

A CATHOLIC ACADEMY FOR ARTS AND SCIENCE



ST BERNARD'S HIGH SCHOOL



**Key Stage 3
Curriculum Information
2019/2020**

Introduction

St Bernard's High School has a three-year Key Stage 3 curriculum that meets the needs of all learners. It provides challenging and creative learning in the school, in the outdoor environment and in the local community and beyond. As well as providing a secure foundation for achievement in Key Stage 4, our curriculum equips learners with the skills that they will need to succeed in education, life and work. The main principles of our curriculum are outlined below:-

- The curriculum has the following characteristics: breadth, balance, relevance, differentiation, progression and continuity coherence.
- The curriculum promotes knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes.
- Equality of access for all students.
- The school provides appropriate tasks and teaching techniques to support high expectations and appropriate challenges.
- Parents are provided with curriculum information relevant to their child.
- The curriculum is subject to planned evaluation and review by senior staff, and the governors' Teaching & Learning Committee.
- Provision is made within the school for all students with learning difficulties and disabilities.
- The curriculum includes strong representation from the arts, languages and technology areas of the curriculum, in order to develop all aspects of students' skills, knowledge and understanding. Students study: Religious Education, English, mathematics, Science, technology, a foreign language, Geography, History, PE, Art, Music, Dance, and Drama.

A full tutorial programme is offered which focuses on the needs of young adults as they progress in their education, and helps them to develop the skills and knowledge they need to understand and participate in their local community. Students have regular tutorial time each week covering PSHE topics, as well as preparation for the next stages in their learning journey.

As a Catholic school St Bernard's wishes to assist young people in their journey of faith. We share with all our students the Catholic vision of life through a structured programme of Religious Education. The aim is to help students know and understand this tradition in a clear and more comprehensive way. The Religious Education Programmes of Study supports and helps strengthen the ethos of the school, and the partnership between family, parish and school.

Many extracurricular activities are available: approximately 90 students undertake the Bronze Duke of Edinburgh award; some students undertake the Arts Leader award; clubs in Art, Dance, Drama, Music, Photography are available, as well as sports teams and revision classes. The library and computer rooms are available at lunchtimes, with study facilities also available before and after the school day.

The Curriculum

This booklet gives you information about the courses which your daughter is studying during Key Stage 3 which includes Years 7, 8 and 9. The KS3 curriculum at St Bernard's is as follows.

Every student studies 3 core subjects. These are:-

- English
- Mathematics
- Science

In addition, all students study:

- Religious Education
- Sex & Relationships Education (delivered through the PSHE programme)

Your daughter will also study courses in the following subjects to complete the full curriculum:

- Art
- Citizenship (delivered through the PSHE programme)
- Design & Technology*
- Drama
- Geography
- History
- Modern Foreign Language**
- Music
- Physical Education

*Within Design & Technology there are three distinct courses. Your daughter will study all of these by the end of KS3. They are:

Resistant Materials & Graphics
Food Preparation & Nutrition
Textiles

**All students study one Modern Foreign Language which will be either French, Italian or Spanish. Italian is also offered as an extra-curricular language. These lessons run after school.

The Curriculum

PSHE (which includes Citizenship and Sex & Relationships Education)

PSHE is an important aspect of our curriculum and enables students to explore a number of themes and ideas as a Citizen of Society. These include an understanding of our rights and responsibilities as a member of our society, issues of citizenship, sex and relationship education, health education, independent careers education, advice and guidance, work experience and an opportunity to develop the knowledge and skills which are considered essential to living in the 21st Century. Within this, a positive focus on relationships and lifestyle is taught.

Crucial to the course is the development of creative and thinking skills and students will be expected to develop independent and collaborative learning. The subject stresses the importance of students recognising their place in the world and their responsibilities from a global, as well as a local and national, perspective.

PSHE makes a significant contribution to students' spiritual, moral, social and cultural development. In addition, the PSHE Programme actively seeks to engage students in their learning, improving their capacity to understand the process of learning; and thus achieve their full potential.

The School is a member of the PSHE Association and the key areas of the Programme of Study are to provide students with accurate and relevant knowledge, giving opportunities to enhance personal understanding; to provide students with opportunities to explore, clarify and challenge their area and others' values and attitudes; and to provide opportunities to acquire the skills needed to be resilient learners and live safe, responsible and fulfilling lives.

The PSHE course is delivered by tutorial teams in all year groups.

Key Stage 3—Years 7, 8 and 9

The following table shows the percentages of time spent on each subject in Years 7 to 9.

Subject	Year 7	Year 8	Year 9
Art	8	6	6
Drama	4	2	2
English (min)	14	16	14
English (max) Includes The Accelerated Reading Programme	16	16	14
Geography	6	6	6
History	6	6	6
Mathematics	14	12	14
Mod Language	10	10	10
Music	6	4	4
PE	8	8	8
PSHE	2	2	2
RE	8	10	10
Science	12	12	12
Technology	-	6	6

KEY DATES—YEAR 7

Date

Tuesday 10 September 2019

Friday 6 September 2019

Tuesday 15 October 2019

Tuesday 25 February 2020

w/c 18 May 2020

Wednesday 15 July 2020

Event

KS3 Years 7, 8 & 9 Curriculum Information Evening for Parents

Year 7 CATs Tests

Year 7 Form Tutor Parents' Meeting

Year 7 Parent Consultation Evening

Year 7 Full Reports Issued

School Celebration Afternoon

KEY DATES—YEAR 8

Date

Tuesday 10 September 2019

w/c 24 February 2020

Tuesday 5 May 2020

Wednesday 15 July 2020

Event

KS3 Years 7, 8 & 9 Curriculum Information Evening for Parents

Year 8 Full Reports Issued

Year 8 Parent Consultation Evening

School Celebration Afternoon

KEY DATES—YEAR 9

Date

Tuesday 10 September 2019

w/c Monday 9 December 2019

Tuesday 28 January 2020

Tuesday 21 April 2020

w/c 3 July 2020

Wednesday 15 July 2020

Event

KS3 Years 7, 8 & 9 Curriculum Information Evening for Parents

Year 9 Full Reports Issued

Year 9 Curriculum Information Evening

Year 9 Parent Consultation Evening

Year 9 End of Key Stage 3 Reports

School Celebration Afternoon

Course

English Language/Literature

Mathematics

Science

Religious Studies

Personal, Social & Health Education

Art

Design and Technology including:

Food & Nutrition

Resistant Materials & Graphic Communication

Textiles

Drama

Geography

History

Modern Foreign Languages

Music

Physical Education

Contact

Mrs Barrett-Porter

Miss March

Mr Goodfellow

Mrs Abel

Mrs Barnes

Mr Galton

Mrs Pestana

Mrs Bell

Mr Bartlett

Mrs Rix

Ms Vennero

Miss Chapman

Miss Clarke

YEAR 7 COURSE DESCRIPTIONS

ENGLISH

In Year 7, students follow the New Secondary Curriculum. The Key Stage 3 programme of study is designed to encourage students to:

- Develop a love of reading and read increasingly challenging material independently
- Begin to prepare students for the GCSE skills of analysis, evaluation, comparison and synthesis
- Understand increasingly challenging texts
- Read critically
- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proofread
- Consolidate and build upon knowledge of grammar and vocabulary
- Speak confidently and effectively

The Year 7 curriculum is rich and varied, and includes key areas such as poetry, drama, fiction and non-fiction prose, and wider reading challenges. There are also opportunities to use modern technology to enable students to write collaboratively, as well as to improve their editing and proofreading skills. In addition, spelling, punctuation and grammar enjoy a high profile within the subject. To this end, all Year 7 students use a 'SPAG' booklet which focuses on improving literacy and a class 'Spelling Bee' competition celebrates the spelling successes of students of all abilities.

Throughout the year, students have the opportunity to write in a range of genres, both fiction and non-fiction. The year begins with a transition unit, the purpose of which is to build on students' learning at Key Stage 2, as well as to introduce them to the more challenging demands of Key Stage 3, such as analytical writing. Understanding the context within which texts are written is a significant element of the new GCSE English Literature; to this end, students study 'Much Ado About Nothing', exploring the expectations of men and women, religion, crime and punishment, cuckoldry, love and marriage. Contextual study is also a significant component of the 'Introducing Mr Dickens' author study which also fosters students' curiosity as independent learners. Students are introduced to the new GCSE skills of evaluation and synthesis in the 'Voyages of Discovery' unit, which also allows students to engage with older, more challenging prose and literary non-fiction.

Alongside their English lessons, Year 7 students enjoy a fortnightly library lesson where they participate in small-group sessions, focusing on reading and research skills. During this lesson, students have the opportunity to work independently and to develop their love of reading. Students may also participate in the Accelerated Reading scheme – a personalised reading programme which assesses students' reading age and enables them to build a lifelong love of reading and learning.

MATHEMATICS

Students follow the New Secondary Curriculum for Mathematics. The Mathematics Department offers an exciting and challenging programme of study which enables students to gain confidence and develop their mathematical skills. In Year 7, students study a range of topics within the areas of:

- Number
- Algebra
- Probability and statistics
- Shape
- Ratio and proportion

Students learn to use and apply their mathematical knowledge in practical situations, real life problems and through investigations, which help to develop their problem solving skills.

Students are initially placed in mixed ability classes and are then placed in sets according to ability.

Mathematics teaching is enhanced by the use of interactive whiteboards and students have the use of computers in lessons on a regular basis. Students have access to a number of online resources, including MyMaths and the PiXL Times Tables app, both of which can be accessed in school or at home.

SCIENCE

Students study 6 modules: Particles (the building blocks of matter); Energy (limits what is and is not possible); Cells (the building blocks of life); Elements (the simplest substances), Sound and Light (both explained by wave behaviour) and Reproduction (the start of new life). Each unit is assessed by a written test offered at 3 tiers, Foundation, Merit and Extension. In the first instance, each student has a free choice between the Foundation and Merit tiers. In addition, they will develop mathematical insight through a project on "Floating, Sinking and Density". Students will also research the history and contribution of "Women who change the world through Science and Technology"

RELIGIOUS STUDIES

Students follow "The Way" programme which is based on the Catechism of the Catholic Church and the Religious Education Curriculum Directory for Catholic schools. Students will study and look at God as the initiator in the history of our creation and how God's promises are fulfilled through Jesus. Students also focus on the church as the people of God and the liturgical and sacramental life of the church. Lastly, students have the opportunity to study Hinduism helping them to develop an understanding of another faith.

This syllabus incorporates two attainment targets:

- a) Learning about the Catholic faith
- b) Learning from the Catholic faith

This programme allows many opportunities for creativity within lessons, independent learning and time to reflect upon their faith.

PSHE (which includes Citizenship and Sex & Relationships Education)

In Year 7 students undertake lessons in which issues affecting friendship and managing emotions are reflected upon, as well as the physical and emotional changes which take place during puberty. Students are made aware of the illegal practice of Female Genital Mutilation and its risks. This is followed by a consideration of lifestyle choices where students focus on the impact of drugs, smoking and alcohol and reflect on how to manage risky situations. They also look at online gaming and the financial implications of some of these as well as how to make decisions when confronted by sensitive issues. There is a strong focus on healthy lifestyles and this also incorporates healthy eating. Students will look at the issue of bullying, considering the causes and the impact, as well as sharing strategies for preventing it taking place. Additionally, emphasis will be placed on the Catholic ethos of the school and will be reflected in lessons on Diversity and Spiritual, Moral, Social & Cultural (SMSC) issues. There will be sessions on Fire, Community and Road Safety led by the local fire officer. Finally, there will be opportunities throughout the year for students to reflect on their learning and set targets to promote more effective learning.

THREE-DIMENSIONAL DESIGN

Students will explore three-dimensional design processes including clay work and cardboard structures. They will use art history and different cultures for inspiration and develop confidence in discussing art work. The formal elements will be taught through a range of skills so students end the year with a clear understanding of line, shape, tone, pattern, texture, form and space.

ART

Students draw and paint man-made forms to gain an understanding of how to communicate their ideas in response to Pop Art. By investigating proportion and scale students record with more accuracy and confidence when working from a primary source. Students compare and comment on ideas, methods and approaches used in their own and others work. Students will then move on to explore pattern and towards the end of the year, students will learn how to draw portraits using a range of materials and processes. Colour theory will also be a key element throughout the year.

DRAMA

Students are introduced to the basic skills and techniques of Drama from Shakespeare to story-telling. They are encouraged to explore their creativity and develop their confidence. Students work from various stimuli and scripts to produce a number of pieces of Drama.

GEOGRAPHY

Year 7 Geography begins with an introduction to enquiry-based learning. Students will develop their map skills through studying sub-topics, such as four and six figure grid references, lines of latitude and identifying Ordnance Survey (OS) map symbols. Additional main topics to be studied will include, but not be limited to: Population issues, which focuses on the reasons for population distribution, the effects of migration, and what affects where we live. Ecosystems, which will enable the students to understand how energy is transferred, becoming aware of the factors that affect different biomes. Weather, which will engage the students understanding of low and high air pressure, how we measure the weather, and carrying out a micro-climate study

HISTORY

Year 7 follow a course which covers 'What is History?', the Anglo Saxons and the Middle Ages. The course will introduce many skills required to become better historians, such as; assessing sources for reliability and bias; cross-referencing of sources and extended writing. Students will be encouraged to become independent learners through research homework and group activities in class.

MODERN FOREIGN LANGUAGES

A number of topics are covered in Year 7, including how to introduce oneself, numbers, the alphabet, family, pets, school, hobbies, where they live, holidays, visiting a café and how to express and justify opinions. Other elements of the curriculum in MFL are: transcription, translation from and into English, introduction to literary texts.

Grammatical concepts this year include gender and adjectives, the present, near future and conditional tenses. Students develop four skill areas: Listening, Speaking, Reading and Writing.

MUSIC

Students develop work from KS2 and cover the elements of music through listening, appraising, performing and composing. Topics include instruments of the orchestra, rhythm work, treble and bass clef notation, keyboard skills, graphic scores, use of the Sibelius programme and vocal work.

PHYSICAL EDUCATION

The focus of the Year 7 Physical Education curriculum is 'Believing in myself and ensuring social belonging'. During lessons, students will participate in a number of sports to develop this. In the Autumn Term, students will take part in Netball, Badminton and Gymnastics. In the Spring Term, students will take part in Dance, Fitness, Athletics, Basketball and will finish with Tennis, Cricket and Rounders in the Summer Term. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing confidence, teamwork and listening to others opinions and expressing their own. It engages the students in understanding how to lead a fit and healthy lifestyle. The students reflect on their own and others' performances and find ways to improve them. There are many opportunities for them to take part in lunchtime and after-school activities to improve their skills further.

YEAR 8 COURSE DESCRIPTIONS

ENGLISH

In Year 8, students follow the National Curriculum's Key Stage 3 programme of study. The English Department offers an exciting, creative and engaging programme of study which enables students to achieve and enjoy. Students are encouraged to:

- Develop a love of reading and read increasingly challenging material independently
- Develop students' familiarity with the GCSE skills of analysis, evaluation, integrated comparison and synthesis
- Understand increasingly challenging texts
- Read critically
- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proofread
- Consolidate and build upon knowledge of grammar and vocabulary
- Speak confidently and effectively

Year 8 students develop their competence in analysing both literary and non-fiction texts. Students produce a comparative study of Shakespeare's greatest heroes and villains; while in poetry, students explore the Gothic genre and its context, honing their comparative analysis skills further – a key feature of the new GCSE syllabus. Students are also given the opportunity to write in a range of styles to suit a particular audience and purpose, exploring the ghost story genre, and developing their ability to exploit descriptive and persuasive devices. Students examine a variety of non-fiction texts within real-life contexts and are given many opportunities to be creative with language.

There are also opportunities for students to use modern technology to write collaboratively, as well as to improve editing and proofreading skills. In addition, spelling, punctuation and grammar enjoy a high profile within the subject. To this end, all Year 8 students use a 'SPAG' booklet which focuses on improving literacy and a class 'Spelling Bee' competition celebrates the spelling successes of students of all abilities.

MATHEMATICS

Students follow the New Secondary Curriculum for Mathematics. The Mathematics Department offers an exciting and challenging programme of study which enables students to gain confidence and develop their mathematical skills. In Year 7, students study a range of topics within the areas of:

- Number
- Algebra
- Probability and statistics
- Shape
- Ratio and proportion

Students learn to use and apply their mathematical knowledge in practical situations, real life problems and through investigations, which help to develop their problem solving skills.

Mathematics teaching is enhanced by the use of interactive whiteboards and students have the use of computers in lessons on a regular basis. Students have access to a number of online resources, including MyMaths and the PiXL Times Tables app, both of which can be accessed in school or at home. Some students are entered for the UKMT Mathematical Challenge.

SCIENCE

Students study 6 modules: **Breathing and Respiration; Reactions of Metals; Electricity; Health** (Skeleton, Muscles, Nutrition and Disease) **Chemical Reactions** and **Forces**. Each unit is assessed by a written test offered at 3 tiers, Foundation, Merit and Extension. In the first instance, each student has a free choice between the Foundation and Merit tiers. In addition, students will research careers in Medical Science including Optician, Audiologist, Medical Imaging, Radiographer, Nuclear Medicine, Physiotherapist, and Sports Scientist and complete a project on Space, aspects of Astronomy and space travel – present and future.

RELIGIOUS STUDIES

Students follow "The Truth" programme which builds on Year 7 ensuring continuity and progression. The programme is based on the Catechism of the Catholic Church and the Religious Education Curriculum Directory for Catholic schools. There is an in depth study of "creation"; what it means to be made in the image and likeness of God and the importance of stewardship with reference to current ecological issues. The module "covenant" enables students to gain an understanding of salvation history and the fulfilment of the new covenant in Jesus. Students are able to learn about the Church in Britain helping them to reflect on the past and consider the privileges and freedom enjoyed today thanks to the faith and commitment of missionaries and martyrs. Lastly, students have the opportunity to study Islam helping them to develop an understanding of another faith.

This programme allows the theological content to be delivered to students in an imaginative way using the interactive white board together with creative work sheets to stimulate and motivate all abilities.

PSHE (which includes Citizenship and Sex & Relationships Education)

In Year 8 students further explore what being healthy means. They look at ways in which we can keep ourselves fit and healthy; including preventing infections. They develop an understanding of the pressures some people feel under to conform to body image stereotypes and reflect on the influence of media celebrities. In addition, there is a focus on nutrition and eating healthily. Puberty is revisited and leads into Sex and Relationships Education. We aim to develop self-esteem and the idea that it is ok to say "no". Students consider situations where saying "no" might cause them concern in all kinds of relationships in and out of school. We aim to increase the value of the whole person and all their qualities, not just the physical. Lessons focussing on Sex and Relationships Education will be rooted in Catholic teaching and students will reflect on the dangers of peer pressure, as well as considering the risks and damages of exposure to early sexual experience. The Local Authority will deliver lessons on keeping safe online and the dangers of social media.

Later lessons deal with the issues of smoking, alcohol and drugs so that students are fully aware of the risks involved in such lifestyle choices. Student safety is also highlighted with a focus on cyber-bullying with advice on how to prevent this taking place. Bullying takes many forms and there will be consideration of homophobic bullying towards the end of the year. In addition, each tutor group will have a lesson on Fire Safety in the Home, delivered by local Fire Safety Officers. The focus on health is supplemented with presentations on mental health by the Samaritans. The focus on the process of learning will be supplemented with lessons on improving communication skills. This will be important when students engage in what it means to be a responsible citizen. There will also be a focus on Spiritual, Moral, Social & Cultural (SMSC) issues to reflect the Catholic ethos of the school.

ART

Students draw the figure using a range of media, taking into account the mood. Students will manipulate materials and processes to communicate ideas, reflecting on the work by other artists and designers. Students will investigate patterns and architecture. A visit to the seafront will provide the stimulus for an Impressionist seascape project, teaching students new painting techniques to record light, reflections and textures.

DESIGN AND TECHNOLOGY

Design & Technology is studied through the areas of Food & Nutrition, Graphic Communication and Textiles. By the end of Key Stage 3 all students will have had the opportunity to experience this range of subject areas. Knowledge, skills and understanding of the design process are taught through short focused tasks and design and make assignments. This involves: writing design briefs and specifications; researching existing products; planning work; using tools, machinery and equipment safely and with accuracy; working with a variety of materials and final evaluation of design solutions. The main topics taught in technology in Year 8 are shown below:

Food & Nutrition: Students build on their knowledge and skills in this subject and make a variety of dishes throughout the year. They learn about nutrition and healthy eating with reference to the 'Eatwell Guide'. They consider in more detail the benefits and disadvantages of using a range of specialist equipment and the associated safety issues. They look at where our food comes from, the industrial processes it goes through, and the implications for us as consumers.

Graphic Communication: Building upon knowledge gained in Year 7, students investigate and develop design solutions in response to a predetermined brief. Students focus on the design process, various graphical techniques and gaining an understanding of various materials and communication techniques. In Year 8 students design and develop a product for the marketplace.

Textiles: Students design and make a decorated cushion cover for a client of their choice. The designs are influenced by student reflection on multi-cultural themes, patterns and motifs. They will learn about making appropriate choices of fabrics for different situations and demonstrate this in the practical application of the fabrics in their individual designs. Emphasis will be on using the sewing machine for decorative and construction purposes.

DRAMA

Students draw on previously learnt techniques and develop an understanding of new ones throughout the year. The year starts with students exploring the origins of theatre and taking inspiration from these to produce their own piece of drama. They are also introduced to various play texts such as 'Alice in Wonderland' and explore the themes and characters within them.

GEOGRAPHY

Year 8 Geography will begin with a detailed study of tectonic hazards, which will include studying the structure of the Earth, and raising students awareness of the main tectonic plates and boundaries, and the theories linked to what causes the plates to move, and influencing the dynamic planet Earth. We will also focus on the primary and secondary impacts of volcanic and earthquake hazards. Students will gain knowledge on where the major volcanic eruptions and earthquakes occur, and this will include becoming aware of why the British Isles do not suffer from major earthquakes. The students will be assessed on the knowledge they have gained during the study of the hazardous Earth. Year 8 will also go to study other human and physical topics throughout the academic year.

HISTORY

Students study British History 1500-1700, the Slave Trade and the Industrial Revolution. The course builds on the skills gained in Year 7, of assessing sources for bias and reliability, cross-referencing and extended writing. Students are encouraged to become independent learners through research homework and group activities in class.

MODERN FOREIGN LANGUAGES

During Year 8 students consolidate their knowledge of the tenses and learn the perfect and imperfect tenses. A number of topics are covered this year, including media, clothing and fashion, tourism, food and drink, where they live, future ambitions. Students develop Listening, Speaking, Reading, Writing, transcription and translation skills. They also work with literary texts.

MUSIC

Students build on previously learnt skills and continue to develop the key areas of listening and appraising, performing and composing. Topics include developing notation, tones and semitones, scales, chords, keyboard skills, use of the Sibelius programme and the study of an Edexcel GCSE set work.

PHYSICAL EDUCATION

The focus of the Year 8 Physical Education curriculum is 'Learning to learn, lead and developing growth mindset'. During lessons, students will participate in a number of sports to develop this. In the Autumn term, students will take part in Netball, Badminton and Gymnastics. In the Spring Term, students will take part in Dance, Fitness, Basketball, Outdoor Adventurous Activities and Athletics and finish with Tennis, Cricket and Rounders in the Summer Term. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing resourcefulness, resilience, reflectiveness and reciprocity. The students continue to develop their understanding of how to lead a fit and healthy lifestyle and also reflect on their own and others' performances and find ways to improve them. There continues to be many opportunities for the students to take part in lunchtime and after-school activities to improve their skills further.

YEAR 9 COURSE DESCRIPTIONS

ENGLISH

The Year 9 curriculum consists of a rich and varied programme which allows students to develop their existing reading and writing skills, in preparation for the challenging GCSE English Language and English Literature courses. It includes key areas such as poetry, drama, fiction and non-fiction prose. There are also opportunities for students to use modern technology to write collaboratively, as well as to improve editing and proofreading skills. Spelling, punctuation and grammar continue to enjoy a high profile within the subject. To this end, all Year 9 students use a 'SPAG' booklet which focuses on improving literacy.

The Year 9 programme of study begins with a GCSE English Language transition unit which introduces students to the components of the short story, analysing how writers structure their narratives and create setting, atmosphere and character in order to use these skills in their own imaginative writing. Students also explore a range of travel writing, focusing on comprehension skills, synthesis, analysing structure, comparing texts, as well as writing for different audiences and purposes.

Year 9 students begin their GCSE course in the spring term, studying the GCSE Literature drama text, 'An Inspector Calls'. Students develop both their enjoyment and critical understanding of texts through their study of a range of poetry on the theme of 'Relationships' from the AQA GCSE Poetry Anthology. Creative teaching strategies are employed to extend students' skills and introduce them to the GCSE examination question formats.

MATHEMATICS

In Year 9, all students begin their preparation for the GCSE course. Students use as a main resource the "Collins Connect" digital resource. The Mathematics Department offers an exciting and challenging programme of study which enables students to gain confidence and develop their mathematical skills.

Students learn about number, algebra, probability, statistics, ratio, proportion and rates of changes, and geometry and measures, at a level suitable to their own ability. They learn to use and apply their mathematical knowledge in practical situations, real life problems and through investigations, which help to develop their problem solving skills.

Mathematics teaching is enhanced by the use of interactive whiteboards and students have the use of computers in lessons on a regular basis.

SCIENCE

In Year 9 students study 6 topics: **Electromagnetism; You and Your Genes; Air & Water 1; Sustainable Energy; Living Together and Air & Water 2**. These units integrate content from both the Key Stage 3 programme of study and the specifications for GCSE in Combined Science, Biology, Chemistry and Physics to provide a phased transition to GCSE level work.

They will develop their scientific skills through projects on the "Language of Measurement" and "Ecology".

RELIGIOUS STUDIES

Students follow "The Life" which builds upon previous learning. This programme invites students to consider what they believe, the reasons for it and the implications. Ultimate questions are raised and possible answers are there for reflection. Students are given insight into the approach of the Evangelist and the purpose of the Gospels. Students explore a variety of vocations and ways of life followed by "morality and conscience" which focuses on some major issues which young people face today. Lastly, students have the opportunity to study Judaism looking at the key elements of the Jewish faith. This work will give them a solid foundations to commence GCSE studies.

PSHE (which includes Citizenship and Sex & Relationships Education)

In Year 9 we aim to raise awareness of the risks students may face when out with friends or alone, including drugs, alcohol, weapons, as well as the internet. Various issues are covered and a range of scenarios for students to consider and review responses. The legal position on drugs is emphasised with a presentation by external speakers and this leads into a wider consideration of addictions and the social and personal consequences.

Sex & Relationships Education encourages students to consider the nature of loving sexual relationships and focus on the emotional as well as the physical aspects so that they are empowered to make considered decisions for themselves at a later point in their lives. Emphasis will be given to Catholic teaching and seeing sexual activity as a gift from God and that our bodies are 'temples of the Holy Spirit'.

In the Spring term as well as encouraging decision-making on GCSE options and careers, students will explore the nature of parliament and their own future finances. Finally, students think about feminism in the context of contemporary society.

A reflection on bullying and personal safety concludes the health and emotional well-being focus at KS3.

ART

Initially, students analyse surrealist artwork, mimicking the styles and techniques used by a chosen artist or movement. Students assess visual information including images and artefacts from different historical, social and cultural contexts in order to develop new artwork. Students make a sculpture based on a surrealist theme, taking into account the purpose and target audience. In the second term, students investigate art in the world around them. Street Art is used as inspiration for their own messages in their work.

DESIGN AND TECHNOLOGY

Design & Technology is studied through the areas of Food & Nutrition, Graphic Communication and Textiles. By the end of Key Stage 3, all students will have had the opportunity to experience this range of subject areas. Knowledge, skills and understanding of the design process are taught through short focused tasks and design and make assignments. This involves: writing design briefs and specifications; researching existing products; planning work; using tools, machinery and equipment safely and with accuracy; working with a variety of materials and final evaluation of design solutions. Shown below are the main topics taught:

Food & Nutrition:

This year students continue to build on their skills, understanding and knowledge in the preparation of a wide range of dishes and in the use of equipment. They will be given more opportunity to choose for themselves what dishes to make and research and plan accordingly. Nutrition and making healthy choices continues to be the underlying focus of these choices. Food provenance and sustainability are also key underlying concepts this year as they are challenged to not only consider what they will make but the socio-economic, cultural and environmental issues associated with their choices.

Graphic Communication :

Throughout the year, students explore various graphical drawing techniques and media with the objective of producing relevant design and technology solutions to a given brief. Students will also learn about the responsibility a designer has to the both the environment and the audience it serves.

Textiles:

Students will work in groups to simulate an assembly line producing a small batch production run of a gift item for a specified client to be sold in a gift shop. They will also develop their sewing skills in a production of a customised item, using recycled materials. They will also produce a magazine article about recycling, encouraging their peers to up-cycle old clothing.

DRAMA

Students develop skills and techniques learnt in Years 7 and 8 such as Improvisation, Characterisation and Choric work. They also look at social and historical influences on Drama and Theatre, focusing in the last term on the role of women in the world of Drama. Students look at devising theatre from a range of stimuli and work collaboratively to create full length devised pieces of drama.

GEOGRAPHY

Year 9 Geography students will begin the year studying development, and this will include looking at the reasons why Year 9 s some countries are more developed than others. The students will also become aware of how development is measured using economic and social indicators. The development topic will also focus on a case study of China, and its rapid development over recent decades. The students will also become aware of negative and positive impacts of the one child policy. We will then go on to study the continent of Antarctica, which will include physical and human Geography features. Year 9 students will be assessed on their knowledge throughout the academic year to ensure progress is being made.

HISTORY

Year 9 students study Civil Rights in the USA, Democracy in Great Britain, the World Wars and the Holocaust. Students will also study the American West c1835-c1895 which is based around the new GCSE syllabus. The course will build on the skills gained in Year 7 and 8, of assessing sources for bias and reliability, cross-referencing and extended writing. Students are encouraged to become independent learners through research homework and group activities in class.

MODERN FOREIGN LANGUAGES

During Year 9, students consolidate their knowledge of the tenses. A number of topics are covered this year, including geography, life as a teenager, health and fitness, the world of work, holidays and world issues. Students develop Listening, Speaking, Reading and Writing, transcription and translation skills. They continue to work with literary texts.

MUSIC

Students continue to develop listening and appraising, performing and composing skills from Years 7 and 8 and work on topics which link to the Edexcel GCSE course. Units of work include 20th Century music focusing on music by Steve Reich (Minimalism) and the history and development of Blues music and music of the 1960's.

PHYSICAL EDUCATION

The focus of the Year 9 Physical Education curriculum is 'Building aspirations and developing resilience'. During lessons, students will participate in a number of sports to develop this. In the Autumn term, students will take part in Netball, Badminton and Dance. In the Spring Term, students will take part in Fitness, Basketball, Outdoor Adventurous Activities and Athletics and finish with Tennis, Cricket and Rounders in the Summer Term. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing motivation, challenge and role models. The students continue to develop their understanding of how to lead a fit and healthy lifestyle and reflect on their own and others' performances which leads into the GCSE PE course if they chose to take this in Year 10. There continues to be many opportunities for the students to take part in lunchtime and after-school activities including leading and coaching students in the younger years.

SUPPORT FOR STUDENTS APPROACHING THE END OF KS3 CAN INCLUDE:

Summer Term—Year 9

Mentoring Sessions with Learning Mentor

Careers Interview with Careers Co-ordinator [Spring Term]

Selection and training of Peer Mentors

Mentoring and Target setting meetings with Form Tutors

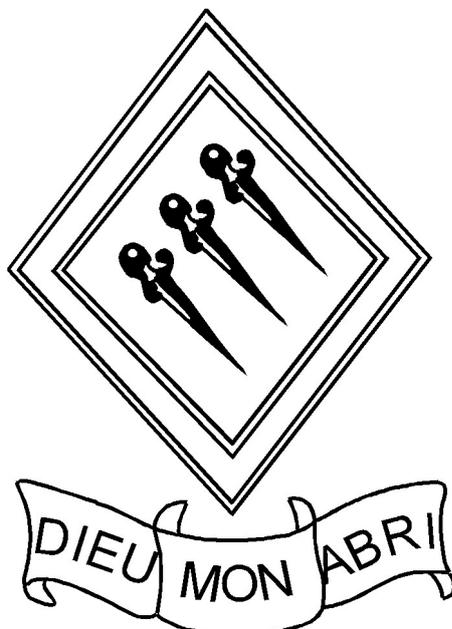
End of Key Stage recognition of Effort, Achievement and Attendance at
Celebration Afternoon

TRANSITION FROM KS3 TO KS4 (YEARS 10 AND 11)

At the end of Year 9 students will progress to choosing their GCSE subjects which will include the core subjects, English Literature, English Language, Mathematics and Science and the compulsory subjects Religious Education and their Modern Foreign Language. They then choose three further subjects. Examples of subjects offered in previous years have included:

Art, Craft & Design
Computer Science
Drama
Geography
Physical Education
Graphics
Food and Nutrition

Separate Sciences (Biology, Chemistry, Physics)
History
Dance
Music
Information Technology
Textiles



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