
St Joseph's College

Year 9 Curriculum Overview

- Autumn Term 2017

ART

Pop Art Independent Study

Suggested research and preparation – First half term.

1. Research Pop Art – Bring in colour copies and information.
2. Design an A4 title page in your workbook.
3. Collect magazine cuttings to use as collage.
4. Observational drawing of chocolate and sweets in a pop art style.
5. Make a self portrait in the style of Andy Warhol.
6. Complete a SWAN evaluation of your project so far.

Suggested research and preparation – Second half term.

1. Research Claes Oldenburg - Bring in colour copies and information.
2. Make a resource board of images of small objects you could develop into a larger sculpture.
3. Using a design package, e.g. photoshop, develop a repeated self portrait piece.
4. Collect materials to help you make your 'Pop Art' sculpture.
5. Make an observational pencil drawing of kitchen utensils and cutlery.
6. Complete an evaluation of your sculpture work.

Extension Tasks

Visit a local gallery or museum to look at the work of artists and makers. Keep a record of your visit in your workbook. How does the work make you feel? How has the artist made the work? Etc.

Design & Technology.

During year 9 students will study, food, product design and textiles on a carousel system.

In textiles students will design and make a pair of tie-dye shorts. They will learn about pattern construction for clothing and apply this knowledge by adapting their shorts pattern. In addition, textiles students will carry out a wide range of practical activities, including using sewing, embellishment and manipulation textile techniques.

In textiles students will complete three extended study tasks. These will be:

- Fashion designer research task
- Inspiration moodboard
- Illustration display sheet

In food, students will study 'Foods from around the world' producing a range of exciting and cultural meals. This will include developing a high level of food safety and hygiene skills and knowledge of ingredient function. They will apply this understanding when developing and adapting recipes. Towards the end of the project pupils will design and make their own fusion food. They will be assessed throughout the project on their communication and practical work.

Extended study tasks will be: A research task – 'Foods from around the world.' In groups pupils will research their chosen cuisine and present their findings with sample recipes from that culture.

Food Blog – Pupils will write articles about their dishes to be displayed on the food website.

Fusion food – Pupils will research fusion food and design a fusion pizza that will be made in class.

In product design students will design and create a fully functional toy mechanism based on Mr Potato Head. Pupils will have the opportunity to expand their knowledge and understanding of the subject area, whilst increasing their confidence within a practical environment. Pupils will use a variety of tools, materials and equipment, allowing them to explore and expand their creativity.

Extended study tasks will include a research and communication project, where pupils will explore existing designers and their inventions. Pupils must present their findings in a creative way which includes suggestions on how to improve existing products.

English

In English Year 9 pupils will undertake a curriculum geared to prepare them for the GCSE courses that they will begin in Year 10.

Themes covered in Year 9 will include 'A Christmas Carol', 'Macbeth', non-fiction texts and creative writing, which will all become part of the new GCSE courses, as well as drama opportunities throughout the year.

In Year 9 test week students will undertake a GCSE-style test on a fiction text, where inference, language analysis and structural analysis are the key areas tested.

The Year 9 exam will be a GCSE-style non-fiction exam, which will also include an element of functional writing, such as a letter or opinion piece.

The opportunities for independent and extension tasks are extremely wide ranging. As well as extended reading around the era of when set texts are written (e.g. Shakespeare, 19th Century...), pupils require the skill to analyse a wide range of texts and therefore reading any text to consider the purpose of the text; the proposed audience of the text and the writer's use of language would be worthwhile. This reading could be in the form of novels, plays, poetry or any non-fiction texts such as newspapers, websites or leaflets. In short, this is practice at examining a text and questioning why the writer has used particular words or presentational features, and to what extent are they effective?

As Victorian literature forms a mandatory element of the new GCSE course, it is advisable that students research Victorian life and / or Victorian fiction and non-fiction texts.

Similarly, any independent writing would be a worthwhile practice too. Pupils are required to write in a number of forms, such as persuasively or informatively. Additionally, any practice of the writing skills such as punctuation or sentence types could be undertaken, with a view to using each specific skill to create a particular desired effect in their writing.

Recommended websites: universalteacher.org.uk, www.bbc.co.uk/bitesize/ks3/english/

Geography

We have recently redesigned our KS3 curriculum to help prepare our students for the new GCSE. We are planning to cover 3 topics over the course of the academic year. We are focussing on the principle of growth mindset and are striving to embed common practices that help to make our students more effective learners.

All topics will be assessed using a formal exam based assessment. The questions will assess their knowledge of the work covered throughout the unit and also their geographical skills. This includes cartographic, graph and written skills such as the ability to analyse and evaluate.

Geography Continued

The topics are based on the AQA Geography GCSE and so text books affiliated to this course would be of use to students. Equally there are numerous websites that can help students with their knowledge and revision such as Bitesize and Cool Geography.

During the 1st term we will be covering the following topic:

Weather and Climate Change

- The difference between weather and climate
- Factors that affect climate
- How does it rain
- Global atmospheric circulation
- Distribution of tropical storms and their formation
- How climate change affects tropical storms
- Case study of Typhoon Haiyan – effects and responses
- Reducing the effects of tropical storms
- How the UK is affected by weather hazards
- Is the UK's weather becoming more hazardous?
- Extreme UK weather case study
- Evidence of climate change
- Causes of climate change
- Effects of climate change
- Managing climate change – mitigation and adaptation

At home pupils are encouraged to take a more active role in looking at the UK's weather, pupils can keep up to date with variations in the weather, watch weather reports, create their own weather station, keep up to date with recent evidence in favour and against global warming, read newspaper reports about global warming, discuss with family and friends the issues regarding global warming, read and watch news reports about the recent hurricanes affecting the Caribbean and USA.

History

Students will be assessed throughout Year 9 using GCSE-style questions that assess both their source skills and their ability to use evidence in a well-structured argument.

Essay-writing assessments will focus on the following topics:

1. The impact of the Ripper murders?
2. The living conditions revealed by the Ripper murders
3. Responsibility for the sinking of the Titanic

History Continued.

These assessments will be completed in timed conditions for students to use them as a guide in deciding whether or not to continue with History as a GCSE option.

All students will have a progress tracker in their exercise book that will allow them and you, their parents, to monitor their progress throughout the year and reflect on what they should to improve.

In the first term, students will study Jack the Ripper and the Titanic as above. At the end of each topic, students will be given an assessment that examines their ability to judge the utility of sources of evidence.

Opportunities for home learning, extension tasks or independent learning include:

1. Practice questions testing the skills required for each end of topic assessment.
2. Planning tasks to develop written structure.
3. Creative tasks such as designing posters or newspaper articles about the Jack the Ripper case.

Whilst the above home learning will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Websites such as BBC Bitesize, History on the Net and Spartacus schoolnet provide useful, easily accessible extra reading material for students that want to further their study. Likewise, local museums such as the Potteries Museum and Art Gallery, the Etruria Industrial Museum and the Gladstone Pottery Museum, whilst not covering any Year 9 course content, are nonetheless excellent ways of broadening your child's wider historical understanding, particularly of local history. Liverpool's Maritime Museum has an impressive Titanic exhibition and if you visit London, the Jack the Ripper walking tours are excellent.

Computing:

This scheme of work is designed to give learners an introduction to the main concepts in the GCSE Computer Science course. Students will examine topics such as binary addition, subtraction, Two's Complement and many more. Assessment will be through multiple choice quizzes and some sample GCSE questions from past papers.

Opportunities for home learning, extension tasks or independent learning include:

To further their learning students can websites such as www.teach-ict.com/ - a website with lots of information and resources regarding a variety of topics. YouTube is also a fantastic resource for videos that will explain concepts in a variety of ways should the students wish to develop their knowledge further. Students can also visit the AQA website and look at past paper questions for GCSE and try to research and create model answers to some of those questions.

Mathematics

Due to the extended content that is in the new GCSE mathematics curriculum students will begin to prepare for their GCSE during Year 9. The mathematics department will be placing a greater emphasis on accuracy and problem solving. Most students will follow the higher scheme of work and some will follow the foundation scheme of work however there is a large amount of overlap between the two tiers as the foundation exam has been made much more difficult. All students will be expected to aim for at least a grade 4.

Year 9 Foundation modules	Y9 Higher modules
Algebra 1F	Algebra 1H
Number 1F	Number 1H
Geometry 1F	Geometry 1H
Probability 1F	Algebra 2H
Number 2F	Probability 1H
Ratio 1F	Ratio 1H
Geometry 2F	Algebra 3H
Algebra 2F	Geometry 2H
	Probability 2H

The new Mathematics curriculum will contain much more real life problem solving and it would be helpful if you could include your child in any maths that you do in your day to day life such as reading the gas meter, or planning to decorate and calculating how many rolls of wallpaper you need.

Students may find the following websites helpful for support, extension work or independent study

www.bbc.co.uk/bitesize/gcse/maths

www.studymaths.co.uk

Modern Foreign Languages

Growth mind set and Mastery

This year, in preparation for the new Modern Foreign Languages curriculum at GCSE, teachers in the MFL department intend to focus more heavily on grammatical accuracy. We also intend to embed a growth mind set culture in order to encourage mastery of the topics studied. A 'can do' approach will allow students to develop resilience, perseverance and the determination to succeed in their language learning journey.

French

During the first half term year nine students will further consolidate their knowledge of the present tense of regular and irregular verbs (**avoir, être, aller and faire**). They will also study the various forms of the negative – **ne... pas** etc. Finally, they will study frequency phrases, time phrases and prepositions.

Modern Foreign Languages Continued (i)

Topics that will be studied include:

- family and descriptions
- youth culture
- home and locality
- current study (including apprenticeships etc.)
- lifestyle
- France and French speaking countries

Opportunities for home learning, extension tasks or independent learning include:

- Learn and apply verb patterns
- Research ten jobs in French which you haven't yet been taught – write the masculine and feminine forms and where they work
- Write a description of your family or an imaginary / celebrity family
- Research the different Francophone countries (write ten bullet points of interesting tasks)
- Visit the website of a French gym / sports centre and try to understand the fitness timetable

Learning vocabulary and regularly recapping verb tense endings is an essential ingredient in language learning and parents are encouraged to practise and “test” vocabulary with students whenever possible. End of module assessments at the end of each half term will rigorously test students on listening, reading, speaking and writing skills. There will also be an element of translation, role and play and literature and/or poetry delivered in lessons.

Spanish

During the first half term year nine students will consolidate their knowledge of the present tense and the near future tense. Students also study frequency phrases, time phrases and prepositions.

Topics that will be studied include:

- Town and local area - describing facilities for young people, considering Spanish speaking cities. (Grammar: tenses as stated above / comparisons)
- Free time activities - sports, film genre / TV shows / likes and dislikes
- Spanish customs and traditions - food and drink / shopping at the market and quantities / ordering food (Grammar: the past tense)
- A day out - transport / shopping for clothes / problems with clothes / using adjectives to describe (Grammar: consolidation of the past tense / adjectival agreement and position)

Opportunities for home learning, extension tasks or independent learning include:

- Learn and apply verb patterns
- Research Spanish speaking towns and cities to expand on vocabulary already covered
- Write a day in the life of an imaginary / celebrity family
- Research typical Spanish food and drink. Finding menus from Spanish restaurants
- Write a diary of a typical weekend using past / present and future tenses

Learning vocabulary and regularly recapping verb tense endings is an essential ingredient in language learning and parents are encouraged to practise and “test” vocabulary with students whenever possible. End of module assessments at the end of each half term will rigorously test

Modern Foreign Languages Continued (ii)

students on listening, reading, speaking and writing skills. There will also be an element of translation, role and play and literature and/or poetry delivered in lessons.

USEFUL WEBSITES AND RADIO STATIONS FOR MFL STUDENTS

FRENCH & SPANISH: Word Reference – Online Dictionary <http://www.wordreference.com>

– A fantastic online dictionary with a 'verb conjugation' tool that is very useful

FRENCH & SPANISH: BBC Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/> - GCSE-style Listening and Reading questions that you can mark online. Stick to the 'foundation' activities. The grammar section is useful for those annoying little words (try *Pronouns* and *When, where and how much*)

FRENCH & SPANISH: Languages online <http://www.languagesonline.org.uk> - A variety of exercises in both languages.

FRENCH & SPANISH: Ashcombe - www.ashcombe.surrey.sch.uk A great website with loads of focussed exercises in both languages.

FRENCH & SPANISH: www.studystack.com Good for vocab revision

FRENCH: Zut! <http://www.zut.org.uk/beginner/year9.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

FRENCH: French revision <http://www.frenchrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision <http://www.spanishrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision and games www.espanolextra.com Username: jpotts1 / Password: jpspanish - Revision and games.

SPANISH: iOye! <http://oye.languageskills.co.uk/index.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

FRENCH AND SPANISH RADIO:

It would also be great if students took the opportunity to listen to some French / Spanish radio. Here's a brief list of a few radio stations / websites by way of an introduction:

French Radio:

- **NRJ** www.nrj.fr – Pop and chart music with some talking – possibly best to have on in the background
- **Le Mouv** <http://www.lemouv.fr/> - French equivalent of Radio 1. Podcasts also available at <http://www.lemouv.fr/podcasts>
- **Radio France** <http://www.radiofrance.fr/> - a variety of stations a bit like the BBC. Try **France Info** for news (don't expect to understand everything though!)

- <http://www.listenlive.eu/france.html> - a list of all French radio stations streaming online.

Spanish Radio:

- **Activa FM** <http://www.activafm.es/> – Pop and chart music with some talking – possibly best to have on in the background
- **Rac105** <http://www.rac105.cat/radio> - Spanish rock and pop station.
- **RTVE** <http://www.rtve.es/radio/> - Spanish news / info / features
- www.listenlive.eu/spain.html - a list of all Spanish radio stations streaming online.

Music

Rather than follow theme based topics this year, students will focus on improving and refining their musical skills. Students will gain an understanding of what it means to be a musician through a variety of performance and composition activities. They will focus both on improving individual musical abilities and on working as part of a group. Music staff will devise practical and listening tasks to support this.

Students will participate in performance tasks on their own instruments, on keyboards and through singing. Listening activities will be used to help students recognize and understand the elements which make up a high quality performance.

Students will compose as individuals and within a group. They may use ICT to notate the work as appropriate. Listening tasks will also give students the opportunity to analyse the process of composition and understand how to create and structure an effective piece of music. This in turn should inform progress in practical tasks. Through listening students will also revise and study areas of music theory including use of musical vocabulary and recognition of instruments.

Opportunities for home learning tasks include:

1. Students will research the life and career of notable popular music composers.
2. Students will be asked to listen to extracts of music and give a written response which uses subject specific vocabulary.
3. Students will revise theory topics covered in lessons.
4. Students will be asked to further their musical vocabulary to aid analytical tasks.
5. Students will be encouraged to reflect on their practical classwork and set targets for improvement or extension work.
6. Students will be asked to practice individual parts.
7. Students will be asked to plan areas of their practical classwork as individuals and in small groups to aid progress in lessons.

Music Continued.

8. Students will be asked to plan elements of their compositions and encouraged to try out ideas in advance of lessons.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Extension Tasks:

1. Listen to a piece of popular music analytically. Consider how the songwriter has created the work. Which resources have been used (voices and instruments)? What is the structure of the song? Is it in a major or minor key? Does it use a repeated chord pattern? How does the songwriter modulate? Is the meaning of the lyrics reflected in the musical choices made?
2. Listen to a piece of music in a style you are unfamiliar with (e.g. jazz music, music from South Africa). Listen analytically and ask how does it differ from popular music?
3. Listen to a piece of Classical music from any era – preferably a piece by a composer you are unfamiliar with. How has the composer combined sound to create this work? What could you take from this piece and use in your own composition?
4. Using youtube, watch a live performance by one of your favourite artists? What makes it an effective performance?
5. Watch live performances by two professional soloists in contrasting styles (e.g. one Classical musician and a rap performance). What is effective about the performances? Although the music may sound different, which common performance skills can you see in both artists?
6. Using youtube, find an amateur performance in any style. What advice would you give the performer to develop their performance skills?
7. Prepare a performance piece in a group or as a soloist for an assembly.
8. Practice sight-reading on your instrument.
9. Join an extra-curricular ensemble.
10. Volunteer to take part in music for a mass.

Physical Education.

Practical Tasks in PE and Games

Pupils will be looking predominantly at their own fitness levels and their ability to work maximally. In conjunction with this they will cover the main team games that we do at St Joseph's including hockey, basketball and netball. Pupils will be encouraged to develop the skills they have learned through year 7 and 8. In games lessons pupils will work maximally and look to outwit opponents in a range of team invasion games.

As the pupils move through year 9, minds turn to GCSE. Below are some examples of independent extension tasks that link to the GCSE course. We encourage pupils to have a go.

In addition to the practical activities in year 9 students will cover a short unit of theory work on 'Healthy Active Lifestyles'. This unit will lead into a year 9 exam during the exams week. This will go some way to declaring whether pupils are KS4 ready. The unit will look into the physical, mental and social requirements for leading a healthy and active lifestyle and will feed into GCSE curriculum.

Extension tasks – Independent Study in PE

All sports performers take part in some sort of training to improve their performance. Research the "6 principles of training". Write down what these are.

Describe how you would apply the principle of specificity to the training programme of the following athletes: Marathon runner; Rower.

Describe how you would apply the principle of progressive overload to the training program of a weight lifter.

Describe how the principle of reversibility would affect an injured marathon runner.

Describe how the principle of rest would affect a marathon runner.

Describe how the principle of recovery would affect a games player.

Describe how you would apply the following principle to a circuit training programme: FITT

Describe what individual needs you would have to consider when planning a training programme for an individual. How might your programme be different from a grandparent?

Have a go at planning a two week fitness programme.

Find Out More: Useful Websites

<http://adventure.nationalgeographic.com/adventure/> <http://sports.espn.go.com/espnmag/index>
<http://www.golfdigest.com/> <http://www.runnersworld.com/> <http://sportsillustrated.cnn.com/>
<http://www.bbc.co.uk/sport/0/> <http://www.skysports.com/> <http://espn.go.com/>
<http://www.guardiannews.com/> <http://www.thetimes.co.uk/tto/news/>

RE

All students will follow the topic of Creation during the Autumn term.

Creation

1. Michelangelo's Creation of Adam
2. Other Christian art that depicts creation
3. Creation and the nature of God in Genesis 1
4. Creation and the nature of humans in Genesis 2
5. The significance of the creation stories for Catholics
6. The origins and structure of the Bible
7. Inspiration and the Bible as the word of God
8. Interpreting the Genesis creation stories
9. Natural law and Catholic attitudes towards science
10. Caring for the environment
11. The meaning of stewardship
12. CAFOD and sustainability

Opportunities for home learning, extension tasks or independent learning include:

Learn all information on 'Creation' knowledge organiser.

Complete independent research on 'Michelangelo's Creation of Adam' painting. Research some of the occasions this painting has been used. Examine the impact of the painting in both religious and non-religious settings.

Search online to find a piece of art that you think best illustrates the idea of God the creator. Explain why you thought this image was the best one to choose.

Research creation stories from other religions. Compare the message of these stories with the messages of Genesis 1 and 2.

Compare Catholic teachings about the sanctity of life with teachings from other religions. Note in which ways they are different and in which way similar.

Find examples of a famous speech that has inspired people. Examples might include speeches by Winston Churchill or Martin Luther King. Why was the speech so effective and what did it inspire people to do?

Find out about the work of St Albert the Great.

Investigate one scientific development that resulted from the work of a Catholic scientist.

Research what happened at Rio+20. Find out what the outcomes of the conference were, and its effects on world attitudes and actions. Evaluate how useful Rio+20 was.

Research one project of sustainability that was either started by CAFOD or is supported by CAFOD. How effective do you think this project is?

SCIENCE:

Biology

All students will follow this pathway in the first term:

1. Looking at cells and how they work
2. How things move in and out of our cells
3. Cell division
4. Diseases and the immune system

More detailed information can be found about these new GCSE topics on the AQA website (<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>), or students can ask their teachers!

At the end of the units above, students will be given a test based on past exam questions to allow an assessment of learning and areas that they need to improve on.

Assessed practicals which are common to all groups and fulfil the requirements for the new AQA GCSE

1. Microscopy
2. Osmosis

Whilst the above will be common to all students, teachers may set additional home learning as they see fit to meet the needs of their classes or individual students. It would be helpful if students read their new textbook on these topics as well to gain a greater understanding!

All these units are commonly featured in the news (BBC website is great for this!) with articles such as how diseases are spread and new studies to show a greater understanding of how the body works.

Taking it further

Useful websites for biology are:

<http://www.bbc.co.uk/education/subjects/z9ddmp3>

<https://www.youtube.com/user/atbristol>

<https://www.youtube.com/user/LammasScience>

<https://www.cellsalive.com>

Chemistry

All students will follow this pathway in the first term:

1. Basic chemistry
2. Atomic structure
3. The periodic table
4. Chemical bonding

Opportunities for home learning, extension tasks or independent learning include:

Atomic structure

- Report on one early scientist's ideas on atomic structure
- Structure of atoms (detailing mass, proton number and electron number)
- Practice past paper questions which the teachers will provide
- Additional reading using the new GCSE textbook

Taking it further

Useful websites for Chemistry GCSE are as follows: <http://www.my-gcsescience.com/>
<http://www.bbc.co.uk/schools/gcsebitesize>
<http://www.docbrown.info/page20/AQAscichemc12.htm>

Although each student will be given a periodic table to stick in their exercise books, it will benefit their understanding of such an abstract topic if they have one at home and attempt to learn as many of the first 20 elements as possible.

Physics

All students will follow this pathway in the first term:

1. Forces and motion
2. Waves and the EM spectrum
3. Electricity
4. Data analysis skills
5. Energy resources

Physics is the modelling and study of the properties of energy and matter. We currently follow the AQA specification, more details can be found via the AQA website:
<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

In the autumn term students will build on prior knowledge gathered in key stage 3 to learn about new concepts and ideas. In the second half of the spring term, students will focus on data analysis skills and practical techniques. This is a new aspect to the GCSE exams and is a key skill for anyone wishing to study physics further.

All physics students require a good understanding of maths, and must be able to correctly use definitions and key words.

Physics Continued.

Throughout the year students will be assessed using past paper questions and end of topic tests to improve exam technique. Individual class teachers will set appropriate home learning based on the needs of the students. After the Easter break, all of year 9 will sit an examination to determine the route they will follow through GCSE. This examination will cover all the topics listed above.

Further study:

- Complete an equation bank, writing down all the equations they need to know quoting units and rearranging.
- Research the history of the atom, how it has evolved with our discoveries and understanding.
- Research the development of electrical power transmission systems, and the “war of currents” between George Westinghouse and Thomas Edison.

Useful resources for studying physics at GCSE level:

<http://hyperphysics.phy-astr.gsu.edu/>

<http://www.bbc.co.uk/education/subjects/zpm6fg8>

St Joseph's College

Year 9 Curriculum Overview

- Spring and Summer Term 2018

ART

1. Research Claes Oldenburg.
2. Draw sections of Claes Oldenburg sculptures and write a paragraph describing his work.
3. Make a resource board of images of objects you could make into a Claes Oldenburg inspired sculpture.
4. Collect materials and found objects to help you make your sculpture
5. Finish a design sheet of sculpture ideas.
6. Make a detailed, close-up observational drawing of an everyday object.
7. Evaluate your finished sculpture.
8. Research street art. Is it art?
9. Make a design for a piece of street art inspired by Banksy.
10. Research Barbara Kruger.
11. Make a design for a piece of artwork with a statement to make (inspired by Barbara Kruger).
12. Research local street art.

Extension Tasks

Visit a local gallery or museum to look at the work of artists and makers. Keep a record of your visit in your workbook. How does the work make you feel? How has the artist made the work? Etc.

Design & Technology.

During year 9 students will study, food, product design and textiles on a carousel system.

In textiles students will design and make a pair of tie-dye shorts. They will learn about pattern construction for clothing and apply this knowledge by adapting their shorts pattern. In addition, textiles students will carry out a wide range of practical activities, including using sewing, embellishment and manipulation textile techniques.

In textiles students will complete three extended study tasks. These will be:

- Fashion designer research task
- Inspiration moodboard
- Illustration display sheet

In food, students will study 'Foods from around the world' producing a range of exciting and cultural meals. This will include developing a high level of food safety and hygiene skills and knowledge of ingredient function. They will apply this understanding when developing and adapting recipes. Towards the end of the project pupils will design and make their own fusion food. They will be assessed throughout the project on their communication and practical work.

Extended study tasks will be: A research task – 'Foods from around the world.' In groups pupils will research their chosen cuisine and present their findings with sample recipes from that culture.

Food Blog – Pupils will write articles about their dishes to be displayed on the food website.

Fusion food – Pupils will research fusion food and design a fusion pizza that will be made in class.

In product design students will design and create a fully functional toy mechanism based on Mr Potato Head. Pupils will have the opportunity to expand their knowledge and understanding of the subject area, whilst increasing their confidence within a practical environment. Pupils will use a variety of tools, materials and equipment, allowing them to explore and expand their creativity.

Extended study tasks will include a research and communication project, where pupils will explore existing designers and their inventions. Pupils must present their findings in a creative way which includes suggestions on how to improve existing products.

English

In English Year 9 pupils will undertake a curriculum geared to prepare them for the AQA GCSE courses that they will begin in Year 10. At the end of each half-term pupils will sit either a formal Controlled Assessment in examination conditions or an assessed home learning, answering a question that either targets specific reading or writing skills related to the half term's work. Themes covered in Year 9 will include 'A Christmas Carol'; 'Macbeth'; media, non-fiction and language and creative writing, which will all become part of the new GCSE courses. Pupils will all gain experience in the drama studio too.

The opportunities for independent and extension tasks are extremely wide ranging. As well as extended reading around the era of when set texts are written (e.g. Shakespeare, 19th Century...), pupils require the skill to analyse a wide range of texts and therefore reading any text to consider the purpose of the text; the proposed audience of the text and the writer's use of language would be worthwhile. This reading could be in the form of novels, plays, poetry or any non-fiction texts such as newspapers, websites or leaflets. In short, this is practice at examining a text and questioning why the writer has used particular words or presentational features, and to what extent are they effective?

Similarly, any independent writing would be a worthwhile practice too. Pupils are required to write in a number of forms, such as persuasively or informatively. Additionally, any practice of the writing skills such as punctuation or sentence types could be undertaken, with a view to using each specific skill to create a particular desired effect in their writing.

Recommended website: www.bbc.co.uk/bitesize/ks3/english/

Geography

Urban Issues and Challenges

Pupils will need to answer these questions using information, evidence and sources from in the lesson and from home.

The key questions for this topic are:

How have global patterns of urbanization changes in the last 50 years.

What factors affect rates of urbansiation?

What are megacities?

What are Mumbai's location, importance and reasons for growth?

What opportunities does Mumbai's growth create?

What challenges does Mumbai's growth create?

How can quality of life be improved in Mumbai?

Why are so many cities unsustainable?

How can cities become more sustainable?

Students will be set a range of home learning tasks, ranging from geographical skill development to extended writing.

There are many opportunities for students to engage in independent learning. The media and documentaries are extremely useful for contemporary topics such as this one. Checking the BBC news website or app regularly is a good place to start.

History

Students will be assessed throughout Year 9 using GCSE-style questions that assess both their source skills and their ability to use evidence in a well-structured argument.

The source assessments will focus on the following topics:

1. Jack the Ripper and social conditions in Victorian England.
2. The Titanic and early twentieth century society.
3. The First World War and the experience of British soldiers.

Essay-writing assessments will focus on the following topics:

1. The reasons for Hitler becoming leader of Germany.
2. The impact of Nazi rule on the German people.

These assessments will be completed in time for students to use them as a guide in deciding whether or not to continue with History as a GCSE option.

All students will have a progress tracker in their exercise book that will allow them and you, their parents, to monitor their progress throughout the year and reflect on what they should to improve.

In the first half term, students will study Jack the Ripper and the Titanic as above. At the end of each topic, students will be given an assessment that examines their ability to judge the utility of sources of evidence.

Opportunities for home learning, extension tasks or independent learning include:

1. Practice questions testing the skills required for each end of topic assessment.
2. Planning tasks to develop written structure.
3. Creative tasks such as designing posters or newspaper articles about the Jack the Ripper case.

Whilst the above home learning will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Websites such as BBC Bitesize, History on the Net and Spartacus schoolnet provide useful, easily accessible extra reading material for students that want to further their study. Likewise, local museums such as the Potteries Museum and Art Gallery, the Etruria Industrial Museum and the Gladstone Pottery Museum, whilst not covering any Year 9 course content, are nonetheless excellent ways of broadening your child's wider historical understanding, particularly of local history.

Assessments this term will focus on interpretation. Students will be debating General Haig's leadership at the Battle of the Somme using a range of historical sources.

Students will also study the Holocaust. There are copies of both Anne Frank's diary and the Boy in the Striped Pyjamas in the library. We encourage students to read these.

Computer Science Spring Term

This scheme of work is designed to give learners an introduction to the main concepts in the GCSE Computer Science course. Students will examine topics such as binary addition, subtraction, Two's Complement and many more. Assessment will be through multiple choice quizzes and some sample GCSE questions from past papers.

Opportunities for home learning, extension tasks or independent learning include:

To further their learning students can visit websites such as www.teach-ict.com/ - a website with lots of information and resources regarding a variety of topics. YouTube is also a fantastic resource for videos that will explain concepts in a variety of ways should the students wish to develop their knowledge further. Students can also visit the AQA website and look at past paper questions for GCSE and try to research and create model answers to some of those questions.

Computer Science- Summer Term

VB.NET programming

Learners will further their experience and skills in programming by trying their hand at VB.NET in preparation for its use on the AQA GCSE Computer Science course. As previously there will be an element of independent study built into this unit for learners to start thinking about developing programs for themselves. Students will further develop their experience in:

- Variables
- Input/Output
- Iteration (For loops, Do loops)
- Selection (If Statements)
- File reading/writing

To further their learning the students can visit the [codecademy](http://codecademy.com) or code.org websites which give learners a variety of activities that will improve their programming knowledge.

Mathematics

During the first term all year 9 students will cover the following topics:

1. Perimeter, area and volume of prisms
2. 2D representations of 3D shapes
3. Sequences
4. Calculating with fractions and decimals
5. Co-ordinates and linear graphs
6. Factors and multiples
7. Calculating with percentages
8. Equations and inequalities
9. Data collection and the Data Handling Cycle.

Students will be given a mixture of written home learning and mymaths tasks throughout each topic.

Students may find the following websites helpful for support, extension work or independent study

www.mymaths.co.uk

www.bbc.co.uk/bitesize/gcse/maths

www.studymaths.co.uk

Modern Foreign Languages

French

During the first half of the spring term year nine students will study the perfect tense (le passé-composé) of regular and irregular **ER**, **IR** and **RE** verbs. Students will learn about the perfect tense with both auxiliaries – **avoir** (to have) and **être** (to be). Students will consolidate and extend their use of negative phrases – including **ne... pas**, **ne...jamais** etc.

Topics that will be studied include:

- Free time activities
- TV programmes / film genres and extended opinions
- Using the past tense to talk about a past weekend.

Opportunities for home learning, extension tasks or independent learning include:

- Learn pre-learnt vocabulary and find new topic-based vocabulary items.
- Learn and apply verb patterns
- Research the names of French TV programmes / film titles in French.
- Write about a week's TV viewing and rate the programmes.
- Write a diary entry about a previous weekend/holiday, including a range of vocabulary and opinions.
- Reading comprehension activities.
- Grammar based activities.

Modern Foreign Languages continued

Spanish

During the first half of the spring term year nine students will strengthen their knowledge of adjectival agreement and will learn how to use the comparative (*más* and *menos*). Students will also use the verb **estar** (to be) to talk about directions and locations. Students will learn how to ask and answer increasingly complex questions and will learn the verb **querer** (to want).

Topics that will be studied include:

- Description of a town - adjectival agreement and the comparative.
- What there is and isn't in a town – places in town.
- Asking for and giving directions.
- Making and responding to invitations.
- The weather and the seasons.

Opportunities for home learning, extension tasks or independent learning include:

- Learn and apply verb patterns
- Learn pre-learnt vocabulary and find new topic-based vocabulary items.
- Write an informative text about a town/city from a Spanish speaking country of choice.
- Write about the weather over a week-long period.
- Write and present a weather forecast.
- Reading comprehension activities.
- Grammar based activities.

Learning vocabulary as it is covered in class is an essential ingredient in language learning and parents are encouraged to practise and “test” vocabulary with pupils whenever possible rather than just for a formal assessment.

USEFUL WEBSITES AND RADIO STATIONS FOR MFL STUDENTS

FRENCH & SPANISH: Online Audio Dictionary

<http://french.about.com/od/vocabulary/a/audiodictionary.htm> (French) OR

<http://spanish.about.com/od/vocabulary/a/audiodictionary.htm> (Spanish) - look up individual words for pronunciation guidance and meaning

FRENCH & SPANISH: Word Reference – Online Dictionary <http://www.wordreference.com>

– A fantastic online dictionary with a ‘verb conjugation’ tool that is very useful

FRENCH & SPANISH: MYLO www.hellomylo.com – Use the ‘I need the basics’ activities to revise key topic areas (and build your confidence!). The ‘I’d like a challenge’ activities are GCSE Level. The listening activities all have transcripts, but try doing them without reading these first.

FRENCH & SPANISH: BBC Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/> - GCSE-style Listening and Reading questions that you can mark online. Stick to the ‘foundation’ activities. The grammar section is useful for those annoying little words (try *Pronouns* and *When, where and how much*)

FRENCH & SPANISH: Languages online <http://www.languagesonline.org.uk> - A variety of exercises in both languages.

Modern Foreign Languages continued

FRENCH & SPANISH: Ashcombe - www.ashcombe.surrey.sch.uk A great website with loads of focussed exercises in both languages.

FRENCH & SPANISH: www.studystack.com Good for vocab revision

FRENCH: Zut! <http://www.zut.org.uk/beginner/year9.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

USEFUL WEBSITES AND RADIO STATIONS FOR MFL STUDENTS contd..

FRENCH: Really useful French <http://atschool.eduweb.co.uk/haberg/index.htm> - Site is broken down into individual topic areas (scroll down to access these).

FRENCH: French revision <http://www.frenchrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision <http://www.spanishrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision and games www.espanolextra.com Username: jpotts1 / Password: jpspanish - Revision and games.

SPANISH: ¡Oye! <http://oye.languageskills.co.uk/index.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

Plus, coming soon: We are in the process of subscribing to www.linguascope.com which is a fun and interactive website for both French and Spanish.

FRENCH AND SPANISH RADIO:

It would also be great if students took the opportunity to listen to some French / Spanish radio. Here's a brief list of a few radio stations / websites by way of an introduction:

French Radio:

- **NRJ** www.nrj.fr – Pop and chart music with some talking – possibly best to have on in the background
- **Le Mouv** <http://www.lemouv.fr/> - French equivalent of Radio 1. Podcasts also available at <http://www.lemouv.fr/podcasts>
- **Radio France** <http://www.radiofrance.fr/> - a variety of stations a bit like the BBC. Try **France Info** for news (don't expect to understand everything though!)
- <http://www.listenlive.eu/france.html> - a list of all French radio stations streaming online.

Spanish Radio:

- **Activa FM** <http://www.activafm.es/> – Pop and chart music with some talking – possibly best to have on in the background
- **Rac105** <http://www.rac105.cat/radio> - Spanish rock and pop station.
- **RTVE** <http://www.rtve.es/radio/> - Spanish news / info / features
- www.listenlive.eu/spain.html - a list of all Spanish radio stations streaming online.

Music

Rather than follow theme based topics this year, students will focus on improving and refining their musical skills. Students will gain an understanding of what it means to be a musician through a variety of performance and composition activities. They will focus both on improving individual musical abilities and on working as part of a group. Music staff will devise practical and listening tasks to support this.

Students will participate in performance tasks on their own instruments, on keyboards and through singing. Listening activities will be used to help students recognize and understand the elements which make up a high quality performance.

Students will compose as individuals and within a group. They may use ICT to notate the work as appropriate. Listening tasks will also give students the opportunity to analyse the process of composition and understand how to create and structure an effective piece of music. This in turn should inform progress in practical tasks. Through listening students will also revise and study areas of music theory including use of musical vocabulary and recognition of instruments.

Opportunities for home learning tasks include:

1. Students will research the life and career of notable popular music composers.
2. Students will be asked to listen to extracts of music and give a written response which uses subject specific vocabulary.
3. Students will revise theory topics covered in lessons.
4. Students will be asked to further their musical vocabulary to aid analytical tasks.
5. Students will be encouraged to reflect on their practical classwork and set targets for improvement or extension work.
6. Students will be asked to practice individual parts.
7. Students will be asked to plan areas of their practical classwork as individuals and in small groups to aid progress in lessons.
8. Students will be asked to plan elements of their compositions and encouraged to try out ideas in advance of lessons.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Extension Tasks:

1. Listen to a piece of popular music analytically. Consider how the songwriter has created the work. Which resources have been used (voices and instruments)? What is the structure of the song? Is it in a major or minor key? Does it use a repeated chord pattern? How does the songwriter modulate? Is the meaning of the lyrics reflected in the musical choices made?

Music continued

2. Listen to a piece of music in a style you are unfamiliar with (e.g. jazz music, music from South Africa). Listen analytically and ask how does it differ from popular music?
3. Listen to a piece of Classical music from any era – preferably a piece by a composer you are unfamiliar with. How has the composer combined sound to create this work? What could you take from this piece and use in your own composition?
4. Using youtube, watch a live performance by one of your favourite artists? What makes it an effective performance?
5. Watch live performances by two professional soloists in contrasting styles (e.g. one Classical musician and a rap performance). What is effective about the performances? Although the music may sound different, which common performance skills can you see in both artists?
6. Using youtube, find an amateur performance in any style. What advice would you give the performer to develop their performance skills?
7. Prepare a performance piece in a group or as a soloist for an assembly.
8. Practice sight-reading on your instrument.
9. Join an extra-curricular ensemble.
10. Volunteer to take part in music for a mass.

Physical Education.

Practical Tasks in PE

Pupils will be looking at a range of 'Problem Solving' activities this term. Pupils will be asked to take part in various outdoor adventurous activities and will look at the 3 Cs. Consideration, cooperation and communication. Pupils will be asked to adopt roles such as leaders, coaches and participants.

Also during this term pupils will look to accurately replicate skills and outwit opponents on the badminton courts, where they will learn the rules and some of the more advanced techniques in badminton. They will look to rally both cooperatively and competitively.

Finally pupils will get the opportunity to develop and show their creative sides whilst accurately replicating movements in gymnastics, dance and trampolining.

Practical Tasks in Games

In games lessons pupils will continue to work maximally and look to outwit opponents in a range of team invasion games.

Pupils will also undertake a 'Sport Education' unit where they will be expected to adopt roles such as official, leader and coach. Each team will accrue points throughout the lessons which relate to having the correct kit or displaying good teamwork etc.

Extension tasks – Independent Study in PE

Learn and remember the 5 health related fitness components using the phrase **Fizzy Cola Makes Me Burp** to help you. Can you find a definition for each component of fitness.

Flexibility, **C**ardiovascular Fitness, **M**uscular **S**trength, **M**uscular **E**ndurance, **B**ody **C**omposition

Physical Education continued

Learn and remember the 6 skill related fitness components using the phrase **ABC's Really Simple Process** to help you. Can you find a definition for each component of fitness.

Agility, **B**alance, **C**oordination, **R**eaction Time, **S**peed and **P**ower.

Finally can you research and name a fitness test for each skill and health related component of fitness. Write down how you do each test and compare your personal levels of fitness.

Find Out More: Useful Websites

<http://adventure.nationalgeographic.com/adventure/h> <http://sportsillustrated.cnn.com/>

<http://sports.espn.go.com/espnmag/index> <http://espn.go.com/>

<http://www.runnersworld.com/>, <http://www.guardiannews.com/>

<http://www.bbc.co.uk/sport/0/> <http://www.thetimes.co.uk/tto/news/>

<http://www.skysports.com/>

RE : Spring Term

All year 9 students will follow two topics during the Spring term – *'Incarnation'* and *'Who influences my ideas about love, sex and relationships?'*

Incarnation

1. Jesus as God incarnate
2. God's message to Joseph
3. Jesus, the Word of God
4. Jesus as both fully human and fully God
5. Christian symbols
6. How the incarnation affects Catholic attitudes towards religious art
7. Interpreting statues of Jesus
8. The moral teachings of Jesus
9. Tradition and St Irenaeus' writings about Jesus
10. Different understandings of the incarnation
11. Grace and the sacramental nature of reality
12. The seven sacraments
13. Imago dei and abortion

Opportunities for home learning, extension tasks or independent learning include:

Look up Mark 14:61-62 and Mark 8:31. Summarise what each one shows about Jesus.

Search online and examine as many different Christian symbols as you can find. Do you think any of them are better than Ichthus, the Chi-Rho and the Alpha and Omega? Explain your answer.

RE : Spring Term Continued.

Search online and elsewhere for different images of Jesus. Chose one that most appeals to you and examine its symbolism and significance.

Examine the whole Sermon on the Mount (Matthew 5-7). Identify which teachings you think are very practical and which may be more difficult to put into practice.

Look up references in the writings of prominent teachers (such as Athanasius and Cyril of Alexandria) about Jesus being the meeting point between God and humans.

Choose one of the seven sacraments and interview a person who has recently received that sacrament. Ask the person how they felt both before and after receiving the sacrament.

Research a pro-life organisation. Find out what their main aims are and what they are doing to achieve those aims.

Who influences my views about love, sex and relationships?

Who influences me?

How are my views on sex and other relationships influenced?

What does the Bible say about sex and relationships?

How are Catholics and other Christians influenced about their view on sex?

What is love?

Why do Christians believe love and sex should always go together?

Why follow Christian teaching when it's a lot easier not to?

How is Catholic teaching different to ideas in the rest of society?

Why do Catholics disagree with the way sex is presented in the media?

Which groups in society have the best ideas about love, sex and relationships?

Opportunities for home learning, extension tasks or independent learning include:

Look at examples of media advertising, magazines and other sources and consider the messages that advertisers are trying to convey. Assess in what ways people are influenced by these messages and whether or not they are negative or positive.

Complete research on an image/advert/ pop video etc and write about how this item could influence or is designed to influence.

Research and write about biblical and Church teaching on sexual relationships.

Write a comparison between the Christian ideal of love to the portrayal of love in the contemporary media

RE Summer Term

All year 9 students will follow the following topic in the summer term

The Triune God

1. Psalms and the use of music in worship
2. Music in the liturgy
3. Acclamations used in the Mass
4. The Triune God explained in the Bible
5. The Trinity in the Nicene Creed and Genesis 1
6. The influence of the Trinity on Christians today
7. The Trinity in the Bible
8. The Trinity and God's love
9. The authority of the Magisterium and its views on the Trinity
10. Baptism
11. Traditional and spontaneous prayer
12. Prayer and posture

Opportunities for home learning, extension tasks or independent learning include:

Interview two or three Catholics and ask them what type of religious music they prefer for the Mass, and why.

Listen to three musical versions of either the Sanctus or Gloria. Which do you think best praises God? Explain your answer.

Write a poem that expresses belief in the Trinity.

Research a Catholic missionary society, examining its aims and actions.

Research the decisions of the Council of Nicea. How can they be seen as reactions to the teachings of Arius?

Research the use of total immersion in baptism, possibly by interviewing somebody who has been baptized in a Baptist church or another church that baptizes people in this way.

Research the life story of a saint, and find out how important and how hard prayer was for them.

Biology:

All students will follow this pathway

1. Ecology
2. Biodiversity
3. Movement in and out of cells
4. Organisation in plants and animals
5. Non-communicable disease

More detailed information can be found about these new GCSE topics on the AQA website (<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>), or students can ask their teachers!

At the end of the units above, students will be given a test based on past exam questions to allow an assessment of learning and areas that they need to improve on.

Assessed practicals which are common to all groups and fulfil the requirements for the new AQA GCSE

1. Field investigations
2. Osmosis
3. Enzymes
4. Food tests

Whilst the above will be common to all students, teachers may set additional home learning as they see fit to meet the needs of their classes or individual students. It would be helpful if students read their new textbook on these topics as well to gain a greater understanding!

There are a range of television programs, such as Horizon, which are broadcast from time to time, and can be useful to supplement students' understanding of these topics. Students may wish to look at recent articles on the spread of virus such as the Zika virus or how malaria is spread. They could also look at the conditions in refugee camps which is very topical at the moment, and try to explain how diseases could be spread"

Taking it further

Useful websites for biology are:

<http://www.bbc.co.uk/education/subjects/z9ddmp3>

<https://www.youtube.com/user/atbristol>

<https://www.youtube.com/user/LammasScience>

<https://www.cellsalive.com>

Chemistry

All students will be studying the following topics during Term 2:

Chemical Changes – This will cover:

- reactivity series
- oxidation and reduction
- metal extraction
- ionic equations

Acids – This will cover:

- reactions of acids with metals
- salt formation
- pH
- neutralisation
- electrolysis

Crude oil – This will cover:

- alkanes
- alkenes
- nomenclature
- fractional distillation
- hydrocarbon properties
- cracking
- combustion
- addition reactions
- fuels / renewable

Taking it further

Useful websites for Chemistry GCSE are as follows:

<http://www.my-gcsescience.com/>

<http://www.bbc.co.uk/schools/gcsebitesize>

<http://www.docbrown.info/page20/AQAscichemc12.htm>

Although each student will be given a periodic table to stick in their exercise books, it will benefit their understanding of such an abstract topic if they have one at home and attempt to learn as many of the first 20 elements as possible.

Within the 'fuels' topics, students often hold varying levels of knowledge of renewable fuels and there is opportunity for the students to discuss and share with others their interests. 'The New Scientist' and 'Chemistry in Industry' are monthly magazines (subscription necessary) which often have up to date information about the 'new' technologies concerning renewable energy and the advancement in technology related to this vast and interesting area of chemistry.

We encourage the students to bring in to school articles of interest on this topic.

Physics

Physics is the study of everything and how it moves, energy and communication. We currently follow the new AQA specification and exams. Students will progress topic by topic building on prior knowledge. For all students studying physics a good understanding of mathematics and the correct integration of key terminology will go a long way towards success.

Year 9 (all students)

Students will cover basic aspects of all 8 main topics in physics; this will provide the foundation for years 10 and 11.

1. Forces

Students will discover vectors and scalars, study Newton's famous laws and apply them to different mechanical situations.

2. Energy

A study of the conservation of energy, types of energy and efficiency of different appliances. As well as looking at the nation's electricity supply, now and in the future making sure demand can be met both in terms of power and environmental.

3. Waves

A small topic on recapping waves properties like frequency and wave speed, plus the two different types of waves.

4. Electricity

An in depth study of electricity on a circuit level. Studying the relationship between current and potential difference as well as learning about different electrical components such as LDR's.

5. Magnetism and electromagnetism

An introduction for magnetic fields and electromagnets. In Y11 students will cover quite intricate calculations of magnetic density and flux. This is where it all starts.

6. Particle model of matter

Students will learn on an atomic level what happens with the changes of state and movement of the particles. This provides a basic understanding for ideal gases and kinetic theory later on in there science studies.

7. Atomic structure

The science of radiation and nuclear physics all started with the plum pudding model and how it was disproved by Rutherford. Students will learn a bit of history in order to better understand the modern atom.

To help understand all the science above we suggest;

<http://www.bbc.co.uk/education/subjects/zpm6fg8> (bbc bite size AQA physics)

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463> (AQA web site where you can find past papers, specification and mark schemes)

even watching programs like "wonders of the solar system" can help keep students engaged in a subject where the topics are so diverse.