



# **St Katherine's School**

## **Year 9 Curriculum Guide**

# Maths

Students are formally assessed twice during the year, with an in class assessment covering topics from recent units. This is followed by specific feedback and guidance to make improvements in areas of weakness. There will also be mini-quizzes, specific to each class, that will take place in lessons, so that students can regularly receive low-stakes feedback and guidance.

Students are expected to complete their Sparx homework, which includes times table practice, at 100% level every week. This should take them approximately 40-60 minutes and will automatically adjust to the students needs in terms of challenge or support.

Parents should encourage the completion of these tasks and can assist with the deepening of understanding of topics by giving their child the opportunity to explain what they have learnt and how it can be applied.

1	2	3	4	5	6	7	8
Properties of number		Percentages		Area and volume		Equations, inequalities and formulae	
9	10	11	12	13	14	15	
Fractions	Rates		Standard form				
16	17	18	19	20	21		
Maths and money			Straight line graphs		Ratio and proportion		
22	23	24	25	26	27		
Ratio and proportion continued	Constructions and congruence		Similarity	Algebraic manipulation			
28	29	30	31	32	33		
Pythagoras' theorem		Non-linear graphs		Sets and probability			
34	35	36	37	38	39		
Transformations		Simultaneous equations		Trigonometry			

# Assessment

Subject		Maths
Assessment type	Frequency	Control
Formal Assessments	2 per academic year	Exam conditions in class
Mini-quizzes	2 per term	Low-stakes, Exam conditions in class

# 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>Powerful Speeches</b>  Students develop their ability to craft compelling arguments and write to persuade by studying powerful speeches and then devising their own, which they will perform in their drama lessons in Terms 5 and 6.
2	<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.
2+3	<b>Steinbeck's <i>Of Mice and Men</i></b>  Studying this classic modern text, students develop their independent critical voices, evaluating the impact of context on texts, interrogating in particular the reality of 'The American Dream' during the Great Depression.
4	<b>Exploring Genre through Unseen Prose Analysis and Narrative Crafting</b>  Students develop their critical and crafting abilities through study and analysis of a wide range of prose genres, both consolidating their learning from Key Stage 3 and preparing them for the rigour of GCSE.
5 and 6	<b>Odimba's <i>The Princess and the Hustler</i></b>  Set in Bristol during the Bristol Bus Boycott, this contemporary play develops students' literary evaluation skills and deepens their understanding of our rich and diverse heritage. Discussion and analysis of the play is thus supported by ambitious extended wider reading.

## Assessment

Subject: English	
Assessment type	Details
Reading Log	Reading logs are completed fortnightly and checked by the library teacher.
Oracy assessments	Students complete in class oral assessments throughout the year, which assess their presentational, debating and performative skills.
Speaking and Listening Speech Assessment in class	Terms 5 and 6 - in class GCSE Speech Assessment
On-going assessment of reading and writing skills	Teachers regularly complete whole class 'book looks' to gauge student progress.
Assessment Week 1	<p>Writing - A persuasive speech on an independently selected topic.</p> <p>Reading - A literature essay exploring a response to a poem.</p>
Assessment Week 2	<p>Writing - A choice of a narrative opening or a description.</p> <p>Reading - A comprehension and analysis exam linked to unseen prose.</p> <p>A literature essay exploring Steinbeck's <i>Of Mice and Men</i>.</p>
In class summative assessment	A literature essay exploring Odimba's <i>The Princess and the Hustler</i> .

# 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	<b>Who is Michael Stewart?</b> Stimulus based exploration incorporating Frantic Assembly's theatrical skills of physical theatre in performance. Drama techniques - physical theatre, Hot seating, levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; prejudice and discrimination.
3&4	<b>Noughts &amp; Crosses by Malorie Blackman.</b> Scripted work. Students are learning to build character relationships. Characterisation skills - voice; tone, projection, facial expressions and body language. Drama skills - directing scenes using text and subtext to layer performance. Overarching themes; love and hatred, fighting for justice connecting these ideas to the world around them.
5&6	<b>GCSE English speaking and listening assessment.</b> Students are utilising all the skills they have learnt over the last 3 years of drama to help them deliver a solo speech to the rest of the class as part of their GCSE English grade.  Students will learn, plan and develop their speeches in their English lessons. They will then perform them as part of a recorded assessment in drama. Students will be questioned on their speech and they are able to pre plan questions to help gain more insight into their topic.

## Assessment

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

# Science

Term	All year 9 classes
1	GCSE: Fundamentals in chemistry Energy Adaptations, interdependent & competition
2	Adaptations, interdependent & competition Ecosystems Human interactions Energy Energy resources Separating mixtures Earth's resources
3	Cells part 1 Energy Atmosphere Chemical changes
4	Human organs Non communicable disease Energy The atom and periodic table
5	Digestive system Electricity Structure and bonding
6	Digestive system Biology revision Electricity Structure and bonding

You can support your child by ensuring they complete their Sparx science homework every week. Students can complete independent learning on Sparx on top of their homework to further develop their understanding.

Students could also read the articles below:

#### Biology

[Extremophiles reading task](#)

[Deforestation reading](#)

[Peatlands article](#)

[Most powerful microscope helping to treat cancer news article](#)

[Beaumont article](#)

#### Chemistry

[Copper production](#)

[Graphene article](#)

[Humphrey Davy electrolysis](#)

#### Physics

[Gravity Light](#)

[Current / electrons article](#)

## 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
Biology	Twice a year	High	100%
Chemistry	Twice a year	High	100%
Physics	Twice a year	High	100%



# Design, Art & Technology

## Design and 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>	<p>Make a range of dishes which demonstrate skills in a safe, hygienic and creative way</p> <p>Food from around the world</p> <p>Multicultural foods</p> <p>Cooking methods</p>
<b>Product Design</b>	<p>To reflect the GCSE engineering course students will do a design project based on previous ones set by the examboard</p> <p>They are expected to design something creative that shows off their imagination.</p> <p>They will also be set a small practical where they will produce an item from a working drawing that will show their use of 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>
<b>Textiles</b>	<p>Design and make a 'protest tote bag' inspired by a theme of your choice.</p> <p>To build up on previous hand skills and develop applique, embroidery, surface manipulation of fabrics and expanding their knowledge of pattern cutting, use of sewing machine to aid them in producing a creative design</p> <p>Present ideas in 2D format to aid in the production of a 3D tote bag.</p>

## 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>	<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
<b>AfriCOBRA (2D)</b>	<u>Pencil</u> - (blending tool) blending and multi mark making. <u>Fine black felt tip</u> - monochrome and pattern (lino design) <u>Painting</u> - block and opaque colours <u>Acrylics</u> - controlled brush work
<b>3D Letters (3D)</b>	<u>Colour pencil</u> - strong blending <u>Thin felt pens</u> - outline and varied line thickness <u>Clay</u> construction and papier mâché <u>Acrylic paint</u> - tints, tones & blending
<b>Analytical Writing</b>	<div style="border: 1px solid red; padding: 5px; text-align: center; margin-bottom: 10px;">PRINT</div> <p>Ancient Aztec Prints</p> <div style="border: 1px solid red; padding: 5px; text-align: center; margin-bottom: 10px;">2D</div> <p>Variety of AfriCOBRA artists</p> <div style="border: 1px solid red; padding: 5px; text-align: center; margin-bottom: 10px;">3D</div> <p>Banksy            Blek Le Rat            Other 3D graffiti 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%

## Music

Term	Topic
1	<b>Bass lines</b> 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 using Soundtrap.
2	<b>Reggae</b> 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.
3	<b>Film Music</b> 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 using Soundtrap.
4	<b>Hooks and riffs</b> 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.
5	<b>Dance music</b> 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 using Soundtrap.
6	<b>Cover versions and remixes</b> Students listen to a range of original songs and cover versions, comparing and contrasting the musical features of each. They then create their own cover versions of various songs with a focus on changing the musical elements to make it as different as possible from the original version.

## Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	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>How do dictatorships gain and maintain support?</b> Coercion, terror and the use of propaganda in different regimes.	<b>Why does religion exist?</b> A look at anthropological and sociological arguments for the existence of religion.	<b>Substance use and abuse</b> The effects and impacts of substance use, including alcohol, smoking and vaping, cannabis and solvents.
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>What can we learn from personal accounts of the Holocaust?</b> History of Jewish persecution, developments of anti-Semitism in Germany, resistance and liberation.	<b>The Philosophical Problem of Evil and Suffering</b> An outline of this challenge to the existence of God and evaluation of the responses to it.	
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>To what extent have the 20th and 21st centuries seen a 'Gender Revolution'?</b> Women's rights in the 20th and 21st Century.	<b>Buddhist Philosophy</b> The Buddha's life story; the three marks of existence, the Four Noble Truths; The Eightfold Path;	<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.
4	<b>How has ice shaped the world?</b> Geological time, processes and landforms of glacial environments. Changing 21st century glacial environments.			
5	<b>To what extent is the hot desert environment threatened by human activity?</b> Climate, ecosystem	<b>Has the Universal Declaration of Human Rights made any difference to the world?</b> Birth of the Civil Rights movement, Windrush, Black Power movement, women's rights, Turing's Law.	<b>The Philosophy of Ethics</b> An introduction to the most influential Western Philosophers.	<b>Intimate Relationships</b> Readiness for sex, issues of consent, risks of unprotected sex, objectification and sexual bullying.
6	interdependence, nutrient and water cycles, human activity and threats, management.		<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?	

## 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		History	
Assessment type	Frequency	Control	Weighting
In class: assessments	Once per enquiry	High	80%
In class: skills check	Once per enquiry	Medium	20%

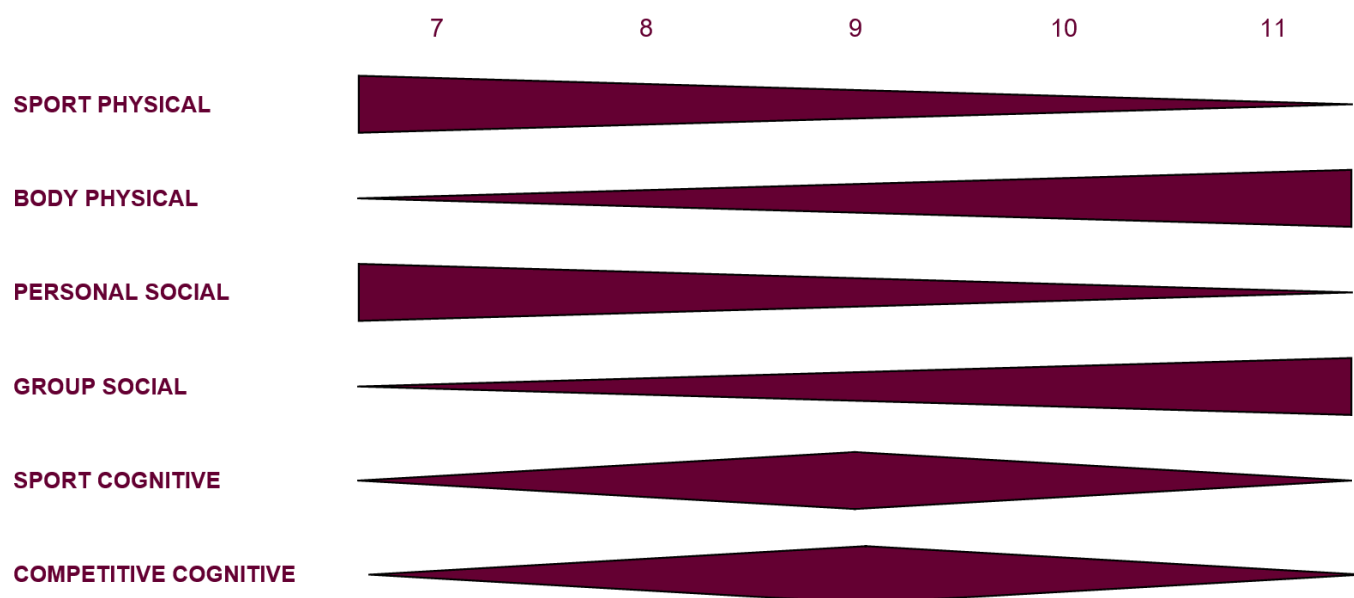
Subject		Philosophy & Belief	
Assessment type	Frequency	Control	Weighting
In class: extended written task	Once per enquiry	High	50%
In class: knowledge tests	Once per enquiry	High	30%
Homework: knowledge tests	Once per enquiry	Low	20%



# 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.

*Activities: netball, football, athletics, fitness, basketball, rugby, dance, striking and fielding, hockey*

## 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
Assessment points for Sport Cognitive, Competitive Cognitive, Body Physical and Group Social	Ongoing - students do not need to prepare for assessments other than through the work they produce in lessons	High - in class	100%

# Modern Foreign Languages

Dates	Topic	Language	Homework	Assessments
Term 1	Travel and Tourism <ul style="list-style-type: none"> <li>Modes of transport</li> <li>Seasons</li> <li>Countries</li> <li>Types of accommodations and adjectives</li> <li>Areas in countries</li> <li>Places in town</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 2	Travel and Tourism <ul style="list-style-type: none"> <li>Leisure activities</li> </ul> Media and Technology <ul style="list-style-type: none"> <li>Gadgets</li> <li>Adjectives to describe tech</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Reading and Writing
Term 3	Media and Technology <ul style="list-style-type: none"> <li>Activities with technology</li> <li>TV shows</li> <li>Movie genres</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 4	Media and Technology <ul style="list-style-type: none"> <li>Music genres</li> </ul> Celebrity Culture <ul style="list-style-type: none"> <li>Jobs</li> <li>Character descriptions</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Listening and Speaking
Term 5	Work and Future Studies <ul style="list-style-type: none"> <li>Types of jobs</li> <li>Revisit school subjects</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Reading and Writing
Term 6	Environment and Social Issues <ul style="list-style-type: none"> <li>Environmental problems</li> <li>Social issues</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.

## Assessment

Subject		Languages	
Assessment type	Frequency	Control	Weighting
Homework	Ongoing	Low	20%
Class Tasks	Ongoing	Medium	30%
End of Term Assessment	Once every full term	High	50%