St Katherine's School

Year 9
Curriculum Guide

Maths

Term	Foundation	Higher
1	**Statistics** - Scatter graphs, frequency polygons and finding averages from frequency tables **Probability** - Identifying the probability of an event happening as fractions, decimals and percentages. Calculating relative frequencies and the probability of an event not happening. Enumerating sets from tables, grids and venn diagrams **Algebra 3** - Change the subject of an equation and recognise and generate geometric sequences	
2	**Algebra 3** - Straight line graphs: calculating and interpreting the gradient and intercept expressing the function in the form $y = mx + c$. Sketch and draw straight line graphs and quadratic graphs and use them to find a variety of solutions, including those from problems in context.	
3	**Revision for end of KS3 assessments, spanning all topics covered since Year 7** **End of KS3 assessment and MAD time**	
4	**Unit 1** - Number work: Indices, roots, place value, factors, multiples and primes **Unit 2** - Manipulating algebra and substitution	**Unit 1** - Checking, rounding indices, roots, reciprocals, factors, multiples, primes, standard form and surds **Unit 2** - Setting up, rearranging and solving equations. Sequences. Iterative methods
5	**Unit 2** - Manipulating algebra and substitution **Unit 3** - Tables, charts, pie charts and other forms of representing data	**Unit 2** - Setting up, rearranging and solving equations. Sequences. Iterative methods **Unit 3** - Representing data and calculating averages and ranges
6	**Unit 3** - Tables, charts, pie charts and other forms of representing data **Unit 4** - Fractions, decimals and percentages. Working with percentage increases and multipliers	**Unit 4** - Calculating with fractions and percentages, ratio and proportion **Unit 5a** - Angles in parallel lines, and polygons. Pythagoras and trigonometry in right angled triangles

English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task which teaches them generic features and the skill of proofreading.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Once a week, all students will experience a film studies class where they will learn narrative theory and the technical skills required to produce their own short film.

Term	Topic
1	**Short Stories** Ambitious texts, including works by Thomas Hardy, Sarah Gilman Perkins, H.G. Wells, Roald Dahl and Edgar Allan Poe.
2	*The Crucible* by Arthur Miller
3	**Voice to the Voiceless** - Exploring Poetry Ambitious texts, including poems by Maya Angelou, William Blake, Roger McGough, Benjamin Zephaniah and many more.
4 and 5	Sophocles' *Antigone*
5 and 6	*Never Let Me Go* by Kazuo Ishiguro

Science

Term	9Sc1	9Sc2	9Sc3	9Sc4	9Sc5
1	● KS3 Science revision and knowledge boosters				
2	● KS3 Science revision ● End of KS3 exams ● GCSE transition work				
3	● Cell structure and transport ● Atomic structure	● Cell structure and transport	● Energy resources	● Cell structure and transport	● Atomic structure
4	● Atomic structure ● The digestive system	● Energy resources ● Atomic structure	● Cell structure and transport ● The digestive system	● The digestive system	● Cell structure and transport
5	● The digestive system ● Energy resources	● The digestive system	● Atomic structure	● Energy resources ● Organising animals and plants	● The digestive system ● Organising animals and plants
6	● Energy resources ● Organising animals and plants	● Organising animals and plants	● Organising animals and plants	● Atomic structure	● Energy resources

Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of
- Food, Preparation and Nutrition,
- Product Design

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Food science Cooking methods Multicultural foods
Product Design	Design and make a clock inspired by 20th Century designers to show imagination and the use of basic hand tools, machinery and computer aided design and manufacture. Use of the 3D software google sketchup to produce a finished presentation drawing of their product. Theory into the manufacturing methods used with woods

Art

Animal Lino (Print)	<u>Pencil</u> - (blending tool) blending and multi mark making. <u>Fine black felt tip</u> - monochrome and pattern (lino design) <u>Lino</u> - cutting and repetition and rotation. Tool safety
3D Letters (3D)	<u>Colour pencil</u> - strong blending <u>Thin felt pens</u> - outline and varied line thickness <u>Card</u> construction and papier mâché and craft knife safety <u>Acrylic paint</u> - tints, tones & blending
Stencils (2D)	<u>Pencil</u> - building up, tonal blending, texture, detail, rubber highlights <u>Pencil and pen</u> - 'silhouette' / stencil designs <u>Stencil card / craft knife / stencil brush</u> - cutting / knife safety / stencilling

| Analytical Writing | PRINT

Ancient Aztec Prints

3D

Variety of graffiti artists

2D

Banksy
Blek Le Rat
Other stencil artists

Personal opinions, analysing, and making connections with, their own work and the work of others creatively and thoroughly. Use of specific vocabulary
Visiting and responding to independent gallery visits |
| --- | --- |

Computing

In years 7 to 9 students have two lesson of computing per fortnightly cycle in a dedicated ICT suite. Students cover five topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing. All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments, which are termly, are completed online and form part of their e-portfolio.

In years 7 and 8 students develop their ICT skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, then in year 9 they study topics related to our KS4 offerings in more detail.

Term	Topic
1	Pseudocode, algorithms and Python - Computer Science
2	
3	Marketing campaign - Business Studies
4	
5	Spreadsheet modelling - Business Finance
6	

Humanities

Term	Geography	History	Philosophy & Belief	Citizenship
1	**Volcanoes & Earthquakes:** plate tectonics, causes of volcanoes and earthquakes, hazards, responses, case study.	**World War One:** how to war begin in 1914, trenches, treatments and key battles.	**What Happens When Die?** Attitudes to Death; Beliefs about the afterlife; rituals around death	**Identity & Rights:** Racism, British values and refugees.
2	**Globalisation:** TNCs - Cadbury, capitalism, benefits and challenges, cultural globalisation, spatial division of labour and its impacts, deindustrialisation.	**World War One:** the end of war, Treaty of Versailles and impact on Europe.	**What is the Meaning and Purpose of Life?** Islamic, Christian Humanist and Hedonist views. Happiness and purpose.	**Government:** Role of Parliament, MPs and political parties.
3	**Geographic Information Systems (GIS) enquiry using ESRI software**	**Germany 1918-1939:** Impact of war on Germany, Hitler's rise to power as chancellor then dictator.	**How Can We Make Society a Fairer Place?** The injustices that exist in society and a consideration of how people can make a difference	**Careers:** Skills & attributes, choosing option subjects & preparation for GCSE.
4	**Changing Climates?** Global warming and the greenhouse effect, arguments for and against human caused climate change, impacts, solutions.	**Germany 1918-1939 and the Holocaust**: Impact of Nazi policies on women, children, workers and Jews.	**The Philosophical Problem of Evil and Suffering** An outline of this challenge to the existence of God and and evaluation of the responses to it.	**Crime:** Staying safe online and identity theft.
5	**World at Risk:** biodiversity loss, pollution, energy production	**Holocaust:** the origins of anti-Semitism, Nuremberg Laws, Kristallnacht, ghettos and death camps.	**Crime and Punishment** Why do we punish? A comparison of scandinavian prisons and US prisons. A discussion of the the arguments for and against the Death Penalty	**Money:** The economy, tax and who is responsible for local government finances.
6	**Tropical Rainforests:** distribution, climate, biodiversity, value, opportunities and challenges.	**Vietnam War**: the origins of the Cold War, Viet Cong and US tactics and protest against the war.		**Community & Action:** What is terrorism, strategies used to combat terrorism & how does it affect us.

Performing Arts

Drama

Term	Topic
1	**Runaways Devising**. scenario based improvisation to develop dialogue and what is effective dialogue. Discussion of homelessness and how a variety of people can be affected. Empathy and realism focus. Creating believable characters. Drama techniques – levels, status, tableaux, transitions, proxemics. Characterisation skills – body language, facial expressions, eye contact, voice.
2	**Shoplifting / Peer Pressure Devising**. scenario based improvisation to develop dialogue and what is effective dialogue. Discussion of homelessness and how a variety of people can be affected. Topical as discuss issues that affect the pupils and their lives. Understanding what peer pressure is and how to manage problems and seek advise. Drama techniques – levels, status, tableaux, transitions, proxemics. Characterisation skills – body language, facial expressions, eye contact, voice.
3 4	**Blood Brothers Scripted**. Long term script project. Reading the whole play and understanding how to get into role. Based on the musical you may use the songs to enhance the lessons. Use of the musical online to help with understanding and showing a visual representation of the play. Character development over a long period of time. Use of playing a range of ages to develop drama skills and characterisation.
5	**Who is Michael Stewart? Stimulus based**. Real life story from the 1970s with themes and ideas that are still relevant today. Issue or race and discrimination. Man handling of the police and who should society trust? Domestic violence is touched upon sensitively and all conversations can be led by pupils curious to question the situation at hand. Cliff hanger style lessons. Drama techniques – Hot seating, levels, status, tableaux, transitions, proxemics. Characterisation skills – body language, facial expressions, eye contact, voice.
6	**Fathers4Justice. Script base module**. Looking into the campaign for fathers rights. Light-hearted script with 4 superhero fathers discussing how best to achieve their goals and seek opportunities to be heard. Drama techniques – levels, status, tableaux, transitions, proxemics. Characterisation skills – body language, facial expressions, eye contact, voice.

Music

Term	Topic
1	**Bass lines** Students discuss the role of a bass line and learn specifically about the ground bass technique. They study Pachelbel's Canon through detailed listening and performing of the piece. They create their own arrangement of the piece using garageband and they also compose their own piece using the ground bass technique.
2	**Reggae** Students learn about the main musical features of reggae music through listening and then demonstrate their understanding through performing 3 Little Birds and One Love.
3	**Music and advertising** Students learn about the function of music in adverts and what makes an effective jingle. They learn several of the most famous jingles and then compose their own jingle for a given product.
4	**Britpop** Students learn about the Britpop phenomenon through listening to music from Blur and Oasis and looking at the social/historical context of the time. Students focus on chords and working as a band in order to put together a performance of Don't Look Back In Anger.
5	**Film Music** Students learn about the impact of music in films. They look at the different ways in which music can be used in films and study some famous film themes. They compose their own music to a cartoon clip using garageband.
6	**Musicals project** Students will learn about musicals and will study scenes from a few selected musicals. They will then work in groups to produce a performance of a musical theatre scene and song. Students will work on this project in both music.

Physical Education

Activities always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9F	Netball	Netball Officiating	Hockey	Tag Rugby	Athletics	Striking & Fielding
	Badminton (SH)	Dance (G)	Basketball (SH)	Aerobics (G)	Striking & Fielding	Tennis
9M	Rugby	Rugby	Football	Football	Athletics	Athletics
	Minor Games (G)	Basketball (SH)	Gymnastics / FR (G)	Handball (SH)	Tennis	Striking & Fielding

Modern Foreign Languages

Dates	Topic
10th Sept – 16th Nov	- Grammar revision - sentence structures - Conjugation of the present tense - Introduce yourself and your family - Free time activities - The near future tense - Talk about what you are going to do next weekend
19th Nov – 1st Feb	- Present tense with regular and irregular verbs - Talk about where you live - Talk about where you are going to live in the future - Describe your house - Give and justify opinions - Compare your house to someone else's - The imperfect tense - Describe your house when you were younger
4th Feb – 5th April	- Describe your school - Give your opinion about your school and the rules - Compare your secondary school and your primary school - Give and justify opinions about school subjects - Talk about what you will study in the future - Describe your ideal school - The conditional tense
22 April – 28th June	- Talk about destinations - Describe the weather - Talk about what you do on your holidays - The past perfect tense
1st July – 19th July	French celebrations or key facts about Madrid