

YEAR 9



# Curriculum Information 2018-2019

‘Do small things with great love’

St Julie Billiard



Notre Dame Catholic College

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Welcome to Year 9 at Notre Dame Catholic College.

Notre Dame Catholic College has made a sustained contribution to the education of its pupils since 1869 and, underpinned by our Catholic ethos and the foundation of the Sisters of Notre Dame, continues this mission into the twenty-first century.

To succeed in this demanding work we aim to ensure that:

- We challenge our pupils to become reflective and creative thinkers who embrace their lives with optimism, imagination and the confidence and courage to think for themselves.
- We maintain high expectations of all members of the college, staff and pupils alike, challenging them to be the best they can be, academically, socially, emotionally and spiritually.
- We all actively work to make a significant and positive contribution to the community, local, national and international.
- We are committed to the preparation and training of high quality teachers and support staff.
- We all strive actively and purposefully to make the vision and mission of the college a reality.

We create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect

We at Notre Dame Catholic College continually strive to provide a high-quality education for the pupils whom we are privileged to have entrusted to our care, giving them, in the words of St Julie, “[what they need for life](#)”, so that we might fulfil our mission and do our very best for the communities we are called to serve.



## Notre Dame Catholic College

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## Year 9 Pastoral Staff:

<b>Assistant Headteacher KS3</b>	Mrs E Brennan
<b>Head of Year 9</b>	Mrs L Smith/ Miss K Marshall
<b>Assistant Head of Year 9</b>	Miss C Wigelsworth
<b>9 Dorothy</b>	Miss I Collings
<b>9 Eileen</b>	Mrs S Jones/ Miss V McQueen
<b>9 Francoise</b>	Miss D Coleman
<b>9 Julie</b>	Mr J Lyon
<b>9 MaryAnn</b>	Miss E Callaghan
<b>9 Patricia</b>	Mr D Hodgson
<b>9 Thomas</b>	Mrs G Capewell

## COLLEGE DAY 2018-2019

### Monday to Thursday

<b>Registration</b>	<b>08.45 – 09.00</b>
Lesson 1	09.00 – 10.00
Lesson 2	10.00 – 11.00
<b>BREAK</b>	<b>11.00 – 11.15</b>
Lesson 3	11.15 – 12.15
Lesson 4	12.15 – 13.15
<b>LUNCH</b>	<b>13.15 – 13.50</b>
Afternoon Registration	13.50 – 14.00
Lesson 5	14.00 – 15.00

### Friday

<b>Registration</b>	<b>08.45 – 09.00</b>
Lesson 1	09.00 – 10.00
Lesson 2	10.00 – 11.00
<b>BREAK</b>	<b>11.00 – 11.15</b>
Lesson 3	11.15 – 12.15
Lesson 4	12.15 – 13.15
<b>LUNCH</b>	<b>13.15 – 13.50</b>
Afternoon Registration	13.50 – 14.00
Lesson 5 (PSHCE)	14.00 – 14.20



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## INDEPENDENT LEARNING

At Notre Dame Catholic College we have a policy of setting regular independent learning tasks in all subjects. Every department will have its own homework policy which sets out aims and guidelines for the subject, in support of the whole college approach. Monitoring of work is a regular feature of department meetings. Form Tutors regularly check pupil planners to ensure work, which needs to be done, is noted. Form Tutors also check planners for parental signatures.



## SHOW MY HOMEWORK

'Home-learning for the 21st century.' (SMHW)

'Homework should be meaningful and we believe that tasks should be created to engage pupils and enable parents to support them. It's about quality not quantity.' (SMHW)

Staff provide the resources needed to guide and support pupils via the website. Pupils are encouraged to be organised and push notifications advise on homework due dates. Pupils are enabled to develop the autonomy they need to manage their workload.

### Show My Homework – Log In Instructions for Pupils

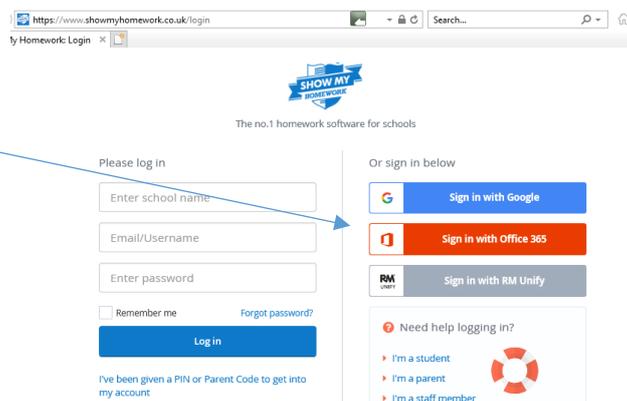
1. Log into the webpage [www.showmyhomework.co.uk/login](http://www.showmyhomework.co.uk/login)

2. Click on the orange weblink

'Sign in with Office 365'

3. Enter your school email address. This is the username that you use to log into the computers at school followed by @notredame.liverpool.sch.uk

4. Enter your password. This is the same password you use to log into the computers at school



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## ENRICHMENT TIMETABLE 2018-2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>BEFORE SCHOOL: Breakfast Club All Year Groups Lower Canteen</b>				
<b>LUNCHTIME : Careers Drop In – Careers Office</b>				
Football Y7  Chess Club R44 (AB)  Boys Club (AB)  KS3 Games Club – Spanish Steps  1804 Society	Football Y8  Chess Club R44 (AB)  Philosophy Club. All Years R52 (PR)  KS3 Games Club – Spanish Steps  1804 Society  Orchestra R17  DT Drop In (AC) R31 1.30pm – 1.50pm  Computing Club R96 NO'K	Football Y9  Boys Club (AB)  Horrible Histories Y7/8 R37 (CW)  KS3 Games Club – Spanish Steps  1804 Society  Y7 and Y8 Choir R17	Football Y10  Boys Club (AB)  KS3 Games Club – Spanish Steps  1804 Society  Dance Club  Food Focus Group (AC/CP) R31 1.30pm – 1.50pm	Football Y11  Boys Club (AB)  KS3 Games Club – Spanish Steps  1804 Society  Drama Club  Faith in Action R49 RE (BW)
<b>AFTER SCHOOL: Homework Club All Years. 3 – 4pm Upper Dining Room Monday - Thursday</b>				
	Boys Football – All years  KS3 Computing iDEA 3.15 – 4pm R96  Maths Homework/Tuition R100 3pm – 4pm	Bus. Studies Y11 3pm – 3.40pm R41  PE GCSE Y10 & Y11 Girls/Boys  Badminton All years Girls/Boys  Boys Football Y8  Science Club R88 3-4pm  Health & Social R45 AC/KS	Dodgeball All Years Girls/Boys  Chamber Choir Y9-13 R17 3 – 4pm  Dance Club 3 – 4pm  Drama Club 3 – 4pm  Girls Football – All Years	



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The curriculum for Notre Dame Catholic College is designed to meet the following criteria:

- To provide a learning programme that is suited to the needs of each individual pupil: one which maximises his/her potential spiritually, academically, morally, aesthetically, physically and pastorally
- To provide a sound religious and moral education in accordance with the teachings of the Catholic Church and in the spirit of the Sisters of Notre Dame
- To provide a foundation for lifelong learning
- To be inclusive
- To develop a sense of community, including the importance and relevance of British Values
- To provide continuity and build on achievement
- To support progression to further study and employment
- To provide appropriate degrees of personalised learning for each pupil
- To build on success and recognise that achievement motivates
- Is supported by assessment that is fit for purpose
- Conforms to the requirements of the DfE legislation, whilst providing a broad and balanced education with opportunities for all.

## HOW DOES THE SCHOOL RESPOND?

- Pupils are encouraged to strive for excellence and the college takes every opportunity to recognise positive achievement
- The school has a very strong commitment to the teaching of RE, computing, careers education, citizenship, work related learning and economic wellbeing, financial capability and education in personal relationships, in all years
- The school is supporting its statutory duty to provide CEIAG for all pupils through the employment of a Connexions Adviser who will provide independent advice and guidance for the pupils in the school
- The school offers a wide variety of subjects and experiences in and outside the classroom, enabling pupils to develop spiritually, academically, morally, physically and pastorally
- Pupils are assessed and grouped according to their individual needs and abilities. This includes pupils with a disability and/or special educational needs who are supported by the special educational needs department and more able and talented (MAT) pupils who are supported by the MAT co-ordinator
- Pupils will be set targets in order to ensure that they make appropriate progress in their subjects. This process is supported by a rigorous assessment system
- Curriculum design takes into account: the knowledge, understanding, skills and attitudes we want our pupils to develop and the qualifications the pupils need to have



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- Literacy and numeracy will be targeted as a priority in all key stages through specific lessons and in departmental schemes of work. Additional intervention programmes are provided for pupils where significant weaknesses in these areas have been identified.

The curriculum is regularly evaluated and revised by the governors in the light of government demands and the needs of the pupils and they will take full account of the values and constraints of the curriculum design chosen by the school.

## Curriculum Model 2018-2019

The table below shows the number of lessons per week for each subject. Lessons are one hour long.

	Art & Design	Design & Technology	English	Modern Foreign Languages	Geography	History	Computing	Mathematics	Physical Education	Religious Studies	Science	PSHCE	Music / Dance / Drama	TOTAL
<b>Year 9</b>														
<b>Band A</b>	1	1.5	4	1.5	1.5	1.5	1	4	1	2	4	1	1	25
<b>Band B</b>	1	2	4	1	1	1	1.5	4	2	1.5	4	1	1	25

## ART & DESIGN

### Departmental Staff:

**Miss C Kenny**

Mrs L Powell

**Head of Department**

Key Stage 3:

All pupils receive one 60 minute lesson per week. Pupils will learn a range of drawing skills and be introduced to the work of both traditional and contemporary artists. An increasing range of materials will be employed and ideas development is much encouraged. Homework return is expected each week. Observational drawing is an essential skill area to be developed.

Across all Key Stages at the end of each term an internal assessment takes place based upon either observational drawing or painting.

Autumn Term

- Figurative Forms



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## Spring Term

- Cityscape Incorporating Skill Life

## Summer Term

- GCSE Introduction Project

Recommended texts or websites to support home learning:

- [www.liverpoolmuseums.org.uk/](http://www.liverpoolmuseums.org.uk/)
- [www.tate.org.uk](http://www.tate.org.uk)
- <https://www.nationalgallery.org.uk/>
- [www.npg.org.uk/](http://www.npg.org.uk/)

Specialist equipment or materials required:

At Key Stage 3 basic drawing equipment and a sketchbook are required.

## COMPUTING

### Departmental Staff:

**Miss E Callaghan**

Mr A Dixon

Mr J Lyon

Miss N O'Kane

**Head of Department**



During year 9 pupils will embark on a KS4 GCSE equivalent qualification and will complete a series of tasks for one unit of work R082 (Creating Digital Graphics). Pupils will gain a range of skills including problem solving, choosing appropriate software suitable for the task and the use of digital literacy. These activities will provide an insight into the required skills for Key Stage 5.

## Autumn Term

- Unit 1 e-Safety – Pupils will study ‘Radicalisation’ recognising what forms this can come in, how people can become radicalised and suggest preventions. Pupils will complete a practical assessment in the form of a webpage.
- Unit 2 Networks – Pupils will gain an understanding of a network. They will study different types of networks and layouts. Pupils will also develop an understanding of network security by identifying threats and applying solutions. Pupils will complete a practical assessment in the form of a multimedia presentation, a literacy assessment evaluating their presentation and a peer assessed end of unit test.

## Spring Term



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- Unit 3 Cambridge Nationals R082 (Creating digital graphics) – Pupils will completed tasks that will investigate the purpose and properties of digital graphics. Pupils will also investigate the design and layout of digital graphics too. Pupils will complete two reports and gain GCSE exam practice techniques by answering three 12 mark past paper questions.

### Summer Term

- Unit 4 Programming – Pupils will develop an understanding of algorithms by devising complex flowcharts and pseudo code. Pupils will also develop problem solving skills by completing an advanced coding project using Python software. Pupils will complete an algorithm task, coding practical project and an end of unit test.

Recommended texts or websites to support home learning

Useful text books:

1. OCR GCSE Computer Science (9-1)
2. OCR GCSE Media Studies
3. My Revision Notes: OCR Cambridge Nationals in Creative iMedia L1/2

Useful websites:

Theory

1. <http://www.teach-ict.com>
2. <https://www.bbc.com/bitesize>

Specialist equipment or materials required

A PC or Laptop would be desirable but not essential has pupils have access to this equipment during and after school.

## DANCE

### Departmental Staff:

Miss J Hart

Curriculum Lead

Miss L Hartley

The Schemes of Learning for Key Stage 3 are divided into 3 modular units and are designed to enable pupils to develop their performing, composing and appreciation skills through practical lessons engaging with a wide range of dance styles.

Each module lasts for 6 – 7 weeks and a formal assessment will be conducted at the end of every module. Throughout years 7, 8 and 9 all pupils are able to access provision of a one-hour lesson over two weeks in which they will learn a wide range of performing, composing and appraising skills. All pupils will benefit from using our fully equipped dance studio.



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## Autumn Term

- Module 1: Musical Theatre – In this module pupils will learn a set dance based on the theme of, ‘Michael Jackson – The Musical.’ They will compose and perform a short piece of choreography for assessment.

## Spring Term

- Module 2: Jazz Dance - In this module pupils will develop their composition and performance skills further by learning a set Jazz dance and choreographing their own small group piece.

## Summer Term

- Module 3: Contemporary Dance - In this module pupils will develop their dance skills by learning a set contemporary dance based on the professional work ‘Rosas Danst Rosas.’ They will also continue to develop their understanding of what skills are needed to create a successful group performance.

Recommended texts or websites to support home learning BBC Bitesize – Revision material  
YouTube – Examples of the different styles and set step including set pieces.

## Extra Provision

Many pupils take advantage of dance club at lunchtime.

## **DESIGN & TECHNOLOGY**

### **Departmental Staff:**

**Miss E Callaghan**

Miss I Collings

Mrs A Campion

Miss J Postlethwaite

**Head of Department**

Product Design

Food

Textiles

Pupils work across 3 materials areas; Food, Product Design and Textiles. Pupils rotate around these areas. This gives pupils the opportunity to access and gain skills in all areas of Design Technology and will have covered all material areas by the end of Year 9.

### Food:

Pupils will be developing their basic skills in food nutrition. Learning to weigh and measure accurately and using basic skills to make a range of food products from which they will



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understand the concept of a balanced diet. Using these skills they will then develop and make their own food products such as, soups, salads, and baked products.

**Year 9 Food Storage project:** The aim of this project is to investigate why Health & Safety is important to prevent illness or injury whilst working in a food preparation, storage, and distribution and/or service area. The conditions for the growth of bacteria will be investigated and the various ways in which food can become contaminated. Food preservation techniques will be introduced and the industry standard of hazard analysis and prevention process – HACCP

Product Design:

Over key stage 3, pupils will have the opportunity to gain skills and knowledge necessary for GCSE Design Technology.

During year 9, pupils will complete two separate projects within Product Design. The first project will be based around the CAD program Sketch Up. Pupils will learn the necessary skills to produce their own architectural Grand Design.

The second project in year 9 is based around modelling a prototype in the style of a chosen designer. This project is in the style of a GCSE NEA (Non-examined assessment).

Textiles:

Pupils will develop their basic skills in textiles. They will undertake separate research and design projects resulting in a final product for each unit of work. Pupils develop their skills by producing cushions. These skills are developed further by creating interactive toys and designing and making waistcoats.

**Year 9 Drawstring bag Project:** In this unit pupils learn how to make a complex drawstring bag. Pupils are to use the tie and dye technique to apply colour and detail to the design in combination of other techniques such as embroidery, image transfer and surface pattern in order to create a 3D textile product. Pupils will use this understanding and accumulated skills to design and make a drawstring bag.

Recommended texts or websites to support home learning

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.foundationyears.org.uk/eyfs-statutory-framework/](http://www.foundationyears.org.uk/eyfs-statutory-framework/)
- [www.jamieshomecookingskills.com/](http://www.jamieshomecookingskills.com/)
- [www.ftmlondon.org/](http://www.ftmlondon.org/)
- <https://www.vam.ac.uk/>
- [www.technologypupil.com](http://www.technologypupil.com)

Specialist equipment or materials required



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The Design Technology department is inclusive and specialist equipment is subsidised by the College.

## DRAMA

### Departmental Staff:

**Miss J Hart**

Mrs M Larkin

**Curriculum Lead**

The Schemes of Learning for Key Stage 3 are divided into 6 Units and are designed to engage, and enable, pupils to develop their performing, devising and communication skills through practically exploring a variety of drama techniques. The schemes are designed to develop pupils who are able to use voice, movement, gesture and facial expression in a positive and confident manner. Pupils will develop personal and social skills and grow in insight and understanding, supported by using a range of drama strategies.

Drama has a key role to play in preparing pupils for life and work as individuals and as contributors to society. Drama contributes in a unique way to the process of learning. Its uniqueness lies in its immediacy as it happens in the here and now. It allows pupils a high degree of control over their own learning as they manage information, make decisions and solve problems. It draws upon their own experience of the world and then extends it. It engages feelings, imagination, encourages creativity and allows them to work alone and with others. Drama is a powerful means of bringing alive knowledge and experience by engaging the emotions and the intellect. It involves the controlled attempts to explore, develop and express ideas and concepts which will help to make sense of reality and the world we live in.

Unit 1 and 2 lasts for 12 weeks and there will be a formal assessment will be conducted at the end of each 6 weeks work. Unit 3 and 4 last 6 weeks each and there will be a formal assessment at the end of each unit.

### Autumn Term

- Unit 1: Woman in Black – Gothic Horror. Pupils will work as an ensemble to explore how to create tension and atmosphere in performance through the use of dialogue, voice, physical theatre, movement, gesture and semiotics.

### Spring Term

- Unit 2: Blood Brothers – Pupils will explore key scripted extracts, including monologues and duologues from the script. They will also develop characterisation skills and will explore the use of the performance space and status.

### Summer Term



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- Non-fiction texts: informal letter, formal letter, speech, article, review, leaflet and report.

Summer Term – Poetry, plays and ‘Challenge Text’

- Poems: war poetry
- Play: William Shakespeare taught as a challenge text using the theme of conflict
- Contemporary literature: ‘The Bunker Diary’

## GEOGRAPHY

### Departmental Staff:

**Miss J Helsby**

Miss E Brennan

Mr M Campbell

Mr P Kearney

Mr D McKeon

**Head of Department**

During year 9 pupils will study a range of topics which will help prepare them should they choose to study GCSE geography. They will start by studying plate tectonics and gain an understanding about why the world looks so different to how it did 200 million years ago. There will be a particular focus on the causes, impacts of volcanoes and earthquakes and how they can be managed. Pupils will then go on to think about how a range of resources such as water and food are managed to support an ever growing population. Pupils will study a unit on climate change, where they will be investigating the links and interactions between physical and human geography. Finally pupils will end with a unit of worth focussing on both the human and physical geography of the United Arab Emirates.

Autumn Term

- Plate Tectonics.

Spring Term

- Resource Management.

Summer Term

- Climate change.
- Investing the UAE.



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## HISTORY

### Departmental Staff:

**Miss AJ Cavanagh**

Mr A Bond

Miss C Wishart

**Head of Department**

The subject is studied in line with government guidelines. We aim to successfully implement the Key Stage Three National Curriculum in History, since every pupil is entitled to have access to a stimulating, informative, enjoyable subject.

Autumn Term: Pupils will begin unit 3 of the GCSE course, Weimar and Nazi Germany. Topics to be studied include:

- Impact of the First World War and the Treaty of Versailles on Germany.
- Opposition to the Weimar Republic • the 'golden age' of Weimar Germany.
- The impact of the economic depression.
- How did Hitler become Chancellor?
- How did Hitler become Fuhrer of Germany?
- Policies towards German women, children and workers.

Spring Term: World War Two and the Holocaust

Pupils will study the some of the key events of the Second World War and will examine the Holocaust, topics to be studied include:

- Why did Chamberlain's attempt to stop a war fail?
- Blitzkrieg Evacuation of Dunkirk:
- Success or failure?
- The Blitz linking to local history.
- The Battle of Britain
- Why did America join the war?
- D-Day

The persecution of Jews throughout history.

- The Nuremberg Laws Conditions in the Warsaw Ghetto.
- What were conditions like in Auschwitz?
- Why should we remember the Holocaust?
- 'The greatest thing in History', how true is this description of the dropping of the atomic bomb?



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## Summer Term: Civil Rights in America

- Pupils will examine how rights were gained for African Americans from 1945-present. Key individuals and events such as the murder of Emmett Till's murder will be examined. Topics to be studied include:
- The Jim Crow Laws
- Separate but equal.
- Role of individuals in the Civil Rights Movement.
- Events such as Little Rock, Greensboro and the March on Washington.
- The murder of Emmett Till

Recommended texts or websites to support home learning:

<http://www.bbc.co.uk/education> <http://www.helpfulhistory.com/links.html>

<http://www.educationquizzes.com/ks3/history/>

New GCSE History Edexcel Revision Guide - for the Grade 9-1 Course

REVISE Edexcel GCSE History B Schools History

Project Revision Guide (REVISE Edexcel GCSE History 09)

## **MATHEMATICS**

### **Departmental Staff:**

#### **Miss E Pope**

Mrs K Thomas

Mrs K Armstrong

Mrs G Capewell

Miss R Coyle

Miss N Crosbie

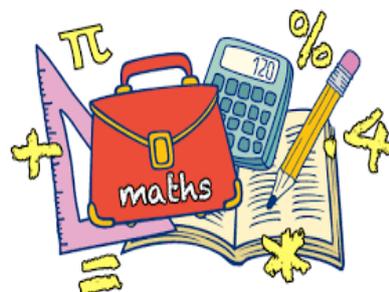
Miss R Hargreaves

Miss K Marshall

Miss L Munro

Miss E Tomlinson

#### **Head of Department**



The Dynamic Learning Edexcel five year scheme.

Pupils in 9n and 9d will follow the Higher Tier.

Pupils in 9c, 9g, 9h and 9s and will follow the Foundation Tier/Higher Tier.

Pupils in 9l will follow the Foundation Tier.

There will be an increased level of application, problem solving and reasoning in addition to the fluency of the mathematical skills needed.



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Year 9 GCSE Higher Tier and Foundation Tier:

## Autumn Term

- Graphs
- Surveys
- Measuring shapes
- Decimals
- Problem solving
- Expanding brackets
- Measuring shapes
- Percentages

## Spring Term

- Equations
- Angles
- Powers
- Statistical surveys
- Sequences and graphs
- Dimensions
- Proportion

## Summer Term

- Functions and equations
- Accuracy
- Construction
- Ratio and proportion
- Advanced algebra
- Using Transformations
- Probability

Recommended texts or websites to support home learning [www.mathswatchvle.com](http://www.mathswatchvle.com)

LOGIN – ‘same as school login’@notredamecc

PASSWORD – ‘same as school login’

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.mathsgeek.co.uk](http://www.mathsgeek.co.uk)

Mr Barton GCSE maths takeaway

Corbettmaths

Pinpoint Learning



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Specialist equipment or materials required Pencil / Ruler / Scientific Calculator / Pair of Compasses / Protractor / Angle Measurer

## MUSIC

### Departmental Staff:

**Miss J Hart**

Mr J McHugh

**Head of Department**

The Schemes of Learning for Key Stage 3 are divided into 5 modular units and are designed to enable pupils to develop their performing, composing and listening skills through practical music making. They will be encouraged to engage critically with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities.

Each module lasts for 6 – 7 weeks and a formal assessment will be conducted at the end of every module. Throughout years 7, 8 and 9 all pupils are able to access provision of one 50 minute lesson per week in which they will learn a wide range of performing, composing and listening and appraising skills. All pupils will benefit from using our fully equipped music technology suite in specific modules.

### Autumn Term

- **Module 1: Samba**  
In this module pupils will study the origins and features of Samba music and will perform a Samba piece as a whole class ensemble. They will then compose their own piece incorporating the stylistic features learnt using the specialist music software.
- **Module 2: Reggae**  
In this module pupils will study the origins and stylistic features of Reggae music and will perform 'Three Little Birds' by Bob Marley as part of a whole class ensemble. Pupils will initially learn the chord sequence on the piano and then will develop their skills further on an instrument of their choice.

### Spring Term

- **Module 3: Music for Film**  
In this module pupils will develop their understanding of the different genres of film and how music is used to create an intended effect. They will learn how to compose music for a short scene in a film using specific compositional devices.
- **Module 4: Musical Arrangement**  
In this module pupils will develop their composition/arranging skills further by taking a given classical theme and composing a piece of music in a dance style.



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## Summer Term

- **Module 5: Musical Futures 3**

In this module pupils will develop their instrumental and ensemble skills further by playing a popular song on an instrument of their choice. Initially they will perform as part of a whole class ensemble and then they will create small bands.

Recommended texts or websites to support home learning BBC Bitesize – Revision material  
YouTube – Set pieces

## Extra Provision Instrumental and Vocal Tuition

Many pupils take advantage of the wide variety of instrumental or vocal tuition available here at Notre Dame Catholic College. Pupils have the opportunity to study the following:

- Vocal Studies: musical theatre, choral, pop
- Strings: violin, viola, cello, double bass, guitar, bass guitar
- Woodwind: flute, clarinet, saxophone, oboe, bassoon
- Brass: trumpet, French horn, trombone, tuba
- Percussion: drum kit, orchestral percussion
- Piano/keyboard

The music department also offers a wide variety of extra-curricular activities to enhance and develop curriculum learning. These activities are listed below:

Chamber Choir  
Orchestra  
Wind/Soul Band  
Boys Rock Band  
Samba Band

## **PHYSICAL EDUCATION**

### **Departmental Staff:**

**Mrs S Morrin**

Mrs J Bate

Mr D Hodgson

Miss H McCullen

Mr D McKeon

Mr P Mulgrew

**Head of Department**

Key Stage 3 builds on the skills learned in primary school, focusing upon improving physical literacy skills – running, jumping, throwing, catching and the vital elements of fitness-



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balance, agility, coordination and stamina. . Pupils in Key Stage 3 develop their ability to use a range of tactics and strategies to overcome an opponent in badminton, netball, football, handball, dodgeball, rugby, rounders, table tennis, and cricket.

Pupils also develop their technique and improve their performance in other competitive sports such as athletics, trampolining and swimming.

Through orienteering and outdoor education, pupils take part in activities which present mental and physical challenges.

They are given the opportunity to compare their performances with previous ones to achieve their personal best in fitness.

### Personal, Social, Health and Citizenship Education (PSHCE)



#### Departmental Staff:

**Mr M Campbell**

**Head of Department**

The Personal, Social, Health and Citizenship Education (PSHCE) curriculum is delivered across the college as an entitlement, and includes the elements of Citizenship and Relationships and Sex Education (RSE) that are statutory requirements for all pupils. The aim of this curriculum is to equip all pupils with the knowledge and skills to make responsible and well informed decisions about their lives so that they are able to develop with confidence, good health and independence and to remain safe at all times. These skills and values should enable our pupils to make a positive contribution to society as knowledgeable, considerate and responsible British citizens living within a democracy.

#### **PURPOSES:**

- to cover the statutory requirements for Relationships and Sex Education and Citizenship to all year groups, alongside covering the non-statutory elements of Careers Education and Guidance, Economic Wellbeing and Personal Health and Wellbeing Education;
- to provide learning and teaching which is inclusive, personalised and which reflects the needs of all pupils in order to enable them to achieve in their lessons, irrespective of their social background, gender, culture, disability or ability level;
- to provide pupils with the knowledge and skills needed to make a positive contribution to society as considerate and responsible citizens;
- to provide pupils with the knowledge and skills to make responsible decisions about their future so that they are able to lead safe, healthy and independent lives, and;
- to provide pupils with the knowledge and skills to make well informed decisions about their educational, vocational and training choices in the transition from secondary education to further education, training and employment.



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The objectives of the National PSHCE curriculum will partly be covered in subject related lessons. However, the majority of the curriculum is taught and discussed in-depth during a timetabled PSHCE lessons.

## Unit 1 - Citizenship

- ❖ The aim of this topic is to teach pupils to appreciate how they can play a full and active part in society. They will require the knowledge and understanding of how the United Kingdom is governed, its political and democratic system and how our society and laws are shaped and enforced. They will be expected to become responsible citizens, make a valuable contribution towards society and be able to debate their opinions and accept those of others.

## Unit 2 - Careers Education and Guidance

The aim of this topic is to teach pupils to evaluate their own personal strengths, ambitions and areas for development to realise how their strengths, interests, skills and qualities can contribute to future employability. They will also develop an understanding of the opportunities available for career progression, including education, training or employment.

## Unit 3 - Economic Wellbeing

The aim of this topic is to teach pupils about the essential skills and processes for economic wellbeing and financial capability. This will allow them to understand the qualities, attitudes and skills needed to assess and manage financial decisions and recognise the possible risks involved and the consequences of those risks.

## Unit 4 - Personal Health and Wellbeing

The aim of this topic is to teach pupils to recognise that personal wellbeing will help them to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Pupils will develop an understanding of these concepts and learn to appreciate how having a healthy lifestyle can help them make choices that will impact positively upon their physical, mental and emotional health.

## Unit 5 - Relationships and Sex Education (RSE)

The aim of this topic is to teach pupils about physical, moral and emotional development and about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. They will also be taught about sex,



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sexuality and sexual health and know how to identify and access appropriate help and support. There are three main elements within this topic:

- Attitude and values
- Personal and social skills
- Knowledge and understanding.

### **SUNFLOWER DAYS/EVENTS/AWARD CEREMONIES**

Throughout the college calendar there will be days, events or ceremonies, dedicated to raising the ethos of the college; promote the message of St. Julie and to celebrate the successes and achievements of our pupils throughout the year in PSHCE, in the college and in the wider community.

These days and events are arranged through PSHCE to encourage and enlighten our pupils to 'be like the sunflower that follows the sun': to not get distracted by the problems or ailments of our surrounding community and to make well informed decisions about their lives so that they are able to develop with confidence, good health and independence and to remain safe at all times.



### **RELIGIOUS EDUCATION**

#### **Departmental Staff:**

**Mrs P Ronan**

Mrs AM Costello

Mrs E Jones/Miss Rebecca Wall

Mrs L McDonnell

Mrs C Peaker

**Head of Department**

All Year 9 pupils follow the Icons programme devised by the Bishops of England and Wales. Pupils complete each topic below including opportunities for mediation and a retreat over the course of the year. Each topic has been enhanced by the People of God module. Each topic has an end of unit levelled assessment.



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### Autumn Term

Pupils begin to explore the sanctity of life through the topic of the Holocaust. Pupils use the life of Anne Frank to individualise the experience and we have been fortunate to have had a Holocaust speaker address the whole year group over the last three years. Pupils then move onto the GCSE unit of Judaism at this point.

### Spring Term

Pupils develop their GCSE skills and exam technique in Judaism. This involves an exploration of Reform and Orthodox Judaism and traditions. This unit of work also studies ways of worshipping and festivals associated with the Jewish faith. Pupils are required to visit the Synagogue as part of their learning.

### Summer Term

Pupils explore the nature of God, the meaning of creation, the key texts associated with the life and mission of Jesus. Pupils explore the meaning of Salvation and eschatology for Catholics today. Pupils then compare these views with a divergent point of view and have to be able to coherently explain how the perspectives vary.

Recommended texts or websites to support home learning:

ICONS

Bitesize KS3

NOTREDAMEONLINE

## SCIENCE

### Departmental Staff:

**Mrs H Serrells**

Mrs T Du Plessis

Miss S Jacks

Mrs L Martin

Miss V McQueen

Miss C Neilson

Miss H Smith-Bunday

Mrs R Stewart

Mr A Sweeney

Ms J Gannon

Mr G Jones

**Head of Department**



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Pupils in year 9 complete their KS3 studies in Biology, chemistry and physics and begin preparation for the KS4 curriculum in all three sciences. Pupils will study a GCSE science skills preparation unit followed by aspects of the GCSE Biology, Chemistry and Physics curriculum.

The science department takes pride in our drive to teach our pupils investigative skills. Our focus is on practical work whereby pupils plan and carry out investigations independently. They are encouraged to evaluate their plans and analyse and explain results.

## Autumn Term

- Biology: Organisation
- Chemistry: The Earth
- KS4 Science skills preparation

## Spring Term

- Aspects of GCSE Biology Cells
- Aspects of Chemistry Atomic Structure

## Summer Term

- Aspects of GCSE Physics Energy and Electricity

## SPANISH

### Departmental Staff:

**Mrs J Sansbury**

Mr N Watkins

Miss A Del Real

Mrs M Kiff

**Head of Department**

The Modern Foreign Languages departmental team is committed to offering all pupils at Notre Dame a wide variety of opportunities to explore and understand a range of spiritual, moral and cultural issues through the study of Spanish.

We aim to provide a disciplined, well-ordered and supportive environment in which pupils can strive to achieve their best.

All pupils at KS3 study a modern foreign language. Pupils at KS4 and KS5 may opt to study a language at GCSE and GCE level respectively.



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Pupil progress is monitored closely by a team of dedicated teachers. A specialised Intervention Programme ensures all pupils have access to small group teaching support delivered the department's Intervention Teacher Señor Jimenez.

Teaching sets N and D:

## Autumn Term

### Viva 3 Unit 1: Hobbies and special occasions

- Talking about things you like
- Using irregular verbs in the present tense
- Talking about your week
- Talking about films
- Talking about a birthday using the preterite tense
- Talking about life as a celebrity using three tenses together

### Viva 3 Unit 2: The world of work

- Saying what you have to do at work
- Saying what job you would like to do
- Using correct adjective agreement
- Talking about your future using near future tense
- Describing your job
- More practice using three tenses together

## Spring Term

### Viva 3 Unit 3: Healthy lifestyles

- Talking about diet
- Talking about an active lifestyle
- Using stem changing verbs
- Talking about your daily routine with reflexive verbs
- Talking about ailments
- Talking about getting fit using *se debe /no se debe*
- Giving a presentation about fitness and routine

### Viva 3 Unit 4: Young people in action

- Talking about children's rights
- Talking about fair trade
- Talking about recycling using **se debería**
- Talking about how a town has changed
- Writing about raising money for charity
- Reading about world issues



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## Summer Term

### Viva 3 Unit 5: An adventure in Madrid

- Meeting and greeting people
- Talking about a treasure hunt
- Using the superlative
- Buying souvenirs using the comparative
- Saying what you will do
- Making yourself understood and saying the right thing

Teaching sets C, G, H, S and L:

## Autumn Term

### Viva 3 Unit 1: Hobbies and special occasions

- Talking about things you like
- Using **gustar** (to like) with nouns in the present tense
- Talking about your week
- Talking about films
- Using the verb **ir** (to go) in the present tense
- Describing birthday celebrations using the near future tense

### Viva 3 Unit 2: The world of work

- Saying what you have to do at work
- Saying what job you would like to do
- Using correct adjective agreement
- Saying what you did at work yesterday using the preterite tense
- Describing your job
- Use present and preterite tenses together

## Spring Term

### Viva 3 Unit 3: Healthy lifestyles

- Talking about diet
- Talking about an active lifestyle
- Using stem changing verbs
- Talking about your daily routine
- Talking about ailments
- Talking about getting fit using *se debe /no se debe*
- Giving a presentation about your lifestyle

### Viva 3 Unit 4: Young people in action

- Talking about children's lives
- Using the 'he/she' form of verbs
- Talking about children's rights
- Talking about journeys to school



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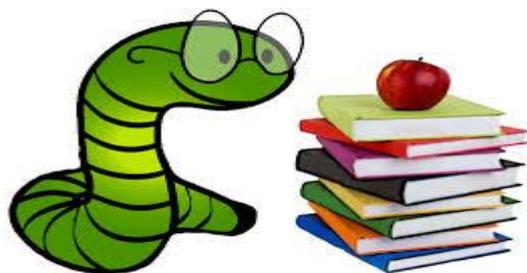
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- Talking about environmental issues
- Writing about raising money for charity
- Reading about world issues

### Summer Term

#### Viva 3 Unit 5: An adventure in Madrid

- Meeting and greeting people
- Talking about a treasure hunt
- Using the superlative
- Describing a day trip
- Using the preterite tense of irregular verbs
- Buying souvenirs using the polite form 'usted'
- Discussing the final day of a visit
- Making yourself understood and saying the right thing



### LITERACY

Teachers in all departments promote and develop the characteristic use of language, styles and tone of expression appropriate to their subject areas by:

- ensuring key terms and vocabulary are clear and explored with pupils to ensure that they recognise and understand them;
- identifying any particular features of key terms in order to help pupils with strategies for remembering how to spell them or why they might be capitalised;
- reminding pupils of important core skills such as skimming a text to extract the main elements of its content quickly or scanning a text for information about a key word or topic;
- making expectations clear before pupils begin a task (e.g. by revisiting the conventions of laying out a formal letter, the main features of writing persuasively, the features of discursive writing for an essay on the causes of global warming or the conventions of writing a newspaper article about a significant historical event);
- reinforcing the importance of accuracy in spoken or written language;
- identifying when it is important to use standard English and when other registers or dialects may be used;



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- helping pupils with key elements of literacy as they support them in lessons by pointing out spelling, grammar or punctuation issues as they look at work around the class;
- using the whole school and departmental marking policies, literacy support mat and literacy target sheet, which use the same symbols to correct spelling, grammar, punctuation and writing structure, and which set clear and achievable targets for each pupil in order to support key literacy points;
- ensuring that there is a whole school literacy focus each week as part of form time.

The Reading Champion will organise whole school events based around the reading calendar (e.g. World Book Day, National Poetry Day, and Shakespeare's birthday) and facilitate literacy intervention lessons, library lessons and pupil book groups in order to create an enthusiastic reading culture throughout the school and to ensure that pupils will feel more confident in using the school library.

There will be targeted one to one intervention (e.g. Catch Up Literacy, Follow On Literacy, SEN or EAL support) implemented for pupils identified as needing significant support in developing literacy skills.

All departmental handbooks and schemes of learning will contain specific reference to literacy strategies and the explicit teaching of subject specific writing skills, and, where appropriate, lesson plans will have a specific literacy objective which is integral to the lesson.

### NUMERACY

In response to our shared concerns at school, local and national level, the governors (PD) and staff at Notre Dame Catholic College feel that the issue of raising standards in numeracy must be addressed in order to empower all pupils whatever their preferred learning style. It is our aim that all pupils will enter adult life equipped with the essential numeracy skills and the desire, confidence and ability to use them fluently in everyday situations. The school is committed to raising standards of numeracy across the curriculum to improve pupil performance and levels of attainment at all key stages by helping them to become independent learners.

- On entering the school in Year 7, pupils' numeracy skills will be assessed and those who are working at a level below expectations for their age, will be identified and supported through the Catch-up numeracy programme. On this programme, they will receive two, 15 minute, 1-1 sessions per week, with a member of staff to support their progress;
- A whole school approach to raising the profile of numeracy will be developed during the year. Posters will be displayed in key areas, there will be a numeracy



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focus for form time each week and other strategies will be developed by key members of the maths department.

- All departments will assist pupils in developing the skills involved in mental mathematics by regulating and monitoring the use of calculators. When calculators are used, staff will help pupils to decide whether the displayed result is a sensible one by using estimation;
- staff across the college will be offered training with the mathematics department to ensure their knowledge of the current numeracy practices are kept up to date;
- all departments will encourage the use of appropriate mathematical language;
- the structure of the mathematics lessons in key stages 3 and 4 will be in keeping with the national and school requirements;
- Classes in each year group will be closely monitored by the Head of Department and classroom teacher to identify strength/weaknesses early, to inform teaching;
- An additional lesson, once per fortnight, will be allocated to develop pupils' confidence with mathematics. From basic skills, to targeted intervention, to developing fluency.
- Enrichment activities will be developed for pupils across the ability range at various points in the year.

Numeracy is delivered to all pupils on a weekly basis during form time. Numeracy is delivered to the pupils to express the importance of number in day to day life and to support pupils with number work across the curriculum. The weekly numeracy focus varies from week to week, often the focus is linked to a subject area e.g. music, art or design technology sometimes the focus is a certain aspect of maths e.g. percentages, averages or 2D shapes. Delivering numeracy across the school in this way ensures consistency amongst the staff and pupils.

### **CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE (CEIAG)**

**Mrs G Hall      Careers Co-ordinator**

	<b>Activity</b>	<b>Learning Outcome</b>	
<b>Autumn Term 1</b>	Shaping Futures programme 1:1 mentor sessions.	Cohort of pupils begin working with key staff from Shaping Futures to support careers planning after Key Stage 4.	Gatsby 3 & 7



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<b>Autumn Term 2</b>	Shaping Futures- Higher Education focus	Pupils will participate in activities which include visit to local universities and different faculties/departments.	Gatsby 7
	Careers Fair 30 <sup>th</sup> November	All pupils will have the opportunity to speak to different colleges, sixth forms, universities, employers and training providers about options at the end of KS3 and beyond.	Gatsby 2, 5 & 7
	PHSCE Programme	All pupils will focus on developing their employability skills, including a skill audit, and developing transferable skills	Gatsby 3
	IAG interviews begin.	Preparation for choosing options.	Gatsby 8
<b>Spring Term 1</b>	Into University- Careers Carousel and introduction to university life.	Understanding how GCSE choices can impact on educational and career pathway.	Gatsby 3 & 8
	IGD-Feeding Britain's' Future	Employers from local food manufacturing and distribution deliver employability skills workshop.	Gatsby 5
<b>Spring Term 2</b>	Aspire to HE-Edge Hill University	Raising pupils' awareness of higher education opportunities	Gatsby 7
<b>Summer Term 1</b>	LFC Foundation- Premier League Enterprise Programme	Pupils work with LFC Foundation on developing their business skills	Gatsby 5
	Career Connect – Options Evening	Advice and guidance regarding GCSE option choices	Gatsby 8



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<b>Summer Term 2</b>	Big Bang Careers Fair	Careers Event to showcase careers relating to STEM	Gatsby 5 & 7
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## ASSESSMENT SCHEDULE

Autumn 1	16th October 2018
Autumn 2	19th December 2018
Spring 1	13th February 2019
Spring 2	3rd April 2019
Summer 1	22nd May 2019
Summer 2	18th July 2019

## TARGET SETTING

The target grade is set for the end of this current academic year. The targets are set based on how pupil's did in Maths and English in their Year 6 SATs and are broken down each year to provide a flight path to their final GCSE grade. We use the English and Maths SATs data to set targets as this is how their GCSE targets will be set when they begin Year 10 and if we begin to track their progress in this way from Year 7, it will support decisions that they make with regards to their options when they reach Year 9.

<b>Key for Progress</b>	
Above	Pupil is on track to potentially exceed end of Year 11 target.
On	Pupil is on track to reach end of Year 11 target.
Below	Pupil is more than two grades away from end of Year 11 target.

<b>Key: Effort, Attitude and Homework</b>	
1	Outstanding
2	Good
3	Satisfactory



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4	Cause for concern
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‘We are what we want to be by the efforts we are willing to make’

St Julie Billiard

