

YEAR 9 CURRICULUM OVERVIEW



	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
ENGLISH	<p>Thematic Poetry In this unit, students will consolidate and extend their understanding of poets' use of structural techniques and language devices. They will study a range of poems on the theme of war with a particular focus on the work of Wilfred Owen. Emphasis will be placed on how poets reflect the contexts in which they are writing.</p>	<p>Thematic Poetry continued The unit aims to develop pupils' analysis skills and to encourage them to explore layers of meaning. Pupils will make links between poems and develop extended comparisons. They will use their knowledge of poetic techniques to write their own poetry</p>	<p>Context Through the Ages In this unit, students will gain a knowledge of the literary timeline. Students will begin with the publication of the Bible into English in the 1500s and journey through to the Edwardian period. The aim will be for students to see imagery recreated through literature and literature's response to social responsibility over time (making links across time periods).</p>	<p>Context Through the Ages continued To support deeper learning, we will look at non-fiction material from the time period and how this informs the views explored in the literature texts. Oracy skills will be developed through discussions and debates arising from key themes in the texts.</p>	<p>An Inspector Calls Pupils will develop their understanding of stagecraft by focusing on a modern play. They will examine how the writer uses structural techniques and language devices to develop themes and characters. Pupils will also explore the relationship between the text and the social and historical context of Britain in 1912 and 1945.</p>	<p>An Inspector Calls continued Pupils will develop an understanding of how the writer reflects the concepts of capitalism, socialism, morality, oppression and the generational gap</p>
ENGLISH LITERATURE	<p>Modern Drama or Prose This unit will introduce pupils to the modern prose or drama text that they will study at GCSE level: An Inspector Calls, Animal Farm or Blood Brothers. They will develop an understanding of the characters, plot and themes; the relationship between the text and the context in which it was written; and the writer's use of language, form and structure.</p>	<p>Modern Drama or Prose Continued Pupils will analyse how the writer creates meaning and effects in extracts and across the full text. They will maintain a critical style and develop an informed personal response with the use of textual references, including quotations, to support and illustrate their interpretations. Participation in class discussion and debate about issues arising from the play will develop pupils' oracy skills.</p>	<p>Shakespeare: Macbeth This unit will introduce pupils to the Shakespeare text they will study at GCSE level. They will explore the social and historical context of Jacobean England and develop clear explanations to show how this is reflected in the play.</p>	<p>Shakespeare: Macbeth Continued They will analyse a range of methods used by Shakespeare to convey character, plot and theme. This will include the use of trochaic meter, soliloquy, figurative language and dramatic irony.</p>	<p>Shakespeare: Macbeth continued Pupils will learn key quotations and terminology.</p>	<p>Following on from looking at context, students will begin studying the key characters and themes of An Inspector Calls. They will use their knowledge from their prior units to inform their study of this play text.</p>

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SCIENCE	<p>Biology (Cells) Pupils will now begin to look at cells as prokaryotic or eukaryotic and how they are adapted for their different functions. They will compound their knowledge of the respiratory system and look more carefully at gas exchange surfaces in the body and how they are adapted for maximum diffusion. Their knowledge of aerobic and anaerobic respiration will be developed further and pupils will compare the efficiency of each.</p> <p>Chemistry (Atomic Structure and the Periodic Table) The atom is studied in more detail with the word atom now replacing the word particle as more fitting at this level. The organisation of the known elements into a table is one of the iconic moments in scientific history.</p>	<p>Chemistry (cont) This unit provides an understanding of the patterns of reactivity in the table, the difference between metals and non-metals is further highlighted by their positioning and leads on to look at chemical differences in them. A closer look at material choices is also made.</p> <p>Physics (Force Fields) Forces are reviewed from year 7 and non-contact forces are added to the list. Pupils are introduced to the concept of weight as a force and the misuse of the word in society is addressed. Weight varies from location to location as gravitational field strength varies but mass remains constant. Static electricity and the idea of electrical fields are introduced and the cause of sparks and shocks are discussed.</p>	<p>Biology (Chromosomes and DNA) Pupils will build on their knowledge of DNA, inheritance and evolution and look at how each of these previous topics are linked together to explain why organisms exist today. They will review their work on DNA and its structure and will explain why certain genes are selected in the process of Natural Selection and not others, resulting in extinction. They will link the importance of biodiversity in maintaining ecosystems and the impact humans have on this.</p> <p>Chemistry (The History of the atmosphere, fossil fuels and pollution) Building on their ks3 knowledge of the structure of the Earth, pupils look at how the Earth and its atmosphere were formed and how it became what it is today.</p>	<p>Chemistry (cont) Pupils will look closely at the formation of fossil fuels, their extraction and uses and the impact they have on the environment. They will also begin to consider alternatives to fossil fuels</p> <p>Physics (Heating) Knowledge of thermal energy and how it is transferred from one object to another through convection, conduction and radiation is exploited in energy insulation and thermal physics Pressure is introduced and the effect of temperature on the pressure of a gas is explored before the particle model is used to explain this process on a microscopic scale.</p>	<p>Biology (Ecology) Pupils will review and build on their year 7 knowledge of interdependence. They will look at their environment as biotic and abiotic and how these factors will interact to determine distribution of organisms. They will begin to look at how the distribution of organisms can be studied using a range of techniques and how this data can be used to determine feeding relationships between organisms. Pupils will look more in depth at adaptations and how they increase survival chances, including those of predators and their prey.</p> <p>Chemistry (Chemical analysis) Accurate analysis of formulations is an important skill for any chemist and pupils learn how to test for specified gases as well as determine whether a substance is pure or not.</p>	<p>Chemistry (cont) They will build on their knowledge of chromatography and will learn how to use it quantitatively. Some pupils will look at qualitative flame tests and test tube reactions allowing them to identify a range of cations and anions.</p> <p>Physics (Sound and waves) What sound is and how it propagates are explored, building on the year 7 module introducing mechanical transfer energy. Phenomena such as echos and the lag between seeing an event and hearing the same event are explained through the speed of sound An introduction to the terminology used to describe the properties of waves prepares pupils for their continued study of waves in GCSE courses.</p>

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MUSIC	<p>Film Music In this unit, pupils will learn about Film Music. They will learn how to analyse music that is used in films and discuss the effect that music has on an audience using musical vocabulary.</p>	<p>Samba Pupils will learn about the instruments that are used in Samba, the history of it and how to perform it. They will develop their knowledge of rhythm by learning about syncopation and how to read / notate rhythms using standard notation.</p>	<p>What Makes a good Song? Building on Pop Music units from Year 7 and 8, pupils will learn about the features of successful pop Music. They will then apply this to making their own arrangement of a Pop Song.</p>	<p>Reggae In unit 4, pupils will learn about Reggae. They will learn about Bob Marley, the history of reggae as well as learning about off-beat accompaniments and syncopation in pitch notation. They will learn how to perform a piece of Reggae music both as a soloist and as an ensemble.</p>	<p>Dance Music Pupils will learn about Dance Music (minimalism) in this unit. They will look at a range of composers and will develop understanding of texture, structure, technological timbres and the history of dance music.</p>	<p>Performance Skills Pupils will develop their performance skills in this unit, practicing on a variety of instruments as soloists and as ensembles.</p>
ART	<p>Pupils will work on the theme of "Foundation Skills". Pupils will re visit and refine skills of drawing and tone. They will develop work on tonal scale, mark making, print making and experiment with textures and backgrounds. They will begin to look at artists who have worked with these techniques.</p>	<p>Pupils will continue to work on the theme of "Foundation Skills". They will re visit and refine skills of using colour and knowledge of colour theory. They will work with colour wheels and zentangles and apply correct colour theory to their outcomes. Students will explore artists who have used lettering in their work and produce their own compositions of overlapped letters.</p>	<p>Pupils will continue to work on the theme of "Foundation Skills". Pupils will evaluate and select from compositions to produce large outcomes of overlapped letters. They will learn how to use paint effectively and how to mix and blend colours. They will select colour schemes from their knowledge of colour theory. Students will compare and contrast artists who have used lettering to good effect.</p>	<p>Pupils will work on the theme of "Identity". They will use primary observation of selected objects (that represent something about their own personal Identity) to draw from. Pupils will produce compositional sketches of their objects in different positions. They will begin to learn about artists who have worked with still-life themes.</p>	<p>Pupils will continue to work on the theme of "Identity". They will use compositional sketches to inform a large still life which will be inspired by artists. They will learn about their chosen artist and compare and contrast different artistic styles.</p>	<p>Pupils will continue to work on the theme of "Identity". Pupils will create a collage of a face. They will draw this collage. Pupils will learn how to enlarge and they will develop a large scale outcome inspired by their collage. Pupils will continue to work in the style of an artist but also develop a personal and original response.</p>

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COMPUTER SCIENCE	<p>Pupils will identify hardware components and their uses and will justify selection of devices for building computer systems. Pupils will build their understanding of the function of the CPU and its characteristics which will impact on performance of the computer. Pupils will be introduced to the different functions of an operating system including user interface, memory management/multitasking, peripheral management, user management and file management. Pupils will be able to identify features of hardware and software components from computer system specifications.</p>	<p>Pupils will look at the use of systems, application and utility software, in particular the use of different utility software programs to perform specific tasks in a computer system e.g. software encryption, defragmentation, data compression and backups. Pupils will look at types of primary memory including RAM, ROM and virtual. They will look at the role of each and the differences. Pupils will be able to convert between 8-bit binary to decimal and vice versa and hexadecimal numbers to decimal (255) and vice versa. They will discuss environmental, ethical and legal issues in relation to the use of computer systems.</p>	<p>For those pupils following the 'Computer Science strand', they will learn how common searching and sorting algorithms work (linear search, binary search, bubble sort, insertion sort). They will identify differences and similarities between each and will look at choice of algorithms for different scenarios. Pupils will develop their understanding of pseudocode and will construct algorithms for more complex computational problems.</p> <p>For those pupils following the IT strand they will look at the design tools to be used when developing for the digital world. They will look at the hardware and software considerations to be made when designing an augmented/virtual reality product. They will create design documents for an AR/VR product for a given scenario.</p>	<p>For those pupils following the 'Computer Science strand', they will develop their skill in python programming, using data types, operators, variables, sequence, selection, iteration, functions more proficiently and independently. Pupils will identify the use of different types of iteration (count controlled; condition controlled) for a range of scenarios. They will use different scenarios to think about and use the different programming constructs. The concept of arrays/lists is introduced.</p> <p>For those pupils following the IT strand students will create an AR/VR model prototype for the planning they have completed in the previous half term. They will test and evaluate their prototype and present their ideas to an audience.</p>	<p>For those pupils following the 'Computer Science strand', they will delve into the topic of networks and will look at hardware and equipment needed for wired and wireless networks. Students will look at the difference threats posed to networks including Hacking, Malware, Phishing, Brute Force, DoS and poor network policy and will identify specific ways of mitigating risks.</p> <p>For those pupils following the 'IT strand', they will use their knowledge of the project life cycle to complete a database project using and building upon existing skills. They will learn how to import data from various sources and create a sophisticated user interface for ease of data entry and searching.</p>	<p>For those pupils following the 'Computer Science strand', they will look at penetration testing, network forensics and network policies and their role in preventing network vulnerabilities. They will learn about different network topologies (ring, star, bus, mesh) and the uses of each. Pupils will look at the difference between client server and peer to peer networks. They will be able to define each type of network and discuss the benefits and drawbacks of each network.</p> <p>For those pupils following the 'IT strand', they will construct a variety of queries, including single and multiple criteria, complex queries and calculated queries. They will create a range of outputs from a database.</p>

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<p>FOOD TECHNOLOGY</p> <p>TEXTILES</p> <p>DESIGN TECHNOLOGY</p>	<p>Food The 4 C's of Food hygiene and safety Pupils will be taught about the 4 C's of food hygiene, the importance of temperature control in preventing food poisoning and about the importance of preventing cross contamination. Pupils will extend their range of practical skills cooking a range of savoury dishes using high risk ingredients. Pupils will further develop their scientific knowledge about the function of key ingredients involved in for example the processes of gelatinisation and coagulation.</p>	<p>Food Food to go Pupils will be taught about the nutritional needs of teenagers and will be assessed on their ability to choose a healthy 'Food to Go' quick service food product which could be sold in the school canteen. Pupils will be encouraged to work in a more independent way, planning their own work and showing rigorous food hygiene and safety in practice.</p>	<p>Textiles Pupils will develop their understanding of the design process and develop practical textile techniques. Pupils will research the work of existing designers and develop skills in technical drawings and presentation of ideas.</p>	<p>Textiles Pupils will explore a variety of different textile techniques, such as tie dye, batik, transfer dye a create a textile piece based on a topic of their choice.</p>	<p>Product Design. CAD/CAM and mass production. This will lead to them making a small storage unit for things of their choice. This will include investigating a target market, where it is to go, and sizes of the artefacts it must hold. The students produce a folder of work to build up their technical knowledge and making skills using 2D Design and the Laser cutter. It also includes individual work and the need to work as a team to solve problems.</p>	<p>Product Design The project includes basic skills with hand tools, computer software/programmes, presentation skills</p>
<p>MATHEMATICS</p>	<p>Unit 1 – Arithmetic Apply the four operations to integers, decimals and negative numbers Unit 2 – Powers and Roots Set 1 Calculate with fractional and negative indices, calculate with and simplify surds, calculate with numbers in standard form Set 2 and 3 Use the laws of indices, calculate using BIDMAS, convert numbers to and from standard form and calculate with them Set 4 and 5 Simplify repeated multiplications, use the laws of indices, calculate using BIDMAS</p>	<p>Unit 4 – Algebraic manipulation Set 1 Expand and simplify binomials, factorise a quadratic expression, simplify algebraic fractions, complete the square Set 2 and 3 Substitution, expand and simplify two binomials, factorise into 1 bracket Set 4 and 5 Substitution, expand multiple single brackets, factorise linear expressions</p>	<p>Unit 6– 2D shapes Set 1 Calculate missing lengths and angles in right angled triangles using Pythagoras and trigonometry Set 2 and 3 Calculate area and circumference of a circle, use Pythagoras to calculate missing lengths Set 4 and 5 Calculate the area of rectangles, triangles, parallelograms and trapezium, find unknown angles on lines, points,</p>	<p>Unit 8 – Solving equations Set 1 Change the subject of a formula, solve quadratic equations by factorising, solve linear simultaneous equations Set 2 and 3 Construct and solve linear equations with unknowns on one and both sides, solve linear simultaneous equations Set 4 and 5 Solve linear equations with unknowns on one side and involving brackets, form and solve equations involving area and perimeter</p>	<p>Unit 9 – Sequences Set 1 Use the nth term of a linear sequence, find the nth term of a quadratic sequence Set 2 and 3 Find and use the nth term of a linear sequence Set 4 and 5 Continue, generate and find the nth term of linear sequences Unit 10 – Percentages Set 1 Reverse percentages, calculate compound interest Set 2 and 3 Find percentage change, reverse percentages, calculate simple interest Set 4 and 5 Calculate percentages,</p>	<p>Unit 12 – Constructions, loci and bearings Set 1 Use a compass and ruler to construct a triangle, perpendicular bisector and angle bisector, solve simple loci problems, construct and measure bearings, solve Pythagoras and trigonometry problems Set 2 and 3 Use a compass and ruler to construct a triangle, perpendicular bisector and angle bisector, solve simple loci problems Set 4 and 5 Use a compass and ruler to construct a triangle, perpendicular bisector and angle bisector</p>

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	<p>Unit 3 – Fractions, decimals and percentages Set 1 Apply the four operations to improper fractions and mixed numbers, order fractions decimals and percentages, convert between recurring decimals and fractions Set 2 and 3 Apply the four operations to fractions, improper fractions and mixed numbers, order fractions decimals and percentages, convert between recurring decimals and fractions Set 4 and 5 Four operations with fractions, convert between improper fractions and mixed numbers, find equivalent and compare FDP</p>	<p>Unit 5 – Coordinates and graphs Set 1 Identify a linear equation from the graph, find the equation of a line from 2 points, find the equation of parallel and perpendicular lines Set 2 and 3 Find the midpoint of a line, identify a linear equation from the graph, find the gradient from 2 points, identify parallel lines Set 4 and 5 Use a table of values to plot a graph, find the midpoint of a line, identify the gradient and intercept from the equation</p>	<p>triangles and quadrilaterals Unit 7 – 3D shapes Set 1 Calculate the volume and surface area of pyramids, cones, spheres and composite solids Set 2 and 3 Construct and interpret plans and elevations, calculate the volume and surface area of prisms Set 4 Construct and interpret plans and elevations, calculate the volume and surface area of cubes and cuboids, calculate the volume simple prisms</p>		<p>perform an increase/decrease, find a percentage change Unit 11 - Proportion Set 1 Form equations to solve direct and inverse proportion problems, capture recapture problems Set 2 and 3 Compare best value, adapt a recipe, solve direct and inverse proportion problems, capture recapture Set 4 and 5 Use the unitary method, compare best value, adapt a recipe, solve simple direct and inverse proportion problems</p>	
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HISTORY	<p>Pupils will start their Year 9 studies focusing upon Germany post World War One. Pupils will gain an introduction into what the Weimar Republic was, followed by examining the impact of the Treaty of Versailles of 1919 on Germany, The early problems of the Weimar Republic and the impact of hyperinflation in 1923. Pupils will then look at the successes of the Republic under Gustav Stresemann.</p>	<p>Pupils examine the rise of the Nazi party in Germany and will study the following; the rise in support for Hitler and the Nazi party, Hitler's consolidation of power through the Reichstag Fire of 1933, The Enabling Act and Night of the Long Knives. Following this pupils study what life was like for a range of people during the period of Nazi Germany. Pupils will also investigate a range of sources detailing life in under the Nazi's</p>	<p>Pupils now focus on key events during World War Two 1939 - 1945. Pupils study the causes of the war (detailing Hitler's foreign policy), pupils question the suitability of Britain's policy of appeasement. Pupils then look at the significance of the Battle of Britain before focusing upon Liverpool during WW2 and the bombing that took place upon our city. Pupils will also study Pearl Harbour, Operation Barbarossa and the events of D-Day 1944</p>	<p>This term's focus is that of the Holocaust and pupils follow an in-depth number of lessons that examines what happened. Pupils will the chronology of antisemitism in Germany, persecution of Jews in Germany and significance of the Nuremberg Laws. Pupils will also look at conditions within the Warsaw Ghetto and the "Final Solution" of the Nazi's and in several lessons, pupils will gain an understanding of what happened inside Auschwitz Concentration Camp including the liberation of the camp.</p>	<p>Pupils look at Life and Society in Britain 1945 – 1990. This includes a focus open Impact of World War Two on life in Britain, the break of the British Empire including India gaining independence from Britain. Pupils then examine post war immigration from the Commonwealth (Windrush generation), the establishment of the National Health Service. As well as “The Swinging Sixties” and Thatcher’s Britain</p>	<p>Pupils study US links with Europe post World War Two. This unit gives pupils the opportunity to gain a good introduction to GCSE History Paper Two Cold War. As they will examine the following key events during the period 1945 and 1990; Introduction to Cold War – ideology and tension Yalta and Potsdam Conferences, Telegrams and the consequences of the Atomic bomb for US and Soviet Relations, Soviet expansion into Europe and US response. Stalin’s actions through the Berlin Blockade. Pupils will also focus on the Cuban Missile Crisis and then Détente and the end of Cold War</p>
CAREERS	<p>Self-Awareness. Define what work and leisure is and identify why leisure activities are important. Exploring why people work and the different types of working conditions and contracts available. Students will think about themselves on a good day and describe the type of adult they would like to be. Students will study what it means to be employable and match this to local labour market information including the growth sectors in the Liverpool City Region.</p>	<p>Equality and Stereotyping students will define stereotyping and equality. Students will reflect on example jobs that have historically carried a stereotype and will explore what influences stereotyping and explore ideas on how to challenge this. Students will reflect on how stereotyping can limit opportunities. Students will identify the range of Equality Laws and investigate the protected characteristics (types of discrimination). Students will explore</p>	<p>Decision Making In preparation for their option choices students will study the different decision-making styles and look at ways to organise information in ways which help with decision making. They will plan how to reach decisions about key stage 4 options and plan how to reach decisions about post-16 options. Students will examine which type of decision maker they are in different situations and understand the consequences of poor</p>	<p>Opportunity Awareness- identify useful websites for careers research, this will include completing the Kudos package a career matching questionnaire. Students will learn how to access a range of research and information to support decision making post 16 and post 18, this includes navigation around the National Careers Service website and Icould which enables them to do a short psychometric test. Students will examine LMI for a range of suggested jobs and explore jobs that relate to each other. Students will use the Careers Widget to</p>	<p>Finance, Budgeting & Managing Risk- Students will study money and the different reasons money is needed at different life stages. Students will label a payslip and identify what debt is and how debt can be avoided and managed. Students will manage a personal budget and examine the importance of budgeting and responsible lending. Students will investigate why people plan for their future and the importance of pensions.</p>	<p>Employability and interview preparation- A local employer will run an employability session with students covering expectations in the workplace. Liverpool Hope University support the financial literacy topic by giving an overview of budgeting at University and how bursaries and students loans can support students in higher education. A range of BBC "9 to 5" episodes are watched and discussed. These focus on a group of</p>

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	<p>Students will study the changes in the labour market and gain an understanding of what employers are looking for. The need to be flexible will be a key focus and students will be encouraged to reflect on their own skills and qualities and identify areas of strengths and weaknesses and identify their own areas for development.</p>	<p>examples of how these laws are broken and the consequences for employers if these laws are broken. Students will experience several University workshops aimed at providing information on the types of courses available, societies, funding opportunities and student life.</p>	<p>decision making and that a bad decision can be changed. Students will identify where careers support and help can be accessed.</p>	<p>research rates of pay for different jobs and area of growth and decline with in each sector.</p>		<p>young people on a journey to secure future employment.</p>
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GEOGRAPHY	Pupils will learn about the factors influencing the growth of mega cities around the world. Further exploration will allow students to identify and assess the different characteristics of the cities. The impacts of the growth of these cities will then be assessed through social, economic and environmental effects and differing attitudes that exist towards the migration into mega cities.	Pupils will deepen their locational knowledge applying their theoretic understanding of population, urbanisation and development to a located example of Dubai. Students will explore the growth of the region, the challenges it faces and the impacts of this rapid development. The future of Dubai will then be questioned through exploitation of energy resources in the area.	Pupils will learn about the key issues of economic and international development of countries and regions form around the world. The study will extend the students spatial awareness through focusing upon areas in Africa, Asia and Europe; and recognising similarities, differences and linkages between these places. Pupils will also compare energy sources within these regions and reasons for the differences.	Pupils develop their understanding of the processes that give rise to key physical and human features of the world, through local, national and international conflicts. Students will collect analyse and communicate different attitudes of different stakeholders. The conflict unit will explore topical issues, such as the debate over oil extraction in Alaska, modern day piracy and climate change.	Pupils will deepen their knowledge of place through a more in-depth study of conflict and crime in Russia and within the Middle East. These place-based examples show key geographical concepts at work, explore the use of natural resources, urbanisation and economic activities.	Pupils will learn about the geology of the UK. This will allow students explore the interdependence and interaction of human and physical factors in shapes the distinctive UK landscape. Students will begin to explore physical processes that take place across the UK, including mass movement, weathering, erosional and transportation processes. For the human processes pupils will explore the role of urbanisation, agriculture and industry.
PE	Winter Activities Pupils will enhance their knowledge, skills and application in a range of Invasion games, Net and Wall games, Fitness and Dance. In fitness, pupils will learn to describe the components of fitness and methods of training, and then apply them to a PEP. They will test their own fitness and use the results to plan and review a PEP. Pupils will continue to learn advanced skills, tactics and strategies in a range of sporting contexts. They will learn to analyse performance and officiate in a range of roles.	Winter Activities Continued	Winter Activities Continued	Winter Activities-Continued	Summer Activities Pupils will develop their knowledge, skills and application in a range of Striking and Fielding games, Net and Wall games, and Athletic events. They will learn to adapt and respond to changing circumstances. They will develop advanced skills and techniques in a range of athletics events. Pupils will learn to use a range of tactics and strategies to overcome opponents in athletic events and games situations.	Summer Activities Continued

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SPANISH	<p>Los medios de comunicacion. Pupils will learn how to talk about the different media and technology they use, how they use it and how often they use it. Pupils will learn how to ask and answer questions relating to their use own use of computers, as well as that of others. Pupils will learn how to describe and understand spoken and written texts on how people use computers and technology.</p>	<p>Los medios de comunicacion Pupils will continue to build their language to talk the different range of television programmes, films and music. They will learn how to give their opinions and justify them. In addition, they will use the past and the near future tense to talk about what they have seen or listened to in the past and intend to in the future. Pupils will also add to their knowledge of Christmas and New Year celebrations around the Spanish speaking world.</p>	<p>Mi instituto (my school) This half term pupils will look at the vocabulary and grammar needed to describe their school, and understand descriptions of Spanish schools. Pupils will also learn how to give opinions and justifications for their opinions on the different subjects, teachers and future subject options. Pupils will look at the language to describe school rules. They will study the Spanish to describe behaviour in class in the present, past and near future tenses</p>	<p>La salud (healthy diets and lifestyles) Pupils will study the grammar and vocabulary needed to describe ailments and symptoms, as well as how to ask for advice from a doctor or pharmacist when ill. Pupils will learn how to talk about what they do and don't do to follow a healthy diet and lifestyle. Furthermore, pupils will look at language for describing lifestyle changes and using three tenses together.</p>	<p>Ganarse la vida (Earning a living) In this half term pupils will look at the vocabulary and grammar needed to understand and talk about different jobs, places of work and professions, as well as those that use languages at work. They will learn how to describe what they would like to do for employment in the future, and what they would do if they win the lottery.</p>	<p>Hispanoamerica (Latin America) In this half term pupils will focus on developing an understanding and awareness of the culture and identity of the countries and communities of Latin America. Pupils will study the language to understand and talk about daily life, the environment, and fair trade in Latin America. Pupils will also look at some Latin American celebrities and their impact on their communities.</p>

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RELIGIOUS EDUCATION	<p>Why do people believe in God? In this unit, pupils will explore philosophical challenges to the existence of God. Pupils will examine reasons why people feel that religious upbringing and experiences may lead to belief in God, while examining how faith may be challenged through the existence of evil or by scientific knowledge.</p>	<p>Is all life of value? The learning in this unit is focused on an exploration of the dignity and sanctity of human life. Pupils will examine key scripture which supports the concept of the sanctity of life. They will apply this knowledge to examining the key moral issues of abortion and euthanasia.</p>	<p>What are the signs of identity for Muslims? Pupils have the opportunity to explore the main beliefs and practices of Islam in this term. Pupils will discover the key beliefs about Allah and will explore how these beliefs affect the everyday life of Muslims. They will learn about the ways in which the faith is practised, key rites of passage and festivals celebrated by Muslims in the UK.</p>	<p>Healthy Relationships The learning in this unit is focused on the exploration of what makes a relationship 'healthy.' Pupils will begin by examining what is meant by love, in particular <i>agape</i> (sacrificial love). Pupils will examine Catholic teaching about relationships and explore differing societal attitudes on love and its expression.</p>	<p>GCSE: AQA Creation Pupils start their GCSE studies in this half term. They will explore the Catholic understanding of creation, and explore the basis for these beliefs in scripture and their expression in religious art.</p>	<p>GCSE: AQA Creation Pupils continue to explore the Catholic understanding of creation. They will examine contrasting Christian views on creation, and the Catholic understanding of the harmony between religion and science.</p>

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	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
PSHE	<p>Parliamentary Politics & Democracy within the UK building on the knowledge acquired in Years 7 & 8.</p> <p>Diversity, Radicalisation & Extremism which covers an in-depth exploration of what extremism is, how radicalisation occurs and how to spot if someone is being radicalised.</p> <p><i>Please see the PSHEE & Citizenship Policy for a more detailed breakdown and additional activities that take place as part of the PSHEE programme.</i></p>	<p>Anti-Bullying & Staying Safe Online includes a specific focus on the issue of sexting and bullying online. There is also info and activities relating to online child sexual exploitation.</p> <p>Community Cohesion building on the Diversity unit and includes a look at the actions students can take to improve cohesion within their local communities</p> <p>How to reflect in their Personal Development Record Booklet</p>	<p>Human Rights and International Law by recapping basic human rights, exploring laws that protect us and looks at examples of how laws differ in different countries.</p> <p>Risky Behaviour and how to stay safe and identify risks when out, at home and online as well as the dangers of gambling and the skills needed to avoid unnecessary risk.</p> <p>Maricourt Mind-set Programme which is delivered by an external specialist and focuses on mental health & well-being and resilience.</p>	<p>Volunteering & Participation Includes Good Shepherd Fundraising activity business plan task with personal diary to evidence participation. Also covers public institutions and the importance of volunteering.</p> <p>Enterprise & Employability Skills through a series of new team building activities and reflections to help develop enterprise capabilities and employability skills</p> <p>How to reflect in their Personal Development Record Booklet</p>	<p>More Enterprise & Employability Skills with a larger team work project with reflection and begins to look at the idea of recording skills to build a CV</p> <p>Gender through exploring gender inequality, the fight for representation, role models and gender identity</p>	<p>Healthy Lifestyles and an in-depth look at mental and emotional well-being and some of the issues that may impact young people including anxiety, depression, eating disorders and anti-social behaviours.</p> <p>Recalling previous knowledge through a Citizenship Assessment Test which covers all of the curriculum covered in Years 7, 8 and 9</p> <p>How to reflect in their Personal Development Record Booklet</p>

YEAR 9 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE