

Subject	Paragraph
Art	<p>Year 9 students are exploring iconic people and portraiture. As part of this project, they are learning about how artists represent well-known figures and communicate identity through portraits. Students are developing their drawing skills by creating contour line drawings, focusing on careful observation, continuous and expressive line, using line as tone to suggest light, shadow, and form. They are then applying these techniques to create their own portrait of an iconic person, using line quality and density rather than shading to build tone and impact. This project supports students in building confidence with drawing, observation, and creative decision-making.</p> <p>Year 9 will continue developing their work in portraiture, building on their contour line drawings by refining proportion, expression, and the use of line and tone. Moving into the summer term, students will begin a new unit exploring typography and graffiti art, looking at letterforms, style, and how text can be used to communicate meaning and identity in contemporary art.</p> <p>Homework is set weekly and should take approximately 30 minutes to complete.</p> <p>Year 9 has been working hard on their portrait project and have also completed their optical illusion artwork from last term. They have produced some really exciting and creative pieces.</p> <p>The class is currently focusing on refining their observational drawing skills, particularly in portraiture, using line to create tone and depth, and planning and scaling their designs effectively for painting or larger pieces. Recommended resources include step-by-step portrait drawing tutorials online such as YouTube or BBC Bitesize, examples of contour line and tonal drawings, sketchbooks for practising line and tone exercises before starting final pieces.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:rosie.knowles@walthamstow-academy.org">rosie.knowles@walthamstow-academy.org</a> (Head of Art).</p>
Computing	<p>The Year 9 class is currently learning about network security and is developing their understanding of how data and systems are protected from threats such as hacking, malware, and unauthorised access. Alongside this, they are completing an online handbook where they are researching key concepts including types of cyberattacks, security measures like firewalls and encryption, and best practices for staying safe online. This work is helping them build both theoretical knowledge and practical awareness of how security applies in real-world digital environments.</p> <p>Next, students will move on to Python programming, where they will develop their coding skills by learning how to use loops and arrays. They will explore how loops allow programs to repeat instructions efficiently and how arrays can be used to store and manage multiple pieces of data within a single structure. Through practical coding tasks, students will apply these concepts to solve problems, process data, and create more efficient programs, helping them build confidence in writing structured and logical code.</p> <p>Homework is set weekly and takes 30 mins to complete</p> <p>The class is engaging very well with the topic of network security and showing a strong understanding of how digital systems are protected. Students are contributing</p>

	<p>thoughtfully in discussions, demonstrating awareness of online risks, and applying their knowledge to scenarios involving threats, prevention methods, and safe practices.</p> <p>All resources are posted on Microsoft Teams and include lesson slides and worksheets.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:waqas.asghar@walthamstow-academy.org">waqas.asghar@walthamstow-academy.org</a> (Head of Computing).</p>
<b>Design and Technology</b>	<p>Year 9 students are currently learning about technical drawing skills. Next term they will learn about designing and model making.</p> <p>All the students have shown outstanding determination and focus this term, particularly in their technical drawing work. They have made impressive progress in both one-point and two-point perspective, demonstrating growing accuracy, confidence, and pride in their outcomes. I have been especially pleased with the level of independent practice many students have shown both in class and through the effort evident in their homework. Their willingness to persevere through challenging tasks and refine their drawings has been a real strength of the group.</p> <p>As with all creative and technical skills, drawing ability continues to develop through regular practice. The class is currently working on improving consistency in line quality, proportion, and the application of shading to add depth to their perspective drawings. Strengthening these areas will help students produce more polished, professional-looking work.</p> <p>To support this, I highly recommend that students explore some of the excellent free tutorials available online. YouTube, in particular, offers a wide range of step-by-step guides suitable for all abilities. Simply searching for "1 point perspective" or "2 point perspective" will bring up clear demonstrations that can help reinforce the techniques we use in lessons. Practising along with these videos, even for 10–15 minutes at a time can make a meaningful difference to students' confidence and accuracy. Homework is set fortnightly</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:rae.harrison@walthamstow-academy.org">rae.harrison@walthamstow-academy.org</a></p>
<b>Drama</b>	<p>Year 9 students are currently taking part in our Power of Design scheme of learning. This unit has taken place in classrooms rather than the drama studio, as it focuses on the creative and technical design elements that shape theatrical performance.</p> <p>This half-term, students have:</p> <ul style="list-style-type: none"> <li>-Explored the role of the director and how they collaborate with designers.</li> <li>-Learned the language of stage areas and different stage configurations.</li> <li>-Investigated set design, including creating 1:25 scale model boxes and miniature set pieces.</li> <li>-Completed lessons on lighting design and sound design.</li> <li>-Some classes have also now completed their costume design lesson</li> </ul> <p>By engaging in this unit, students gain a clearer understanding of the roles and responsibilities within theatre design, the power and importance of these creative decisions, and how design choices contribute to communicating meaning for an audience. It also gives them a glimpse into the wide variety of job roles within the theatre industry.</p> <p>Next half term, students will begin a scheme of learning based on Shakespeare's Macbeth. They will explore the play's key themes and work practically to bring important scenes to life through performance. Students will also draw on skills developed during</p>

	<p>the Power of Design unit, making informed choices as directors and incorporating design elements (such as set, lighting, sound, and costume) into their interpretations.</p> <p>So far this year, students have been set project-based homework- one project per half term. This half term, homework will focus on line learning to support our work on Macbeth.</p> <p>Each extract of script will be explored over two lessons:</p> <p>Lesson 1: Students receive the script extract and take it home to learn their lines.</p> <p>Lesson 2: Students perform the extract, aiming to rely less on the script and begin knowing their lines from memory.</p> <p>This approach helps to build confidence, performance skills, and an understanding of Shakespeare's language.</p> <p>We have been so impressed by students adapting to working as designers particularly working collaboratively to create beautiful set models.</p> <p>Please do sign up for our theatre trips if you are able to. We arrange lots! There is nothing quite like experiencing live theatre, and we would love every student to have the opportunity to see at least one live production during their time here at WA.</p> <p>Keep an eye on school letters and the Student Bulletin, as trips can sell out quickly. We always work hard to secure the best possible seats at the lowest prices available for schools.</p> <p>Please note that we ensure that all students who receive Free School Meals (FSM) automatically receive a 50% reduction on ticket prices, as standard.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:rachel.quince@walthamstow-academy.org">rachel.quince@walthamstow-academy.org</a> (Head of Drama).</p>
English	<p>Year 9 are currently studying A Christmas Carol by Charles Dickens, a Victorian novella written in 1843. We have a focus on applying the historical context of the era to the text, with the aim of developing the students' skill in making links between the text and the author's intention. The story explores the social conditions of Victorian England, including extreme poverty, child labour, and the growing divide between rich and poor during the Industrial Revolution.</p> <p>Key themes studied include social responsibility, examining how individuals have a duty to care for others in society; redemption and transformation, exploring how people can change regardless of their past; and poverty and social inequality, highlighting the harsh realities faced by the working class in Victorian Britain.</p> <p>This text is taught through carefully selected extracts that focus on pivotal moments and key thematic concerns, allowing students to develop close reading and analytical skills whilst engaging with Dickens' social commentary and characterisation techniques.</p> <p>Year 9 will next be studying People and Places Poetry, a unit designed to equip students with the prerequisite skills of poetry analysis to prepare them for their study of poetry in Year 10. This unit explores how poets from different eras use language and form to represent their perspectives on society, identity, and place.</p> <p>The poems studied include 'England in 1819' by Percy Shelley, a Romantic-era sonnet critiquing political corruption and social injustice; 'Thirteen' by Caleb Femi, a contemporary poem exploring urban youth identity and the experience of growing up in modern London; and 'A Century Later' by Imtiaz Dharker, which examines themes of cultural identity, displacement, and belonging in post-colonial Britain.</p> <p>Through these diverse texts, students will develop their ability to analyse poetic techniques including imagery, structure, and tone, whilst exploring how poets use their</p>

	<p>craft to comment on social and political issues across different time periods. This foundation will be essential for their GCSE poetry study.</p> <p>Sparx Reader Homework is set weekly.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact the head of department: <a href="mailto:emma.kraemer@walthamstow-academy.org">emma.kraemer@walthamstow-academy.org</a></p>
<b>French</b>	<p>Year 9 students are currently studying <b>Ma ville</b> (My city). In this unit, students learn how to talk and write about their local area and the places that are part of their daily lives. They explore vocabulary linked to towns and cities, including shops, buildings, and public spaces. They also practise describing their neighbourhood, comparing places, and giving opinions about what they like or what they would improve.</p> <p>The next unit will be <b>The world around us</b>, students learn how to talk about the wider world and the environment in French. They explore vocabulary linked to nature, weather, climate, and global issues, helping them understand and describe the world beyond their local area. Students also begin to discuss environmental problems and simple actions people can take to protect the planet, which is a stepping stone to GCSE content.</p> <p>We set weekly homework on Language Nut with a range of vocabulary, grammar, reading and listening activities to reinforce their classroom practice. This should take 25-30 mins to complete and has a pass rate of 70%.</p> <p>Y9 are showing confidence and curiosity in using their French language skills to begin to explore more complex topics such as human rights, environmental and social justice issues across the French-speaking world.</p> <p>This half term we will be working on developing students' speaking skills through an in-class assessment of describing a photo. This task forms part of the new French GCSE.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:daisy.marsh@walthamstow-academy.org">daisy.marsh@walthamstow-academy.org</a> (Head of MFL).</p>
<b>Geography</b>	<p>Year 9 students currently learning about <b>climate change</b>. Topics include evidence, causes and impacts of climate change. They will explore how different parts of the world are more vulnerable to the impacts of climate change and how these impacts can be mitigated with different solutions compared and evaluated.</p> <p>Following on from climate change will be a unit on <b>energy</b>. Where we get our energy from, comparing renewable and non-renewable sources and exploring the issue of fracking will lead them up to Easter.</p> <p>Homework is set once a fortnight and should take around 30 minutes</p> <p>Students have done very well recently comparing the impacts of climate change and explaining their knock-on effects. Their practice of GCSE-style exam questions has helped many to get high marks in their recent PPE exam.</p> <p>They have done very well recently comparing the impacts of climate change and explaining their knock-on effects. Their practice of GCSE-style exam questions has helped many to get high marks in their recent PPE exam.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:alice.bearman@walthamstow-academy.org">alice.bearman@walthamstow-academy.org</a> (Head of Geography).</p>

History	<p>Year 9 students in History have studied the three main causes of WWI and the controversy surrounding the level of responsibility of each European power. They consequently studied the nature and challenges of trench warfare during WWI and why it led to a prolonged war lasting over four years.</p> <p>In the second term, students have started to study the significance of the Holocaust, why we remember it, and its significance, as well as other genocides that have taken place and what we can learn from them.</p> <p>Year 9 students have started to study the role of the WSPU, also known as the Suffragettes, and how they were responsible for women achieving the vote in 1918 using their extremist protest methods.</p> <p>PPE1 History Paper covered a range of questions about the causes of WWI, trench warfare during WWI, and the Suffragettes. You will have received your child's overall percentage result.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:vimal.pandya@walthamstow-academy.org">vimal.pandya@walthamstow-academy.org</a> (Head of History).</p>
Maths	<p>Year 9 students have been working very hard in their Maths lessons. Every lesson has a recall Do now for 10 minutes followed by the topic being taught and there is substantial time allocated for independent practice. We have completed a range of topics, including decimal manipulation, estimation, HCF/LCM of large numbers, index laws, standard form, expanding and factorising, and forming expressions.</p> <p>Students prepared well for their PPEs. We have analysed the results and created individual booklets for students to help them identify their <u>five</u> key areas for development. These booklets along with Sparx clips are a good way of revising and working on the gaps in learning,</p> <p>Maths homework is set online and it supports the regular practice and consolidation and should take students under an hour to complete. Sparx homework is bespoke to every child and is set on the topics they have learnt that week. Year 9 homework is always due on a Tuesday. Please always check with your child if they have completed their homework to 100% completion. Students who struggle to finish their homework are encouraged to come to Sparx club, which runs during lunchtimes and after school on Wednesdays.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:sheraz.hussain@walthamstow-academy.org">sheraz.hussain@walthamstow-academy.org</a> (Head of Maths)</p>
RE	<p>Last term, Year 9 RE students explored the theme of Life and Death, developing a strong understanding of key moral ideas such as morality, ethics, sanctity of life, quality of life and the importance of rules in guiding human behaviour. Students examined major ethical theories—including Natural Moral Law, Situation Ethics and the use of reason—and applied them to contemporary issues such as abortion, euthanasia, capital punishment and animal rights.</p> <p>Now, Year 9 are moving on to the theme of Equality, where they will deepen their thinking by exploring concepts such as privilege, prejudice, discrimination, justice, human rights, racism, gender equality and social change. This new unit will continue to build the analytical and evaluative skills they need for future GCSE success. We are really proud of their focus, effort and engagement in RE lessons, and we look forward to seeing their confidence and understanding continue to grow as we progress through the curriculum.</p>

	<p>We encourage parents and carers to continue having meaningful conversations with their children about their learning journey in RE.</p> <p>If you would like more information about your child's progress in class, please don't hesitate to contact me at <a href="mailto:lashanna.hamilton@walthamstow-academy.org">lashanna.hamilton@walthamstow-academy.org</a></p>
PE	<p>Year 9 PE classes have been working through a range of sports so far. This academic, year PE have been so impressed with students' effort in every lesson. We have been focusing on tactics and strategies in games, sports and specific complex skills such as applying spin in individual sports like table tennis. This ensures that students are able to make decisions, reflect on choices and learn how to be adaptable.</p> <p>Students also participated in PE theory which entailed students learning about sports psychology and ethical issues such as hooliganism and supporters. PE theory concludes the topic with a 45-mark 50-minute test.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact <a href="mailto:ruel.gibson@walthamstow-Academy.org">ruel.gibson@walthamstow-Academy.org</a> (Head of PE).</p>
Science	<p>Year 9 students have been working extremely hard, and I am very happy with the progress they are making in science lessons.</p> <p>They have just finished learning about biological systems and processes. The topics included learning about the key muscles in the body, respiration and exercise, the effects of alcohol and smoking, as well as our DNA and how we inherit certain features from each parent.</p> <p>The next topic we will be moving on to is chemistry, where we will be exploring atomic structure and the periodic table.</p> <p>The students are expected to complete weekly Seneca homework, which is checked every Wednesday. There is also a Science Seneca Club that runs every Tuesday at lunchtime. This is to ensure students can complete their homework in case of any accessibility issues at home or if they have trouble with any of the questions.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact me at <a href="mailto:sam.kelly@walthamstow-academy.org">sam.kelly@walthamstow-academy.org</a> (Head of Science).</p>
Spanish	<p>Year 9 students are currently studying <b>Mi ciudad</b> (My city). In this unit, students learn how to talk and write about their local area and the places that are part of their daily lives. They explore vocabulary linked to towns and cities, including shops, buildings, and public spaces. They also practise describing their neighbourhood, comparing places, and giving opinions about what they like or what they would improve.</p> <p>The next unit will be <b>The world around us</b>, students learn how to talk about the wider world and the environment in Spanish. They explore vocabulary linked to nature, weather, climate, and global issues, helping them understand and describe the world beyond their local area. Students also begin to discuss environmental problems and simple actions people can take to protect the planet, which is a stepping stone to GCSE content.</p> <p>We set weekly homework on Language Nut with a range of vocabulary, grammar, reading and listening activities to reinforce their classroom practice. This should take 25-30 mins to complete and has a pass rate of 70%.</p>

	<p>Students are showing confidence and curiosity in using their Spanish language skills to begin to explore more complex topics such as human rights, environmental and social justice issues across the Spanish-speaking world.</p> <p>This half term we will be working on developing students' speaking skills through an in-class assessment of describing a photo. This task forms part of the new Spanish GCSE.</p> <p>For any further queries or to discuss your child's progress, please feel free to contact me at <a href="mailto:daisy.mash@walthamstow-academy.org">daisy.mash@walthamstow-academy.org</a> (Head of MFL).</p>
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