



Dear Parent/Carer

**YEAR 9 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD
HALF TERM 3**

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. 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 3, this is what is intended to be studied in Year 9 in each subject. Please be aware that due to the current restrictions, the delivery of the curriculum may be subject to change in certain subjects:

| SUBJECT | TEACHING CONTENT | ASSESSMENT |
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| English | Dystopian Fiction Write accurately, fluently, effectively and at length for pleasure and information Plan, draft, edit and proof-read through Consolidate and build on their knowledge of grammar and vocabulary | Write the opening to a dystopian story Exploration and analysis of advertising over time How have attitudes towards gender changed over the centuries? |
| Mathematics | Fractions, decimals, percentages, ratio and proportion 4 operations with fractions, Problem solving with ratio (Bar Modelling) Percentage change, Compound Interest and depreciation Convert recurring decimals to fractions Triangles - Properties Pythagoras' Theorem Trigonometry | HT 3 Assessment – testing knowledge of skills taught in Units 5 and 6 |



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| RE | <u>Vocations</u> What is love? What is vocation? Purpose of Marriage The sacrament of marriage Divorce and annulment The importance of different families Catholic views on different families The sacrament of holy orders The life of a priest | Ongoing formative and summative assessment |
| 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' <u>Enquiry</u> – pivots investigation Understanding inheritance, chromosomes, DNA and genes <u>Enquiry</u> - extracting DNA from fruit | Pupils will be assessed on interleaved content and the enquiry processes. |
| Geography | Population pyramids construction and analysis. Urbanisation: Push – Pull factors. Kibera Nairobi Shanty towns The struggle for survival. Recycling Employment structures –reliance on primary goods | Know how to draw key types of graphs Develop extended writing techniques Understand the role urbanisation plays in LICs and NEEs Understand the differences that exist within and between countries at different stages of DTM |
| History | What was the most significant factor in allowing the Jews to be persecuted and murdered? (Anti-Semitism through time / Propaganda / Censorship / | Ongoing formative and summative assessment |



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| | Indoctrination / Terror / Laws / German citizens / German soldiers / Nazi middle leaders) Could Britain have done more? Kindertransport Holocaust Denial | |
| PE | Boys Table Tennis Badminton Girls Netball Football | Ongoing formative and summative assessment |
| MFL – German | Film Talking about an event – Carnival in Germany Describe and compare film genres Talking about going to the cinema Understand and talk about a foreign film | Assessment 3 (Film): listening and understanding, and speaking Assessment 4 (Film): reading and understanding, and writing |
| 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 www.stjamesheadle.co.uk/curriculum | |
| Textiles | | |
| ICT | | |
| Resistant Materials | | |
| Art | Pop Art and Food Painting Explore & understand the concepts of 'Pop Art' from the 1950's to the present day. | Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and selfassessments. Summative assessment at end of unit |
| Drama | Are pupils able to add to their repertoire of drama techniques | Summative assessment and ongoing assessment within lessons |



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| | <p>and incorporate them within the performance.</p> <p>Are pupils able to use stage furniture to their full advantage?</p> <p>Generational difference</p> <p>Challenge of imagination</p> | |
| Music | <p>To understand the intentions of a composer and the effects of film music, and how it enhances a film, exploring compositional devices and performance techniques.</p> <p>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</p> <p>How timing is a crucial factor in the composition and performance of music for film.</p> <p>How film music can change the viewer's interpretation of a scene.</p> <p>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect</p> | Ongoing formative and summative assessment |
| PSHCE | <p>Enterprise - What is an entrepreneur?</p> <p>Work trends and future careers options</p> <p>Drugs - Drugs commonly used and effects</p> | |



ST JAMES'

CATHOLIC HIGH SCHOOL

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
- Check that your child is keeping up with all of the work on Show My Homework
- 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
- 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 faithfully

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