



# The Ripley Academy and Sixth Form

Executive Headteacher: **Mrs L Walton** BA (Hons)



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Deputy Headteacher: **Mrs J Thawley** BSc (Hons)

11 September 2020

Dear Parents

I am delighted to share with you details of our accelerated learning diamond lesson structure. The diamond lesson structure is designed to offer a consistent approach to teaching and learning across the school, and give students the best possible environment within the classroom to achieve their potential.

Each lesson at The Ripley Academy includes the following elements:

- **Connect/Reflect**  
An opportunity to link the lesson to prior learning. This time could also be used to respond to teacher feedback.
- **Big Picture**  
A chance to share the lesson objectives and discuss how the lesson fits into the wider curriculum.
- **Activate**  
This is where the new learning begins, it can be a teacher or student led.
- **Demonstrate**  
The middle of our diamond structure and the most important part of the lesson. This is where students are active within the lesson, completing tasks and demonstrating their learning with the teacher supporting and guiding.
- **Progress Check**  
An activity to check the lesson objectives have been understood. This may take place on more than one occasion.
- **Consolidate**  
A round up of the learning that has taken place during the lesson and a review of whether the objectives have been met.

Attached to this letter is a brief summary of topics to be covered in our Year 9 curriculum during the Autumn term. I hope both you and your child find this information useful. Should you have any queries or concerns then please do not hesitate in contacting the school.

As always, many thanks for your continued support in the education of your child.

Yours sincerely

Mrs J Thawley

Deputy Headteacher

**The Ripley Academy, Peasehill, Ripley, Derbyshire, DE5 3JQ.**

## Year 9 Curriculum Autumn Term 1

Please note that Design Technology is taught on a rotational basis.

|               |  |
|---------------|--|
| English       | Engaging with a range of crime fiction texts and exploring the writer's craft.   |
| Maths         | Rounding, approximating and estimating<br>Number properties<br>Fraction and fraction arithmetic<br>Percentages and working with percentages                                |
| Science       | Cells<br>Atomic Structure<br>Energy  |
| PE            | Football and Hockey  |
| History       | Russia from 1900   |
| Geography     | Cold environments - location, climate, landforms, glaciation and animal/plant adaptations.   |
| RE            | The Holocaust  |
| MFL - Spanish | Somos así (Hobbies and interests)  |
| MFL - French  | Ma vie sociale d'ado (My social life)  |
| DT and Art    | Product Analysis, Nutrients, Electronics, Landscapes, Work of others.  |
| Drama         | Exploring a script - devise and improvise scenes from the play in a naturalistic way using their understanding of the naturalistic practitioner, Stanislavski.             |
| Music         | Pop ballads - learning and identifying key musical features in popular styles.<br>Performing popular style songs.  |
| PSHE          | Consent. In this unit we explore the law on consent and strategies / support agencies to help young people understand their rights and how to avoid pressure and coercion. |