



**St John Fisher**  
Catholic High School

# **Year 9 Curriculum Booklet**

**2021-2022**

“I have come that they may have life and have it to the full”

*John 10:10*

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If you have any queries after reading this document, please send an email to [enquiries@stjohnfisherschool.org.uk](mailto:enquiries@stjohnfisherschool.org.uk) and your query will be forwarded to the appropriate member of staff.

## Year 9 – Art

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	Skills. In this topic we revise learning from years 7 and 8. We revisit colour theory and tone, but in more depth, in order to create a helpful reference in preparation for GCSE.	Mind-map, drawing from secondary images. Experiments with different types of print-making. Learning to annotate	Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment
<b>Autumn 2</b>		Experimenting with inks and pen washes. Artist studies. Final piece planning.	
<b>Spring 1</b>	Portraits. In this topic we learn how to draw features of the face, and how to map out the proportions of the face. We analyse the work of portrait artists, culminating in completion of a self-portrait.	Mind-map, drawing from secondary images. Facial mapping, drawing parts of the face.	Parental support with homework and artist study poster. Parents and students can look online at helpful tutorials for portraiture. Support by ensuring they have equipment
<b>Spring 2</b>		Experimenting with pencils and watercolour. Artist studies. Final piece planning.	
<b>Summer 1</b>	Landscapes. In this topic we explore landscapes – how to observe and draw buildings and natural forms. We learn about perspective and how to paint landscapes from observation, as well as analyse landscape art.	Mind-map, drawing from secondary images. Technical drawing including one and two-point perspective.	Parental support with homework and artist study poster. Support by ensuring they have equipment
<b>Summer 2</b>		Experiments with acrylic paint. Learning to annotate	

### Additional Information.

Artists looked at; Alison Deegan, Hokusai. Van Gogh, Loui Jouver.

### Helpful Books / Useful Websites

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/>

<https://www.youtube.com/watch?v=Q5YJQ33I35c>

## Year 9 – Computing

When	Topic	Assessment	What can a parent do to support
<b>Autumn 1</b>	<u>Cyber Security</u> Students will be looking at cyber security and how to prevent different threats.	The final PowerPoint will be assessed both by peers and teacher.	Talk about issues that happen on the news to do with cyber security.
<b>Autumn 2</b>	<u>Binary</u> Students will be learning about logic and how computers store data. They will also convert numbers into different forms and look at binary arithmetic.	Students will answer questions converting numbers, binary arithmetic and about storage of data.	Talk to your child to get them to show you what they have done.
<b>Spring 1 Rotation</b>	<u>Python</u> Students will recap Python from last year and then learn some more advanced techniques.	Students will have some tasks to code to try out their new skills.	Let your child download Python and try out Code Academy.
<b>Spring 2 Rotation</b>	<u>Algorithms</u> Students will learn about how programs are designed using flowcharts. They will see how order of processes is so important. They will also learn searching and sorting.	Students will have a problem to design a solution using algorithm techniques	Get your child to practice breaking down tasks into small steps. For example, how do you make a cup of tea?
<b>Summer 1 Rotation</b>	<u>Business</u> Student will learn the some of the business concepts and strategies. They will develop knowledge of business ownership, cost as well as pricing strategies in business.	They will be assessed via homework, class task which involved peer and teacher assessment.	Use bbc bitesize, and discuss how businesses are managed and run.
<b>Summer 2</b>	Review of Year End of year tests Research task into input and output for people with disabilities	The end of year test is the final assessment.	Talk to your child to see what they have been learning.

### Additional Information

During Year 9, students may rotate around 3 subjects. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

Code Academy: <https://www.codecademy.com>

Kodu: <https://www.kodugamelab.com/>

Python: <https://www.python.org/>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

Bitesize: <https://www.bbc.co.uk/bitesize/guides/z4br87h/revision/1>

## Year 9 – Drama

Students study a selection of topics from the following list:

Topic	Themes/Assessment	What can a parent do to support?
Autumn Term One - Drama Skills - Ensemble and Physical Theatre	This topic encourages students to develop their physicality and movement skills, encouraging them to creatively think about how they can use their physicality as a tool to recreate objects, motifs and their surroundings. Assessment is of student's application of ensemble and physical theatre skills to an existing scene.	Discuss the content of the topic with students. Assist students with learning their lines and movements.
Autumn Term Two - Drama Skills – Understanding Naturalism	Students learn to develop basic skills under the theatre genre Naturalism. They will explore naturalistic theatre and learn how to use Proxemics, Given Circumstances, Objectives and Magic If. Assessment is through a scripted performance, focusing specifically on how students deliver their lines and how they have staged the extract from the play.	Assist students with learning their lines. Encourage them to work without a script and prompt them if necessary. Research Naturalism with students.
Spring Term One – Drama Skills – Blood Brothers	Students will learn how to convey messages through theatre and will explore a variety of non-naturalistic techniques. Scripted performance from an extract from Blood Brothers in mixed ability groups. Students are assessed on the delivery of their lines and how they have staged their extract from the play.	Encourage students to learn their lines without the script. Prompt them for each line if they get stuck. Encourage students to demonstrate the techniques that they have acquired during lessons.
Spring Term Two - Drama Skills – Verbatim Theatre	Students will understand how Verbatim theatre allows theatre makers to explore events and themes through the words of people at the heart of them. Assessment is based on the progression of work they complete in lessons and the given scenario at the end of the topic.	Students may need to carry out interviews and research at home as part of this topic so assist them with this by taking part if needed. Discuss the topic with students.
Summer Term One - Drama Skills – Monologues	Students will learn about what acting skills contribute to an effective monologue and will understand how to engage an audience when they are the only person speaking onstage. Assessment is through the creation and performance of student's own original monologues.	Encourage students to learn their lines without a script. Prompt them if they get stuck. Discuss with them the ideas behind their own original monologues.
Summer Term Two - Drama Skills – Stage Combat	Exploring stage combat teaches students to be disciplined. Students will learn how positioning on stage can make actions appear far more believable than they are. Although assessment is through a whole class combat performance of a scene from Romeo and Juliet, students will be assessed on their contribution to the overall performance alongside the development of their combat skills.	Students could discuss the different combat techniques that they have acquired during lessons and the safety measures behind each movement.

## Year 9 – English

Y9	Topic	Assessment	What parents can do to support
Term 1 15 weeks (until Christmas)	Gender Stereotypes	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will read John Steinbeck’s ‘Of Mice and Men’ as a class text.</li> <li>Students will also explore unseen poetry based around gender and gender roles.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will complete a letter to the editor of a local paper campaigning against gender stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the historical context of the text including snapshots of the Great Depression, Dustbowl, and Migration etc.</li> <li>Watch the film together and discuss the characters and plot.</li> <li>Discuss the term prejudice and the many forms it takes/effects it has.</li> <li>Discuss how boys and girls are presented by the media. What stereotypes are being presented – toys, dress, colours etc</li> </ul>
Term 2 13 weeks (until Easter)	Thematic study Victoriana	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Extracts from 19<sup>th</sup> century texts including Oliver Twist.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Narrative writing based on the title ‘Alone’</li> </ul>	<ul style="list-style-type: none"> <li>Watch some classic Dickens/C19<sup>th</sup> films together – Great Expectations, Oliver Twist, Jane Eyre and discuss what they show about life in 19<sup>th</sup> century Britain.</li> <li>Encourage your child to read classic 19<sup>th</sup> century literature.</li> <li>Discuss childhood and how important it is.</li> </ul>
Term 3 15 weeks (until the end of the year)	Noughts and Crosses	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>They will be reading the play version of the text ‘Noughts and Crosses’</li> <li>They will be exploring the themes of racial bias and conflict in society</li> </ul> <p><b>Writing</b></p> <p>They will be writing a descriptive piece as well as a speech in preparation for KS4.</p>	<ul style="list-style-type: none"> <li>Show them that you enjoy reading – let them see you with a book.</li> <li>Discuss things about society they would like to be different and why this is.</li> <li>Explore their opinion of racism in society and the effects of this.</li> </ul>

### Helpful Books / Study Materials:

Encourage as much reading as possible. This can be a variety of texts both online and in print.

Accuracy in spelling, grammar and punctuation is very important. It may be worth investing in a SPAG skills book to best support your child.

### Useful websites

BBC Bitesize

CGP books (SPAG) and language study

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

## Year 9 – French

When	Topic	Assessment	What can a parent do to support?
Autumn 1	<b>Je suis connecté(e):</b> Discussing activities we do on line, give opinions and justify these opinions, describing what we did on line recently (use of the perfect tense)	Listening and Reading ( <i>comprehension questions</i> ) Writing ( <i>short paragraph from memory</i> )	<ul style="list-style-type: none"> <li>- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.</li> <li>- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.</li> <li>- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.</li> <li>- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.</li> </ul>
Autumn 2	<b>L'enfance:</b> Talking about childhood memories using the imperfect tense, comparing how life has changed in the last 30 years	Speaking ( <i>description of a photo and follow-up questions</i> )	
Spring 1	<b>En bonne santé:</b> Discussing the topic of health – describing the different food groups and give advice about healthy living, describing health habits in the present and in the past tense	Listening, Reading ( <i>comprehension questions</i> ) and Writing ( <i>paragraph from memory</i> )	
Spring 2	<b>Mes résolutions:</b> Talking about resolutions to be healthier using the future tense.	Speaking ( <i>general conversation on the topic studied</i> )	
Summer 1	<b>Le monde du travail:</b> Discussing jobs and places of employment, qualities needed to do a certain job. Talking about ideal jobs. Discussing life plans in the future tense.	No formal assessment	
Summer 2	<b>Revision for PPE</b> <b>Project work</b> ( <i>after PPE</i> ): Le cinéma français (re-using structures seen during the year and applying them to a different context)	Speaking ( <i>short role-play task</i> ), Listening and Reading ( <i>comprehension questions</i> ) Writing ( <i>translation and writing from memory</i> )	

### Helpful Books / Useful Websites

Students are issued with a homework booklet at the start of the year which contains all vocabulary lists and grammatical points covered during the course of the year.

[www.memrise.com](http://www.memrise.com)    [www.quizlet.com](http://www.quizlet.com)



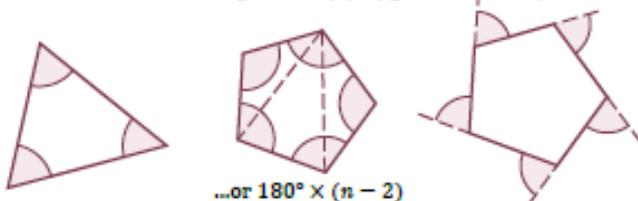
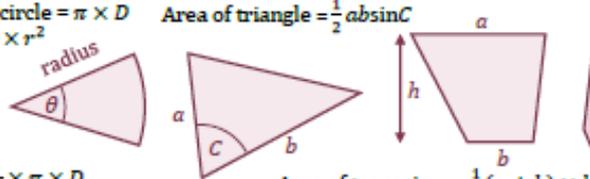
When	Topic	Assessment	What can a parent do to support?
Autumn 1	Population	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	Consider why some countries have large populations and others are small, what are the physical reasons. Discuss what affects how many children people have and the age that people live to. Talk about why people leave some places and go to other places. What impacts does this migration have on the source and destination places?
Autumn 2	Kenya		Discuss what students already know about this east African nation. Research what Kenya beyond the lions and giraffes of the savanna is like. What is life like living in Mombasa and Nairobi and how is it different to the UK?
Spring 1	Settlement		Many students only have experience of Peterborough, talk to them about what other cities are like, are they the same size, do they have older and taller buildings, are there any factories? Consider the advantages and disadvantages of living in the city and talk to students about where you would like to end up living and why.
Spring 2			
Summer 1	Rivers		Take students on a visit to a river and have a close look at the channel. What is really going on, is it getting bigger or smaller? What causes it to flow quicker or to sometimes have brown water?
Summer 2			Talk about how people have polluted rivers. Watch news programmes covering flooding disasters. What are the causes of the flooding and what is being done to reduce the chances of rivers flooding in the future?

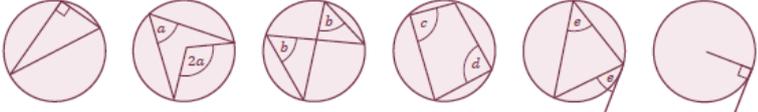
## Year 9 – History

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	Why was it so difficult to catch Jack the Ripper?	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on knowledge tests, classwork and homework is ongoing</p> <p>There is an end of Year examination testing historical, skills, knowledge and understanding covered through the year.</p>	There are many documentaries on Whitechapel and the time of Jack the Ripper.
<b>Autumn 2</b>	What caused the First World War?		Visit local war memorial to see how many people were involved in the conflict locally. Find out what other countries from the British Empire were involved in the fighting.
<b>Spring 1</b>	Was the Second War Hitler's war?: the causes of the Second World War		Watch programmes about the outbreak of the Second World War.
<b>Spring 2</b>	Turning points of the Second World War.		Watch the 2017 film Dunkirk, visit the Imperial War Museum at Duxford.
<b>Summer 1</b>	How and why did the Holocaust happen?		Find out who Anne Frank was and what happened to her.
<b>Summer 2</b>	What was the Cold War?		Watch any documentary about what the Cold war. Visit the Imperial War Museum at Duxford or in London.

# Year 9 – Maths

Assessment is by two 45 minute papers each term.

When	Topic	Areas that parents can help with
Autumn 1	Place value and rounding, adding and subtracting, multiply and divide, indices, expand and factorise, algebraic fractions.	<p><b>Difference of two squares</b> A4</p> $a^2 - b^2 = (a + b)(a - b)$ $\rightarrow x^2 - 25 = (x + 5)(x - 5)$ <p><b>Rearrange a formula</b> A5</p> <p>The subject of a formula is the term on its own. Rearrange to</p> <p><math>\rightarrow</math> Make <math>x</math> the subject of</p> $2x + ay = y - bx$ $2x + bx = y - ay$ $x(2 + b) = y - ay$ $x = \frac{y - ay}{2 + b}$
Autumn 2	Angles in lines and polygons. Congruence and similarity. Handling data, averages and frequency diagrams.	<p><b>Similar shapes</b> G19</p> <p>Ratios in similar shapes and solids:</p> <ul style="list-style-type: none"> <li>• Length/perimeter 1: <math>n</math>     <math>a</math>: <math>b</math></li> <li>• Area 1: <math>n^2</math>     <math>a^2</math>: <math>b^2</math></li> <li>• Volume 1: <math>n^3</math>     <math>a^3</math>: <math>b^3</math></li> </ul> <hr/> <p>Interior angles in a triangle total <math>180^\circ</math>     Use this for the interior angles of any polygon...     Exterior angles always total <math>360^\circ</math></p>  <p>...or <math>180^\circ \times (n - 2)</math></p>
Spring 1	Fractions, decimals and percentages. Formulae and functions, expanding and factorising. Equivalence in algebra.	<p><b>Recurring decimals</b> N10</p> <p>Make a recurring decimal a fraction:</p> $\rightarrow n = 0.23\bar{6}$ <p>(two digits are in the recurring pattern, so multiply by 100)</p> $100n = 23.\bar{6}$ <p>(this is the same as <math>23.6\bar{3}\bar{6}</math>)</p> $99n = 23.6\bar{3}\bar{6} - 0.2\bar{3}\bar{6} = 23.4$ $n = \frac{23.4}{99} = \frac{234}{990} = \frac{13}{55}$ <hr/> <p><b>Equations and identities</b> A3</p> <p>An equation is true for some particular value of <math>x</math>...</p> <p><math>\rightarrow 2x + 1 = 7</math> is true if <math>x = 3</math></p> <p>...but an identity is true for every value of <math>x</math></p> <p><math>\rightarrow (x + a)^2 \equiv x^2 + 2ax + a^2</math></p> <p>(note the use of the symbol <math>\equiv</math>)</p>
Spring 2	Working in 2D, measuring lengths and angles, area and transformations.	<p><b>Areas and volumes</b></p> <p>Circumference of circle = <math>\pi \times D</math>     Area of circle = <math>\pi \times r^2</math>     Area of triangle = <math>\frac{1}{2}absinC</math></p>  <p>Arc length = <math>\frac{\theta}{360^\circ} \times \pi \times D</math>     Area of trapezium = <math>\frac{1}{2}(a + b) \times h</math></p>

Summer 1	Probability theory. Mutually exclusive events. Measures and accuracy. Estimation and calculator methods.	<p><b>Probability rules</b> P8, P9</p> <p>Multiply for independent events        → P(6 on dice and H on coin)  <math>\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}</math></p> <p>Add for mutually exclusive events        → P(5 or 6 on dice)  <math>\frac{1}{6} + \frac{1}{6} = \frac{2}{6}</math></p> <p>Apply these rules to tree diagrams.</p> <p><b>Error intervals</b> N15</p> <p>Find the range of numbers that will round to a given value:        → <math>x = 5.83</math> (2 decimal places)  <math>5.825 \leq x &lt; 5.835</math>        → <math>y = 46</math> (2 significant figures)  <math>45.5 \leq y &lt; 46.5</math></p> <p>Note use of <math>\leq</math> and <math>&lt;</math>, and that the last significant figure of each is 5.</p>
Summer 2	Solving linear, quadratic and simultaneous equations. Inequalities, circles, circle theorems, construction and loci.	<p><b>Circle theorems</b> G10</p>  <p>Angle in a semicircle is <math>90^\circ</math></p> <p>Angle at the centre is double the angle at the circumference</p> <p>Angles in the same segment are equal</p> <p>Opposite angles in a cyclic quadrilateral total <math>180^\circ</math></p> <p>Alternate segment theorem</p> <p>Tangent and radius are perpendicular</p>

### Additional Information

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

### Useful websites to support topics

Please go here: <https://www.mathedup.co.uk/gcse-maths-takeaway/>



HOME KEY STAGE 3/4 KEY STAGE 5 GCSE TAKEAWAY A-LEVEL TAKEAWAYS T

## Foundation 1 revision

1	Place Value	Video	Answers	Quiz
2	Ordering Numbers	Video	Answers	Quiz
3	Reading Scales	Video	Answers	Quiz
4	Negative Numbers	Video	Answers	Quiz
5	Fractions of an Amount	Video	Answers	Quiz

Click on the name for questions, for example **Ordering Numbers**.

Click on the **Video** for how to do the skill.

Click on **Answers** for how you should have written your answers.

# Overview of topics



## Just Play

Understanding how to add your own interpretation into a cover version of a song and learn to play a cover in bands



## Reggae

Learn about the history of reggae, about use of syncopation and beat and learn to play off beat reggae songs



## Film Music

Develop keywords, listening and appraising skills through learning about film music and write music to a scene of a film



## Dance Music

Developing music technology skills through producing a electronic dance music remix or original composition using soundtrap



## Samba Music

Learn about samba instruments, the origins of samba and learn to play polyrhythms with call and response, breaks and grooves

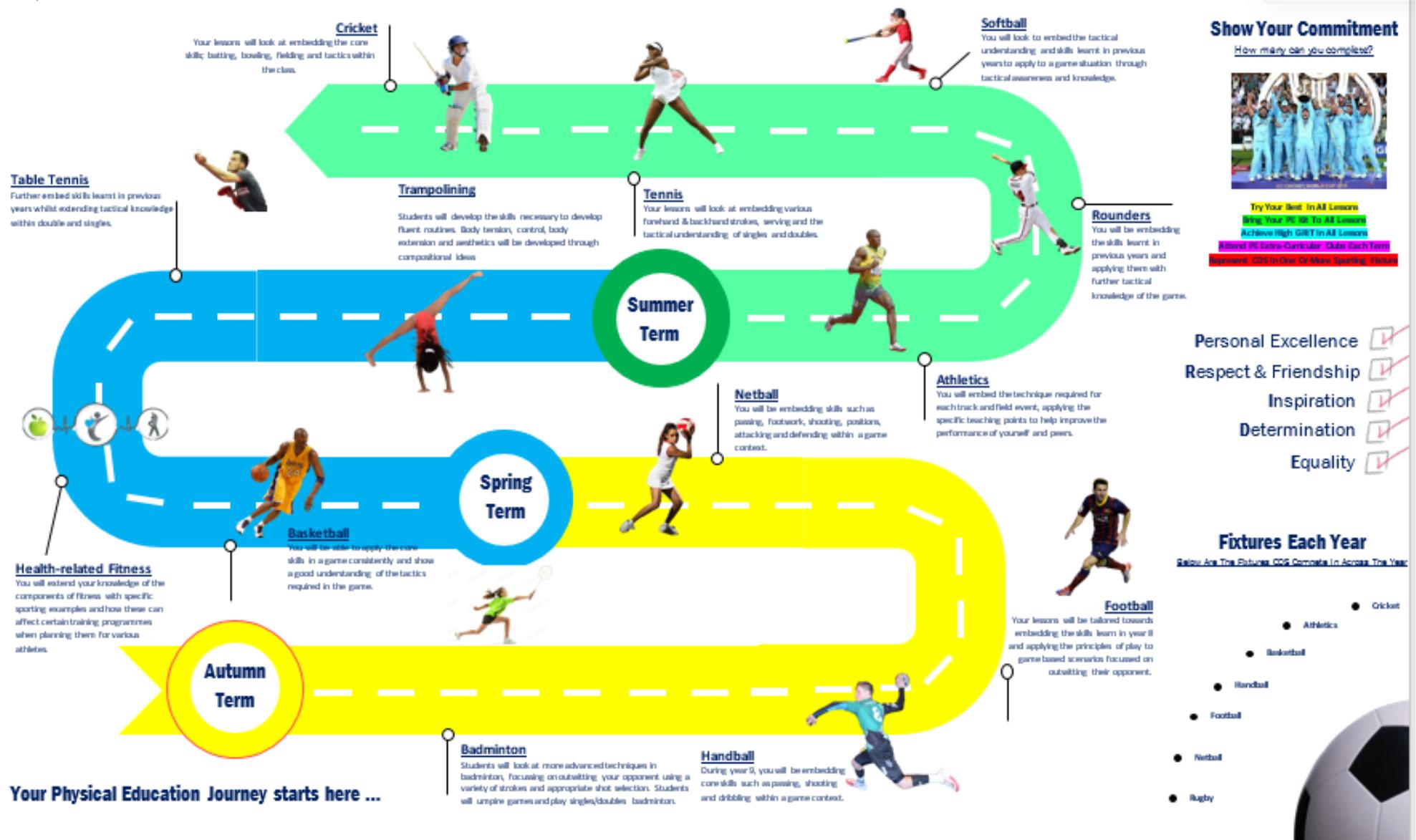


## Class Concert

Learn about the several roles in the music industry and practice working as a class to produce your own concert.

# St John Fisher Physical Education Journey

## Year 9 – Embedding the skills, knowledge and application within Physical Education



### Show Your Commitment

How many can you complete?



- Try Your Best In All Lessons
- Bring Your PE Kit To All Lessons
- Achieve High GBT In All Lessons
- Attend PE Extra-Curricular Clubs Each Term
- Represent CGS In One Or More Sporting Events

- Personal Excellence
- Respect & Friendship
- Inspiration
- Determination
- Equality

### Fixtures Each Year

Refer to The Fixtures CGS Website In Across The Year

- Cricket
- Athletics
- Basketball
- Handball
- Football
- Netball
- Rugby

Your Physical Education Journey starts here ...

## Year 9 – PSHE

Our program seeks to enable our **students to become healthy, independent and responsible members of society**. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

	Content	Assessment	What can a parent do to support?
<b>Topic 1</b> Mental health	<b>Signs</b> , triggers and positive steps <b>Isolation</b> and support	There is no formal assessment in PSHE and Citizenship. Assessment is ongoing during lessons, ensuring that students understand topics covered and are able to participate fully in classroom activities. The emphasis of the curriculum is on thinking, discussion, debate and challenge to ensure all students are able to leave school with an understanding of the world and their rights and responsibilities within it.	Ask your child what they are studying and encourage them to express their views.
<b>Topic 2</b> SRE (10:10 resources)	<b>The search</b> for love (session 1) <b>Love</b> people, use things (session 2) <b>In control</b> of my choices (session 3) <b>Fertility</b> and contraception (session 4) <b>Marriage</b> (session 5) <b>One</b> hundred percent (session 6)		Watch the news as a family and talk about some of the issues that link to the PSHE topics.  Encourage your child to be aware of what is happening in the local community and understand difficulties that people face.
<b>Topic 3</b> IAG	<b>What</b> career would I like? <b>What</b> type of careers are available to me? <b>Being</b> a young entrepreneur <b>Self</b> -employment options		Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are  Be aware of some of the peer pressures on children and support them to make informed choices
<b>Topic 4</b> Diversity and prejudice	<b>The primacy</b> of human rights <b>Own</b> core values and choices <b>Challenging</b> stereotyping, prejudice, bigotry, bullying, and discrimination		Check internet security settings in the house are appropriate and monitor your child's use.



## Year 9 – RE

When	Topic	Assessment/HW	What can a parent do to support?
<b>Term 1</b> <b>Autumn 1</b> <b>(September-October)</b>  <u><b>Christian Philosophy</b></u>	Design Cause Science and faith Religious experience Prayer, Natural and moral evil Response to evil and suffering	Outline the argument from design. Design argument does not prove God exist. Do you agree? Give a reason for your opinion. Give a reason why some people might disagree with you. Outline three examples of religious experience. What is Big Bang? Why is this so important in the God debate? What has Hawking's said big bang suggests about God? How may some say evolution causes issues for 'made in the image and likeness of God'	<b>Help revise the key words:</b> Catechism, omnipotent, Ex-nihilo, evolution, Design, cosmological, <i>fides et ratio</i> , Miracle, numinous, prayer, theodicy  <b>Help plan homework task</b>
<b>Autumn 2</b> <b>(October-December)</b>  <u><b>Christian Ethics</b></u>	Conscience Educating conscience Freewill Educating Conscience Temptation Moral dilemma Foetus development Abortion	What is conscience? Why do human have conscience and freewill? How can one apply the parable of the Good Samaritan to conscience and freewill? "Everyone should have a right to have a baby" Evaluate this statement-use a SoWaA.	<b>Help revise the key words:</b> Sanctity of life, quality of life, Imago Dei, Freewill, Conscience, Foetus  <b>Help plan homework task</b>
<b>Term2</b> <b>Spring 1</b> <b>(January-February)</b>  <u><b>Christian Ethics cont.</b></u>	IVF Vanity and faith-plastic surgery Animal testing Immigration and ethic debate Humanist and Freud Forgiveness	"It is okay to test animals for new beauty products" do you agree? Give reasons for your opinion. Give reasons why some people might disagree.	<u><b>Christian Ethics</b></u> <b>Help revise the key words:</b> Racial equality, encyclical, Laudato Si, stewardship <b>Help revise the key words:</b> task
<b>Spring 2</b> <b>(February –April)</b>  <u><b>Catholic Marriage and family life</b></u>	Purpose of marriage Changing attitude to marriage Importance of children Sex before marriage Divorce-different attitudes	Outline three purpose of marriage. "Marriage is not important today". Do you agree? Give reasons for your opinion. Give reasons why some people may disagree. "Children are not a gift from God, this is a creation of Catholics". Evaluate this statement-provide a quote from the Bible or church teaching.	Nuclear family, cohabitation, divorce
<b>Term 3</b> <b>Summer 1</b> <b>(April-May)</b>  <u><b>Family life cont.</b></u>	Homosexuality Role of men and women Gender prejudice and discrimination Equality of men and women Divorce, annulment and remarriage	Outline three roles of men and women in society today "Homosexuality is wrong"-Evaluate this statement. "Catholics should allow divorce". Do you agree? Give reasons for your opinion. Give reasons why some people may disagree with you.	Homosexuality, prejudice, discrimination, equality, Imago Dei. Annulment, divorce
<b>Summer 2</b> <b>(May-July)</b>  <b>SRE</b>	Family and relationships Love people use things Searching for love In control of my choices Family life Keeping families together	Outline three way people show true love. "It's okay to use people for personal gains". Evaluate this statement	Respect, courage, compassion, honesty, courage, Ten commandments, Bible.

### Useful Websites:

<http://www.reonline.org.uk/specials/places-of-worship/>

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

## Year 9 – Science

In year 9 students continue to look at some of the key topics underpinning further study in Science.

<b>When</b>	<b>Topic</b>	<b>Assessment</b>
<b>Autumn 1</b>	Cells and Transport	End of topic test
<b>Autumn 2</b>	Tissues, Organs and Organ Systems	End of topic test
<b>Spring 1</b>	Atoms, Elements and the Periodic Table	End of topic test
<b>Spring 2</b>	Compounds and Bonding	End of topic test
<b>Summer 1</b>	Waves and Magnetism	End of topic test
<b>Summer 2</b>	Reflection and retrieval practice	End of year exam

### **What can a parent do to support?**

Encourage students to use their class notes and look up content they are learning.

Quiz students to encourage regular recall of knowledge.

### **Helpful Books / Useful Websites**

BBC Bitesize

Oak National Academy

Quizlet

More advanced students may want to use a GCSE revision guide to support their learning; we suggest CGP AQA GCSE Combined Science: Trilogy.

## Year 9 – Technology

When	Topic	Assessment	What can a parent do to support?
<b>Rotation 1 - Food</b>	The science of food Investigating eggs and raising agents. Finding out what the ingredients do whilst learning the following skills: Pastry making Cake making Bread making Food Development in industry	Students will assess their own practical work and will often ask other people's opinions. Assessment of progress according to school policy. The theory will be assessed through homework/classwork and in end of year examinations.	Look at the recipe sheet with your child and make sure they have the right ingredients and container to carry the food home in. Please be prepared to try the food and give some feedback!
<b>Rotation 2 - Textiles</b>	Health and safety Designer research Sugar skull design skills Applique/ Using a needle and thread Patterns and seam allowance Sewing machine skills	Theory and design work will be assessed according to school policy, and with a summative test at the end of the year. Students will assess their own work in order to improve their skills.	Students may want to bring in their own embellishments and fabrics to work with, however this is <b>NOT</b> compulsory as equipment and fabric is provided.
<b>Rotation 3 – Product Design</b>	Health and Safety Using tools and equipment correctly Drawing techniques Creating a template Basic electronics Computer Aided Design Construction methods and finishes. Materials based research	Students will work on a series of practical tasks enhanced by theoretical information to create a product. This will be assessed in line with the schools marking policy and involve input from the teacher, students and personal reflection.	Students may wish to bring in images to enhance their design. All the equipment and materials are provided for the project. During the homework cycle it would be valuable to the students for parents to give feedback on the design tasks set.

### Additional Information

During Year 9, students rotate around 3 subjects. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

Bitesize

School produced recipe book

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.nhs.uk](http://www.nhs.uk) Choices