

# Curriculum Information Booklet



**Year 9**

# Holy Family Catholic School Curriculum Overview Year 9 – Art



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>Surrealism Project 1 Intro</b></p> <p>Students will be Introduced to Surrealism and be given a baseline drawing test</p> <p>Kendario La Pierre artist research and Pen study</p> <p>Wangechi Mutu mixed media transcript</p> <p>Students to revisit colour theory reinterpreting designs by Magritte</p>	<p>Introduction to Surrealism  <a href="https://www.youtube.com/watch?v=uPD6okhfGzs">https://www.youtube.com/watch?v=uPD6okhfGzs</a></p> <p>Wangechi Mutu Interview  <a href="https://www.youtube.com/watch?v=KWd64sOK_yU&amp;t=27s">https://www.youtube.com/watch?v=KWd64sOK_yU&amp;t=27s</a></p>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>Surrealism Project 2 Techniques</b></p> <p>Students to learn about and then practice surrealist techniques, perceiving patterns in chaos</p> <p>1.Rorschach (ink drips and paper folding)</p> <p>2.Decalcomania (plastic pressed into acrylic)</p>	Research Surrealist Techniques
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Surrealism Project 3 Room</b></p> <p>Students to create a surreal room using 1 point perspective. They will develop a surreal theme, add surreal elements and learn how to create volume by blending colour tones</p>	One point perspective tutorial <a href="https://www.youtube.com/watch?v=qOojGBEsWOW">https://www.youtube.com/watch?v=qOojGBEsWOW</a>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>Day of the Dead Project</b></p> <p>Skills test - observational drawing of skull/flowers</p> <p>Day of the Dead Introduced, students to paint abstract flowers using acrylic</p>	What is day of the dead ? <a href="https://www.youtube.com/watch?v=_sSawpU81cl">https://www.youtube.com/watch?v=_sSawpU81cl</a>
<b>Half Term 5 (Apr-May)</b>	<p>Students to learn printing techniques</p> <p>Lino relief of Skull cutting and printing</p> <p>Stencil of Flower cutting and printing</p>	Research Linocutting and Stencil Art
<b>Half Term 6 (Jun-Jul)</b>	<p>Students to research and develop ideas for a Final Outcome using their chosen method</p>	

<b>Examples of Home Learning Tasks</b>	Artist research pages, analysis, drawing and collage activities, finishing classwork
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ol style="list-style-type: none"> <li>1. Baseline Drawing Test</li> <li>2. Surrealist techniques Poster</li> <li>3. Surreal Room Painting</li> <li>4. Day of the Dead Final Outcome</li> </ol>
<b>Equipment that Students Need</b>	Pen, Pencil, Ruler, Rubber, sharpener, scissors and glue stick.

<b>Parent / Carers can help their child by:</b>	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
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<b>Useful Websites</b>	<a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a> <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Darkroom club- Thursdays after school Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged

<b>Who Can I Contact?</b>	Head of Art	Mr Madden <a href="mailto:mr.madden@holyfamilycatholicschool.co.uk">mr.madden@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 9 Art	Mr Madden <a href="mailto:mr.madden@holyfamilycatholicschool.co.uk">mr.madden@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 9 – Computing



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Spreadsheets / Data Science:</p> <p>In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.</p>	<ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>• <a href="https://quizziz.com">https://quizziz.com</a></li> <li>• <a href="https://bbc.co.uk/bitesize">https://bbc.co.uk/bitesize</a></li> <li>• <a href="https://senecalearning.com">https://senecalearning.com</a></li> </ul>
Half Term 2 (Nov-Dec)	<p>Developing for the web:</p> <p>In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>	<ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>• <a href="https://quizziz.com">https://quizziz.com</a></li> <li>• <a href="https://bbc.co.uk/bitesize">https://bbc.co.uk/bitesize</a></li> <li>• <a href="https://senecalearning.com">https://senecalearning.com</a></li> </ul>
Half Term 3 (Jan-Feb)	<p>Python - Project-based learning via Replit:</p> <p>In this unit, we'll re- Introduce students to Python with 4 creative investigations of problem solving and building.</p>	<ul style="list-style-type: none"> <li>• W3Schools - Python</li> <li>• Replit</li> <li>• Stack Overflow</li> </ul>
Half Term 4 (Feb-Mar)	<p>Data Representation: Going Audiovisual</p> <p>In this unit, learners will focus on making digital media such as images and sounds, and discover how media is stored as binary code. You will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative. The unit has a significant practical aspect; you will use design software (GIMP and Audacity in this case) to manipulate images and sounds. This will help you to understand how the underlying principles of digital representations are applied in real settings.</p>	<ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>• <a href="https://quizziz.com">https://quizziz.com</a></li> <li>• <a href="https://bbc.co.uk/bitesize">https://bbc.co.uk/bitesize</a></li> <li>• <a href="https://senecalearning.com">https://senecalearning.com</a></li> </ul>
Half Term 5 (Apr-May)	<p>Media: Vector Graphics</p> <p>Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p>	<ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>• <a href="https://quizziz.com">https://quizziz.com</a></li> <li>• <a href="https://bbc.co.uk/bitesize">https://bbc.co.uk/bitesize</a></li> <li>• <a href="https://senecalearning.com">https://senecalearning.com</a></li> </ul>

Half Term 6 (Jun-Jul)	Media: Animations Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models and short videos.	Oak National Academy
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>• <a href="https://quizziz.com">https://quizziz.com</a></li> <li>• <a href="https://bbc.co.uk/bitesize">https://bbc.co.uk/bitesize</a></li> <li>• <a href="https://senecalearning.com">https://senecalearning.com</a></li> </ul>
Assessment Tasks, Methods & Frequency	Assessment tasks/activities are carried out throughout each lesson to consolidate learning outcomes via Quizziz, Google Forms or Kahoot!.
Equipment that Students Need	None needed. All provided within the department.

Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework deadlines.
Useful Websites	<ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com">https://edpuzzle.com</a></li> <li>• <a href="https://quizziz.com">https://quizziz.com</a></li> <li>• <a href="https://bbc.co.uk/bitesize">https://bbc.co.uk/bitesize</a></li> <li>• <a href="https://senecalearning.com">https://senecalearning.com</a></li> </ul>
Extra-Curricular Activities & Career Opportunities	Offering Coding club to Y9's from September 2022

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 9 Computing	Mr Wynter

# Holy Family Catholic School Curriculum Overview Year 9 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>Brecht and Didactic Theatre</b></p> <p>An exploration of Brecht and Epic Theatre</p>	<p>Research on Brecht and the genre of Epic Theatre.</p> <p>Research Brechtian techniques:</p> <ul style="list-style-type: none"> <li>- Social Gestus</li> <li>- Placards</li> <li>- Breaking the Fourth Wall</li> <li>- Montage</li> <li>- Narration (using song)</li> <li>- Direct Address</li> </ul>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>Stanislavski and Naturalism</b></p> <p>An exploration of Stanislavski and Naturalism</p>	<p>Research on Stanislavski and Naturalism.</p> <p>Research Stanislavski's method:</p> <ul style="list-style-type: none"> <li>- Emotion Memory</li> <li>- Units and Objectives</li> <li>- Given Circumstances</li> <li>- The Magic If</li> <li>- Super Objective</li> </ul>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Exploring play Texts - Find Me</b></p> <p>This scheme will practically explore extracts from the play and also develop devised off-text work. Students will gain confidence in characterisation, focusing on vocal and physical skills. They will also begin to become 'Theatre Makers' - learning how to design lighting and sound, consider set, props and costume in performance.</p>	<p>Research on:</p> <ul style="list-style-type: none"> <li>- the cultural, social, historical, political context of the play</li> <li>- Characters</li> <li>- plot</li> <li>- themes</li> </ul> <p>Develop the skills of:</p> <ul style="list-style-type: none"> <li>- Script writing</li> <li>- Line learning</li> <li>- Rehearsal</li> <li>- Costume and prop design, sound and lighting design</li> </ul>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>Exploring play Texts - Blood Brothers</b></p> <p>This scheme will practically explore extracts from the play and also develop devised off-text work. Students will gain confidence in characterisation, focusing on vocal and physical skills. They will also begin to become 'Theatre Makers' - learning how to design lighting and sound, consider set, props and costume in performance.</p>	<p>Research on:</p> <ul style="list-style-type: none"> <li>- the cultural, social, historical, political context of the play</li> <li>- Characters</li> <li>- plot</li> <li>- themes</li> </ul> <p>Develop the skills of:</p> <ul style="list-style-type: none"> <li>- Script writing</li> <li>- Line learning</li> <li>- Rehearsal</li> </ul>

		<ul style="list-style-type: none"> <li>- Costume and prop design, sound and lighting design</li> <li>- Rehearsal and line learning</li> <li>- Hot seating questions and responses</li> <li>- Monologue development/diary entries</li> <li>- Self/Peer evaluations</li> </ul>
<b>Summer Term</b> <b>Apr-Jul</b>	<b>Devising</b>  Students will be introduced to a range of stimuli and will take part in a number of devising workshops, They will then work in a group to create their own mini-devised performance.	Research for devised piece, this could include: <ul style="list-style-type: none"> <li>- case studies</li> <li>- statistic</li> <li>- truth life stories</li> <li>- newspaper articles</li> <li>- song lyrics</li> <li>- music</li> <li>- imagery</li> <li>- witness statements</li> <li>- photographs</li> </ul> Develop the skills of: <ul style="list-style-type: none"> <li>- Devising</li> <li>- Rehearsal and line learning</li> <li>- Directing</li> <li>- Costume and prop design, sound and lighting design</li> <li>- Researching</li> <li>- Structuring</li> </ul>

<b>Examples of Home Learning Tasks</b>	Drama is a practical subject, therefore home learning will be largely practical in nature, focusing on: reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, monologue development/script development, watching performances online and rehearsal and refinement of script work.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will complete a performance at the end of each unit of work which will be focused on specific Drama techniques and skills. Students will also complete a written self evaluation or peer evaluation, based on their final assessed performance.  Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: assessment criteria/foci for the unit, lesson by lesson learning objective, assessment objective and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template.
<b>Equipment that Students Need</b>	<ul style="list-style-type: none"> <li>● Learning Booklet (which will mostly be retained by the teacher)</li> <li>● Pens (black and Green)</li> </ul>

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>● Joining their child's Drama Google Classroom</li> <li>● Taking them to watch live theatre performances frequently</li> <li>● Encouraging their child to join an extra-curricular drama club</li> </ul>
<b>Useful Websites</b>	<a href="http://youtube.com">http://youtube.com</a> <a href="http://www.bbc.co.uk/schools/qcsebitesize/drama/">http://www.bbc.co.uk/schools/qcsebitesize/drama/</a>

**Extra-Curricular  
Activities & Career  
Opportunities**

- KS3 Drama Club
- Bi-annual Holy Family Whole School Production
- Training with lighting equipment in the Wiseman Drama Studio
- Opportunities to focus on the role of the director
- Opportunities to focus on the role of a designer (lighting/sound/costume)
- Opportunities to take part in workshops provided by professional actors/directors/playwrights
- Opportunities to attend theatre trips

**Who Can I  
Contact?**

Head of Drama

Miss Hampshire- [ms.hampshire@holyfamilycatholicschool.co.uk](mailto:ms.hampshire@holyfamilycatholicschool.co.uk)

Teachers of Year 9  
Drama

Miss Hampshire- [ms.hampshire@holyfamilycatholicschool.co.uk](mailto:ms.hampshire@holyfamilycatholicschool.co.uk)  
Mrs Henry - [mrs.henry@holyfamilycatholicschool.co.uk](mailto:mrs.henry@holyfamilycatholicschool.co.uk)  
Ms Oseke - [ms.oseke@holyfamilycatholicschool.co.uk](mailto:ms.oseke@holyfamilycatholicschool.co.uk)



# Holy Family Catholic School Curriculum Overview Year 9 – English



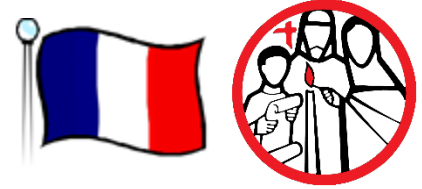
	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<b>World Voices (stories and extracts)</b> - students will read a wide range of extracts, whole texts and poems featuring voices from different cultures.	Students should pick one of the texts studied and read the whole book.
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)	<b>Oliver Twist (novel, abridged)</b> - students will read an abridged version of the classic Charles Dickens novel to improve their knowledge and understanding of 19th century texts.	Students should read another 19th century novel, e.g. Jane Eyre by Charlotte Bronte.
Half Term 4 (Feb-Mar)	<b>Shakespeare at GCSE level</b> - students will learn how to read Shakespeare and some key contexts associated with the play they will study for their GCSE, Macbeth.	Students should read another play, or some poetry by Shakespeare, e.g. Hamlet, The Merchant of Venice or A Midsummer Nights Dream.
Half Term 5 (Apr-May)	<b>Kindertransport (play)</b> - students will read a modern play set during WW2, following the life of a child rescued from the Nazis and brought to England.	Students should read other literature based on the Holocaust - e.g. If This is A Man by Primo Levi.
Half Term 6 (Jun-Jul)		

<b>Examples of Home Learning Tasks</b>	Research tasks, pre reading tasks, knowledge consolidation tasks, learning of key quotes, essay practice.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Formal assessment at least once a term, regular informal writing tasks.
<b>Equipment that Students Need</b>	Highlighter pens. A small dictionary and thesaurus are also recommended.

<b>Parent / Carers can help their child by:</b>	Ensuring they read a wide range of texts regularly and independently at home.
<b>Useful Websites</b>	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Theatre trips, contributions to the school magazine. English language skills are vital for most jobs and very useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles.

<b>Who Can I Contact?</b>	Head of English	Mr Parry
	KS3 English Co-ordinator	Mr Myers
	Teachers of Year 9 English	Mrs Osborne    Ms Duffy    Ms Akram Mrs Crabtree    Ms Olaofe    Ms Scullion

# Holy Family Catholic School Curriculum Overview Year 9 – French



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	present tense verbs, revision of past and future structures, giving opinions on friendships, celebrations	Use of Duolingo and a Collins Easy Learning Dictionary
<b>Half Term 2 (Nov-Dec)</b>	Clothing, the future tense	<a href="https://fr.maryglasgowplus.com/students/features/43423?level=bonjour">https://fr.maryglasgowplus.com/students/features/43423?level=bonjour</a>
<b>Half Term 3 (Jan-Feb)</b>	pocket money and future aspirations, describe a picture, the future tense	French Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a>
<b>Half Term 4 (Feb-Mar)</b>	Using three tenses (past, present and future), discuss French-speaking inventors	<a href="http://www.1jour1actu.com">www.1jour1actu.com</a>
<b>Half Term 5 (Apr-May)</b>	Discuss music genres, compare primary school to secondary school, using the imperfect tense	KS3 French Complete Revision & Practice with free online audio. CGP Publishing
<b>Half Term 6 (Jun-Jul)</b>	Discuss refugees in French-speaking countries, using the perfect and the imperfect tenses	Astérix et Obélix Tintin

<b>Examples of Home Learning Tasks</b>	Reading comprehension, writing developed paragraphs, online work on Activelearn
<b>Assessment Tasks, Methods &amp; Frequency</b>	Listening, speaking, reading, writing during lessons and formal assessments half-termly.
<b>Equipment that Students Need</b>	A Student Guide (provided), a ruler, highlighters, coloured pens.

<b>Parent / Carers can help their child by:</b>	Checking their exercise book and Google Classroom submissions weekly.
<b>Useful Websites</b>	<a href="http://www.senecalearning.com">www.senecalearning.com</a> <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<a href="https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages">https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages</a>

<b>Who Can I Contact?</b>	Head of MFL	Mrs Sheikh-Oomar <a href="mailto:n.sheikhoomar@holyfamily.waltham.sch.uk">n.sheikhoomar@holyfamily.waltham.sch.uk</a>
	Teachers of Year 9 French	Mr Fidegnon <a href="mailto:j.fidegnonedoh@holyfamily.waltham.sch.uk">j.fidegnonedoh@holyfamily.waltham.sch.uk</a>
		Ms St-Aimie <a href="mailto:s.aimie@holyfamily.waltham.sch.uk">s.aimie@holyfamily.waltham.sch.uk</a>
		Ms Traore <a href="mailto:a.traore@holyfamily.waltham.sch.uk">a.traore@holyfamily.waltham.sch.uk</a>

# Holy Family Catholic School Curriculum Overview Year 9 – Geography



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Population Change <ul style="list-style-type: none"> <li>• Global population growth</li> <li>• Population structure</li> <li>• Ageing and youthful populations</li> <li>• Population control</li> </ul>	<p>Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.</p> <p>Reading and watching the news.</p> <p>Reading list provided along with a selection of social media accounts to follow for geographical content.</p>
<b>Half Term 2 (Nov-Dec)</b>	River Environments - theory <ul style="list-style-type: none"> <li>• Processes</li> <li>• Landforms</li> </ul>	
<b>Half Term 3 (Jan-Feb)</b>	River Environments - management <ul style="list-style-type: none"> <li>• Hard Engineering</li> <li>• Soft Engineering</li> <li>• Case Study</li> </ul>	
<b>Half Term 4 (Feb-Mar)</b>	Global Food and Water Issues <ul style="list-style-type: none"> <li>• Water insecurity - distribution and causes</li> <li>• Strategies to improve water supply</li> </ul>	
<b>Half Term 5 (Apr-May)</b>	Food, water and energy in the UK <ul style="list-style-type: none"> <li>• Food miles</li> <li>• Energy mix and renewable energy</li> <li>• Water security</li> </ul>	
<b>Half Term 6 (Jun-Jul)</b>	Rainforests <ul style="list-style-type: none"> <li>• Characteristics of a rainforest</li> <li>• Animals and plants in the rainforest</li> <li>• Human activity in the rainforest</li> </ul>	

<b>Examples of Home Learning Tasks</b>	GCSE Style questions Reading homeworks Current affairs engagement
<b>Assessment Tasks, Methods &amp; Frequency</b>	Extended writing, gcse style questions, quizzes - termly
<b>Equipment that Students Need</b>	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

<b>Parent / Carers can help their child by:</b>	Checking students' books and online classrooms regularly Discussing current affairs with students
<b>Useful Websites</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zvt3bqt">https://www.bbc.co.uk/bitesize/subjects/zvt3bqt</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Regular discussion of career opportunities Online lectures and talks that are relevant to areas of study Trip to Wildlife Photographer of the Year exhibition

<b>Who Can I Contact?</b>	Head of Geography	Mrs Lawson
	Teachers of Year 9 Geography	Mrs Lawson, Ms Pearce, Mr Mumtaz

# Holy Family Catholic School Curriculum Overview Year 9 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	The global impact of the Cold War	<b>Choose a book or film from our <a href="#">History Reading List.docx</a></b>  <a href="https://docs.google.com/document/d/1Hb15gY3oVtfxbJNy4RNFnUfhkRQdkHbW/edit?usp=sharing&amp;oid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1Hb15gY3oVtfxbJNy4RNFnUfhkRQdkHbW/edit?usp=sharing&amp;oid=104097838839705805535&amp;rtpof=true&amp;sd=true</a>
Half Term 2 (Nov-Dec)	Roots of racism and privilege in Britain	
Half Term 3 (Jan-Feb)	Roots of racism and privilege in Britain	
Half Term 4 (Feb-Mar)	Terrorism vs radicalism	
Half Term 5 (Apr-May)	GCSE Paper 1: The British Sector of the Western Front including the story of Walter Tull and West Indian experiences	
Half Term 6 (Jun-Jul)	Indian experiences	

<b>Examples of Home Learning Tasks</b>	Includes creative writing, independent research and a creative fun research task
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>• Narrative Analysis essay (Cold War)</li> <li>• Change and Continuity essay (History of racism)</li> <li>• Significance essay (terrorism)</li> <li>• Edexcel GCSE History Paper 1 source skills (WW1)</li> </ul>
<b>Equipment that Students Need</b>	Pen (green and black), pencil, ruler, highlighters and glue stick

<b>Parent / Carers can help their child by:</b>	Asking students to read extended written work out loud to them and encouraging them to complete re-drafts of this work.
<b>Useful Websites</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/z7svr82">https://www.bbc.co.uk/bitesize/subjects/z7svr82</a>  <a href="https://senecalearning.com/">https://senecalearning.com/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Black History Walk trip</li> <li>• Diversity &amp; Inclusion Club</li> <li>• Links to careers during assessment feedback lessons</li> <li>• BHM and LGBT+ History Month activities</li> </ul>

<b>Who Can I Contact?</b>	Head of History	Mr E Shah
	Teachers of Year 9 History	Mr Shah, Mr Sayer, Ms Warren

# Holy Family Catholic School Curriculum Overview Year 9 – Mathematics



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p>Support:</p> <ul style="list-style-type: none"> <li>Calculations</li> <li>Decimal numbers and place value</li> <li>Factors and multiples</li> <li>Squares, cubes, roots</li> <li>Index notation</li> <li>Prime factors</li> </ul> <p>Core:</p> <ul style="list-style-type: none"> <li>Calculations</li> <li>Decimal numbers and place value</li> <li>Factors and multiples</li> <li>Squares, cubes, roots</li> <li>Index notation</li> <li>Prime factors</li> </ul> <p>Extension:</p> <ul style="list-style-type: none"> <li>Number problems and reasoning</li> <li>Place value and estimating</li> <li>HCF and LCM</li> <li>Calculating with powers</li> <li>Zero, negative and fractional indices,</li> <li>Powers of 10 and standard form</li> </ul>	Completion of tasks on Digital PLC on Google Classroom.
<b>Half Term 2 (Nov-Dec)</b>	<p>Support:</p> <ul style="list-style-type: none"> <li>Algebraic expressions</li> <li>Simplifying expressions</li> <li>Substitution</li> <li>Formulae</li> <li>Expanding brackets and factorising</li> <li>Using expressions and formulae</li> <li>Solving equations</li> <li>Introducing inequalities</li> <li>Generating sequences and nth term</li> </ul> <p>Core:</p> <ul style="list-style-type: none"> <li>Algebraic expressions</li> <li>Simplifying expressions</li> <li>Substitution</li> <li>Formulae</li> <li>Expanding brackets and factorising</li> <li>Using expressions and formulae</li> <li>Linear sequences and non linear sequences</li> </ul> <p>Extension:</p> <ul style="list-style-type: none"> <li>Algebraic Indices</li> <li>Expanding and factoring</li> <li>Equations and formulae</li> <li>Linear sequences and non-linear sequences</li> <li>More expanding and factorising</li> <li>Solving quadratic equations</li> </ul>	Completion of tasks on Digital PLC on Google Classroom.

	<p>Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities</p>	
<b>Half Term 3 (Jan-Feb)</b>	<p>Support: Frequency tables Two way tables Representing data in a bar chart, line graph and histogram Time series Stem and leaf diagrams Pie Charts Scatter graphs and line of best fit</p> <p>Core: Solving quadratic equations Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities</p> <p>Extension: Statistical diagrams Time series Scatter graphs Averages and range</p>	Completion of tasks on Digital PLC on Google Classroom.
<b>Half Term 4 (Feb-Mar)</b>	<p>Support: Fractions - adding, subtracting, multiplying, dividing Ratio and proportion - compare, share ratio and solve problems Direct proportion Percentage increase, decrease and real life problems</p> <p>Core: Statistical diagrams Time series Scatter graphs Averages and range</p> <p>Extension: Fractions - adding, subtracting, multiplying, dividing Ratio and proportion - compare, share ratio and solve problems Direct proportion Percentage increase, decrease and real life problems</p>	Completion of tasks on Digital PLC on Google Classroom.
<b>Half Term 5 (Apr-May)</b>	<p>Support: Properties of shapes Angles in parallel lines Angles in triangles Exterior and interior angles Geometrical patterns</p> <p>Core:</p>	Completion of tasks on Digital PLC on Google Classroom.

	<p>Fractions - adding, subtracting, multiplying, dividing</p> <p>Ratio and proportion - compare, share ratio and solve problems</p> <p>Direct proportion</p> <p>Percentage increase, decrease and real life problems</p> <p>Extension:</p> <p>Angle properties of triangles and quadrilaterals</p> <p>Interior and exterior angles of a polygon</p> <p>Pythagoras' theorem</p> <p>Trigonometry</p>	
<b>Half Term 6 (Jun-Jul)</b>	<p>Support:</p> <p>Pythagoras' theorem</p> <p>Trigonometry</p> <p>Core:</p> <p>Angle properties of triangles and quadrilaterals</p> <p>Interior and exterior angles of a polygon</p> <p>Pythagoras' theorem</p> <p>Trigonometry</p> <p>Extension:</p> <p>Linear graphs - finding the gradient and y intercept, and using <math>y=mx+c</math></p> <p>Plot graphs</p> <p>Graphing rates of change</p> <p>Real Life Graphs</p> <p>Line segments</p> <p>Quadratic graphs, cubic and reciprocal graphs</p> <p>Surds</p>	Completion of tasks on Digital PLC on Google Classroom.

<b>Examples of Home Learning Tasks</b>	<p>Tasks on Mathswatch.</p> <p>Tasks from the Digital PLC.</p> <p>Parallel Maths Project.</p>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>• End of term assessment</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>• End of term assessment</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>• End of year test</li> </ul>
<b>Equipment that Students Need</b>	2 black pens, green pen, pencil, ruler, protractor, compass and a scientific calculator. Half termly equipment checks take place.

<b>Parent / Carers can help their child by:</b>	<p>Ensuring all homework is completed.</p> <p>Support the department by ensuring their child uses the digital PLC to revise for assessments or when they have missed school.</p> <p>Ensure their children have the correct equipment at all times as stated above.</p>
<b>Useful Websites</b>	<p><a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a></p> <p><a href="https://corbettmaths.com/">https://corbettmaths.com/</a></p> <p><a href="https://www.mathsgenie.co.uk/">https://www.mathsgenie.co.uk/</a></p> <p><a href="https://parallel.org.uk/">https://parallel.org.uk/</a></p>

**Extra-Curricular  
Activities & Career  
Opportunities**

Star challenge questions.  
Independent study using MathsWatch.  
Students selected for Intermediate Maths Challenge.  
Parallel Maths Challenge.

**Who Can I  
Contact?**

Head of Mathematics	Mr McCollin
KS3 Mathematics Co-ordinator	Ms Atakan
Teachers of Year 9 Mathematics	Mr McCollin, Ms Atakan, Mr Heelan, Ms Scott, Ms Yeboah, Ms Thomas



# Holy Family Catholic School Curriculum Overview Year 9 – Music



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>Music and the Moving Image 1 (Performing)</b></p> <p>The first half term will focus on students learning about what it means by 'Media' and different types of Music and Moving Image. They will learn how music affects the pictures on screen. Students will listen to some famous film music and learn how to appraise the music. Students will have a go at playing some famous pieces from films. They will also learn some different techniques used in film music including mickeymousing and leitmotifs.</p>	<p>Research the following:</p> <ul style="list-style-type: none"> <li>- Film Music History</li> </ul>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>Music and the Moving Image 2 (Composing)</b></p> <p>The second half term will focus on students composing music to some famous film clips. They will use all of the knowledge they have learnt from the first term to compose an interesting piece of music that goes with the moving images. Students will also complete an analysis test from all of the theory that they have learnt so far.</p>	<p>Research the following:</p> <ul style="list-style-type: none"> <li>- Mickeymousing</li> <li>- Leitmotif</li> </ul>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Theme &amp; Variations</b></p> <p>Students will learn how to compose using the method of 'Theme &amp; Variations'. Using the musical elements they will make a piece of music which is based on their original theme they have composed. This will help them to be more innovative in their songwriting and will help them in their future composition work in Grime music next half term.</p>	<p>Research the following:</p> <ul style="list-style-type: none"> <li>- Augmentation</li> <li>- Diminution</li> </ul>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>Grime Music</b></p> <p>Students will learn about the history of grime. They will listen and learn about songs that have influenced grime. They will learn how to write a Grime song and will spend this half-term writing and composing a grime song from scratch. They will learn how to write and record bass lines, chords and to write some lyrics. Students will submit their work via Bandlab.</p>	<p>Research the following:</p> <ul style="list-style-type: none"> <li>- History of Grime</li> <li>- Extended Chords</li> </ul>
<b>Half Term 5 (Apr-May)</b>	<p><b>Ode To Joy - Remixing</b></p> <p>Students will learn a classical song (Ode To Joy) on the keyboard. They will record the song into Bandlab. They will use the metronome to meticulously record the song. Once recorded we will explore remixing techniques. We will look at existing songs that have been remixed and the different ways that this is possible. Students will remix Ode To Joy using the techniques we have learnt about this term.</p>	<p>Research the following effects:</p> <ul style="list-style-type: none"> <li>- Reverb, Delay, Chorus and Distortion.</li> </ul>

<b>Half Term 6 (Jun-Jul)</b>	<b>Individual Project</b> Students will choose an artist that has inspired them. They will research the artist and analyse at least two of the artists' songs. They will produce a PowerPoint and will present it to the class. They will make critical judgements about their own and others' musical tastes. They will be able to aurally identify musical features when listening to music.	Research the following: - Musical Elements - Your favourite artist
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<b>Examples of Home Learning Tasks</b>	Music is a practical subject, therefore home learning will be largely practical in nature, focusing on: practising (if you have instruments at home or using the music room at lunchtimes/after school), researching composers/performers, researching job roles in the music industry, theory quizzes, lyric writing, listening to music and describing it using subject specific language.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will complete an assessment at the end of each unit of work which will either be a composition or a performance task. Students will also undertake various quizzes and mini tests to check knowledge throughout the year of the musical elements, note values and appraising music. Students are provided with booklets for every scheme of work and will include assessment criteria/focus for the unit, lesson by lesson learning objectives, assessment objectives and resources for all of the lessons.
<b>Equipment that Students Need</b>	<ul style="list-style-type: none"> <li>● Learning Booklets (which will be kept at school)</li> <li>● Pens (Black and Green)</li> </ul>

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>● Joining their child's Music Google Classroom</li> <li>● Taking their child to see some live music</li> <li>● Encouraging them to listen to different types of music</li> <li>● Encouraging their child to join an extracurricular Music club</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>● <a href="http://www.bbc.co.uk/education/subjects/zmsvr82">http://www.bbc.co.uk/education/subjects/zmsvr82</a></li> <li>● <a href="http://www.your-personal-singing-guide.com/choir-singing.htm">http://www.your-personal-singing-guide.com/choir-singing.htm</a></li> <li>● <a href="http://www.dsokids.com/">http://www.dsokids.com/</a></li> <li>● <a href="http://www.mymusictheory.com/">http://www.mymusictheory.com/</a></li> <li>● <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>● <a href="http://www.musictheoryvideos.com/">http://www.musictheoryvideos.com/</a></li> <li>● <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> <li>● <a href="http://www.last.fm">http://www.last.fm</a></li> </ul>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>● Music Technology Club</li> <li>● Orchestra</li> <li>● Choir</li> <li>● Performing in front of others on their instrument in assemblies</li> <li>● Bi-annual Holy Family Whole School Production</li> <li>● Opportunities to go on trips to go and see some live music</li> </ul>

<b>Who Can I Contact?</b>	Head of Music	Mr Marrone <a href="mailto:mr.marrone@holyfamilycatholicschool.co.uk">mr.marrone@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 9 Music	Mr Marrone <a href="mailto:mr.marrone@holyfamilycatholicschool.co.uk">mr.marrone@holyfamilycatholicschool.co.uk</a> Mr Strachan <a href="mailto:mr.strachan@holyfamilycatholicschool.co.uk">mr.strachan@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 9 – PE



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<u>Impact of Sporting Values on our day to day lives</u>	<ul style="list-style-type: none"> <li>Wider reading about sport</li> <li>Attend extra-curricular clubs at school</li> <li>Join clubs outside of school</li> <li>Watch sport in your local community and on TV</li> <li>Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle</li> </ul>
Half Term 2 (Nov-Dec)	<u>Competition leading to success</u>	
Half Term 3 (Jan-Feb)	<u>Problem solving to gain independence</u>	
Half Term 4 (Feb-Mar)	<b>Power of positivity</b> <ul style="list-style-type: none"> <li>Positive Mind-set</li> <li>Fixed Mindset</li> <li>Growth Mindset</li> <li>Benefits to Health</li> <li>Look for Positive Perspective</li> <li>Spread Positivity</li> <li>Handle Criticism</li> <li>Goal Setting</li> </ul>	
Half Term 5 (Apr-May)	<b>Power of Positivity</b> <ul style="list-style-type: none"> <li>Positive Mind-set</li> <li>Fixed Mindset</li> <li>Growth Mindset</li> <li>Benefits to Health</li> <li>Look for Positive Perspective</li> <li>Spread Positivity</li> <li>Handle Criticism</li> <li>Goal Setting</li> </ul>	
Half Term 6 (Jun-Jul)	<u>Gaining Leadership skills through PE</u>	

<b>Examples of Home Learning Tasks</b>	
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>AfL and Formative Assessment (Questioning, Observation, Feedback)</li> <li>Regular descriptive feedback (teacher, self, peer)</li> <li>Clear vision of learning target. What does it look like? The qualities/ criteria involved.</li> <li>Use of models and examples to highlight strong and weak work.</li> <li>Learning log</li> </ul>
<b>Equipment that Students Need</b>	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

<b>Useful Websites</b>	
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**Extra-Curricular  
Activities & Career  
Opportunities**

- Lunch/Afterschool Sports Clubs - Various
- Football Team
- Basketball Team
- Cross - Country Team
- Athletics Team
- Netball Team
- Sports Leaders
- Bronze DofE (managed by WIR)

<b>Who Can I Contact?</b>	Head of PE	Mrs E Cole
	Teachers of Year 8 PE	Mr R Wilbraham, Mr E Graefe, Ms M Winter, Ms K Paul Jones
	Sports Coach	Mr D Lavinier
	PE TA	Mr K Lisbie

# Holy Family Catholic School Curriculum Overview Year 9 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>St Mark's Gospel - Who is Jesus?:</b> Scriptural study and analysis of St Mark's Gospel. This half term pupils will focus on the identity of Jesus as presented in Mark's Gospel including, an historical and social analysis of Mark's Gospel, why Mark stresses sacrifice as central to the life of Jesus, the meaning of the title 'Son of Man', the meaning and significance of Jesus' baptism, the miracles (nature and healing) in Mark's Gospel, Peter's confession and what this shows about the identity of Jesus, the transfiguration and the identity of Jesus, Jesus' conflicts with the authorities, and the last days of Jesus' life and the meaning of the death and resurrection of Christ.</p>	<p><a href="https://www.biblegateway.com/pass-age/?search=Mark+1&amp;version=NRSVCE">https://www.biblegateway.com/pass-age/?search=Mark+1&amp;version=NRSVCE</a></p> <p><a href="https://www.christianity.com/wiki/christian-terms/st-mark-the-apostle-11629574.html">https://www.christianity.com/wiki/christian-terms/st-mark-the-apostle-11629574.html</a></p> <p><a href="https://bibleproject.com/blog/mark-gospel-servant-messiah/">https://bibleproject.com/blog/mark-gospel-servant-messiah/</a></p>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>St Mark's Gospel - The Nature of Discipleship:</b> Scriptural study and analysis of St Mark's Gospel. This half term pupils will focus on the nature of discipleship in Mark's Gospel including, how were the disciples were called, what we can learn from the parables of Jesus, how Jesus treated the less fortunate and what we can learn from his example, what Peter's denial teach about faith and discipleship, how women are presented in the Bible, and the meaning and significance of discipleship in the 21st century.</p>	<p><a href="https://www.biblegateway.com/pass-age/?search=Mark+1&amp;version=NRSVCE">https://www.biblegateway.com/pass-age/?search=Mark+1&amp;version=NRSVCE</a></p> <p><a href="https://www.catholicnewsagency.com/resource/56192/gospel-of-mark">https://www.catholicnewsagency.com/resource/56192/gospel-of-mark</a></p>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Forms of Expression and Ways of Life:</b> Beginning of the study of the GCSE (Edexcel Catholic Christianity A). Pupils will study the architecture of a Catholic church, the internal features of a Catholic church, what are sacred objects in the Catholic faith, and why is artwork important to Catholics.</p>	<p><a href="https://www.youtube.com/watch?v=Z-2iUCBOnQY&amp;list=PLO9sTSBHwEDaPIKOzARICv_9mkb0D07ta">https://www.youtube.com/watch?v=Z-2iUCBOnQY&amp;list=PLO9sTSBHwEDaPIKOzARICv_9mkb0D07ta</a></p>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>Forms of Expression and Ways of Life:</b> Continuation of study of Forms of Expression and Ways of Life. Pupils will study how sculptures and statues are used in Catholic worship, the symbols and imagery used in religious art, how music is used in worship, and how drama is used in worship.</p>	<p><a href="https://www.youtube.com/watch?v=Z-2iUCBOnQY&amp;list=PLO9sTSBHwEDaPIKOzARICv_9mkb0D07ta">https://www.youtube.com/watch?v=Z-2iUCBOnQY&amp;list=PLO9sTSBHwEDaPIKOzARICv_9mkb0D07ta</a></p>
<b>Half Term 5 (Apr-May)</b>	<p><b>Sources of Wisdom and Authority:</b> Second module of the GCSE. Pupils will study the Bible, how the Bible is structured, what types of books does the Bible contain, how can the Bible be interpreted, why is the Bible considered a source of</p>	<p><a href="https://www.youtube.com/watch?v=zUIYcXuvdY8&amp;list=PLO9sTSBHwEDYdpV_SZ9KcVmpYmmRlZPTC">https://www.youtube.com/watch?v=zUIYcXuvdY8&amp;list=PLO9sTSBHwEDYdpV_SZ9KcVmpYmmRlZPTC</a></p>

	guidance and teaching, what is the magisterium, who are members of the magisterium, how does the magisterium communicate with Catholics, what is a ecumenical council, and what was the Second Vatican Council and how did it change Catholic life.	<a href="https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1</a>
<b>Half Term 6 (Jun-Jul)</b>	<b>Sources of Wisdom and Authority:</b> Continuation of the second module of the GCSE. Pupils will study what is the meaning of the Church as the Body of Christ, is there unity in the Church, what are the four marks of the Church, why is Mary considered a model of the Church, how do we make moral decisions, how can Jesus guide our moral behaviour, and what is the meaning of conscience and natural law.	<a href="https://www.youtube.com/watch?v=zUIYcXuvdY8&amp;list=PL09sTSBHwEDYdpV_SZ9KcVmpYmmRlZPTC">https://www.youtube.com/watch?v=zUIYcXuvdY8&amp;list=PL09sTSBHwEDYdpV_SZ9KcVmpYmmRlZPTC</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1</a>

<b>Examples of Home Learning Tasks</b>	Reading and analysis of Biblical scripture, writing developed paragraphs in response to a question, completion of quizzes on key knowledge on Google Forms.
<b>Assessment Tasks, Methods &amp; Frequency</b>	<b>Command words for assessment:</b> <ul style="list-style-type: none"> <li>● Outline (recall information)</li> <li>● Explain (explain the meaning, significance or important within Catholics belief, also with reference to a source of wisdom and authority)</li> <li>● Evaluate (respond to a statement considering arguments for and against, and coming to a justified conclusion).</li> </ul> <p>Half-termly formal assessment and summative weekly/bi-weekly knowledge quizzes.</p>
<b>Equipment that Students Need</b>	Access to the St Mark's Gospel (provided), dictionary, black/blue pen, red and green pen, highlighters, coloured pencils (provided), and ruler.

<b>Parent / Carers can help their child by:</b>	Checking their exercise book and Google Classroom submissions weekly.
<b>Useful Websites</b>	<a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a> <a href="http://www.liturgyoffice.org.uk/Calendar/2022/index.shtml">http://www.liturgyoffice.org.uk/Calendar/2022/index.shtml</a> <a href="https://www.vatican.va/archive/ENG0015/_INDEX.HTM">https://www.vatican.va/archive/ENG0015/_INDEX.HTM</a> See Pupil Portal for further reading and extended learning.
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Philosophy Club Peace Club Chaplaincy service Liturgy Leaders <a href="https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/">https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/</a>

<b>Who Can I Contact?</b>	Head of Religious Education	Mr P Norman (Head of RE) <a href="mailto:mr.norman@holyfamilycatholicschool.co.uk">mr.norman@holyfamilycatholicschool.co.uk</a> Mr C Becket (KS3 coordinator) <a href="mailto:mr.beckett@holyfamilycatholicschool.co.uk">mr.beckett@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 9 Religious Education	Mr Fidegnon <a href="mailto:mr.fidegnon@holyfamilycatholicschool.co.uk">mr.fidegnon@holyfamilycatholicschool.co.uk</a> Mr Gharu <a href="mailto:mr.gharu@holyfamilycatholicschool.co.uk">mr.gharu@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 9

## Biology, Chemistry and Physics



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1</b> <b>(Sept-Oct)</b>	<p><b>Introduction to Combined Science</b></p> <p><b>B1. Cells:</b></p> <p><b>'If we were broken into a trillion pieces, how many would be the same?'</b></p> <ul style="list-style-type: none"> <li>• Structure of animal and plant cells</li> <li>• Use of microscopes (RP1- Use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.)</li> <li>• Specialised cells</li> <li>• Prokaryotic and eukaryotic cells</li> <li>• Transport in cells</li> <li>• Osmosis Practical (Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.)</li> <li>• EoTT (End of Topic Test)</li> </ul>	<p>Why we live and why we die, by Lewis Wolpert</p>
<b>Half Term 2</b> <b>(Nov-Dec)</b>	<p><b>C1. Atomic structure &amp; The Periodic Table:</b></p> <p><b>'Why are some elements reactive while others are not?'</b></p> <ul style="list-style-type: none"> <li>• A simple model of the atom, symbols, relative atomic mass, electronic charge, and isotopes</li> <li>• The periodic table</li> <li>• EoTT (End of Topic Test)</li> </ul> <p><b>P1. Energy:</b></p> <p><b>'At night when I'm tired, where did all my energy go?'</b></p> <ul style="list-style-type: none"> <li>• Energy changes in a system, and the ways energy is stored before and after such changes</li> <li>• Conservation and dissipation of energy (RP13 - An investigation to determine the specific heat capacity of one or more materials.)</li> <li>• Global and National energy resources</li> <li>• EoTT (End of Topic Test)</li> </ul>	<p>Periodic Tales: The Curious Lives of the Elements, by Hugh Aldersey Williams</p> <p>The Disappearing Spoon, by Sam Kean</p> <p>Energy: A Beginner's Guide by Vaclav Smil</p>



<b>Half Term 3 (Jan-Feb)</b>	<p><b>B2. Organisation:</b> <b>'Why should your body be as organised as your house?'</b></p> <ul style="list-style-type: none"> <li>Principles of organisation</li> <li>Animal tissues, organs and organ systems (<i>RP 3 - Use qualitative reagents to test for a range of carbohydrates, lipids and proteins. and RP 4 - investigate the effect of pH on the rate of reaction of amylase enzyme</i>) Includes: organ systems and non-communicable diseases</li> <li>Plant tissues, organs and organ systems</li> <li>EoTT (End of Topic Test)</li> </ul>	I Contain Multitudes: The Microbes Within Us and a Grand View of Life, by <i>Ed Yong</i>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>C2. Bonding:</b> <b>'How can moving electrons change elements?'</b></p> <ul style="list-style-type: none"> <li>Chemical bonds, ionic, covalent and metallic</li> <li>How bonding and structure are related to the properties of substances</li> <li>Structure and bonding of carbon</li> <li>EoTT (End of Topic Test)</li> </ul>	Reactions: The private life of atoms, by <i>Peter Atkins</i>
<b>Half Term 5 (Apr-May)</b>	<p><b>P3. Particle model of matter:</b> <b>'When we add/take away heat energy what impact does this have on objects?'</b></p> <ul style="list-style-type: none"> <li>Changes of state and the particle model</li> <li>Density (<i>RP 17 - use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids.</i>)</li> <li>Internal energy transfers</li> <li>EoTT (End of Topic Test)</li> </ul>	Napoleon's Buttons: How 17 Molecules Changed History, by <i>Penny Le Couteur</i>
<b>Half Term 6 (Jun-Jul)</b>	<p><b>Revision</b> <b>End of year exam</b> - includes all content (Foundation/Higher) Tier level of entry</p> <p><b>P4. Atomic structure (Radioactivity):</b> <b>'Do the drawbacks outweigh the benefits of nuclear energy?'</b></p> <ul style="list-style-type: none"> <li>Atoms and isotopes</li> <li>Atoms and nuclear radiation</li> </ul>	Chernobyl: History of a Tragedy, by <i>Serhii Plokhyy</i>  The Radium Girls: They paid with their lives by <i>Kate Moore</i>



- EoTT (End of Topic Test)

### B3. Bioenergetics:

#### **'How do organisms make and use energy?'**

- Photosynthesis (RP 4 - investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed)

<b>Examples of Home Learning Tasks</b>	Reading/comprehension tasks Exam style questions Research tasks (articles) Online quizzes (Seneca, LBQ, Isaac Physics) Consolidation activities
<b>Assessment Tasks, Methods &amp; Frequency</b>	Each topic will be assessed with an 'End of Topic Test' Tests will be tiered according to ability (foundation/higher)
<b>Equipment that Students Need</b>	Basic stationary: pens (black and green), pencil, ruler, rubber Specific equipment: scientific calculator, protractor Lab coats will be provided for practicals

<b>Parent / Carers can help their child by:</b>	Joining the 'Google Classroom' to enable discussion about their learning and homework requirements Ensuring their child is fully equipped at the beginning of the academic year Attending Parents Evenings
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a></li> <li>• <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></li> <li>• <a href="https://www.youtube.com/c/Cognitoedu">https://www.youtube.com/c/Cognitoedu</a></li> </ul>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Baylabs trip - 'Marvellous mutations' STEM club Eco-council

<b>Who Can I Contact?</b>	Head of Science	Mr Thrasivoulou
	KS4 Science Coordinator	Ms Johnson
	Teachers of Year 9 Science	Ms Anjorin      Ms Johnson Mr Mensah      Ms Paschalides Ms Tariq      Mr Uddin

# Holy Family Catholic School Curriculum Overview Year 9 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Recap of year 8 structures and grammar, talking about your week- days of the week and present tense, revising TV programs, talking about films Learning more complex opinions, practising singular and plural opinions, using irregular verbs in the present tense: Ir, hacer, ser, using different forms of the present tense, revising the near future	<a href="https://www.thefablecottage.com/languages/spanish">https://www.thefablecottage.com/languages/spanish</a> Extension reading on hobbies.
<b>Half Term 2 (Nov-Dec)</b>	Talking about your birthday in detail, talking about life as a celebrity, famous singers/actors / sportspeople, understanding the description of days out. Using the preterite tense, using the Ws when listening. Proyecto- Writing a rap- using rhyme and rhythm in Spanish, research on Fonsi / Enrique Iglesias / Nati Natacha	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Extension reading on music.
<b>Half Term 3 (Jan-Feb)</b>	Learning about professions, masculine and feminine professions Using tener que + infinitive, pronunciation of J Conditional tense, Near future revision Así que and Por eso, porque synonyms- ya que, puesto que, dado que	<a href="https://cuentosparadormir.com/">https://cuentosparadormir.com/</a> Extension reading on professions.
<b>Half Term 4 (Feb-Mar)</b>	Describing your job using time sequencers, answering a job interview Further practice with using 3 tenses Looking up new words / reference materials, checking for grammatical accuracy Coping with authentic texts, skimming and scanning a text	<a href="https://snappyspanish.com/beginner-spanish-stories/">https://snappyspanish.com/beginner-spanish-stories/</a> Extension reading on jobs.
<b>Half Term 5 (Apr-May)</b>	Revising food and drink from Yr8, talking about your diet, talking about the Mediterranean diet, talking about an active lifestyle, describing your daily routine, parts of the body and aches Using Direct object pronouns, forming and using Boot verbs, forming and using reflexive verbs, using Se debe / no se debe + infinitive	<a href="https://www.thefablecottage.com/languages/spanish">https://www.thefablecottage.com/languages/spanish</a> Extension reading on lifestyle.
<b>Half Term 6 (Jun-Jul)</b>	KS3/4 work Talking about recycling, discussing global environmental issues, discussing what we could do to protect the environment	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a>

Using Se debería  
End of year project : El medioambiente

Extension reading on Recycling.

<b>Examples of Home Learning Tasks</b>	Reading comprehension, writing developed paragraphs, online work on Activelearn
<b>Assessment Tasks, Methods &amp; Frequency</b>	Listening, speaking, reading, writing during lessons and formal assessments half-termly.
<b>Equipment that Students Need</b>	A Student Guide (provided), a ruler, highlighters, coloured pens.

<b>Parent / Carers can help their child by:</b>	Checking their child's exercise book and Google Classroom submissions weekly. Listening to their spoken Spanish, testing them on vocabulary knowledge from the student guide regularly, getting and using a bilingual dictionary, downloading apps like Duolingo to practise Spanish.
<b>Useful Websites</b>	<a href="http://www.senecalearning.com">www.senecalearning.com</a> <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.revisionworld.com">www.revisionworld.com</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Pen pal exchange Languages café <a href="https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages">https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages</a> Spanish Christmas carol club

<b>Who Can I Contact?</b>	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 9 Spanish	Ms Prada Ms Orblin Ms St Aimee

# Holy Family Catholic School Curriculum Overview Year 9 – Technology (Design Tech)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<b>Jewellery Box Project:</b> <ul style="list-style-type: none"> <li>The advantages and disadvantages of using wood.</li> <li>The three types of wood and their differences.</li> <li>The terminology to write a detailed specification.</li> <li>How to draw four design ideas, get peer feedback and choose one to develop.</li> <li>The reasons for choosing the design as your final one.</li> <li>How to use the drawing tools on 2D Design V2 to draw the final design in 3D.</li> <li>The reasons for using wood joints.</li> <li>Able to differentiate types of wood joints.</li> <li>State the uses of the various tools and machinery</li> <li>How to use scale to draw the boxes accurately. All dimensions must be shown.</li> </ul>	<ul style="list-style-type: none"> <li>Research types of wood using computers.</li> <li>Justify all the specification points in detail.</li> <li>Render/Shade all design ideas to make them real. Fully annotate all the ideas.</li> <li>The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! <a href="https://www.sketchup.com/products/sketchup-for-web">https://www.sketchup.com/products/sketchup-for-web</a></li> </ul>
<b>Half Term 2 (Nov-Dec)</b>	<b>Jewellery Box Project (continue):</b> <ul style="list-style-type: none"> <li>All H&amp;S regulations governing the construction of this.</li> <li>The making steps when writing a production plan.</li> <li>Evaluate the Wooden Box Project using the appropriate terminology.</li> </ul> <b>challenge:</b> <ul style="list-style-type: none"> <li>Know how to create designs on 2D Design software to engrave on the box.</li> <li>Know the different types of applied finishes on the box and how to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>Go through all safety regulations before using the machines.</li> <li>Complete and update the diary of manufacture as you go along.</li> <li>Vectorise any image that needs to be vectorised before sending to the laser cutter.</li> </ul>
<b>Half Term 3 (Jan-Feb)</b>	<b>Pewter Casting Project:</b> <ul style="list-style-type: none"> <li>How to write a design brief stating what you intend on designing and who you intend on designing for (your target market).</li> <li>How to research existing pewter cast objects.</li> <li>How to know the words associated with the pewter casting process (the tools, equipment, machinery, materials).</li> <li>How to know the pewter casting process and create a flow chart.</li> </ul>	<ul style="list-style-type: none"> <li>Research types of metals using computers.</li> <li>Justify all the specification points in detail.</li> <li>The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with</li> </ul>

	<ul style="list-style-type: none"> <li>How to draw six design ideas, get peer feedback and choose two to develop.</li> <li>How to write a specification for your design.</li> <li>How to choose a final design to draw on 2D Design and make in the workshop.</li> </ul>	<p>your school email and start drawing!</p> <p><a href="https://www.sketchup.com/products/sketchup-for-web">https://www.sketchup.com/products/sketchup-for-web</a></p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>Pewter Casting Project (Project):</b></p> <ul style="list-style-type: none"> <li>How to laser cut a mould of your final design using MDF or wood.</li> <li>How to put your mould together using glue.</li> <li>How to pour pewter into your mould, while wearing the safety gear, and wait for your mould to cool.</li> <li>How to remove the sprue from your pewter cast object using a junior hacksaw, and then file down using a file.</li> <li>How to polish your pewter cast object using wet and dry paper.</li> <li>Finish polishing your pewter cast object using the buffing machine.</li> <li>How to add finishing touches (e.g. a hole for a key ring, a chain, bend it if it is a bracelet or ring).</li> <li>How to evaluate the project and get peer feedback on your pewter cast object.</li> </ul>	<ul style="list-style-type: none"> <li>Go through all safety regulations before using the brazing hearth and the polisher.</li> <li>Complete Pewter casting - Question sheet 1, and Safety - Brazing worksheet.</li> <li>Complete Casting project Self-Evaluation</li> <li>Complete evaluation of your finished project.</li> </ul>
<b>Half Term 5 (Apr-May)</b>	<p><b>3D Presentation:</b></p> <ul style="list-style-type: none"> <li>Research into different types of pictorial drawing – Isometric, oblique, etc.</li> <li>Introduction to isometric projection.</li> <li>Drawing basic shapes in isometric projection using isometric grid sheets.</li> <li>Introduction to one-point perspective drawing using a vanishing point – drawing basic objects below, above and on a horizon line using the same vanishing point.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the types of pictorial drawings.</li> <li>Draw complex isometric shapes.</li> <li>Drawing complex one-point perspective design. E.g. Designing either a kitchen.</li> </ul>
<b>Half Term 6 (Jun-Jul)</b>	<p><b>3D Presentation (continue):</b></p> <ul style="list-style-type: none"> <li>Know how to draw 3D objects in orthographic projection (3rd angle).</li> <li>Introduction to 2D techsoft packaging using 2D design techsoft.</li> <li>Using google sketchup to design basic house (building).</li> <li>Introduction to orthographic projection (1<sup>st</sup> Angle Projection).</li> </ul>	<ul style="list-style-type: none"> <li>The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing!</li> </ul> <p><a href="https://www.sketchup.com/products/sketchup-for-web">https://www.sketchup.com/products/sketchup-for-web</a></p>

<b>Examples of Home Learning Tasks</b>	As per whole school assessment cycle pupils will be tested on a mid-project assessment as well as an end of project assessment which is in keeping with the whole school data drops schedule
<b>Assessment Tasks, Methods &amp; Frequency</b>	Pupils will get a taste of drawing in 2D and 3D software just as Architects, engineers, game designers and artists do. Students use 2D Techsoft to design basic and complex pictorial drawings.

<b>Equipment that Students Need</b>	Plain papers/Pen/Pencil/Colour pencils/ green pen/eraser/sharpies for the H&S posters
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<b>Parent / Carers can help their child by:</b>	Youtube, <a href="https://www.sketchup.com/products/sketchup-for-web">https://www.sketchup.com/products/sketchup-for-web</a> , <a href="http://www.technologystudent.com">www.technologystudent.com</a> , <a href="http://www.howitworks.com">www.howitworks.com</a> , <a href="http://www.bbcbitsize.co.uk">www.bbcbitsize.co.uk</a>
<b>Useful Websites</b>	Youtube, <a href="https://www.sketchup.com/products/sketchup-for-web">https://www.sketchup.com/products/sketchup-for-web</a> , <a href="http://www.technologystudent.com">www.technologystudent.com</a> , <a href="http://www.howitworks.com">www.howitworks.com</a> , <a href="http://www.bbcbitsize.co.uk">www.bbcbitsize.co.uk</a> file:///D:/Holy%20Family%20Catholic%20School/Year%208/Board%20Game/INTRODUCTION%20TO%20Board%20Game%20Project%20PPT.pptx.pdf
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	STEM club

<b>Who Can I Contact?</b>	Head of Technology	Mr S. Nandlal
	Teachers of Year 9 Technology	Miss Jaber, Mr Kwarteng, Miss Ozpalas, Mr S. Nandlal