



Saint Augustine's RC High School



Curriculum Booklet YEAR 9



Subject: Religious Education

Content or Programme of Study

Autumn Term

1. The Nature of God

- What is the nature of God?
- Causation and Design
- God's Revelation
- Evil and Suffering
- Catholic Response

2. Faith in Action

- Fairtrade and Stewardship
- Human Rights
- Poverty
- Catholic Responses to poverty/Catholic social teaching
- CAFOD

Spring Term

3. Philosophy of Religion

- What is real
- What is God like
- Morality
- Paul & Gnanak
- Nietzsche
- The Fall

4. Health and Relationships

- Sexual relationships and family planning
- Marriage
- Family Life
- Divorce, annulment and remarriage
- Equality between men and women
- Prejudice and Discrimination

Summer Term

5. Begin GCSE Course Judaism Beliefs and Teachings

- Judaism Study 2 Beliefs and Teaching
- The Almighty
- The Shekhinah
- The Messiah
- The Covenant with Moses
- The Covenant with Abraham
- The Sanctifying Life
- Moral Principles
- Jewish beliefs about life after death

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 AO1
- Reading for inference and deduction AO1
- Reading for analysis and comparison AO2 and AO3
- Reading for evaluation AO4
- Study of classic Literature in preparation for GCSE English Literature

Pupils will be presented with a wide variety of texts, encompassing a range of different fiction and non-fiction genres. Texts studied will include examples of modern media e.g. current promotional texts e.g. leaflets/ TV adverts to classical literature e.g. Romantic poetry, pre 1900 prose, as well as 19th Century non-fiction

Key writing skills to be developed in Year 9:

- ✓ Accuracy and control in using sentences, punctuation and vocabulary to create effects
- ✓ Forming different sentence structures
- ✓ Organisation of writing (paragraphs/links)
- ✓ Using appropriate style/form when writing for different purposes and audiences
- ✓ Proofreading, drafting and re-drafting in response to self/peer marking and/or teacher assessment

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

- ✓ Listening to others
- ✓ Group discussion
- ✓ Presentations
- ✓ Role play

- ✓ Practice formal GCSE Individual Presentations – preparation 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:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ▪ Non-fiction & Media Reading Comparison 19th & 21st Century – Travel – ASSESSMENT ▪ Gothic Novel Conventions & Extracts ▪ Creative Writing – tense scene ▪ BIG Read 	<ul style="list-style-type: none"> ▪ Key Novel Literature Study ▪ Non-fiction Writing Magazine Articles – Teenagers – ASSESSMENT ▪ BIG Read 	<ul style="list-style-type: none"> ▪ EXAM – 20th Century Fiction Reading and Creative Writing (May) ▪ GCSE Literature, Blood Brothers ▪ Spoken Language ASSESSMENT ▪ BIG Read

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.

Home Learning

Activities designed to enhance pupils' progress in their learning and engagement with English, are set regularly in accordance with school policy.

The BIG Read programme is on-going Home Learning information about which can be found in pupil planners or on the school website. The English department encourages parents/carers to take an active role in supporting pupils' reading.

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.vlemathswatch.co.uk username/password: will be provided by the class teacher

www.mathsworkout.co.uk username: sarchs
password: scale88

www.numeracyworkout.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

Cell Biology

Animal and plant cells

Cell specialisation

Eukaryotes and Prokaryotes

Transport in Cells

Diffusion

Osmosis

Active Transport

CHEMISTRY

Atomic structure and the periodic table

Mixtures

Development of the periodic table

Relative atomic mass

Electronic structure

Ionic bonding

Reactivity of metals

PHYSICS

Energy Transfer

Efficiency

Changes in energy stores

Power

Conserving energy

Renewable and non-renewable energy resources

Subject: Art & Design

Content or Programme of Study

Year 9

Sept/ **Graffiti Style/ Doodle Art**

Oct/

Nov/ *Banksy/ Jon Burgerman*

Dec Automatic drawing/doodling/imaginative drawing/Graffiti Art

ICT

Pen studies/colour schemes

Skateboard Designs

Extension: The Big Draw

Independent Study: Doodle project – 4/6 wks – home learning

Presentations in class

Autumn Term Assessment – Week 1 and 2 directly after the Autumn half term – Imaginative drawing

Sculpture

3d boxes

3d sculpture – Play Doh/Air drying clay

Jan/ **Pop Art – GCSE Style question linked to option**
Feb/ **choices – PHOTOGRAPHY/GRAPHICS/ART &**
Mar/ **DESIGN**

Apr

Andy Warhol/Roy Lichenstein/Richard Hamilton/Graphic Artists/Photographers

Collage

Drawing

Photography

Painting

Graphics

SPRING Term Assessment – Use of Text/Graphics
Week 1 and 2 directly after February Half term

May/ **Summer Term Assessment**

June/July Last week of May half term and first week of June half term (after May holiday)

Summer Term – 5 hour painting

June/July GCSE pupils to start new GCSE Summer Project. The Art teachers may choose to alter the order in which the projects are completed due to the sharing of resources between the departments.

Subject: D & T

Content or Programme of Study

Electronics (Systems & Control):

Title of Unit:	Author:	Year	Duration
Project / Systems Game/Alarm.	D. Smith	9	1 Term.
Outline of Unit			
<p>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.</p> <p>Pupils will acquire the knowledge of basic electronic components and how they function in a circuit.</p> <p>Further reinforcement of the importance of Health and Safety will also be instilled during this project.</p> <p>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.</p>			

Resistant Materials

Title of Unit:	Author:	Year	Duration
Money Box	A. Fahey	9	15 lessons
Outline of Unit			
<p>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.</p> <p>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.</p>			

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
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Unit : "Fusion Foods & Layered Desserts"
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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.
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<u>Section 1</u> : exploring ready meals / staple foods and their preparation / multi cultural foods to enable a DMA of a "fusion" food product.
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<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.

Advanced Food:

Outline of Unit:

This builds upon the work in KS3 Food and introduces pupils to aspects of GCSE work. Pupils work through the main 5 food commodities of 1) Breads, cereals, flour, pasta, rice and potatoes 2) Fruit and veg 3) Milk, cheese, yoghurt 4) Meat, fish, poultry, eggs 5) Butter, oils, margarine, sugar and syrup. For each section pupils will learn to complete time plans and food science experiments.

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. The Development Gap
5. Flooding/Flood Management
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: Drama

Content or Programme of Study

Year 9

1 term of drama as preparation for GCSE

- Building trust as members of a community
- Developing improvisation skills
- An introduction to scripted work
- An introduction to devising theatrical performances
- Evaluating live performances
- Working with stimuli as a springboard for devising

Subject: Computing

Content or Programme of Study

Year 9 Computing:

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

Digital Media – creation of a range of advertisements with 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 programming 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 and begin Year 1 of the AQA GCSE course. You will focus more on those skills and language structures needed for GCSE success 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 being 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 Scheme of Learning French / German / Spanish		
	CONTENT	GRAMMAR
A U T U M N T E R M	Me, my family and friends Description of family members / pets Physical description Personality Describing a best friend / ideal boyfriend/girlfriend Relationships with others	Review of TO BE/TO HAVE Possessive adjectives Adjectival agreement Comparatives Adverbs of frequency & negatives Review of present tense Appropriate forms of address Prepositions Questions words
S P R I N G T E R M	Town places Describing the town Location of places What you can do in town Describing town in the past and future Expressing opinions about town	Plurals recap Negatives Adjectival agreement (recap) There is / was / will be TO BE ABLE TO + infinitives Question words recap
	Hobbies Opinion phrases + infinitives Weekend plans Frequency Sports	Opinion phrases Introduction to new infinitives Practice across 3 tenses Adverbs of frequency TO DO versus TO PLAY
	Music preferences Musical instruments TV preferences	TO PLAY + instruments rule More complex opinion phrases Using two verbs together Using two tenses together

S U M M E R	Current study – subjects and opinions Describing teachers Describing timetables Telling the time Extra-curricular clubs Future study Job titles	TO HAVE TO It is necessary to + infinitive Expressing reasons Comparative Superlative Near future tense Simple future introduction
T E R M	Food & drink Food groups Mealtimes Healthy lifestyle Food festivals in Target Language country (countries)	Key verbs – in all three tenses Quantifiers (too much / lots etc)

Subject: Music

Content or Programme of Study

AUTUMN

1. **Form and Structure:** Variations
2. **Harmony and Chords:** Adding chords to a melody line.

SPRING

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

SUMMER

5. **Popular song / song writing**
6. **Fusion**

Subject: PE

Content or Programme of Study

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