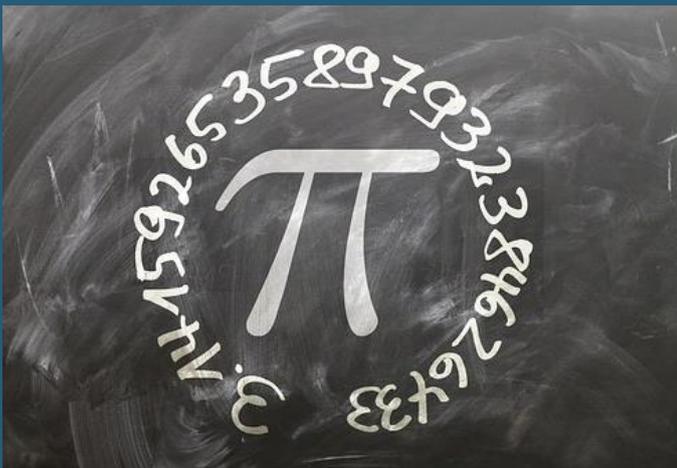
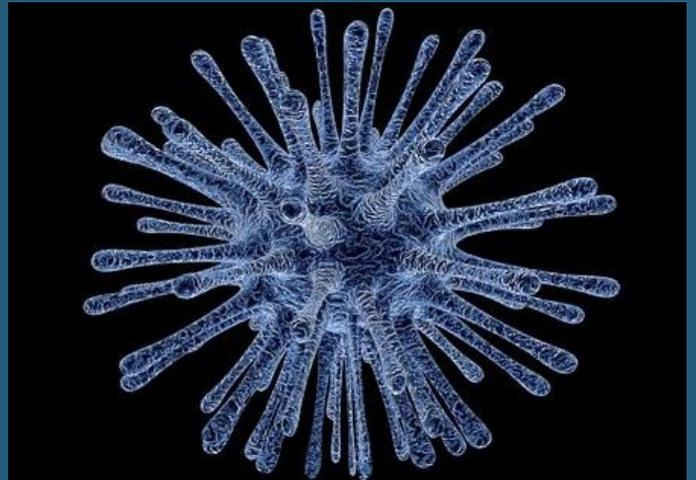


# St Bernard's High School

Year 9

Curriculum Newsletter

Summer 2021



**Welcome to our Summer Term Curriculum Newsletter. Each department has contributed to this newsletter, providing you with information detailing what you can expect students to study this term at St Bernard's High School.**

## **RE**

Students will study what the Catholic Church teaches about dialogue with other faiths and how faith communities work together to help those in need. Students will begin studying background work for the GCSE course. This will involve understanding the lives of key covenants in the Old Testament. Students will then begin their study of the key beliefs and practices of the Jewish communities living in the U.K.

## **English**

Students will continue their GCSE English Literature preparation, completing their study of key poems from the 'Relationships' collection in the AQA Poetry Anthology. Students will then move on to their study of the modern play, JB Priestley's 'An Inspector Calls', where they will develop their knowledge of the plot and their understanding of the writer's characterisation and thematic concerns, as well as make links to relevant aspects of the play's social, historical and cultural contexts.

## **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: Pythagoras' Theorem, using trigonometry to calculate lengths and angles in right-angled triangles, similar shapes and probability, as well as applying their mathematical skills and understanding in investigations to develop problem-solving skills.

The topics studied by set 3 include: perimeter and area, volume and surface area of prisms and transformations, as well as applying their mathematical skills and understanding in investigations to develop problem-solving skills.

The topics studied by set 4 include: perimeter and area, volume and surface area of prisms and transformations, as well as applying their mathematical skills and understanding in investigations to develop problem-solving skills. 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 be set homework on this website in addition to their written homework.

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

## **Science**

Students study their final two units 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 10 min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

## **MFL – French**

### Unit 5 – My place in the world

This covers discussing what you are allowed to do, explaining what is important to you, talking about the things you buy, describing what makes you happy, learning about human rights issues.

Transcription and translations from and into English.

Grammar: using expressions with "avoir" (to have), using direct object pronouns, using "si" in complex sentences.

Assessment: All skills

Revision of all units studied this year/ cultural topic

## **MFL – Italian**

### Amici Unit 5 - Theme 3: School - Scuola e futuri progetti

This covers discussing a typical day at school, comparing school systems in Italy and England, describing your school, expressing opinions about subjects and teachers, talking about plans for the future.

Transcription and translations from and into English.

Grammar: possessive adjectives, irregular verbs, avoiding the future tense to talk about the future.

Assessment: All skills

### Amici Unit 6 – Theme 2: Local Area, holiday and travel -Il viaggio

This covers finding out information about train, bus and tram departures, buying tickets, asking for directions, saying where places are, asking for information at a tourist office and requesting brochures and leaflets.

Transcription and translations from and into English.

Grammar: imperative, comparison of adjectives.

Assessment: All skills

## **MFL - Spanish**

### Unit 5 – An adventure in Madrid

This covers meeting and greeting people, talking about a treasure hunt, discussing buying souvenirs, saying what you will do in Madrid and making yourself understood.

Transcription and translations from and into English.

Grammar: using the superlative, comparative, simple future tense and using question forms.

Assessment: All skills

Revision of all units studied this year/ cultural topic

## **Art**

Students will investigate Street Art. They will respond to current affairs to develop their own composition and will develop stencil-printing skills in the style of Banksy as well as considering the meaning behind their work to prepare them for GCSE.

## **Drama**

Students will be working in pairs to perform a duologue from the play 'Two' by Jim Cartwright. They will learn how to bring a script from page to stage following a rehearsal structure that allows them to develop their creativity, knowledge and theatrical skill while stressing the importance of the rehearsal process as well as the final performance.

## **Geography**

Students will continue with their studies of the People and the Biosphere topic, which will include gaining knowledge of the location of biomes across the world, and important factors that influence the adaptation features of each major biomes, and the importance of ecosystems having the right balance between biotic and A-biotic features. The students will then undertake their studies of the 'Forests under threat topic', which will include two contrasting forest (hot and cold) biome case studies.

## **History**

Students will begin with an in-depth look at the Holocaust. This will involve studying all the groups of people that the Nazis persecuted, looking at similarities and differences between their treatment. Students will also consider the effect of the Holocaust on the Jewish communities. After half term, students will undertake a study of the American West c1835-c1895; in particular the lives of the Plains Indians and early settlement of the West by white Americans. For those who are going on to do GCSE History, this will form part of their course. For those who have not opted to do GCSE History, this will be a very interesting topic to cover, as there are many misconceptions surrounding this part of history.

## **Music**

Students will study:

- Musical Theatre – Students will compose their own musical and perform for assessment
- Blues Music
- Music for Adverts
- Music of today – a development of listening and appraising skills within a range of genres
- Music through the Ages – a historical overview and breakdown of the development and evolution of music

Assessment: listening, performing and composition skills

## **PE**

Students have participated in a range of sports throughout the year. This term the activities are initially Fitness and Athletics and then students will move onto some Striking and Fielding.

Students will look at a variety of events in Athletics including jumps, throws and track. Students will also cover a range of fitness activities that will teach them about healthy lifestyles and how to improve and monitor their own fitness levels. In Striking and Fielding, they will learn a series of techniques and strategies in sports like Rounders, Cricket and Tennis.

## **PSHE**

Students will cover the following topics:

- Completion of Beauty of God's Creation
- Future Finances
- The Dangers of Alcohol
- Gambling
- Gender Identity and LGBT bullying
- Personal Safety

## **Technologies:**

### **Food and Nutrition**

This term students consider the factors that affect our food choice with particular emphasis on function of ingredients, 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 continue to develop their practical food preparation skills and make a swiss roll. They consider foods traditionally served at cultural celebrations in the UK. Students will be encouraged to evaluate all practical work completed, to reflect and continue to develop their personal kitchen skills.

### **Graphic Communication**

The content this term 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.

### **Textiles Technology**

This term students will be inspired by their research and design work to make their final product. They will practise techniques such as patchwork and consider issues of sustainability in their product. They will then be encouraged to use at least one of the textiles techniques that they have explored this year in the design of their final outcome. 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 (Curriculum).**