



Dear Parent/Carer,

YEAR 9 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD HALF TERM 1

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 1, this is what is intended to be studied in Year 9 in each subject. Please be aware that due to Covid 19, including the delivery of remote learning, the delivery of the curriculum may be subject to change:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	NC: Develop an appreciation and love of reading. (Whole text) NC: Reading critically NC: Understanding increasingly challenging texts. NC: Learning new vocabulary through exploration of context. NC: Read critically through studying setting plot and characterisation.	Ongoing formative and summative assessment
Mathematics	Unit 1 – Number Product rule for counting Combinations Place value and estimation Using Venn diagrams for HCF/LCM Unit 2 – Algebra Further manipulation Using equations to problem solve Nth term (quadratic) Geometric and Fibonacci sequences)	Ongoing formative and summative assessment
RE	History of Judaism Key beliefs The Law Life & Death Worship Rituals and Festivals Daily Life Community Interfaith Dialogue	Ongoing formative and summative assessment
Science	Reactions of metals Recap Y7 metals and non-metals. Determine the reactivity of	Ongoing formative and summative assessment



	<p>metals and use the reactivity series to predict the outcome of their reactions. Enquiry – reactions of metals</p> <p>Growing Our Food Recap Y8 repro in plants. Know the structure and adaptations of a plant. Understand photosynthesis and the nutrients needed for growth and how these processes link in with the carbon cycle</p> <p>Enquiry – Starch test</p>	
Geography	<ol style="list-style-type: none"> 1. Geology of the UK Rock formation of the UK mapwork 2. Rivers <p>The processes of erosion, transportation and deposition and landforms: Meanders, Ox Bow Lakes, Waterfalls, Flood Plains, Deltas, V shaped Valleys, inter locking spurs Physical Geography Fieldtrip . River Bollin , Hypothesis testing using criteria applied to scientific testing of data gathered on sites 1 & 2 Cross sections / Stream profiles Field sketches , Observations Analysis, explanation Evaluations</p>	Ongoing formative and summative assessment
History	<p>Where was the First World War fought? What are our local, national and international connections to the Great War? Why do we remember? What was the aftermath of war like?</p>	Ongoing formative and summative assessment
PE	<p><u>Boys</u></p> <p>Football</p> <p>Handball</p> <p>Health-related fitness</p> <p><u>Girls</u></p>	Ongoing and formative assessment



	Netball Handball Cardiovascular test	
MFL – French	Role models Pupils will learn to : Describe a role model Understand descriptions of French role models Understand and say what makes someone inspirational Understand and say what someone has achieved	Ongoing formative and summative assessment
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	Baseline assessment - drawing of a sweet to assess progression from Yr8 and increased proficiency. Working with a variety of materials & techniques on the theme of 'Food' Personal response to theme and stimulus - exploring ideas & record their experiences in a Sketchbook or other means.	Ongoing formative and summative assessment
Drama	<u>NON-NATURALISTIC</u> <ul style="list-style-type: none"> • Are pupils able to distinguish between naturalistic and non-naturalistic drama? • Are pupils able to incorporate non-naturalistic work within scripts? <u>Culture</u> <ul style="list-style-type: none"> • 1950s marriage/ modern art (C.20th), e.g. Picasso 	Ongoing formative and summative assessment
Music	Understand the various ways in which music is used within a	Ongoing formative and summative assessment



	<p>range of computer and video games from different times.</p> <p>Understand, describe and use common compositional and performance features used in computer and video game music and animation.</p> <p>Understand how to vary, adapt and change a theme) for different atmospheres/scenarios</p> <p>Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. Identity Related Concepts: Composition</p> <p>Statement of Inquiry: The identity of a video or computer game or character relies heavily on the effective composition of effective music created using digital technology showing scientific and technical innovation.</p>	
PSHCE	<p>Unit 1 Environmental Issues Environment Deforestation and food waste Ethical shopping Corporate and consumer responsibilities Sustainability Meat farming and sustainable food choices</p> <p>Unit 2 Healthy Lifestyles Body image and eating disorders Consequences of negative body image Diet and exercise Benefits of a healthy lifestyle</p>	



	Mental Wellbeing Understanding mental disorders and dealing with stress	
--	--	--

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 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
- 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)