. The law in UK regarding rights of religious belief and expression, and non-religious belief. British values and how freedom of belief and religion underpin these values.
2. Theist and atheist worldviews in relation to responses to 'big questions' regarding the search for truth, meaning, value and purpose in life.
3. Theist and atheist explanations of the universe, and the use of diverse sources of authority to underpin these beliefs. Religious and non-religious responses to caring for the planet, and reasons for these.
4. Philosophy of religion, including arguments for and against the existence of God.
5. Moral philosophy, including religious and non-religious ethical theories, including reference to the moral significance of animals.

At the end of the course students will have developed the capacity to critically evaluate all beliefs and practices studied and will be able to articulate a reasoned personal response to issues raised in the course. The knowledge, understanding and critical evaluation skills developed in Year 9 are directly linked to the requirements of our GCSE course in KS4.

Necessary Equipment

N/A



Religious Education Continued

Cross-Curricular Links	<p>Science and Religion module: Links to Science via study of the universe, including Big Bang and evolution theories. Links to Geography via analysis of issues surrounding climate change, its effects on communities and responses to the challenges presented. Philosophy of Religion module: links to History and study of the Holocaust. Links to Maths via understanding the nature of deductive reasoning. Moral Philosophy module: links to Character Education, SMSC, British Values.</p>
Enrichment Opportunities in Year 9	<p>Year 9 students undertake an active citizenship activity at home enacting change/s to help the planet and reporting on these. Students have access to an excellent departmental academic library to enrich their learning beyond the classroom. They are also encouraged to enter the Royal Institute of Philosophy annual Think essay competition.</p>
Suggested Year 9 Reading List	<p>Nigel Warburton: A Little History of Philosophy'</p>
KS4 Progression Options	<p>GCSE Religious Studies (AQA)</p>
KS5 Progression Options	<p>A Level Religious Studies (AQA)</p>
Further Progression	<p>Students who have studied RS GCSE and/or A Level have gone on to pursue an impressive array of pathways and careers. University courses include Philosophy, International Relations, PPE, Politics, Journalism, Law, History, Pharmacy, Maths and Speech Therapy. Former students are currently working as lawyers, teachers, doctors, computer scientists, animators, accountants, physiotherapists, web designers, charity workers and fashion designers (to name but a few!).</p>
Home Learning - What to Expect in Year 9	<p>Homework is set regularly (usually every other lesson) and will extend and support classroom-based learning. Homework may involve factual research, personal reflection and critical enquiry.</p>
Assessment - What to Expect in Year 9	<p>Mini-memory tests at end of most Year 9 lessons. Major assessments are undertaken in September, November, February and April.</p>

Visual Arts

Year 9 Curriculum Overview	Studying Visual Arts equips students with essential skills for everyday life. Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills, no matter what career students choose, being visually literate is an advantage. The Creative Industries are one of the biggest employment sectors in the UK. However, whether aiming to have a creative career or not, studying Visual Arts will give students a strong foundation for future success, alongside being able to enrich their lives.
Periods (per cycle)	3 lessons per fortnight.
Key End Points for KS3	As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape history, and contributes to culture, creativity. Students will have studied several artists and designers from a range of time periods and backgrounds. Their knowledge of working with drawing and painting, printmaking, working with colour, collage and photography will have improved. The development of these skills will ensure that students are better prepared and well informed to make a decision to study the subject further by following one of the available options.
Cross-Curricular Links	There are many and varied opportunities for students in Art and Design lessons to develop other aspects of their character through personal challenge and support for and consideration of others. Students also engage with alumni who have followed a career path in the Creative Industries providing them with direct experience of different careers options and pathways available to them on leaving school. This helps support students to prepare to become considerate members of the Visual Arts community who are able to consider the ethical and moral aspect of their behaviour and that of others. The development of analytical and evaluative skills is as important to successful students as their ability to deliver presentations and communicate effectively. Literacy and Numeracy are both incorporated into the course in Year 9.
Necessary Equipment	Pencil, Black Biro, Rubber, Sharpener and Glue Stick
Enrichment Opportunities in Year 9	Art Club is available one night each week, where students are able to work on their own ideas and artwork.

Visual Arts Continued

Suggested Year 9 Reading List	Visit your local galleries! Newcastle has many opportunities to appreciate a huge range of Art for free. See local 'What's On' guides for information.
KS4 Progression Options	GCSE Fine Art (AQA) GCSE Art and Design (AQA) GCSE Textile Design (AQA)
KS5 Progression Options	A Level Fine Art (Eduqas) A Level Textile Design (Eduqas) A Level Art and design (Eduqas) A Level Photography and Lens based media (Eduqas)
Further Progression	Many of our student go onto a degree in the Creative sector. This is wide and varied from Architecture to Graphic Design, to Make up for Stage and Theatre to Film Production. There are also college courses available locally.
Home Learning - What to Expect in Year 9	Homework will be set regularly and will include a variety of tasks from research to creative tasks. All tasks requiring home learning will focus on the development of the appreciation and understanding of artistic techniques and finished pieces. Exposure to various types of artistic examples supports this process.
Assessment - What to Expect in Year 9	Projects are run termly (in the Autumn and Spring terms) with more workshop-based lessons in the first half of the Summer.



Enrichment Programme

At Gosforth Academy, we aim to deliver a varied and exciting Enrichment Programme that engages students and compliments their current and future experiences at the school and beyond. Enrichment opportunities will be offered throughout the school year as part of our 7UP Programme that is in place during Period 7 on Tuesdays and Wednesdays specifically. As well as this, we also offer before and after school clubs on other days and at lunchtime in some cases.

We believe this programme, alongside the broad and balanced curriculum, will offer opportunities for students across our cohort to challenge themselves and develop their interests through a wide range of activities that will continue throughout their time with us. The offer includes competitive sport at local and national level, interest groups, Homework support sessions, the Sixth Form Student Union, leadership and volunteering opportunities, as well subject related extension programmes.

Sports teams range from those looking to participate or try a new sport, to elite competition with our ACE Rugby Programme (linked with Newcastle Falcons) in the Sixth Form and our various squash teams who annually compete for national titles. Our Performing and Visual Arts departments are a hive of activity after school where new techniques and skills can be developed for interest, or in preparation for events such as the Christmas Assemblies or Pyramid Ceilidh. The Enrichment Programme is a great opportunity for students to apply their passions, celebrated as part of our Character and Wellbeing Programme.

Many options appear on an annual basis, but we are also very receptive to students suggesting potential additions to the programme, and welcome feedback from parents. Details will be available on the website, and new options may appear as we move from one season to another. All opportunities aim to develop students' academic, social and personal skills to prepare them for their future, whatever that might be. The 7UP enrichment programme can be found on our website: www.gosforthacademy.org.uk.



Reports & Parents' Evening

In Year 9 you will receive, via Parentmail, three Year 9 grade cards throughout the year.

These will report on:

- Current attainment in subjects compared to Year 9 curriculum expectations
- Engagement in lessons
- Engagement with homework
- Behavior

The first grade card will be emailed to you in advance of the Year 9 review day and will have attainment grades entered for core areas. There will be engagement and behaviour grades for all courses, so you can see an overview of how your child has settled into different subjects. Subsequent grade cards will have attainment grades for all subjects.

A second Year 9 grade card will be sent out in the same week as options booklets and in advance of Year 9 parents evening in January. A third and final Year 9 grade card will have data collected at the end of Year 9 and be ready to be sent to parents as we roll into Year 10 after May half term.

Attainment grades will be awarded in line with the table below. You will have a chance to discuss grades with class teachers at parents' evenings and can also contact them via email if you have any concerns. All attainment grades are based on whole year group assessments taken in class and standardised across the whole year group cohort.

Year 9 Attainment Grade	Description in relation to curriculum currently covered
5	Excelling
4	Exceeding
3	Expected
2	Developing
1	Emerging

After February half term and before May half term Year 9 will sit final assessments in the Core areas. These will be often be more lengthy than other assessments and will be used alongside other data collected, to decide on setting in English, Maths and Science when students move into Year 10.

Parents' Evenings

Subject specific parents' evenings are outlined in the school calendar. Parents/guardians will be invited to make appointments with individual teachers to discuss your child's academic progress, behaviour and overall wellbeing at school. It is an opportunity to discuss how best to work together to support your child. This evening takes place prior to the options process commencing.

**Pastoral Team**

Mrs Ruth Marklew
Deputy Principal
Main School

Mrs Catherine Akhthar
Head of Year

Mrs Suzanne Dawn
Pastoral Mentor

Mrs Julie Rayner
Pastoral Mentor

Form Tutor

Mrs Sarah Taylor
Attendance and
Wellbeing Officer

The academy's aim is to provide a safe and secure environment for your child to develop and fulfil their potential academically. One of the strengths of the academy is the pastoral team, who will support your child in their transition from middle school to high school. The Pastoral Team will monitor your child's welfare, progress, engagement for learning, attendance and punctuality. In the first instance, you should contact the pastoral office.

Attendance & Punctuality

We are continually striving to improve standards and raise achievement at Gosforth Academy and good attendance has a large part to play in this, as education is too important to miss. Parents/carers are responsible for ensuring that their child attends school. There is the expectation that all students will attend the academy when it is in session. Absence from the academy will have an effect on progress. The responsibility for deciding if an absence is authorised (within the law) or unauthorised lies with the academy.

Leave of Absence

Holidays should only be taken during school holidays. Our Attendance Team have leave of absence request forms which must be completed as far in advance as possible.

Medical Appointments

Where possible medical appointments should be made outside of academy hours. Students should only be absent for the duration of the appointment unless there are extenuating circumstances.

Late To School

Punctuality is as important as attendance and is highly regarded, not just by this academy but by employers and post 16 educational establishments.

Frequent lateness can add up to a considerable amount of lost learning and can seriously affect your child's progress.

Minutes late each day during the school year equals lost learning.



Reporting Absence

In our efforts to raise attendance figures and to ensure the safety of your child, we operate a 'First Day Response to Absence.' This means that the homes of students will be contacted, on the first day of absence unless we have already been informed of the reason. This will help us to monitor attendance closely and also identify any students who have not reached the academy safely.

The success of this system depends upon the co-operation of parents/carers and we request that:

The academy should be informed of a student's absence by telephoning or email prior to **8.25am** on the first day of absence. There is a 24-hour answering machine service available.

Parents/carers must contact the academy and inform us of any change of address, email address and contact telephone number.

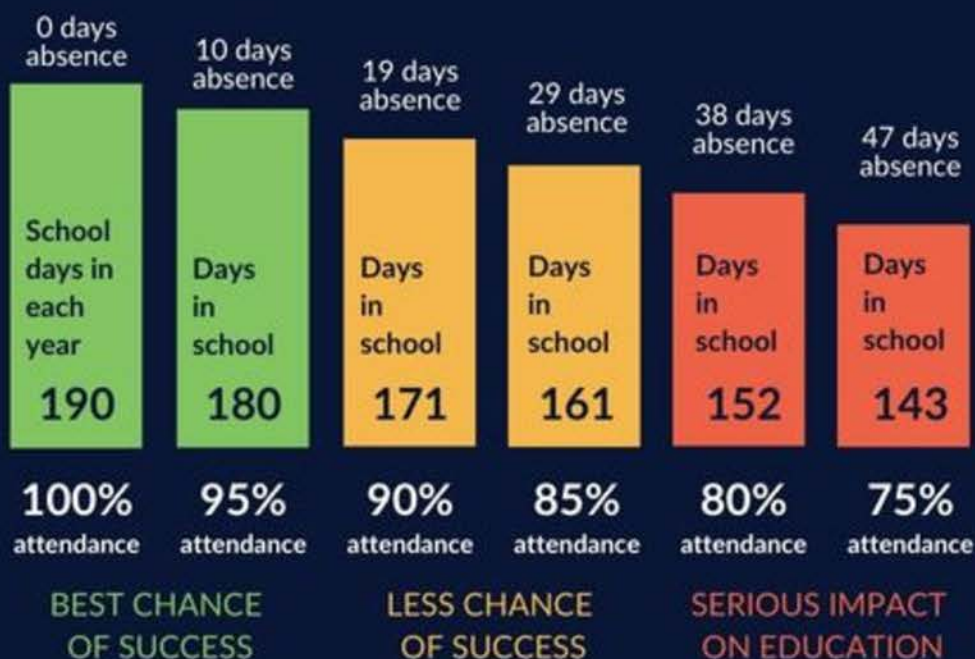
Action for you to take:

Call the Academy on **0191 255 9020**

Or

Email studentabsence@ga.newcastle.sch.uk

Please state your child's name, tutor group and reason for absence.



Inclusion & Student Experience

Mr Gavin Mather
Deputy Principal Inclusion
& Student Experience

Ms Rebecca Coady
SEND CO

Mr Mark Harrison
Associate Leader
for SEND

Mrs Ashley Gillings
Assistant SEND CO

Miss Sarah Dodd
Assistant SEND CO
Exam Access Arrangements

Key Worker

Inclusion & Student Experience - SEND

Additional Support for Pupils on the SEND Register

At Gosforth Academy, we believe that every child should be supported to achieve their potential. Pupils with SEND are supported to engage in all areas of academic and pastoral life. We source pupil and parental voice throughout the year, and also provide the opportunity to meet with staff who support your child.

Pupil Passport

We communicate pupil's needs to their teachers via a Pupil Passport; a document that provides an explanation into your child's learning need, as well as recommended support strategies for the classroom. These documents are regularly updated and reviewed. Included in this information is a parental view form, as we believe it is vital that school, and home, work closely together to ensure that each pupil achieves their best.

Key Worker

In order to ensure that you have a first point of contact regarding your child's SEN, all pupils on our SEND Register are provided a Key Worker. This is a member of the Learning Support Team, who will meet with your child regularly, and will maintain regular communication with home. The Key Worker is your first point of contact for all issues related to SEN and should be e-mailed if you have any SEN queries.

Transition

In order to ensure that any pupils with additional needs are fully supported in their transition to Gosforth Academy, we work closely with all middle schools to identify further transition events if necessary. This includes opportunities for pupils to visit the Student Support Base, (where the SENCO and support staff are based), as well as the opportunity for parents to meet with either our SENCO, or a member of the team, prior to joining us in year 9.

If you have any questions related to SEND, our SENDCO'S contact details are:
rebecca.coady@ga.newcastle.sch.uk

Exam Access Arrangements

Access arrangements allow students with specific needs, such as special educational needs and disabilities to access an exam. They allow students to show what they know and can do without changing the demands of the exam. **Additional needs alone do not entitle a student to access arrangements and not all students with SEND or additional needs require access arrangements.**

We work closely with the middle schools to identify which students had any additional support prior to joining Gosforth Academy in Year 9.

Students who have been using exam access arrangements (EAA) as their normal way of working from their middle school will continue to do so during this first year.

Please note that these arrangements are **temporary** until after they have been formally assessed or applied for & supporting teacher evidence gathered – this is in accordance with the JCQ regulations 24/25.

All Year 9 students will be screened using a digital assessment tool, designed to identify students who **may** require exam access arrangements and provide supporting evidence for applications. **Please note: this is not a diagnostic tool for specific learning difficulties.**

Any students who are experiencing persistent and significant difficulties throughout the year will be referred by teaching staff, along with supporting evidence to the EAA Assessor in Year 10.

Students with a diagnosis of a specific learning difficulty or disability (e.g. Dyslexia, ADHD, ASD) are **not** automatically entitled to EAA. This can be used as supporting evidence.

More information can be found on our website or at www.JCQ.org.uk



Inclusion & Student Experience

Ms Julie Croney
ACR

Mr Paul Martin
NUFC

Mr James Mitchell
Student Wellbeing
Co-ordinator

Mrs Gill Wright
Counsellor

Ms Helen Wright
Counsellor

What is the SSB (Student Support base)?

The SSB provides an environment where intervention programmes are offered to support students across the Academy.

What is the ACR (Alternative Curriculum Room)?

The ACR is a space that students can be referred to as an adjustment to their timetable. This might be due to physical and/or social, emotional and mental health challenges.

What is the role of the Student Wellbeing Coordinator?

Mr Mitchell supports students with medical needs and offers one to one support sessions to support students with their wellbeing.

What is the role of the school counsellors?

Students can be referred to the school counsellors for support for issues such as relationships, bullying, anxiety, low mood, emotional reactivity, low self-esteem and identity issues.

PRAISE Code

What do we ask of our students?

- Excellent attendance, punctuality and uniform.
- Good behaviour and a positive attitude to others.
- A determination to learn and a willingness to face challenges.
- A sense of personal responsibility.

Planners

The planner is the passport to learning for each student. Students are to show their planner to staff on the gate as they come into school each day. Each lesson the planner needs to be visible of the desk. Rewards are the foundation of the Praise Code. All students receive rewards every lesson, every day.

The planner is used to record:

- reward stamps received each lesson
- homework
- Behaviour comments

School planners are the link between home and school, and these ensure that parents are kept informed.

The uniform supplier for Gosforth Academy is

**Michael Sehgal & Sons Ltd
Unit 17 Airport Industrial Estate
Kingston Park
Newcastle upon Tyne
NE3 2EF**

**Tel: 0191 230 2320.
www.michaelsehgal.co.uk
sales@michaelsehgal.co.uk**

Main School Uniform

All students will require the following main uniform items:

- School black rain jacket* and/or school fleece* with or without logos (can be worn together)
- Black pleated skirt or black trousers. Trousers should be of either a banner Greenwich or flat iron or single pleat style
- Navy sweatshirt* with school logo
- White polo shirt* with school logo
- Black shoes (no boots or trainers)
- Food technology apron - blue & white stripe design is preferred

Students joining Year 9 in September 2025 will wear uniform tops with the blue circle around the school logo, continuing through to Year 10 and Year 11.

School Coats

All students will have the school outdoor fleece or the school rain jacket as the only type of coats allowed. Wearing a school coat on the journey to school is compulsory for all students following the October half term holiday and up to the February half term holiday. Non-uniform items such as fleeces or hoodies cannot be worn under school coats or over school sweatshirts.

Only the items listed above should be worn. It is impossible to list all of the items not to be worn in school. However, if you are in any doubt please contact school before you make a purchase.

*Items supplied by our approved supplier, Michael Sehgal & Sons Ltd.

Note: Please note this may be subject to change.

Physical Education Uniform

All students in Year 9 to Year 11 will require the following PE/sports wear items:

- Navy/amber polo shirt* with school logo (indoor and summer term lessons)
- One item from the following:
 - Navy/amber polo shirt* with school logo, or
 - Navy/amber long-sleeved rugby shirt* with school logo, or
 - Mid-layer navy long-sleeved outdoor top* with school logo (winter/spring lessons)
- At least one item from:
 - Plain navy shorts, or
 - Plain navy tracksuit bottoms, or
 - Plain navy sports leggings
- Long navy football socks (for outdoor contact games)
- White ankle sport socks
- Non-marking training shoes (not leisure shoes)
- Astro-trainers, moulded and metal studded (not blades) football boots are preferred footwear to be worn on our new 3G pitch

Dance Uniform:

All students studying Dance are expected to wear exactly the same uniform as they wear for PE. Optional Dance hoodies are also available from Mrs Foster at an additional cost. No other hoody will be permitted and failure to wear the correct uniform will result in a planner comment.

Note to parents/carers:

- Personal Protective Equipment (PPE) is recommended, e.g. shin pads and mouth-guards for contact sports such as football, hockey and rugby.
- All jewellery should be removed.

*Items supplied by our approved supplier, Michael Sehgal & Sons Ltd.

Note: Please note this may be subject to change.

Expectations

We regard the wearing of school uniform as very important and seek the support of parents/carers in maintaining our very high standards in this respect.

- We expect students to come to school looking tidy and presentable.
- Jewellery is restricted to a watch. We reserve the right to confiscate, or insist that students remove, any item which contravenes these guidelines or which we deem to be a potential safety hazard.
- Hair accessories should be plain black, navy or white and not excessive.
- Religious headwear must be plain black, navy or white.
- Personal stereos, airpods mobile phones are to be switched off and in the students' bag and not to be visible on school site.
- Excessive makeup, false nails and nail varnish are not allowed.
- Hairstyles must not be extreme, avant-garde or an unnatural colour. We reserve the right to determine what is a reasonable style or colour of hair and to insist that students with inappropriate hairstyles have them restyled or coloured, wear a suitable covering or remain in isolation in school until we consider their hair to be acceptable.
- Hats, scarves, T-shirts, jeans, sportswear, boots or trainers of any colour must not be worn in school.
- Our lists are often not exhaustive as it is not possible to catalogue every scenario that could be deemed a breach of policy. Please note that the senior staff team reserves the right to determine what may or may not breach our own policies.

Equipment

- All students should have:
 - A planner, pen, pencil, ruler, rubber, scientific calculator, protractor/angle measurer and compass in their pencil case. Students will be given a planner on their first day in September. Replacement planners can be purchased from iPayimpact and then collected from Student Reception.
- All students must have a bag big enough to hold an A4 folder.

At Gosforth Academy, we have a medical room, situated opposite the student reception. The room is staffed during school hours by qualified first aiders and generally overseen by the Student Wellbeing Coordinator.

Managing Medical Conditions

Students with specific medical needs should provide the school with a care plan from their NHS/private medical provider. Common conditions that can require one of these include: allergies, diabetes, asthma, and epilepsy. This list is not exhaustive, so if you are unsure or have any questions, please contact us to discuss. Students living with medical conditions will have regular 121s with the Student Wellbeing Coordinator, to ensure that their needs are being met, and to gather feedback on the support they receive.

Medications

It is school policy to only administer prescribed medicines (e.g. antibiotics) if it is essential that they are given during the school day. Whilst the school does carry emergency EpiPens and asthma inhalers, the medical room does not store, or administer, any drugs such as paracetamol, ibuprofen or antihistamines. If students bring in medication, a 'medication in school form' is required before any medication can be administered - these can be provided in paper format by the medical room or via email. Prescribed medication kept in the medical room must be in the original container as dispensed from the chemist, clearly labelled with the name of the student, the name and dose of the medication, the expiry date, and the frequency of administration. Whilst medications are regularly audited, it is a parental responsibility to ensure that all medicines are in date. Please collect all medicines at the end of the school year as any that have not been collected, or which have expired, will be disposed of.

Please Note

Medication must not be carried by students, with the exception of emergency medication such as EpiPens and inhalers. Parents/carers are also asked to provide a spare inhaler or EpiPen to be stored in the first aid room for use in an emergency. It is a parental responsibility to ensure these are kept in date.

Becoming Unwell at School

If your child becomes unwell during a lesson, they may attend the medical room at their teacher's discretion. If the medical room isn't open, Student Reception can locate a first aider or open the medical room for students to access their medication. Our trained first aiders will assess students to decide on appropriate action, and parents will be consulted prior to any student being sent home, or if their child requires emergency treatment.

The Cousins Library

The Cousins Library

With a collection of over 11,000 books, the Cousins Library is a friendly space, in which students can read, do homework, revise and be a part of our reading groups.

In Year 9 pupils will have the opportunity to take part in the Reading Challenge, a competition to see which English class can read the most books with prizes. The library stock also supports the Accelerated Reader programme, which is run by the Student Support Base and the English Department.

Opening Times

The Cousins Library is open from 8:00am - 4:00pm on Monday to Thursday and from 8:00am - 3:30pm on Fridays, meaning that there is plenty of time to get access to our books, computers and study space before and after school, in addition to at breaks and lunchtimes.

Resource Areas

The library has a large collection of fiction to suit all ability levels, which is regularly updated and a comprehensive set of textbooks and revision guides to support the various GCSE and BTEC subjects. Our non-fiction stock also supports both wider reading and reading for pleasure.

There is a suite of 30 computers, providing access to the school network, the Internet and FROG, the Academy's Virtual Learning Environment (VLE).



School Gateway App & iPayimpact

What is School Gateway - accessing school information systems?

We are now using School Gateway, an essential app to keep you informed about what's going on at school. It keeps everything in one place, behind one login, so you can easily keep in touch.

- Attendance:- advise school of absences and keep track of your child's attendance rate.
- Reports & Achievements:- receive school reports straight to your phone so you stay up to date with your child's progress.
- Timetable:- view your child's school timetable via the app, website and now the Apple Watch

Search for "School Gateway" in the Apple App Store/ Google Play or on your phone go to www.schoolgateway.com/apple (Apple) or www.schoolgateway.com/android (Android).

iPayimpact

We have a cashless system of school meals administration in operation at Gosforth Academy, using Biometric (based on a computer code derived from a finger scan). This system reduces the administration and cash handling in the academy. It enables students to pay for their meals more quickly reducing the amount of time spent waiting to be served.

iPayimpact (www.ipayimpact.co.uk) allows you to pay for your child's school meals online and gives you more control and greater visibility over the food choices they are making.



What Our Students Say...

"I have found GA amazing so far, all the staff members have been really welcoming. There is such a wide range of subjects for us all to study which is great"

Emma Year 9

"I have liked the lessons and what we're learning/the curriculum. Also, the teachers have all been really kind and supportive."

Alice Year 9

"I have really enjoyed my lessons and teachers in my first half term in Gosforth Academy. I have also really enjoyed the extra curricular activities such as basketball on a Thursday."

Mattia Year 9

"I have enjoyed the countless opportunities I have already been offered and the curriculum with interesting topics such as drama and Spanish. I have also enjoyed seeing many of my friends that weren't in my older school."

Adam Year 9

"There are so many great opportunities at GA. My favourite department is the Art department! I feel the staff at GA are very supportive and always help me when I need it!

Holly Year 10

"Gosforth Academy offers a variety of after school activities. I've enjoyed being able to play for the school football team."

Ruby Year 11

"The school has many opportunities for you to pursue. I enjoy the options we have for Yellow Week, we even have the chance to visit other countries too."

Hannah Year 11



Creating Futures

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Great North Road,
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admin@ga.newcastle.sch.uk**