



ALL HALLOWS CATHOLIC SCHOOL

CURRICULUM INFORMATION

YEAR 9

2018/2019

Student Name:.....

Name of Department:

ART & DESIGN

Year 9

The department follows the National Curriculum for art and design, and students are introduced to a wide range of skills, processes and contextual sources. The areas covered throughout the Key Stage include drawing, painting, printmaking, three dimensional work, graphic design and ICT as an artistic medium. Students are also introduced to the work of artists and designers, becoming familiar with a variety of art movements and concepts. The work is thought provoking and we encourage a personal response. We intend to amalgamate the skills learnt through the previous two years and further refine them, whilst ensuring that traditional skills and techniques are the foundation of all we do. Year 9 sees students given a more sophisticated introduction to some key art movements and a greater emphasis on historical research acts to inform class room teaching. The importance of relevant and increasingly skilful outcomes is emphasised throughout the year in preparation for GCSE.

The Structure of the Year

The students will work on a variety of projects throughout the year, developing skills learnt in Years 7 and 8. They will also have the opportunity to develop new skills in art and design and will be able to produce work in three dimensions, using a variety of materials. In Year 9, students will begin to produce more independent work, developing personal ideas from set themes. They will continue to use a sketchbook to organise and record their ideas and research for practical work. By the end of Year 9 they will be prepared to take the GCSE Art and Design course should they wish to do so.

How will each student be assessed?

Students will be assessed continuously, through formative feedback, peer review, group critiques and formal making. Feedback will be given regularly, both verbally and a written comment in sketchbooks. Marks are applied in accordance with the school policy but there will be a greater focus on formative comments. Students will also be asked to complete a self- assessment exercise at the end of each project. Towards the end of the year students sit a short class based test alongside their other exams, this will draw on skills developed that year and will be practical in nature.

What homework will be set?

Homework will be set as appropriate. The tasks may involve research, collecting materials for use during lessons, or more practical art activities such as drawing or making. Some homework may take the form of extended projects over more than one week.

How can you help at home?

Certain materials would help students to complete homework to the best of their ability for example, a range of drawing pencils, coloured pencils and a glue stick. A set of watercolours and brushes would also be beneficial, if possible. Please encourage your child to enjoy their art homework, and to spend at least half an hour on tasks set more if two or on occasion three week homework. If the student is considering the study of Art at GCSE some reading about or viewing of art in a broader context would be beneficial possibly by visiting a gallery or just watching an art related programme on television.

London with its huge and diverse range of Galleries is a relatively short train ride away with the Tate Modern a temple for modern and contemporary art just a short walk from Waterloo. The Watts Gallery near Guildford has a wealth of Traditional Painting and sculpture and Pride of the Valley Sculpture Park in Churt has a collection of modern and contemporary sculpture.

Name of Department:

DRAMA

Year 9

Drama at All Hallows follows the curriculum set down by the Arts Council and aims to further cultivate and refine the practical and written skills associated with the theatre in preparation for GCSE. The aims in Year 9 are to provide a bridge between Key Stages 3 and 4, and emphasise making, performing and responding to material. During Year 9 there are ample opportunities for students to participate in performance. They will also continue to work on communication skills, self-expression, and also to develop their observation and evaluation skills. Students will have one lesson per week for half the year.

Module 1

Stage Combat

In their final unit for KS3, students will be safely taught to use combat skills on stage. Along with a script and all other skills learnt across the course of KS3, they will construct and refine an exciting physical performance that conveys intensity of emotion.

Module 2

Devised Theatre

Students will use Brechtian skills to create a piece of scripted drama in small groups. It will be based around a theme and require them to explore social commentary using specific dramatic skills. This unit links closely to work done in Year 10.

Module 3

Melodrama 'Muhahaha'

Theatre history will be explored via the over-exaggerated styles used in Victorian Melodramatic theatre. The skills used in this style will help students understand the development and rise of naturalism and later non-naturalism so prevalent in today's theatre world.

How will each student be assessed?

There are three strands of assessment: creating, performing and evaluating. Each strand incorporates skills they should be developing through drama in performance. Students will be assessed regularly throughout each term based upon one of the strands. Students will also be shown how to assess themselves and others through regular evaluation of their own and other's performances.

What homework will be set?

Students will be set written homework in the form of lesson reflections. They may also be asked to learn lines or conduct research.

How can you help at home?

Parents should encourage students to rehearse regularly in order to build on classwork. Clear focussed rehearsal and line learning results in improved grade attainment. Parents should also encourage students to reflect fully on their lessons in any homework they are given. Proof reading with them at this stage is essential, as well as verbalising their ideas. This reflection process is vital to the GCSE course.

Name of Department:

DESIGN & TECHNOLOGY

Year 9

Students will study one specialist area throughout Year 9 to prepare them for the GCSE opportunities within the Design & Technology department. The specialist area will be allocated to students based on an options process at the end of Year 8.

Food Preparation & Nutrition Students will continue to develop practical skills; they will be encouraged to create more complex dishes, using a variety of electrical equipment to assist them. Students will be asked to think about the nutritional requirements at different life stages, focusing on teenagers. In the Spring & Summer terms students will look at some of the skills required in the GCSE Food Preparation and Nutrition course in Year 10 & 11, further enhancing their practical ability.

Resistant Materials Students will build on their existing learning as well as experience new topics through applied practice. Autumn term invites students to design and make a passive amplifier use CAD/CAM technology to generate graphics and nets for packaging, alongside a range of hand skills and machinery. Spring and Summer termly projects will cover further skills in preparation for the GCSE Product Design.

Textiles Building on their existing knowledge of construction, branding and embellishment, students will design a logo, make a bag and adapt a pattern to satisfy a design brief. Decorative techniques such as stencilling will be used as well as fabric shaping methods, pattern adaptations, CAD elements and fastening components. A focus will be given on branding and design suitability. Termly projects will cover a range of skills in preparation for the GCSE Product Design.

Graphic Products Students will implement existing knowledge of colour, typography and branding to complete three mini-projects throughout the year, starting with a sublimation project providing students the opportunity to design a mug and make a coordinating tea-towel and packaging. Students will also be introduced to new software, enabling them to edit ideas digitally for inclusion in a range of products. Termly projects will cover a range of skills in preparation for the GCSE Product Design.

How will each student be assessed?

Whole school policy on assessment will be used through the module. National Curriculum levels will be used at the end of each project and an overall NC Level for Key Stage 3 will be awarded at the end of the year.

What homework will be set?

For each module there will be set homework. One homework is set per week and can involve collecting research, producing ideas and development as well as evaluation skills.

Outline ways in which parents are able to assist at home.

Parents are encouraged to input specialist knowledge or interest if appropriate. There is the opportunity for all Food Technology project skills to be practiced and developed at home. Food Technology lessons will require ingredients to be purchased and brought to school by the students. Students may also take practical work home for completion.

Name of Department:

ENGLISH

Year 9 Overview

English is a National Curriculum subject. In Year 9 it will be taught four times a week with each lesson lasting fifty minutes. The Department aims to provide the students with the following: personal development; aesthetic experience; communication skills; and a sense of achievement, including the attainment of high academic standards. The Department's teaching focuses upon preparing the students for their end of Key Stage test and for the skills required at GCSE level. This includes the teaching and assessment of oral activities, spelling, punctuation and grammar within the context of the modules listed.

Module: Dystopian or American Literature

Students will read and study a 20th century novel that either explores a dystopian world (for example, *1984* by George Orwell or *The Hunger Games* by Suzanne Collins). Students will explore key characters and themes and write an analytical essay exploring these. This will lead to them writing their own dystopian narrative.

Module: Shakespeare Text – (e.g. *Henry V*, *Twelfth Night* or *A Midsummer Night's Dream*)

Students study a whole Shakespeare play. Typical tasks will include those requiring an appreciation of characters, plot and structure and of Shakespeare's language and its effects. Students will explore how a theme is developed and presented in the play and will be expected to write in a formal, analytical style by the end of the unit. This is aimed to help prepare them for GCSE text study.

Module: Texts from the USA

Students will read, and gain an appreciation of, American fiction, with the study of texts such as *Of Mice and Men* by John Steinbeck and *To Kill a Mockingbird* by Harper Lee. Through these texts they will learn about the importance of context, which will help to prepare them for the set literature texts studied at GCSE.

Module: Reading Fiction

This unit also aims to introduce students to GCSE-style tasks on the language exam paper. Students will read a series of short fiction texts and learn how to analyse them in line with GCSE requirements. There is also an opportunity to revisit narrative writing skills here too.

Module: Issue Writing

Students will also study different forms of non-fiction and media texts including leaflets, magazines, newspapers, letters, adverts autobiographies and the moving image. They will compare how writers use linguistic and presentational skills to persuade, inform or advise the reader, before writing a response to the issues they have explored.

How will each student be assessed?

Students will be regularly assessed on class work and homework that has been completed in their exercise books or on paper in line with school policy. Assessments will be set during each module, with targets for improving performance issued after the each assessment; these will assess key skills in either reading or writing and will be graded as either meeting or exceeding the expected rate of progress for a student in their year group. Pupils will record their achievements and targets in their assessment sheets which are in their exercise books.

What homework will be set?

Homework will be set twice a week on a day specified in the homework timetable. Students should spend at least 30 minutes on this. The homework may be written, a learning homework or homework that involves reading, perhaps including a book report or some library research.

How can you help at home?

Motivation is crucial at this stage and parents can help by providing extra encouragement at this important time, especially as this will be the first experience of a public examination for students. Students should be exposed to a wide variety of reading material, including quality newspapers, and to worthwhile experiences that will broaden their horizons. Whenever possible, supervised reading should be encouraged. Gentle reminders could also be given about the importance of hard work in determining their future success. Sufficient time must be given to all homework assignments, with social commitments kept in check to allow for this.

Name of Department:

MODERN FOREIGN LANGUAGES – FRENCH

Year 9

Students are taught French for 2 lessons a week and will continue this language through to GCSE. Students will fully consolidate key grammar and vocabulary points before starting GCSE in Year 10.

Term 1

Module 1: Ma vie sociale d'ado – Talking about the influences of social media.

Module 2: Bien dans sa peau – Talking about healthy lifestyles

Term 2:

Module 3: A l'horizon – Talking about career and future plans and ambitions

Module 4: Spéciales vacances – Talking about adventure holidays and once in a lifetime trips

Term 3:

Module 5 – Rights and responsibilities of young people.

Module 6 – Charity work

How will each student be assessed?

There will be key assessments at the end of each topic unit in Listening, Speaking, Reading and Writing. These assessments focus on the skills, knowledge and understanding that have been taught in the topic area.

What homework will be set?

Homework is set once a week and may range from looking up and learning new vocabulary, categorising vocabulary, preparing a written or spoken presentation. Students are required to bring both exercise books, their textbook and a bilingual dictionary to each lesson.

How can you help at home?

How can you help at home?

- Test your child on their vocabulary/key words.
- Allow them to test you!
- Encourage them to speak French if you visit France on holiday.

Name of Department: **GEOGRAPHY**

Year 9

Two lessons per week. At the beginning of each module the students are given a front sheet that contains a “learning path” and appropriate key words (these key words are completed as a glossary homework early in the topic).

Term 1

Module: Restless Earth
Earthquakes and volcanoes

Assessment: Question/answer paper including an extended “9-mark” question

Module: Japan
Physical and human geography and regional comparisons

Assessment: Question/answer paper

Term 2

Module : Globalisation
Football & Fashion

Assessment: Extended writing: Magazine Article

Module: Nigeria
As part of the “Changing Economic World” GCSE topic

Assessment: End of topic assessment in Term 3

Term 3

Module : Nigeria + Development
As part of the “Changing Economic World” GCSE topic

Assessment: Nigeria GCSE-style paper

Module: Resource Conflict
Drugs, diamonds, water

n/a

How will each student be assessed?

All assessments are common to all groups. Apart from those listed above, the department may set other pieces of assessed work across the year.

What homework will be set?

Homework will be a range of activities such as research projects, work sheets, revision, and pieces of creative and/or extended writing, maps and diagrams. Homework is often used and discussed in lessons and may be peer- or teacher-reviewed. There is one piece set per week.

How can you help at home?

- Encourage students to watch “Newsround” or other news-related programmes, particularly regarding recent events e.g. earthquakes and volcanic eruptions.
- Read around topic and issues studied to reinforce and extend learning.
- Encourage independent organisation for homework so it is completed on day set.

Name of Department:

MODERN FOREIGN LANGUAGES – German

Year 9

Students are taught German for 2 lessons a week and will continue this language through to GCSE. Students will fully consolidate key grammar and vocabulary points before starting GCSE in Year 10.

Students learning German have the opportunity to take part in the German Exchange with our Partner School, the Humboldtgymsnasium in Cologne.

Term 1

Module 1: Wer ist dein Vorbild? Helde

Students complete a project exploring current and historical role-models

Module 2: Musik – Different music styles and preferences

Term 2:

Module 3: Meine Ambitionen – Talking about career and future plans and ambitions

Module 4: Die Kindheit – Reminiscing about childhood and making past/present comparisons

Term 3:

Module 5 – Rights and responsibilities

How will each student be assessed?

There will be key assessments at the end of each topic unit in Listening, Speaking, Reading and Writing. These assessments focus on the skills, knowledge and understanding that have been taught in the topic area.

What homework will be set?

Homework is set once a week and may range from looking up and learning new vocabulary, categorising vocabulary, preparing a written or spoken presentation. Students are required to bring both exercise books, their textbook and a bilingual dictionary to each lesson.

How can you help at home?

How can you help at home?

- Test your child on their vocabulary/key words.
- Allow them to test you!
- Encourage them to speak German if you visit Germany on holiday.
- Encourage participation in the German Exchange visit to Cologne.

Name of Department:

HISTORY

Year 9

Students have two lessons per week in which a variety of teaching strategies are deployed to enable students to develop historical understanding and historical skills.

Term 1

- What were the causes and events of the First World War?
- What were conditions like in the trenches of World War One?
- How did World War One change the lives of women in Britain?
- How significant was the Christmas Truce of 1914?

Term 2

- How did Hitler become Chancellor of Germany in January 1933?
- Why did the Allies win The Second World War?

Term 3

- Why should we remember The Holocaust?
- Who was to blame for the Cold War?
- What was British society like in 1939-1975?

How will each student be assessed?

There will be a formal assessment either during or at the end of each study unit. This will be marked with formative feedback and levelled using National Curriculum level descriptors. In addition, oral work, classwork, project work and homework will be assessed informally with formative feedback given.

What homework will be set?

Homework will be set once a week as per the Year 9 homework timetable. It will be varied in nature - reading, spelling, research, preparation, structured extended writing. Where appropriate, homework will be graded in accordance with the whole school assessment guidelines.

How can you help at home?

Parents can help by ensuring that students complete all work set to the highest possible standards and by the deadlines set. They should encourage students to take a pride in their work, to take care with presentation and with grammar, punctuation and spelling.

Additionally parents should encourage their children to use their local libraries and other resources to gather relevant information about the topics studied. Students are encouraged to develop their literacy skills and 'sense of period' by reading widely.

Name of Department:

ICT

Year 9 ICT

Students have one ICT lesson per week and they will complete five units of work described below. These modules provide opportunities for the student to:

- Understand and develop the skills and requirements to continue studying ICT in Year 10 and 11
- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT
- Develop initiative and independent learning skills
- Support others subjects by providing students with software knowledge and familiarity with the ICT facilities.
- Promote the safe and responsible use of modern communication technology, to create a productive and secure digital working environment.

Unit 1	Keeping Safe Understanding the risks posed by online communication and knowing how to maintain privacy and security in the digital age.
Unit 2	Spreadsheet Project Using Excel A Key Stage 4 style project to develop more complex data modelling skills and techniques.
Unit 3	Website Task Creation of a small website using web authoring software. Combining different digital media suitable for an identified purpose.
Unit 4	Computing Developing further programming skills to facilitate understanding of written code for a specified purpose.
Unit 5	Database Project Introduction to MS Access to create and manage a database. The mini project will help students understand and practise the skills required for Key Stage 4 ICT.

How will each student be assessed?

The student's level of skill, knowledge and understanding will be determined by teacher observation and encouraged through verbal feedback. Student self-evaluation and teacher assessments of each unit will be recorded in an on-line diary.

What homework will be set?

Homework will be set on a two week cycle and it will be related to the unit being studied. If necessary, students can complete this work using facilities available at school.

How can you help at home?

If a computer is available at home parents can help by encouraging students to review their work within their on-line diaries and to look at the lesson Powerpoints to recap. If the students are absent, the lesson Powerpoints can be used by the students to catch up. Students know how to find the files available in the ICT folder in the 'departments' area of the school network.

Name of Department:

MATHEMATICS

Year 9

The work covered in Year 9 will build upon the students' prior knowledge and understanding. All strands will be covered in the course of the year, with particular emphasis on numeracy skills and development of problem-solving strategies. Students will begin their GCSE work in January Year 9.

The Structure of the Year

The year's work is split into modules, covering the four strands for mathematics which are Number, Algebra, Ratio & Proportion, Geometry and Measures and Statistics. The content of each module will reflect the students' prior knowledge and understanding, and the work set will be designed to allow the students the opportunity to consolidate and build on previous work. There will be regular opportunity to see the bigger picture by tackling GCSE style questions early on. Teachers will already begin to guide students through how to answer exam style questions.

How will each student be assessed?

All classwork and homework will be used informally to assess students' progress and understanding. Investigative tasks will be set throughout the year to develop and assess problem solving capability. Class tests will be set as appropriate to monitor understanding and identify areas of improvement. Students are set on the basis of both test performance and teacher assessment. Students will be advised of these tests in advance and encouraged to revise for the test.

What homework will be set?

Two homework tasks will be set per week. One homework, set using Hegarty Maths, is designed to maintain numeracy and core skills. The other homework will be written consolidation of classwork or from their numeracy booklet.

How can you help at home?

Talk to your child about the mathematics they are doing, in class and at home. If your child has a problem completing the set homework, encourage him/her to look in the exercise book and textbook to find similar examples - they may then be reminded of appropriate methods to help with the task. We remind pupils to use Hegarty maths which, as well as giving appropriate exercises, has videos to help the pupil too. If that fails, suggest that they seek advice from their maths teacher before the lesson in which the work is due - it may then be possible for them to complete the work at break or lunchtime before the lesson. We also run a mathematics clinic afterschool from 3.15pm to 4.15pm each Monday. The idea of the clinic being students can obtain help on a particularly difficult area of maths. If your child spends an inappropriately long time on the homework, or finds it too difficult, please make a note to that effect in his/her exercise book - this information will help us to help your child. Any additional practice at home can only benefit your child- 5 minutes extra practice a day can greatly improve a student's ability and confidence with numbers.

Name of Department:

MUSIC

Year 9

In Year 9 students receive two music lessons a week through the year. Lessons are topic based. Students work alone and in groups, presenting their compositions or performances to the rest of the class at the end of each topic. Students learn to analyse and appreciate music in more depth.

Term 1

Structure and Form: Students study, through performance, Canon in D (Baroque). The pieces are put into musical and historical context and the understanding of Ground Bass, Variation form and a variety of other compositional techniques is developed. In the second half term students compose their own pop song, in a chosen style, using chord progressions, adding their own lyrics and melody

Term 2

Musicals and Fusions: Students look at the development of Music Theatre and perform 'Phantom of the Opera' using both hands on the keyboard. They learn about all aspects of Musicals and compose a class musical. Analysis includes 'Something's Coming' from West Side Story by Leonard Bernstein.

We also look at how different genres of Music are fused together and perform a fusion of Indian Music and Popular song.

Term 3

Rock and Pop Music of the 80s and 90s Students study the electronic techniques used in and through class arrangements of pieces by O.M.D. and Gary Numan. Analysis of 'Why Does My Heart Feel So Bad?' by Moby.

Brit Pop: Students compare the music of the 1960s with the 1990s making links and performing music by Oasis and Super Grass. Performance is assessed using GCSE criteria, which are developed into ensemble performances within the last half term of Year 9.

How will each student be assessed?

One of the main aims of assessment is to motivate students and raise standards. We have found that the best way to achieve this is through verbal appraisal. Students are taught to listen to, and evaluate music according to musical criteria, such as structural and expressive elements and features. Student assessment of their own and others' work is important in setting and maintaining comprehended standards and encouraging critical appraisal. For this reason topics have structured time for students to listen to group pieces and comment upon them. At all times we look for and encourage feedback from the students. Their assessment results and targets are recorded in the front of their books.

What homework will be set?

Practical or written homework will be set each week. Work should take around 20 minutes to complete. Practical work should be signed by a parent that it has been completed. It can also be completed in school and signed by a teacher.

How can you help at home?

Any opportunity to hear live music should be taken up; it is a very valuable experience. If your child plays an instrument, please encourage him/her to bring it to the music lessons. Any background research on the above projects would be very useful prior to and during the projects. Opportunities to practise at home on a daily basis are very beneficial.

Name of Department:

PHYSICAL EDUCATION

Year 9

This year the students will have one double lesson (100 minutes) of single sex PE per week. Students will be set for their lesson based on attainment in year 7 and 8PE. The top and bottom set will be mixed, there will also be a set 2/3 boys and girls group.

Term 1 and Term 2

Boys

Module: Rugby
Module: Health Related Exercise
Module: Swimming (Life Saving)
Module: Basketball
Module: Football

Girls

Module: Games
Module: Dance
Module: Badminton
Module: Health Related Exercise
Module: Netball

Term 3

Boys

Module: Athletics
Module: Cricket
Module: Tennis
Module: Summer Games

Girls

Module: Summer Games
Module: Tennis
Module: Athletics
Module: Cricket

How will each student be assessed?

Students will be assessed on their ability to acquire and develop skills, select and apply tactics, evaluate performances and demonstrate an understanding of fitness and health. This will be achieved largely by observation and questioning and by peer assessment. Students will be awarded a level (1 - 8) of attainment at the end of Key Stage 3. This will be reported to parents.

What homework will be set?

Students will be involved in planning and evaluating a Health Related Exercise programme, which may require some time spent at home.

How can you help at home?

Ensure that correct PE kit is packed, including appropriate footwear and towel. ALL KIT MUST BE LABELLED. Encourage students to come to extra-curricular clubs and/or join clubs outside of school. Encourage healthy active lifestyles, especially with respect to diet and hygiene. Please write a note if your child is unable to take part for any reason. Studded boots, shin pads and gum shields are highly recommended for rugby, football and cricket. Please remind students to put jewellery and wallets into the valuables box. Remind students – no jewellery to be worn in PE lessons.

PSHE
Personal, Social, Health and Education

Year 9

Each student in Year 9 follows a plan throughout the year. The weekly topics are listed below. In addition to these topics there are extra lessons which are added in response to current/important issue e.g. Internet Safety, Bullying etc.

Careers

Students continue to use 'U-explore', identify their skills, career options and corresponding Year 10 subject options. They complete the workbook "It's all about you!"

Drugs

Students identify the dangers of alcohol abuse. They discuss the glamorisation of smoking and drinking in the media and the effect this has on society.

Healthy Lifestyle

Students become aware of two eating disorders; Anorexia and Bulimia. They understand why these occur, their side effects, and where to seek help. Students also become aware of budgeting and shopping wisely to prevent waste.

Personal Identity

Students define 'Body Image' and look at the effects of the media and how it can create unrealistic images. They then identify the different roles of the skin and how we can maintain it.

Safety

Students look at the changing relationships with family and friends and how to manage these changes. Personal safety will explore various situations and students will be encouraged to share their methods of staying safe and explain why they work.

Sex and Relationships

Students study the rights, responsibilities and what is acceptable within a sexual relationship. They will learn about safe sex and will also be taught about different STIs and their symptoms.

How will each student be assessed?

Students will identify 2 main learning points from each topic. They will reflect upon their understanding and recognise subjects for their own further investigation/ research outside the lessons.

What homework will be set?

Homework may be set, at the teacher's discretion, to follow up/reinforce the work covered in class.

How can you help at home?

PSHE topics will always benefit from further discussion at home following that morning's lesson.

Name of Department:

RELIGIOUS EDUCATION

Year 9

Students have three lessons of Religious Education each week where they will be studying the syllabus called 'The Life'. The key thread running through the Year 9 course is 'Faith revealed in our lives today'. As with the Year 7 and 8 curriculums, the key elements of our faith are the focus of our work; the person of Christ, the Church, the Sacraments and the human person.

Term 1

During this term students are invited to consider what they believe, the reasons for it and implications in their lives. The nature of God will be explored, as well as how people may experience God in their lives. Continuing the importance of learning about and from other religions, for example students will study beliefs and practices of Islam.

Term 2

This module explores the person of Jesus Christ and how his nature and events of his life are revealed in the different Gospels. Students will study Jesus' teachings on love and explore the variety of ways love can be shown in their lives today. This module will also examine the meaning of vocation and how people might respond to God's call. The Sacraments of Marriage and Holy Orders will be studied in this module.

Term 3

This unit provides an in-depth study of the gifts of the Holy Spirit and the Sacrament of Confirmation. Students will also explore how we can act upon these gifts to work for the Common Good. Later in the term students will examine the concepts of morality and conscience, focusing on some of the 'big issues' which young people face today. Continuing the importance of learning about and from other religions, for example, students will study beliefs and practices of Islam in preparation for their GCSE course.

How will students be assessed?

There will be a variety of assessments during the year. These vary from independent research tasks to group projects. There will be a normal end of year examination which will be taken by the whole year group and students will be expected to revise the whole year's work.

What homework will be set?

Students will be set homework once a week in line with school policy. This will invariably be a written piece, although some homework tasks will be research or reflection tasks.

How can you help at home?

At various times in the year students will be working on projects or revising for tests or examinations. Sometimes they may need help in finding source material for research projects. Any help would be appreciated. They may even need to interview adults of some homework tasks! It is useful for students to have access to a 'Good News' Bible, although this is not essential. Students will also benefit from the opportunity to discuss with you any current affairs items that are relevant to topics they are studying in RE this year.

Name of Department:

SCIENCE

Year 9

There are four lessons per week; lessons split between two teachers.

Term 1, 2 and 3

The following topics will be taught throughout the academic year:

- | | |
|--|--|
| <p><u>Biology</u></p> <ul style="list-style-type: none">• 9A Genetics and evolution• 9B Plant growth• 9C Biology revision and projects• 9D Biology transition to GCSE <p><u>Chemistry</u></p> <ul style="list-style-type: none">• 9E Making materials• 9F Reactivity | <ul style="list-style-type: none">• 9G Chemistry revision and projects• 9H Chemistry transition to GCSE <p><u>Physics</u></p> <ul style="list-style-type: none">• 9I Forces and motion• 9J Force fields and electromagnets• 9K Physics revision and projects• 9L Physics transition to GCSE |
|--|--|

The exact order will depend on the student's teacher.

Each student has been given a Pearson Active Learn login so that they can access online Homework Practice and support materials as well as an *Exploring Science: Working Scientifically digital text book*. These can be accessed online at <https://www.pearsonactivelearn.com> In class text books will be used for classwork and homework may be set from the online digital textbook.

How will each student be assessed?

In the Autumn term there will be two 30 minute mini-assessments and in the Spring term one 40 minute main assessment. These examinations will be based on KS3 questions from Textbase. In the Spring Term all year 9 students will commence AQA GCSE Science course and sit GCSE based questions in Biology, Chemistry and Physics in the summer term.

What homework will be set?

Homework focuses on learning, practice with exam questions, written accounts of experiments as well as students making their own notes and answering questions.

How can you help at home?

Parental help is invaluable this year, particularly in revising work for exams and in assistance with learning the corrections to the exam questions; time is set aside to go through exam work so students have the correct answers to questions. These papers together with exam papers from Year 7 and 8 will assist the students with their revision for the examination in January.

Please encourage students to watch scientific documentaries, visit the library and read about Science as well as visiting websites, e.g. www.bbc.co.uk/Science. This is also very useful when revising for the January examination.