



18th January 2021

Dear Parent/Carer,

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 engaged with the ongoing challenges posed by Covid-19. The vast majority of our students have participated well with remote learning in the first week back at school. To ensure that students continue to get the most out of remote learning, please read all of the information below carefully, and contact the school if you have any further questions.

Remote Learning

All Zoom codes for registration time and lessons have been sent out to parents and are on Show My Homework. All students are expected to log on each day for registration at 8.40am. This is important as it enables students to receive relevant information each day. It also allows our form tutors to check in on students' mental health and well-being. All students are expected to be fully equipped for their Zoom lessons each day. They should login with their video on, and remain for the duration of the lesson. They should also be suitably dressed, and be able to work in an area that allows them to concentrate and focus.

The normal high standards of behaviour are expected, and staff reserve the right (as normal) to sanction or remove the student from the lesson if these standards are not met. Any poor behaviour will be followed up by either the Head of Year, form tutor or pastoral manager

Class work and homework will be uploaded by staff each day to ensure that no learning time is missed. All students are expected to have a good attitude to learning and to complete all work set.

**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, including the delivery of remote learning, the delivery of the curriculum may be subject to change in certain subjects:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Dystopian Fiction Write accurately, fluently, effectively and at length for pleasure and information Plan, draft, edit and proof-read through	Write the opening to a dystopian story Exploration and analysis of advertising over time



	Consolidate and build on their knowledge of grammar and vocabulary	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
RE	<u>Big Questions I</u> How did the universe begin? How did human life begin? What do the creation stories teach us about origins? Do science and religion conflict?	Ongoing formative and summative assessment
Science	Electricity and Magnetism Materials and their uses Recap Y8 rocks. Understand how ceramics, polymers and composites are made and used. Life cycle assessments and potable water. Enquiry – making slime	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 / Indoctrination / Terror / Laws / German citizens / German soldiers / Nazi middle leaders) Could Britain have done more? Kindertransport	Ongoing formative and summative assessment



	Holocaust Denial	
PE	<u>Boys</u> <u>Basketball</u> <u>Football</u> <u>Girls</u> <u>Badminton</u> <u>Football</u>	Ongoing formative and summative assessment
MFL – French	Film Talking about an event – Carnival in France 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 self-assessments. Summative assessment at end of unit.
Drama	Techniques Performance Cultural differences	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	Enterprise - What is an entrepreneur? Work trends and future careers options Drugs - Drugs commonly used and effects	

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



ST JAMES'

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- 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)