



# **St Katherine's School**

## **Year 9 Curriculum Guide**

# Maths

Students are assessed at the end of every unit with an in class assessment, every 2 to 3 weeks (depending on the length of the unit). This is followed by specific feedback and guidance to make improvements in areas of weakness.

Students are expected to complete retrieval homework on Hegarty Maths which is set weekly. Parents can support their child by ensuring they complete this, 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	Working Towards	Foundation	Higher
Week 1-3	<b>2 Week revise and recap Baseline GL assessment</b>	<b>2 Week revise and recap Baseline GL assessment</b>	<b>2 Week revise and recap Baseline GL Assessment</b>
1	<b>Unit 1</b> - Number, powers, roots, decimals and rounding to 10, 100, 1000  <b>Unit 2a</b> - Fractions	<b>Unit 1</b> - Number work: Indices, roots, place value, factors, multiples and primes  <b>Unit 2</b> - Manipulating algebra and substitution	<b>Unit 1</b> - Checking, rounding indices, roots, reciprocals, factors, multiples, primes, standard form and surds  <b>Unit 2</b> - Setting up, rearranging and solving equations. Sequences. Iterative methods
2	<b>Unit 2b</b> - Percentages  <b>Unit 3</b> - Tables & charts, questionnaires, pictograms, line graphs, bar charts, stem & leaf	<b>Unit 2</b> - Manipulating algebra and substitution  <b>Unit 3</b> - Tables, charts, pie charts and other forms of representing data	<b>Unit 2</b> - Setting up, rearranging and solving equations. Sequences. Iterative methods  <b>Unit 3</b> - Representing data and calculating averages and ranges
3	<b>Unit 4</b> - Measurement & units, circles, 2D shapes, Symmetry, Simple constructions	<b>Unit 4</b> - Fractions, decimals and percentages. Working with percentage increases and multipliers	<b>Unit 4</b> - Calculating with fractions and percentages, ratio and proportion  <b>Unit 5a</b> - Angles in parallel lines, and polygons.
4	<b>Unit 5</b> - Perimeter and area, angles, 3D forms	<b>Unit 5a</b> - Equations and inequalities  <b>Unit 5b</b> - Sequences  <b>Unit 6</b> - Properties of shapes, parallel lines and angle facts. Interior and exterior angles of polygons	<b>Unit 5a</b> - Angles in parallel lines, and polygons.  <b>Unit 5b</b> - Pythagoras and right angled trigonometry
5	<b>Unit 6a</b> - Algebraic notation and simplifying  <b>Unit 6b</b> - Expressions, substituting into formulae	<b>Unit 6</b> - Properties of shapes, parallel lines and angle facts. Interior and exterior angles of polygons  <b>Unit 7</b> - Statistics, sampling and the averages	<b>Unit 6a/b</b> - Straight line graphs  <b>Unit 6c</b> - Graphs of circles, quadratics, cubics and other graphs
6	<b>Unit 7</b> - Probability scale and theoretical probability	<b>Unit 7</b> - Statistics, sampling and the averages	<b>Unit 6c</b> - Graphs of circles, quadratics, cubics and other graphs <b>Unit 7</b> - Perimeter, area and circles

## Assessment

Subject		Maths	
Assessment type	Frequency	Control	Weighting
End of unit tests - 1 hour	Every 2-3 weeks	Exam conditions	60%
End of year test - 2 x 1 hour paper	Once at the end of the year	Exam conditions	40%

# English

At St. Katherine's we understand the value and impact of regular reading. Parents can support their child by ensuring they read for at least twenty minutes a day, record their reading on their reading logs and bring their book to school every day. In year 9 students read from our Bucket List of challenging substantial texts that provide a rich cultural capital.

Lessons focus on supporting students to formulate and articulate their own critical opinions about texts, and provide them with the knowledge and skills needed to approach GCSE courses with confidence. Each student is responsible for knowing their own reading and writing targets, and ensuring that they are working towards them to make progress in every lesson.

Term	Topic
1	<b><i>The Crucible</i></b> by Arthur Miller Students develop their critical thinking by exploring this iconic political allegory.
2 and 3	<b>Poetry of Hope</b> We look to explore the joy of poetry, focusing on a diverse range of texts and honing the analytical skills students need to master to succeed at GCSE. We also develop our article writing skills by crafting articles about our inspirational role models.
3	Sophocles' <b><i>Antigone</i></b> Studying this classic Ancient Greek play, students develop their independent critical voices, evaluating the impact of context on texts and developing their appreciation of the power of the written word. We also enjoy the National Theatre production and develop our review writing skills.
4 and 5	<b>Writing to be heard</b> Inspired by amazing orators, such as Michelle Obama, students write and deliver their own speeches, thereby developing their presentational skills.
5 and 6	<b>Understanding narrative</b> Students conclude Year 9 by looking at a range of short stories in order to develop both their creative writing skills and their ability to independently analyse unseen texts with confidence.

## Assessment

Subject		English	
Assessment type	Frequency	Control	Weighting
Reading Log	Students are graded from 0-3 for the completion of their Reading Log on a termly basis.	Independently at home and checked fortnightly in library lessons	5%
Homework - vocabulary tests and creative tasks to consolidate in class learning.	<p>Students complete a fortnightly vocabulary test and are graded from 0-5.</p> <p>Students complete a range of flipped learning tasks, which may either be assessed through Google classroom or via class submission.</p> <p>Students complete multiple choice knowledge tests every term, which are designed to help them store key concepts and terminology.</p>	Independently at home and in class tests	30%
Oracy assessments	Students complete in class oral assessments throughout the year, which assess their presentational, debating and performative skills.	In class.	15%
On-going assessment of reading skills plus reading assessments in class	<p>Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised reading targets are updated in line with their progress.</p> <p>In addition, students complete three extended, summatively assessed essays in each year. These are teacher assessed.</p>	<p>In class.</p> <p>Reading assessment completed in exam conditions.</p>	25%
On-going assessment of writing skills plus externally judged extended written tasks in September and May.	Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised targets are updated in	<p>In class.</p> <p>External tests in exam conditions.</p>	25%

	<p>line with their progress.</p> <p>The external tests enable us to know exactly how much progress students make with their writing and this information is reported to parents in addition to the regular whole school progress tests.</p>		
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<b>6</b>	Biodiversity & ecosystems  The Earth's resources  Biology test Chemistry test	Biodiversity & ecosystems  Biology test	Biodiversity & ecosystems  Biology test	Biodiversity & ecosystems  Biology test	Biodiversity & ecosystems  Biology test	Biodiversity & ecosystems  Biology test	Biodiversity & ecosystems  Biology 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](#).

## Assessment

Assessment will take place formally 5 times throughout the year. Each student will be assessed in exam conditions with their teacher.

Subject		Year 9 Science	
Assessment type	Frequency	Control	Weighting
Term 1 assessment	Annually	Medium	10%
End of KS3 exam	Annually	Medium	70%
GCSE biology, chemistry and physics tests	Annually	Medium	20%



# 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.

<b>Food, Preparation and nutrition</b>	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way  Food science  Cooking methods  Multicultural foods
<b>Product Design</b>	Design and make a mirror inspired by 20th Century designers to show imagination and creativity.  Use hand tools, machinery and computer aided design and manufacture to develop the product.  Use of the 3D software google sketchup to produce a finished presentation drawing of their product.  Theory of different types of plastics and the manufacturing methods used with plastics.
<b>Textiles</b>	Design and make a creative container  To build up on previous hand skills and develop tie dying, batik and machine skills to aid them in producing a creative design  Present ideas in 2D format to aid in the production of a pattern.

## Assessment

Subject		Design & Technology	
Assessment type	Frequency	Control	Weighting
Research, Design and evaluation based Work.	Fortnightly	Mixture of Homework and classwork.	80%
Manufacturing	Twice per module	Working with a teacher to produce a product.	20%

## 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.

<b>Animal Lino (Print)</b>	<p><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</p>
<b>3D Letters (3D)</b>	<p><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 &amp; blending</p>
<b>Stencils (2D)</b>	<p><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</p>
<b>Analytical Writing</b>	<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>

## Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Observational drawing, artist research, developing personal ideas, final outcome.	Fortnightly	Mixture of homework and classwork, medium control.	100%

# 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 - Decomposition and abstraction
2	Python coding - Create your own adventure
3	Understanding computer and hardware
4	Deepening spreadsheet knowledge
5	Create and pitch an ethical business idea
6	Ethical, legal and cultural issues in computing

## Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning.

Subject		Computing	
Assessment type	Frequency	Control	Weighting
End of topic online assessment	Every term	In class low control	75%
High control assessment	Annually	High control	25%

### 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](http://www.fullstackpython.com), [www.learnpython.org](http://www.learnpython.org) and [www.repl.it](http://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](http://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	PSHCE
1	<b>Why do volcanoes and earthquakes threaten human societies?</b> plate tectonics, causes of volcanoes and earthquakes, responses.	<b>What do the stories of often forgotten armies reveal about the Western Front?</b> Experiences of the Western Front	<b>What Happens When we Die?</b> Attitudes to Death; Beliefs about the afterlife; rituals around death	<b>Substance use and organised crime</b> The effects and impacts of substance use, including alcohol, smoking and vaping, cannabis and solvents. The role of gangs and county lines.
2	<b>How has globalisation created winners and losers?</b> TNCs -, benefits and challenges, cultural globalisation, spatial division of labour and its impacts, deindustrialisation, Foreign Direct Investment	<b>How effective was the 'Votes for Women' campaign in Bristol?</b> Women's rights in the 20th Century.	<b>The Philosophy of Ethics</b>	
3	<b>Why is there inequality in the world?</b> Measuring and mapping global development, uneven development, urban and rural poverty, sanitation and hygiene, debt, development solutions, colonialism.	<b>How do dictatorships gain and maintain support?</b> Coercion, terror and the use of propaganda in different regimes	<b>The Philosophical Problem of Evil and Suffering</b> An outline of this challenge to the existence of God and and evaluation of the responses to it.	<b>Intimate Relationships</b> Readiness for sex, issues of consent, risks of unprotected sex, objectification and sexual bullying.
4	<b>How has ice shaped the world?</b> Geological time, processes and landforms of glacial environments. Changing 21st century glacial environments.	<b>Jewish resistance in the Holocaust</b>		
5	<b>To what extent is the hot desert environment threatened by human activity?</b> Climate, ecosystem interdependence, nutrient and water cycles, human activity and threats, management.	<b>What were the challenges facing minorities in post-war Britain?</b> Windrush, Bristol race riots and civil rights.	<b>21st Century Religion</b> How important is Religion in the world today? What happens when religion is in conflict with the law? What are sects and cults?	<b>Family relationships, peer influence and gangs</b> Different types of families and issues that affect families such as domestic abuse, forced marriage and homelessness. The impact of gangs and knife crime.
6		<b>Impact of 9/11</b>		

## Assessment

Subject		Geography	
Assessment type	Frequency	Control	Weighting
Mid Unit Formative Assessment	Once per enquiry	Low	40%
End Unit Summative Assessment	Once per enquiry	High	50%
Knowledge Tests	Twice per enquiry	High	10%

Subject			
Assessment type	Frequency	Control	Weighting
In class: assessments	Twice per enquiry	High	55%
In class: knowledge tests	Once per enquiry	High	15%
Homework: knowledge tests	Once per enquiry	Low	10%
Macro narrative assessment	Once per year	Medium	20%

Subject		Philosophy & Belief	
Assessment type	Frequency	Control	Weighting
In class: extended written task	Once per enquiry	High	50%
In class: knowledge tests	Once per enquiry	High	30%
Homework: knowledge tests	Once per enquiry	Low	20%

# 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 which will be recorded via school iPad. This is to enable students to reflect on their work process and help them to peer and self assess confidently. Crucial skills required for KS4/5 drama and/or performing arts.

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	<p><b>Who is Michael Stewart?</b> Stimulus based exploration incorporating Frantic Assembly's theatrical skills of physical theatre in performance.</p> <p>Drama techniques - physical theatre, Hot seating, levels, status, tableaux, transitions, proxemics.</p> <p>Characterisation skills - body language, facial expressions, eye contact, voice.</p> <p>Overarching theme; prejudice and discrimination.</p>
3&4	<p><b>Noughts &amp; Crosses by Malorie Blackman.</b> Scripted work. Students are learning to build character relationships.</p> <p>Characterisation skills - voice; tone, projection, facial expressions and body language.</p> <p>Drama skills - directing scenes using text and subtext to layer performance.</p> <p>Overarching themes; love and hatred, fighting for justice connecting these ideas to the world around them.</p>
5&6	<p><b>Slow Time by Roy Williams.</b> Scripted work looking at Brecht as a drama practitioner.</p> <p>Drama techniques - levels, status, tableaux, transitions, proxemics.</p> <p>Characterisation skills - body language, facial expressions, eye contact, voice.</p> <p>Overarching theme; identity and compassion.</p>

## Assessment

Subject		Drama	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%



## Music

Term	Topic
1	<p><b>Bass lines</b></p> <p>Students learn about the function and characteristics of bass lines and learn to recognise and play a range of different types of bass line. They focus specifically on the ground bass technique through studying Pachelbel's Canon. They learn the Pachelbel's Canon bass line and compose their own melodies to fit with it.</p>
2	<p><b>Reggae</b></p> <p>Students learn about the main musical features of reggae music through listening and appraising. They learn to play the off beat chord pattern typical of reggae music and also perform some well known reggae songs such as <i>One Love</i> and <i>Three Little Birds</i> by Bob Marley.</p>
3	<p><b>Film Music</b></p> <p>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 use their knowledge of the elements of music to compose musical ideas for specific film scenes or characters.</p>
4	<p><b>Hooks and riffs</b></p> <p>Students learn about what hooks and riffs are and why they are important in a song or piece of music. They listen to examples and learn to play some iconic hooks and riffs alongside composing some of their own.</p>
5	<p><b>Dance music</b></p> <p>Students learn about music which has been written specifically for the purpose of dancing from the Baroque era to club dance music. They focus on the idea of pulse and time signatures and compose their own EDM tracks.</p>
6	<p><b>Cover versions and remixes</b></p> <p>Students listen to a range of original songs and cover versions, comparing and contrasting the musical features of each. They then create, rehearse and perform their own cover version of a song/piece of their choice.</p>

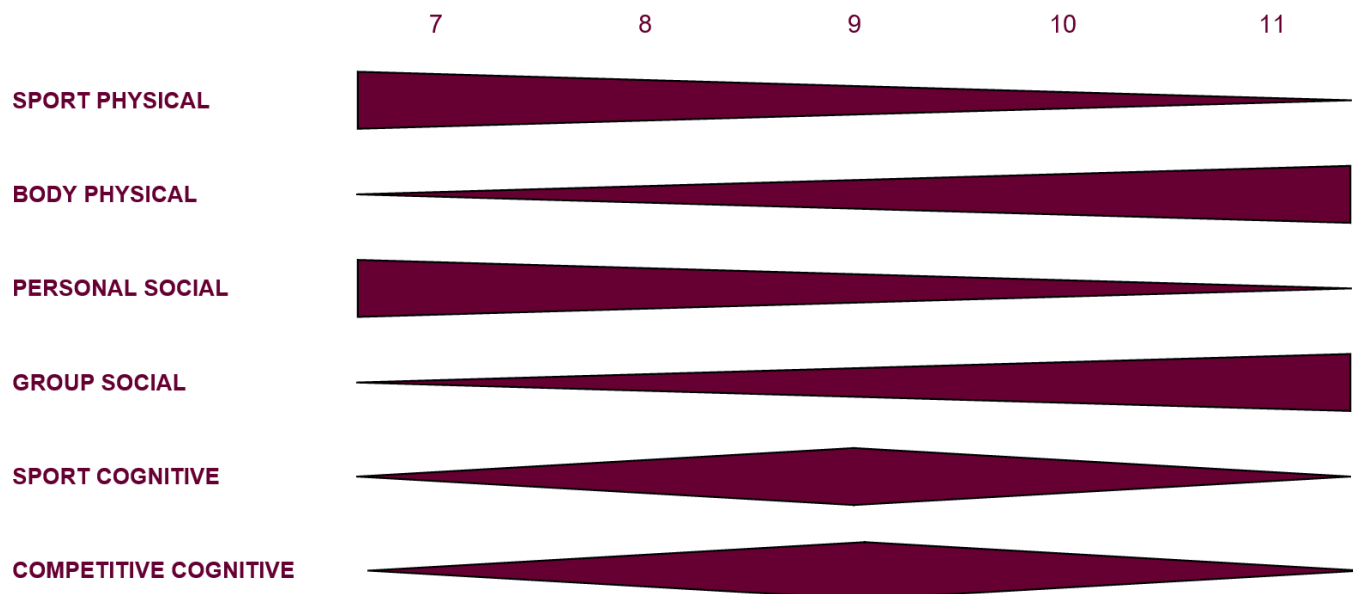
## Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	75%
In class; listening assessment	End of term 4	High	25%

# 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.

## Assessment

Subject		PE	
Assessment type	Frequency	Control	Weighting
End of block practical assessments	12	High - in class	100%

# Modern Foreign Languages

Dates	Topic	Assessments
<b>Term 1</b>	<ul style="list-style-type: none"> <li>● Present tense with regular and irregular verbs</li> <li>● Talk about where you live</li> <li>● Talk about where you are going to live in the future</li> <li>● Describe your house</li> <li>● Give and justify opinions</li> <li>● Compare your house to someone else's</li> <li>● The imperfect tense</li> <li>● Describe your house when you were younger</li> </ul>	Fortnightly vocabulary tests/tasks.
<b>Term 2</b>	<ul style="list-style-type: none"> <li>● Opinion phrases</li> <li>● Adverbs of quantity</li> <li>● Environmental concerns</li> <li>● Problems and priorities</li> <li>● Current issues</li> <li>● Addressing problems</li> <li>● The Imperative</li> </ul>	Fortnightly vocabulary tests/tasks.  End of cycle assessments Listening/Reading/Writing and/or speaking
<b>Term 3</b>	<ul style="list-style-type: none"> <li>● Conjugate regular and irregular verbs in the conditional tense</li> <li>● New technologies</li> <li>● Use specific vocabulary on a topic</li> <li>● Social media</li> <li>● Give opinions in the present/imperfect and near future about social media</li> <li>● Predict how social media will develop</li> <li>● Discuss advantages and disadvantages of new technologies</li> <li>● Organise a debate</li> </ul>	Fortnightly vocabulary tests/taks.
<b>Term 4</b>	<ul style="list-style-type: none"> <li>● TV Programmes</li> <li>● Likes and dislikes</li> <li>● Adverbs of Frequency</li> <li>● Time phrases</li> <li>● Opinions</li> </ul>	Fortnightly vocabulary tests/taks.  End of cycle assessments Listening/Reading/Writing and/or speaking
<b>Term 5</b>	<ul style="list-style-type: none"> <li>● Feeling Unwell</li> <li>● Opinions &amp; reasons</li> <li>● Staying healthy</li> <li>● Getting Help</li> <li>● Sport &amp; health</li> </ul>	Fortnightly vocabulary tests.  End of cycle assessments Listening/Reading/Writing and/or speaking
<b>Term 6</b>	<ul style="list-style-type: none"> <li>● French/Spanish celebrations or key facts about Paris/Madrid</li> </ul>	End of year presentation

## Assessment

Subject		MFL	
Assessment type	Frequency	Control	Weighting
Homework	Ongoing	Medium	25%
Class Tasks	Ongoing	Medium	25%
End of Term Assessment	Termly	Medium	50%