

Macmillan Academy



Year 9 Family Information Evening

Inspiring every student to succeed

Macmillan Academy



Mr Gilbank – Head of Year

Inspiring every student to succeed

Thank you for coming!

Thank you for your ongoing support and for your attendance this afternoon.
We will be available after the presentation if you have any questions.



Working Together

We believe that our children will flourish when we work together to support them.

We want to make sure that we are doing everything we can to build strong relationships with you, and to create the strongest possible support systems around our children.



My Message:



Inspiring every student to succeed

Celebrating Achievement

Weekly celebration in assembly and tutorial – queue busters
'Recognition Wall' to celebrate success in a specific department

Termly celebration assembly

Praise postcards – tutor, departmental, HOY

Golden Ticket Day – next Golden Ticket Day – Thursday 2nd April

Attendance rewards – end of term prize draw

Termly newsletter

End of term reward trips – R2L, Student of the Lesson, Club Zero

Please share any successes that happen outside of school with us!

Attendance – how can you help?



If your child is struggling with a topic encourage them to seek support from their teacher and/or attend after school support sessions.

If your child is absent or misses a lesson, encourage them to speak to their teachers to catch up on any work missed.

Encourage them to attend extracurricular clubs and activities.

View the curriculum overviews and knowledge organisers on the school website, talk to your child about what they are learning.

Encourage organisation - homework written in planner, use of Teams for assessment dates and details.

Curriculum Overview

Students are provided with a 'Subject on a page' in each subject to summarise the content they will be learning during the academic year.

These can be found in the curriculum section of our website.

If you would prefer a physical copy of any document, please speak to a member of staff at the end of the meeting or liaise via your child's tutor.

ART - YEAR 9			
<p>Monsters: Metallic creatures We will explore Surrealism, Steam Punk and literature to inform our understanding and develop ideas for monsters. We will develop our observation skills by documenting creatures. Using our imagination, we will create a creature and translate our ideas into a metallic sculpture. This half term we will explore the mythical creatures of Greek and Japanese art. In addition, we will learn about the creatures on Renaissance maps and the monster depicted in A monster calls.</p> <p>Links We will make links with DRAMA when we study the play Blood Brothers to develop our understanding of racism and nightmares. This will also link to the novel A Monster Calls which we will read in tutorial (ENGLISH).</p> <p>Those of us who attend the CLASSICAL CIVILISATION ENRICHMENT will be able to bring our knowledge to ART and enhance our enriching experience.</p>	<p>Industrial landscape- 2D texture (continued) This half term we will experiment with abstracting our observations and explore the qualities of paint. Producing an atmospheric outcome.</p> <p>Links We will become aware of identity and establish our own narratives linking to ENGLISH What is your story? Our national identity established by our place in the world- local, national, and global as studied in GLOBAL PERSPECTIVES and GEOGRAPHY.</p>	<p>Monsters: Metallic creatures (continued) This half term we will explore the concept of sea monsters and develop a metallic outcome to consolidate your learning.</p> <p>Links</p>	<p>PERSONAL PROJECT/ TYPOGRAPHY The rationale behind this project is to enable us to explore a theme as an artist. Most of us will be opting to take GCSE art as the project will support us to understand how to present a GCSE project and how it will be assessed. For those of us who are not opting for art it will give us an insight into how art can support our future learning and help us look after our well-being. This term we will develop ideas, explore media and make observations to support us in the final piece that we will present next half term.</p> <p>Links Studying BAME (Black and Ethnic Minority Artists) artists for this project will enable us to further our understanding of equality by looking at Live Matter issues. As studied in DRAMA when exploring Rosa Parks and the Bus boycotts. We will also learn that artists use their work to convey messages explored in GLOBAL PERSPECTIVES such as comments about modern slavery as demonstrated in the work of artist Romuald Hazoume who used oil canisters to map out the footprint of a slave ship.</p>
<p>Industrial landscape: 2D texture This project gives us the opportunity to build on our Y8 landscape work and explore and celebrate the industrial landscape through the use of art. We will explore the work of local artists. We will experiment with a range of techniques to support us in developing our skills. In addition, we will develop an abstract style and an atmospheric outcome. This term we will experiment with documenting our local industrial landscape using pen. We will have the opportunity to stylize our drawings inspired by the ceramic artist Paul Scott.</p> <p>Links We will link to the skills and knowledge that we learned in GEOGRAPHY in Year 7 when studied Britain and places and explored landmarks and maps.</p>	<p>PERSONAL PROJECT/ TYPOGRAPHY (continued) This half term we will have the opportunity to present our final outcome, refining and reflecting upon it as we go.</p> <p>Links</p>		
SUBJECT ON A PAGE - ART			



Knowledge Organisers

Knowledge organisers are also available in each subject to summarise the content students will learn in each unit of work.

These can be found in the curriculum section of our website.

If you would prefer a physical copy of any document, please speak to a member of staff at the end of the meeting or liaise via your child's tutor.

**YEAR 9 GEOGRAPHY UNIT 1:
OUR UNEQUAL WORLD.**

Key concepts
Place.
Time.
Human processes.
Sustainability and resources.

This topic teaches students about the 'development gap' between the richest and the poorest countries and why this exists.

- Some countries are rich, while others are poor. This results from differences in levels of development which can be measured by 'indicators', such as GNI (Gross National Income) per capita, literacy rate and birth rate.
- Some countries struggle to develop because of their location or climate, their lack of natural resources or human capital, and their colonial history.
- Inequality between countries means that it is more difficult for poorer countries to develop economically and improve the quality of people's lives.
- Too many people in poorer countries do not have enough food to eat, do not have access to a good education, healthcare, or services such as sanitation and clean water.
- A lack of water can prevent development in many ways.
- People might migrate to another country to escape inequality, such as poverty, war or persecution, and seek opportunities for a better quality of life.
- The journey for migrants is dangerous because they are often trying to get into another country illegally and have to face many difficulties.
- Resource insecurity means not having sufficient or reliable supply of important resources such as food, water and energy.
- Some countries have a lack of food security, leading to famine.
- Food insecurity can cause undernutrition and famine, and the price of food increases, making it difficult for people to afford.
- Some countries have good food security, which means there is enough nutritious food to eat, but this can result in too much, leading to overnutrition, obesity and heart disease.
- People's health and access to healthcare varies around the world.
- Rural areas often have more poverty than urban areas.
- Trade is a way out of poverty, but trade can be unfair, especially when HIC's (high income countries) buy from LIC's (low-income countries).

Key Vocabulary

- ✓ HIC / LIC / NEE.
- ✓ Malnourished.
- ✓ development indicator.
- ✓ life expectancy.
- ✓ GNI per capita.
- ✓ Inequality.
- ✓ quality of life.
- ✓ standard of living.
- ✓ Colonialism.
- ✓ disease of poverty.
- ✓ Diarrhoea.
- ✓ Sanitation.

Retrieval Questions

- What?
- When?
- Where?
- How?
- Who?
- Why?

Homework

English – set on Educake

Subject Support available Wednesday P6 – English IT room

Maths – set on Sparx

Subject Support available Wednesday P6 – IT5

Homework that has been set is recorded on Bromcom

Homework club is available to all students 3pm – 4pm Monday to Thursday in the Library/Helpdesk – computers available

Additional level of support with Miss Vipond – this will involve a select cohort on rolling rotation. Students will benefit from time with the use of IT facilities during PM tutorial.

Extra-Curricular Activities

Many students engage with a variety of hobbies and interests outside of school.

Our enrichment programme provides an opportunity to access experiences available outside of the curriculum every Monday - Thursday.

We encourage students to attend at least one enrichment per week.

Enrichments can vary on a termly basis - current enrichments include:
Sports, Performing Arts, Eco-Squad, Debate Club, Manga

Students are reminded of opportunities available during tutorial sessions.

Pastoral Support – Tell, Tell, Tell

Tutor – first port of call

Miss Vipond – Assistant Head of Year

Mr Gilbank – Head of Year

Mr Stott – Deputy Headteacher – Year 9 SLT Link

Mrs Tumelty, Ms Jenkinson and Ms Myers – Safeguarding
Intervention

Mr Clark, Miss Watson and Miss Crandon – Attendance

Mrs Donaldson – SENDCo

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Mr Stott – Deputy Headteacher

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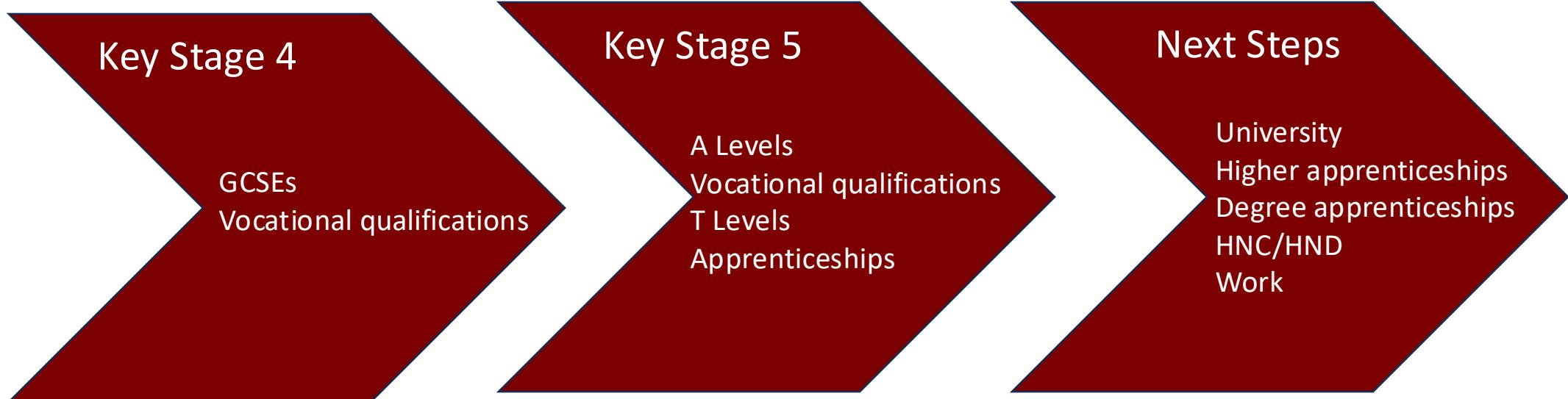
An opportunity to:

Hear how the Year 10 curriculum is designed

Understand the differences between GCSEs and Vocational qualifications

See the new option blocks

Where could your future take you?



CAREERS AND SKILLS



Growth Sectors in Tees Valley



- Health and Life Sciences
- Clean Energy, Net Zero and Hydrogen
- Advanced Manufacturing and Engineering
- Logistics, Ports and Supply Chains
- Digital and Creative Industries
- Professional and Business Services
- Construction and Infrastructure

Typical roles:

Healthcare Assistant

Nursing Associate

Registered Nurse

Biomedical Scientist

Laboratory Technician

Relevant GCSEs:

English

Maths

Biology (or Combined Science)

Health & Social Care

Typical roles:

Electrical/Mechanical Engineer
Process Operator
Instrumentation Technician
Health & Safety Advisor

Relevant GCSEs:

Maths
Physics or Combined Science
Design & Technology
Engineering

Typical roles:

Manufacturing Technician
CNC Machinist
Maintenance Engineer
Quality Engineer

Relevant GCSEs:

Maths
Physics or Combined Science
Design & Technology
Engineering

Logistics, Ports & Supply Chains

Typical roles:

Port Operative

Warehouse Supervisor

Logistics Planner

Supply Chain Analyst

Relevant GCSEs:

Maths

English

Geography

Business Studies

Typical roles:

Artist

Graphic Designer

Animator

Musician

Theatre Technician

Digital Content Creator

Relevant GCSEs:

Art & Design

Drama

Music

Media Studies

Photography

Creative Media

Typical roles:

Software Developer

Data Analyst

IT Support Technician

Games Developer

Creative Media Developer

Relevant GCSEs:

Maths

Computer Science

Creative Media

Typical roles:

Business Administrator

HR Officer

Finance Assistant

Project Support Officer

Relevant GCSEs:

Maths

English

Business Studies

Typical roles:

Electrician

Plumber

Civil Engineering Technician

Site Supervisor

Relevant GCSEs:

Maths

Physics or Combined Science

Design & Technology

Engineering

The English Baccalaureate



Highly valued because subjects are not all the same level of difficulty.

Some subjects are more rigorous and therefore better prepare students for entry into higher education or employment.

The English Baccalaureate aims to help improve a young person's performance in English and maths.

Studies have shown that the Ebacc provides students with greater opportunities in further education and increases the likelihood that they will stay on in full-time education.

Ebacc Subjects



Mathematics

English Language

History

Geography

French

Spanish

Mandarin

Biology

Chemistry

Physics

Computing

GCSEs

- General Certificate in Secondary Education
- Grades 1-9
- Grades 1-3 count as Level 1 qualifications
- Grades 4 and above count as Level 2 qualifications
- Mostly assessed by exam in the summer of year 11.

How the new grades compare with the old ones

Old grades	New grades
A*	9 8
A	7
B	6 5 STRONG PASS 4 STANDARD PASS
C	
D	3
E	2
F	
G	1
U	U

Vocational Qualifications

Cambridge Nationals

BTEC Tech Awards

- Grades Pass - Distinction*
- Level 1 or Level 2
- Assessed by assignments and an exam.

The Core Curriculum

English Language (G)

English Literature (G)

Mathematics (G)

Science (G)

Physical Education

PSHE

Routes

Route		One Ebacc	Full Ebacc
Purple	Alternate provision	~ Optional	~ Optional
Orange	Learning Support	~ Optional	~ Optional
Green		Compulsory	~ Optional

KS4 Curriculum Structure

Year 10	Ma	En	Li	Sc	PE	PSHE	A	B	C
Hours	4	2	2	5	2	1	3	3	3

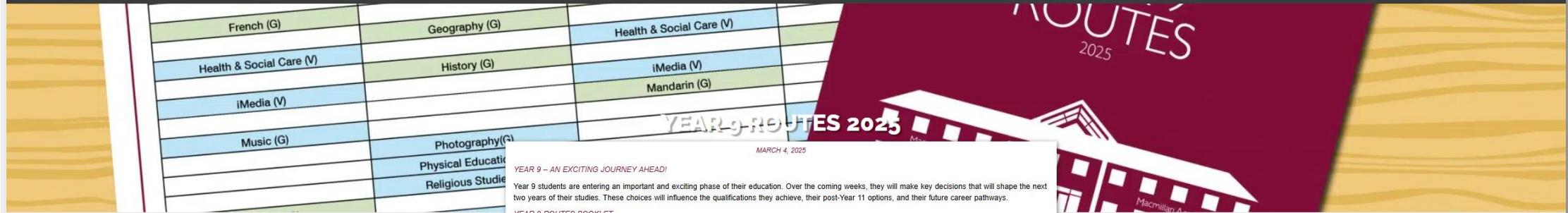
Year 11	Ma	En	Li	Sc	PE	PSHE	A	B	C
Hours	4	2	3	5	1	1	3	3	3

The Option Blocks

- Choose a subject in each block
- To study triple science (Biology, Chemistry and Physics) choose triple science in the option blocks.
- There are some combinations you can not choose:
 - GCSE PE and Vocational Sport
 - GCSE Art and GCSE Textiles

A	B	C
	Geography (G)	
History (G)	History (G)	History (G)
French (G)		French (G)
Mandarin (G)		
Spanish (G)		Spanish (G)
	Triple Science (G)	Triple Science (G)
	Computing (G)	Computing (G)
Art (G)		
Business (G)	Business (G)	
	Design Technology(G)	
	Drama (G)	
Engineering (V)	Engineering (V)	
	Food & Nutrition (G)	Food & Nutrition (G)
Health & Social Care (V)		Health & Social Care (V)
		iMedia (V)
		Music (G)
		Photography (G)
	Physical Education (G)	
Religious Studies (G)		Religious Studies (G)
	Sport (V)	
Textiles (G)		

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YEAR 9 – AN EXCITING JOURNEY AHEAD!

Year 9 students are entering an important and exciting phase of their education. Over the coming weeks, they will make key decisions that will shape the next two years of their studies. These choices will influence the qualifications they achieve, their post-Year 11 options, and their future career pathways.

YEAR 9 ROUTES BOOKLET

[CLICK HERE TO VIEW – Year 9 Routes Booklet](#)

This booklet has been designed to support both students and parents/carers through this process. A range of staff are available to offer guidance, including Tutors, the Head of Year, subject teachers, Heads of Department, Careers Advisors, and Senior Leaders. Everyone understands the significance of these decisions and is ready to help—so don't hesitate to ask!

The Year 9 Routes video below explains the different qualifications available at Key Stage 4, the possible pathways students can take, and how the Key Stage 4 curriculum is structured.



The Process

- Today's meeting marks the start of Year 9 Options
- Assemblies to introduce new subjects
 - Business Studies
 - Health and Social Care
 - Engineering
 - Food and Nutrition
 - Textiles
 - Photography
- 4th March Routes booklet and video launch with Mr Stott
- 10th March Year 9 STCE
- 1:1 appointment 11th March – 27th March
- Parents/Guardians are welcome

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Mr Gilbank – Head of Year

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Key Dates

Mid February – T2 data reports due

Tuesday 10th March – Parents Evening

From 11th March – SLT Options Meetings

Mid June – T3 data reports due



Events to look out for...

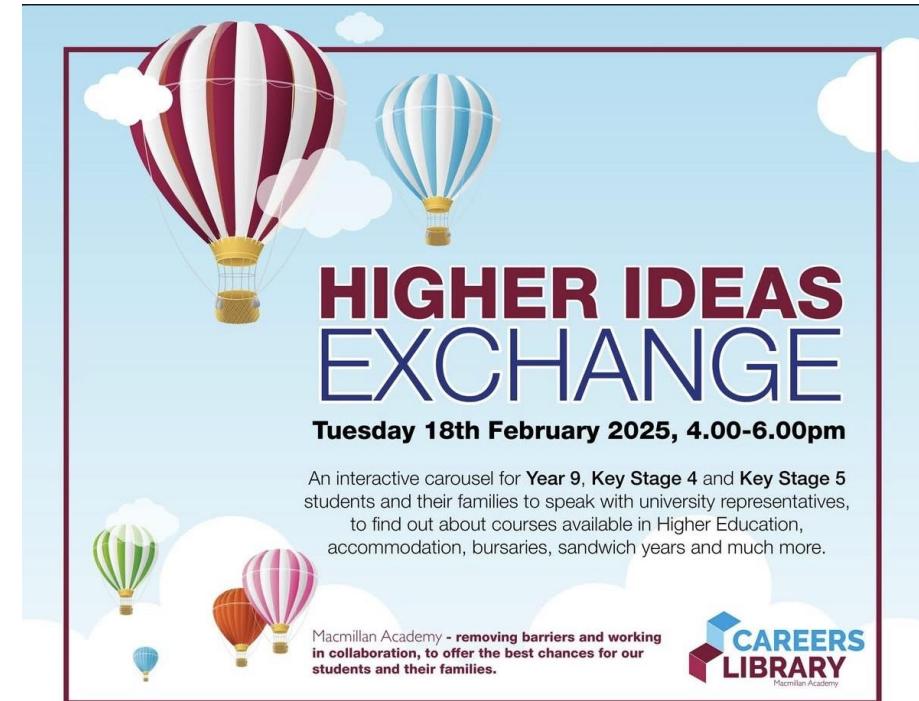


Macmillan Academy
JOBS FAIR
WEDNESDAY 21ST JANUARY 2026
4.00-6.00PM

FIND YOUR CAREER WITH US

An exciting event for our **Key Stage 4** and **Key Stage 5** students and their families to speak on a one to one with professionals from global and local companies about career pathways, recruitment, apprenticeships, gap years and volunteering experiences.

Happening now in Dining Room 1!



HIGHER IDEAS EXCHANGE
Tuesday 18th February 2025, 4.00-6.00pm

An interactive carousel for **Year 9**, **Key Stage 4** and **Key Stage 5** students and their families to speak with university representatives, to find out about courses available in Higher Education, accommodation, bursaries, sandwich years and much more.

Macmillan Academy - removing barriers and working in collaboration, to offer the best chances for our students and their families.

CAREERS LIBRARY
Macmillan Academy

“If everyone
is moving
forward
together,
then success
takes care of
itself.”

— Henry Ford

