



12th April 2021

Dear Parent/Carer,

**RE: YEAR 9 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD
HALF TERM 5**

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 5, 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	Shakespeare – a Shakespearian text	A thematic analysis of a Shakespearian text. Create a monologue from the perspective of a key character. Performance of a monologue previously prepared.
Mathematics	Unit 7 – Probability (continued) Frequency trees Sample Space Diagrams Tree Diagrams Conditional probability Venn diagrams Unit 8 –Shape Polygons Angles Properties of polygons Circle theorems	HT 5 Assessment – testing knowledge of skills taught in Units 7 and 8
RE	<u>Moral Issues</u> Our purpose Where does morality come from? Catholic teaching on Sanctity of Life The beginning of human life	Ongoing formative and summative assessment
Science	Chemical Energy Changes Recap atoms, elements, molecules, and the atmosphere. Pupils recognise chemical and physical reactions and classify reactions as exothermic or endothermic. Apply the conservation of mass and relate it to balancing equations and RFM Fluids Recap Y7 particles. How pressure affects solids, liquids and gases. Investigate	Pupils will be assessed on interleaved content and the following enquiry processes.



	changes of state and resistive forces in fluids. Understand the anomaly of ice water transition. Explain energy in matter Enquiry – floating and sinking	
Geography	Environmental Issues Resources Energy- a key resource Energy consumption; changing energy mix; challenges of non-renewables; opportunities of renewable; Wind farm decision making activity; Fracking-the debate; social, economic and environmental impacts of energy production and use; Sustainability Renewables v fossil fuels Carbon Footprint: Understanding & Reduction Global warming focussing upon: Causes/Impacts/Solutions Throw-away society: Physical and Human damage to ecosystems, Conservation: Environments, species and habitats under threat	Wind Energy presentation End of unit test
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	<u>Boys</u> <u>Athletics/Cricket</u> <u>Girls</u> <u>Athletics/Rounders</u>	Ongoing formative and summative assessment
MFL – French	Jobs Pupils will learn to: Understand descriptions of different jobs; Describe a typical work day; Describe what job they would like to do in the future and describe their dream job	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	
Textiles		
ICT		



Resistant Materials	and practical elements of these subjects, please consult our curriculum website at www.stjamesheadle.co.uk/curriculum	
Art	Urban Art – 3D shoes Literacy skills- develop Personal response to theme and stimulus creativity knows no boundaries with doodlers. Discover how to adapt designs to fill design nets. Explore & Appreciate Graphic skills and design. Design Lettering to incorporate with final design. Critical analysis and written evaluations of own work and response to inspiration by others – Artists, graphic designers and crafts people	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	Masks and Script Mime Creating a convincing character Scripted performance and dialogue	Summative assessment and ongoing assessment within lessons
Music	Perform and compose traditional music confidently in an ensemble setting using the voice and keyboard Develop ability to perform and compose traditional music fluently and with accuracy and expression Develop musicality Develop personal compositional style through performance practice Develop an understanding of traditional music structures, styles, genres and traditions Increase ability to read staff notation appropriately and accurately in a range of styles, genres and traditions of traditional music Become a more sophisticated musician Develop listening skills Deepen understanding of the music we're performing	Ongoing formative and summative assessment
PSHCE	Unit 8 Crime Youth crime Why do young people commit crimes Typical youth crimes Young Offenders Consequences and the YOT Peer pressure Why young	



	people omit crime and the impact it has on family and friends Unit 9 Personal Finance Debt Causes and avoidance Financial institutions Current accounts, savings and loans Consumer rights Understanding our rights as consumer	
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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)