St Benedict's Catholic High School

1971

YEAR 9 CURRICULUM INFORMATION 2024-2025

Through love of Christ, delight in Virtue

St Benedict's Catholic High School
1971

OUR CURRICULUM

Our curriculum is designed to take pupils from the secure close-knit feel of good primary schooling to high levels of independent learning. We always have high aspirations for all our pupils, support them to progress during their time at St Benedict's, and encourage them to achieve the best that they are able to. We regularly review and refine our curriculum so that it meets the personal needs and interests of all our pupils, supporting and challenging each individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

For any pupil who may not be reaching their full progression potential, we implement a series of interventions to ensure that pupils achieve their best. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. We provide our pupils with a wide range of opportunities for them to develop, both during their time at school, and also externally. The values and virtues of the Roman Catholic Church are at the heart of everything we do at St Benedict's. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century. It also enables them to be the best they can be by providing a secure learning environment, a rigorous academic and vocational curriculum, high expectations and best practice in teaching and learning, enhanced by wide-ranging extra-curricular opportunities and excellent pastoral care.

St Benedict's Catholic High School

YEAR 9 CURRICULUM TIME

SUBJECT	NUMBER OF LESSONS A WEEK
RELIGIOUS EDUCATION	3
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
COMPUTER SCIENCE	1
GEOGRAPHY	2
HISTORY	2
ART & DESIGN	1
DESIGN TECHNOLOGY: PRODUCT DESIGN	1
DESIGN TECHNOLOGY: CATERING	1
PHYSICAL EDUCATION	2
MUSIC	1
FRENCH / GERMAN / SPANISH	2
PERSONAL DEVELOPMENT (PSHE)	1

5
DAYS A WEEK

6
LESSONS A DAY MON-WED

5
LESSONS A DAY THU-FRI

28
LESSONS A WEEK

55
MINUTES A LESSON

TEACHING ORDER

The units shown on the following pages are taught in order as they appear i.e. the unit at the top of the page is the first one taught in September and the one at the end of the subject page(s) is taught at the end of the year. Where 6 units are displayed, this means that the unit is taught for approximately 6/7 weeks - one half term.

RELIGIOUS EDUCATION

PURPOSE OF STUDY

Religious Education/Studies is at the heart of everything we do at St Benedict's. Our aim is to develop a sense of faith that will ignite pupils' appreciation of the world around them just as Jesus did through his mission; by nurturing pupils' gifts and talents and making learning active, fun, and interesting.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

SACRAMENTS OF VOCATION

Pupils will learn about vocation in this unit. They will learn about marriage and family life as well as the calling to priesthood and religious.

GLOBAL RESPONSIBILITY

Pupils will explore the issues of climate change and stewardship, poverty and in this topic and learn about the Christian responses to these issues.

INTRODUCTION TO PHILOSOPHY

In this topic, pupils will explore the question of 'is belief in God rational?' They will explore this through the arguments for the existence of God.

INTRODUCTION TO MORALITY

In this topic, pupils will explore different views on morality and apply their learning to different situations. Pupils will be challenged to reflect upon how we should act in the world and why.

GCSE – JUDAISM: BELIEFS

Pupils will begin their Eduqas GCSE course. pupils start by looking at what Jewish people believe about God and then move on to how these beliefs about God have influenced and shaped Jewish beliefs. pupils will learn about the covenants between God and His chosen people and how these covenants have impacted Jewish life today.

ENGLISH

PURPOSE OF STUDY - NATIONAL CURRICULUM

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

JUST MERCY

Pupils are introduced to the history of segregation and the American justice system, and how this context is reflected in the non-fiction text Just Mercy. Pupils continue to work on their essay skills and now look at analysing a range of methods and making whole text references. Pupils explore themes such as inequality, prejudice and discrimination.

OPINION WRITING BASED ON SOCIAL ISSUES

Pupils explore social issues and are encouraged to find their own voice. The loneliness unit allows pupils to engage in charity work in the community; in previous years we have visited a care home and provided Christmas presents and cards to the elderly. Pupils are taught about structural and institutional racism and look at issues such as racism in sport. These experiences allow pupils to form opinions and build emotive arguments. In this unit, pupils are taught how to adapt their writing for different modes and modify tone based on purpose and audience.

INTRODUCTION TO TRAGEDY

Pupils are introduced to Aristotle's tragic conventions by applying them to song lyrics, mythology and other media. They compare myths, poems and songs and produce a presentation developing spoken language skills.

OTHELLO

In this unit, pupils learn the plot of the Shakespearean tragedy Othello and explore it in relation to its context. Pupils continue to develop their essay writing skills and are taught how to explore language, form and structure methods. Pupils also learn about themes and context such as patriarchy, gender roles, race, love, madness as well as terminology like hamartia and hubris.

GOTHIC WRITING

Pupils are introduced to the gothic genre and gothic conventions. They explore the plot of classic gothic stories and consider how they are gothic by practising the skill of evaluation. They use these stories as a springboard for their descriptive writing; this unit focuses heavily on pupils building sensory description and using extended personification and zoomorphism.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.

MATHEMATICS – FOUNDATION

PURPOSE OF STUDY – NATIONAL CURRICULUM

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

ARITHMETIC

Pupils will learn to:

- Add and subtract using column method, including decimals
- Multiply integers using formal written methods
- Multiply decimals using formal written methods
- Multiply and divide by powers of 10
- Use formal written methods to divide integers and decimals by a single digit integer
- Use formal written methods to divide integers and decimals by a two digit integer
- Use formal written methods to divide an integer by a decimal
- Use formal written methods to divide a decimal by a decimal
- Add and subtract positive and negative integers
- Multiply and divide positive and negative integers
- Identify the operation required to solve a worded problem

POWERS AND ROOTS

Pupils will learn to:

- Recognise and define square numbers, cube numbers and powers of 10
- Find integer powers and roots
- Simplify an expression using repeated multiplication
- Use the index laws for multiplication and division of integer powers
- Convert between ordinary numbers and standard form
- Rewrite a number in correct standard form notation
- Multiply with numbers written in standard form
- Use the order of operations to solve simple calculations including brackets
- Use the order of operations to solve simple calculations including brackets and powers
- Reason and justify by applying the order of operations
- Put the brackets into a calculation to make it true

FRACTIONS DECIMALS AND PERCENTAGES

Pupils will learn to:

- Estimate roots.
- Convert between a mixed number and an improper fraction
- Add and subtract fractions with different denominators
- Add and subtract mixed numbers and improper fractions
- Solve problems including the addition and subtraction of fractions
- Multiply fractions including improper fractions and mixed numbers and integers
- Divide fractions and integers
- Solve problems including the multiplication and division of fractions
- Find equivalent fractions, decimals and percentages
- Compare and order fractions, decimals and percentages
- Complete and construct tree diagrams for independent events
- Complete and construct tree diagrams for dependent events
- Find probabilities from a tree diagrams for both independent and dependent event

The mathematics curriculum continues on the next page

MATHEMATICS – continued

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

ALGEBRAIC MANIPULATION

Pupils will learn to:

- Simplify expressions by collecting like terms
- Simplify expressions by collecting like terms, including powers
- Form expressions
- Substitute positive integers into expressions and formulae
- Substitute negative integers into expressions and formulae
- Simplify algebraic terms involving multiplication and division
- Multiply a single term over a single bracket
- Expand and simplify multiple single brackets
- Take out common algebraic factors to fully factorise

COORDINATES & GRAPHS

Pupils will learn to:

- Plot and read x and y coordinates in all four quadrants.
- Solve simple problems on a coordinate grid
- Find the midpoint of two points
- Find the midpoint of two points and the endpoint when given the midpoint and one endpoint
- Identify the equations of horizontal and vertical lines
- Plot coordinates from a rule to generate a straight line
- Use a table of values to plot graphs of simple linear functions (including using the table function on a calc)
- Identify the y intercept of a linear graph from the equation and the graph
- Interpret the gradient of a linear graph from the equation and the graph
- Use the form y = mx + c to interpret the graph

CIRCLES

Pupils will learn to:

- Recognise and name the parts of a circle
- Calculate the circumference of a circle
- Calculate the area of a circle

2D SHAPES

Pupils will learn to:

- Identify the symmetries of all 2D shapes and name them
- Recognise and classify quadrilaterals from their properties
- Apply the properties of quadrilaterals to find missing angles
- Classify triangles using angle and side properties
- Apply the sum of angles at a point, on a straight line and in a triangle
- Find unknown angles in a triangle and quadrilateral
- Find missing angles in special types of triangles
- Find area of parallelograms
- Find the missing length of a shape when given the perimeter
- Find the missing length of a shape when given the area
- Find the area of trapeziums

MATHEMATICS - continued

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

3D SHAPES

Pupils will learn to:

- Name 3D shapes and identify their properties
- Recognise and complete the nets of 3D shapes
- Construct and interpret plans and elevations of 3D shapes
- Calculate the volume of a cuboid
- Calculate the volume and surface area of cuboids and solve problems involving these
- Calculate the surface area of cubes and cuboids
- Calculate the volume of prisms including cylinders

SOLVING EQUATIONS

Pupils will learn to:

- Solve one-step linear equations
- Solve two-step linear equations
- Solve linear equations with one unknown on one side including brackets and fractions
- Solve linear equations with one unknown on both sides
- Solve linear equations with one unknown on both sides and those involving brackets
- Solve linear equations involving two variables (x and y) where one variable is known and subbed in
- Check the solution to an equation by using substitution
- Write and solve equations from a problem or area and perimeter of shapes
- Represent an inequality on a number line
- List the integers that satisfy an inequality
- Solve two step linear inequalities in one variable, and represent the solution on a number line

SEQUENCES

Pupils will learn to:

- Continue a sequence and find missing terms within a sequence
- Find the term to term rule of a sequence
- Find the next term of a diagramatic sequence
- Generate linear sequence from the nth term rule
- Find the nth term of a linear sequence
- Find the nth term of a linear diagramatic sequence
- Check to see if a number if in a sequence using the nth term rule
- Recognise and continue recursive (Fibonacci-type) sequences

MATHEMATICS - continued

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

PERCENTAGES

Pupils will learn to:

- Find a simple percentage of a quantity
- Find an integer percentage of a quantity
- Find a percentage of a quantity
- Perform a percentage increase or decrease
- Calculate simple interest
- Calculate repeated percentage change (compound interest)
- Solve a percentage change problem given in context
- Find the percentage change

PROPORATION

Pupils will learn to:

- Divide into a ratio when given one share
- Divide into a ratio when given the total
- Divide into a ratio when given the difference
- Find the cost of items by using the unitary method
- Solve best value problems
- Use proportion to adapt a recipe and use this to solve problems
- Solve direct proportion problems
- Solve simple inverse proportion problems

CONSTRUCTIONS LOCI & BEARINGS

Pupils will learn to:

- Correctly use geometrical terms and notation
- Accurately draw diagrams from written descriptions
- Accurately construct triangles from ASA and SAS information
- Accurately construct triangles from SSS information
- Identify parallel and perpendicular lines
- Use a ruler and compass to construct a perpendicular bisector of a line
- Use scale factors, diagrams and maps
- Read and interpret pie charts
- Complete and interpret scatter graphs, including correlation, line of best fit and make predictions from this

MATHEMATICS – HIGHER

PURPOSE OF STUDY – NATIONAL CURRICULUM

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

ARITHMETIC

Pupils will learn to:

- Multiply decimals using formal written methods
- Use formal written methods to divide integers and decimals by an integer
- Use formal written methods to divide an integer by a decimal
- Use formal written methods to divide a decimal by a decimal
- Identify the operation required to solve a worded problem
- Add and subtract positive and negative integers
- Multiply and divide positive and negative integers
- Solve problems including negative numbers

POWERS AND ROOTS

Pupils will learn to:

- Use the index laws for multiplication and division of integer powers
- Simplify expressions involving sums, products and powers, including using index laws
- Calculate with fractional indices
- Calculate with negative indices
- Calculate exactly with surds
- Simplify expressions involving surds
- Convert between ordinary numbers and standard form
- Rewrite a number in correct standard form notation
- Multiply and divide with numbers written in standard form
- Add and subtract with numbers written in standard form
- Solve worded problems involving numbers written in standard form

FRACTIONS DECUIMALS AND PERCENTAGES

Pupils will learn to:

- Add and subtract mixed numbers and improper fractions
- Multiply fractions including improper fractions and mixed numbers and integers
- Divide fractions including improper fractions and mixed numbers and integers
- Solve problems including the multiplication and division of fractions including mixed numbers
- Order fractions, decimals and percentages
- Convert fractions into recurring decimals
- Change recurring decimals into fractions
- Complete and construct tree diagrams for independent events
- Complete and construct tree diagrams for dependent events
- Find probabilities from a tree diagrams for both independent and dependent events

The mathematics curriculum continues on the next page

MATHEMATICS – continued

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

SOLVING EQUATIONS

Pupils will learn to:

- Solve linear equations with one unknown on both sides and those involving brackets
- Write and solve equations from a problem or area and perimeter of shapes
- Solve linear equations involving two variables (x and y) where one variable is
- known and subbed in
- Solve two step linear inequalities in one variable, and represent the solution on a
- number line
- Solve linear inequalities with an inequality on each side, and represent the solution
- on a number line
- Change the subject of a formula
- Change the subject of a formula, where factorising is required
- Solve two linear simultaneous equations in two variables graphically
- Solve two linear simultaneous equations in two variables algebraically with integer
- solutions
- Form and solve two linear simultaneous equations in two variables algebraically
- Plot a quadratic graph from a table of values and identify the solutions graphically
- Solve quadratic equations containing x^2 by factorising

SEQUENCES

Pupils will learn to:

- Generate linear sequence from the nth term rule
- Use the nth term of a linear sequence to solve a problem
- Find the nth term of a linear diagramatic sequence
- Recognise and continue recursive (Fibonacci-type) sequences
- Generate a quadratic sequence from the nth term rule
- Find the nth term of any quadratic sequence
- Continue a geometric sequence and find missing terms within a geometric sequence
- Find and use the nth term of geometric sequences (r^n, where r and n are integers)

PERCENTAGES

Pupils will learn to:

- Perform a percentage increase or decrease
- Find the percentage change
- Calculate simple interest
- Calculate repeated percentage change (compound interest)
- Find the overall percentage change after repeated percentage changes
- Solve problems with simple and compound interest
- Solve original value problems
- Set up, solve and interpret the answers in growth and decay

PROPORTION

Pupils will learn to:

- Divide into a ratio when given one share, given the total or given the difference
- Use proportion to adapt a recipe and use this to solve problems
- Solve best value problems
- Solve direct proportion problems (involving worded questions and tables)
- Solve inverse proportion problems (involving worded questions and tables)

MATHEMATICS - continued

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

CONSTRUCTIONS LOCI & BEARINGS

Pupils will learn to:

- Accurately construct triangles from ASA and SAS information
- Accurately construct triangles from SSS information
- Use a ruler and compass to construct a perpendicular bisector of a line
- Use a ruler and compass to construct perpendicular to a given line from a given point
- Use a ruler and compass to construct an angle bisector
- Use constructions to solve simple loci problems
- Use constructions to solve complex loci problems
- Use scale factors, diagrams and maps
- Construct and measure bearings on diagrams
- Find the bearing from B to A, when given the bearing of A to B
- Solve bearing problems including Pythagoras and right-angled trigonometry
- Calculate bearings using known angle facts (no protractor etc)

SCIENCE

PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

INHERITANCE & EVOLUTION

Pupils will learn:

- Inheritances, chromosomes, DNA & genes

ENERGY AND REACTIONS

Pupils will learn:

- Chemical reactions
- Energetics

PHYSICS IN ACTION

Pupils will learn:

- Describing motion
- Forces
- Forces & motion
- Nature of matter
- Pressure in fluids

ECOLOGY

Pupils will learn:

- Adaptations, interdependence and competition
- Organising an ecosystem
- Biodiversity and ecosystems

COMPUTER SCIENCE

PURPOSE OF STUDY - NATIONAL CURRICULUM

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

PYTHON TURTLE

Pupils will learn:

This unit provides an introduction to programming with Python using the Turtle graphics library. Students will learn fundamental programming concepts while creating visual art and geometric shapes. Through hands-on activities and projects, students will develop skills in writing and debugging code, using loops and conditionals, and creating modular programs with functions. The unit culminates in a final project where students apply their knowledge to design and implement a unique Turtle graphics program.

DATA REPRESENTATIONS

Pupils will learn:

In this unit pupils will develop their understanding of how computers work such as how instructions are transmitted around the computer and they will develop an understanding of the binary number system. Pupils will then explore how binary is converted to different computational forms. Learners will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative. The unit has a significant practical aspect; students will use design software (GIMP and Audacity in this case) to manipulate images and sounds.

PHYTHON CONSOLE

Pupils will learn:

This unit continues the students learning journey with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.

CYBERSECURITY

Pupils will learn:

This unit takes pupils on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Pupils will start by considering the value of their data to organisations and what they might use it for. Pupils will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. The unit looks at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

COMPUTER SCIENCE – continued

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

MOBILE APP DEVELOPMENT

Pupils will learn:

In a world where there's an app for every possible need, this unit takes pupils from designer to project manager to developer in order to create their own mobile app. Using App Lab from code.org, they will familiarise themselves with coding. Pupils will consider the needs of the user; decompose the project into smaller, more manageable parts; develop their app; and finish off by evaluating the success of the project against the needs of the user.

DATA SCIENCE

Pupils will learn:

In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.

GEOGRAPHY

PURPOSE OF STUDY - NATIONAL CURRICULUM

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

GEOGRAPHY OF CRIME
GEOGRAPHICAL CONCEPTS

The links between Geography & crime start in the UK, developing on the year 8 unit, and throughout this SoW it takes the pupils to a range of new destinations - From Somali Piracy to Human Trafficking on a global scale. Considering both the concepts of place & scale.

WHY DOES IT ALWAYS RAIN ON ME?
EARTH'S SPHERES - ATMOSPHERE

The Atmosphere is introduced to pupils as one of the Earth's key systems. Children in Year 9 will develop their understanding of this thin, fragile layer of gases that surrounds the Earth. They will also re-consider the Hydrosphere - Linking to previous units on rivers & oceans, they will consider the water not on the surface of the Earth, but in rain & clouds.

CONFLICTING REGIONS
SENSE OF PLACE: RUSSIA & THE MIDDLE EAST

Units this half term are designed to explore Russia & The Middle East. To discover population distributions & the level of urbanisation. Within these regions, pupils will explore different countries including ecosystems and synoptic links between both physical & human geography.. As well as considering the issues around conflict in both spaces

OUT OF THE FREEZER
GLACIATION & CLIMATE CHANGE

Physical processes linked to GLACIATION & Climate Change will be considered in this unit – pupils will be taught how glaciers flow and consider changes from Ice Ages to the Present (Relict environments).

SCHOOL'S OUT FOR SUMMER
ECONOMIC ACTIVITIES - POPULATION & TOURISM

Human Geography is the primary focus of our final unit in year 9, based around the UK Challenges section of the GCSE EDEXCEL A specification – Looking at National parks and Tourism as an economic activity in the UK.

HISTORY

PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

NAZI GERMANY AND THE HOLOCAUST

Pupils begin this topic of a re-cap of World War One before studying the implications of the Treaty of Versailles. The first part of this unit focuses on the factors behind Hitler's rise to power and how he took control of Germany using fear and propaganda. Pupils will then investigate the Holocaust through personal testimonies, and they will understand the persecution of various social and ethnic groups throughout the 1930s, culminating in the Final Solution where 11 million people were killed. This understanding of genocide and racism is brought close to home when the pupils learn about the Windermere Children. We interrupt this topic in November to deliver lessons on Remembrance as the pupils have studied World War One and can contextualise this event.

WORLD WAR TWO

Pupils develop an understanding of Hitler's foreign policy aims at the start of this unit in order to understand his later actions and how such actions, along with other issues such as the weaknesses of the League of Nations, helped to cause World War Two in 1939. The pupils will investigate an overview of the events of the conflict before delving deeper into issues such as the Dunkirk evacuations and the Battle of Britain, including the contributions of people beyond Britain. The pupils also investigate the Home Front where they look at the impact of the war on women and children. The end of the conflict is examined when the pupils investigate the atomic bomb.

THE WORLD AFTER 1945

Pupils will investigate a variety of topics including the post-war world Western and Eastern blocs, the Vietnam and Korean Wars and the Space Race. Pupils will learn about the American Civil Rights movement, coming to appreciate the role of individuals such as Martin Luther King Jr. and Rosa Parks. The contributions of the Windrush Generation will be examined. Pupils will delve into sub-cultures and 21st century events such as the 9/11 attacks and the 2012 Olympics.

HEALTH AND THE PEOPLE: ANCIENT MEDICINE

This unit serves two purposes: firstly, KS3 pupils are required to study a pre-1066 topic and secondly, this unit acts as a bridge for those pupils who have opted for GCSE History where their first topic is Medicine from 1000AD. In this unit, pupils will study pre-historic, Egyptian, Greek and Roman medicine in order to investigate the beliefs that people had about disease and how they treated illness. They will also examine anatomical knowledge and surgical practises before finding out about the quality of public health.

ART AND DESIGN

PURPOSE OF STUDY - NATIONAL CURRICULUM

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

GRAFFITI ART

Critical studies on artists and designers e.g. Banksy, Shamsia Hassani, Keith Haring, street artists. Looking at the negative and positive sides to graffiti. Looking at past and modern Graffiti. Learning how to write using that style.Being reminded about harmonic and complimentary colours. Learning how to blend well using a range of materials.

GRAFFITI ART

Introduction to using clay. Using design development when planning for a 3D piece. Using past learning when working on a new material which is three-dimensional.

GRAFFITI ART

Looking at issues and how graffiti artists use images as well as words. Learning how to independently research information and images that will support an issue poster. Leaning how to get across an idea visually and creating a composition.

DAY OF THE DEAD

Critical studies about another culture. Pupils will complete a series of observational drawing exercises, exploring a variety of different media

DAY OF THE DEAD

Looking at a range of Mexican Artists: Frida Kahlo, Diego Rivera, Ofrendas etc. Extended drawing skills going back to looking at portraits in the style of Day of the Dead.

DAY OF THE DEAD

Using past skills, the artists they have looked at and with the knowledge they have learn about Day of the dead, pupils developing their ideas to conclude with a final picture, in response to the 'Day of the dead'.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

PURPOSE OF STUDY - NATIONAL CURRICULUM

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

CHOCOLATE BOX

Pupils will complete a small Graphics style unit using a range of different disciplines and skills that they have accumulated across KS3. Pupils will design a logo for their chocolate, produce a vacuum formed mould and use this to make their individual chocolates, as well as produce some packaging for their product. The emphasis will be on producing a high quality, marketable product.

COAT HOOK

Pupils will be introduced to a range of skills and knowledge that is closely linked to the Engineering course we offer at Key Stage 4. They material area for this project is metals, this allows pupils to use some new tools, equipment and machinery. Pupils learn how to mark out on metals which is a different process to that previously used when working with timbers and plastics. They will also have the opportunity to use the brazing hearth to anneal their material and complete an additional process – dip coating, As well as these new practical skills pupils will learn about, risk assessments, what the are, how to use them and how to produce one.

SUSTAINABILITY BUG HOUSE

Students will focus upon these areas which link to the KS4 D&T curriculum: environmental issues, social and economic challenges, materials and their working properties, material management, techniques and finishes, joining woods, working drawings. design specification, design ideas, Making & writing an evaluation. Students will create an educational children's bug hotel using softwood that will have at least one wood joint and have a finish, so it is suitable for outdoor use. Students will complete a range of theory and design activities to enhance the knowledge of working at GCSE.

GRAND DESIGNS

Students will explore a range of environmental contexts including The six R's and sustainability. They will learn all about re-purposing and re-designing objects around us using practical, fun tasks. Students will need to design either a bedroom or kitchen, they will learn about floor plans, scale drawing, and scale modelling. Students will produce an accurate scale model of their final 'Grand Design'.

DESIGN AND TECHNOLOGY:

PRODUCT DESIGN – continued

PURPOSE OF STUDY – NATIONAL CURRICULUM

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

ITERATIVE DESIGN

Students will develop ideas for a sweet dispenser using an iterative design process, they will generate and refine design ideas using sketching, modelling, testing, prototypes and evaluating. They will develop the aesthetics and form of their design to appeal to the user. During this unit students will learn to generate a range of suitable design briefs. Students will develop their subject vocabulary with words including aesthetics, form and ergonomics. They will use this to demonstrate their understanding of ergonomics by designing a product that is fit for purpose. They will test and evaluate designs based on feedback and differentiate between good design' and 'design for good'.

PROTOTYPING/BREADBOARDING CIRCUITS

Pupils will develop an understanding of basic electronic components and how they can be combined to create working circuits. The main focus will be based on 'learning through doing', building and testing circuits built from wiring diagrams. Pupils will learn how to interpret a wiring diagram, recognise component symbols and their real-life equivalent, manipulate components, apply simple mathematic formula to determine electronic values, build, test and fault-find working circuits. Practical work will be assessed by awarding marks for completed circuits.

DESIGN AND TECHNOLOGY: CATERING

PURPOSE OF STUDY - NATIONAL CURRICULUM

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

BREADS

Pupils will be introduced to a range of skills and knowledge that is closely linked to the Hospitality and Catering course we offer at Key Stage 4. They will look at the effect of ingredients while making several sweet and savoury yeast-based bread products. Learning how to combine solids and liquids correctly, kneading to understand the working properties of gluten and the effect of heat for dextrinisation.

CAKES

Pupils will cover skills in preparation for Unit two in KS4, they will experience how chefs use the melting, creaming and whisking methods to make a selection of cakes. pupils will also look at how decoration can influence customer's choice of foods. pupils will be introduced the macro and micronutrients and begin to explore the effect that macronutrients gave on our body.

PASTRY

Pupils will develop an understanding of short crust, sweet and puff pastry and make a selection of pastry products. They will deepen their working knowledge of gluten gained from the bread topic and extended further their repertoire of savoury dishes. pupils will be introduced to using differing equipment such as rolling pins and flan rings or moulds

STREET FOOD

Pupils will gain experience and knowledge of popular culture in food through cooking several foods that are popular in Britain because of immigration. Pupils will produce meals from Asia, India and Europe. In theory lessons pupils will learn of the consequences of importing ingredients to the planet and the advantages of buying locally sourced seasonal foods.

SPECIAL DIETS

Pupils will be introduced in both theory and practical lessons to the Nutritional requirements of differing groups of people. They will look at Vegans and how they need to use protein complementation.

GETTING READY FOR GCSE

In the last term pupils will be prepared for Key Stage 4. theory work will be linked to prior learning of nutrition, special diets, allergies and intolerances al underpinned with food hygiene and safety. By the end of the term pupils should have been introduced to how the key stage 4 qualification will run and how they are expected to present their work both theory and in practical.

PHYSICAL EDUCATION

PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

SUBJECT CONTENT KEY STAGE 3

- Specifically in Year 9 pupils will experience a vast array of new sports and sports they may already be familiar with.
- Usually, the sports will be delivered in 6-week blocks with the emphasis on skill acquisition, technical proficiency, understanding of new rules, increased confidence and fitness and enjoyment.

Pupils should:

- Build on and embed the physical development and skills learned in key stages 1 and 2.
- Become more competent, confident, and expert in their techniques.
- Apply them across different sports and physical activities.
- They should understand what makes a performance effective and how to apply these principles to their own and others' work.
- They should develop the confidence and interest to get involved in exercise, sports, and activities out of school and in later life.
- Pupils should understand and apply the long-term health benefits of physical activity.

Pupils should be taught/encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, cross-country, badminton, basketball, cricket, football, hockey, netball, rounders, rugby, softball, handball, tennis, athletics and orienteering
- Develop their technique and improve their performance in a range of competitive sports for example, athletics
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group for example orienteering.

CROSS COUNTRY

Pupils will learn:

- Development of cardiovascular & muscular endurance through completion of the longer course
- Refine their ability to pace themselves and apply tactics in competitive situations.
- Understand how exercise benefits the human body from a long and short term point of view
- Understand how to improve their personal performance and set new personal best times

HEALTH RELATED FITNESS

Pupils will learn:

- Fitness testing explored & an introduction to the components of fitness taught
- Body weight activities refined as well as use of some lighter free weights and kettle bells
- Cardiovascular & muscular strength developed through circuits
- Re-testing various components of fitness to compare to previous results/personal bests. Understanding of components of fitness and how they affect performance

PHYSICAL EDUCATION – continued

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

RUGBY LEAGUE

Pupils will learn:

- Recap grip/carry, then passing (short/long) & receiving on the move and "into traffic" & Recap tackling technique, move on to front tackle & offloading in contact
- Countering the offload e.g. 2 v 1 tackle (1 tackles legs, 2 wraps up ball) & Evading contact, support play developed, decision making e.g. dummie or draw and pass
- Knowing when & how to kick e.g. grubbers, short kick, high kicks, link to decision making
- Modified games/competition e.g. contact games or touch/tag belts (dependent upon confidence)

NETBALL

Pupils will learn:

- One handed pass & advanced footwork
- Defending the circle & channels of play
- Foul consequences & umpiring
- 7v7 tournament – Applying K & U to competitive situation

HOCKEY

Pupils will learn:

- Slap passes on both forehand and reverse stick
- Dribbling skillsdeveloped including left to right drags, roll-outs and jab tackling
- Hit to shoot & defensive channelling
- Foul consequences, applying K & U of rules into 7v7 games

BASKETBALL

Pupils will learn:

- Variety of dribbling skills & overhead and dribble passes
- Advanced jump shooting and free throws & plays from set plays
- Refereeing 3v3 games – Application of K & U
- 5v5 matches – Application of K & U in organising a competition

BADMINTON

Pupils will learn:

- High serve & drop shot development
- Forehand and back hand drive shot & doubles tactics
- Taking on the role of a scorer & Umpire
- Doubles match play to apply K & U effectively

FOOTBALL

Pupils will learn:

- Short & long ground passing and control including driven/lofted passing
- Developmentof dribbling and turning with the ball. Increasing in complexity. Passive to active
- Shooting technique developed using laces. Stationary to dynamic exercises
- Defensive strategies explored in conditioned games

PHYSICAL EDUCATION – continued

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

GYMNASTICS

Pupils will learn:

- Travelling/rolls(floorwork)Individual. Cannon element & timing movements explored. E.g forward rolls, backward rolls, log rolls
- Balances e.g. headstand, handstand, bridge & mini-sequences, with linking movements
- Flight, landing and basic vaulting technique e.g. gate vault, straddle vault. Feet-hands-feet
- Sequence development-final compositional piece practised and delivered.

ORIENTEERING

Pupils will learn:

- Recap orienteering basics including orientation . Star course completed in pairs –Shape and colour theme x 12 controls)
- Develop K & U to complete longer star course X 18 controls.
- Introduction to using numbered ground controls/punches (red/white) in pairs x 30 controls (Loop course) – Timed competition over x 2 weeks

CRICKET

Pupils will learn:

- Aerial fielding and throwing above the stumps & back foot batting shots
- Overarm bowling with a short run up
- Fielding positions explored
- Further refine understanding of bowling and batting laws applied to conditioned games

TENNIS

Pupils will learn:

- Recap of Racquet head position, angle and grip & serving overarm from the base line
- Forehand technique refined and development of topspin. Stationary to dynamic
- Backhand technique refined with slice and/or backspin. Stationary to dynamic
- Organisation of small competitions to be undertaken by the group

ATHLETICS

Pupils will learn:

- The skills & techniques required to compete in a number of track & field athletics events
-

SOFTBALL/ROUNDERS

Pupils will learn:

- Quick, decisive under and over arm fielding
- Advanced & varied batting techniques to find space
- Advanced positional play developed
- Conditional games encompassing key skills, rule adherence & techniques
- Competition weels x 2, implementing key skills, techniques and tactics to games

MUSIC

PURPOSE OF STUDY - NATIONAL CURRICULUM

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

CHORD SEQUENCES

Building on the work done in Year 8, we will look at how triads are combined together into various chord sequences. pupils will perform songs in small groups using different chord sequences.

THE BLUES

One of the most important chord sequences and the foundation of many styles of popular music, the 12 bar blues, will be explored through a range of listening, performing and composing activities

FOLEY

The art of Foley, adding sounds to film in post-production, will be introduced. pupils will learn the difference between diegetic and non-diegetic sound before composing their own Foley for a selection of short film clips.

MUSIC FOR MEDIA

Music is used in all sorts of different media from advertising to video games. pupils will identify the wide ranging use of music in media before producing their own music for media project using video game & movie trailers.

SONG WRITING

Using their knowledge of chord sequences, pupils will explore song writing techniques. They will be encouraged to write the lyrics and compose an accompaniment for a song about a given topic.

BAND SKILLS

As the final unit in year nine, this will see the end of formal music education for those not opting to take music in at key stage 4. Combining lots of the skills and techniques they have studied; pupils will have the opportunity to form a band and put together a performance of a song.

LANGUAGES: FRENCH

PURPOSE OF STUDY – NATIONAL CURRICULUM

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

A TEENAGER'S WORLD

Building on what was learnt in the Autumn term of Year 8, pupils will talk about likes and dislikes, extending to after school clubs and activities. They will describe themselves and their friends in more detail. Revisiting the past tense, pupils will talk about past birthday celebrations.

FUTURE PLANS

Numbers will be revised again. pupils will learn to use modal verbs to talk about what people can do to earn money and the jobs that they want to do. Building on from what was learnt in the summer term of year 8, pupils will talk about what they are going to do in the future, both personally and professionally.

MUSIC

Pupils will be introduced to a range of French artists. They will learn to talk about their musical preferences and how music can be used to address social difficulties faced by young refugees. The past tense will be revised and adapted to this context.

BUILDING A BETTER WORLD

Building on what was learnt in the Spring term of Year 8, pupils will develop their awareness of healthy eating habits, including in a French school context. pupils will use three-time frames to discuss matters relating to ecology.

THE FRENCH SPEAKING WORLD

Building on what was learnt in the Summer term of Year 8, pupils will discover the French speaking world in detail, becoming increasingly aware of French territories further away from mainland France. Their use of three-time frames together will be developed and strengthened.

LANGUAGES: GERMAN

PURPOSE OF STUDY - NATIONAL CURRICULUM

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AN INTRODUCTION TO GERMAN

Pupils will begin by introducing themselves in German and giving simple personal details such as their name, age, birthday and where they live. They will also learn to count to 100 and talk about classroom objects using the correct definite article.

SCHOOL LIFE

In this unit, pupils will learn to talk about school subjects, give opinions and discuss their timetable. They will learn to talk about what they wear and what they eat and drink. pupils will also learn about the differences between school life in the UK and Germany.

FAMILY AND FRIENDS

Pupils will learn to describe themselves and give details about other people's appearance and personality characteristics, to talk about pets and to use the plural form of nouns. They will also learn to identify information from longer texts and e-mails and to write a reply.

FREE TIME AND LEISURE ACTIVITIES

Pupils will learn to discuss sports and leisure activities and to give opinions. They will also learn to identify information relating to sports and leisure from letters and e-mails. Additionally, they will learn how to make plans about future activities to arrange going out with friends.

AT HOME

Pupils will learn to talk about where they live and the type of accommodation they have. They will also learn to describe their house with details about the rooms and they will be able to describe their own room.

OUT AND ABOUT

Pupils will learn to talk about the facilities in their town and local area and to describe the weather. They will also gain insight into cultural and geographical aspects of the German-speaking world, learn to discuss modes of transport and plans for the summer holidays.

LANGUAGES: SPANISH

PURPOSE OF STUDY – NATIONAL CURRICULUM

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

AN INTRODUCTION TO SPANISH

Pupils will begin by introducing themselves in Spanish and giving simple personal details such as their name, age and birthday. They will also learn to count to 30, to talk about classroom objects using definite and indefinite articles and they will learn about Spanish speaking countries.

SCHOOL LIFE

In this unit, pupils will learn to talk about school and to give opinions about school subjects and teachers in the present tense. They will learn to talk about money and what they eat and drink. Additionally, they will learn the days of the week and numbers to 100.

MY FAMILY

Pupils will learn to talk about members of their family and their pets. They will learn the names of colours, how to use possessive adjectives and they will be able to give physical descriptions of people such as their hair and eyes. pupils will also gain an understanding of adjectival agreements and irregular verbs.

WHERE I LIVE

Pupils will learn about European countries, different regions, to talk about where they live and the type of accommodation they have. They will also learn to describe their house with details about the rooms, to describe their own room and to talk about daily routine activities that they do at home. Adjectival agreements and present tense verb forms will be revised and pupils will learn how to use prepositions.

FREE TIME & LEISURE ACTIVITIES

Pupils will learn to discuss hobbies, sports and leisure activities and to give opinions about free time activities. Additionally, they will learn how to tell the time. Building on what pupils have learned about present tense verb forms, they will now learn to talk about future activities that they plan to do.

IN TOWN

Pupils will also learn to talk about the places in their town and local area and to ask for and give directions. They will also learn to describe the weather and to discuss plans for going out and what they would like to do next weekend. Grammatical aspects of verb forms, tenses and adjectives will be revisited.

PERSONAL DEVELOPMENT (PSHE)

YEAR 9 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

PEER INFLUENCE, SUBSTANCE USE AND GANGS

Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation

Pupils will learn:

- How to distinguish between healthy and unhealthy friendships
- How to assess risk and manage influences, including online
- About 'group think' and how it affects behaviour
- How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively
- To manage risk in relation to gangs
- About the legal and physical risks of carrying a knife
- About positive social norms in relation to drug and alcohol use
- About legal and health risks in relation to drug and alcohol use, including addiction and dependence
- Vaping

SETTING GOALS

Learning strengths, career options and goal setting as part of the GCSE options process

Pupils will learn:

- About transferable skills, abilities and interests
- How to demonstrate strengths
- About different types of employment and career pathways
- How to manage feelings relating to future employment
- How to work towards aspirations and set meaningful, realistic goals for the future
- About GCSE and post-16 options
- Skills for decision making
- Smashing the glass ceiling

RESPECT

Families, healthy relationships, exploitation

Pupils will learn:

- About different types of families,
- About positive relationships in the home
- About conflict and its causes in different contexts, e.g. with family and friends
- Conflict resolution strategies
- How to manage relationship
- How to access support services
- Crime
- Civil vs criminal law
- Crime, young offenders and consequences

PERSONAL DEVELOPMENT (PSHE) – continued

YEAR 9 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

HEALTHY LIFESTYLE
DIET, EXERCISE, LIFESTYLE BALANCE AND HEALTHY CHOICES, AND FIRST AID

Pupils will learn:

- About the relationship between physical and mental health
- About balancing work, leisure, exercise and sleep
- Revision and study skills
- To make independent health choices
- To take increased responsibility for physical health, including testicular self-examination
- Resilience

DEVELOPING CHARACTER

Pupil's will learn:

- How showing respect can help diffuse tension and resolve conflict.
- Why integrity is important for learning.
- What it means to be resilient, and strategies to complete tasks under pressure.
- Using compassion and empathy to suggest a resolution to conflict, and how compassion can contribute to a healthier society.
- Charity focus: What is Unicef?

FINANCE AND CAREERS

Pupils will learn:

- About employment, self-employment and voluntary work
- About using LMI (Labour Market Information)
- Money and jobs, exchange rates, keeping money safe, tax
- Gaming and gambling
- Person skills and aiming for success
- How to protect financial security online
- How to assess and manage risks in relation to gambling and chance-based transactions
- Impact of digital footprints
- Is the use of AI a threat to pupil development?

St Benedict's Catholic High School

1971

CONTACT INFORMATION

WEBSITE:
www.st-benedicts.cumbria.sch.uk

TELEPHONE:
01946 692275

EMAIL:
admin@st-benedicts.cumbria.sch.uk

ADDRESS:
St Benedict's Catholic High School
Campus Whitehaven
Red Lonning
Whitehaven
Cumbria
CA28 8UG

Ofsted GRADED GOOD