



Year 9 Newsletter December 2025

Welcome to the Year 9 Newsletter

As we come to the end of a remarkable first term, we applaud our Year 9 students for completing their first term of their chosen GCSE options. Their continued active participation in school life by taking part in a wide variety of co-curricular activities whilst navigating the challenges and opportunities of their GCSE path is commendable. We are excited to see them transition to upper school in the new year and continue their Bohunt journey. Please read on to find an update from various Bohunt departments as well as notices and information pertinent to Year 9.

Ancient History

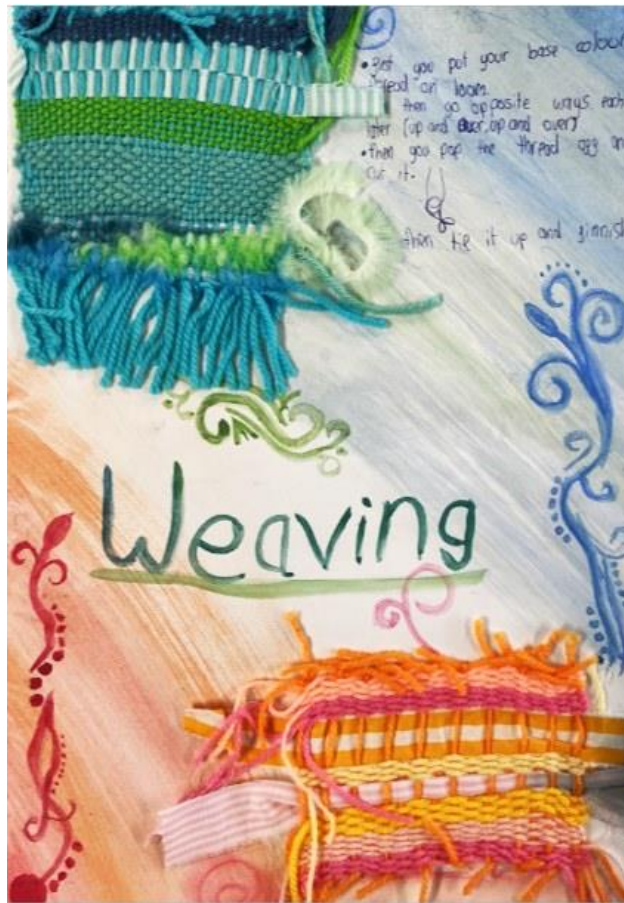
Year 9 are continuing their learning about the legendary Roman Kings and the end of the tyrannical Tarquinius Superbus. They are now beginning to learn about the Roman Republic and how it was formed by the rebel Brutus, a key moment in the history of Rome. We will continue this topic through to Easter when the students will begin their second module (of four) with a look at the Persian Empire.

Art

Year 9 have begun their GCSE Art journey by exploring both abstract and natural forms. They have been refining their observational drawing skills, experimenting with a range of techniques to create tone and texture, which has then informed the development of sculptures made from card, paper and plaster. Alongside their practical work, students are learning how to analyse artwork and reflect thoughtfully on their own progress, as well as how to present their research clearly and effectively in their A3 sketchbooks.

Art Textiles

Year 9 have started their GCSE years off strong with learning numerous new textiles skills including weaving, learning the sewing machine and free machine embroidery. Whilst learning the new skills they have been linking these patterns, colours and textures can be used to link to the world around us yet be showcased through Textile Art.



Business

GCSE Business students in Year 9 have continued their introduction to all things business. This half term they have had the opportunity to participate in the Micro-Tyco competition. Students were given £1 in small groups and tasked with turning it into as much profit as possible! They had 30 days in the run up to the Christmas holidays to harness their inner Del Boy & Rodney. Profit made goes to a charity called Five Talents which use the money to teach business skills to budding entrepreneurs in developing countries. We have made over £5000 in the last 7 years so looking forward to seeing how our current Year 9's get on.

After Christmas, students will begin studying the vast topic area that is Marketing. Looking at pricing strategies, how companies promote themselves and their product portfolios. This topic is always one of the best in GCSE Business, with plenty of opportunities to study real businesses and do creative group tasks.

Computing

This term, Year 9 students have been diving into the fundamentals of Computer Science. They've explored system architecture, learning how the CPU operates through the Fetch-Decode-Execute cycle and understanding the roles of components like the ALU and cache. In memory and storage, students compared RAM, ROM, and secondary storage types, exploring how data is managed and stored in real-world applications.

Shifting to programming, students began coding with Python, mastering key concepts like loops, conditionals, and variables to solve practical problems. These lessons not only prepare them for GCSEs but also equip them with skills for a digital future. We're proud of their progress and look forward to seeing them continue to grow as confident, innovative tech creators!

After the Christmas break students will be introduced to networks, the role of network hardware and different types of networks.

Dance

Year 9 students have been learning about performance skills in dance; physical skills, technical skills, mental skills, expressive skills in dance, safety in the dance studio, effective warm ups. Students created some beautiful choreography and are now exploring Matthew Bourne's Nutcracker! Whilst getting an introduction to the features of production; set, aural setting, costume and lighting and how this can enhance the audience's appreciation of the themes and ideas.

Drama

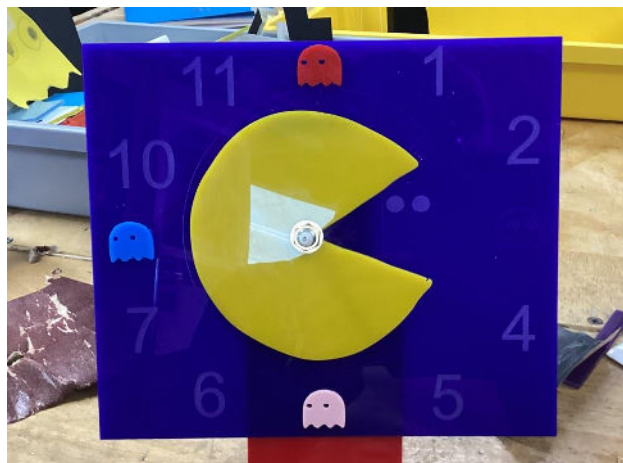
In Year 9 Drama, GCSE students have been exploring using creative techniques to stage an ensemble performance of scenes from Blackout by Davey Anderson. Students have been challenged by how to always be on stage and how to work as an ensemble. They have showcased an impressive understanding of some complex themes, which highlight the struggles and challenges faced by some young people and have spotlighted the importance of empathy and support within their peers. We have been delighted with how students have started Drama GCSE, settling in to their new classes and exploring more abstract styles of performance with confidence and creativity. We also congratulate Year 9 Drama students who devised and performed new, abstract work during our whole school Open Evening in September, which was a highlight for us in the Drama department.

We look forward to starting Year 8 and 9 **Bohunt Theatre Makers** in the New Year with Mrs Boyd-Wallis. Should your child wish to participate in this club, please ask them to speak with their Drama teacher who will happily update them and welcome them to attend.

DT

GCSE students in Design Technology have been learning about Polymers, their sources and uses of these in everyday life. Using the polymer acrylic students have designed and made a clock using hand tools and used a CAD program to laser cut parts of the clock.

Currently and after Christmas students will be learning about another core material - timbers, and man made manufactured boards. They will learn more about the processing of timbers for use as well as learning how to laminate veneers to design and make a coat hook using a jig. They will also have a BET assessment assessing them on all the content they have covered so far, as well as social issues.





Economics

GCSE Economics students in Year 9 have continued their introduction to the fundamental principles of markets. This half term they have been learning about demand, supply and price determination, learning key concepts and drawing diagrams. We have applied these concepts to the housing market and are now beginning to apply to the labour market, investigating why some people are paid very high salaries whilst others are not. After Christmas, students will begin studying why sometimes markets fail. We do this by looking at the market for sugary drinks and why the sugar tax was introduced and how this has impacted on the market. We will also explore the role of the NHS and some of the issues that it currently faces.

English

At the start of the autumn term, students were introduced to the idea of literature as a concept. Working in small groups, students were challenged with the task of becoming an expert in a particular literary period. Students had the chance to develop their presentation skills by teaching the rest of the class about their time period. This contextual understanding will provide a great foundation for GCSE literature and beyond.

Creative Writing 21/11/25

Tongues of flame hissed and snapped with fiery teeth,
its rippling belts of crimson hues throwing light
or creating a fearsome light.

Darkness hummed and whispered, speaking of
unheard storms that weaved a web of deception.

Lightning rolled in on the wings of thunder,
a great dark dragon that silenced the birds
and cast a shadow for all to see. We were mice
at mercy to its talons. The vindictive nature of
the leap must have drifted into the earth, for
the air has shifted, subtly, but enough to cast a
shadow not just on the sands, but the hearts of
the boys too.

It was a solemn procession, that walk to the Castle
rock, and for some it was one of excitement, for
and one though for others like I, we saw the
mischaig that the overdarkening sky seemed to
cast; for therefore the walk was not a time of
excited anticipation nor the warm glow of being promised
more, but a low lying dread, unpleasant, yet it
threatened to swallow men whole. Like a funeral
march, the sky howled, sung in its ominous tones
beckoning us along, like we were lambs sent to
slaughter. Whether it was my pessimistic bias, or
a subtle foreshadowing, the nature the rocky outcrop
loomed over us, tall up, casting the illusion of a cage,
and by the rumble of thunder and shadow of the
rocky gorge I knew, got a fact nature was had turned against

Simon is often portrayed as an outsider,
a stark contrast against the boys' behaviour,
alone in a quiet, a quieter more thoughtful
manner than the boys, for his nature, though
the group. This isolation creates the idea that
he is an outsider which is reinforced by
actions of the boys, for example, in the quote
"Simon's determination like a soldier" about
Simon being compared to an old man, then
adult. The highlights how he is an old man
on young shoulders as well as that he
is like a soldier, in nature, for would not
get up with the perceiving of the other boys, the
submergence, the idea that he is a soldier
for an individual, as Simon is a lonely figure,
the largest, long form adult figure, but and
supervising one.

Indignant



The horse indignantly refused to move.

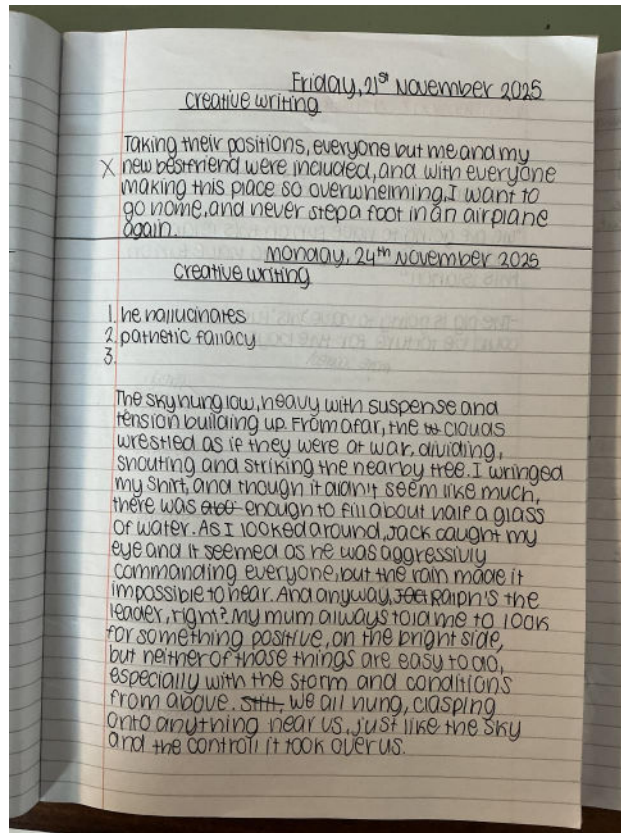
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We then focused on studying the controversial novel 'Lord of The Flies'. Studying Golding's infamous novel boosts students' writing skills, as well as providing timely opportunities to debate the portrayal of human nature. Again, a theme which students will revisit at GCSE.

After Christmas, students will turn once more to studying Shakespeare, this time, a comedy: Much Ado About Nothing. Students will explore the portrayal of male and female characters - and once again appreciate why Shakespeare's themes continue to be so relevant to today. Students will also be retaught how to respond to creative writing tasks, in preparation for their next BET assessment.

Enterprise BTEC

BTEC Enterprise students in Year 9 have continued their introduction to all things business. This half term they have had the opportunity to participate in the Micro-Tyco competition. Students were given £1 in small groups and tasked with turning it into as much profit as possible! They had 30 days in the run up to the Christmas holidays to harness their inner Del Boy & Rodney. Profits made go to local charities including Liphook Food Bank. We have made over £5000 in the last 6 years so looking forward to seeing how our current Year 9's get on.

After the Christmas holidays, students will begin studying the theory they need to learn for their first PSA (piece of coursework worth 30%). They won't sit this until the start of Y10, but will need a strong grounding in the theory before we attempt this important part of the course. Topics learnt this half term will include SMEs, business sectors and market research.

Food, preparation and nutrition

GCSE students in Food Preparation and Nutrition have been studying the eatwell plate and cereals including the structure, different types, nutrients these contain and the effect they have on the body. Students will have been making and cooking fresh pasta and a wide range of breads to understand the role of Gluten.

In the new year students will be moving onto commodities with a focus on carbohydrates such as potatoes, nuts, pulses and beans. Year 9 students will have a BET assessment assessing them on all the content they have covered so far.

French

This term, Year 9 students have been learning about the Free-time & Health topic covering Sports, Hobbies, health, the body and French sports personalities. Coming up in the next half term, we will look at 'My Lifestyle' topic which looks at healthy eating, exercise, food and going out for a meal.

Year 9 will have their first BET assessment which will test them on everything they have learned so far. They will have a reading and writing exam during their lesson time in the assessment fortnight the week commencing 2nd February. The Year 9 cohort have been brilliant this half term so well done to them all!

Geography

This year, Year 9 Geographers began by building a strong foundation in key topics and skills to prepare them for more advanced studies. We are now exploring The Living World, investigating ecosystems and tropical rainforests. Students have been learning about the rich biodiversity of the Malaysian rainforest and the unique challenges of life there.

Next term, we will dive into the world of cold environments, looking at how people, plants and animals survive in the extreme environments, with a deep dive into life in Svalbard!

History

Year 9 had made a great start to their GCSE with learning about Medicine Through time. We have so far covered Causes, Preventions and Treatments. The students put their investigation skills to work out what killed people in 1854 in Soho. As a result they wrote some Newspaper articles explaining what John Snow found out.

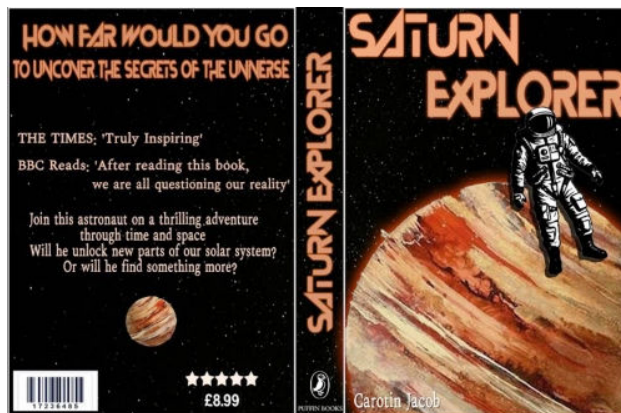
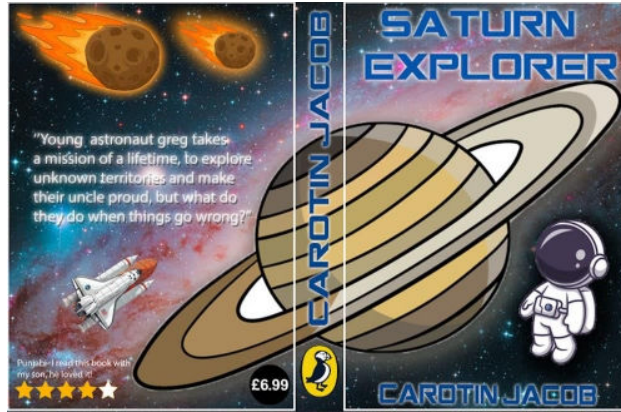
In January, they will be doing a BET assessment based on everything they have learnt so far this year. We strongly encourage Year 9 to make sure they are familiar with their Knowledge Organisers, posted to Google Classroom.

iMedia

Year 9 Creative iMedia students have been diving into the exciting world of digital product creation. This term, students are developing their skills in Photoshop, a vital tool for professional media production. Their focus is on mastering techniques like layering, filters, effects and typography to create visually engaging and client-focused designs. Their most recent project has been designing a book cover for Saturn Explorer, a thrilling sci-fi novel concept. The project simulated a real-world scenario where students act as designers for a hypothetical client, emphasizing the importance of understanding briefs, applying client feedback, and meeting deadlines. Students were tasked with bringing the story to life visually, exploring how colour schemes, imagery, and typography can captivate an audience. This practical experience equips them with the tools and confidence needed for their NEA and opens pathways to careers in creative media. Take a look of some of their work this half term.

After the Christmas break students will begin exploring the use of animation and audio to create a product for a client.







Library

KS3 book club have been fortunate to have an author visit with Mollie Ray, an illustrator launching her first graphic novel 'Giant'. Students had fun creating their own amazing illustrations as inspiration for their own stories.

KS4 book clubs have been discussing GCSE novels in a fun and creative way, finding some time to have fun with 'bookish' word games and recommending some great reads to each other.

Our team of wonderful Reading Ambassadors have been running events like seasonal quizzes, competitions and already planning for World Book Day to promote a love of reading across the school.

Y7 have all taken part in our 'bookbuzz' reading initiative where each student gets to choose a book we buy for them to treasure, keep, read & review. A lovely early Christmas gift!

Students across Bohunt have been busy writing book reviews on our new Accessit library system. It is a great way to help other students find the perfect book for them. Keep reading and reviewing!



Mandarin

Very well done to our dedicated Year 9 Mandarin learners. This term, we revisited the Chinese basics and consolidated their learning from Years 7 and 8. Students have also started the new GCSE content on hobbies and sports, learning new vocabulary and more complex grammatical structures, while gaining a deeper understanding of Chinese society.

Mandarin Clil

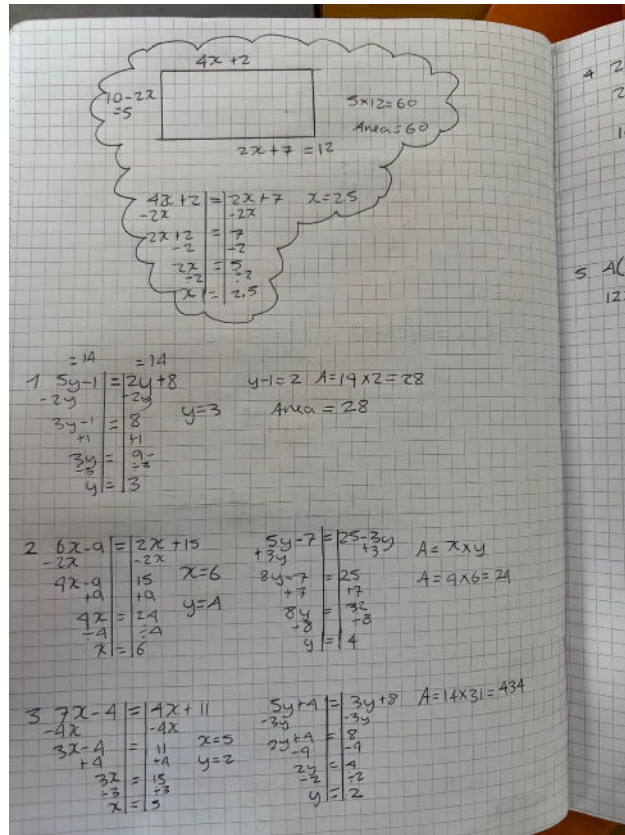
A big well done to all Year 9 Mandarin CLIL students for their hard work in completing the GCSE Mandarin Mocks. Excitingly, we have also received confirmation that the MEP Mandarin China trip will go ahead in July! In December, P7 revision sessions began—many thanks to the teachers for their hard work and to the students who have been working extra hard in preparation for next summer's exams.

Maths

This term Year 9 have been learning all about Pythagoras and his famous theorem and are now moving on to explore Area calculations. After Christmas, Year 9 will be sitting their assessment and will receive information and revision material in the new year.

Our new Statistics class have also made an incredible start to their course and we look forward to watching them explore Statistics beyond what they learn in their normal maths lessons.

Students have all been enrolled on Sparx Maths for their homework and revision and have been superb at completing their weekly homework to 100%. Additional XP boost and target practice is available each week to further support their learning.



pythagoras in cuboid 12/11/25

- 1 $4(2a^2 + 3bc)$
- 2 30 $5 \times 6 = 30$
 $8 \times 6 = 48$ ~~$4 \times 8 = 32$~~
- 3 108
- 4 $\frac{2^{10} \times 2^3}{2^{10}} = 2^3 = 2^3$

pythagoras cuboid

- 1 $50^2 + 60^2 = 6100$ $\sqrt{6100} = 78.1$
- 2 $50^2 + 35^2 = 3925$ $\sqrt{3925} = 62.7$
- 3 $62.7^2 + 29^2 = 4772.29$ $\sqrt{4772.29} = 69.1$

Task 1: Investigating family spending in the USA and in the UK.

Two of his hypotheses are:

Hypothesis 1: The percentage of family spending on housing is greater in the USA than in the UK.

Hypothesis 2: The percentage of family spending on entertainment is greater in the USA than in the UK.

Table 1: Family spending data from the internet and shows these composite percentage bar charts.

Task 2: Find the percentage of family spending on entertainment in the USA.

Task 3: Find the percentage of family spending on food in the UK.

Task 4: Explain, with reasons, whether or not the bar charts support each of Task 1's hypotheses.

Hypothesis 1: USA housing is 15% ✓ 15-10=5%
UK housing is 10% ✓
Task 1 hypothesis is correct because the amount spent on USA housing is 5% more than UK housing.

Hypothesis 2: USA entertainment is 10% ✓ 10-10=0%
UK entertainment is 10% ✓
Task 2 hypothesis is correct because the amount spent on USA entertainment is 0% less than UK entertainment.

Task 3: The composite bar charts show that family spending on food is more in the UK than in the USA.

USA food is 55%
UK food is 60%
no, he's wrong!
UK spending on food is 5% more than USA spending.

Task 4: My answer is that the bar charts support the hypotheses. The USA bar chart shows that the percentage of family spending on housing is 15% and the percentage of family spending on entertainment is 10%. The UK bar chart shows that the percentage of family spending on housing is 10% and the percentage of family spending on entertainment is 10%.

(Total for Question 1: 10 marks)

64 95

Music

Year 9 Music students have been learning about a structural device called Ground Bass through the music of Baroque composer Pachelbel and film composer Michael Nyman. They have explored Nyman's piece 'Time Lapse' by performing it as a class and are now composing their own piece in notation software Musescore. This is introducing students to harmony, texture and

notation and a more advanced level. They have also complete further Arts Award Bronze tasks, including a trip to the Royal Festival Hall to see the London Philharmonic Orchestra performing classical and film music.

Outdoor Ed

We have had 100 students sign up for Bronze DofE this year. We are looking forward to working with them over the next 2 years. Students will soon be receiving a welcome email to their school email. They can start logging on and looking at the Volunteering, Physical and Skills sections. We will be putting together a schedule for afterschool sessions which will help students with eDofE and to start developing some of the key skills they will need for their expedition! Additional information can be found on our website.

PE

It's been a strong start to the year for our Year 9 students in PE. Students have shown a positive approach to lessons and continued to build their skills and confidence throughout the term.

It's also been great to see so many Year 9s getting involved in co-curricular sport. A number of students have already represented the school in Football, Basketball, Netball, Hockey, Rugby, and Cross Country, demonstrating real commitment. Up-to-date information on training and fixtures can be found on the Bohunt Sport website here.

Our Year 9 Sports Leaders have also begun working towards their Level 2 Sports Leadership qualification during their PE lessons, and we look forward to seeing them develop in this role over the year.

As we head into the colder Spring term, please make sure students come prepared for outdoor lessons. Extra warm black layers under PE kit are recommended, and all students should bring a water bottle. More details are available in the 'Winter PE Kit' letter sent home.

This term also saw our first football matches on the new 3G pitch. After Christmas, PE lessons will start taking place on the pitch as well. Students will need studded boots to use the 3G pitch and field safely, second-hand boots are perfectly suitable.

Photography

Year 9 have been working on the Toy project. They have been exploring making toy soldiers look like they are part of a feature film from the 1950's. We have been making toy cars look like real cars using a variety of different techniques exploring camera techniques and the use of

photoshop and just last week they have been taking photos of Pop! figures which make excellent models as they don't answer back when they end up in puddles to get that get reflection...

Psychology

The Year 9 psychologists have made an excellent start to the GCSE Psychology course, following the OCR specification. During the first half-term Year 9 psychologists completed the introductory topic to the psychology course. Giving them an in-depth understanding of a range of famous psychological theorists, researchers and practices. Students explored the topic of neuropsychology, learning about the brain and neurons, as well as practices to support and improve mental health.

The amazing work was highlighted as they have completed early exam style description questions, and demonstrated their enthusiasm and engagement when completing reflection tasks based on both assessments.

This term, students have started to explore the criminal psychology topic. This topic has allowed students to explore how crimes and criminal behaviour is defined and the causes of these crimes. The Year 9 psychologists have learnt a range of theories related to criminality and demonstrated an excellent ability to link theories and studies to real life examples of criminal behaviour.

Ways to Wellbeing

Take Notice

In school you must take notice because when you have to do your work you need to know what you have to do and take notice in what you are learning about. You have to have your mind set on the task and try not to think about anything else.



Give

Giving in school is good because not only does it make you feel like a good person it will also make the receiver happy if you give politely and be kind to them. Giving is an act of kindness and should be done often.

Be Active

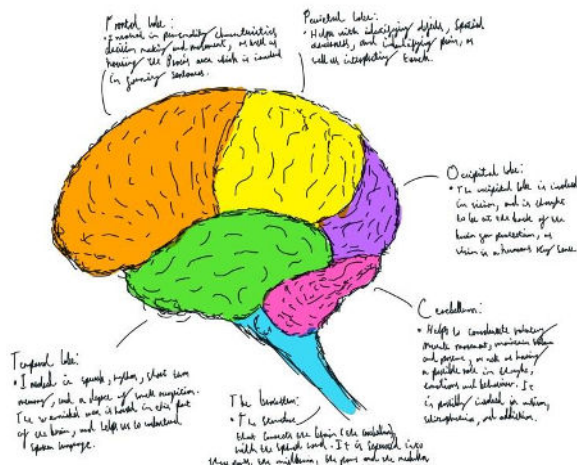
You must be active as it helps your muscles relax and its good to keep moving after being sat in class. You can walk around, be active and P.E and more, just make sure you're moving and it will make you feel better.

Keep Learning

To keep learning in school is a way of learning more. For example, if you just listen to 10 minutes then give up you will only learn a couple things but if you continue listening you'll learn so much more and it will benefit you more too. It also helps you to understand the subject.

Connect

In school you should connect with your peers and make sure you're talking to them because you can make friend anywhere in any class by just starting a conversation. It also means you can get work done better and you will be much happier.



RS GCSE

This term, students have been exploring Theme E: Religion, Crime, and Punishment, focusing on the ethical and moral questions surrounding crime, punishment, and justice. They began by debating the ethics of corporal punishment and the death penalty, considering religious perspectives on forgiveness, compassion, and the sanctity of life.

Students then examined forgiveness within justice, discussing its role in personal reconciliation and the rehabilitation of offenders. They explored the causes of crime, including poverty, mental illness, and greed, reflecting on how religious teachings encourage mercy and understanding when addressing criminal behaviour.

The class also considered different types of crime, such as theft and hate crimes, analysing how religious beliefs shape views on justice and punishment. They studied the aims of punishment—including retribution, deterrence, and reformation—and explored how religious approaches often emphasise rehabilitation and restorative justice, such as community service, over harsh penalties.

Finally, students engaged in a debate on the morality of the death penalty, evaluating whether it aligns with religious teachings on forgiveness and redemption. These discussions have helped students develop a deeper understanding of justice, ethical decision-making, and the role of religion in shaping societal views on crime and punishment.

RS

This term, Year 9 students have been examining some challenging and thought-provoking themes, encouraging deep reflection on ethics, history, and religious identity.

Morality of War

We began by exploring the morality of war, looking closely at the *Just War Theory* and the reasons countries choose to enter conflict. Students considered religious teachings about war and peace across different traditions, and discussed the complex ethical questions surrounding nuclear warfare. They also evaluated the claim that religion causes war, developing balanced arguments and critical thinking skills.

Holocaust: Faith, Identity & Memory

Students then moved on to study the Holocaust from a religious and spiritual perspective. They explored how Jewish identity was gradually stripped away under Nazi persecution, and how many Jewish people resisted through acts of faith and religious practice. Finally, students reflected on how the Holocaust should be remembered today, considering the importance of commemoration, education, and confronting prejudice wherever it appears.

It has been a powerful and insightful term, and we are proud of the sensitivity and maturity Year 9 students have shown in their discussions and reflections.

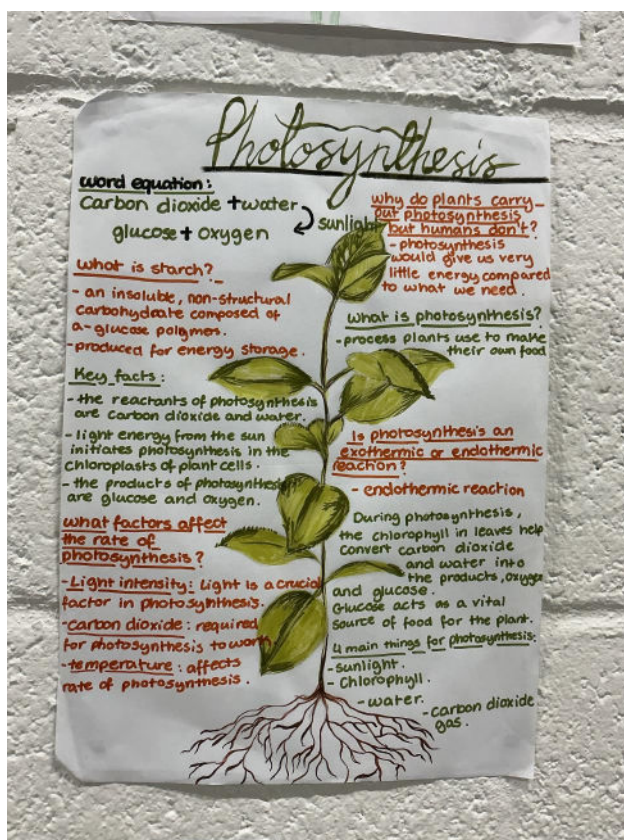
Science

During the start of Year 9, our students have been focusing on developing fundamental skills in science. This work is designed to support the transition from Key Stage 3 to Key Stage 4 and to embed the essential mathematical and practical skills that underpin success in the subject.

The course then moved on to the study of particles across all three disciplines. In Physics, students explored the particle model of matter, predicting the behaviour of solids, liquids and gases, and even considering why it is so difficult to make a good cup of tea at high altitude. In Biology, the focus was on particles and diffusion, while in Chemistry students examined how reactions can be made to proceed more quickly.

This half term, students have been extending these ideas through the study of energy, including our reliance on fossil fuels and the alternatives available to help reduce the impact of global warming. In Biology, they are progressing to the study of the digestive and circulatory systems, linking these topics back to their earlier work on particles and diffusion. Meanwhile, in Chemistry, students are developing their understanding of the atom and atomic structure.

The next formal assessment for Year 9 will take place during the first two weeks of February, with further details to be shared closer to the time.



Sociology

Our Year 9 students have made an excellent start to their three-year GCSE Sociology course, following the AQA specification. In the first half-term, they explored the introductory unit, gaining a solid foundation in key sociological concepts and perspectives. Their hard work was reflected in their end-of-unit assessment, where they tackled one-mark multiple-choice questions and three-mark 'describe' questions. The students responded enthusiastically to feedback and demonstrated significant progress during their post-assessment reflection lessons.

We have recently moved on to our first main examined unit, *Families*. This unit explores thought-provoking questions such as: Is the nuclear family still the norm? Are gender roles and relationships in the family truly equal today? What explains the changing patterns of cohabitation, marriage, and divorce?

Parents and carers will soon receive information about purchasing revision materials, including a guide and cards, to support students in their continued progress.

Spanish

This term, Year 9 students have been learning about the Free-time topic covering Sports, Hobbies, Weather & Places in Town. Coming after the Christmas holidays, we will look at the topic of 'My lifestyle and wellbeing' which looks at healthy eating, exercise and food. Year 9 will have their first BET assessment which will test them on everything they have learned so far. They will have a reading and writing exam during their lesson time in the assessment fortnight the week commencing 2nd February. The Year 9 cohort have been brilliant this half term so well done to them all!

Spanish CLIL

This term, Year 9 CLIL students have finished Unit 1 of Year 11 level Spanish work covering the school topic. Coming up after the Christmas holidays, we will continue to look at Unit 2 all about future plans and jobs which we started the last couple of weeks.

Year 9TAB had their first Spanish mock assessment which was a Y11 style exam which tested them on everything on the Spanish GCSE course. They had a reading, listening and writing exam during the mock assessment fortnight and conducted themselves maturely and brilliantly. In February, they will sit a speaking mock exam and also their second round of mocks covering all the skills.

In PE CLIL they have been doing ultimate frisbee in Spanish as well as table tennis and in RS they have been studying the Holocaust in Spanish. The Year 9 tutor group has been focussed and fantastic this term so well done to them all!

Sports BTEC

Our Year 9 BTEC Sport students are now almost halfway through their course and have already explored key topics such as barriers to participation, the wide range of sport providers, and how technology in sport is shaping performance and participation today.

As we move forward, the group is beginning new practical work on warm-ups - understanding why they are essential for preparing the body to exercise safely and effectively. Students will look at how a well-planned warm-up impacts the musculoskeletal system, including the muscles and joints, and how it supports the cardiorespiratory system by increasing heart rate, breathing rate and oxygen flow.

A great start so far, with plenty of exciting learning still to come! We are impressed.

Sports Science

Our Year 9 GCSE Sports Science classes have made a highly determined and focused start to the course this year. They have successfully completed their unit on Health, Fitness and Wellbeing and are now well prepared to move on to Sports Psychology in the new term. Practically, they are also demonstrating work of the highest quality and have made an excellent start to the practical elements of GCSE Sports Science course. Their results so far are very promising, and they should be proud of the hard work and commitment they have shown

iPad

iPad Scheme – New Information Website

We are pleased to launch a new website for parents and students with key information about our iPad scheme.

On this site, you will find guidance on:

- insurance options
- parental controls for student devices
- the school's learning platforms

- and more

The site can be accessed [here](#) or via the **Families** tab on the school website.

As always, if you have any questions, please do not hesitate to get in touch.