

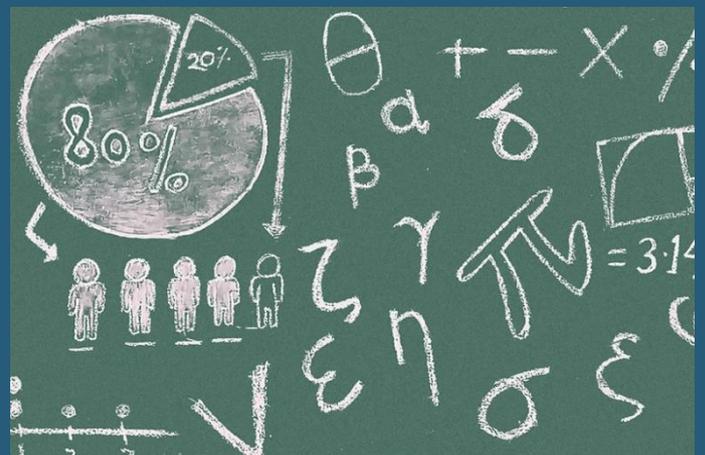
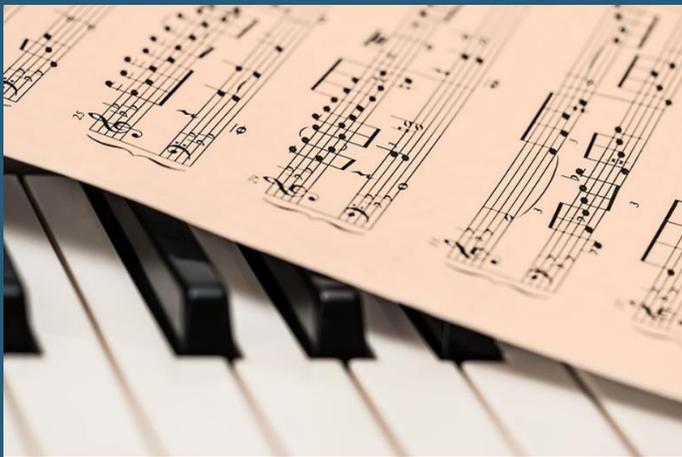


ST BERNARD'S HIGH SCHOOL

Year 9

Curriculum Newsletter

Autumn 2020



Welcome to our Autumn Term Curriculum Newsletter. The departments that teach your daughter have contributed to the newsletter to give you information about what you can expect her to be studying this term at St Bernard's High School.

RE

Students have begun to think about what gives meaning to our lives and reflect on our search for God. Students will study some examples of Religious Experience and how it brings us closer to God. After half term, students will examine the Gospels and reflect on what they reveal about God.

English

GCSE English Language Paper 1 Transition Unit: Journeys

Students explore a range of travel writing in order to practise the skills of comprehension, analysing structure, comparing texts.

GCSE English Language Paper 2 Transition Unit: Creative Writing

Students will be introduced 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.

Maths

In Year 9, students start their GCSE studies and will study a wide range of topics within the six areas of the GCSE Mathematics specification: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics. Problem solving is also an important aspect of their learning.

The topics studied by sets 1 and 2 include: number properties, rounding and estimation, calculations with decimals, fractions, percentages, ratio and proportion, compound measures, statistical diagrams and averages, sequences and angles.

The topics studied by set 3 include: multiples, factors, prime numbers, highest common factors and lowest common multiples, measures and scale drawings, charts, tables and averages, angles and approximations.

The topics studied by set 4 include: place value, order of operations, types of numbers, time and timetables, measures and scale drawings, charts, tables and averages, angles, approximations and solving problems with money. In addition, students in set 4 will be using the "Numeracy Ninjas" booklets as starter activities in lessons to help them develop their numeracy skills which are required in all areas of mathematics as well as in other subjects. All students have login details for MyMaths and will continue to be set homework on this website in addition to their written homework.

Students are tested during October of this term. Their teacher will tell them the date of the test and provide a revision list.

Science

Students study 2 units in the Autumn Term: "Electromagnetism" and "You and Your Genes". These are based on part of the unit "Electric Circuits" and the full unit "You and Your Genes" in the GCSE specification for **OCR GCSE Combined Science B** and the related specifications for separate **Physics** and **Biology**.

Homework: Students are expected to complete a daily homework task for approximately 15min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson. Assignments will be set, she will be able to seek help and support from her teacher and join in discussion using Microsoft Teams.

Assessment: Each unit lasts approximately 5 weeks and students will take a written test on each unit set in the final week of the unit.

Resources: Your daughter can find copies of worksheets and presentations used in class on the Sciences site of the VLE (<https://stbernardshighschool.sharepoint.com/sites/subjects/Sc/>) and/or in her online class notebook, which she can find via her class team on the VLE. All resources are organised by unit title.

*Revision guides for **GCSE Combined Science (OCR B)** and those for the related optional separate **Biology, Chemistry and Physics GCSE** courses can be obtained from the school shop*

MFL – French

Unit 1: Talking about social media, giving opinions about someone, arranging to go out, describing a date, and describing a music event.

Transcriptions, and translations from and into English.

Grammar: present tense, direct object pronouns, the near future, the perfect tense, and using three tenses.

Unit 2: Parts of the body and pains, talking about sport, healthy eating, making plans to get fit, and describing levels of fitness.

Transcriptions, and translations from and into English.

Grammar: blending of preposition and definite articles, "one must", future tense, and three tenses together.

Assessment: Listening, Speaking, Reading and Writing.

MFL – Italian

Unit 1: Introductions, family, personal pronouns, countries, nationalities and languages, describing people.

Grammar: Nouns, the indefinite article, adjectives, the verb "essere", personal pronouns, present tense of the verb "avere".

Unit 2: Free time, hobbies, sports, activities: what you do, when, where and with whom, keeping fit.

Grammar: negative sentences, the definite article, articulated prepositions, presente tense, "mi piace/mi piacciono".

Assessment: Listening, Speaking, Reading and Writing.

MFL – Spanish

Unit 1: What I am like: This covers talking about the things you like, talking about your week, talking about films, birthdays and life as a celebrity.

Transcription and translations from and into English

Grammar: using regular and irregular verbs in the present tense, using the near future tense, using the past tense and using three tenses together.

Unit 2: Jobs: this covers what you have to do at work, saying what job you would like to do, talking about your future, describing your job and coping with authentic tests.

Transcription and translations from and into English.

Grammar: using irregular verbs, using the correct adjective agreement, more practice with the near future tense and using three tenses together.

Assessment: Listening, Speaking, Reading and Writing.

Art

Year 9 will be investigating Surrealism and linking it with our local environment by designing imaginative sea creatures. This will include a research project at the start of the term to develop their independence in exploring different aspects of Surrealism. This will help to lead to individual and unique designs inspired by artists' work. They will explore form and texture in both 2D and 3D media.

Drama

Over this term, Year 9 students will be exploring a variety of dramatic skills and techniques including, mime, physical theatre, hot-seating and thought-tracking. The unit will conclude with a scripted assessment where students will demonstrate their understanding of the techniques learnt through applying them to the text.

Food & Nutrition

Students consider the factors that affect our food choice with particular emphasis on seasonal foods and foods grown in the UK. They consolidate their understanding of nutrition and healthy eating principles and learn how to plan meals using a time plan. They make a pear or apple cake and a main meal. They consider foods traditionally served at Christmas celebrations in the UK with the focus on the food group 'meat' and alternatives. They evaluate the use of ready-made pastry when they make a batch of sausage rolls

Geography

Yr. 9 Geography students will begin the year with a focus on Development issues, which will include gaining an understanding of how development is measured, and the differences in development stages within countries and between countries. Students will be assessed on their understanding and knowledge gained before the October half term break. The second half of the term will feature a case study of China, and in particular its one child policy, and the reasons for its introduction and its effects on the Chinese citizens

Graphic Communication

This year students are required to research, plan and complete their practical projects with increasing levels of independence. The Year 9 Scheme of Work has been designed to introduce students to Graphic Design/Communication and to prepare and equip them with the appropriate knowledge when asked to select their chosen Design and Technology subject for Key Stage 4.

The content refers to the current GCSE Graphic Communication course and serves to lay a foundation for the more complex and challenging skills which are revisited in more detail during Year 10.

A diverse range of skills and techniques will be learned, developed and applied using a range of focused tasks. Tasks will include, amongst others, typographical design, corporate identity, an understanding of promotional initiatives and a range of technical drawing and rendering tasks. Students will be asked to work in groups, assigning roles and responsibilities to each member. They will be asked to present their groups outcomes as a professional pitch presentation.

Students will also launch their own investigation into a particular career in the graphics industries and create a visual presentation of their findings.

History

Students will begin by looking at Civil Rights in the USA and Democracy in Great Britain. They will be assessed using questions which are based on key skills needed for GCSE study. They will then move on to studying the First World War.

Music

First Half Term:

Music Through Ages

Developing knowledge and understanding of musical genres

Assessment based on Understanding of Key Dates and Characteristics of Musical Genres.

Second Half Term:

Music for Adverts

Developing compositional skills in response to a given brief

Assessment will be Composition for an Advertisement

PE

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 Fitness. Alongside the development of more complex skills and strategies in each of the sports, emphasis will also be placed on developing growth mindset, motivation, and being good 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 choose 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 Year 7 and 8.

PSHE

In Year 9 we aim to raise awareness of the risks students may face when out with friends or alone. 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'.

There will also be a session on mental health and well-being.

Textiles Technology

This year students will explore a project through research, designing, making and evaluating. They will be asked to carry out a more detailed piece of artist research into one of the following areas, Art Nouveau, Pop Art or Surrealism in order to understand one of the requirements for GCSE Textiles. Students will also be encouraged to develop their ideas with increasing independence and personal style. They will be challenged with creating a range of products that employ the theme of upcycling to create commercially viable products. Students will build on their knowledge of construction by using methods such as quilting and the sewing machine to create more complex structural pieces and more technical procedures such as putting in a zip. They will explore other hand embellishment methods to add extra interest to their products.

If you have any concerns or queries regarding the curriculum at St Bernard's High School, please do not hesitate to contact Mrs Bennett, Assistant Head Teacher.