



# ALL HALLOWS CATHOLIC SCHOOL

## CURRICULUM INFORMATION

YEAR 9

2019/2020



Name of Department:

**ART & DESIGN**

### **Year 9**

In this final year of the key stage we encourage students to take more ownership of their artistic developments whilst introducing some of the skills required for GCSE. Projects continue to build on skills and techniques developed in the previous two years whilst exploring increased levels of concept and development of ideas through process. 3D work is given greater exposure with a challenging food and drink related piece being created in the Autumn term. Observational drawing and recording is a continuing theme as is the focus on refining technique with colour medium. There is an increased focus on blended colour and how to add a sense of realism into their work. Greater autonomy in project direction comes in when developing ideas and the execution of final pieces is given more time to assist with an increased level of sophistication.

#### **Autumn Term**

**PROJECT TITLE:** Food and Drink

**FINAL PIECE:** A complex Café Scene in colour media

**CHALLENGE:**

*Pupils will be able to:*

- Analyse work of Paul Cezanne, Rembrandt and the Edward Burra and the Dutch Still Life painters.
- Develop techniques in still life drawing and painting
- Demonstrate a critical understanding of still life
- Construct a composition employing development of ideas.
- Develop Perspective drawing techniques

**ASSESSMENT:**

AFL at critical stages of design process including self and peer assessment.

Formal teacher assessment of overall project including outcome and homework.

#### **Spring Term**

**PROJECT TITLE:** Abstract Art

**FINAL PIECE:** Abstract painting developed from a still life study

**CHALLENGE:**

*Pupils will be able to:*

- Carry out investigations through emulating artist responses to the chosen theme.
- Perform Critical understanding of Abstract Art
- Select and use a variety of media.
- Create personal and informed response deconstructed from a observational drawing.

**ASSESSMENT:**

AFL at critical stages of design process including self and peer assessment.

Formal teacher assessment of overall project including outcome and homework.

#### **Summer Term**

**PROJECT TITLE:** Album Cover

**FINAL PIECE:** Graphic illustrated album cover

**CHALLENGE:**

*Pupils will be able to:*

- Carry out investigations through emulating artist responses to the chosen theme.
- Explore real life examples and deconstruct visual imagery analysing intent.
- Select appropriate Typography and understand its relevance to design
- Understand the importance of colour in visual imagery.
- Create a personal and informed outcome that realises intentions.

**ASSESSMENT:**

AFL at critical stages of design process including self and peer assessment.

Formal teacher assessment of overall project including outcome and homework.

#### **What homework will be set?**

Homework will be set weekly with some activities covering more than one week. The tasks may involve research, collecting materials for use during lessons or a practical art work such as drawing from observational or working in the style of an artist. Paper or books will be provided for each Homework.

#### **How can you help at home?**

A few basic art materials would help students complete homework tasks to the best of their ability – e.g. drawing pencils, coloured pencils and a glue stick. A set of watercolours and brushes would also be beneficial, if possible. Please encourage your children to enjoy their art homework, and to spend half an hour on every task per week set, so for a two week homework an hour should be spent in total.

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:

**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 whole the year.

Term 1

**Stage Combat**

*Physical Theatre:* 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.

**Devised Theatre**

*Devising:* Students will use Epic Theatre 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.

Term 2

**Set it Up**

*Technical Unit:* Students will learn the basics surrounding lighting, sound, costume and set. In small groups they will present how to stage and light a script. The focus in this unit is on the technical skills not the acting. This unit is key for students moving forward into Y10 GCSE.

**Who did What?**

*GCSE Examination Link:* In this unit students will start to apply their practical skills to live theatre they see. They will begin to analyse the range of skills actors use and be able to explain how they convey meaning and emotion through physicality and voice. There will be a mixture of practical and written work in this unit.

Term 3

**Melodrama ‘Muhahaha’**

*Theatre History:* Students will explore 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.

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 Worlds

Students will read and study a 20<sup>th</sup> 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: News 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.

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: 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.

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:

**GEOGRAPHY**

Year 9

Two lessons per week. At the beginning of each module the students are required to create a cover page on ideas of topics, key terms and case study examples which might be taught in each module.

Term 1

Module: Tectonic Hazards  
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: Economic World  
Continuation of GCSE topic focusing on reasons for development

GCSE style exam paper

Assessment:

Term 3

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

Assessment: Nigeria GCSE-style paper

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:

**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 Hitler become Chancellor of Germany in January 1933?

Term 2

- Why should we remember The Holocaust?
- Why did the Allies win The Second World War?

Term 3

- 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.

**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	<b>Keeping Safe</b> Understanding the risks posed by online communication and knowing how to maintain privacy and security in the digital age.
Unit 2	<b>Spreadsheet Project Using Excel</b> A Key Stage 4 style project to develop more complex data modelling skills and techniques.
Unit 3	<b>Computing 1</b> Developing further programming skills using Python to facilitate understanding of written code for a specified purpose.
Unit 4	<b>Database Project</b> 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
Unit 5	<b>Computing 2</b> Developing further programming skills using Python to facilitate understanding of written code for a specified purpose. This unit will help students understand and practise the skills required for Key Stage 4

**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.

**What homework will be set?**

Homework will not be set every week but 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 will be shown how to find these files.



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 of 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 begin to guide students through how to answer exam style questions.

How will each student be assessed?

Classwork and homework is used informally to assess students' progress and understanding. For each topic of study, students will be formally assessed to monitor their understanding and progress and to identify areas for development. Students are set on the basis of both test performance and teacher assessment. Students will be advised of these assessments in advance and supported to prepare for them. Students who need to improve will be provided with intervention, monitoring them regularly via feedback from the class teacher. We also offer a homework club to those who require improvement after assessments.

What homework will be set?

Two homework tasks will be set per week. One homework, set using Hegarty, is for students to practice and consolidate their understanding of the new topics that they are learning in class. The other homework is from a numeracy skills booklet (provided) which is designed to maintain numeracy and core skills. For Spring and Summer term, the numeracy booklet will contain exam-style questions to help students become familiar with the applications of their maths that are expected in Key Stage 4.

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 contains over 800 instructional videos. 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 homework club after school from 3.15pm to 4.15pm Monday to Thursday, where students can get support from a maths teacher on duty. 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.

Your child should regularly practise multiplication tables and mental maths - 5 minutes extra practice a day can greatly improve a student's ability and confidence with numbers. Also thinking about using maths for problem solving is an essential skill for students to develop, and there are opportunities for this outside as well as inside the classroom.

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 if they choose it as an option, in which case we start the GCSE course starts at Easter. 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.

OR GCSE Module – New technology and social media

Module 6 – Charity work

OR GCSE Module - Holidays

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:

**MODERN FOREIGN LANGUAGES – German**

Year 9

Students are taught German for 2 lessons a week and will continue this language through to GCSE if they choose it as an option, in which case we start the GCSE course starts at Easter. 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 Humboldtgynasium 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

OR GCSE Module – New technology and social media

Module 6 – Charity work

OR GCSE Module - Holidays

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:

**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. Students will complete the Songwriting module in the Mac Suite, as this is done on a carousel basis, they may complete this module at a different time the specified within the year.

### 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 and 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.

## 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:

**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.

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. We will then study Crime & Punishment and look at how our moral codes impact our lives. 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:

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

There will be two 25 minute assessments one in the Autumn term and one in the Spring term. These examinations will be based on KS3 questions from Textbase. In the Spring Term all year 9 students will commence the AQA GCSE Science course. In the Summer term they will sit an assessment in Biology, Chemistry and Physics. The assessment questions will be based on the GCSE work covered.

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 helping students to revise for exams and in 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 February.

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](http://www.bbc.co.uk/Science). This is also very useful when revising for the January examination.