

# Year 9 Curriculum Booklet



**St Aloysius' College**  
**2022/2023**

# Contents Page



<b>Introduction</b>	<b>2</b>
<b>Art</b>	<b>3</b>
<b>Computer Science</b>	<b>4</b>
<b>Design and Technology</b>	<b>5</b>
<b>English</b>	<b>6</b>
<b>Geography</b>	<b>7</b>
<b>History</b>	<b>8</b>
<b>Mathematics</b>	<b>9</b>
<b>Modern Foreign Languages (French)</b>	<b>10</b>
<b>Modern Foreign Languages (Spanish)</b>	<b>11</b>
<b>Music</b>	<b>12</b>
<b>P.E.</b>	<b>13</b>
<b>Religious Education</b>	<b>14</b>
<b>Science</b>	<b>15</b>
<b>Assessment &amp; Revision</b>	<b>16</b>
<b>Learning Apps</b>	<b>17</b>
<b>Go4Schools</b>	<b>18</b>

# Introduction



Welcome to our KS3 Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius' College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten  
Assistant Headteacher – Curriculum & Outcomes

# Art



**Head of Department: Mr Northey**

**Year 9**

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	Week: 1. Introduction to Mask project 2. Research Designers 3. Observation drawing 4. Work in Artist's style 5. Final Piece 6. Final Piece 7. Enrichment	Week: 1. Mask making/sculpture 2. Development of mask design 3. Development of mask design 4. Development of mask design 5. Completion of final piece 6. Christmas Exam 7. Enrichment
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	Week: 1. Introduction to Portraiture 2. Artist Research 3. Observation drawing 4. Same as above 5. Work in Artist's style 6. Final Piece 7. Final Piece	Week: 1. Artist Research 2. Development of painting skills 3. Development of painting skills 4. Development of painting skills 5. Final piece 6. Final piece 7. Enrichment
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	Week: 1. Introduction to Dadaism 2. Research on Artists 3. Perspective drawing 4. Development & experimentation 5. Final Piece 6. Enrichment	Week: 1. Research on landscape & Architecture 2. Investigate artists 3. Development and experimentation 4. Final Piece 5. Test/AfL: Peer and Self-assessment 6. Enrichment

# Computer Science



**Lead Teacher: Mr N. Kakou**

**Year 9**

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><b>HTML</b></p> <ul style="list-style-type: none"> <li>L1 Development</li> <li>L2 Creating a web form</li> </ul>	<p><b>HTML</b></p> <p><b>Project 3:</b> Develop a website that contains a minimum of five pages. The website must contain an appropriate navigation system and a consistent look across all pages. It should also contain a range of images, appropriate text, and any other multimedia assets.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><b>Digital Animation</b></p> <ul style="list-style-type: none"> <li>· L1 Frame-by-frame animation</li> <li>· L2 Motion tweening</li> <li>· L3 Text, buttons and ActionScript</li> <li>· L4 Planning an animation</li> </ul>	<p><b>Digital Animation</b></p> <p><b>Project 4:</b> Create an animation to promote Healthy Living. The charity requesting the animation has asked for it to be 30 seconds or more. The animation should have visual and audio aides including movement of characters, sound effects and environmental sounds that match the background.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><b>Systems architecture</b></p> <p>A. CPU</p> <ul style="list-style-type: none"> <li>· L1 The CPU</li> <li>· L2 Function and characteristics of the CPU</li> </ul>	<p><b>Systems architecture</b></p> <p>B. Memory &amp; Storage</p> <ul style="list-style-type: none"> <li>· L1 Memory</li> <li>· L2 Storage</li> </ul>

# Design & Technology



## Head of Department: Mr J. Harvey

## Year 9

In year 9, students will be encouraged to work more independently, consolidating and improving on their knowledge and understanding of materials and processes explored in year 8. There will be opportunities for students to further improve on their practical skills and diversify in the range of materials, components; tools and equipment used including CAD/CAM. Teaching and learning will be challenging and robust, consisting of a variety of formal skills teaching; 'learning through doing' practical activities and skills building; research methods; creativity & problem solving, maths skills, retrieval practices, questioning and reflective evaluations (self, peer and group opportunities).

	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p><b>THEORY</b></p> <ul style="list-style-type: none"> <li>• Properties of materials Wood &amp; smart materials</li> <li>• Joining wood-based materials</li> <li>• Roles of the client, users, designers &amp; manufacturers.</li> <li>• Art &amp; Design Movements.</li> </ul>	<p><b>PRACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>IMPROVE A HOUSEHOLD OBJECT;</b> Research &amp; Iterative design process come up with an innovative solution.</li> <li>• Modelling; Create a model of their design for HW but create a high level final product using Laser cutter at School.</li> </ul>
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<p><b>THEORY</b></p> <ul style="list-style-type: none"> <li>• History of Aeroplanes * aeronautical engineering.</li> <li>• CAD?CAM skills.</li> <li>• Roles of the client, users, designers &amp; manufacturers.</li> <li>• Air resistance.</li> </ul>	<p><b>PRACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>MAKE A PLANE THAT CAN FLY 360*;</b> Research aeronautical engineering &amp; History of aeroplanes. Then design own aircraft of SKETCH UP.</li> <li>• Modelling; Create a model of their design for HW but create a high level final product using Laser cutter at School &amp; hand tools in the workshop.</li> </ul>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<p><b>THEORY:</b></p> <ul style="list-style-type: none"> <li>• Food Hygiene, Eat well plate, basics of using the food room, washing up, importance of storage.</li> <li>• How to write a recipe</li> <li>• Summative assessment of all THEORY learnt in KS3 and prepare students for product Design @ KS4.</li> </ul>	<p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>• We will be cooking 3 different recipes over a 6/8 week period.</li> <li>• Safe use of a knife, amongst other tools used in the kitchen.</li> <li>• How to safely use a hob, an oven &amp; grill.</li> <li>• Small D&amp;T project to finish the year. ( keyskills for KS4</li> </ul>

# English



**Head of Department: Ms E. Doorly**

**Year 9**

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<p><u>Writers From Across The Globe</u></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>-Two Short Stories</li> <li>-Extracts - Writers From Across The Globe</li> <li>-Close Reading &amp; Analysis</li> <li>-Creative Writing</li> </ul> <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1, SECTION A (1 HOUR)</p>	<p><u>Writers From Across The Globe</u></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>-Two Short Stories</li> <li>-Extracts - Writers From Across The Globe</li> <li>-Close Reading &amp; Analysis</li> <li>-Creative Writing</li> </ul> <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1, SECTION A (1 HOUR)</p>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<p><u>Heritage Drama – ‘Small Island’</u></p> <p>Drama –</p> <ul style="list-style-type: none"> <li>- Stagecraft and Performance</li> <li>- Devices</li> <li>- Characterisation and Structure</li> </ul>	<p><u>Inspiring Speeches Across the Ages</u></p> <p>Non-Fiction –</p> <ul style="list-style-type: none"> <li>-Speeches from speakers of different eras and historical contexts</li> <li>-Close reading and analysis</li> <li>-Persuasive Writing</li> </ul>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<p><u>Tragic Love Affairs</u></p> <p>Shakespeare –</p> <ul style="list-style-type: none"> <li>- Othello and Desdemona – a study of their doomed love affair</li> </ul> <p>LIT PAPER 1, SECTION A - 1 HOUR EXAM</p>	<p><u>Tragic Love Affairs</u></p> <p>Shakespeare –</p> <ul style="list-style-type: none"> <li>- Othello and Desdemona – a study of their doomed love affair</li> </ul> <p>LIT PAPER 1, SECTION A - 1 HOUR EXAM</p> <p>AQA Anthology of Poetry – Family Poems</p>

# Geography



**Head of Department: Ms G. Briody**

**Year 9**

“If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world.”

**- Richard Burton (1821-1890) to the Royal Geographical Society**

<b>Focus/Context for Learning</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
	<b>Dynamic Earth - Plate Tectonics</b> <ul style="list-style-type: none"> <li>• Natural hazards</li> <li>• Structure of the earth</li> <li>• Tectonic Hazards - volcanoes, earthquakes, tsunamis</li> <li>• Case studies focusing on the impact of hazards in areas of contrasting development</li> <li>• Hazard management</li> </ul>	<b>Dynamic Earth - Weather Hazards</b> <ul style="list-style-type: none"> <li>➢ Weather hazards - extreme weather in the UK</li> <li>➢ Global atmospheric circulation system</li> <li>➢ Tropical storms - formation, effects and management</li> <li>➢ Case study on an area impacted by tropical storms</li> </ul>
<b>Focus/Context for Learning</b>	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Climate Change</b> <ul style="list-style-type: none"> <li>• Climate Change - evidence from the beginning of the quaternary period to the present day</li> <li>• Greenhouse effect</li> <li>• Climate change -causes, effects, mitigation and adaptation strategies</li> </ul>	<b>Urban Growth - LICs</b> <ul style="list-style-type: none"> <li>• Urbanisation - cause, effects and management</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEEs</li> <li>• Case study of an urban area in a NEE: Rio de Janeiro, Brazil</li> </ul>
<b>Focus/Context for Learning</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Urban Growth - HICs</b> <ul style="list-style-type: none"> <li>• Urban change in cities in the UK leads to social, economic and environmental opportunities and challenges</li> <li>• Regeneration</li> <li>• Case study of an urban area in a HIC: London, UK</li> </ul>	<b>Urban Sustainability</b> <ul style="list-style-type: none"> <li>• Urban sustainability (energy, water, green spaces and waste recycling) - links to climate change</li> <li>• Sustainable urban living case study: East Village, Stratford</li> <li>• Sustainable transport schemes in urban areas</li> </ul>



# History



**Head of Department: Mrs G. Rimmer**

**Year 9**

During this year, you will begin to study for your GCSE History. The course begins with an overview of the 20th Century world and the rapid changes that took place before starting an in depth study of The USA.

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>Unit 1</b> <ul style="list-style-type: none"> <li>The causes of World War 2:</li> <li>The Treaty of Versailles</li> <li>The League of Nations                             <ul style="list-style-type: none"> <li>The rise of the Nazis and the establishment of the Nazi dictatorship.</li> <li>Appeasement</li> </ul> </li> </ul>	<b>Unit 2 - WW2 to include:</b> <ul style="list-style-type: none"> <li>Blitzkrieg</li> <li>The Home Front</li> <li>Operation Barbarossa</li> <li>Pearl Harbor</li> <li>A study in depth of one area of war</li> <li>D-day</li> </ul>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<b>The Holocaust</b> <ul style="list-style-type: none"> <li>This study will include a visit to Belsize Park Synagogue</li> <li>The dropping of the Atomic Bomb</li> </ul>	<b>Unit 4</b> <ul style="list-style-type: none"> <li><b>Impact of WW2 on Europe</b></li> <li><b>The development of the EU</b></li> <li><b>The introduction of the UN and its role and work across the World</b></li> </ul>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<b>Unit 5</b>  <b>The Cold War</b> <ul style="list-style-type: none"> <li>What was the Iron curtain ?</li> <li>Why did the USA and the USSR fall out?</li> <li>The Policy of Containment</li> <li>The Marshall Plan</li> <li>Germany</li> </ul>	<b>The Cold War , a depth study :</b>  <b>The Cold War in Europe : The Iron curtain and the divisions of Germany</b>  <b>Communist rule in czechoslovakia/ Hungary</b>  <b>The Berlin Wall/ Afghanistan</b>  <b>The end of Communism and the end of the Cold War</b>

# Mathematics



**Head of Department: Ms A. Toprak**

**Year 9**

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.

<b>Focus/Context for Learning</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae  <b>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</b>	Number Angles Data Transformations Calculations  <b>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</b> <b>AP1</b>
<b>Focus/Context for Learning</b>	<b>Spring 1</b>	<b>Spring 2</b>
	Equations and formulae Data Number Angles Mensuration  <b>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</b>	Proportion and percentages Transformations Graphs and sequences  <b>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</b> <b>Progress check.</b>
<b>Focus/Context for Learning</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Angles Probability Equations and formulae Number Graphs and sequences  <b>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</b>	Calculations Constructions  <b>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</b> <b>AP2</b>

# MFL: French



Head of Department: Ms C. Mauris-Blanc

Year 9

Focus/Context for Learning	Autumn 1	Autumn 2
	<p><b><u>Autour du monde</u></b></p> <ul style="list-style-type: none"> <li>• Talk about how you travel and compare means of transport</li> <li>• Buy tickets and talk about travel plans</li> <li>• Plan a holiday</li> <li>• Describe a past holiday</li> <li>• Talk about transport in books and films</li> </ul>	<p><b><u>Chez moi, ça veut dire quoi?</u></b></p> <ul style="list-style-type: none"> <li>• Talk about types of home</li> <li>• Describe room in a house</li> <li>• Describe a bedroom, items in it and their location</li> <li>• Describe your ideal home</li> <li>• Describe places in detail and express how you feel about them</li> </ul>
Focus/Context for Learning	Spring 1	Spring 2
	<p><b><u>Un métier, un rêve!</u></b></p> <ul style="list-style-type: none"> <li>• Talk about jobs and qualities needed for certain professions</li> <li>• Discuss ideal jobs and ambitions</li> <li>• Talk about part-time jobs</li> <li>• Talk about success and failure</li> </ul>	<p><b><u>Module 1: Qui suis-je? - Identity and culture</u></b></p> <ul style="list-style-type: none"> <li>• Revising family and describing people</li> <li>• Revising places in town and activities</li> <li>• Talking about friends and what makes a good friend</li> <li>• Talking about family relationships</li> <li>• Describing a night out with friends</li> <li>• Talking about life when you were younger</li> <li>• Discussing role models</li> </ul>
Focus/Context for Learning	Summer 1	Summer 2
	<p><b><u>Module 2: Le temps des loisirs - Identity and culture</u></b></p> <ul style="list-style-type: none"> <li>• Revising sport and music</li> <li>• Revising technology, films and TV</li> <li>• Talking about sport</li> <li>• Using <i>depuis</i> + the present tense</li> <li>• Talking about your life online</li> <li>• Talking about books and reading</li> <li>• Talking about television programmes</li> <li>• Talking about actors and films</li> </ul>	<p><b><u>Module 3: Jours ordinaires, jours de fête - Identity and culture</u></b></p> <ul style="list-style-type: none"> <li>• Talking about food and meals</li> <li>• Discussing and shopping for clothes</li> <li>• Describing your daily life</li> <li>• Describing festivals and traditions</li> <li>• Talking about food for special occasions</li> <li>• Using the polite language</li> </ul>

# MFL: Spanish



Head of Department: Ms C. Mauris-Blanc

Year 9

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><b><u>En forma</u></b></p> <ul style="list-style-type: none"> <li>• Talking about diet</li> <li>• Talking about an active lifestyle</li> <li>• Talking about your daily routine</li> <li>• Talking about getting fit</li> <li>• Talking about ailments</li> <li>• Developing a conversation about fitness and routine</li> </ul>	<p><b><u>Jóvenes en acción</u></b></p> <ul style="list-style-type: none"> <li>• Talking about children's rights</li> <li>• Talking about fair trade</li> <li>• Talking about recycling</li> <li>• Talking about how a town has changed</li> <li>• Writing about fundraising</li> <li>• Reading about world issues</li> </ul>
	Spring 1	Spring 2
Focus/Context for Learning	<p><b><u>Una aventura en Madrid</u></b></p> <ul style="list-style-type: none"> <li>• Meeting and greeting people</li> <li>• Talking about a treasure hunt</li> <li>• Discussing buying souvenirs</li> <li>• Saying what you will do</li> <li>• Making yourself understood</li> <li>• Reading authentic texts about Madrid</li> </ul>	<p><b><u>Módulo 3: Mi gente – Identity and culture</u></b></p> <ul style="list-style-type: none"> <li>• Talking about socialising and family</li> <li>• Describing people</li> <li>• Talking about social networks</li> <li>• Making arrangements</li> <li>• Talking about reading references</li> <li>• Describing relationships</li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	<p><b><u>Módulo 4: Intereses y influencias – Identity and culture</u></b></p> <ul style="list-style-type: none"> <li>• Talking about free time activities</li> <li>• Talking about TV programmes and films</li> <li>• Talking about what you usually do</li> <li>• Talking about sports</li> <li>• Talking about what is trending</li> <li>• Discussing different types of entertainment</li> <li>• Talking about who inspires you</li> </ul>	<p><b><u>Módulo 6: De costumbre – Identity and culture</u></b></p> <ul style="list-style-type: none"> <li>• Describing mealtimes</li> <li>• Talking about daily routine</li> <li>• Talking about illnesses and injuries</li> <li>• Asking for help at the pharmacy</li> <li>• Talking about typical food</li> <li>• Comparing different festivals</li> <li>• Describing a special day</li> <li>• Ordering in a restaurant</li> <li>• Talking about a music festival</li> </ul>

# Music



**Head of Department: Mr O. Bunting**

**Year 9**

## *Music is for everyone*

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to experiment with sound, be creative and expressive themselves. The extracurricular program offers a variety of engaging activities that serve to further develop students' musical abilities in an inclusive setting.

	Autumn 1	Autumn 2
Focus/Context for Learning	<b>Bhangra</b> <ul style="list-style-type: none"> <li>• Exploring fusion</li> <li>• 'Chaal' rhythm</li> <li>• Composing and improvising melodies using raga</li> <li>• Pitch notation: learning to perform from a score</li> <li>• Assessment: Bhangra Improvisation Performance</li> </ul>	<b>Jazz</b> <ul style="list-style-type: none"> <li>• Swing rhythm</li> <li>• 7<sup>th</sup> chords</li> <li>• Composing and improvising melodies using modes</li> <li>• Performing as part of a band</li> <li>• Keyboard, ukulele, guitar, bass guitar, drum kit</li> <li>• Assessment: Jazz Band Performance</li> </ul>
	Spring 1	Spring 2
Focus/Context for Learning	<b>Music Technology</b> <ul style="list-style-type: none"> <li>• Basic features of Logic Pro</li> <li>• Using loops</li> <li>• Using a midi keyboard and sequencing</li> <li>• Composing melodies, chord sequences and drum beats</li> <li>• Assessment: Logic Pro Template Composition</li> </ul>	<b>Film Music</b> <ul style="list-style-type: none"> <li>• Further features of Logic Pro</li> <li>• Moods in music and how music compliments film</li> <li>• Creating soundscapes</li> <li>• Using a midi keyboard and sequencing</li> <li>• Composing melodies, chord sequences and drum beats</li> <li>• Assessment: Film Composition</li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	<b>Song Writing 1</b> <ul style="list-style-type: none"> <li>• Various song structures</li> <li>• Complex features of Logic Pro</li> <li>• Composing melodies, chord sequences and drum beats</li> <li>• Composing an original song using Logic Pro</li> <li>• Assessment: Song Writing Progress Check</li> </ul>	<b>Song Writing 2</b> <ul style="list-style-type: none"> <li>• Complex features of Logic Pro</li> <li>• Composing melodies, chord sequences and drum beats</li> <li>• Composing an original song using Logic Pro</li> <li>• Assessment: Song Writing</li> </ul>



## Head of Department: Mr S. Henderson

Year 9

In year 9 all students will participate in one double lesson per week. They will undertake the following activities at Key Stage 3 where the primary focus will be developing knowledge and skills and cardiovascular fitness across a range of activities. The national curriculum forms the foundation of the schemes of work and all some of the boys are put into ability groups.

	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Focus/Context for Learning</b>	<p><b>Basketball/Handball:</b> More time is devoted to pupils developing skills under the tutelage of their peers. Pupils are taught how to design skill based warm ups and how to officiate.</p>	<p><b>Badminton:</b> Pupils should be at a stage to independently use a range of badminton shots to outwit an opponent. Taking part in whole class tournaments and competition. Games should be pupil led throughout the activity.</p> <p><b>Table Tennis:</b> More time is allocated to allow pupils to take part in tournaments and matches organised in lessons. The pupils will also have the opportunity to officiate for a large portions of the unit.</p>
	<b>Spring 1</b>	<b>Spring 2</b>
<b>Focus/Context for Learning</b>	<p><b>Health Related Fitness:</b> Students have time to design and execute their own fitness activities based on the components and methods learned in previous years. Sport specific fitness lessons are a feature in this unit. Recording and measuring data in lessons to monitor performance is also a feature.</p>	<p><b>Rugby:</b> The full sided game of 15 a side rugby forms a large part of this unit. 8 player scrums are taught complemented by a full back line. Position specific duties are taught in greater depth.</p>
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus/Context for Learning</b>	<p><b>Athletics:</b> Pupils will have a thorough knowledge of the rules which apply to each jump, run and throw. They will be able to measure and officiate within lessons in paired and group activities.</p>	<p><b>Cricket:</b> Pupils are allowed to play the game in the traditional form with overs etc. where time allows. They are able to learn how to umpire at the bowlers end and behind the stumps. More groups will have access to the hard ball game.</p>

# Religious Education



Head of Department: Ms L. Carter

Year 9

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><b>Christian morality</b>- This unit looks at what it means to be good and how to make moral decisions. This unit looks at the role of the conscience and how to inform it. It looks at Jesus’ teaching on the Golden rule, the ethical principle of Natural Law and Virtue Ethics. It examines the Catholic ethical stance on Abortion and War.</p> <p><b>Human Rights and social justice</b> This unit looks at themes around justice, rights and responsibilities. It examine wealth and inequality, it examine Catholic teaching around prejudice and discrimination. It looks at the work of charities like CAFOD and how they aim to end poverty.</p>	<p><b>Religion and Peace</b> This unit looks at the themes of war and peace and ways of resolving conflicts. It looks at topics such as: pacifism, Just War Theory, the use of nuclear weapons, terrorism, martyrdom and reconciliation</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><b>Person of Jesus (Mark’s Gospel)</b> This unit looks at who the person of Jesus is through the titles used in Mark’s Gospel. The unit looks at the historical roots of the titles: Son of God, Son of Man, Messiah, teacher and miracle worker</p> <p><b>Jesus’ relationship with Others</b> This unit looks at Jesus relationship with the Jewish authorities and outcasts in the New Testament. It looks at how Jesus came in conflict with the Jewish authorities over the Sabbath and temple worship. It looks at how Jesus associated with tax collectors and the sick.</p>	<p><b>Catholic Beliefs and teachings</b> Students will look at the teachings on the Trinity, how the Trinity is expressed in the Bible and worship. Students will look at what the Bible teaches about creation and understand how different Christian denominations interpret Genesis. Students will examine what it means to be made in the image of God and how this affects their relationship and place within the world. Students will look at what the incarnation is and what it reveals to us about God. Students will understand the events of the Paschal mystery and their significance for the lives of Christians today. Students will examine the role of the Holy Spirit and grace in human salvation.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><b>Catholic Beliefs and teachings</b> Student will understand the different Christian teachings on the afterlife and the impact that it has on Christians today.</p> <p><b>Catholic Practices</b> Students will understand the importance of the Seven Sacraments and the role of grace in their lives. Students will understand the importance of the mass and different Christian denominations’ views on liturgical worship. Students will understand the aims of a funeral rite and how they are achieved through the ritualistic practices of a funeral.</p>	<p><b>Catholic Practices</b> Students will understand the importance of different types of prayers and different ways of connecting to God through worship. Students will understand different practices of popular piety practiced within the Church. Students will understand where and why Catholics go on pilgrimage. Students will understand the themes of Catholic Social Teaching and how these values influence the lives of Catholics today. Students will understand what is involved in Catholic mission and different Christian views to evangelisation.</p>

# Science



## Head of Department: Dr A. Milling

Year 9

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	1B. Cells 2P. Energy 3C. Chemistry of the Earth's atmosphere	4B. Transport 5P. Particle model of matter

	Spring 1	Spring 2
Focus/Context for Learning	6C. Using resources 7B. Health and disease 8P. Electricity	9C. Atomic structure and Periodic table 10B. Homeostasis and Control

	Summer 1	Summer 2
Focus/Context for Learning	11B. Digestive system and enzymes	Revision and Practical skills



# Assessments & Revision



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them.

## Year 9 Assessment Schedule

The Year 9 curriculum is focused on embedding the skills and knowledge needed to prepare for his approaching GCSE's . Students will follow the school assessment schedule. In Year 9 their assessment schedule is as follows:-

AP1 – 28<sup>th</sup> November 2022

AP2 – 5<sup>th</sup> June 2023

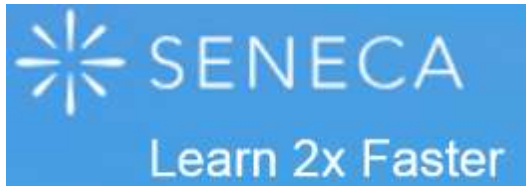
Pupils that underachieved will have to attend a meeting with their parents and a senior member of staff to discuss lack of progress. The pupils may be asked to resit another assessment.

Reports will be available after each assessment point on Go4Schools. Please use the report to discuss your son's progress and the next steps with them.

# Learning Apps



## Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.



Using GO 4 Schools, you will be able to view your child’s progress online and access the following information at any time:

- **Timetable** – Your child’s daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

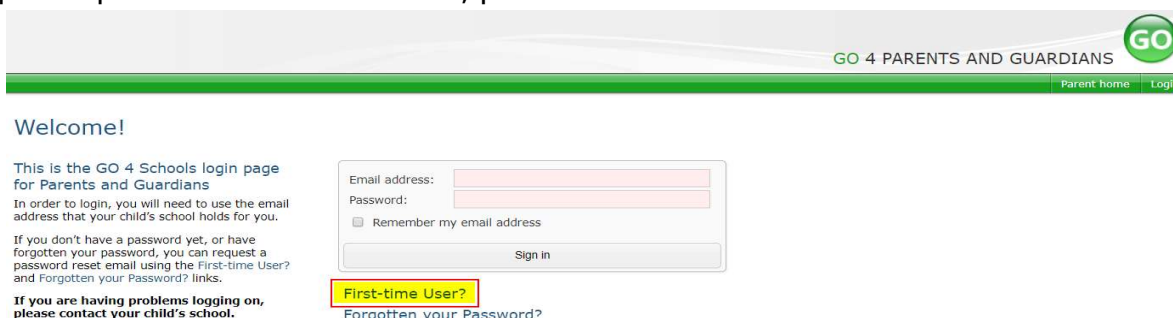
Your child’s page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

## Accessing your Go 4 Schools Account

To access the site, please go to [www.go4schools.com](http://www.go4schools.com) and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

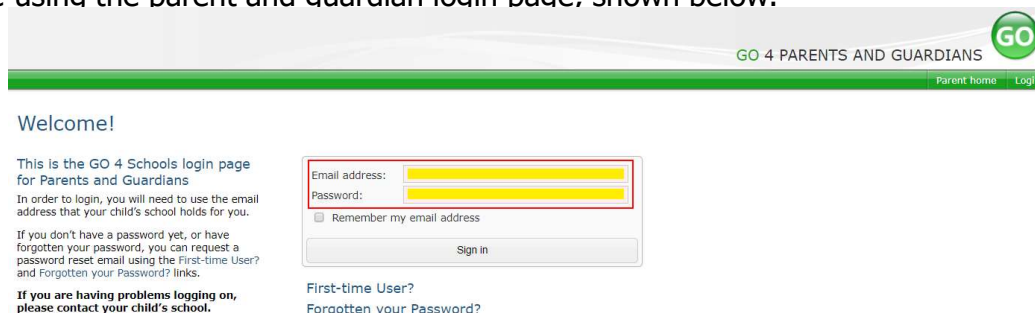
To request a password for GO 4 Schools, please click on the ‘First-time User’ link shown below.



Then enter your email address into the First-time User ‘Email address’ field and click ‘New password’. A randomised password will then be generated and sent to your email address.



You will then be able to log into the site using your email and generated password then view your child’s page using the parent and guardian login page, shown below.





## Once logged in, what will you see?

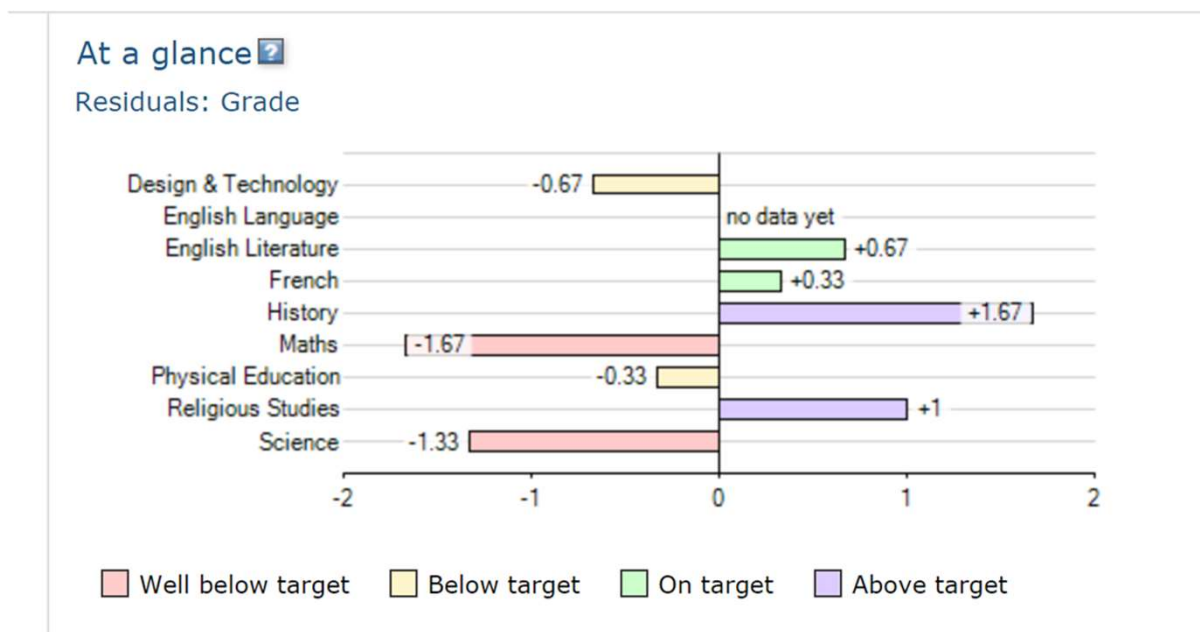
### Parent home view

When you log in you will see names of your children that attend the school.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

## At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target





## Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

### Attendance

[View detailed attendance record](#)

<b>Attendance</b>	100.00%	<ul style="list-style-type: none"> <li>Attendance</li> <li>Authorised absences</li> <li>Unauthorised absences</li> <li>Unknown marks</li> </ul>
<b>Authorised absences</b>	0	
<b>Unauthorised absences</b>	0	
<b>Unknown marks</b>	0	
<b>Possible sessions</b>	74	

## Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

### Detailed progress

Subject	Year 7 Baseline	Key 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography S Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gambi	-	-	-	
Maths Ms K Royston	95	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson <a href="#">View subject description</a>	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - <a href="#">Unit 2 Practical Sports Performance</a> - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

## Behaviour Data

This will give you an overview of positive and negative behaviour points.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
<a href="#">More</a>	

[View full profile](#)

## Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

### Today's timetable

<b>Tu</b>	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/Bi Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
-----------	--	--	--	-------	--	-------	--	-------	--	-------

[View full timetable](#)



## Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

### Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	<a href="#">View report</a>	<a href="#">View report</a>	<a href="#">View report</a>	

## Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

### My settings

Your login email address is:

#### Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

#### Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

#### Behaviour update emails

How often should we send you email updates about behaviour events?

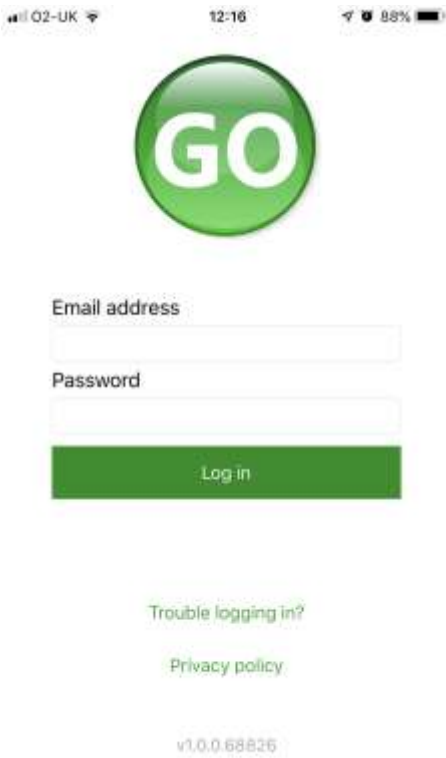
*If you do not wish to receive updates about your child's behaviour please contact your child's school.*

We will send updates only if new events have been recorded by Demonstration School.

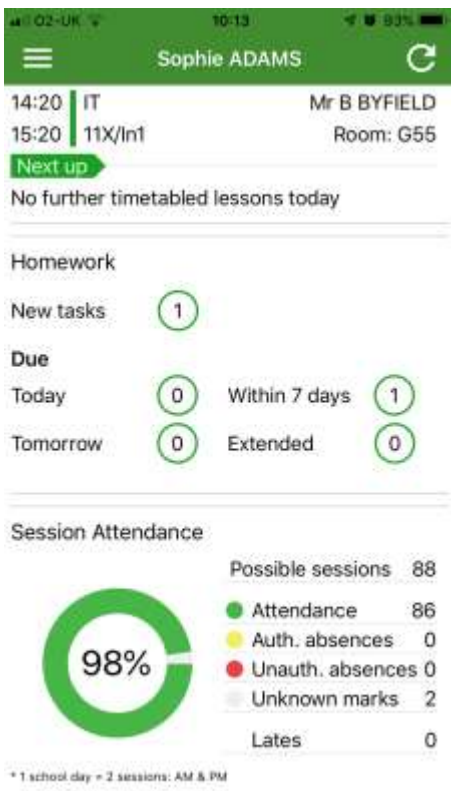
# Go4Schools



## How to log in to the App



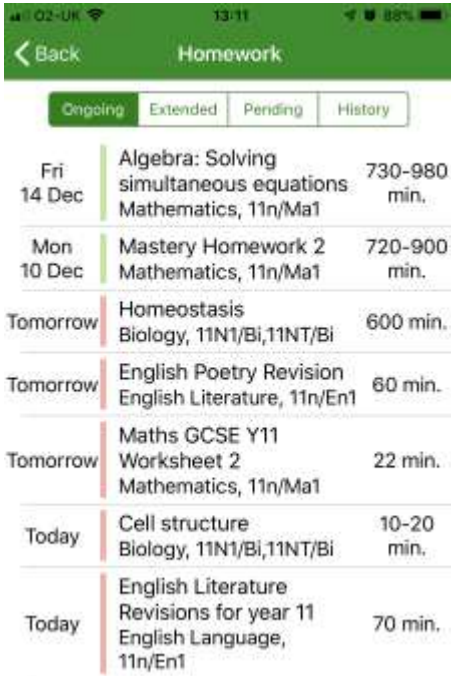
1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



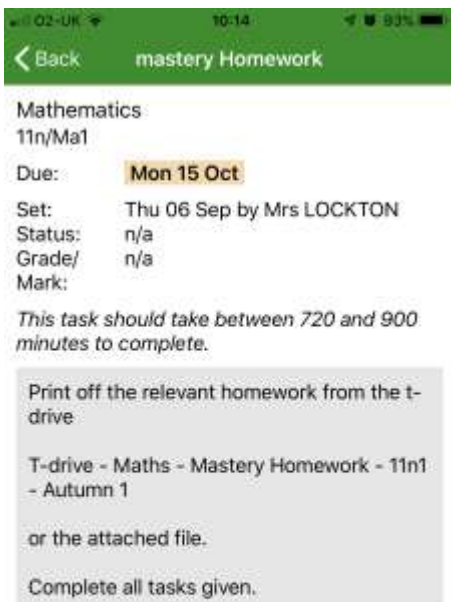
The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.



## How to view your child's homework



The homework card allows you to filter by ongoing, extended, pending, and homework history. Tap on the specific homework you wish to view.

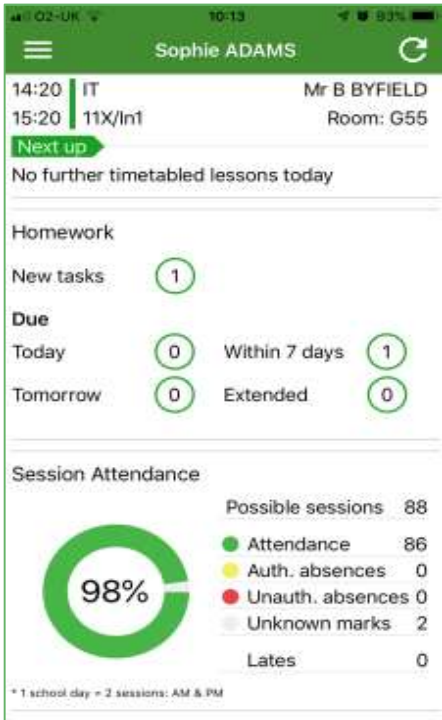


Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.

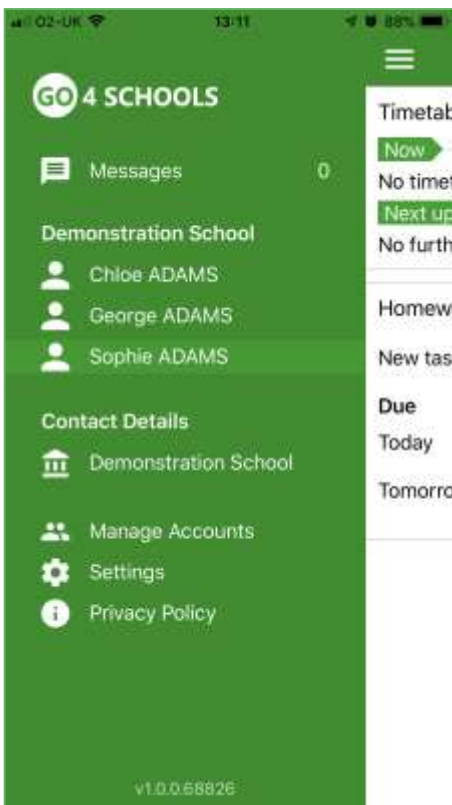




## How to view your messages



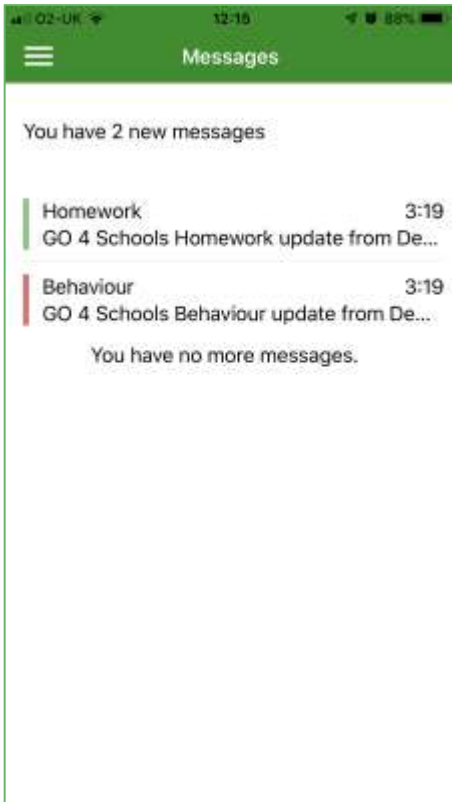
Tap on the menu in the top-left corner to access messages and settings.



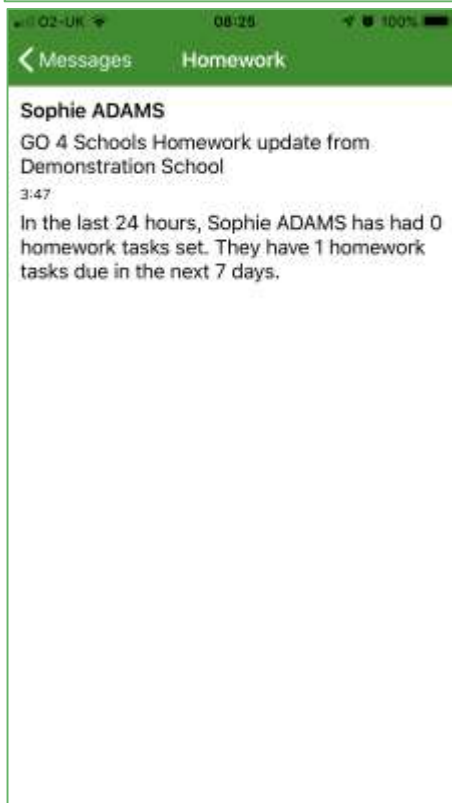
From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.



## How to view your messages



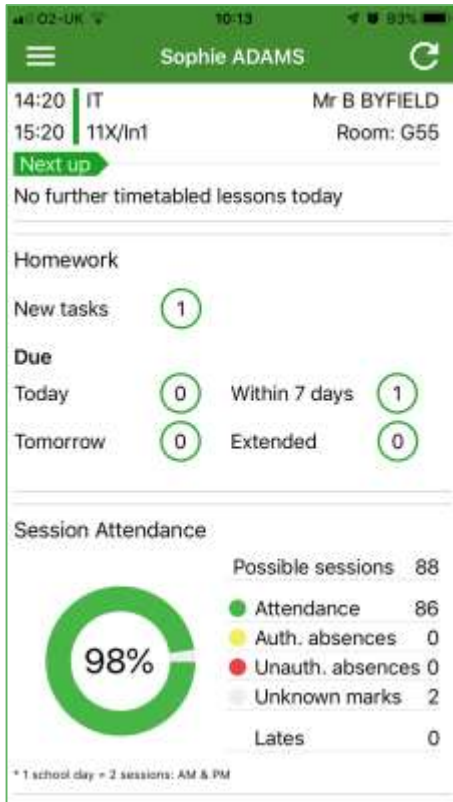
In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.



## How to view your child's attendance



The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

