



2<sup>nd</sup> November 2020

Dear Parent/Carer,

**YEAR 9 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD**

**HALF TERM 2**

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 3 and Key Stage 4 can be found on the school website at [www.stjamesheadle.co.uk/curriculum](http://www.stjamesheadle.co.uk/curriculum). Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 2, this is what is intended to be studied in Year 9 in each subject. **Please be aware that due to the current restrictions, including the delivery of remote learning, the delivery of the curriculum may be subject to change:**

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Poetry: War and Conflict Creative Writing to Argue	Comparisons of presentation of war through poetry. Students to create a letter or speech in response to the scenario 'Christmas is extinct.'
Mathematics	Unit 3 – Data Time Series Frequency diagrams and polygons Estimate of the mean Reserve mean Two way tables Scatter graphs including predictions Unit 4 – Calculating Space Volume and surface area of prisms Circles and sectors	HT 2 Assessment – testing knowledge of skills taught in Units 3 and 4 AND interleaving of topics in units 1 and 2
RE	Key message to young people Sexuality In Relationship Consent Sacrament of Marriage Annulment & Divorce Creating Life Respect for Life	Ongoing and summative assessments
Science	Forces and Motion How forces can affect motion (Speed and acceleration) Pupils will also investigate forces and moments and be introduced to the concept of 'work' Genetics and Evolution Understanding inheritance, chromosomes, DNA and genes	Enquiry – pivots investigation Enquiry - extracting DNA from fruit



Geography	Rivers – Flooding' Flood Hydrographs, Global Warming River Bollin enquiry, World Development Indicators of Development, Factors of influence. HIC,LIC,NEE Direct Comparison of Country in Africa and the UK Demographic Transition Model,	River Bollin enquiry End of unit test
History	How difficult was it to make a peace settlement that would please everyone? (Aims and outcomes for the 'Big Three' / German reaction) How did the Second World War begin?	Formative and summative assessment
PE	Boys Rugby: Passing technique, safe tackling technique, side on tackle, front on tackle, passing on the move, receiving a pass, rucking, offloading. Conditioned game, small sided games (touch/ full contact) Girls Hockey: Development of tactical awareness. Correct grip of the hockey stick, basic dribbling, the push pass technique, receiving a pass, reverse stick work, conditioned games, and small sided games.	Individuals are assessed based on their ability and group accordingly in rugby and after the hockey unit.
MFL – French	Pupils will learn to : Describe French music Name and understand music genres and compare them Recognise and name musical instruments Talk about French bands and describe their style Describing a music event Write a critique of different bands	Assessment 2 (Music): Listening and understanding, and speaking
Food and Nutrition	Pupils study Food and Nutrition, Textiles, ICT and Resistant Materials on a 10 week rotation over Year 9. For full information on the content and practical elements of these subjects, please consult our curriculum website at <a href="http://www.stjamesheadle.co.uk/curriculum">www.stjamesheadle.co.uk/curriculum</a>	
Textiles		
ICT		
Resistant Materials		
Art	Production of B&W & colour Pointillist outcomes. Exploring Seurat, Signac – Development of Art from Impressionism to	Formative and summative assessments throughout the unit



	Pointillism. Independent research & critically analyse modern influences; Jerry Wilkerson contemporary pointillist. work from direct and secondary resources in response to theme.	
Drama	Stimulus and skills development	Teacher and pupil assessment of individual and group performances
Music	Use Garage Band to compose a suitable piece of music for a scene Understand different garage band skills such as recording, quantisation and piano roll editing.	Weekly class performances throughout the topic to assess work Individual performances at the end of each lesson with pupil feedback and terminology reminders. Regular written analysis of Film Music.
PSHCE	<u>Careers Qualifications and pathways</u> ; Different qualifications available to pupils; Advice and decisions Where to get advice and the different career decisions pupils have to make <u>Managing Relationships</u> Relationships Friendships, romantic relationships and divorce Healthy and unhealthy relationships, LAC children and bereavement Sexual relationships and abuse	

In the coming weeks, you can support your child in a number of ways:

- Your child needs to review work done in Year 9 every week – through mind maps, re-reading information, practicing examination questions. Subject teachers will be able to provide information on this. Further information can be found at [www.stjamesheadle.co.uk/homework](http://www.stjamesheadle.co.uk/homework)
- Check that your child is keeping up with their homework on Show My Homework - students should be doing at least **1.5 hours work per night of homework and/or review of work**
- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc
- Ensure that they have regular breaks and get a good night's sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- Encourage them to go to the catch-up sessions that will be offered in school after half term – you will have received a separate letter from Mrs. Pickles about this



# ST JAMES'

CATHOLIC HIGH SCHOOL

- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours sincerely,

Dr. S. Guscott  
Deputy Headteacher (Curriculum and Pastoral)