YEAR 9 CURRICULUM INFORMATION

ST JOSEPH'S CATHOLIC HIGH SCHOOL

AUSCULTA

LIVING • LOVING • LEARNING

sjchs.uk

Our Year 9

St Joseph's is a school where we know our pupils, care for them and we treat each other like a family. The theological virtues of Faith, Hope and Love are at the heart of what St Joseph's does. This results in a curriculum that instills within our pupils a love of self and a love of others, the virtues of faith, hope and love and opportunities to explore Catholic Social Teaching. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to offer a broad and balanced curriculum which is both stimulating and challenging, meeting the needs of the full ability range of all our pupils Our rich curriculum prepares all our pupils to be successful and ready for the next stage of their lives to flourish. Our curriculum fosters high levels of independent learning. We have high aspirations for all our pupils and have bespoke intervention to support the needs of individual pupils who may not be reaching their full potential, we implement a series of interventions to ensure that pupils achieve their best.

Our curriculum is designed to build on the good work of our partner primary schools to acquire a depth of knowledge, skills and understanding across all subjects that enables pupils to achieve their very best. We regularly review and adapt our curriculum so that it meets the needs and interests of all our pupils to enhance their learning.

Our Curriculum encourages our pupils to have high levels of literacy, oracy, numeracy and a love of reading, that will support and build the confidence of our pupils to know more. We support our pupils with a range of additional opportunities, extra-curricular activities and experiences to develop themselves as an individual who are ready to meet the next challenge in their lives. 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 resilience in their learning and build confidence in their own abilities.

Our curriculum is regularly reviewed and refined so that it meets the personal needs and interests of all our pupils, supporting and challenging everyone, while respecting the dignity of the individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life. It provides a secure learning environment, that has a rigorous academic and vocational curriculum with high expectations and best practice in teaching and learning based upon 'The Greater Teacher Toolkit', enhanced by pastoral care.

Year 9 Curriculum Time

SUBJECT	NUMBER OF LESSONS PER WEEK
ENGLISH	4
MATHEMATICS	4
SCIENCE	4
RELIGIOUS EDUCATION	3
COMPUTER SCIENCE	1
GEOGRAPHY	2
HISTORY	2
ART & DESIGN	1
DESIGN TECHNOLOGY - ENGINEERING & TEXTILES	1
DESIGN TECHNOLOGY - FOOD SCIENCE	1
PHYSICAL EDUCATION	2
MUSIC	1
MODERN FOREIGN LANGUAGE - SPANISH	2
PERSONAL DEVELOPMENT - PHSE	1

English

Purpose of Study

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?*

Half Term 1 - Frankenstein (19th Century Gothic Literature)

·What are the main conventions of gothic literature?
·What does Mary Shelley's novel Frankenstein demonstrate about prejudice and its subsequent injustice to individuals?
·How does Mary Shelley characterise the protagonists to teach us the consequences of injustice from personal and societal prejudice?
·How does Mary Shelley showcase the conventional gothic features in the novel?
·Why is it important to understand the value of responsibility and being free from prejudice?

Half Term 2 - Creative gothic writing

•What are the key elements of gothic-inspired writing?
·How do we plan a narrative and/or descriptive writing?
·How do we craft at word, phrase and sentence level to create certain tones?
·Why is it effective to use punctuation skilfully and accurately for creating vitality in your writing?

Half Term 3 - Long Way Down (modern prose written in verse)

•What is a verse novel?
·What does the author, Jason Renolds, demonstrate about perpetual gun violence and injustice that the marginalised community often face?
·How does Jason Renolds use the elevator ride and the characters to symbolise the injustice of the marginalised community?
·How do we recognise the meaning of the visual elements in the poetic forms of Long Way Down?
·Why is it meaningful to understand the roles of both individuals and society in making positive changes?

Half Term 4 - Non-fiction (transactional) writing

•What are the key elements of feature articles and news reports?
·What makes a good feature article and news report?
·How do we plan to write articles and news reports?
·How do we at word, phrase and sentence level to express our views?
·Why is it fundamental for us to develop opinions to construct a convincing article?

Half Term 5 - Poetry and Songs

·What are the main themes of 'Hollow' by Vanessa Kissule and 'Stephen Lawrence isn't on the national curriculum' by Josephine Corcoran?
·What do the poems demonstrate about the marginalised and injustice within society, especially with regard to race?
·How do we recognise and explore the meaning of the poetic crafts?
·Why is it useful and effective to know the contexts for the understanding of the poems?

Half Term 6 - An Inspector Calls (modern play)

•What is social class?
·What does J. B. Priestely demonstrate about the injustice of social class system and social prejudice?
·How does the author characterise to show the dangers of misusing power and social prejudice?
·How does the author emphasise the need for a change in society and individuals for the betterment of the vulnerable and marginalised in society?
·Why is it important to understand the concept of collective responsibility?

Mathematics

Purpose of Study

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?*

•Half Term 1 and 2
··Unit 1 – Straight line graphs
·Unit 2 – Forming and solving equations
·Unit 3 – Testing conjectures
·Unit 4 – Three dimensional shapes
·Unit 5 – Construction and congruency

•Half Term 3 and 4
·Unit 6 – Number
·Unit 7 –Using percentages
·Unit 8 – Maths and money
·Unit 9 – Deduction
·Unit 10 – Rotation and translation
·Unit 11 – Pythagoras theorem

•Half Term 5 and 6
·Unit 12 – Enlargement and similarity
·Unit 13 – Solving ratio and proportion problems
·Unit 14 –Rates
·Unit 15 – Probability
·Unit 16 – Algebraic representation
·Unit 17 – Trigonometry
·Consolidation and Revision

Assessment: students have knowledge checks at the start and end of each unit and 2 assessments per year on current and prior learning.

Science

Purpose of Study

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?*

Half Term 1

Forces and motion:

- Forces and interactions
- Mass, weight, and fields
- Speed and distance-time graphs
- Balanced and unbalanced
- Resultant forces
- Acceleration and speed-time graphs

Energy

- Energy stores
- Energy transfers
- Energy resources
- Conservation and dissipation
- Work and power
- Efficiency
- Elastic potential energy and Hooke's Law

Half Term 2

Cells

- Plant and animal cells
- Specialised cells
- Aerobic respiration
- Diffusion and osmosis
- Prokaryotic cells
- Active transport

Cells systems

- Cells to organ systems
- Digestive system and enzymes
- Respiratory system and gas exchange
- Leaf structure and photosynthesis
- Circulatory system
- Transpiration

Half Term 3

Particle model and state change

- The particle model
- Substances
- States of matter
- Sublimation: a change of state
- Energy transfer in changes of state
- Limitations of the particle model

Atoms and the Periodic Table

- The development of the Periodic Table
- Inside atoms
- Metals and non-metals in the Periodic Table
- Groups of the Periodic Table
- Elements, compounds and mixtures
- Electronic structure
- Bonding

Half Term 4

Chemical changes

- Chemical and physical changes
- Reactants and products
- Writing chemical equations
- Conservation of mass
- Energy in chemical reactions
- Exothermic and endothermic

Useful chemical reactions

- Using metals
- The reactivity series
- Displacement reactions
- Extracting metals
- Using metals: catalysts
- Relative mass
- Calculating yield

Half Term 5

Fertilisation and implantation

- Sexual reproduction
- Preventing pregnancy
- The menstrual cycle
- Investigating seed dispersal mechanisms
- Inheriting characteristics
- Asexual reproduction and cloning

Variation and natural selection

- Variation
- More adaptations
- Investigating competition
- Natural selection and antibiotic-resistant bacteria
- Maintaining biodiversity
- Ecosystems – biotic and abiotic factors

Half Term 6

Waves, sound, and light

- Wave properties
- Sound and its applications
- Reflection and refraction
- Applications of reflection and refraction
- Light and colour
- The electromagnetic spectrum
- Applications of electromagnetic waves

Electricity and magnetism

- Static electricity and charge
- Current, p.d, and resistance
- Series and parallel
- Magnetism
- Electromagnetism and induction
- Alternating current and the National Grid

Religious Education

Purpose of Study

Religious Education/Studies is at the heart of everything we do at St Joseph'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?*

Half Term 1 & 2

·Arguments for the existence of God (Revelation, Visions, Miracles, Religious Experiences
·The Design argument
·The Cosmological argument
·The Existence of Suffering
·Solutions to the Problem of Suffering
·The value of human life - Abortion and Euthanasia

Half Term 3 & 4

·Religious Teachings on Relationships and Families in the 21st Century
·Marriage
·Sexual relationships
·The Family
·Support for the Family
·Family Planning
·Divorce
·Annulment
·Equality of Men and Women - Gender Prejudice and Discrimination

Half Term 5 & 6

·Introduction to Judaism
·The Almighty
·The Shekhinah
·The Messiah
·The Covenant at Sinai
·The Covenant with Abraham
·The Sanctity of Life
·Moral Principles and Mitzvot
·Life after Death

Computer Science

Purpose of Study

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?*

Half Term 1 - Python Programming

- ·Write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements
- ·Use selection (if-elif-else statements) to control the flow of program execution
- ·Locate and correct common syntax errors
- ·Create lists and access individual list items
- ·Perform common operations on lists or individual items
- ·Use iteration (while statements) to control the flow of program execution
- ·Perform common operations on lists or individual items
- ·Perform common operations on strings or individual characters
- ·Use iteration (for statements) to iterate over list items
- ·Perform common operations on lists or strings
- ·Use iteration (for loops) to iterate over lists and strings
- ·Use variables to keep track of counts and sums
- ·Combine key programming language features to develop solutions to meaningful problems

Half Term 2 - Games Development & Animations

- ·Add, delete, and move objects
- ·Scale and rotate objects
- ·Use a material to add colour to objects
- ·Add, move, and delete keyframes to make basic animations
- ·Play, pause, and move through the animation using the timeline
- ·Create an animation
- ·Brainstorm game ideas, define the genre, objectives, and create a game design document (GDD).
- ·Design and import sprites and objects for characters, items, and backgrounds.
- ·Program movement, collisions, and basic interactions using GameMaker's scripting language (GML).
- ·Build game levels, using tiles and objects, and design a level progression system.
- ·Add UI elements (score, health bars), and import sound effects/music.
- ·Implement power-ups, character progression, and advanced animations for actions.
- ·Test the game for bugs, balance gameplay difficulty, and refine features.
- ·Export the game, present it to the class, and receive peer feedback for improvements.

Half Term 3 - Cyber Security

- ·Explain the difference between data and information
- ·Critique online services in relation to data privacy
- ·Identify what happens to data entered online
- ·Explain the need for the Data Protection Act
- ·Recognise how human errors pose security risks to data
- ·Implement strategies to minimise the risk of data being compromised through human error
- ·Define hacking in the context of cyber security
- ·Explain how a DDoS attack can impact users of online services
- ·Identify strategies to reduce the chance of a brute force attack being successful
- ·Explain the need for the Computer Misuse Act
- ·List the common malware threats
- ·Examine how different types of malware causes problems for computer systems
- ·Question how malicious bots can have an impact on societal issues
- ·Compare security threats against probability and the potential impact to organisations
- ·Explain how networks can be protected from common security threats
- ·Identify the most effective methods to prevent cyberattacks

Half Term 4 - Audiovisual Representations

·Describe how digital images are composed of individual elements
·Recall that the colour of each picture element is represented using a sequence of binary digits
·Define key terms such as 'pixels', 'resolution', and 'colour depth'
·Describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits representing each colour's intensity
·Compute the representation size of a digital image, by multiplying resolution (number of pixels) with colour depth (number of bits used to represent the colour of individual pixels)
·Describe the trade-off between representation size and perceived quality for digital images
·Perform basic image editing tasks using appropriate software and combine them in order to solve more complex problems requiring image manipulation
·Explain how the manipulation of digital images amounts to arithmetic operations on their digital representation
·Describe and assess the creative benefits and ethical drawbacks of digital manipulation (Education for a Connected World) off between representation size and perceived quality for digital images
·Recall that sound is a wave
·Explain the function of microphones and speakers as components that capture and generate sound
·Define key terms such as 'sample', 'sampling frequency/rate', 'sample size'
·Describe how sounds are represented as sequences of bits
·Calculate representation size for a given digital sound, given its attributes
·Explain how attributes such as sampling frequency and sample size affect characteristics such as representation size and perceived quality, and the trade-offs involved
·Perform basic sound editing tasks using appropriate software and combine them in order to solve more complex problems requiring sound manipulation
·Recall that bitmap images and pulse code sound are not the only binary representations of images and sound available
·Define 'compression', and describe why it is necessary
·Describe how an image can be represented as a sequence of bits

Half Term 5 - Data Science

- ·Define data science
- ·Explain how visualising data can help identify patterns and trends in order to help us gain insights
- ·Use an appropriate software tool to visualise data sets and look for patterns or trends
- ·Recognise examples of where large data sets are used in daily life
- ·Select criteria and use data set to investigate predictions
- ·Evaluate findings to support arguments for or against a prediction
- ·Define the terms 'correlation' and 'outliers' in relation to data trends
- ·Identify the steps of the investigative cycle
- ·Solve a problem by implementing steps of the investigative cycle on a data set
- ·Use findings to support a recommendation
- ·Identify the steps of the investigative cycle
- ·Identify the data needed to answer a question defined by the learner
- ·Create a data capture form
- ·Describe the need for data cleansing
- ·Apply data cleansing techniques to a data set
- ·Visualise a data set
- ·Analyse visualisations to identify patterns, trends, and outliers
- ·Draw conclusions and report findings

Half Term 6 - Physical Computing & programming

- ·Describe what the micro:bit is
- ·List the micro:bit's input and output devices
- ·Use a development environment to write, execute, and debug a Python program for the micro:bit
- ·Design a physical computing artifact purposefully, keeping in mind the problem at hand, the needs of the audience involved, and the available resources
- ·Decompose the functionality of a physical computing system into simpler features
- ·Implement a physical computing project, while following, revising, and refining the project plan

Geography

Purpose of Study

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?*

Half Term 1 - International Development

•How is the world's wealth shared?
·What is development?
·How is development measured?
·How is Malawi doing?
·Why are some countries more developed than others?
·Do TNC's support development?
·How has COVID-19 affected inequality?
·How do people escape for a better life?
·Can we end poverty?

Half Term 2 - Plate Tectonics

·What is under your feet?
·What are tectonic plates?
·What are the four main plate boundaries?
·What is an earthquake?
·What happened in Southwest China?
·What is a tsunami?
·What happened on Boxing Day 2004?
·What is a volcano?
·Would you live near Mount Vesuvius?
·Why live in the danger zone?

Half Term 3 - Earth's Resources

·What are Earth's resources?
·Does the world have enough water?
·Should we keep pumping water from aquifers?
·How can we tackle water stress?
·Do we have enough food in the UK?
·Do we have enough food around the world?
·How can we tackle food insecurity?

Half Term 4 - Earning a Living

··What kind of work do we do in the UK?
·How has employment changed in the UK?
·How has Doncaster changed?
·Why do employment patterns change?
·Is globalisation a good thing in the UK?
·How has COVID-19 affected jobs?
·What kind of work will you do?
·What kind of work does our family and friends do?

Half Term 5 - Ecosystems

·What and where are our global ecosystems?
·What are the main characteristics of our global ecosystems?
·What is a tropical rainforest and what are the characteristics?
·Why are tropical rainforests so important?
·What are the impacts of human activity on tropical rainforests?
·How can rainforests be sustainably managed?
·What are the main characteristics of polar regions?
·Why are polar regions so important?
·What are the impacts of human activity on polar regions?
·How can polar regions be sustainably managed?

Half Term 6 - Ecosystems

·What and where is the Middle East?
·What biomes are in the Middle East and what is the climate like?
·What challenges does the Middle East face?
·Where is Russia and what is it like?
·What biomes are in Russia and what is the climate like?
·How might climate change impact parts of Russia?
·Where is India and what is it like?
·What biomes are in India and what is the climate like?
·What challenges does India face?

History

Purpose of Study

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?*

Half Term 1
How did stone age man treat people?
Did the Egyptian's make any progress in medicine?
Who was the father of Medicine?
What progress did the Romans make?

Half Term 2
What changed and what continued between times of Black death and the Great Plague?
Did the Victorians know how to beat Cholera?
What lessons were learned between Spanish Flu and Covid-19?

Half Term 3
What affected Hitlers Early life?
How did Hitler rise to Power
Could WW2 have been prevented? Was apeasement a good idea?

Half Term 4
How did France fall?
Why was the Battle of Britain important?
How did the allies win the war?

Half Term 5
What was the significance of Hiroshima and Nagasaki
Why was there a Cold war?
How close was the world to nuclear war?

Half Term 6
What is a terrorist?
Why is there conflict in the middle east?
Did we learn any lessons from 9/11? Is the world a more peaceful place?

Art & Design

Purpose of Study

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?*

Half Term 1 & 2

Topic: Food

A full project including developing, experimenting and research leading to a skilful 3D outcome.

What will they learn?

· Sculptural techniques including;

·cardboard manipulation,

·How to create an observational study in paint

· tertiary colour,

· tonal colour(hue)

·warm and cold colour

Half Term 3 & 4

Topic: An introduction to Photography and digital Art

What will they learn?

Photography skills,

photo manipulation,

mixed media,

Formal elements inc.

· composition,

· rule of thirds,

·framing,

taking a photograph,

Basic photoshop filters.

Paint pro, using a tablet to work ontop of an image.

Half Term 5 & 6

Topic: An independent project where students are allowed to choose their starting point, Artist and experiment with how to develop their work, leading to a final mixed media outcome.

What will they learn?

This project is all about using one of the skills from their KS3 technical bank, and developing it further through personal experimentation.

Sketchbook presentation, annotation and evaluation are the key to this project, with every step of the students path evident in their sketchbooks.

Design & Technology

Purpose of Study

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?*

Half Term 1 & 2 Rebranding New Balance for Youth Fashion

Students will respond to an imagined creative industry-style brief from New Balance, who have asked for a re-design of their iconic NB logo for a new fashion collection aimed at young people aged 15–22. The collection will include trainers and sportswear, manufactured at their Flimby factory. Students will explore branding, youth culture, and future trends, drawing inspiration from music, fashion, and film to develop a strong visual identity for the new range. As part of the project, students will produce a portfolio showcasing their research, theme development, logo concepts, and final designs. In addition, they will design and construct a card trainer model and a branded shoe box, applying their graphics and product design skills to create a cohesive and professional presentation. This hands-on element allows students to explore packaging, form, and branding in a three-dimensional context.

Half Term 3 & 4 Pewter Keyring

In this Year 9 Design & Technology project, students will design and manufacture a personalised pewter casted keyring, introducing them to industrial processes and material properties. They will begin by researching existing keyring designs and developing work based on a given theme. Students will then create a 2D design using CAD software and hand drawing, and transfer it to a mould using casting techniques. Throughout the project, they will learn how to safely use workshop tools and equipment, understand the properties of metals like pewter, and apply finishing techniques such as filing and polishing to refine their product. The project also includes evaluating their final outcome and reflecting on the design and making process, helping students develop both practical and analytical skills.

Half Term 5 & 6 The passive speaker

Students will design and make a passive speaker for a mobile phone—an acoustic device that amplifies sound without the use of electronics. The project introduces students to key principles of sound amplification, product design, and sustainable making. Students will begin by researching existing passive speaker designs and exploring how shape, material, and internal structure affect sound quality. They will then develop their own design ideas, create technical drawings, and use materials such as card, wood, and metal to construct a working prototype. Throughout the project, students will learn about acoustic design, safe use of tools and equipment, and how to evaluate and improve their product based on performance and aesthetics.

Food & Textiles

Purpose of Study

In Year 9 Design & Technology, students study both Food and Textiles to develop practical skills and creative thinking. In Food, they learn about nutrition, healthy eating, and how to prepare balanced meals using safe and effective cooking techniques. In Textiles, students explore design through projects such as creating a personalised product, learning hand and machine sewing, pattern making, and decorative techniques. Both areas encourage problem-solving, independence, and an understanding of sustainability in design

Year 9 Teaching Units - *What will your child study?*

Half Term 1 & 2 - "Take away the Take Away"

Students will gain a detailed understanding of nutrition and how it affects health and wellbeing. They will study the roles of key nutrients including carbohydrates, protein, fats, fibre, vitamins, minerals, and dairy, and explore how imbalances in these can lead to malnutrition or other health issues. The project also covers the causes and consequences of a poor diet, food spoilage, and food poisoning, helping students understand how to store and prepare food safely. As part of their learning, students will analyze the nutritional makeup of popular takeaway foods and learn how to recreate healthier versions themselves. Practical cooking sessions will include dishes such as burgers with wedges and fajitas, allowing students to apply their knowledge and develop essential food preparation skills.

Half Term 3 - "Food Choices"

As part of this Year 9 Food & Nutrition project, students will explore a range of dietary needs, including vegetarian and vegan diets, while revisiting the principles of healthy eating through the Eatwell Plate. They will learn how different food groups contribute to a balanced diet and how to adapt meals to suit specific dietary requirements. Special dietary needs such as coeliac disease and lactose intolerance will be discussed, including which foods must be avoided and suitable alternatives. Students will also examine how religion and personal beliefs influence food choices. The project includes practical cooking sessions where students will prepare dishes such as chilli and chicken pasty, applying their understanding of nutrition to create meals that are both healthy and inclusive. Recipes will also include fish cakes and cinnamon whirls, which also offer opportunities to explore ingredient substitutions for different dietary needs.

Half Term 4 - "Sweet Tooth"

Students will develop their understanding of how sugar fits into a balanced diet, exploring its role in nutrition and how to manage sugar intake for a healthier lifestyle. They will also focus on decoration and presentation techniques to enhance the visual appeal of dishes, while learning about nutritional requirements and how to interpret food labelling to make informed choices. Practical sessions will support these learning goals through recipes such as gingerbread and Viennese fingers, which introduce key skills like aeration and the use of thickening agents such as starch. Students will also explore choux pastry, fatless sponge, and decorating techniques. Additional recipes may include patterned Swiss roll, ice cream, and iced buns, allowing students to apply their knowledge creatively while reinforcing core principles of food science and healthy eating.

Half Term 5 & 6 - "Constructed textiles and storage solutions"

In this Year 9 Textiles project, students will explore constructed textile techniques such as weaving, felting, knitting, and crochet, with the aim of designing and making a functional storage solution. Through research and design development, students will create mood boards and sketch ideas based on a chosen theme, while learning about fibre properties and sustainable textile practices. They will practise a range of construction methods before selecting the most suitable technique for their final product, which could include a woven basket, felted pouch, hanging organiser, or knitted container. The project will also develop students' understanding of how textile structures are formed, how to plan and prepare materials, and how to evaluate their finished work. Throughout this unit, students will build technical skills, creativity, and an awareness of ethical fashion, resulting in a practical and well-crafted textile item that meets the brief.

Physical Education

Purpose of Study

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?*

Half Term 1

What are the skills, the laws (rules), the tactics and the components of fitness required for Netball & Hockey?
What are the key teaching points needed to be able to perform the key skills in these sports?
Netball:
How can you use footwork in netball consistently well to outwit?
How can we pass effectively using different types of pass, over increasing distances and maintaining pace in the attack?
What is the correct way to shoot with accuracy and consistency?
How can we defend in different situations using our strengths and exploiting weaknesses?
What are the rules and tactics needed in gameplay to outwit opponents?
Hockey:
What is the correct grip (including for reverse stick)?
How do you pass and receive in hockey on the move at pace?
How to play a safe block tackle in a competitive situation?
How do you shoot with increasing accuracy from a variety of positions on the field?
What are some advanced tactics to outwit an opponent?
What are the rules needed in gameplay?
Why is it important that we remain physically active? How can participation in Netball & Hockey contribute to a healthy and active lifestyle?

Half Term 2

What are the skills, the laws (rules), the tactics and the components of fitness required for Basketball & Rugby?
What are the key teaching points needed to be able to perform the key skills in these sports?
Basketball:
What is needed for consistently controlled ball handling during gameplay?
How do we effectively dribble a basketball at pace to outwit?
How do you effectively carry out a set shot accurately?
How do you carry out an effective lay-up?
How do you defend effectively in different situations to exploit opponents' weaknesses?
What are the major rules which need to be followed?
Rugby:
How do you carry a rugby ball at speed in a game to outwit?
How do you play an accurate pass in rugby (including a miss-pass)?
How can you tackle effectively against different attackers?
What formations can you use to outwit your opponents and how can this change to suit the situation?
What rules need to be followed at all times?
Why is it important that we remain physically active? How can participation in Basketball & Rugby contribute to a healthy and active lifestyle?

Half Term 3

What are the skills, the laws (rules), the tactics and the components of fitness required for Trampolining & Football?
What are the key teaching points needed to be able to perform the key skills in these sports?
Trampolining:
What is meant by the term aesthetic quality and how do we ensure it occurs consistently?
What are the major safety considerations when trampolining?
How do we maintain good, consistent height in our bounces throughout a complex sequence?
How do we execute basic shapes with control and good aesthetic quality consistently?
How do we execute basic landings with control and link them into twists?
How do you perform a somersault?
Football:
How do we pass a ball with control over short and longer distances in competitive situations?
How do we dribble with good control at pace in a game?
How do we shoot to ensure the ball goes on target consistently?
What are some advanced principles of defending?
What are the rules of football we need to follow at all times?
Why is it important that we remain physically active? How can participation in Trampolining & Football contribute to a healthy and active lifestyle?

Half Term 4

What are the skills, the laws (rules), the tactics and the components of fitness required for Dance & Outdoor Adventurous Activities?
What are the key teaching points needed to be able to perform the key skills in these sports?
Dance:
How can you recreate movements in time to different genres of music in a create manner?
What is meant by the term choreography and what makes for creative dance creation?
How can you use levels in dance?
How can you alter the use of space throughout a dance?
Outdoor adventurous activities:
What are the principles of orienteering to ensure you move accurately and quickly over an area without any wasted movements?
What is meant by the term 'pacing' in orienteering and why is it needed?
How can you work as a team to solve problems quickly and efficiently?
Why is it important that we remain physically active? How can participation in Dance & Outdoor Adventurous Activities contribute to a healthy and active lifestyle?

Half Term 5

What are the skills, the laws (rules), the tactics and the components of fitness required for Badminton & Rounders?
What are the key teaching points needed to be able to perform the key skills in these sports?
Badminton:
What is the correct grip and ready position needed in badminton for all major shot types?
How do you play an overhead clear with power and control?
How do you play different types of serve to outwit?
How do you play an underarm clear with power and control?
How do you play a drop shot?
What are the rules and tactics needed in singles and doubles to outwit?
Rounders:
What are the principles needed when fielding to ensure consistently effective catching, throwing and decision making?
What are the principles of batting to outwit your opponents?
What are the principles of bowling; using varying bowling styles to exploit your opponent's weaknesses?
What is the scoring system in rounders?
How can you use advanced tactics to outwit the opposition?
Why is it important that we remain physically active? How can participation in Badminton & Rounders contribute to a healthy and active lifestyle?

Half Term 6

What are the skills, the laws (rules), the tactics and the components of fitness required for Athletics & Tennis?
What are the key teaching points needed to be able to perform the key skills in these sports?
Athletics:
What are the principles to apply when jumping for distance and height?
What are the techniques needed for shot putting to maximize distance?
What are the fundamental techniques needed to pass a baton in the relay at pace without errors or loss of speed?
What are the principles of effective sprinting; including the sprint start?
Tennis:
What is the correct grip in tennis for a variety of shots?
How do you play an accurate forehand with power?
How do you play an accurate backhand with power?
What are some tactics you can use during singles and doubles gameplay to outwit?
What are some rules which must be followed in singles and doubles at all times?
Why is it important that we remain physically active? How can participation in Athletics & Tennis contribute to a healthy and active lifestyle?

Personal Development: PSHE, R(H)SE & Citizenship

Purpose of Study

At St Joseph's we are inspired by Jesus to assist all our students to become well-rounded, morally purposed individuals. We believe our responsibility to educate students extends beyond their academic studies. Our Personal Development curriculum is carefully designed to instil our core virtues, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society.

We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, loving and compassionate Catholic citizens who are ready to make a difference. Personal Development incorporates:

- Social, Moral, Spiritual and Cultural (SMSC) Education
- Religious Education
- Relationships, Sex and Health Education (RSHE)
- Personal, Social and Health and Economic Education (PSHE)
- Careers Information, Advice and Guidance (CEIAG)
- Character Education
- Citizenship and British Values
- E-Safety
- Extra-curricular activities and wider opportunities
- Philosophy, Politics & Economics

Year 9 Teaching Units - *What will your child study?*

Half Term 1 - Health & Wellbeing

Why are physical and mental health equally important?
What function does rest and relaxation serve in keeping me fit and healthy?
What is body image?
Why is it important to have a healthy body image?
What is healthy eating and why is it important?

Half Term 2 - Mental Health

Why is my mental health important?
What can I do to help with controlling anxiety in myself and others?
What support is available if I am struggling with anxiety or mental health?
What is stress and why is it important to manage it correctly?
What are the different attitudes towards mental health and wellbeing?
Why is mental health and wellbeing as important as physical health?

Half Term 3 - CEIAG

A number of sessions in a computer suite using Unifrog, our Careers Education, Information, Advice and Guidance platform.

Half Term 4 - Personal Relationships

What does it mean to love and why do we love people?
What are user relationships?
What should I do if I find myself in a user relationship?
Am I in control of my choices?
What is fertility and contraception and why is it important?
What is marriage and why is it important?

Half Term 5 - Keeping Safe

What is consent and how does it apply to me?
What are the signs to look out for that someone could be involved with county lines?
What can I do if I suspect county lines activity?
What are drugs and alcohol?
Why are they dangerous?
What can I do to keep myself and my friends safe from being exploited?
What should I do if I am being exploited or know of someone who is being exploited?

Half Term 6 - Living in the Wider World

What are my rights?
What are my duties (responsibilities)?
What are Fundamental British Values and why are they important?
What is the law surrounding social media and freedom of expression?

Music

Purpose of Study

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?*

Half Term 1 & 2 - "Can you hear it?"

·In this engaging Year 9 music and media project, "Can You Hear It?", students will explore how sound is used effectively to enhance storytelling and atmosphere. They will develop their listening skills and understanding of pitch, tone, and volume, while learning to distinguish between diegetic and non-diegetic sounds. Through the use of storyboards, students will plan and compose their own soundscapes or jingles, applying creative ideas in a practical context. The project also introduces the work of Foley artists, helping students understand how everyday objects are used to create realistic sound effects. Using digital tools, students will produce a successful radio or theme jingle, combining technical knowledge with imaginative sound design

Half Term 3 & 4 - A practical project looking at dance music and its genre

·In this practical Year 9 music project, students will explore the genre of dance music, focusing on its key elements and subgenres including techno, trance, and house. They will learn how dance music is structured, how dynamics and layering contribute to its energy, and how it can musically reflect mood and theme. As part of their journey to understanding the role of a DJ, students will use BandLab to experiment with loops, beats, and effects, developing their own digital compositions and gaining insight into music production and performance.

Half Term 5 & 6 - Creating their own soundscape and theme

In this Year 9 music project, students will learn how to play the ukulele, focusing on developing their understanding of chords, individual notes, and dynamics to build confidence in performance and composition.
They will also explore how to create a soundscape that reflects a chosen theme, experimenting with tempo, volume, and texture to convey mood and atmosphere. Students will also be encouraged to compose short pieces or arrangements that demonstrate their ability to combine musical elements creatively, while developing their listening and performance skills in a collaborative setting.

Modern Foreign Language: Spanish

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A highquality 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?*

Half Term 1 - Things I like!
•Describe our interests.
·Describe our week.

Half Term 2 - Things I like!
•Talk about films and celebrations.

Half Term 3 - World of work
•Talk about what you do at work.
·Talk about what you have recently done at work.
·Talking about your ideal job.

Half Term 4 - Healthy living
·Describe our diet.
·Talk about active lifestyles.
·Describe daily routines.
·Talk about illness.

Half Term 5 - Young people in action
·Talk about Children's lives in South America.
·Discuss children's rights.
·Discuss journeys to school.
·Talk about the environment.

Half Term 6 - In Madrid
·Meeting and greeting.
·Tourist sites.
·Planning a trip.
·Buying souvenirs.
·Film project: 'Voves inocentes'.