



St Katherine's School

Year 9 Curriculum Guide

Maths

There is an assessment at the end of every unit, these will be in the form of an in class test every 2 to 3 weeks (depending on the length of the unit). Parents can support their child by ensuring they complete their hegarty maths retrieval homework that is set every week, as well as encouraging them to have a go at the mem-ri tests on hegarty. Parents will have a copy of their child's unit test results so they can work on any gaps or weak areas, using hegarty to support.

Term	Foundation	Higher
Week 1-3	2 Week revise and recap Baseline GL assessment	2 Week revise and recap Baseline GL Assessment
1	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
2	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
3	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.
4	Unit 5a - Equations and inequalities Unit 5b - Sequences Unit 6 - Properties of shapes, parallel lines and angle facts. Interior and exterior angles of polygons	Unit 5a - Angles in parallel lines, and polygons. Unit 5b - Pythagoras and right angled trigonometry
5	Unit 6 - Properties of shapes, parallel lines and angle facts. Interior and exterior angles of polygons Unit 7 - Statistics, sampling and the averages	Unit 6a/b - Straight line graphs Unit 6c - Graphs of circles, quadratics, cubics and other graphs
6	Unit 7 - Statistics, sampling and the averages	Unit 6c - Graphs of circles, quadratics, cubics and other graphs Unit 7 - Perimeter, area and circles

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	<i>The Crucible</i> 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' <i>Antigone</i>
5 and 6	<i>Never Let Me Go</i> by Kazuo Ishiguro

Science

Term	9S1 / 9S1	9Y / 9S2	9T1 / 9S3	9P / 9S4	9S2 / 9S5	9T2 / 9S6
1	<ul style="list-style-type: none"> Metals and acids Motion and pressure Adaptation and inheritance The Earth 	<ul style="list-style-type: none"> Adaptation and inheritance Metals and acids Motion and pressure The Earth 	<ul style="list-style-type: none"> Metals and acids Adaptation and inheritance The Earth Motion and pressure 	<ul style="list-style-type: none"> Adaptation and inheritance Motion and pressure Metals and acids The Earth 	<ul style="list-style-type: none"> Motion and pressure Metals and acids Adaptation and inheritance The Earth 	<ul style="list-style-type: none"> Metals and acids Motion and pressure The Earth Adaptation and inheritance
2	<ul style="list-style-type: none"> KS3 Science revision End of KS3 exams GCSE transition work 					
3	GCSE: <ul style="list-style-type: none"> Cell structure and transport Energy resources 	GCSE: <ul style="list-style-type: none"> Energy resources Test 	GCSE: <ul style="list-style-type: none"> Energy resources Test 	GCSE: <ul style="list-style-type: none"> The Earth's atmosphere 	GCSE: <ul style="list-style-type: none"> Cell structure and transport 	GCSE: <ul style="list-style-type: none"> The Earth's atmosphere
4	<ul style="list-style-type: none"> The digestive system The Earth's resources Test 	<ul style="list-style-type: none"> Cell structure and transport 	<ul style="list-style-type: none"> The Earth's atmosphere 	<ul style="list-style-type: none"> Cell structure and transport 	<ul style="list-style-type: none"> The digestive system 	<ul style="list-style-type: none"> Cell structure and transport
5	<ul style="list-style-type: none"> The digestive system 	<ul style="list-style-type: none"> The digestive system The Earth's atmosphere Test 	<ul style="list-style-type: none"> Cell structure and transport The digestive system 	<ul style="list-style-type: none"> The digestive system Energy resources Test 	<ul style="list-style-type: none"> Organising animals and plants Test 	<ul style="list-style-type: none"> The Earth's resources Test The digestive system
6	<ul style="list-style-type: none"> The Earth's atmosphere Test Organising animals and plants Test 	<ul style="list-style-type: none"> Organising animals and plants Test The Earth's resources Test 	<ul style="list-style-type: none"> The Earth's resources Test Organising animals and plants Test 	<ul style="list-style-type: none"> Organising animals and plants Test The Earth's resources Test 	<ul style="list-style-type: none"> The Earth's atmosphere The Earth's resources Test Energy resources Test 	<ul style="list-style-type: none"> Energy resources Test The Earth's resources Test

You can support your child in preparing for the end of KS3 science exam using the links [here](#).
 You can support your child in preparing for their GCSE tests using the links [here](#).

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.

Students are assessed at the end of each design stage during the modules

Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

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

Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:

- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them, especially if their child plans to choose art as a GCSE option.

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	<div style="text-align: center; border: 1px solid red; width: 100px; margin: 0 auto; padding: 5px;"> PRINT </div> <p>Ancient Aztec Prints</p> <div style="text-align: center; border: 1px solid red; width: 60px; margin: 10px auto; padding: 5px;"> 3D </div> <p>Variety of graffiti artists</p> <div style="text-align: center; border: 1px solid red; width: 60px; margin: 10px auto; padding: 5px;"> 2D </div> <p>Banksy Blek Le Rat Other stencil artists</p> <p>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</p>

Computing

In year 9 students have two lessons of computing per fortnightly cycle in a dedicated ICT suite. Students cover six 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 begin to develop their computer science knowledge in preparation for further study at KS4. Elements of business studies are also introduced alongside computer science in preparation for this option choice. Year 9 students will encounter the Python programming language that is our chosen KS4 coding language..

The teaching in year 9 builds upon what has gone before it and prepares students with the fundamentals for GCSE computer science.

Term	Topic
1	Problem Solving and Computational Thinking
2	Python Coding
3	Understanding Computers
4	Computer crime and cyber security
5	Interactive media and office programs
6	Spreadsheet modelling - business finance

Assessment:

Assessment in Year 9 combines student led self assessment of their coding skills and teacher led formalised summative assessment. Assessment is focused on the following:

Computational thinking: Students self select tasks for teacher evaluation

Python Coding: Students work through increasingly complex python challenges and self evaluate

Understanding computers: End of topic summative assessment

Cyber Security: End of topic summative assessment

Spreadsheets and business finance: Self and peer evaluation based on student produced work.

How can I support my child's learning?

Where available encourage students to use Microsoft and Google based applications in developing their work.

Encourage use of free coding resources such as www.fullstackpython.com, www.learnpython.org and www.repl.it

There are also many online resources and websites students can explore to enhance their computer science knowledge with a good starting point being www.bbc.co.uk/bitesize.com

Humanities

Assessment: Students are assessed routinely as they complete enquiry topics. At the end of each topic students will have a formal assessment which will test both knowledge & understanding as well as key skills.

How can I support my child's learning? Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes. Parents can encourage students to deepen their knowledge of the topics that are covered through discussion, additional reading, watching documentaries and visiting relevant sites.

Term	Geography	History	Philosophy & Belief	Citizenship
1	Tectonic Troubles: plate tectonics, causes of volcanoes and earthquakes, hazards, responses, supervolcanoes.	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 -, 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	Rainforests at Risk: Location, climate and structure. causes and impacts of deforestation.	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	Climate Crisis: historical temperature changes, 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	Geography of Human Rights: women's rights, children's rights, freedom, human rights in the UK, human rights in China, refugees, environmental martyrs	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		History of Rights: Civil rights in America & Britain, the Windrush generation, gender equality and LGBT+ campaigns.		Community & Action: What is terrorism, strategies used to combat terrorism & how does it affect us.

Performing Arts

Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club.

Term	Topic
1&2	Blood Brothers Scripted musical. Long term script project looking at the social and cultural context of working class and upper class families in the 60s. Students will look at a variety of scenes to gain an overview of the piece. Students will learn and develop characterisation skills to get into role. Drama techniques - levels, status, tableaux, transitions, proxemics, blocking. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme of believability.
3	Fathers4Justice. Script base module. Social context. 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. Overarching theme; discovering a sense of purpose.
4	Our World. Devising based work using scenarios. 3/4 lessons on different topics bringing social and cultural issues to the surface within their world. Based on topical events happening so lessons can vary. Quick paced, short tasks to build skills. Learning to work with stimulus and theory of drama 'verbatim' docu-drama. Developing skills for GCSE/Alevel. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; exploring your social stance and opinions of the world around you.
5&6	Who is Michael Stewart? Stimulus based. Social and cultural context. Real life story from the 1970s with themes and ideas that are still relevant today. Issue surrounding 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. Overarching theme; understanding how prejudice leads to discrimination.

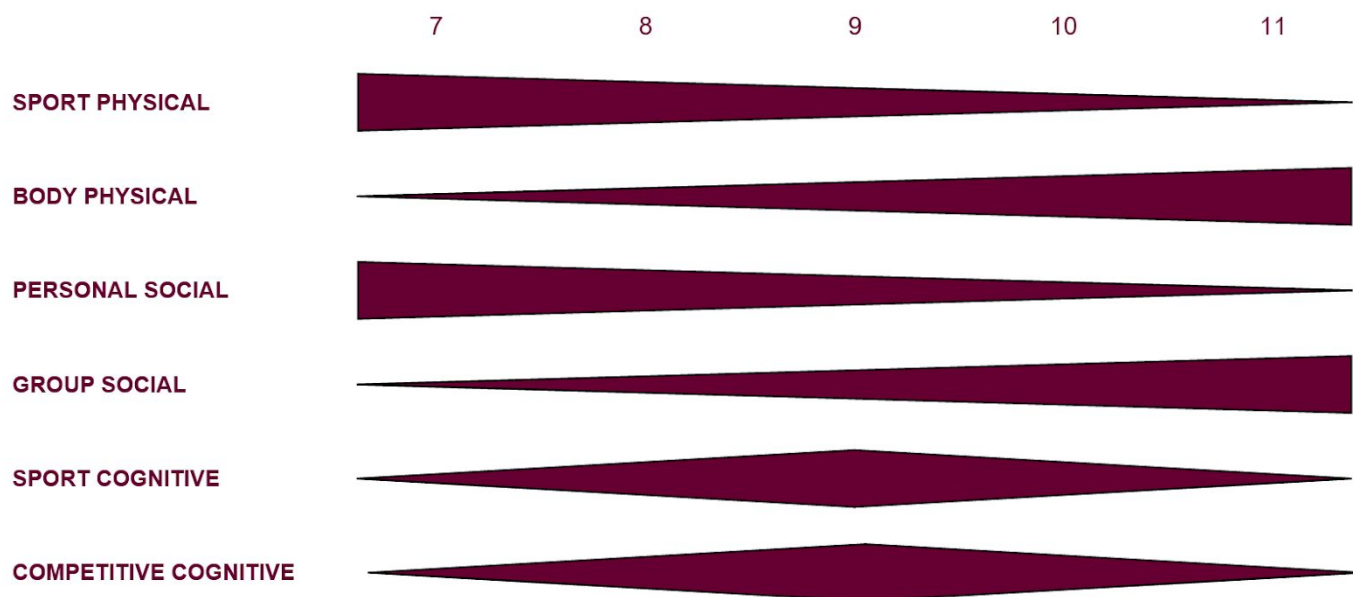
Music

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

What will PE lessons focus on?

We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.



What activities will be covered?

Activities are 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. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

Map	AUTUMN TERM				SPRING TERM				SUMMER TERM				
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12	
YEAR 9	BOYS	Rugby		Rugby		Football		Football		Athletics		Athletics	
		Fitness		Basketball		Fitness		Minor Games		Strike & Field		Rackets	
	GIRLS	Netball		Netball		Hockey		Hockey		Athletics		Athletics	
		Football		Dance		Basketball		Fitness		Rackets		Strike & Field	

What else is on offer?

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

Modern Foreign Languages

Dates	Topic	Assessments
Term 1	<ul style="list-style-type: none"> ● 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 	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
Term 2	<ul style="list-style-type: none"> ● 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 	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
Term 3 & 4	<ul style="list-style-type: none"> ● 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 	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
Term 5	<ul style="list-style-type: none"> ● Talk about destinations ● Describe the weather ● Talk about what you do on your holidays ● The past perfect tense 	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
Term 6	<ul style="list-style-type: none"> ● French/Spanish celebrations or key facts about Paris/Madrid 	<p>End of year presentation</p>