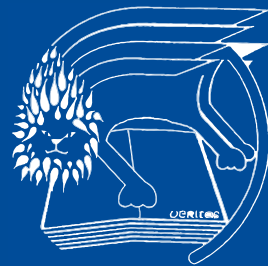


The logo features three stylized human figures in orange above the text "Ofsted Outstanding" in white on a dark blue background.

Ofsted
Outstanding



St Mark's Catholic School



Year 9 Curriculum Booklet

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Introduction

Ofsted described the curriculum at St. Mark's as "outstanding". The Year 9 curriculum provides all students with the opportunity to fulfil their God given potential. Students study a broad range of subjects which promote their spiritual, moral, cultural, mental and physical development. Staff use a variety of teaching methods so that pupils can develop a range of learning styles. Lessons are differentiated to ensure that all students are challenged and make effective progress. Students develop a wide range of knowledge, skills and understanding during their first year at St. Mark's. Subject Departments are well resourced. There is a strong focus on literacy, numeracy and ICT skills across the curriculum. Students are encouraged to be creative, to ask questions and to have high expectations of themselves. Homework is set on a regular basis and there is a whole school approach towards assessment and marking based on effort and attainment. There are also a range of extra curricular activities and trips which enhance learning across the curriculum.

At St Mark's Year 9 is divided into two half year blocks. In each block we have three Tutor Groups. The Tutor Groups are named after the Houses in the School. In one half we have Clitherow, Becket, More and in the other Pole, Fisher, Champion.

Clitherow, Becket, More follow Spanish while Pole, Fisher, Champion study French. Most subjects are divided into four groups in each half half year block with the exception of History, Geography, RE and Drama which are taught in forms.

Maths continues to set in Year 9. The sets are based on an internal test and the SAT information. Four groups exist in each half with the Foundation groups being much smaller. The department has regular opportunities for movement between the groups.

RE

Assessment

Apart from regular assessment of written and other work there are 3 key assessments (1 per term), including an exam which is in the same format as the GCSE exam.

Homework

Written work – short answers, essay

Research

Preparing presentations

Revision



Study topics

The theme of the year is 'What does my faith mean to me?' Topics centre around Catholic beliefs and values, and include:

- Gospel Values
- Self respect and self esteem
- Equality and discrimination
- The Poor and the Vulnerable
- Sex and Relationships
- Pupils will also study the 'Judaism' unit of the GCSE course

Skills

- analysis of texts & verbal opinions
- discussion / expression of beliefs and opinions
- interpretation of Biblical and other teachings
- ICT skills eg. research, power point, word, publisher
- presentation skills
- written literacy skills, including developing skills required for the GCSE course

Resources

All materials are provided in class and / or via Show My Homework
Web links are provided with individual tasks and assignments
Homework is recorded on 'Show my homework'
www.biblegateway.com for Biblical texts

Activities

RE staff accompany pupils on their Year 9 retreat

Possible visit to the Jewish museum / Synagogue

Student View

"RE is by far my favourite subject. It has made me really think about my faith, therefore deepening it. I also now have a better understanding of life as a consequence of the 'moral issues' subjects. It's really engaging and enjoyable."

Art



Assessment

9-1 fine graded, with marks for effort, homework and behaviour.

Homework

Set fortnightly. Research to support understanding of current social issues and to find source material for work.

Study topics

Art of Sole - sculpture

Students complete observational drawings of shoes to refine their drawings skills. They will show smooth tonal variation and realistic textures to create a strong observational drawing. They study the work of a variety of sculptors and designers. Students are then directed through the design process to create a sculpture using a shoe as the base. Their work is individual and personal, with designs being based on their family, their interests and hobbies. Students consider the materials they need to use and how to build three dimensionally. Outcomes are mixed media sculptures.

Social Activism

Students study current social issues and are set a homework to research a celebrity activist and learn more about their cause. Students look at the work of political artists including Banksy and Shepard Fairey. They learn acrylic painting techniques, enlargement and grid techniques and paint a portrait in the style of one of the artists they have studied. The portrait is of their chosen celebrity and is turned into an activism poster by the inclusion of slogans or quotes from that celebrity. Students also study typography and monochromatic painting, with reference to Pop Art styles.

Activities

Art Club runs weekly on a Tuesday

Student View

"We found Year 9 Art personal while making our own shoes and creative while making distortion prints. We feel that Year 9 Art really prepares us for the years to come."



Computing



Assessment

Students will be assessed in each of the three areas of computing:

Firstly, on-going basis in the lesson through self-evaluation, peer-evaluation and teacher feedback.

Secondly, mini-assessments they complete for homework every other week.

Thirdly, assessment at the end of each unit/project based on the completed piece of work they submit.

Homework

Students will be expected to complete planning activities, questions and tests which will assess their understanding of lesson objectives. Homework will be set via the 'show my homework' website (www.showmyhomework.co.uk).

Students will also occasionally be asked to complete design work for homework.

Homework is set fortnightly and should take students between 20 and 30 minutes to complete.

Study topics

The Computing department aims to provide students with a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world through the use of computing. Students will study the three strands of computing, as identified by the Royal Society; these are 'computer science', 'information technology' and 'digital literacy'. Our programmes of study in Year 9 include projects covering the following:

- Computer Crime and Cyber Security
- Spreadsheet Modelling
- Python Programming (Microbits)
- Animation

Skills

- MS Excel spreadsheet modelling
- Programming (Python)
- Animation using Adobe Flash

Resources

- <http://yearofcode.org/>
- www.codecademy.com/
- <http://www.codeavengers.com/>
- www.pythonschool.net/

Activities

Computing rooms are available for students to use during break times, lunch times and after school with permission from a teacher.

Student View

"Computing is great and I really like my lessons because we get to design and create our own programs. We also made a game using microbits, which was challenging but fun!"

Design Technology



Assessment

The two materials areas, Food & Nutrition and Product Design are run for half a year each split in to two 8-9 week blocks. The focus area and making skills are assessed at the end of each rotation based on levels. Students are asked to reflect on these levels alongside any written and verbal feedback they have received. The department follows the school assessment policy regarding the marking of class and homework

Homework

Research topics include – designers; materials; function of ingredients; design movements; recipe ideas; videos supporting focus areas.

Study Topics

Food & Nutrition - Skills based Food practical work and Cuisines from around the World
Product Design - Bug Jewellery and Earphone Wraps
Knowledge and Skills

Food & Nutrition

Food Health and Safety
Adaption of recipes
High level food skills e.g. pastry making; sauce making; shaping foods; layering
History of food in the UK
Cultural impact of foods in the UK
Foods from around the world
Staple Foods - where our food comes from - sustainability

Product Design

CAD /CAM, Designing, Solving technical problems, Laser Cutting, Health and Safety, Evaluation, 2D design, Fusion 360, Workshop skills, Planning, Model making, Enamelling, Design communications
Materials - sustainability, impact on the environment, Quality Control

Resources

Bitesize
Design Museum
www.idsketching.com
www.food.gov.uk

Activities to support learning

Students are encouraged to cook at home and to practice their design communication skills

Watch Food based television programmes and videos on Design and Engineering

Find out how things are made; why materials/ingredients are used; how things work

Take responsible decisions regarding the use of ethically sourced ingredients / materials in their everyday lives

Student View

Drama



Homework

Students are assessed using the GCSE 9-1 grading criteria

Study topics

Autumn Term: Within this unit students will learn a duologue from Willy Russell's popular play 'Blood Brothers.' They will be assessed on their characterisation skills within this performance.

Spring Term: In the second term students will explore the history of theatre and the practitioners who have shaped theatre as we know it today. By studying Stanislavski, Brecht, Artaud and Frantic Assembly, students will uncover different styles of theatre and create performances which reflect these styles. In the second half of the term students will explore the physical elements of Drama and the discipline of mask work.

Summer Term: During the last term students will have to opportunity to use their Drama skills to devise their own unique piece of Drama based on an event in history, incorporating their skills and knowledge of various Theatre Practitioners.

Skills : Drama promotes language development. Its collaborative nature provides opportunities for pupils to develop key skills of communication, negotiation, compromise and self-assertion. Pupils develop confidence when speaking and their vocabulary is extended when they adopt roles and characters. Pupils also acquire a critical and subject-specific vocabulary through reflecting on and appraising their own work in drama and the work of others.

Resources

<http://www.bbc.co.uk/schools/gcsebitesize/drama/>

Activities

School production

Inter-House Drama Competition

Key Stage 3 Drama Club

Student View

"Drama allows me to be creative and to work in a practical way. I have really enjoyed learning about the different theatre practitioners and being able to perform in the role of different characters. Drama has definitely given me a confidence boost."

English



Assessment

Reading:

- A critical essay on a character from 'A Christmas Carol'.
- A comparative poetry essay
- An unseen poetry exam
- **A critical essay on Shakespeare's *Much Ado About Nothing***

Writing:

- A piece of descriptive writing in the Gothic genre
- Experimenting with poetic styles such as dramatic monologues and sonnets
- Writing to argue within a variety of different forms such as formal letters and newspaper articles

Homework

Research. For example, students complete a series of creative research tasks on a Shakespeare play

Descriptive writing: Using powerful descriptive techniques, describe a character in 200 words.

Reading. Students are expected to do a wide range of independent reading and are expected to keep a reading log and be prepared to report back on their reading regularly.

Study topics

Students study three units in Year 9 to work as a transition year in preparing them for the demands of GCSE. They are as follows:

Victorian Literature

In this Unit, students will study a great range of rich Victorian extracts and explore the key conventions of the era as well as the background and context. They will read the GCSE text 'A Christmas Carol' and write a critical essay on the presentation of Scrooge as a character. Students will also have an opportunity to study the Gothic genre in detail and create their own piece of Gothic descriptive writing.

Poetry

In this Unit, students will explore a rich range of poetry from the past 200 years as a way of achieving very important skills in being able to understand and analyse poems effectively. Through this unit they will also gain a good understanding of some of the poems they will study at GCSE, whilst developing their critical essay writing.

The Art of Rhetoric

The unit will begin with a basic introduction to The Art of Rhetoric, giving students opportunities to experiment with debating and arguing in a vast array of topics from 'Banning School Uniform' to 'Reducing the Voting age to 11.' As the Unit progresses, students will develop their skills in content, organisation, style and structure, exploring various text types from speeches, newspaper articles, formal letters and TED Talks to inform their learning. The first half of the unit will culminate in the students' assessed piece, writing a speech on 'Gender Equality' whereby they can apply all of the content, but more importantly the skills they have learnt through the unit. The Unit naturally works as a springboard into an Introduction to 'Much Ado About Nothing', through the lens of gender and language and communication and performance

Skills

- Skimming, scanning, predicting, inferring and deducting
- Analysing characterisation, plot structure and the way language is used to create mood and tone in novels and other fiction texts
- Writing critical poetry essays
- Writing a critical essay on a Shakespeare play
- Creating a range of non-fiction texts

Activities

Taking part in an end of year 'Art of Rhetoric' competition where students perform their speeches written in the unit.

Student View

"Year 9 was a fantastic year. It paved the way for GCSEs well by having lots of fun and engaging activities. I did not feel intimidated starting the GCSE course after this year"

French



Assessment

National Curriculum end of unit tests
Levels 1-8 in listening, speaking, reading and writing.

Continuous informal assessment of all 4 skills.

Homework

- Vocabulary and structure learning
- Matching exercises
- Display or poster work by hand or on computer
- Reading comprehension with exercises
- Writing about yourself
- Fronter-based work

Study topics

Media: TV, going to the cinema, reading, friends, what you did last weekend

The future: what are your plans for the weekend, what job will you do, what will you do later in life, using languages in life

Health: parts of the body, illness, healthy living, advice about staying healthy, keep-fit activities

People: French-speaking sportspeople, describing friends, a whodunit

Normandy: learning about a region, arranging travel and hotel accommodation, visiting tourist attractions

Young people's rights: school in different countries, work, tackling hunger in the world, fair trade, human rights

Skills

Listening, speaking, reading and writing are practised and developed each lesson, along with strategies for language learning.

Resources

Expo 3 textbook and resources

www.languagesonline.org.uk

www.zut.org.uk

Student View

"Learning a language is good because if you go to that country you are able to speak to them and understand them. It's good not to be clueless."

"I think learning a language is good because when I go abroad I don't have to be the typical English tourist, I would be able to speak their language. And it's fun."

Geography



Assessment

All verbal classwork contributions, written work, homework and key assessments contribute to the students' final key stage level and all students are encouraged to participate fully and actively in their learning.

Weekly homework set and grades awarded fortnightly.

Key assessments within each unit that stretch and challenge students and contribute to the end of key stage level.

All students are expected to keep a work record in their book that tracks progress through the academic year.

Homework

Throughout the academic year, there will be a variety and balance of types of homework set. For example:

- researching key articles and retrieving data from websites
- written analysis of key questions
- writing reports
- annotating images, maps and other data
- producing storyboards of events
- watching clips

Study topics

Hazardous Earth:

- An introduction to natural hazards and disasters
- How does the world's climate system function, why does it change and how can this be hazardous for people?
- How are extreme weather events increasingly hazardous for people?
- Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?

Skills

Develop contextual knowledge of the location of globally significant places. Understand the processes that give rise to key physical and human geographical features of the world and how they bring about spatial variation and change over time.

Collect, analyse and communicate geographical information

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills.

Resources

Key Geography Interactions

Variety of tv programmes about hurricanes, cyclones, volcanoes, earthquakes

Various websites to investigate the hazard phenomena such as USGS, BBC.

Student View

"I enjoy learning geography and have chosen to take it further because I find the topics we learn about very interesting. The teachers are very helpful and easy to ask questions to, when stuck."

History



Assessment

- Homework will be set every week.
- In addition there will be 3 key assessments. These are spaced out throughout the year and address key historical issues at set points in the year. They are,
- Why was fighting on the Western Front such a new and terrible experience for British soldiers?
- How did the Nazis control the youth of Germany?
- Why did the Allies win World War Two?
- These key assessments will be marked by the class teacher and targets created by the students for the next piece of work.
- Records of the key assessments will follow the students through Years 7, 8 and 9. In Year 9 they will be used to determine whether they have achieved their key stage 3 target.

Homework

- Key assessments
- Research tasks
- Essays
- Other written work
- Posters
- Displays

Study topics

Was World War One inevitable?

Western Front research project

Why was agreeing a good peace so difficult in 1919?

How did the Nazis rise to power?

How did the Nazis stay in power?

Why is the Holocaust so significant in History?

Why did the Allies win World War Two?

GCSE preparation topic: Did the Romanovs deserve to die in 1918? Why was communism such a threat?

Skills

Students will be able to understand the key events in the first half of the 20th Century.

They will be able to write well-structured and developed pieces of writing which answer key historical questions.

Students will analyse and evaluate a variety of different historical sources during Year 9. They will learn to judge reliability, to make inferences and to recognise different interpretations of events.

Resources

BBC History

National archives

Modern Minds (The 20th century) text book

The Twentieth century text book

Rediscovering The Twentieth century world text book

Peace and War text book

Activities

World War One battlefield trip

A whole day trip taking in the Western front area near Ypres in Belgium

Student View

"I loved learning about the World Wars because I learnt about so many things I didn't know about such as the Nazis and how the Nazis taught children in Germany."

Maths



Assessment

Students complete an assessment every half term and are given a mark and a level.

They are provided with topic lists and revision materials from which to prepare for these assessments.

The progress of students is monitored throughout the year and set changes are made where appropriate.

Homework

Homework is set twice a week.

One piece is an e-learning homework which can be accessed via <https://vle.mathswatch.co.uk/vle/>

Study topics

- Number
- Algebra
- Geometry
- Statistics

Skills

In Year 9, students develop their understanding of mathematics, and are given work at a level that not only challenges them and interests them, but ensures progress and a sense of achievement. All pupils are encouraged to reach their full potential and develop a sound numerical ability and a high level of confidence in problem solving. There is always extra help available to those who need it, and extension/enrichment material is assigned to enhance pupils' understanding of the underlying concepts. The aim is to provide excellent preparation for the study of GCSE maths.

Resources

- www.mymaths.co.uk
- www.bbc.co.uk/schools/ks3bitesize/maths
- <https://vle.mathswatch.co.uk/vle/>
- www.nrich.org

Activities

There are a number of activities and visits available for students including the Nationwide Mathematics' Challenge and opportunities for students to attend after school enrichment sessions.

Maths Support Centre

The Maths Support Centre offers a space where students can get direct support after school. It also has computers where online Maths homework can be completed. All KS3 students are welcome to drop in and ask questions.

Student View

"Maths has been so much fun and I have learnt so much since Year 8. Now I understand how Maths is used in Real life, I especially liked the Architecture challenge."

Music



Assessment

Each topic is assessed through performance, composition and written tasks.

Study Topics:

- Reggae
- Minimalism
- Britpop
- Dance Music
- Film Music

Skills:

Students will:

- Develop their performing skills by learning how to play instruments accurately and fluently.
- Develop their compositional skills by learning how to improvise and compose by drawing on a range of musical structures, styles and features.
- Identify and use musical vocabulary accurately and confidently
- Develop their knowledge of musical notation and basic harmony
- Develop their understanding of the history of music and how music has evolved through the ages
- Learn how to use music technology to develop their performance and musical skills

Resources:

- 2 large classrooms with keyboards
- 25 macs with Logic, Garageband and Sibelius
- 5 practice rooms with keyboards and drum kits
- a selection of electric and bass guitars
- a recording studio

Activities:

- Upper School Choir
- String Group
- Orchestra
- Musical productions
- Concerts



Assessment

Students are assessed in line with National Curriculum Levels in each activity in order to form an overall level for the end of year assessment.

Homework

- Research tasks
- Further reading
- Analysis of performance
- Practicing skills at extracurricular clubs or at weekends

Study topics

Invasion Games, Net Games, Fitness, Gym, Striking and Fielding Games and Athletics

Skills

Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency. They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. They suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing.

Resources

- BBC Sports Academy
- Top Sport
- National Governing Body Websites

Activities

The Physical Education Department runs many after school clubs which travel and play in a variety of school fixtures in the local area and across the county and region.

The department also runs popular Ski trips to Austria and a Football Tour to Valencia

Student View

"I enjoy my PE lessons in Year 9 as I really can develop my skills in each activity as I build towards GCSE PE further up the school"



Assessment

Students are assessed formatively at the end of each topic. Summative assessments take place at the end of each term. **Homework**

- Research
- Extended reading/writing tasks
- Creating presentations and reports
- Creating models
- On line based Homework

Study topics

Biology – Genetics, inheritance and evolution. Anatomy, physiology and digestion.

Chemistry – Chemical reactions and energy changes. Industrial chemistry and the environment.

Physics – Electromagnetism, Forces and Motion.

In the summer term students complete an introduction into the GCSE Science Course - completing a short Biology, Chemistry and Physics topic

Skills

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of Biology, Chemistry and Physics. Pupils should begin to see the connections between these subject areas. By the end of Year 9, students should have developed their understanding of the fundamental principles so they can thrive at key stage 4.

Resources

- KS3 Revision Guide
- BBC bitesize
- Doodle

Activities

- Stem Club
- BP Young Engineers' Challenge

Student View

"Science this year has made me question the world around me and learn more about topical and current issues such as drugs and genetics. Outside of the usual curriculum I was given the opportunity to partake in STEM club which allowed me to further develop my scientific skills and knowledge. Overall my experiences this year have been very positive and have given me the confidence that I am well equipped for Year 10 GCSE science."

Spanish



Assessment

National Curriculum end of unit tests
Levels 1-8 in listening, speaking,
reading and writing.

Continuous informal assessment of
all 4 skills.

Homework

Vocabulary and structure learning

Matching exercises

Display or poster work by hand or on
computer

Reading comprehension with
exercises

Writing about yourself

Frontier-based work

Study topics

Media: computer use, TV, films, music, going to a concert

School: describing school, daily routine, plans for next year, school rules,
detailed descriptions

Health: parts of the body, illness, healthy and unhealthy food, healthy living,
making resolutions and lifestyle changes

Work: earning and spending money, what you would like to do, jobs, using
languages, if you won the lottery

Spanish-speaking world: Central and South America, environmental
problems, working conditions and fair trade, famous people

Visiting a Spanish family: introductions, buying train tickets, visiting a town

Skills

Listening, speaking, reading and writing are practised and developed each
lesson, along with strategies for language learning.

Resources

- Mira 3 textbook and resources
- www.languagesonline.org.uk
- www.zut.org.uk
- www.espanol-extra.co.uk

Student View

“I enjoy languages because it is interesting to learn different ways of
communicating with other people.”

“Learning 2 languages is good because it helps you experience different
cultures and can also develop your skills such as a good memory. It could
also help you in future careers.”



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