



# **Saint Augustine's RC High School**



## **Curriculum Booklet YEAR 9**



## **Subject: English**

### **Content or Programme of Study**

All pupils follow a varied course covering the new national curriculum requirements and addressing the skills needed for success at GCSE. Lessons are lively and interactive with pupils encouraged to work independently and in teams.

The scheme of work is organised by term and focusses on developing and extending reading, writing and speaking and listening skills. These skills are embedded in the GCSE requirements.

#### **Key reading skills to be developed in Year 9:**

- Reading for meaning
- Reading for inference and deduction
- Reading for analysis and comparison
- Reading for evaluation
- Study of classic Literature in preparation for GCSE English Literature

Pupils will be presented with a range of texts, encompassing a range of different fiction and non-fiction genres. Texts studied will range from the modern e.g. current promotional texts e.g. leaflets/ TV adverts to classical literature e.g. Romantic poetry, pre 1900 prose.

#### **Key writing skills to be developed in Year 9:**

- ✓ Accuracy in spelling, punctuation and grammar (SPaG)
- ✓ Forming different sentence structures
- ✓ Organisation of writing (paragraphs/links)
- ✓ Using appropriate style/ form when writing for different purposes and audiences

#### **Key speaking and listening skills to be developed in Year 9:**

- ✓ Listening to others
- ✓ Group discussion
- ✓ Presentations
- ✓ Role play
- ✓ Formal GCSE Individual Presentations – recorded for GCSE English Language

Although teaching and learning in English is predominantly skills based, there are certain topics and activities which are currently followed in Year 9:

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>▪ Non-fiction &amp; Media Reading Comparison 19<sup>th</sup> &amp; 21<sup>st</sup> Century – Holiday Travel – ASSESSMENT</li> <li>▪ Gothic Novel Conventions &amp; Extracts</li> <li>▪ Creative Writing – tense scene</li> </ul>	<ul style="list-style-type: none"> <li>▪ Key Novel Literature Study</li> <li>▪ Non-fiction Writing Magazine Articles – Teenagers – ASSESSMENT</li> <li>▪ Spoken Language - Teenagers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Big Read: Author Project</li> <li>▪ EXAM – 20<sup>th</sup> Century Fiction Reading and Creative Writing (May)</li> <li>▪ GCSE Poetry Anthology</li> <li>▪ Spoken Language ASSESSMENT</li> </ul>

Each term pupils complete a series of class based and formal assessments in order that we can measure progress against targets and against GCSE criteria. Pupils have been given a copy of their assessment timetable, which they should have either in their exercise book or pupil planner.

# **Subject: Maths**

## **Content or Programme of Study**

### **Key Stage 3 Maths**

In Year 9 our students are following a learning structure based around 10 key principles designed to nurture confidence and raise achievement.

Our 10 key principles are

- Fluency
- Mathematical reasoning
- Multiplicative reasoning
- Problem solving
- Progression
- Concrete – Pictorial – Abstract
- Relevance
- Modelling
- Reflection
- Linking

In line with the 2014 National Curriculum, there is a strong focus on fluency, problem-solving and progression. The scheme we use stretches, challenges and supports all our students with three differentiated tiers known as Pi (support), Theta (core) and Delta (extension), each offering a wealth of worked examples and questions, supported by key points, literacy and strategy hints, and clearly defined objectives.

### **Year 9**

In Year 9, students again will complete 10 of the following units of work, depending on the tier they study.

Number calculations

Sequences and equations

Statistics

Fractions, decimals and percentages

Geometry in 2D and 3D

Algebraic and real life graphs

Multiplicative reasoning

Algebraic and geometric formulae

Probability

Polygons and transformations

Indices and standard form

Constructions

Equations, inequalities and proportionality

Circles, Pythagoras and prisms

Trigonometry

Powers and roots

Quadratics

Accuracy and measures

Non-linear graphs and graphical solutions

Throughout year 9 pupils will be regularly assessed to ensure they are working at the appropriate level, making the progress expected of them and to provide support where it is needed. It may be necessary to move pupils to a higher or lower set to ensure they are always working at a pace that enables them to fully develop their potential.

### **Support at home**

[www.mymaths.co.uk](http://www.mymaths.co.uk) login: augustine password: reflex (this is changed annually).

[www.mathswatchvle.com](http://www.mathswatchvle.com) centre id: august username/password : pupil's school login (i.e year of registration, surname, initial) for both.

[www.mathsworkout.co.uk](http://www.mathsworkout.co.uk) username: sarchs  
password: scale88

## **Subject: Science**

### **Content or Programme of Study**

- Genetics and evolution
- Plant growth
- Making materials
- Reactivity
- Forces and motion
- Force field and electromagnets

### **GCSE**

#### **BIOLOGY**

Ecology

#### **CHEMISTRY**

Atomic structure and the periodic table

#### **PHYSICS**

Energy

# **Subject: Art & Design YEAR 9**

## **Content or Programme of Study**

Sept/ **Graffiti/ Doodle Art**  
Oct/  
Nov/ *Banksy/ Jon Burgerman*  
Dec Automatic drawing/doodling  
Sgraffitto  
ICT  
Pen studies/colour schemes  
3d Boxes  
Skateboard Designs

### **Extension: The Big Draw**

Independent Study: Doodle project – 4/6 wks  
Presentations

### **Autumn Term Assessment**

#### **Sculpture**

3d boxes/PlayDoh  
3d soap sculpture  
Clay sculpture

### **Pop Art**

Jan/  
Feb/  
Mar/ *Andy Warhol/Roy Lichenstein/Richard Hamilton*  
Apr *Collage*  
*Drawing*  
*Photography*  
*Painting*  
*Clay*

### **SPRING Term Assessment**

(1 WEEK)

#### **Deadline 15<sup>th</sup> Mar**

May/ **Summer Term Assessment**  
June/July (1 WEEK)

### **OPTIONS**

Graphics/Photography  
Fine Art/ICT Project

TO BE SELECTED BY STUDENT AND TEACHER,  
DEPENDANT ON OPTION CHOICE

## **Subject: D & T**

### **Content or Programme of Study**

#### **Electronics (Systems & Control):**

<b>Title of Unit:</b>	<b>Author:</b>	<b>Year</b>	<b>Duration</b>
Project / Systems Game/Alarm.	D. Smith	9	1 Term.
<b>Outline of Unit</b>  A project based practical introduction to designing and making using Resistant Materials and Electronic components. The scheme aims to develop the students' understanding of the processes involved in designing and making products. The students will have the opportunity to use various hand tools and practice using these tools to increase their competence with them. During this practical work they will also develop a better understanding of the properties of the materials they encounter as well as the properties that the tools used must have to effectively change the work piece. Pupils will acquire the knowledge of basic electronic components and how they function in a circuit. Further reinforcement of the importance of Health and Safety will also be instilled during this project. At the end of the project the students will evaluate their work and that of their peers to judge its qualities against set criteria. Based upon this they will then be able to suggest improvements that could be made to the products in future.			

#### **Resistant Materials**

<b>Title of Unit:</b>	<b>Author:</b>	<b>Year</b>	<b>Duration</b>
Money Box	A. Fahey	9	15 lessons
<b>Outline of Unit</b>  A project based practical introduction to designing and making using Resistant Materials. The scheme aims to develop the students' understanding of the processes involved in designing and making products.  The students will have the opportunity to use various hand and machine tools and practice using these tools to increase their competence with them. During this practical work they will also develop a better understanding of the properties of the materials they encounter as well as the properties that the tools used must have to effectively change the workpiece.			

Students will be encouraged to increasingly produce work independently of instruction using skills developed to read flow charts and follow these efficiently in terms of time and equipment availability.

Part of this unit will involve designing using CAD skills that will be taught as part of the syllabus. Students will also have the opportunity to prepare a product for machining via the laser cutter and will learn to simulate the driving of the laser cutter and how to fault find using this driver software.

Further reinforcement of the importance of Health and Safety will also be instilled during this project.

At the end of the project the students will evaluate their work and that of their peers to judge its qualities against set criteria. Based upon this they will then be able to suggest improvements that could be made to the products in future.

## **Food Technology:**

Year 9	Duration 7/8 weeks
Unit : "Fusion Foods & Layered Desserts"	
Outline of Unit	
The scheme is divided into 2 main areas which build on and extend the knowledge, skills and understanding developed in year 7 & 8. The scheme aims to develop an understanding of designing and making using food as a material.	
<u>Section 1</u> : exploring ready meals / staple foods and their preparation / multi cultural foods to enable a DMA of a "fusion" food product.	
<u>Section 2</u> : A DMA – Pupils design and make a layered dessert of their own choice after completing some focused practical tasks on cheesecakes.	

# **Subject: Geography**

## **Content or Programme of Study**

In the last year of Key Stage 3, we build a foundation to prepare you for your GCSE. We cover the following topics:

1. Ecosystems: Rainforests and Deserts
2. River Landscapes
3. Plate Tectonics
4. Newly Emerging Economies and The Changing UK Economy
5. The Development Gap
6. Weather & Fieldwork Data Skills

## **Subject: History**

### **Content or Programme of Study**

#### **Britain - 1750 to circa 1900**

How different was life in Britain in 1750?

Why did people have different experiences of the British Empire?

What was the Slave Trade and why was it abolished?

The Trial of the Slave Ship Zong

The Slave's story

Why was Slavery Abolished?

Was the British Empire morally justified? – Assessment Task

Why was British Industry so successful?

What was the Industrial Revolution?

The Industrial Revolution - Which was the key industry?

To what extent had working conditions improved by 1900? – Assessment Task

#### **The Twentieth Century World**

What caused WWI to start?

What Caused WWI to start? – Assessment Task

Why did men volunteer to join the army?

Who would you have been in WWI?

What was it like to be in the trenches?

What was it like to live in Britain during WWI?

Censorship & Propaganda

Sacrifice on the Somme

Why was the sinking of the Lusitania important in making America join the First World War.

How did the war end?

## **Subject: ICT**

### **Content or Programme of Study**

#### **Computer Science:**

**Email** – investigation into email functionality in a business/organisation setting including topics like CC, signatures and out of office replies

**Advertising** – creation of a range of advertisements for different media including print and digital formats.

**Alphanumeric Modelling** – Using modelling software to find solutions to a range of algorithmic problems.

**Presentation** – Designing and providing business/organisation with solutions to a range of theoretical problems by selecting the software to present the findings then filtering the data required before presentation.

**Computing security** – researching and reporting on a range of software, hardware and ethical issues surrounding everyday use of computer science for organisations

**Options based Computing** – Combination of information technology, digital literacy and computerised tasks to enable pupils to get the best start to their KS4 work.

## Subject: MFL

### Content or Programme of Study

#### Year 9 Curriculum - Modern Languages

In Year 9, you will study your chosen language. You will focus more on GCSE skills and language structures including spontaneous speaking, translation into English and into the modern language, role play, using photos and images as discussion points as well as developing reading and listening skills using authentic material and online resources. Topics have been selected to be relevant and engaging for Year 9 pupils as well as taken from the AQA GCSE specification to give a head start to those opting for a GCSE in a Modern Language. You will have a timetabled lesson in our ICT room where you will develop your independent skills.

Year 9 Autumn Term	
French / German / Spanish	
C O N T E N T	Me, my family and friends Description of family members / pets Personality Describing a best friend / ideal boyfriend/girlfriend Relationships with others Issues affecting young people What makes you happy? Hopes for the future / personal goals Describing where you live (house, bedroom, local area) Comparing life in the UK with countries where the language is spoken
G R A M M A R	Review of TO BE Possessive adjectives Adjectival agreement Reflexive verbs Comparatives Adverbs of frequency Review of present tense Direct object pronouns Appropriate forms of address Prepositions TO GO / TO DO Questions words
S K I L L S	Conjugation using a verb table Irregular high frequency verbs Spontaneous speaking Applying phonics knowledge to new vocabulary Describing a photo Higher level translation Free writing Adapting questions

# **Subject: Music**

## **Content or Programme of Study**

### **AUTUMN**

1. Composition basics: 4 bar phrases, 8 and 16 bar tunes using correct notation.
2. Form and Structure - Variations

### **SPRING**

3. Music and Media: Film Music
4. Music and Media: Advertising

### **SUMMER**

5. Minimalism
6. Popular song / song writing

**Subject: PE****Content or Programme of Study**

<b>AUTUMN TERM</b>			
<b>BOYS</b>		<b>GIRLS</b>	
<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 1</b>	<b>GROUP 2</b>
RUGBY	FOOTBALL	BADMINTON	NETBALL
FOOTBALL	RUGBY	NETBALL	BADMINTON
ORIENTEERING	BASKETBALL	GYMNASTICS	TAG RUGBY
BASKETBALL	ORIENTEERING	TAG RUGBY	GYMNASTICS
<b>SPRING TERM</b>			
<b>BOYS</b>		<b>GIRLS</b>	
<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 1</b>	<b>GROUP 2</b>
HANDBALL	GYMNASTICS	FOOTBALL	DANCE
GYMNASTICS	HANDBALL	DANCE	FOOTBALL
BADMINTON	ATHLETICS	ORIENTEERING	ATHLETICS
ATHLETICS	BADMINTON	ATHLETICS	ORIENTEERING
<b>SUMMER TERM</b>			
<b>BOYS</b>		<b>GIRLS</b>	
<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 1</b>	<b>GROUP 2</b>
ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS
SOFTBALL	CRICKET	ROUNDERS	ROUNDERS
CRICKET	SOFTBALL	TENNIS	TENNIS

# **Subject: Religious Education**

## **Content or Programme of Study**

### **AUTUMN TERM**

#### **Christian Living:**

##### **Our Global Community:**

-  Social Injustice
-  Fair Trade
-  CAFOD

### **SPRING TERM**

#### **God:**

##### **The Nature of God:**

-  Our concept of God
-  Philosophy of Religion
-  Evil and Suffering
-  Free Will

#### **Church:**

##### **The Body of Christ:**

-  The Structure of the Church
-  Ordained Ministries
-  The Laity

### **SUMMER TERM**

#### **Worship:**

##### **The Mass:**

-  The parts of the Mass
-  Participation in Mass
-  Forgiveness and Reconciliation

#### **World Religion:**

##### **Monotheistic Religion:**

-  Judaism