



Broughton Hall Catholic High School

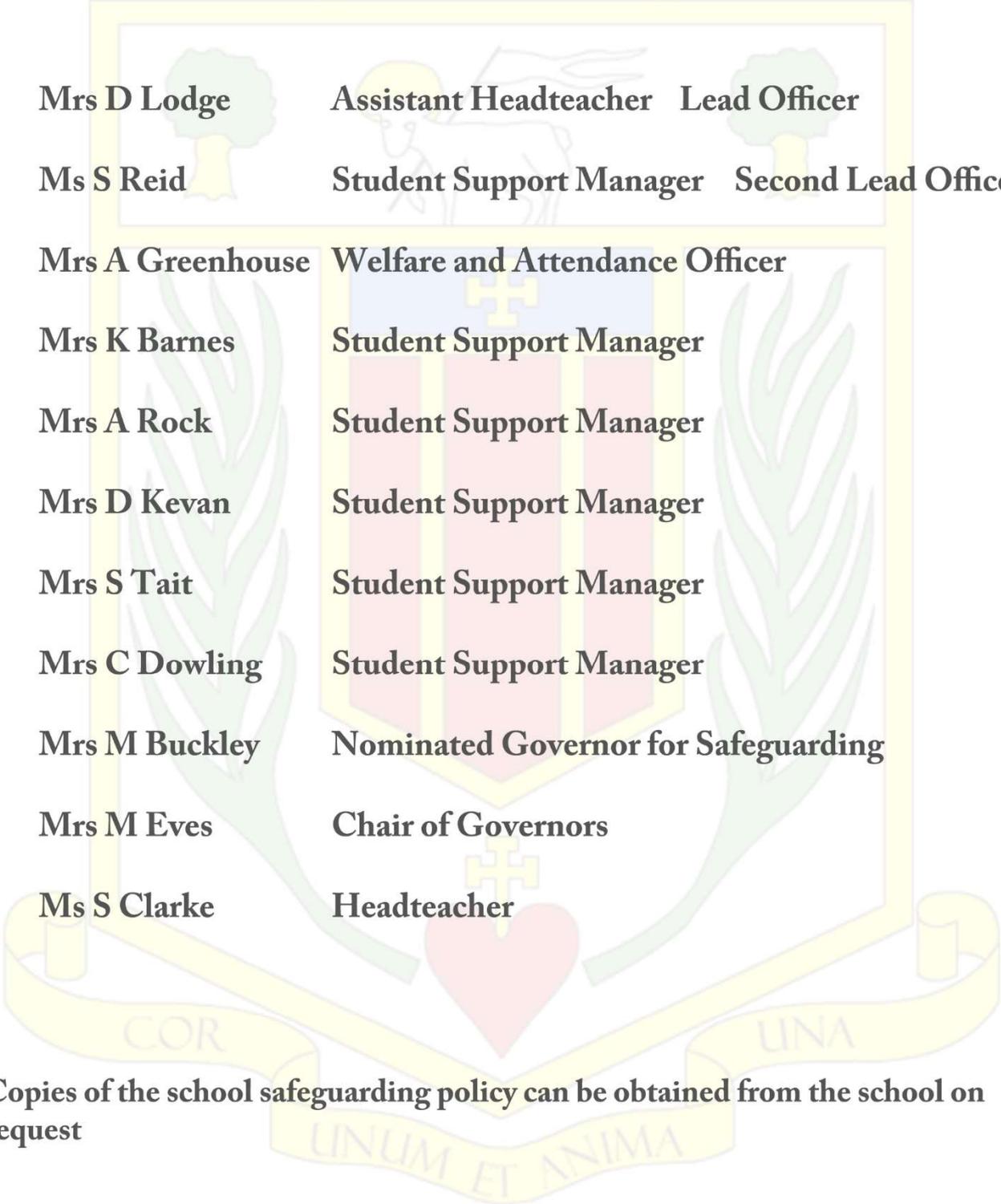


Year 9 Curriculum Booklet



This is a Safeguarding School

We are committed to safeguarding and promoting the welfare of young people and we expect all pupils, staff, volunteers and visitors to share this commitment.



Mrs D Lodge	Assistant Headteacher	Lead Officer
Ms S Reid	Student Support Manager	Second Lead Officer
Mrs A Greenhouse	Welfare and Attendance Officer	
Mrs K Barnes	Student Support Manager	
Mrs A Rock	Student Support Manager	
Mrs D Kevan	Student Support Manager	
Mrs S Tait	Student Support Manager	
Mrs C Dowling	Student Support Manager	
Mrs M Buckley	Nominated Governor for Safeguarding	
Mrs M Eves	Chair of Governors	
Ms S Clarke	Headteacher	

Copies of the school safeguarding policy can be obtained from the school on request

Term Dates

Autumn Term 2017

Inset Days: Monday, 4th September 2017 (No Pupils)

Friday, 20th October 2017 (No Pupils)

There will be a holiday on Friday, 22nd September 2017 to celebrate the feast of
our Lady of Mercy.

Term Commences: Monday 4th September 2017

Term Ends: Friday 22nd December 2017

**Half Term - Monday 23rd October to Friday 27th
October 2017**

Spring 2018

Inset Day: Monday, 8th January 2018 (No Pupils)

Term Commences: Monday 8th January 2018

Term Ends: Friday 23rd March 2018

**Half Term - Monday 12th February to Friday 16th
February 2018**

Bank Holiday: Good Friday: 30th March

Bank Holiday: Easter Monday: 2nd April

Summer 2018

Inset Day: Monday, 23rd July 2018 (No Pupils)

Term Commences: Monday 9th April

Term Ends: Monday 23rd July 2018

Half Term: Monday, 28th May to Friday 1st June 2018

Bank Holiday: Monday 7th May 2018 – May Day

Bank Holiday: Monday 28th May 2018



Homework policy

Definition

Homework is any work or activity which students are asked to do outside lesson time either on their own or with the help of parents or carers.

The Purpose of Homework

- to help raise achievement
- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- to consolidate and reinforce skills and understanding
- to extend school learning, for example through additional reading
- To enable students to devote time to particular demands such as GCSE coursework or project work.



KS3

Students should expect to have one homework per week for English, Maths, Science, French (if studied), Spanish, History, Geography and RE. Computing, Drama and Music homework will be set as appropriate.

Each homework will take approximately 40 - 45 minutes to complete.

Year 9 Diploma

What is the Diploma?

Year 9 pupils will work towards an **internal** diploma, involving all subject areas. Pupils will be expected to complete a community project.

Pupils will be accredited for effort, attainment, attendance and punctuality. Community work can be carried out in or out of school. Subjects will carry different weightings of credits. Pupils will be updated as to how many credits they have each half term.

The aim of the diploma is to make learning more relevant and to prepare our pupils for GCSE. The diploma will provide a focus with a graduation ceremony to aim for at the end!

Does my daughter get a qualification at the end of the diploma?

No, the diploma is an internal course designed by Broughton Hall staff to prepare our students for GCSE and Btec studies in her year 10 and 11 schooling.

Will everyone pass?

Only pupils who achieve the stated number of credits will actually pass the diploma and be invited to Graduation.

What happens if my daughter doesn't pass?

Pupils who fail to reach the targets set with regard to the credits and/or behaviour and attendance will complete a **Year 9 certificate** on the day of graduation and celebration.

What is the extended project?

The extended project will be included in the communication studies part of the diploma.

What is community involvement?

To raise the importance of involvement in the community, pupils will record any contribution they bring to Broughton Hall and the local community. The credits in this aspect of the diploma may be gained for some things as simple as volunteering to help at open evenings, being part of a local cadets group, or fundraising for charity in school.

Art and Design Technology

Delivery:

- Pupils study Art & Design technology two lessons per week in year 9.
- Pupils will be taught Art, Textiles, Cooking & Nutrition and Product design over two terms, approx 12 weeks in each subject area.
- Pupils will have 2 subject areas in term 1 and rotate into the other 2 subjects areas in term 2 prior to making their elective choice.
- Pupils will be placed in their Art and Design technology elective choice in Term 3, two lessons per week to develop essential KS4 skills

Homework:

Homework by each Art & Design technology area will be given homework every second week. Pupils who hand in work late will receive detention by the subject teacher.

Equipment:

- It is essential that all pupils bring the correct equipment to lessons. Over the year this list will include the following: Pen, pencil, ruler, food ingredients, boxes, laptops, textile fabrics, class books, colouring pencils



Curriculum overview:

Pupils will complete a variety of making projects alongside learning theoretical knowledge of the individual subject area.

Cooking and Nutrition – Pupils will learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food. Pupils will also carry out a food Science investigation in groups.

Textiles - Pupils will further develop their sewing machine skills and knowledge of decorative textile techniques. They will use a specific theme to support designing and produce a cushion. An theoretical knowledge booklet will document the design process.

Product Design - Pupils will learn about timbers and sustainable forests. Research skills, problem solving, creativity, 3D drawing skills, ICT skills, numeracy skills, evaluating work, analysing existing products. Practical skills including using a range of saws, pillar drill, laser cutter, sanding machine, hammers, tri-squares, marking gauge.

Art - Pupils' will study Landscape, with particular reference to perspective. Artists' studied will include Deborah Philips, David Hockney, Nicolas de Stael and J.M.W Turner. Experimentation with a range of media and techniques will be explore and a 2D watercolour outcome will be made.

Assessment:

- Pupils will be assessed throughout each area. This will be in the form of 'BUILD' grades for written pieces of work produced and practical work carried out.
- Pupils will carry out peer and self-assessment for both practical and theory work.
- Pupils will receive an end of subject level for each Art & Design technology area.

These levels will then generate an overall D&T level at the end of year 9.

Dance

Year 9 will have one half term unit of Dance in their form classes.

Term 1 – 6 weeks.

In this unit, we specialise in one style of dance such as jazz, contemporary or street and develop a variety of performance and choreography skills using specific professional work. Assessment includes peer & self-assessment tasks throughout and a milestone levelled screening at the end of the unit. Video and written evidence are used to record pupil progress.



Year 9 Performance Project – (Option selected for the year within 2nd PE lesson)

The Performance Project is a year-long opportunity for one specialist class in each band. Pupils will learn and developed an advanced range of technique, performance, choreography skills and appreciation skills. Pupils will also sample some aspects of the GCSE dance course.

Assessment focuses on target setting and skill development throughout each unit, with a milestone assessment piece at the end of each. Video and written evidence is used to record pupil progress.

Throughout the year modules to be completed include:

Term 1.

Jazz & contemporary choreography technique.

Term 2.

Fosse.

Term 3.

Sinatra Suite.

Drama

Drama is an art form, a practical activity and an intellectual discipline, it involves imagination and feelings and helps us to make sense of the world. It carries the potential to challenge, to question and to bring about change.



Key Units in Year 9

1. **Devising Project:** Students will devise from a choice of given stimuli, they will use all of their knowledge of performance skills and drama techniques to develop an original piece of theatre. Students will explore the use of lighting, sound and costume to enhance their performance. This unit will require students to create a written portfolio of their work.
2. **Live Theatre:** Students will perform from a script and watch a range of live theatre performances which they will analyse to aid their understanding of this unit.
3. **Brecht:** Students will learn all about the practitioner Bertolt Brecht, they will create original theatre using this practitioner's style.

Assessment in Drama

- Students receive individual verbal feedback throughout each lesson.
- Individual written feedback accompanies every teacher assessment which is 2-3 times per term. Students are required to reflect on this feedback and set targets for progression.
- Video evidence of all work kept in a digital Practical Pupil Portfolio.
- Homework is set when appropriate.

Extracurricular opportunities in Drama include:

- Drama Club - Annual School Production -
- Numerous performance evenings and whole school events -
- Theatre trips and workshops -

Geography

Students in year 9 follow an exciting curriculum which helps them to develop an inquisitive mind about the world in which they live.

In year 9, students build on the skills they have developed in year 7 and 8 and look to extend themselves by ‘thinking like a Geographer’. They are encouraged to think creatively and critically about our world. They will think deeply about the impacts of developments and actions on the environment, economy and society.



Critically, they will nurture their geographical skills, so they are ready to tackle Geography at GCSE level.

Assessment

Assessment is carried out in a range of formats across the year including; end of unit tests, extended writing pieces and analysis of graphs, maps and other geographical data.

Geography Year 9 Curriculum	
Tectonic Hazards	Students will develop a deep understanding of plate tectonics and will look at case studies from around the world of events that have shook communities. We will compare the impacts in rich and poor countries and evaluate the most effective way of managing such events.
Globalisation	We are interconnected with the rest of the world like never before. Global commerce, international markets, better communication and the internet have changed the world we live in. Students will investigate the different impacts on rich and poor and evaluate it's impacts.
Hot and Cold Landscapes	Students will look further afield, by investigating spectacular hot and cold environments around the world. Students will investigate the characteristics and will look at how plants and animals have adapted to survive in such conditions.
Population	In 2012, the population reached 7 billion people, and it is still growing today. It raises questions on how we can manage our world sustainably to ensure that our world changes to reflect changes in population. We investigate different policies to population growth and migration around the world.
Issue investigation	Students will practise a range of geographical skills when creating a project on the development of Uganda. They will use information synoptically to develop their own ideas about Uganda and it's future.

History

In Year 9 students continue to develop the historical knowledge to understand the world around them.

Students receive two hours of History teaching per week and lessons are structured to offer a variety of activities tailored to fit all learning needs.



The topics studied are presented as ‘Big Picture’ enquiries, which will develop over a 6-8 week period. Students can expect to be formally assessed three times per year

Homework is given every weeks, and will build on the learning that has taken place in the lesson. Resources and Assessment tasks are available via Moodle. Homework is assessed through O.G.S.R.I marks, whilst formal assessments receive a levelled grade.

Term 1

Why did the Nazis achieve power in Germany, 1933-45?

Term 2

Why did the Holocaust happen?

Term 3

Civil Rights in the USA

ICT / Computing

In year 9 students receive 1 hour of ICT teaching per week. They will study the following:

Autumn Term

Python Programming—This scheme of work will give learners a basic understanding of the Python programming language. They create a variety of coded solutions to simple problems and use variables, data types, If statements, advanced If statements and loops. This unit helps the pupils learn about computational thinking skills and planning code and is the perfect introduction to more advanced programming

Web Development —This scheme of work is designed to give learners an introduction to the main languages involved in web development. Learners will begin by gaining an understanding of the hardware and protocols involved with networking before developing their own websites using HTML, CSS and JavaScript.

Spring Term

App Development— After an Introduction to App Technologies students will complete an App Shed Introduction Tutorial where they will create an App that gives information about Liverpool. This leads on to the design, planning and creation of their own App using App Shed

Summer Term

Data and data representation—Students are expected to carry out a number of tasks to help consolidate their knowledge of how binary data is used to represent text, image and sound. It explores ASCII code and hexadecimal and how it is used in the representing characters. Students should be able to explain how a computer uses binary data to represent text, images and sound to the user of a computer.

Assessment

Your daughter will be assessed regularly with O G S R I I marks and will also be given a level at the end of each module. The levelling for each module of work relates the Computing Progression Pathway which is used nationally and accredited by Computers At School organisation.

Mathematics



Equipment

- Pen (Black ink)
- Pencil
- Ruler
- Maths set
- Calculator (Casio)
- Coloured pencils.

Electronic Homework

1. www.mymaths.co.uk
 Login yew
 Password solid
2. MOODLE
<http://www.broughtonhall.com/moodle/file.php/669/student/html/materials.html>

Examinations

- Paper 1 non-calculator.
- Paper 2 calculator.

AUTUMN TERM
Graphs
Volume and 3D shapes
Probability
Transformations
Understanding algebra
Patterns and sequences
Percentages
Line and angle facts
Construction and Loci
Learning Review Assessment DECEMBER
SPRING TERM
Pythagoras and Trigonometry
Averages
Circle Geometry
Formulae and substitution
Understanding algebra
Collecting and displaying data
Similarity and congruence
Learning Review Assessment March
SUMMER TERM
Inequalities
Equations
Standard form
Accuracy
Pythagoras and Trigonometry
Surds
Measures
Learning Review Assessment May/June

Modern Foreign Languages



In Year 9 all students receive 3 hours of Spanish per week. Students build on the work and the skills of Speaking, Reading, Listening and Writing acquired in Year 7 and 8.

The course book used is Mira 3 Rojo or Verde. Resources can also be found on our VLE. All skill areas will be tested each half term throughout the year by an end of unit test which will be given a mark and a national curriculum level and recorded by their subject teacher. Setting is based on prior attainment in Spanish. Some pupils who have been involved in the CLIL programme may be entered for GCSE early and they will have an extra Spanish lesson in preparation for this.

Pupils using Mira 3

Autumn 1

This half term pupils will learn how to talk about what television and film. They will be able to say what they like to do and will learn to use the past tense

Assessment

End of module 1 test

Autumn 2

This half term pupils will learn how to talk about their school and school subjects, they will be able to use adjectives correctly and will learn to write and speak at length

Assessment

End of module 2 test

Spring 1

This half term pupils will learn how to talk about illnesses and parts of the body. They will be able to talk about healthy and unhealthy lifestyles and will learn to use the future tense.

Assessment

End of module 3 test

Spring 2

This half term pupils will learn how to talk about how they earn money and what they spend it on. They will learn about jobs and be able to understand future plans and ambitions. They will embed their understanding of the future tense and start to mix tenses.

Assessment

End of module 4 test

Summer 1

This half term pupils will learn how about other countries that speak Spanish. They will study cultural differences and will look at fair trade and the impact on South America. They will become aware of environmental problems.

Assessment

Fair trade project

Summer 2

This half term pupils will learn to talk about themselves in more detail. They will be able to talk about a region in Spain and find their way around.

Assessment

Controlled assessment style writing

Year 9 pupils preparing for GCSE over 2 years

Course book; EDEXCEL GCSE Spanish Higher

Controlled Assessment; 2 pieces of written work and 2 speaking tests to be completed making up 60% of final mark.

Examination; Reading, Listening

40% of final mark.

The Speaking and Writing elements of the exam are done as controlled assessments in class. Pupils have 2 weeks preparation time and then the assessment takes place in the next lesson so it is essential that all students are present for the whole of this time.

Course outline;

September – October

Theme: Education and Future plans

Topics;

School – Future plans – Jobs – Work experience

Controlled assessment task 2

November – December

Theme; Travel and Tourism

Common Topic Areas;

Out And About;

Local amenities – Visitor information – Basic Weather – Accommodation – Shops

Controlled assessment task 3

January -March

Theme; Sport and Leisure

Common Topic Areas

Lifestyle and life choices – Leisure – General Interests

Controlled assessment task 4

Listening and Reading focus

Topics to revisit;

Product / service information; post office, bank

Music / film / reading reviews

Fashion

Famous people

Customer Services - Dealing with problems

Public transport

Family and friends



Year 9 Sets 1 and 2 French

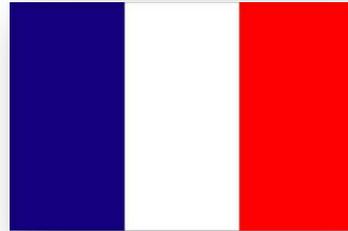
Students in Set 1 and Set 2 will receive 1 hour of French per week.

The focus will be on grammar and building structures rather than vocabulary in order to prepare students for GCSE.

The lessons are based around units taken from Board works and supplemented with work from Expo 1. The course book is available on the school VLE.

Term 1a: Module 1

Meeting people
School objects and the alphabets
Family and pets
Numbers from 1-31
Saying when your birthday is
Using the dates
Talking about the classroom.



Term 1b: Module 2

Talking about brothers and sisters
Talking about your family and pets
Describing yourself and others
Talking about hair and eyes.

Term 2a: Module 3

Talking about where people live
Describing your home and your bedroom
Talking about what you do in the evening and telling the time

Term 2b: Module 4

Asking about places in town and directions
Expressing opinions and ordering snacks and drinks

Term 3a: Module 5

Talking about school subjects and teachers
Your school day and hobbies including sports

Term 3b: Module 6

Talking about your future and holiday plans
Talking about what you do during your holidays
Arranging to go out and giving excuses

Music

Studying Music has been proven to have academic, social and personal benefits. At Broughton Hall, our students have one lesson of Music per week for 50% of the year.



There are also lots of opportunities to join extra-curricular music groups, perform in events and have individual or shared lessons in an instrument or voice.

The Year 9 course prepares **all** students to progress to GCSE Music. The only pre-requisites are that students enjoy all kinds of music and are willing to work hard with their teachers to achieve their best. Our Year 11 students' grades are often significantly above national averages, making our subject an excellent elective choice. We have high expectations & help students grow in confidence as well as explore their talents!

Year 9 will study in Music...

1. GCSE Music: Performance

- We prepare all students for GCSE study by ensuring they have good performance skills in one of the following: keyboard, guitar, singing or another instrument they already play. At GCSE level the performance exam is worth 30%.

2. GCSE Music Appraising: *Defying Gravity* from the musical "Wicked"

- We analyse key areas of this piece, which is one of eight set works on the Pearson GCSE Music syllabus.
- We compose our own material, practically exploring some key ideas from the musical.
- The appraising exam is worth 40% of the GCSE & composition 30%. This unit is therefore excellent preparation for GCSE Music.

Assessment

- We use self, peer and teacher assessment, with written teacher feedback every 6 hours.
- We keep video/audio evidence of all of our work.
- Each student has a Music Progress Book, including information on what she is learning, her targets and achieved levels.
- Homework is set when appropriate.

Extra curricular Music includes:

- Choir – Bands - Celebration Group Band - Woodwind Group - Guitar Ensemble

Instrumental Lessons (See school website or contact the School Office for details):



P.E

PE will offer opportunities for year 9 pupils to:

- demonstrate that they skilful and intelligent performers;
- show increasing physical competence and confidence, in a range of physical activities and contexts;
- demonstrate that they can select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;

Develop positive attitudes to participation in physical activity.

The programme of study identifies four areas of activity:

dance activities;
games activities;
gymnastic activities;
athletic activities;

Year 9 pupils will receive 2 PE lessons each week throughout the year, unless they do a second language in which case they will receive just one. Pupils on two lessons will cover 12 areas of activity in curriculum time each year; pupil's one lesson will cover six.

Opportunities to attend a wide range of clubs in extra-curricular time including: netball, hockey, dance, football, rounders, athletics, handball, trampolining, etc.

Pupils at Broughton Hall will cover the following four areas of activity in curriculum time at KS3.

·dance activities
·Games activities
4.Invasion games
5.Striking and fielding games
6.net/wall games
·Gymnastic activities
3.Educational gymnastics
4.Cheerleading
·Athletic activities

They will start to identify the types of activity they prefer and make choices to cover those units. They will be expected to take on a variety of roles, such as performer, leader and official, and will be assessed on how well they fulfil those roles.

R.E

At key stage 3 the department is faithful to the methodology of the Archdiocesan programme.

In year 9 the teaching of RE AQA GCSE begins in terms 2 and 3.

In year 7 to 9 RE is taught according to the Religious Education Curriculum Directory. Areas of study are:

- Revelation
- Church
- Celebration
- Life in Christ

Year 9 in Term 3 begin AQA Religious Studies B GCSE.



Science

The introduction of the new GCSE specifications in July 2016 entails greater content and depth of knowledge in all three disciplines. In response to these greater demands pupils at Broughton Hall begin their studies towards GCSE qualifications in AQA Trilogy Science and Separate Biology, Chemistry and Physics GCSE's in year 9.

Term 1

Topics to be taught

Cells and transport

Atomic structure and the periodic table

Conservation and dissipation of energy



Term 2

Topics to be taught

Organisation of body systems

Bonding and structure

Energy transfer by heating

Energy resources

Term 3

Infection and response

Properties of matter

Electric circuits

Schemes of work are taken the AQA Trilogy Science and Separate Sciences specifications and are assessed by End of Unit tests. There will also be an End of year Exam which will be part of the overall Teacher Assessment level on completion of year 9.



Homeworks may be paper-based or set online via the Kerboodle link on the school website or www.kerboodle.com with login details as shown below

Username: first letter of first name and surname, e.g. asmith

Password: This should be the same as the username when you first log on and then should be changed to your school password.

Institution code: ki9