

Curriculum Information Booklet



Year 9

Holy Family Catholic School Curriculum Overview Year 9 – Art



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Surrealism Project 1 Intro Students will be Introduced to Surrealism and be given a baseline drawing test Kendario La Pierre artist research and Pen study Wangechi Mutu mixed media transcript Students to revisit colour theory reinterpreting designs by Magritte	Introduction to Surrealism https://www.youtube.com/watch?v=uPD6okhfGzs Wangechi Mutu Interview https://www.youtube.com/watch?v=KWd64sOK_yU&t=27s
Half Term 2 (Nov-Dec)	Surrealism Project 2 Techniques Students to learn about and then practice surrealist techniques, perceiving patterns in chaos 1.Rorschach (ink drips and paper folding) 2.Decalcomania (plastic pressed into acrylic)	Research Surrealist Techniques
Half Term 3 (Jan-Feb)	Surrealism Project 3 Room 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	One point perspective tutorial https://www.youtube.com/watch?v=qOojGBEsWQw
Half Term 4 (Feb-Mar)	Day of the Dead Project Skills test - observational drawing of skull/flowers Day of the Dead Introduced, students to paint abstract flowers using acrylic	What is day of the dead ? https://www.youtube.com/watch?v=sSawpU81cl
Half Term 5 (Apr-May)	Students to learn printing techniques Lino relief of Skull cutting and printing Stencil of Flower cutting and printing	Research Linocutting and Stencil Art
Half Term 6 (Jun-Jul)	Students to research and develop ideas for a Final Outcome using their chosen method	

Examples of Home Learning Tasks	Artist research pages, analysis, drawing and collage activities, finishing classwork
Assessment Tasks, Methods & Frequency	1. Baseline Drawing Test 2. Surrealist techniques Poster 3. Surreal Room Painting 4. Day of the Dead Final Outcome
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors and glue stick.

Parent / Carers can help their child by:	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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Useful Websites	https://www.tate.org.uk/kids https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/
Extra-Curricular Activities & Career Opportunities	Darkroom club- Thursdays after school Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged

Who Can I Contact?	Head of Art	Mr Nandlal mr.nandlal@holyfamilycatholicschool.co.uk
	Teachers of Year 9 Art	Miss Winson ms.winson@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 9 – Computing



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Spreadsheets / Data Science: 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.	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 2 (Nov-Dec)	Developing for the web: 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.	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 3 (Jan-Feb)	Artificial Intelligence and Machine Learning : In this unit, we'll discover what is AI, and what does machine learning actually involve? From self-driving cars to determining someone's age, artificial intelligence (AI) systems trained with machine learning (ML) are being used more and more.	<ul style="list-style-type: none"> • Nearpod.com • https://quizziz.com • https://bbc.co.uk/bitesize •
Half Term 4 (Feb-Mar)	Data Representation: Bitmap Images In this unit, learners will focus on making digital media such as images and sounds, and discover how images are stored as binary code. You will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, The unit has a significant practical aspect; you will use design software (Photoshop) to manipulate images. This will help you to understand how the underlying principles of digital representations are applied in real settings.	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 5 (Apr-May)	Media: Vector Graphics 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.	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 6	Programming Fundamentals: Python	

(Jun-Jul)	Python is one of the most popular programming languages in the world. This series of courses take learners from absolute beginner to understanding core concepts such as sequence, selection and iteration.	turinglab.com/
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
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"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Extra-Curricular Activities & Career Opportunities	Offering Coding club to Y9's from September 2023

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

Holy Family Catholic School Curriculum Overview Year 9 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Autumn Term	<p>Practitioners - Brecht and Epic Theatre v Stanislavski and Naturalism</p> <p>An exploration of Brecht and Epic Theatre and Stanislavski and Naturalism</p>	<p>Research on Brecht and the genre of Epic Theatre.</p> <p>Research Brechtian techniques:</p> <ul style="list-style-type: none"> - Social Gestus - Placards - Breaking the Fourth Wall - Montage - Narration (using song) - Direct Address <p>Research on Stanislavski and Naturalism.</p> <p>Research Stanislavski's method:</p> <ul style="list-style-type: none"> - Emotion Memory - Units and Objectives - Given Circumstances - The Magic If - Super Objective <p>Develop skills of:</p> <ul style="list-style-type: none"> - Written and Verbal Analysis - Written and Verbal Evaluation - Voice - physicality - characterisation - communication - Devising
Spring Term	<p>Exploring play Texts - Find Me/Blood Brothers</p> <p>This scheme will practically explore extracts from a 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"> - the cultural, social, historical, political context of the play - Characters - plot - themes <p>Develop the skills of:</p> <ul style="list-style-type: none"> - Written and Verbal Analysis - Written and Verbal Evaluation - Script writing - Line learning - Rehearsal - Costume and prop design, sound and lighting design - Rehearsal and line learning

		<ul style="list-style-type: none"> - Hot seating questions and responses - Monologue - development/diary entries - Voice - physicality - characterisation - communication - Devising - Scripted Performance
Summer Term	Devising from a Stimulus A scheme that helps students develop their devising skills, using a range of stimuli to create an original piece of theatre.	Research into: <ul style="list-style-type: none"> - themes and issues of their devising focus - a range of stimuli - true life events Develop skills of: <ul style="list-style-type: none"> - Written and Verbal Analysis - Written and Verbal Evaluation - Voice - physicality - characterisation - communication - Devising - Costume and prop design, sound and lighting design - Rehearsal - Directing

Examples of Home Learning Tasks	KS3 Drama is predominantly focused on developing practical performance skills, 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. However, there will be some written research tasks set for homelearning, as well as written analysis/evaluation questions to help develop student's written skills. For Devising SOW the written analysis questions are modelled on the Component 1 Devising GCSE portfolio framework. This is to prepare students for the coursework element of KS4 Drama GCSE, should they continue with it.
Assessment Tasks, Methods & Frequency	<p>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.</p> <p>Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: The big Idea, Big Question/s, Skills foci, Technique foci, assessment criteria/foci for the unit, lesson by lesson learning objectives and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template.</p>
Equipment that Students Need	<ul style="list-style-type: none"> • Learning Booklet (which will mostly be retained by the teacher) • Pens (black and Green)

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining their child's Drama Google Classroom • Taking them to watch live theatre performances frequently
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	<ul style="list-style-type: none"> Encouraging their child to join an extra-curricular drama club
Useful Websites	http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> 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	Ms Hampshire-Mannion: ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 9 Drama	Ms Hampshire-Mannion: - ms.hampshire@holyfamilycatholicschool.co.uk Mrs Henry - mrs.henry@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 9 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	World Voices (stories and extracts) - 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)	Oliver Twist (novel, abridged) - 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 5 (Apr-May)	Noughts and Crosses (play) Students will read a whole modern play and explore themes of racism, inequality and political upheaval through the play and related poems.	Students should read the novel version of Noughts and Crosses and other books in the series by Malorie Blackman.
Half Term 6 (Jun-Jul)		

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

Parent / Carers can help their child by:	Ensuring they read a wide range of texts regularly and independently at home.
Useful Websites	www.educake.co.uk
Extra-Curricular Activities & Career Opportunities	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.

Who Can I Contact?	Head of English	Mr Parry			
	KS3 English co-ordinator	Ms Duffy			
	Teachers of Year 9 English	Mrs Osborne Mrs Scullion	Ms Duffy Mr Sharp	Mrs Crabtree Ms Carter	Ms Olaofe

Holy Family Catholic School Curriculum Overview Year 9 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	revision of present past and future structures, giving opinions on friendships, musical tastes, my last & next birthday	Use of Duolingo and a Collins Easy Learning Dictionary
Half Term 2 (Nov-Dec)	Discussing clothes, pocket money, chores, using 'vouloir', discuss plans for a future career, future tense	https://fr.maryglasgowplus.com/students/features/43423?level=bonjour
Half Term 3 (Jan-Feb)	Discuss how you were/ where you lived when you were little, using the imperfect tense, discuss eating habits	French Bitesize https://www.bbc.co.uk/bitesize/subjects/zgdqxn
Half Term 4 (Feb-Mar)	Using three tenses (past, present and future), discuss the environment, how to protect nature	www.1jour1actu.com
Half Term 5 (Apr-May)	Discuss French-speaking countries, touristic activities, giving extended opinions, compare positive & negative aspects or consequences.	KS3 French Complete Revision & Practice with free online audio. CGP Publishing
Half Term 6 (Jun-Jul)	Discuss booking holidays in French-speaking countries, using extended opinions, comparisons, research a francophone artiste	Astérix et Obélix Tintin

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

Parent / Carers can help their child by:	Checking their exercise book and Google Classroom submissions weekly. Questioning them on what new language they have learnt this week.
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages

Who Can I Contact?	KS3 French Lead	Ms Orblin
	Teachers of Year 9 French	Mr Fidegnon Ms St-Aimie Ms Traore

Holy Family Catholic School Curriculum Overview Year 9 – Geography



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Population Change <ul style="list-style-type: none"> Global population growth Population structure Ageing and youthful populations Population control 	<p>Students should listen to, read and/or watch the news regularly.</p> <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>Social media accounts to follow for geographical content .e.g. National Geographic, BBC News, David Attenborough</p>
Half Term 2 (Nov-Dec)	River Environments - theory <ul style="list-style-type: none"> Processes Landforms 	
Half Term 3 (Jan-Feb)	River Environments - management <ul style="list-style-type: none"> Hard Engineering Soft Engineering Case Study 	
Half Term 4 (Feb-Mar)	Global Food and Water Issues <ul style="list-style-type: none"> Water insecurity - distribution and causes Strategies to improve water supply 	
Half Term 5 (Apr-May)	Food, water and energy in the UK <ul style="list-style-type: none"> Food miles Energy mix and renewable energy Water security 	
Half Term 6 (Jun-Jul)	Congo Rainforest <ul style="list-style-type: none"> Characteristics of a rainforest Animals and plants in the rainforest Human activity in the rainforest 	

Examples of Home Learning Tasks	Homework booklets for each topic including reading homework, map skills, locational knowledge, literacy tasks, numeracy tasks, Geography in the news and revision exercises.
Assessment Tasks, Methods & Frequency	Extended writing, GCSE style questions, regular low stakes quizzes, end of topic assessments.
Equipment that Students Need	Pen (green and black), at least three coloured pens, pencil, ruler, calculator, highlighters, glue stick

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

Who Can I Contact?	Head of Geography	Ms Herrick
	Teachers of Year 9 Geography	Ms Herrick & Mrs Sayer

Holy Family Catholic School Curriculum Overview Year 9 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	How could it be that Jewish people were subject to similar forms of abuse 2000 years apart?	Choose a book or film from our History Reading List.docx https://docs.google.com/document/d/1Hb15gY3oVtfxbJNy4RNFuUfhkRQdkHbW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Half Term 2 (Nov-Dec)	“Can I be both?” Migration to Britain over time.	
Half Term 3 (Jan-Feb)	How far has racist power changed in the UK?	
Half Term 4 (Feb-Mar)	GCSE Paper 1: The British Sector of the Western Front including the story of Walter Tull and West Indian experiences	
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)	Terrorism vs radicalism	

Examples of Home Learning Tasks	Includes creative writing, independent research and a creative fun research task
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Consequences assessment (antisemitism) • Similarity and Difference assessment (migration) • Change and Continuity assessment (racist power) • Significance essay (terrorism) • Edexcel GCSE History Paper 1 source skills (WW1)
Equipment that Students Need	Pen (green and black), pencil, ruler, highlighters and glue stick

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

Who Can I Contact?	Head of History	Mr E Shah
	Teachers of Year 9 History	Mr Shah, Ms Parker, Ms Warren, Ms Hu, Ms Fodor

Holy Family Catholic School Curriculum Overview Year 9 – Mathematics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Support:</p> <ul style="list-style-type: none"> Calculations Decimal numbers and place value Factors and multiples Squares, cubes, roots Index notation Prime factors <p>Core:</p> <ul style="list-style-type: none"> Calculations Decimal numbers and place value Factors and multiples Squares, cubes, roots Index notation Prime factors Standard form Surds 	Completion of tasks on Digital PLC on Google Classroom.
Half Term 2 (Nov-Dec)	<p>Support:</p> <ul style="list-style-type: none"> Algebraic expressions Simplifying expressions Substitution Formulae Expanding brackets and factorising Using expressions and formulae <p>Core:</p> <ul style="list-style-type: none"> Algebraic expressions Simplifying expressions Substitution Formulae Expanding brackets and factorising Using expressions and formulae Linear sequences and non linear sequences 	Completion of tasks on Digital PLC on Google Classroom.
Half Term 3 (Jan-Feb)	<p>Support:</p> <ul style="list-style-type: none"> 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>Core:</p> <ul style="list-style-type: none"> Statistical diagrams 	Completion of tasks on Digital PLC on Google Classroom.

	Time series Scatter graphs Averages and range Fractions - adding, subtracting, multiplying, dividing Ratio and proportion - compare, share ratio and solve problems Direct proportion Percentage increase, decrease and real life problems	
Half Term 4 (Feb-Mar)	Support: Fractions - adding, subtracting, multiplying, dividing Ratio and proportion - compare, share ratio and solve problems Direct proportion Percentage increase, decrease and real life problems Core: Angle properties of triangles and quadrilaterals Interior and exterior angles of a polygon Pythagoras' theorem Trigonometry Linear graphs - finding the gradient and y intercept, and using $y=mx+c$ Plot graphs Graphing rates of change Real Life Graphs Line segments Quadratic graphs, cubic and reciprocal graphs	Completion of tasks on Digital PLC on Google Classroom.
Half Term 5 (Apr-May)	Support: Solving equations Introducing inequalities More formulae Generating sequences Use the nth term of a sequence Core: Area and volume Metric units of area and volume Volume and surface area of prisms Area and circumference of circles Arc length and sector area Surface area and volume of cones, pyramids and spheres	Completion of tasks on Digital PLC on Google Classroom.
Half Term 6 (Jun-Jul)	Support: Missing angles Angles in parallel lines Interior and exterior angles in a polygon Geometrical patterns Mean, median, mode and range Types of averages Estimating the mean Sampling Area and perimeter	Completion of tasks on Digital PLC on Google Classroom.

	<p>Surface area Volume</p> <p>Core: Plans and elevations Reflection Rotation Translation Enlargement Scales and scale drawings Construct triangles Construct bisectors Draw a locus Solve loci problems</p>	
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Examples of Home Learning Tasks	<p>Tasks on Mathswatch. Tasks from the Digital PLC. Parallel Maths Project.</p>
Assessment Tasks, Methods & Frequency	<p>Autumn:</p> <ul style="list-style-type: none"> • End of term assessment <p>Spring:</p> <ul style="list-style-type: none"> • End of term assessment <p>Summer:</p> <ul style="list-style-type: none"> • End of year test
Equipment that Students Need	2 black pens, green pen, pencil, ruler, protractor, compass and a scientific calculator. Half termly equipment checks take place.

Parent / Carers can help their child by:	<p>Ensuring all homework is completed. Support the department by ensuring their child uses the digital PLC to revise for assessments or when they have missed school. Ensure their children have the correct equipment at all times as stated above.</p>
Useful Websites	<p>https://vle.mathswatch.co.uk/vle/ https://corbettmaths.com/ https://www.mathsgenie.co.uk/ https://parallel.org.uk/</p>
Extra-Curricular Activities & Career Opportunities	<p>Star challenge questions. Independent study using MathsWatch. Students selected for Intermediate Maths Challenge. Parallel Maths Challenge.</p>

Who Can I Contact?	Head of Mathematics	Mr McCollin Ms Atakan (Deputy Head of Mathematics)
	KS3 Mathematics Co-ordinator	Ms Yeboah
	Teachers of Year 9 Mathematics	Mr McCollin, Ms Atakan, Mr Murphy, Ms Maslowska, Mr Aziz, Ms Emith-Small, Ms Thomas, Ms Berlo

Holy Family Catholic School Curriculum Overview Year 9 – Music



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Music and the Moving Image 1 (Performing) 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.	Research the following: - Film Music History https://www.bbc.co.uk/bitesize/articles/z7bphbk
Half Term 2 (Nov-Dec)	Music and the Moving Image 2 (Composing) 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.	Research the following: - Mickey mousing - Leitmotif https://www.bbc.co.uk/bitesize/articles/z7bphbk
Half Term 3 (Jan-Feb)	Electronic Dance Music Students will learn about the history of EDM. They will listen and learn about songs that have influenced EDM. They will learn how to write a EDM track. They will learn how to write and record bass lines, chords and to write some lyrics. Students will submit their work via Garageband, Bandlab or YuStudio.	Research the following: https://www.bbc.co.uk/bitesize/articles/zd9wd6f
Half Term 4 (Feb-Mar)	Electronic Dance Music Students will learn about the history of EDM. They will listen and learn about songs that have influenced EDM. They will learn how to write a EDM track. They will learn how to write and record bass lines, chords and to write some lyrics. Students will submit their work via Garageband, Bandlab or YuStudio.	Research the following: https://www.bbc.co.uk/bitesize/articles/zd9wd6f
Half Term 5 (Apr-May)	Ode To Joy - Remixing 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.	Research the following effects: https://www.bbc.co.uk/bitesize/articles/zd9wd6f
Half Term 6	Individual Project	Research the following:

(Jun-Jul)	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.	https://www.musictheory.net/products/lessons
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Examples of Home Learning Tasks	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.
Assessment Tasks, Methods & Frequency	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.
Equipment that Students Need	<ul style="list-style-type: none"> • Learning Booklets (which will be kept at school) • Pens (Black and Green)

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

Who Can I Contact?	Head of Music	Mr Strachan mr.strachan@holycatholicfamilycatholic.co.uk
	Teachers of Year 9 Music	Mr Strachan mr.strachan@holycatholicfamilycatholic.co.uk

Holy Family Catholic School Curriculum Overview Year 9 – PE



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) Half Term 2 (Nov-Dec) Half Term 3 (Jan-Feb) Half Term 4 (Feb-Mar) Half Term 5 (Apr-May) Half Term 6 (Jun-Jul)	<p>Exploring Leadership and being Active for Life</p> <p>Performance - Pathway</p> <p>Unit 1: Strength and Conditioning for Sports Performance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Programming for sports performance • <p><u>Key Learning Outcomes</u></p> <p>Head - know key exercise and programming to improve sports performance</p> <p>Hands - carry out a sport specific fitness programme.</p> <p>Heart - demonstrate commitment and persistence</p> <p>Unit 2: Training for Individual Performance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Badminton • Table Tennis • Tennis • Athletics <p><u>Key Learning Outcomes</u></p> <p>Head - know key strategies and tactics for success in individual sports</p> <p>Hands - apply tactics and strategies.</p> <p>Heart - demonstrate positive sporting values</p> <p>Unit 3: Training for Teams Performance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Netball • Basketball • Football <p><u>Key Learning Outcomes</u></p> <p>Head - know key strategies and tactics for success in individual sports</p> <p>Hands - apply tactics and strategies.</p> <p>Heart - support team members positively to achieve successful outcomes</p> <p>Leisure/ Recreation - Pathway</p> <p>Unit 4: Fitness for General Health and Well-being</p>	<ul style="list-style-type: none"> • Wider reading about sport • Attend extra-curricular clubs at school • Join clubs outside of school • Watch sport in your local community and on TV • Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle

Activities

- Programming for sports performance

Key Learning Outcomes

Head -Head - Understand the social mental and emotional benefits of regular physical activity

Hands - carry out a general fitness programme.

Heart - demonstrate commitment and persistence

Unit 5: Games for 'Fun'**Activities**

- Dodgeball
- Benchball
- Recreational Games

Key Learning Outcomes

Head - Understand the social mental and emotional benefits of regular physical activity

Hands - apply tactics and strategies.

Heart - take part in activity for 'Fun and enjoyment'

Unit 6: Leading Activities for Others**Activities**

- Sports Leaders Programme

Key Learning Outcomes

Head - plan activities to help keep others active

Hands -carry out activity sessions for others.

Heart - build leadership qualities

You will be taught through Sports Leadership,
Personal System for Instruction, Cooperative
Learning and Teaching Personal and Social
Responsibility

Examples of Home Learning Tasks**Assessment Tasks, Methods & Frequency**

- AfL and Formative Assessment (Questioning, Observation, Feedback)
- Regular descriptive feedback (teacher, self, peer)
- Clear vision of learning target. What does it look like? The qualities/ criteria involved.
- Use of models and examples to highlight strong and weak work.
- Learning log

Equipment that Students Need

Holy Family PE T-Shirt
Holy Family PE Shorts
White Sports Socks
Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Lunch/Afterschool Sports Clubs - Various • Football Team • Basketball Team • Cross - Country Team • Athletics Team • Netball Team • Sports Leaders • Bronze DofE (managed by WIR)

Who Can I Contact?	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
Half Term 1 (Sept-Oct)	<p><u>St Mark's Gospel - Who is Jesus? and the Nature of Discipleship:</u></p> <p>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. Pupils will also 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>https://www.biblegateway.com/passage/?search=Mark+1&version=NRSVCE</p> <p>https://www.christianity.com/wiki/christian-terms/st-mark-the-apostle-11629574.html</p> <p>https://bibleproject.com/blog/mark-gospel-servant-messiah/</p> <p>https://www.biblegateway.com/passage/?search=Mark+1&version=NRSVCE</p> <p>https://www.catholicnewsagency.com/resource/56192/gospel-of-mark</p>
Half Term 2 (Nov-Dec)	<p><u>Ethics and World Faiths:</u></p> <p>A study of ethical decision-making through the lens of different faith traditions. They will study how Christianity, Judaism, Islam, Buddhism, Sikhism, and Hinduism provide moral guidance and inform people's choices. The curriculum will also delve into contemporary ethical issues such as abortion, euthanasia, war and peace, animal rights, and wealth creation, examining these topics through religious and philosophical perspectives.</p>	<p>https://www.bbc.co.uk/bitesize/articles/znpg47h</p> <p>https://www.bbc.co.uk/bitesize/articles/zmcsmfr</p> <p>https://www.bbc.co.uk/bitesize/articles/zfn792p</p> <p>https://www.bbc.co.uk/religion/religions/hinduism/</p>
Half Term 3 (Jan-Feb)	<p><u>Forms of Expression and Ways of Life:</u></p> <p>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>https://www.youtube.com/watch?v=Z-2iUCBOnQY&list=PLO9sTSBHwEDaPIKOzARICv_9mkb0D07ta</p>
Half Term 4 (Feb-Mar)	<p><u>Forms of Expression and Ways of Life:</u></p> <p>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</p>	<p>https://www.youtube.com/watch?v=Z-2iUCBOnQY&list=PLO9sTSBHwEDaPIKOzARICv_9mkb0D07ta</p>

	imagery used in religious art, how music is used in worship, and how drama is used in worship.	
Half Term 5 (Apr-May)	Sources of Wisdom and Authority: 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 guidance and teaching, what is the magisterium, who are members of the magisterium, how does the magisterium communicate with Catholics, what is an ecumenical council, and what was the Second Vatican Council and how did it change Catholic life.	https://www.youtube.com/watch?v=zUIYcXuvdY8&list=PL09sTSBHwEDYdpV_SZ9KcVmpYmmRIzP TC https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1
Half Term 6 (Jun-Jul)	Sources of Wisdom and Authority: 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.	https://www.youtube.com/watch?v=zUIYcXuvdY8&list=PL09sTSBHwEDYdpV_SZ9KcVmpYmmRIzP TC https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1

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

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

Who Can I Contact?	Head of Religious Education	Mrs Aoife Kean (Head of RE) ms.kean@holyfamilycatholicschool.co.uk
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	Teachers of Year 9 Religious Education	Ms. Joseph ms.joseph@holyfamilycatholicschool.co.uk Ms. Richards-Fearon ms.richards-fearon@holyfamilycatholicschool.co.uk Mr. Akinwoleola mr.akinwoleola@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 9

Biology, Chemistry and Physics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>B1. Cells:</p> <ul style="list-style-type: none"> Structure of animal and plant cells 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.) Specialised cells Prokaryotic and eukaryotic cells Transport in cells Osmosis Practical (Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.) EoTT (End of Topic Test) 	Why we live and why we die, by Lewis Wolpert
Half Term 2 (Nov-Dec)	<p>C1. Atomic structure & The Periodic Table:</p> <p>A simple model of the atom, symbols, relative atomic mass, electronic charge, and isotopes</p> <ul style="list-style-type: none"> The periodic table EoTT (End of Topic Test) <p>P1. Energy:</p> <ul style="list-style-type: none"> Energy changes in a system, and the ways energy is stored before and after such changes Conservation and dissipation of energy (RP13 - An investigation to determine the specific heat capacity of one or more materials.) RP Thermal Insulation (Triple only) 	<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>
Half Term 3 (Jan-Feb)	<p>P1. Energy:</p> <ul style="list-style-type: none"> Global and National energy resources EoTT (End of Topic Test) <p>B2. Organisation:</p> <ul style="list-style-type: none"> Principles of organisation Animal tissues, organs and organ systems (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) Includes: organ systems and non-communicable diseases 	I Contain Multitudes: The Microbes Within Us and a Grand View of Life, by Ed Yong

Half Term 4 (Feb-Mar)	B2. Organisation: <ul style="list-style-type: none"> Plant tissues, organs and organ systems <i>EoTT (End of Topic Test)</i> Chemical bonds, ionic, covalent and metallic How bonding and structure are related to the properties of substances 	Reactions: The private life of atoms, by <i>Peter Atkins</i>
Half Term 5 (Apr-May)	C2. Bonding: <ul style="list-style-type: none"> Structure and bonding of carbon <i>EoTT (End of Topic Test)</i> Revision	Napoleon's Buttons: How 17 Molecules Changed History, by <i>Penny Le Couteur</i>
Half Term 6 (Jun-Jul)	End of year exam - includes all content (Foundation/Higher) Tier level of entry P3. Particle model of matter: <ul style="list-style-type: none"> Changes of state and the particle model 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>) Internal energy transfers <i>EoTT (End of Topic Test)</i> B3. Bioenergetics: Photosynthesis (<i>RP 4 - investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed</i>)	The Private Life of Plants by <i>David Attenborough</i>

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

Parent / Carers can help their child by:	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.
Useful Websites	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/examspecs/z8r997h https://www.physicsandmathstutor.com/ https://www.youtube.com/c/Cognitoedu

Extra-Curricular Activities & Career Opportunities	Baylabs trip - <i>'Marvellous mutations'</i> STEM club Eco-council
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Who Can I Contact ?	Head/Deputy Head of Science	Mr Thrasivoulou/Ms Johnson
	KS4 Science Coordinator	Ms Paschalides
	Teachers of Year 9 Science	Ms Danila Mr Mensah Mr McDermott Ms Forbes Ms Paschalides Ms Sariyska

Holy Family Catholic School Curriculum Overview Year 9 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	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	https://www.thefablecottage.com/languages/spanish Extension reading on hobbies.
Half Term 2 (Nov-Dec)	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	https://www.thespanishexperiment.com/stories Extension reading on music.
Half Term 3 (Jan-Feb)	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	https://cuentosparadormir.com/ Extension reading on professions.
Half Term 4 (Feb-Mar)	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	https://snappyspanish.com/beginner-spanish-stories/ Extension reading on jobs.
Half Term 5 (Apr-May)	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	https://www.thefablecottage.com/languages/spanish Extension reading on lifestyle.
Half Term 6 (Jun-Jul)	KS3/4 work Talking about recycling, discussing global environmental issues, discussing what we could do to protect the environment Using Se debería End of year project : El medioambiente	https://www.thespanishexperiment.com/stories Extension reading on Recycling.

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

Parent / Carers can help their child by:	Checking their child's exercise book and Google Classroom submissions weekly.
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com
Extra-Curricular Activities & Career Opportunities	Pen pal exchange Languages café https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages Spanish Christmas carol club

Who Can I Contact?	Teachers of Year 9 Spanish	Ms Orblin Ms Prada Ms St Aimee Ms Traore
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Holy Family Catholic School Curriculum Overview Year 9 – Technology (Design Tech)



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

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

Examples of Home Learning Tasks	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
Assessment Tasks, Methods & Frequency	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.
Equipment that Students Need	Plain papers/Pen/Pencil/Colour pencils/ green pen/eraser/sharpies for the H&S posters

Parent / Carers can help their child by:	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk
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Useful Websites	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk file:///D:/Holy%20Family%20Catholic%20School/Year%208/Board%20Game/INTRODUCTION%20TO%20Board%20Game%20Project%20PPT.pptx.pdf
Extra-Curricular Activities & Career Opportunities	STEM club

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 9 Technology	Miss Jaber, Mr Kwarteng, Mr S. Nandlal

Holy Family Catholic School Curriculum

Overview Year 9 – Technology (Food & Textiles)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Theory</p> <ul style="list-style-type: none"> To know the different dietary needs and how this affects people's choice of food To understand the guidance set out by the Eatwell Guide To know the different cutting techniques used in cooking and understand why they are used To know what a pescatarian diet means To understand why someone would choose to be a pescatarian To understand the advantages & disadvantages of a pescatarian diet <p>Practical</p> <ul style="list-style-type: none"> To be able to safely and confidently use a knife to experiment with cutting techniques To be able to prepare and make a Curried Fish Tray Bake To demonstrate good personal hygiene procedures and work safely in the kitchen <p>Practical Dishes</p> <ul style="list-style-type: none"> Cutting skills Curried fish tray bake 	
Half Term 2 (Nov-Dec)	<p>Theory</p> <ul style="list-style-type: none"> To know what a vegan diet means To understand why someone would choose to be a vegan To understand the advantages & disadvantages of a vegan diet To understand the difference between type 1 and type 2 diabetes To know the different symptoms of diabetes <p>Practical</p> <ul style="list-style-type: none"> To be able to prepare and make a Chickpea, Spinach & Coconut curry To demonstrate good personal hygiene procedures and work safely in the kitchen To be able to prepare and make a Sizzling Chicken Stir Fry How to handle raw meat safely to avoid cross contamination <p>Practical dishes</p> <ul style="list-style-type: none"> Chickpea, Spinach & Coconut curry Chicken stir fry 	
Half Term 3 (Jan-Feb)	<p>Theory</p> <ul style="list-style-type: none"> To know what coeliac disease is To know the symptoms and treatment of Coeliac disease To know what gluten is and the foods gluten is found in 	

	Practical <ul style="list-style-type: none"> To be able to prepare and make Scones To demonstrate good personal hygiene procedures and work safely in the kitchen Practical dishes <ul style="list-style-type: none"> Gluten free scones 	
Half Term 4 (Feb-Mar)	Theory <ul style="list-style-type: none"> To understand the full meaning of sustainability and the 6R's of sustainability To know how we can use the 6R's to inform our actions and decisions regarding textiles products To know what an applique is and its origin To be able to identify the different parts of a sewing machine Practical <ul style="list-style-type: none"> To use drawing skills to develop design ideas for your sustainable tote bag and then a final idea How to create a simple applique using specialised textiles equipment How to safely and correctly use a sewing machine 	
Half Term 5 (Apr-May)	Theory <ul style="list-style-type: none"> To know what overlocking is and the purpose of it in textiles To know what a hem is and the purpose of it in textiles To be able to identify the different types of stitches used in textiles To be able to identify different textiles equipment and the functions Practical <ul style="list-style-type: none"> To be able to use a sewing machine to overlock your tote bag fabric How to mark, measure and pin fabric accurately using specialised textiles equipment To be able to use a sewing machine to straight stitch your hem To be able to correctly and safely use a sewing machine 	
Half Term 6 (Jun-Jul)	Theory <ul style="list-style-type: none"> To know and identify the different tie dye effects (folding, circles, scrunched) To be able to mark, measure, pin and trim fabric accurately to create the strap for your tote bag Practical <ul style="list-style-type: none"> To be able to tie dye a piece of fabric by following demonstrations and instructions To be able to use a sewing machine correctly and safely to sew your strap 	

Examples of Home Learning Tasks	Food <ul style="list-style-type: none"> Research worksheets on the specific dietary requirements for individual groups: pescatarians, veganism, diabetics, coeliac disease Healthy Eating for Children leaflet Ingredient preparation for practical lessons Textiles <ul style="list-style-type: none"> Applique research worksheet Tie dye research worksheet
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	<ul style="list-style-type: none"> • Design ideas (if not completed in lesson) • Types of bags worksheet
Assessment Tasks, Methods & Frequency	<p>Food</p> <ul style="list-style-type: none"> • Mid project assessment paper (teacher assessed) • End of project assessment paper (teacher assessed) • Spelling tests (peer assessed) • Cooking skills assessed each practical (peer/self/teacher assessed) <p>Textiles</p> <ul style="list-style-type: none"> • Mid project assessment paper • End of project assessment paper • Spelling tests (peer assessed)
Equipment that Students Need	Pencils, pens, colouring pens/pencils, ruler, rubber, sharpener, homework folder

Parent / Carers can help their child by:	<p>Parents/Carers can help their child by ensuring they check Google Classroom regularly so that they are aware of ingredients and homework they need to bring to lessons.</p> <p>We expect students to be able to wash up during practical lessons so please let students do this at home</p>
Useful Websites	<p>Food</p> <ul style="list-style-type: none"> • https://www.foodafactoflife.org.uk/ • https://www.bhf.org.uk/ • https://www.nutrition.org.uk/ • https://www.nhs.uk/ <p>Textiles</p> <ul style="list-style-type: none"> • https://www.textilesskillscentre.com/ • https://www.textileartist.org/ • https://www.vam.ac.uk/
Extra-Curricular Activities & Career Opportunities	Textiles club

Who Can I Contact?	Head of Technology	Mr Nandlal
	Teachers of Year 9 Technology	Miss Jaber, Mrs Cameron-Marques, Miss L. O'Donovan,