



St Katherine's School

Year 9 Curriculum Guide

Maths

Term	Foundation	Higher
Week 1-2	Baseline assessment	Baseline Assessment
1	<p>Unit 1 - Number work: Indices, roots, place value, factors, multiples and primes</p> <p>Unit 2 - Manipulating algebra and substitution</p>	<p>Unit 1 - Checking, rounding indices, roots, reciprocals, factors, multiples, primes, standard form and surds</p> <p>Unit 2 - Setting up, rearranging and solving equations. Sequences. Iterative methods</p>
2	<p>Unit 2 - Manipulating algebra and substitution</p> <p>Unit 3 - Tables, charts, pie charts and other forms of representing data</p>	<p>Unit 2 - Setting up, rearranging and solving equations. Sequences. Iterative methods</p> <p>Unit 3 - Representing data and calculating averages and ranges</p>
3	<p>Unit 4 - Fractions, decimals and percentages. Working with percentage increases and multipliers</p>	<p>Unit 4 - Calculating with fractions and percentages, ratio and proportion</p> <p>Unit 5a - Angles in parallel lines, and polygons.</p>
4	<p>Unit 5a - Equations and inequalities</p> <p>Unit 5b - Sequences</p> <p>Unit 6 - Properties of shapes, parallel lines and angle facts. Interior and exterior angles of polygons</p>	<p>Unit 5a - Angles in parallel lines, and polygons.</p> <p>Unit 5b - Pythagoras and right angled trigonometry</p>
5	<p>Unit 6 - Properties of shapes, parallel lines and angle facts. Interior and exterior angles of polygons</p> <p>Unit 7 - Statistics, sampling and the averages</p>	<p>Unit 6a/b - Straight line graphs</p> <p>Unit 6c - Graphs of circles, quadratics, cubics and other graphs</p>
6	<p>Unit 7 - Statistics, sampling and the averages</p>	<p>Unit 6c - Graphs of circles, quadratics, cubics and other graphs</p> <p>Unit 7 - Perimeter, area and circles</p>

English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task which teaches them generic features and the skill of proofreading.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Once a week, all students will experience a film studies class where they will learn narrative theory and the technical skills required to produce their own short film.

Term	Topic
1	Short Stories Ambitious texts, including works by Thomas Hardy, Sarah Gilman Perkins, H.G. Wells, Roald Dahl and Edgar Allan Poe.
2	<i>The Crucible</i> by Arthur Miller
3	Voice to the Voiceless - Exploring Poetry Ambitious texts, including poems by Maya Angelou, William Blake, Roger McGough, Benjamin Zephaniah and many more.
4 and 5	Sophocles' <i>Antigone</i>
5 and 6	<i>Never Let Me Go</i> by Kazuo Ishiguro

Science

Term	9Sc1	9Sc2	9Sc3	9Sc4	9Sc5	9Sc6
1	<ul style="list-style-type: none"> • KS3 Science revision and knowledge boosters 					
2	<ul style="list-style-type: none"> • KS3 Science revision • End of KS3 exams • GCSE transition work 					
3	<ul style="list-style-type: none"> • Cell structure and transport • Atomic structure 	<ul style="list-style-type: none"> • Cell structure and transport 	<ul style="list-style-type: none"> • Energy resources 	<ul style="list-style-type: none"> • Cell structure and transport 	<ul style="list-style-type: none"> • Atomic structure 	<ul style="list-style-type: none"> • Cell structure and transport
4	<ul style="list-style-type: none"> • Atomic structure • The digestive system 	<ul style="list-style-type: none"> • Energy resources • Atomic structure 	<ul style="list-style-type: none"> • Cell structure and transport • The digestive system 	<ul style="list-style-type: none"> • The digestive system 	<ul style="list-style-type: none"> • Cell structure and transport 	<ul style="list-style-type: none"> • Atomic structure
5	<ul style="list-style-type: none"> • The digestive system • Energy resources 	<ul style="list-style-type: none"> • The digestive system 	<ul style="list-style-type: none"> • Atomic structure 	<ul style="list-style-type: none"> • Energy resources • Organising animals and plants 	<ul style="list-style-type: none"> • The digestive system • Organising animals and plants 	<ul style="list-style-type: none"> • The digestive system
6	<ul style="list-style-type: none"> • Energy resources • Organising animals and plants 	<ul style="list-style-type: none"> • Organising animals and plants 	<ul style="list-style-type: none"> • Organising animals and plants 	<ul style="list-style-type: none"> • Atomic structure 	<ul style="list-style-type: none"> • Energy resources 	<ul style="list-style-type: none"> • Organising animals and plants • Energy resources

Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Food science Cooking methods Multicultural foods
Product Design	Design and make a clock or mirror inspired by 20th Century designers to show imagination and creativity. Use hand tools, machinery and computer aided design and manufacture to develop the product. Use of the 3D software google sketchup to produce a finished presentation drawing of their product. Theory of different types of plastics and the manufacturing methods used with plastics.

Art

Animal Lino (Print)	<u>Pencil</u> - (blending tool) blending and multi mark making. <u>Fine black felt tip</u> - monochrome and pattern (lino design) <u>Lino</u> - cutting and repetition and rotation. Tool safety
3D Letters (3D)	<u>Colour pencil</u> - strong blending <u>Thin felt pens</u> - outline and varied line thickness <u>Card</u> construction and papier mâché and craft knife safety <u>Acrylic paint</u> - tints, tones & blending
Stencils (2D)	<u>Pencil</u> - building up, tonal blending, texture, detail, rubber highlights <u>Pencil and pen</u> - 'silhouette' / stencil designs <u>Stencil card / craft knife / stencil brush</u> - cutting / knife safety / stencilling
Analytical Writing	<div style="text-align: center; border: 1px solid red; width: fit-content; margin: 0 auto; padding: 5px;"> PRINT </div> <p>Ancient Aztec Prints</p> <div style="text-align: center; border: 1px solid red; width: fit-content; margin: 10px auto; padding: 5px;"> 3D </div> <p>Variety of graffiti artists</p> <div style="text-align: center; border: 1px solid red; width: fit-content; margin: 10px auto; padding: 5px;"> 2D </div> <p>Banksy Blek Le Rat Other stencil artists</p> <p>Personal opinions, analysing, and making connections with, their own work and the work of others creatively and thoroughly. Use of specific vocabulary Visiting and responding to independent gallery visits</p>

Computing

In year 9 students have two lessons of computing per fortnightly cycle in a dedicated ICT suite. Students cover five topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing. All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments, which are termly, are completed online and form part of their e-portfolio.

In years 7 and 8 students develop their ICT skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, then in year 9 they study topics related to our KS4 offerings in more detail.

Term	Topic
1	Problem Solving and Computational Thinking
2	Python Coding
3	Understanding Computers
4	Computer crime and cyber security
5	Interactive media and office programs
6	Spreadsheet modelling - business finance

Humanities

Term	Geography	History	Philosophy & Belief	Citizenship
1	Tectonic Troubles: plate tectonics, causes of volcanoes and earthquakes, hazards, responses, supervolcanoes.	World War One: how to war begin in 1914, trenches, treatments and key battles.	What Happens When Die? Attitudes to Death; Beliefs about the afterlife; rituals around death	Identity & Rights: Racism, British values and refugees.
2	Globalisation: TNCs – Cadbury, capitalism, benefits and challenges, cultural globalisation, spatial division of labour and its impacts, deindustrialisation.	World War One: the end of war, Treaty of Versailles and impact on Europe.	What is the Meaning and Purpose of Life? Islamic, Christian Humanist and Hedonist views. Happiness and purpose.	Government: Role of Parliament, MPs and political parties.
3	Rainforests at Risk: Location, climate and structure. causes and impacts of deforestation.	Germany 1918–1939: Impact of war on Germany, Hitler’s rise to power as chancellor then dictator.	How Can We Make Society a Fairer Place? The injustices that exist in society and a consideration of how people can make a difference	Careers: Skills & attributes, choosing option subjects & preparation for GCSE.
4	Climate Crisis: historical temperature changes, global warming and the greenhouse effect, arguments for and against human caused climate change, impacts, solutions.	Germany 1918–1939 and the Holocaust: Impact of Nazi policies on women, children, workers and Jews.	The Philosophical Problem of Evil and Suffering An outline of this challenge to the existence of God and and evaluation of the responses to it.	Crime: Staying safe online and identity theft.
5	Geography of Human Rights: women’s rights, children’s rights, freedom, human rights in the UK, human rights in China, refugees, environmental martyrs	Holocaust: the origins of anti-Semitism, Nuremberg Laws, Kristallnacht, ghettos and death camps.	Crime and Punishment Why do we punish? A comparison of scandinavian prisons and US prisons. A discussion of the the arguments for and against the Death Penalty	Money: The economy, tax and who is responsible for local government finances.
6	Geographic Enquiry	History of Rights: Civil rights in America & Britain, the Windrush generation, gender equality and LGBT+ campaigns.		Community & Action: What is terrorism, strategies used to combat terrorism & how does it affect us.

Performing Arts

Drama

Term	Topic
1&2	Blood Brothers Scripted. Long term script project. Social and cultural context. Reading the whole play and understanding how to get into role. Based on the musical you may use the songs to enhance the lessons. Use of the musical online to help with understanding and showing a visual representation of the play. Character development over a long period of time. Use of playing a range of ages to develop drama skills and characterisation.
3	Fathers4Justice. Script base module. Social context. Looking into the campaign for fathers rights. Light-hearted script with 4 superhero fathers discussing how best to achieve their goals and seek opportunities to be heard. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.
4	Our World. Devising based work using scenarios. 3/4 lessons on different topics bringing social and cultural issues to the surface within their world. Based on topical events happening so lessons can vary. Quick paced, short tasks to build skills. Learning to work with stimulus and theory of drama 'verbatim' docu-drama. Developing skills for GCSE/Alevel. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.
5&6	Who is Michael Stewart? Stimulus based. Social and cultural context. Real life story from the 1970s with themes and ideas that are still relevant today. Issue or race and discrimination. Man handling of the police and who should society trust? Domestic violence is touched upon sensitively and all conversations can be led by pupils curious to question the situation at hand. Cliff hanger style lessons. Drama techniques - Hot seating, levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.

Music

Term	Topic
1	Bass lines Students discuss the role of a bass line and learn specifically about the ground bass technique. They study Pachelbel's Canon through detailed listening and performing of the piece. They create their own arrangement of the piece using garageband and they also compose their own piece using the ground bass technique.
2	Reggae Students learn about the main musical features of reggae music through listening and then demonstrate their understanding through performing 3 Little Birds and One Love.
3	Music and advertising Students learn about the function of music in adverts and what makes an effective jingle. They learn several of the most famous jingles and then compose their own jingle for a given product.
4	Britpop Students learn about the Britpop phenomenon through listening to music from Blur and Oasis and looking at the social/historical context of the time. Students focus on chords and working as a band in order to put together a performance of Don't Look Back In Anger.
5	Film Music Students learn about the impact of music in films. They look at the different ways in which music can be used in films and study some famous film themes. They compose their own music to a cartoon clip using garageband.
6	Musicals project Students will learn about musicals and will study scenes from a few selected musicals. They will then work in groups to produce a performance of a musical theatre scene and song. Students will work on this project in both music.

Physical Education

Activities are always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements.

Term	WHAT might the girls be doing?	WHAT might the boys be doing?
1	<p>Main netball, high-5, officiating</p> <p>Alt basketball, handball</p> <p>Any other suitable activity</p>	<p>Main rugby, tag-rugby, touch-rugby</p> <p>Alt minor games, indoor games</p> <p>Any other suitable activity</p>
2	<p>Main football, futsal</p> <p>Alt dance, cheer, indoor athletics</p> <p>Any other suitable activity</p>	<p>Main rugby, tag-rugby, touch-rugby</p> <p>Alt basketball, handball</p> <p>Any other suitable activity</p>
3	<p>Main hockey, quick sticks</p> <p>Alt basketball, handball</p> <p>Any other suitable activity</p>	<p>Main football, futsal</p> <p>Alt fitness, HRE, training for performance</p> <p>Any other suitable activity</p>
4	<p>Main hockey, quick sticks</p> <p>Alt fitness, HRE, aerobics</p> <p>Any other suitable activity</p>	<p>Main football, indoor football</p> <p>Alt handball, volleyball, student leadership</p> <p>Any other suitable activity</p>
5	<p>Main athletics</p> <p>Alt tennis, rounders</p> <p>Any other suitable activity</p>	<p>Main athletics</p> <p>Alt softball, rounders, cricket, tennis</p> <p>Any other suitable activity</p>
6	<p>Main athletics</p> <p>Alt tennis, rounders</p> <p>Any other suitable activity</p>	<p>Main athletics</p> <p>Alt softball, rounders, cricket, tennis</p> <p>Any other suitable activity</p>

Modern Foreign Languages

Dates	Topic
10th Sept - 16th Nov	<ul style="list-style-type: none">• Grammar revision - sentence structures• Conjugation of the present tense• Introduce yourself and your family• Free time activities• The near future tense• Talk about what you are going to do next weekend
19th Nov - 1st Feb	<ul style="list-style-type: none">• Present tense with regular and irregular verbs• Talk about where you live• Talk about where you are going to live in the future• Describe your house• Give and justify opinions• Compare your house to someone else's• The imperfect tense• Describe your house when you were younger
4th Feb - 5th April	<ul style="list-style-type: none">• Describe your school• Give your opinion about your school and the rules• Compare your secondary school and your primary school• Give and justify opinions about school subjects• Talk about what you will study in the future• Describe your ideal school• The conditional tense
22 April - 28th June	<ul style="list-style-type: none">• Talk about destinations• Describe the weather• Talk about what you do on your holidays• The past perfect tense
1st July - 19th July	<ul style="list-style-type: none">• French celebrations or key facts about Madrid