



11th March 2021

Dear Parent/Carer,

RE: YEAR 9 CURRICULUM, REMOTE LEARNING, AND HOW BEST TO SUPPORT YOUR CHILD

As a school, we are very pleased with how our Year 9 students have continued to engage with the ongoing challenges posed by Covid-19. To ensure that students continue to get the most out of their learning, please read all of the information below carefully, and contact the school if you have any further questions.

Year 9 Curriculum, Student Well-Being, and How Best to Support Your Child Half Term 4

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 4, 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 in certain subjects:**

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Exploring contexts (19th/ 20th/ 21st century) using media.	Exploration and analysis of advertising over time. How have attitudes towards gender changed over the centuries?
Mathematics	Unit 6 – Triangles Properties Pythagoras' Theorem Trigonometry Unit 7 – Probability Frequency trees Sample Space Diagrams Tree Diagrams Conditional probability Venn diagrams	HT 4 Assessment – testing knowledge of skills taught in Unit 7 AND interleaving of topics in units 5 and 6
RE	Where does evil come from? What is the purpose of suffering? Why does God allow suffering? How should we respond to evil and suffering?	Ongoing formative and summative assessment
Science	Body Systems Recap Year 7 cells. Know how tissues and organs interact to form the major body systems. Energy Recap Y8 energy resources. Pupils learn how to calculate fuel uses and costs in the domestic context e.g. comparing power ratings of different appliances Enquiry – interpreting graphs of domestic fuel use	Pupils will be assessed on interleaved content and the following enquiry processes.
Geography	Brazil A Newly Emerging Economy NEE. Mapwork physical and Human Amazonia Rainforest system; Threats	Understand the role urbanisation plays in LICs and NEEs Understand the differences that exist within and



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	to the environment; biodiversity. Indigenous tribes; Shifting cultivation, Exploitation of the rainforest S E Brazil: Sao Paulo / Rio de Janeiro. Rural to Urban Migration, Rocinha Favelas. Trans National Corporations: Car manufacturers, Foods (Pepsi Cola) Sugar .	between countries at different stages of DTM
History	What was Blitzkrieg? Was Dunkirk a victory or defeat? Was there a 'Blitz Spirit' in Manchester? Did 'the few' stop an invasion of Britain? (Battle of Britain) Was Churchill correct to think that the U-boat peril was the biggest danger to Britain? (Battle of the Atlantic)	Ongoing formative and summative assessment
PE	Boys Hockey/Table Tennis/Badminton Girls Rugby/Gymnastics	Ongoing formative and summative assessment
MFL – French	Film Produce a film review Describe characters Use newly acquired knowledge to produce an imaginative film piece	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	Critically discuss, analyse & explore Urban Art, culture and local environment. Understand how artists respond to controversial issues Exploring ideas & record their experiences in a Sketchbook or other means on the theme of 'self-expression' Create and design own Graffiti inspired doodle/ Zentangle design. Explore artists who are inspired by self-expression and an Urban theme Mulheres Barbados, Refine & develop ideas from Yr7, 8 & 9 finalise designs in light of assessments and discussions. Review and adapt learning	Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self assessments. Summative assessment at end of unit.
Drama	Theatre of the Absurd	Summative assessment and ongoing assessment within lessons
Music	Electronic music Perform and compose electronic music confidently in an ensemble setting using Garageband	Ongoing formative and summative assessment



PSHCE	Love people, use things Objectification and the impact of casual attitudes towards sex In control of my choices Making informed and considered decisions about intimacy Fertility and contraception Methods for managing conception and discuss how they uphold or contravene God's plan for sex. Marriage Different types of committed relationships One hundred percent Consent and respect Rights and responsibilities Physical consent, sexual exploitation and human rights.	
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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)