



St Bernard's High School

Year 9

Curriculum Newsletter

Spring 2021



Welcome to our Spring 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

Year 9 students will study the vocation of a priest and the Sacrament of Holy Orders including apostolic and monastic life reflecting on the different ways God calls humans to help others. They will also study the sacrament of marriage. Students will consider the reasons why people get married and the importance of marriage. Students will then study the meaning of morality, Christian morality and consider present moral issues. They will understand what is meant by conscience and know some people have acted according to their conscience.

English

GCSE English Literature: AQA Anthology Poetry

Students are introduced to a range of poems, exploring the ways in which the poets use language, structure and form to convey their ideas about relationships. Students are explicitly taught how to deconstruct an unseen poem and how to write an extended analysis.

Maths

In Year 9, students start their GCSE studies and 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: transformations, constructions and loci, manipulating algebraic expressions, length, area and volume and linear graphs.

The topics studied by set 3 include: decimals and fractions, linear graphs, expressions and formulae and, ratio and proportion.

The topics studied by set 4 include: decimals and fractions, linear graphs, expressions and formulae and, ratio and proportion. In addition, students in set 4 are 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 be set homework on this website in addition to their written homework.

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

Science

Students study their final unit from: "Air and Water 1", "Electromagnetism" and "You and Your Genes", complete a project on "The Language of Measurement" and then study unit from "Air and Water 2", "Living Together: food and ecosystems 1", and "Sustainable Energy". These units draw from the GCSE specifications for **OCR GCSE Combined Science B** and the related specifications for separate **Biology, Chemistry and Physics**.

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.

MFL – French

Unit 3: My career

Describing jobs, learning languages, saying what you used to do, discussing your future and your past, and talking about your job. Transcriptions, translations from and into English.

Grammar: agreement, modal verbs, the imperfect tense, future and imperfect tenses, using different tenses together)

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

Unit 4: Holidays

Discussing holidays, imagining adventure holidays, talking about what you take with you on holiday, describing what happened on holiday, and visiting a tourist attraction. Transcriptions, translations from and into English.

Grammar: different types of questions, the conditional tense, reflexive verbs, combining different tenses, using emphatic pronouns.

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

MFL – Italian

The order of the units follows the themes of the new GCSE.

Theme: Identity and culture

Unit 3- At home

Talking about your own home town, expressing opinions about your town or area, describing your house from outside and inside, saying what rooms there are in your house and saying where things are.

Grammar: Revising present tense of irregular verbs, using prepositions and revising the position of the adjectives.

Assessment: All skills

Unit 4- Everyday life.

Talking about what you do every day, saying what jobs you do in the house, revising times of the day and talking about setting the tables and mealtimes.

Grammar: revising reflexive verbs, asking questions and using the present tense of stare and the gerund.

Assessment: All skills

MFL- Spanish

Unit 3 – Keeping fit

This covers talking about diet, talking about an active lifestyle, talking about your daily routine, talking about getting fit and aliments. Transcription and translations from and into English.

Grammar: using direct object pronouns, using stem-changing verbs, using reflexive verbs and revising the imperative.

Assessment: All skills

Unit 4 – Young people in action

This covers talking about children's rights, talking about Fairtrade, talking about recycling, describing how a town has changed and reading about word issues. Transcription and translations from and into English.

Grammar: expressing your point of view, using the imperfect tense and using irregular verbs.
Assessment: All skills

Art

Year 9 will be completing their sculptures of their Surreal sea creatures that they designed during Term 1. They will be taking ideas from artists such as Edouard Martinet, Bailey Henderson and Huang Yong Ping and exploring the use of recycling in Art. On completion of this project, students will be investigating Street Art and using stencil printing skills.

Drama

Year 9 Drama students will be exploring a range of specific rehearsal techniques to aid the development of character. These techniques include hot-seating, Laban states and exploration of sub-text. The result of these rehearsal techniques will be an assessed performance of an extract from the play *Two* by Jim Cartwright in which students will demonstrate their ability to develop and sustain characterisation.

Food & Nutrition

Students consider the factors that affect our food choice with particular emphasis on food provenance, seasonality and foods grown in the UK. They consolidate their understanding of nutrition and healthy eating principles and learn how to plan meals using an effective time plan.

Students will develop their practical food preparation skills and make a cinnamon apple cake, chilli con carne and seasoned flatbreads. They consider foods traditionally served at cultural celebrations in the UK with the focus on the production of an additional main meal and dessert. Students will be encouraged to evaluate all practical work completed, to reflect and continue to develop their personal kitchen skills.

Geography

The students will be coming to the end of their Development topic studies, which included a case study of the China one child policy. The students will then begin their studies of the Antarctica topic. This will include studying the importance of Antarctica to scientists and their understanding of the Earth's atmosphere. They will also understand why Antarctica is so unique as a continent, as well as the threats that it faces from human activities.

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 focussed 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 group 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

Year 9 will start the Spring Term with a study of the First World War where they will learn about life in the Trenches, key battles and the legacy of war in European countries. The second half of the term will look at further conflict in the 20th century, including Communism, Fascism, WW2, Korea, Vietnam and Cuba.

Music

During Year 9, students will continue to develop their knowledge and understanding of Music Through the Ages, Musicals, compositional techniques and building on prior knowledge and understanding of musical theory.

We look at Medieval Music through to 21st Century Music, the development of Musicals where the students will be given the opportunity to write and perform their own musical. Students will also be given the opportunity to develop their composition skills by using Sibelius to create an original composition based on a given brief.

All students are given time to reflect on their work and achieve the best they can in a calm and stimulating environment.

PE

The focus of the Year 9 Physical Education curriculum is 'Building aspirations and developing resilience'. During lessons, students will participate in several sports to develop this. In the Spring term, students will take part in Badminton, Dance, Skill-based Activities, and Fitness. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing motivation, challenge, and role models. We have also introduced a well-being programme which is running alongside our curriculum to help educate students on general health and well-being issues.

PSHE

Topics to be covered this term:

Preparation for making option choices
Beauty of God's Creation- sex ed
Fun with your Future Finances
The Nature of Parliament

Textiles Technology

Students have chosen an art movement from a choice of Art Nouveau, Surrealism or Pop Art to inspire designing. Research has been carried out and drawing explored in order to explore the art of that period.

This term students will continue to explore their target audience and use this to help them design a fabric pouch suitable for cosmetics, toiletries, stationary items or for use as a clutch bag. They will consider issues in the Textiles industry such as recycling and sustainability and will be encouraged to upcycle fabrics from old clothing/household items to design and make their fabric pouch. Students will practise techniques including relief printing, applique and patchwork. They will then be encouraged to use at least one of these techniques in the design of their pouch. Students will be encouraged to make independent choices and evaluate their own successes and areas for improvement.

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.