

St Joseph's College

Year 9 Curriculum Overview

- Autumn Term 2016

Art

Pop Art Independent Study

Suggested research and preparation – First half term.

1. Research Pop Art – Bring in colour copies and information.
2. Design an A4 title page in your workbook.
3. Collect magazine cuttings to use as collage.
4. Observational drawing of chocolate and sweets in a pop art style.
5. Make a self portrait in the style of Andy Warhol.
6. Complete a SWAN evaluation of your project so far.

Suggested research and preparation – Second half term.

1. Research Claes Oldenburg - Bring in colour copies and information.
2. Make a resource board of images of small objects you could develop into a larger sculpture.
3. Using a design package, e.g. photoshop, develop a repeated self portrait piece.
4. Collect materials to help you make your 'Pop Art' sculpture.
5. Make an observational pencil drawing of kitchen utensils and cutlery.
6. Complete an evaluation of your sculpture work.

Extension Tasks

Visit a local gallery or museum to look at the work of artists and makers. Keep a record of your visit in your workbook. How does the work make you feel? How has the artist made the work? Etc.

Design & Technology

During year 9 students will study, food, product design and textiles on a carousel system.

In textiles students will design and make a pair of tie-dye shorts. They will learn about pattern construction for clothing and apply this knowledge by adapting their shorts pattern. In addition, textiles students will carry out a wide range of practical activities, including using sewing, embellishment and manipulation textile techniques.

In textiles students will complete three extended study tasks. These will be:

- Fashion designer research task
- Inspiration moodboard
- Illustration display sheet

In food, students will study 'Foods from around the world' producing a range of exciting and cultural meals. This will include developing a high level of food safety and hygiene skills and knowledge of ingredient function. They will apply this understanding when developing and adapting recipes. Towards the end of the project pupils will design and make their own fusion food. They will be assessed throughout the project on their communication and practical work.

Extended study tasks will be: A research task – 'Foods from around the world.' In groups pupils will research their chosen cuisine and present their findings with sample recipes from that culture.

Food Blog – Pupils will write articles about their dishes to be displayed on the food website.

Fusion food – Pupils will research fusion food and design a fusion pizza that will be made in class.

In product design students will design and create a fully functional toy mechanism based on Mr Potato Head. Pupils will have the opportunity to expand their knowledge and understanding of the subject area, whilst increasing their confidence within a practical environment. Pupils will use a variety of tools, materials and equipment, allowing them to explore and expand their creativity.

Extended study tasks will include a research and communication project, where pupils will explore existing designers and their inventions. Pupils must present their findings in a creative way which includes suggestions on how to improve existing products.

English

In English Year 9 pupils will undertake a curriculum geared to prepare them for the GCSE courses that they will begin in Year 10.

Themes covered in Year 9 will include 'A Christmas Carol', 'Macbeth', non-fiction texts and creative writing, which will all become part of the new GCSE courses, as well as drama opportunities throughout the year.

In Year 9 test week students will undertake a GCSE-style test on a fiction text, where inference, language analysis and structural analysis are the key areas tested.

The Year 9 exam will be a GCSE-style non-fiction exam, which will also include an element of functional writing, such as a letter or opinion piece.

The opportunities for independent and extension tasks are extremely wide ranging. As well as extended reading around the era of when set texts are written (e.g. Shakespeare, 19th Century...), pupils require the skill to analyse a wide range of texts and therefore reading any text to consider the purpose of the text; the proposed audience of the text and the writer's use of language would be worthwhile. This reading could be in the form of novels, plays, poetry or any non-fiction texts such as newspapers, websites or leaflets. In short, this is practice at examining a text and questioning why the writer has used particular words or presentational features, and to what extent are they effective?

As Victorian literature forms a mandatory element of the new GCSE course, it is advisable that students research Victorian life and / or Victorian fiction and non-fiction texts.

Similarly, any independent writing would be a worthwhile practice too. Pupils are required to write in a number of forms, such as persuasively or informatively. Additionally, any practice of the writing skills such as punctuation or sentence types could be undertaken, with a view to using each specific skill to create a particular desired effect in their writing.

Recommended websites: universalteacher.org.uk, www.bbc.co.uk/bitesize/ks3/english/

Geography

We are currently re-designing our KS3 curriculum to help prepare our students for the new GCSE. We are planning to cover 3 topics over the course of the academic year. We are focussing on the principle of growth mindset and are striving to embed common practices that help to make our students more effective learners.

All topics will be assessed using a formal exam based assessment. The questions will assess their knowledge of the work covered throughout the unit and also their geographical skills. This includes cartographic, graph and written skills such as the ability to analyse and evaluate.

Geography Continued

The topics are based on the AQA Geography GCSE and so text books affiliated to this course would be of use to students. Equally there are numerous websites that can help students with their knowledge and revision such as Bitesize and Cool Geography.

During the 1st term we will be covering the following topic:

Weather and Climate Change

- The difference between weather and climate
- Factors that affect climate
- How does it rain
- Global atmospheric circulation
- Distribution of tropical storms and their formation
- How climate change affects tropical storms
- Case study of Typhoon Haiyan – effects and responses
- Reducing the effects of tropical storms
- How the UK is affected by weather hazards
- Is the UK's weather becoming more hazardous?
- Extreme UK weather case study
- Evidence of climate change
- Causes of climate change
- Effects of climate change
- Managing climate change – mitigation and adaptation
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At home pupils are encouraged to take a more active role in looking at the UK's weather, pupils can keep up to date with variations in the weather, watch weather reports, create their own weather station, keep up to date with recent evidence in favour and against global warming, read newspaper reports about global warming, discuss with family and friends the issues regarding global warming, read and watch news reports about the recent typhoon in the Philippines, discuss what aid can be sent and create a fundraising event to raise money for the victims.

http://www.apfo.org.uk/default.aspx?QN=HP_INTERACTIVE2012

http://www.who.int/gho/map_gallery/en/

http://www.worldmapper.org/textindex/text_health.html

<http://www.worldlifeexpectancy.com/>

History

Students will be assessed throughout Year 9 using GCSE-style questions that assess both their source skills and their ability to use evidence in a well-structured argument.

Essay-writing assessments will focus on the following topics:

1. The impact of the Ripper murders?
2. The living conditions revealed by the Ripper murders
3. Responsibility for the sinking of the Titanic

These assessments will be completed in timed conditions for students to use them as a guide in deciding whether or not to continue with History as a GCSE option.

All students will have a progress tracker in their exercise book that will allow them and you, their parents, to monitor their progress throughout the year and reflect on what they should to improve.

In the first term, students will study Jack the Ripper and the Titanic as above. At the end of each topic, students will be given an assessment that examines their ability to judge the utility of sources of evidence.

Opportunities for home learning, extension tasks or independent learning include:

1. Practice questions testing the skills required for each end of topic assessment.
2. Planning tasks to develop written structure.
3. Creative tasks such as designing posters or newspaper articles about the Jack the Ripper case.

Whilst the above home learning will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Websites such as BBC Bitesize, History on the Net and Spartacus schoolnet provide useful, easily accessible extra reading material for students that want to further their study. Likewise, local museums such as the Potteries Museum and Art Gallery, the Etruria Industrial Museum and the Gladstone Pottery Museum, whilst not covering any Year 9 course content, are nonetheless excellent ways of broadening your child's wider historical understanding, particularly of local history. Liverpool's Maritime Museum has an impressive Titanic exhibition and if you visit London, the Jack the Ripper walking tours are excellent.

Computing:

This scheme of work is designed to give learners an introduction to the main concepts in the GCSE Computer Science course. Students will examine topics such as binary addition, subtraction, Two's

Compliment and many more. Assessment will be through multiple choice quizzes and some sample GCSE questions from past papers.

Opportunities for home learning, extension tasks or independent learning include:

To further their learning students can websites such as www.teach-ict.com/ - a website with lots of information and resources regarding a variety of topics. YouTube is also a fantastic resource for videos that will explain concepts in a variety of ways should the students wish to develop their knowledge further. Students can also visit the AQA website and look at past paper questions for GCSE and try to research and create model answers to some of those questions.

Mathematics

Due to the extended content that is in the new GCSE mathematics curriculum students will begin to prepare for their GCSE during Year 9. The mathematics department will be placing a greater emphasis on accuracy and problem solving. Most students will follow the higher scheme of work and some will follow the foundation scheme of work however there is a large amount of overlap between the two tiers as the foundation exam has been made much more difficult. All students will be expected to aim for at least a grade 4.

Year 9 Foundation modules	Y9 Higher modules
Algebra 1F	Algebra 1H
Number 1F	Number 1H
Geometry 1F	Geometry 1H
Probability 1F	Algebra 2H
Number 2F	Probability 1H
Ratio 1F	Ratio 1H
Geometry 2F	Algebra 3H
Algebra 2F	Geometry 2H
	Probability 2H

The new Mathematics curriculum will contain much more real life problem solving and it would be helpful if you could include your child in any maths that you do in your day to day life such as reading the gas meter, or planning to decorate and calculating how many rolls of wallpaper you need.

Students may find the following websites helpful for support, extension work or independent study

www.bbc.co.uk/bitesize/gcse/maths

www.studymaths.co.uk

Modern Foreign Languages

Growth mind set and Mastery

This year, in preparation for the new Modern Foreign Languages curriculum at GCSE, teachers in the MFL department intend to focus more heavily on grammatical accuracy. We also intend to embed a growth mind set culture in order to encourage mastery of the topics studied. A 'can do' approach will allow students to develop resilience, perseverance and the determination to succeed in their language learning journey.

French

During the first half term year nine students will further consolidate their knowledge of the present tense of regular and irregular verbs (**avoir, être, aller and faire**). They will also study the various forms of the negative – **ne... pas** etc. Finally, they will study frequency phrases, time phrases and prepositions.

Topics that will be studied include:

- family and descriptions
- youth culture
- home and locality
- current study (including apprenticeships etc.)
- lifestyle
- France and French speaking countries

Opportunities for home learning, extension tasks or independent learning include:

- Learn and apply verb patterns
- Research ten jobs in French which you haven't yet been taught – write the masculine and feminine forms and where they work
- Write a description of your family or an imaginary / celebrity family
- Research the different Francophone countries (write ten bullet points of interesting tasks)
- Visit the website of a French gym / sports centre and try to understand the fitness timetable

Learning vocabulary and regularly recapping verb tense endings is an essential ingredient in language learning and parents are encouraged to practise and "test" vocabulary with students whenever possible. End of module assessments at the end of each half term will rigorously test students on listening, reading, speaking and writing skills. There will also be an element of translation, role and play and literature and/or poetry delivered in lessons.

Spanish

During the first half term year nine students will consolidate their knowledge of the present tense and the near future tense. Students also study frequency phrases, time phrases and prepositions.

Topics that will be studied include:

- Town and local area - describing facilities for young people, considering Spanish speaking cities. (Grammar: tenses as stated above / comparisons)
- Free time activities - sports, film genre / TV shows / likes and dislikes

Modern Foreign Languages Continued (i)

- Spanish customs and traditions - food and drink / shopping at the market and quantities / ordering food (Grammar: the past tense)
- A day out - transport / shopping for clothes / problems with clothes / using adjectives to describe (Grammar: consolidation of the past tense / adjectival agreement and position)

Opportunities for home learning, extension tasks or independent learning include:

- Learn and apply verb patterns
- Research Spanish speaking towns and cities to expand on vocabulary already covered
- Write a day in the life of an imaginary / celebrity family
- Research typical Spanish food and drink. Finding menus from Spanish restaurants
- Write a diary of a typical weekend using past / present and future tenses

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USEFUL WEBSITES AND RADIO STATIONS FOR MFL STUDENTS

FRENCH & SPANISH: Word Reference – Online Dictionary <http://www.wordreference.com>
– A fantastic online dictionary with a ‘verb conjugation’ tool that is very useful

FRENCH & SPANISH: BBC Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/> - GCSE-style Listening and Reading questions that you can mark online. Stick to the ‘foundation’ activities. The grammar section is useful for those annoying little words (try *Pronouns* and *When, where and how much*)

FRENCH & SPANISH: Languages online <http://www.languagesonline.org.uk> - A variety of exercises in both languages.

FRENCH & SPANISH: Ashcombe - www.ashcombe.surrey.sch.uk A great website with loads of focussed exercises in both languages.

FRENCH & SPANISH: www.studystack.com Good for vocab revision

FRENCH: Zut! <http://www.zut.org.uk/beginner/year9.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

FRENCH: French revision <http://www.frenchrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision <http://www.spanishrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision and games www.espanolextra.com Username: jpotts1 / Password: jpspanish - Revision and games.

Modern Foreign Languages Continued (ii)

SPANISH: iOye! <http://oye.languageskills.co.uk/index.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

FRENCH AND SPANISH RADIO:

It would also be great if students took the opportunity to listen to some French / Spanish radio. Here's a brief list of a few radio stations / websites by way of an introduction:

French Radio:

- **NRJ** www.nrj.fr – Pop and chart music with some talking – possibly best to have on in the background
- **Le Mouv** <http://www.lemouv.fr/> - French equivalent of Radio 1. Podcasts also available at <http://www.lemouv.fr/podcasts>
- **Radio France** <http://www.radiofrance.fr/> - a variety of stations a bit like the BBC. Try **France Info** for news (don't expect to understand everything though!)
- <http://www.listenlive.eu/france.html> - a list of all French radio stations streaming online.

Spanish Radio:

- **Activa FM** <http://www.activafm.es/> – Pop and chart music with some talking – possibly best to have on in the background
- **Rac105** <http://www.rac105.cat/radio> - Spanish rock and pop station.
- **RTVE** <http://www.rtve.es/radio/> - Spanish news / info / features
- www.listenlive.eu/spain.html - a list of all Spanish radio stations streaming online.

Music

Rather than follow theme based topics this year, students will focus on improving and refining their musical skills. Students will gain an understanding of what it means to be a musician through a variety of performance and composition activities. They will focus both on improving individual musical abilities and on working as part of a group. Music staff will devise practical and listening tasks to support this.

Students will participate in performance tasks on their own instruments, on keyboards and through singing. Listening activities will be used to help students recognize and understand the elements which make up a high quality performance.

Students will compose as individuals and within a group. They may use ICT to notate the work as appropriate. Listening tasks will also give students the opportunity to analyse the process of composition and understand how to create and structure an effective piece of music. This in turn should inform progress in practical tasks. Through listening students will also revise and study areas of music theory including use of musical vocabulary and recognition of instruments.

Opportunities for home learning tasks include:

1. Students will research the life and career of notable popular music composers.
2. Students will be asked to listen to extracts of music and give a written response which uses subject specific vocabulary.
3. Students will revise theory topics covered in lessons.
4. Students will be asked to further their musical vocabulary to aid analytical tasks.
5. Students will be encouraged to reflect on their practical classwork and set targets for improvement or extension work.
6. Students will be asked to practice individual parts.
7. Students will be asked to plan areas of their practical classwork as individuals and in small groups to aid progress in lessons.
8. Students will be asked to plan elements of their compositions and encouraged to try out ideas in advance of lessons.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Music Continued

Extension Tasks:

1. Listen to a piece of popular music analytically. Consider how the songwriter has created the work. Which resources have been used (voices and instruments)? What is the structure of the song? Is it in a major or minor key? Does it use a repeated chord pattern? How does the songwriter modulate? Is the meaning of the lyrics reflected in the musical choices made?
2. Listen to a piece of music in a style you are unfamiliar with (e.g. jazz music, music from South Africa). Listen analytically and ask how does it differ from popular music?
3. Listen to a piece of Classical music from any era – preferably a piece by a composer you are unfamiliar with. How has the composer combined sound to create this work? What could you take from this piece and use in your own composition?
4. Using youtube, watch a live performance by one of your favourite artists? What makes it an effective performance?
5. Watch live performances by two professional soloists in contrasting styles (e.g. one Classical musician and a rap performance). What is effective about the performances? Although the music may sound different, which common performance skills can you see in both artists?
6. Using youtube, find an amateur performance in any style. What advice would you give the performer to develop their performance skills?
7. Prepare a performance piece in a group or as a soloist for an assembly.
8. Practice sight-reading on your instrument.
9. Join an extra-curricular ensemble.
10. Volunteer to take part in music for a mass.

Physical Education

Practical Tasks in PE and Games

Pupils will be looking predominantly at their own fitness levels and their ability to work maximally. In conjunction with this they will cover the main team games that we do at St Joseph's including hockey, basketball and netball. Pupils will be encouraged to develop the skills they have learned through year 7 and 8. In games lessons pupils will work maximally and look to outwit opponents in a range of team invasion games.

As the pupils move through year 9, minds turn to GCSE. Below are some examples of independent extension tasks that link to the GCSE course. We encourage pupils to have a go.

In addition to the practical activities in year 9 students will cover a short unit of theory work on 'Healthy Active Lifestyles'. This unit will lead into a year 9 exam during the exams week. This will go some way to declaring whether pupils are KS4 ready. The unit will look into the physical, mental and social requirements for leading a healthy and active lifestyle and will feed into GCSE curriculum.

Extension tasks – Independent Study in PE

All sports performers take part in some sort of training to improve their performance. Research the "6 principles of training". Write down what these are.

Describe how you would apply the principle of specificity to the training programme of the following athletes: Marathon runner; Rower.

Describe how you would apply the principle of progressive overload to the training program of a weight lifter.

Describe how the principle of reversibility would affect an injured marathon runner.

Describe how the principle of rest would affect a marathon runner.

Describe how the principle of recovery would affect a games player.

Describe how you would apply the following principle to a circuit training programme: FITT

Describe what individual needs you would have to consider when planning a training programme for an individual. How might your programme be different from a grandparent?

Have a go at planning a two week fitness programme.

Find Out More: Useful Websites

<http://adventure.nationalgeographic.com/adventure/> <http://sports.espn.go.com/espnmag/index>
<http://www.golfdigest.com/> <http://www.runnersworld.com/> <http://sportsillustrated.cnn.com/>
<http://www.bbc.co.uk/sport/0/> <http://www.skysports.com/> <http://espn.go.com/>
<http://www.guardiannews.com/> <http://www.thetimes.co.uk/tto/news/>

All students will follow two topics during the Autumn term – ‘Does God exist?’ and ‘What happens when you die?’ These are two of five themes each year which in turn centre around five ultimate or significant questions for our time. The units provide the broad pedagogical approach and guide for progression and content for the delivery of the Curriculum Directory.

Does God exist?

1. Why would someone believe in God when you can't see Him?
2. Why do some people not believe in God?
3. If there is a God, what is he like?
4. How can God be one but made up of three persons?
5. Who is God the Father?
6. Who is the Holy Spirit?
7. How can Jesus be a human being and God?
8. Does believing in God make any difference?
9. Does God exist?

Opportunities for home learning, extension tasks or independent learning include:

Create a questionnaire designed to quiz family and friends about their beliefs about God and create a variety of charts e.g. pie/bar charts to record the results.

Quiz a priest! Ask for 5 minutes of the time of the parish priest to quiz him about his belief in God.

Find out more about Christian belief in God from relevant parts of the bible such as Galatians 5:22; 1 Corinthians 2 and 1 Corinthians 12.

Write a letter to God expressing your personal thoughts about your beliefs.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

What happens when you die?

1. What happens when you die?
2. What is heaven?
3. What is hell?
4. What do some Christians believe about life after death?
5. What do Catholics and other Christians believe in life after death?
6. What has Jesus got to do with eternal life?
7. What does the Kingdom of God have to do with eternal life?
8. Why is Jesus' death and resurrection so important?
9. How do Christians celebrate eternal life?
10. Why is Sunday important?
11. What difference can believing in Jesus make?
12. What do you think happens when you die?

RE Continued

Opportunities for home learning, extension tasks or independent learning include:

1. Create a piece of art work depicting heaven, hell or both.
2. Interview a Catholic about their beliefs about life after death.
3. Create a questionnaire designed for non-Catholic people asking about their beliefs in life after death. Organise the results into a series of charts e.g. pie/bar charts.
4. Research the life of a Christian and write a reflective piece focusing on the difference that their faith in Jesus made to their life.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Science Biology:

All students will follow this pathway in the first term:

1. Looking at cells and how they work
2. How things move in and out of our cells
3. How our body's systems such as digestion and respiratory work

More detailed information can be found about these new GCSE topics on the AQA website, or students can ask their teachers!

In the first term, students will study "cells" as named above. This will include looking at the ways that plants and cells are the same (and their differences), and look at how the different body systems work. At the end of this unit, students will be given a test based on past exam questions to allow an assessment of learning and areas that they need to improve on.

Assessed practicals which are common to all groups and fulfil the requirements for the new AQA GCSE

1. Microscopy
2. Osmosis
3. Digestion system

Whilst the above will be common to all students, teachers may set additional homelearning as they see fit to meet the needs of their classes or individual students. It would be helpful if students read their new textbook on these topics as well to gain a greater understanding!

All these units are commonly featured in the news (BBC website is great for this!) with articles such as how diseases are spread and new studies to show a greater understanding of how the body works.

Chemistry

All students will follow this pathway in the first term:

1. Basic chemistry
2. Atomic structure
3. The periodic table
4. Chemical bonding

Opportunities for home learning, extension tasks or independent learning include:

Atomic structure

- Report on one early scientist's ideas on atomic structure
- Structure of atoms (detailing mass, proton number and electron number)
- Practice past paper questions which the teachers will provide
- Additional reading using the new GCSE textbook

Taking it further

Useful websites for Chemistry GCSE are as follows: <http://www.my-gcsescience.com/>
<http://www.bbc.co.uk/schools/gcsebitesize>
<http://www.docbrown.info/page20/AQAAscichemc12.htm>

Although each student will be given a periodic table to stick in their exercise books, it will benefit their understanding of such an abstract topic if they have one at home and attempt to learn as many of the first 20 elements as possible.

Physics

All students will follow this pathway in the first term:

1. Forces and motion
2. Waves and the EM spectrum
3. Electricity
4. Data analysis skills
5. Energy resources

Physics is the modelling and study of the properties of energy and matter. We currently follow the AQA specification, more details can be found via the AQA website:
<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

In the autumn term students will build on prior knowledge gathered in key stage 3 to learn about new concepts and ideas. In the second half of the spring term, students will focus on data analysis skills and practical techniques. This is a new aspect to the GCSE exams and is a key skill for anyone wishing to study physics further.

All physics students require a good understanding of maths, and must be able to correctly use definitions and key words.

Physics Continued.

Throughout the year students will be assessed using past paper questions and end of topic tests to improve exam technique. Individual class teachers will set appropriate home learning based on the needs of the students. After the Easter break, all of year 9 will sit an examination to determine the route they will follow through GCSE. This examination will cover all the topics listed above.

Further study:

- Complete an equation bank, writing down all the equations they need to know quoting units and rearranging.
- Research the history of the atom, how it has evolved with our discoveries and understanding.
- Research the development of electrical power transmission systems, and the “war of currents” between George Westinghouse and Thomas Edison.

Useful resources for studying physics at GCSE level:

<http://hyperphysics.phy-astr.gsu.edu/>

<http://www.bbc.co.uk/education/subjects/zpm6fg8>
