



St Bede's

# Curriculum Guide

**Key Stage 3**

**Year 9**



## St Bede's RC High School Curriculum Statement

*“Education is not the filling of a pail, but the lighting of a fire”*

We aim to foster the intellectual, social, creative, physical, moral and spiritual development of all our pupils. We see every child as a unique person with a God-given individual identity. Our vision is rooted in a desire to nurture and develop the best in all students and prepare them for success in life. Our broad and sequential curriculum is designed to provide all pupils with the core knowledge that will maximise their cognitive development so that all students at St Bede's RC High School will become active and economically self-sufficient citizens, who live their lives through the teachings of Lord Jesus Christ.

The stability of our curriculum allows for subject expertise to develop over time. We recruit and retain high quality subject specialist teachers and place a strong emphasis on providing outstanding personalised, departmental and whole school CPD.

We seek to provide a range of focused learning environments where innovation, challenge and engagement are expectations not aspirations. Our three year Key Stage 3 curriculum provides students with the time and space to gain a conceptual understanding across a broad range of subjects in line with the National Curriculum, which prepares them to study fewer subjects in the depth required at Key Stage 4.

Student progress is measured through both formative and summative assessment. This allows teachers to check understanding, correct misconceptions and provide high quality feedback. Our reflective approach to assessment promotes continuous improvements to both teaching and learning.

Reading and comprehension are integral to the teaching of our curriculum. The school is currently in the process of designing a new library and pupils are encouraged to understand the etymology of words alongside the meaning of words. By placing a strong emphasis on the teaching of reading, pupils can develop both confidence and enjoyment in reading.

Everything our children learn at St Bede's is to be seen as part of the school curriculum. It aims to inspire their lifelong journey in faith and help them to develop as mature people, empowered to shape and enrich the world by living the Gospel of Jesus Christ in their everyday lives.

The curriculum at St Bede's is ambitious and inclusive for all learners. It seeks to synergise knowledge with skills. It provides students with a progressive learning pathway in order to be successful in achieving high quality qualifications and ensuring that they are well equipped for their future destinations.

Every child has an equal right to a challenging and enlightening curriculum. By planning and teaching our curriculum to a high standard, we stride to install the confidence in all our students, “that with belief, all things are possible”.

## Curriculum Allocation – Year 9

Number of lessons on a two week timetable cycle, of one hour each.

Subject	Hour(s)
Religious Education	5
English	6
Mathematics	7
Science	6
Art	2
Computing	2
Design Technology	2
Drama	2
Geography	4
History	4
Music	2
Physical Education	4
Spanish	4
<b>TOTAL</b>	<b>50</b>

## Religious Education

*'Faith can move mountains'* Pope Francis

### Brief Outline of Subject

Brief outline of subject: Religious Studies is taught to all students at St. Bede's. The Year 9 schemes of work are based upon the Religious Education Curriculum Directory (2012) agreed by the Catholic Bishops' Conference of England and Wales.

### Year 9 Curriculum Overview - Questioning Religion

#### **Unit 1 - What is Islam?**

*Life in pre-Islamic Arabia, Muslim beliefs, teachings, festivals, people and traditions. Islam in Britain.*

#### **Students will study the following:**

- What was life like in pre-Islamic Arabia?
- How did Islam begin?
- What are the five pillars of Islam?
- What is the importance of the mosque?
- What is halal and haram?
- What do Muslims wear?

#### **Unit 2 - Evil and Suffering**

*Why is there evil and suffering in the world? Inconsistent triad and Catholic responses to the problem of evil.*

#### **Students will study the following:**

- Why is there evil and suffering in the world?
- What is moral evil?
- What is natural evil?
- What is the inconsistent triad?
- How do Catholics respond to the problem of evil?

#### **Unit 3 - Crime and Punishment**

*Finding forgiveness and the sacrament of reconciliation, justice and punishment.*

#### **Students will study the following:**

- What are forgiveness and reconciliation?
- What are the forgiveness parables?
- Why is the sacrament of reconciliation important?
- What is justice?
- What are the different theories of punishment?
- Do Christians agree with Capital Punishment?

#### **Unit 4 - Peace and Conflict**

*Causes of conflict, just war theory and pacifism, prejudice and discrimination*

#### **Students will study the following:**

- What are the causes of conflict in the world?
- What is pacifism?
- What is just war theory?
- What is prejudice and discrimination?
- What do Christians teach about prejudice & discrimination?

#### **Unit 5 - Can we change the world?**

*The drive for social change: the parable of the sheep and the goats. Making moral decisions, the welfare state, immigration, animal rights, modern day slavery. Catholic Social Teaching.*

#### **Students will study the following:**

- What is Catholic Social Teaching?
- What is the parable of the sheep & the goats?
- What is the welfare state?
- How do Catholics make moral decisions?

#### **Additional Information**

- Instagram - *@stbedesblackburnre*
- Spirited Arts competition

**Mrs J. Carr – Academic Leader for Religious Education**

## ENGLISH

*“Words are our most inexhaustible source of magic...”*

### **Brief outline of subject:**

In English, we aim to inspire learners, regardless of their starting point, to value the magic that can be found in words, whilst guiding them in their acquisition of the literacy skills needed for life beyond St. Bede's. The English Curriculum at St. Bede's is designed to encourage learners to **appreciate** the power of vocabulary, **develop** a reflective approach to their reading of texts and **apply** this in order to use language which positively represent themselves, whilst inspiring others. St. Bede's English Department is successful and experienced, staffed by a specialist team.

During **KS3 (Years 7-9)**, we aim to ensure that learners experience an English curriculum that is rich in subject knowledge and depth. Learners' experience of English is fruitful, wide ranging and not 'taught to a test'. Throughout KS3, students will acquire and enhance the vital skills needed for Literacy and appreciation of literary works. As learners progress to **KS4 (Years 10-11)**, we follow the **AQA GCSE English Language and Literature** courses where learners will build on their understanding and skills developed in the Key Stage 3 programme of study for English.

### **YEAR 9 CURRICULUM OVERVIEW**

English is taught to all learners in Year 9. All classes have a dedicated teacher and follow the same curriculum at the same time, regardless of which class they are in. Much of the work in Year 9 centres on the study of whole texts and refining the originality of their writing. Our aim is that learners leave Year 9 with embedded skills, depth of literary knowledge and confidence to meet the high demands of their GCSE studies as they enter Year 10. Year 9 focuses on a breadth of skill and knowledge acquisition; we aim for learners to enter Year 10 with enthusiasm and assurance.

### Unit 1 –

#### EMBEDDING MODERN FICTION

Throughout this module, learners will study one of the following texts (either full text or abridged text with extracts – depending on class: *The Crucible, Heroes, Our Day Out, Hobson's Choice, Lord of the Flies, DNA, Educating Rita, Of Mice and Men* or *To Kill a Mockingbird*).

#### Students will study the following:

- Refine their creative writing skills whilst ensuring accuracy
- Use of literary terminology to enhance analytical writing
- Annotation skills
- Formal essay writing development

### Unit 2 –

#### SECURING SHAKESPEARE'S STORIES

*Romeo & Juliet*

#### Students will study the following:

- Understanding a Shakespearean play
- Engaging with Shakespearean language and being able to write about it analytically
- The importance of form in literary analysis, note taking, annotation and planning skills
- Writing about extracts of a text in close detail and linking to the wider text
- Narrative writing skills

### Unit 3 -

#### POETRY VIEWS

#### Students will study the following:

- Viewpoint writing skills & Oral presentation skills
- Study select poems from the AQA Power and Conflict poetry anthology
- Exploring what fiction can teach us about conflict
- Appreciation of authorial technique in poetry and compare the impact of different language and contexts across texts

#### Additional Information - Assessment

UNIT 1	UNIT 2	UNIT 3
Summative: Fiction Skills on Modern Text & Descriptive Writing	Summative: Narrative Writing & Shakespeare Extract	Summative: Poetry Anthology (One Poem) & Viewpoint Writing

## **Additional Information**

### **ENRICHMENT**

Learners have the opportunity to be additionally enriched in English as part of the **'Experiences in English'** programme where students have the opportunity to access a wide range of beneficial activities. Students are enriched by taking part in regular challenges such as 'Literary Heritage Hunts', 'Get Caught Reading' and 'Shakespeare's Birthday Bash at Bedes'. We offer trips to Shakespeare's Globe Theatre, Shakespeare's birthplace - Stratford-upon-Avon and the home of the Bronte sisters – Haworth. In the past three years we have been to the theatre to see, amongst others: *Macbeth*, *A Christmas Carol*, *Romeo & Juliet*, *Blood Brothers*, *Matilda*, *Wicked*, *The Tempest* and Poetry Live! Opportunities to take part in 'Poetry by Heart', Literary Film Club and Book Club are also available. Additionally, learners regularly have the opportunity to enter creative writing competitions – with some recently being published nationally.

### **SOCIAL MEDIA**

We have an Instagram account, which is a popular way that students now choose to direct their enrichment and ongoing revision. This can be accessed via Instagram - **@stbedesblackburnenglish**. Or alternatively, for students who do not have an Instagram account, this can be accessed via this web link – [www.instagram.com/stbedesblackburnenglish](https://www.instagram.com/stbedesblackburnenglish)

**Mrs L. Diffley – Academic Leader for English**



## MATHEMATICS

*“The essence of Mathematics is not to make simple things complicated but to make complicated things simple”*

### Brief Outline of Subject

The Maths department aims to **guide** pupils in their learning, **inspire** pupils through our passion for Maths and **challenge** them to succeed. We want to encourage the feeling they can do Maths and **believe that all things are possible**.

At St Bede's we follow the national curriculum. The Mathematics curriculum is designed to ensure that each year we reinforce the learning from the previous years, including KS2, and build upon that foundation. This ensures that pupils are able to access and then succeed at the next level of challenge. We use a variety of techniques to engage pupils, taking into consideration different learning styles to develop their confidence in Maths.

### Year 9 Curriculum Overview

Maths is taught to all pupils in Year 9, with classes set according to ability. This allows teachers to differentiate the work accordingly. The Year 9 SOW intends to build upon knowledge acquired in Year 7 and 8, as well as introduce new topics, making connections across different areas of Maths. We aim to develop mathematical fluency, reasoning and enable our pupils to be competent and resilient in solving problems.

#### UNIT 1 – PYTHAGORAS

Working with right angles triangles

**EXTENSION : TRIGONOMETRY**

#### Students will study the following:

- Know and use Pythagoras' Theorem
- Apply to a variety of contexts
- Use trigonometry to calculate missing sides

#### UNIT 2 – NEGATIVES

Working with directed number

#### Students will study the following:

- Work with negatives in a variety of real life contexts
- Use the four operations with negatives
- Use of a calculator for negative numbers
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### **UNIT 3 – EQUATIONS AND INEQUALITIES**

Forming and solving equations and inequalities

**Students will study the following:**

- Forming and solving equations from worded situations, including fractional and negative answers
- Identifying integer that satisfy inequalities
- Represent inequalities on a number line
- Solving inequalities

### **UNIT 4 – LINEAR GRAPHS**

Drawing and interpreting straight line graphs

**Students will study the following:**

- Drawing linear graphs from an equation
- Investigating gradient and intercept
- Calculating gradients and equations of straight lines
- Conversion graphs

### **UNIT 5 – CONSTRUCTIONS AND LOCI**

Using a compass for constructions and applying to problems

**Students will study the following:**

- Constructing triangles and bisectors
- Understand and find loci

### **UNIT 6 – TYPES OF NUMBER**

Working with different types of numbers

**Students will study the following:**

- Find and use HCF and LCM in problem situations
- Calculate with negatives and use a calculator for negative numbers
- Express numbers as products of primes

### **UNIT 7 – ALGEBRAIC EXPRESSIONS**

Forming and manipulating algebraic expressions

**Students will study the following:**

- Simplify and manipulate algebraic expressions
- Expand and factorise quadratics
- Find the product of 3 brackets

### **UNIT 8 – FRACTIONS**

Calculating with fractions and mixed numbers

**Students will study the following:**

- Calculate with fractions and mixed numbers and apply to problems, such as perimeter and substitution

### **UNIT 9 – INDICES AND STANDARD FORM**

Further calculations with powers and large numbers

**Students will study the following:**

- Simplify expressions with indices, including zero, negative and fractional powers
- Convert and perform calculations with numbers in standard form

## UNIT 10 – ANGLES AND POLYGONS

Using angles in a variety of situations

### Students will study the following:

- Use angle facts including parallel lines in more complicated questions
- Angles in polygons and use to solve problems
- Bearings

## UNIT 11 – DECIMALS AND ESTIMATION

Using decimals to solve problems

### Students will study the following:

- Calculations with decimals
- Rounding including significant figures and estimating real life problems
- Error intervals and solving problems using bounds

## UNIT 12 – SEQUENCES

Working with expressions for linear and quadratic sequences

### Students will study the following:

- Nth terms of linear sequences
- Further sequences including quadratic, geometric and fibonacci

## UNIT 13 – DATA COLLECTION

Studying ways of collecting data

### Students will study the following:

- Data Collection
- Sampling, including stratified sample
- Two way tables and frequency trees

## UNIT 14 – MEASURES

Calculations involving compound units

### Students will study the following:

- Problems involving time and different units of measurement
- Calculating compound measures, including speed, density and pressure.

## UNIT 15 – MENSURATION

Further calculation of areas and volumes

### Students will study the following:

- Area of shapes, including sectors of circles
- Volume of prisms
- Plans and elevations

## UNIT 16 – AVERAGES AND RANGE

Further use of averages to analyse data

### Students will study the following:

- Averages and range
  - Identify the modal class and class interval containing the median from frequency tables
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### **Additional Information**

- GCSE Exam Board – Edexcel
- We offer pupils the chance to take part in various competitions and challenges including;  
**Year 7** - UKMT Junior Challenge  
**Year 8** - UKMT Junior Challenge and Team Challenge  
**Years 9** – UKMT Intermediate Challenge and Team Challenge  
**Year 10** - UKMT Intermediate Challenge and Maths Feast
- Pupils and parents can follow the Maths department on Instagram @stbedesblackburnmaths, or via the link on the school website
- **Maths Staff**  
Mrs W Ashton  
Mrs S Ferguson  
Mrs G Watson  
Miss A Houghton  
Miss D Lingard  
Mr G Mercer  
Miss S Ashton  
Miss S Hussain  
Miss R Wallis  
Miss F Seth  
Mrs A Farnworth

## Science

*“Equipped with his five senses, man explores the universe around him and calls the adventure Science.”*

— Edwin Powell Hubble —

### Subject Overview

Students at St. Bede's study topics across all three disciplines of science from year 7 through to year 11; these are biology chemistry and physics. The coverage of these topics provides students with a breadth and depth of understanding of the world around them. Biology helps students to understand the living world and organisms, covering the biological processes of humans, other animal, plants and microorganisms. In chemistry, students gain an understanding of the atoms, elements and molecules which make up matter and the chemical processes which take place to form new substances. In physics, students gain an understanding of energy and forces, how these interact on Earth and beyond, to make sense of actions we see every day.

### Year 9 science

In year 9 science, students spend three of the six half-terms learning skill-specific topics which are orientated around scientific investigations. Students carry out specific investigations which tie in to the GCSE specification but with the aim developing a large range of scientific skills. Any content is taught to a simple level to ensure students understand the theory behind the investigations, but the primary focus is on students strengthening their scientific techniques to be able to plan and collect data from investigations, as well as developing their ability to process, analyse and evaluate investigations.

From February half-term, the students then start the GCSE AQA specification. They begin with the fundamental units of Biology, Chemistry and Physics which underpin most of scientific concepts for the remainder of the course. These will be building on knowledge acquired in year 7-8, and will act as strong foundations of knowledge for units they will go onto the learning in year 10 and 11.

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**Block 1 – Forces and extension**

Physics

**Students will study the following:**

- Balanced and unbalanced forces
- Hooke's law
- Investigating Hooke's law with the extension of a spring
- Graph skills & line graphs

**Block 1 – Making salts**

Chemistry

**Students will study the following:**

- Acids and alkalis
- pH indicators + evaluate uses
- Strength of acids and alkalis
- Investigating acid and alkaline strength with titrations
- Using accuracy and precision
- Making salts from an insoluble base
- Separating techniques
- Accuracy and measuring volumes
- Justification of method

**Block 1 – Digestion and enzymes**

Biology

**Students will study the following:**

- Digestive organs
- Using models to demonstrate biological processes
- Enzymes and factors affecting enzyme action
- Investigating how temperature affect enzyme action
- Graph skills
- Investigating emulsification of lipids
- Investigating food tests
- Evaluating models
- Improvements to methods
- Link observations to scientific definitions

Identifying and concluding positive and negative

## **Block 2 Electricity and circuits**

### **Physics**

Students will study the following:

- Setting up circuits
- Circuit diagrams and symbols
- Justification of method and set up
- Investigating current and potential difference
- Calculating resistance
- Investigating current and in series and parallel circuits
- Investigating resistance in series and parallel circuits
- Investigating the different resistance of components
- Applying and rearranging equations
- Conclusions and explanations
- Correcting a method

## **Block 2 – Density**

### **Physics**

Students will study the following:

- Density
- Calculating volume using measurements and displacement
- Calculating density
- Applying and rearranging equations
- Investigating density of regular and irregular shaped objects
- Calculating unit conversions
- Zero and random errors

## **Block 2 – Microscopy**

### **Biology**

Students will study the following:

- Using microscopes
- Preparing plant cells for microscopy
- Preparing animal cells for microscopy
- Calculating magnification
- Calculating unit conversions
- Justification of methods

### Block 2 – Rates of reaction

Chemistry

#### Students will study the following:

- Factors affecting rates of reaction
- Measuring concentration
- Investigating concentration on rate of reaction
- Investigating temperature on rate of reaction
- Identifying variables
- Processing data
- Balancing chemical equations
- Method writing
- Calculating gradients and using tangents

### Block 3 – Infrared radiation

Physics

#### Students will study the following:

- Electromagnetic spectrum
- Investigating emittance of infrared from different surfaces
- Investigating emittance of infrared from different materials
- Comparing thermometers, digital thermometer and infrared meters
- Categorical and continuous data
- Identifying variables
- Resolution of equipment
- Zero and random errors

### Block 3 – Chromatography

Chemistry

#### Students will study the following:

- Purity and mixtures
- Separating mixtures
- Chromatography in real life
- Investigating the different substances in food colouring
- Analysing chromatograms
- Calculating  $R_f$  values.



### Block 3 – Diffusion and Osmosis

Biology

**Students** will study the following:

- Diffusion
- Osmosis
- Active transport
- Investigating diffusion: colour diffusion
- Investigating diffusion: effect of surface area
- Investigating osmosis: effect of concentration on mass of plant material
- Link observations to scientific definitions
- Calculating surface area to volume ratios
- Planning investigations using variables
- Calculating percentage change

## GCSE COURSE STARTS

GCSE Unit 1 Cells structure,  
transport and division

Biology

**Students** will study the following:

- Microscopes
- Prokaryotic and eukaryotic cells
- Animal, plant and bacterial cells
- Specialised cells
- Cell differentiation
- Diffusion, osmosis and active transport
- Required practical: osmosis
- Cell division
- Stem cells of elements

GCSE Unit 2 – Ecology & Biodiversity

Biology

**Students** will study the following:

- Communities and interdependence
- **Required practical: organism distribution**
- Competition for survival and adaptations
- Feeding relationships
- The carbon cycle
- Human population
- Land, air and water pollution
- Deforestation and global warming
- Maintaining biodiversity

### **Additional Information**

The investigations students carry out during the skills topics are based around the required practicals of GCSE but with variation to allow students the opportunity to see these practicals in a different way and with a broader, more real-life context.

**Miss S. Renshaw – Academic Leader for Science**

## Art

*“Art is not always about pretty things, its about who we are, what happened to us and how our lives are affected.”*

### **Brief outline of subject:**

The Art department ignites creativity and guides students to explore different areas of Art and be open to work in new mediums and styles. Working in the arts helps learners to develop creative problem-solving skills. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world which can be evident in their portfolio of work

### **Year 9 Curriculum Overview**

Year 9 Art students undertake a single hour of Art each week. All topics covered focus initially on working from a previous GCSE Art question selected from the exam board. Throughout the year, students work from a selection of mixed media experiments including Graphic Design, Fine Art, Mixed Media, Illustrations, textiles and Photography areas. The focus is on the Formal Elements of Tone, Line, Texture and Form then Colour, Shape, Pattern, Scale and Graphic products. Artists include Sarah Graham, Jackson Pollock, Laura Benjamin and Lucy Sparrow. Later in the year we look at creative soft sculptures, photography portfolios and mixed media refinements. Students to work within a GCSE style concept of learning for students to wish to take GCSE as their options students to use and develop skeleton portfolio started in year 9.

By the end of Key Stage 3 pupils will have been taught a wide range of techniques and skills that will prepare them for the Key Stage 4 GCSE course.

#### **Unit 1 -**

HT1

The Big Draw

#### **Students will study the following:**

- Gaining knowledge in drawing
- Understanding to refine skills
- Work in a different range of materials
- Gain knowledge of GCSE units and what course entails
- Experiment with new techniques

HT2  
Personal Project

**Students will study the following:**

- Looking art contemporary artists
- Working in the style of artist
- Basic photography skills
- Manipulating photographs digitally
- Drawing accurate studies

Unit 2 -  
HT3 HT4  
Food for Thought

**Students will study the following:**

- Create own portfolio of work
- Practice contextual references
- Draw own recordings
- Manipulate drawings into another style
- Combine different techniques and styles together
- Create personalised outcomes
- Start to explore and explain own ideas
- Work in the style of new artists
- Combine old and new techniques together to create personalised outcomes
- Refine work
- Annotate work to a high level – GCSE standard

Unit 3 -  
HT5  
Food for Thought consolidation  
HT6  
Presentation of portfolio

**Students will study the following:**

- Creating final piece / set
- Reflect on project
- Evaluate work
- Understanding the importance of high standard presentational skills

### **Additional Information**

- Year 7 students will be selected to work on achieving an Arts Award through extra-curricular activities in Art and Design.
- Follow StbedesArt on Instagram for competitions and portfolios of work for KS3 and KS4 inspiration.
- Selection of students to attend Photography club. Work on industry level DSLR cameras and how to take and edit photographs for advertisement and commercial purposes.
- Creative Arts nights to be held in the summer to provide an opportunity for Arts Award students to showcase both their talents and efforts through an Arts exhibition.

**Mrs D. Harding – Academic Leader for Art**

## Computing/ICT Year 9

*“Computers themselves, and the software yet to be developed will revolutionise the way we learn” – Steve Jobs*

### Brief Outline of Subject

The Computing/ICT department aims to provide students with skills for life, to enable and empower students to take an active part in society, in life beyond St. Bede's. The curriculum is designed to be balanced and challenging, covering a wide spectrum of skills and philosophies found under the umbrella term of computing. Students will develop a range of creative and problem solving skills in line with the national curriculum, but also develop and enhance their ICT skills in a wider context to meet the needs of a modern world.

### Year 9 Curriculum Overview

In Year 9 students continue to develop the skills learned in year 7 and 8, honing previous skills and developing more advanced techniques. There is a greater focus on the contextual elements in year 9, working alongside curriculum from other areas of the school to help develop and deepen learning that takes place. Students will have the opportunity to further their understanding of some of the key concepts and skills required for a life and also be able to appreciate how ICT can be applied in a variety of scenarios.

#### Website Development

Students will learn about the design and creation of websites, studying the constituent components, design principles and preparation of assets. This will build on the programming and creative skills previously learned in Year 7 and 8. This will include cross curricular links with History.

Students will learn:

- HTML
- Navigation
- Sliders
- Hyperlinks
- Preparation of assets
- Design Principles
- Use of media and interactive features.

### **Programming - Python**

Developing the computational thinking taught in year 7 and 8 students will code solutions in text based interface using python. This will include cross curricular links with maths.

Students will learn:

- Basic Commands
- Variables
- Loops
- If Statements
- While
- Functions
- GUI

### **Computing Theory**

To promote understanding of how computers work students will learn the fundamentals of computer science theory. This will prepare them for future ICT curricula, in particular providing some prior knowledge for the BTEC Tech in Digital Applications studied in year 10.

Students will learn:

- Binary systems
- Hex and Number systems
- Ascii
- Data transfer

### **Multimedia – Movie editing**

Students will work to produce a series of videos combining creative skills of digital graphics in year 7 and 8 and applying them to movie creation. This will have cross curricular links with MFL.

Students will learn:

- Timelines and assets
- Trimming and splicing
- Sound
- Picture in picture
- splash screens and overlays
- Layers

### **Game Creation - Macbeth**

Using the computational thinking developed throughout KS3 will produce an MRPG game of Macbeth. This will include cross curricular links with English.

Students will study:

- Scenes and Objects
- Rules
- Interactions
- Levels
- Strategy
- Macbeth by W. Shakespeare.

### **Additional Information**

In the Computing/ICT department we encourage students to actively pursue and engage with technology in all areas of life, both in and out of school. There are lots of activities, competitions that students can become involved in which will enhance their skills, computational thinking and appreciation of the ubiquitous nature of technology in today's world. Below are some helpful links for activities to try, but remember all additional activities will develop skills and confidence.

National Cyber Security Challenge - <https://www.cybersecuritychallenge.org.uk/>

Create games - <https://unity.com/> or <https://editor.construct.net/>

Learn to code <https://www.codecademy.com/>

These are just a few, but there are countless tutorials, videos and communities surrounding all aspects of computing from Photoshop to game development. Whatever you're interested in there will be something for you!

**Mr N. Jackson – Academic Leader for Computing**



## Design and Technology

*"Design is not just what it looks like and feels like. Design is how it works."*

### Brief Outline of Subject

Design and Technology is about providing opportunity for children to use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs.

Problem Solving is a huge part of Design and Technology and integral to learning, opening up opportunities to develop and thrive.

### Year 8 Curriculum Overview

In year 9 pupils focus on expanding their knowledge, understanding and skills through further project based work. They will study a broad range of manufacturing skills include complex joint work and development further development of in depth knowledge. They will engage in higher level processes with the software used in the graphical aspects of Design and Technology.

#### **Product Design**

*Term 1*

*Assessment – AO1 /AO2 /AO3*

Students will study the following to create, design and manufacture a child's toy independently, correctly and safely. They are required to reflect on previous knowledge and the introduction of machinery/CADCAM.

- Investigation/Analysis of products.
- Product Disassembly.
- Analysis and evaluation of toy safety and legislation.
- Development of 3D design ideas.
- 3D software for prototyping.
- Manufacturing templates/jigs/fixtures.
- Introduction of machinery when manufacturing.
- Finishing Techniques.
- Product Testing
- Tolerances
- Evaluation.

## **Graphic Products**

*Term 2*

*Assessment – AO1 /AO2 /AO3*

Students will study complete a research project on the graphic element of a DVD and Games publications, generating ideas for a graphical project. High level use of drawing and photo editing software to create complex sign, symbols, imagery, background scenes, typography and layouts.

- Analysis of research
- Analysis of existing products
- Research task including justification of findings
- Background clipping
- Pathfinder (high level) symbols
- Typography (creating outlines)
- Image trace
- Colour manipulation (grayscale, gradients)
- Use of wand and rubber
- Polygonal tool
- Stroke to clean up images
- Effects and manipulation

## **Resistant Materials**

*Term 3*

*Softwood Pine*

*Manufactured board MDF  
Assessment – AO1 /AO2 /AO3*

Students will generate and communicate their ideas. They express appropriate strategies for the completion of box joint work. The project requires active problem solving and fault finding.

- Apply their knowledge and understanding of materials, and tools to work accurately.
- Use their understanding of others' designing to inform their own.
- Plan and organise activities and then shape working to correct working errors as the project unfolds.
- Evaluate and solve technical problems.
- Reflect critically when evaluating and modifying their ideas and proposals to improve products throughout their development and manufacture.

## **Additional Information**

### **Extra-Curricular Activities**

Green Power Race car – Pupils engage in engineering and design. The Race car is raced annually where the pupils taking part manage the pits and race against other competitors – application required.

Chess Club – Chess club is open to all age ranges and give pupils the opportunity to build on thinking skills and problem solving, this is run during lunch times, with completions taking place on a regular basis.

### **Trips**

Aintree Race Day Trip (Race team members only)

Festival of Making – Blackburn Centre.

**Mr S. Canavan – Academic Leader for Design Technology**

## Drama

*“It isn’t always about what they do on stage. It’s about them growing and working together. Appreciating each other and realizing that true talent is in the heart.”*

The Drama department drama seeks to ensure that all pupils develop a broad range of skills and experiences. Pupils are introduced to technique, style, genre and scripted drama in order to give them a deeper knowledge and understanding of drama in as many forms as possible. Throughout Key Stage 3 pupils build upon their understanding of dramatic style and genre and are able to practice devising drama using a variety of theatrical techniques. Towards the end of the key stage, pupils focus their studies on devising for specific audiences, script work and the theories of theatre practitioners, in preparation for further study at KS4, either at GCSE or BTEC level.

### Year 9

#### Term 1

Back to Basics - Developing an Understanding of Techniques 3

Macbeth – Exploring Scripted Drama  
3

#### Students will study the following:

- Introduction to theatrical structures
- Storytelling techniques
- Devising drama
- Social and Historical context
- Staging key moments of text in performance
- Engaging an audience

#### Term 2

Theatre in Education – Introduction to Style 4

Social and Cultural Drama

#### Students will study the following:

- Stylistic features
- Target audiences
- Devising drama
- Developing engaging stories

### **Term 3**

John Godber – Exploring Scripted  
Drama 3

Theatre Practitioners

### **Students will study the following:**

- Interpreting characters
- Stylistic features
- Prominent practitioners - their theories and legacies
- Application to devised drama

### **Additional Information**

Drama in Year 7, 8 and 9 teaches the skills that pupils need to be successful at GCSE Drama or BTEC Performing Art which pupils can choose to study in year 10 and 11.

Pupils are given the opportunity to perform in a variety of whole school events at various times of the year, including public performances and whole school assemblies and services.

**Mrs H. Vercoe-Bracewell – Academic Leader for Drama**

## Geography

*“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world.” (Barak Obama)*

### **Brief outline of Subject**

The Geography department seeks to guide and inspire all learners to achieve in geography through an engaging and challenging curriculum. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people. 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 environments. By incorporating geographical skills, current issues and varying scale from local to global we are able to enthuse the young people we teach and develop a wide range of valuable transferable skills. The curriculum is based on the National Curriculum for Key Stage 3 Geography in terms of both content and concepts.

### **Subject: Geography Year 9**

Year 9 curriculum rationale: In year 9, Geography is taught to all students and involves studying a range of physical and human topics. Topics build upon the wider world learning in year 8 and deepen in technical depth in preparation for GCSE. Topics are linked to countries/continents where applicable with real life case studies and examples to support topic learning and application.

#### **Unit 1 – Urbanisation and India**

Investigating the impacts of urbanisation using India as a case study

#### **Students will study the following:**

- Urbanisation world patterns
- Megacities – Manila/Jakarta case study
- India and urbanisation
- Mumbai and Dharavi – issues and solutions
- Sustainable urban living – Masdar city

## Unit 2 – Global Issues

Investigating current world affairs in Geography

### Students will study the following:

- Global issues – human vs physical – mapping
- Plastics in the ocean – Issues and solutions
- Is recycling really recycled?
- Geography of conflict – Syria refugee crisis
- A current issue in the news at the time of teaching

## Unit 3 – Natural Hazards

Investigating natural hazards and their impacts

### Students will study the following:

- Tectonic hazards
- Earthquakes – HIC/LIC case studies (Chile vs Nepal)
- Weather Hazards – Global atmospheric circulation
- Tropical storms – Typhoon Haiyan case study
- Extreme weather in the UK
- Climate change – Natural vs Human
- Managing climate change

## Unit 4 – The Living World

Investigating ecosystems, the impacts of humans and their management

### Students will study the following:

- Ecosystems
- Small Scale ecosystems – Witton park (local)
- Tropical rainforests
- Malaysia – Palm oil, issues and management
- Cold Environments
- Svalbard – Issues and management

## Unit 5 – Fieldwork and skills

Investigating regeneration of Blackburn (local area) as a fieldwork and skills piece

### Students will study the following:

- Fieldwork – data collection
- Methods write up
- Data analysis – graph skills
- Conclusion and evaluation write up.

### **Additional Information**

Fieldwork opportunities will be offered during year 9 to support the learning of the classroom.

End of unit tests will be used to support assessment for learning. These will be a mixture of multiple choice, short answer questions and extended questions.

**Mr A. Lloyd – Academic Leader from Geography**



## History

*"Ideas shape the course of history"*

**John Maynard Keynes**

### **Brief outline of subject:**

The History department seeks to guide and inspire all learners to enjoy the study of history through creative and inspiring teaching. Students are challenged to critically examine the past and make links between different events and concepts, in order to better understand the present and the future. By developing their ability to effectively explain and critique events and critically examine sources and interpretations, students develop a wide range of valuable transferable skills. The curriculum is based on the National Curriculum for Key Stage 3 History in terms of both content and concepts but with a focus on both chronology and ideas such as 'empire' and political ideology.

### **Year 9:**

Year 9 history charts twentieth century political ideologies and their effects. Students start by studying Tsarist Russia and the reasons for and effects of the Communist Revolution of 1917, before looking at Stalin and the Cold War. In the second term, students studying the contrasting ideology of fascism by looking at Nazi Germany and the Holocaust, recognising similarities and differences between these two totalitarian regimes. Finally, students study democracy and capitalism by looking at America during the same periods. Comparisons with Britain and other relevant countries are also made.

#### **Year 9 Term 1**

#### **Unit 1 -**

**Communism: Russia**

#### **Students will study the following:**

- Introduction to the political spectrum
- The Romanovs and autocratic rule
- Reasons for the 1917 Revolution
- Lenin
- Stalin
- The Cold War

**Year 9 Term 2**

**Unit 2 -**

Fascism: Nazi Germany

**Students will study the following:**

- The Treaty of Versailles
- Germany in the 1920s
- Hitler's rise to power
- Life in Nazi Germany
- Persecution of minorities
- The Holocaust

**Year 9 Term 3**

**Unit 3 -**

Democracy and capitalism: USA

**Students will study the following:**

- Economic boom in the 1920s
- Social changes in the 1920s
- Depression and the New Deal
- World War Two
- America in the 1950s
- Black Civil Rights in the 1950s and 1960s

**Additional Information**

Homework used to support learning and will comprise a range of task, including but not limited to: reading, research, extended writing.

**Miss S. Isherwood – Academic Leader for History**

## Music

*“There is music in every child. The teachers job is to find it and nurture it”*

### Brief Outline of Subject

The Music department seeks to guide and inspire all learners to enjoy the study of music through performance, composition and contextual understanding. Every pupil is given the opportunity to learn a variety of instruments, compose in a variety of styles and appreciate music from different genres. We also offer weekly instrumental lessons in woodwind, brass, strings, guitars, keyboard, piano and vocals taught by a team of highly experienced tutors. All music lessons from Year 7 to 11 is directly linked to the National Curriculum, GCSE Music and Btec Music Level 2.

### Year 9

#### **Unit 1 -**

Band Skills 1

Songbird

G / Em

#### **Students will study the following:**

- Band/Ensemble skills
- Guitar open chords
- Pitching the vocals
- Tabs / root positions for bass
- Inverted chords for Keys

#### **Unit 2 -**

Listening Skills

#### **Students will study the following:**

- Instrument recognition
- Recognition of genres
- Tonalties
- Metre
- Structure and form
- Chord progressions

### Unit 3 -

Band Skills Project 2

I've Gotta Feeling

G / C / Em / C

#### Students will study the following:

- Individual performance
- Ensemble performance
- Melody and chords (inversions)
- Guitar Open chords
- Guitar lead tabs
- Developing drum grooves / fills

### Unit 4

EDM Composition

#### Students will study the following:

- How to use the virtual piano / drums
- Creation of own drum beats
- Creation of own bass line
- Looping
- Composition

### Unit 5

Band Skills project 3

Chasing Cars

Am / D / E / Am

#### Students will study the following:

- Developing band skills on all instruments
- Developing Ensemble performance on chosen inst
- Developing Individual performance on chosen inst

### Unit 6

Band Skills project 4

Boulevard of Broken Dreams

Em / G / D / A / C

#### Students will study the following:

- Development of band skills
- Developing Ensemble performance on chosen inst
- Developing Individual performance on chosen inst

### **Unit 7**

Band Skills Project 5

Use Somebody

C / Em / F / Am

**Students will study the following:**

- Developing band skills on all instruments
- Developing Ensemble performance on chosen inst
- Developing Individual performance on chosen inst
- 8/8 rhythm

### **Unit 6**

Band Skills project 4

Boulevard of Broken Dreams

Em / G / D / A / C

**Students will study the following**

- How music and instruments have developed from the 1960's through to the present day.
- How music influenced fashion and teenagers
- Recognising and understanding key features of a variety of genres.

### **Additional Information**

All work in Year 7, 8 and 9 teaches the skills needed to be able to be successful at GCSE and Btec Music Level 2 which are the two qualifications that we offer at KS4.

We have a thriving department where all pupils are given the opportunity to perform in a variety of whole school events through our wide range of extra curricular activities on offer.

Pupils perform regularly at the Christmas Carol services, Rock Nights, Music Awards nights, Masses, assemblies, as well as performances within the community.

Extra curricular activities include Wind Band, Brass Group, Swing Band, Choir, Rock Group

**Mrs C. Keighley – Academic Leader for Music**

## Physical Education

*"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."*

*"I can accept failure, everyone fails at something. But I can't accept not trying."*

—Michael Jordan

### Brief Outline of Subject

Physical Education within St Bede's is a valued subject which offers a broad and balanced curriculum that is designed to develop the physical, mental and social development of the individual throughout KS3 and beyond. Students are given plentiful opportunity to develop their existing skills and acquire new ones both in curricular and extra-curricular activities. This programme is based around the competitions calendar to allow students to further develop their skills in a competitive environment.

### Year 9 Curriculum Overview

Again, In Year 9 pupils will continue to follow a broad and balanced curriculum focussing more on the application of the skills developed in competitive situations and their decision making. They will continue to refine techniques and develop a better awareness of tactics and the impact that this can have on performance. They will start to look in more detail at health and fitness and the long term effects that take place as a result of regular exercise.

#### **Unit 1 - Physical**

Being able to perform effectively the physical tasks involved in life as well as sport.

#### **Students will study the following:**

- Select and combine skills
- Select appropriate skills and techniques in different sports
- Modify and refine skills to develop performance
- Improve understanding of tactical use
- Develop fitness and assess against national data

### Unit 2 - Mental

A feeling of being positive about yourself and emotionally healthy.

#### Students will study the following:

- Explain how they will can develop performance
- Describe to others how they can develop performance
- Benefits of physical activity on mental health
- Show understanding of subject specific topics
- Long-term effects of exercise

### Unit 3 - Social

Felling positive about interactions with other people in the wider world.

#### Students will study the following:

- Developing teamwork & leadership
- Develop knowledge of more complex rules in all sports
- Apply safety knowledge in different sports
- Improve confidence
- Develop communication

All three of the units above will be delivered through a variety of;

- Team games such as football, netball, volleyball, hockey, basketball, cricket, softball and rounders.
- Individual sports such as badminton, table tennis, tennis, gymnastics, trampolining, dance, athletics, fitness and cross-country.
- Outdoor and adventurous activities such as orienteering and mountain biking.

### Additional Information

Pupils in Physical Education will also be given the opportunity to further enhance their performance by taking part in a wide range of extra-curricular activities.

- Weekly extra-curricular clubs and fixtures
- Intra-school competition (e.g inter college)
- Inter-school competition (Local, Regional and National)
- Blackburn with Darwen Competitions Calendar
- Sports Trips
- Specialist Community Sports Clubs (Table Tennis, Badminton and Gymnastics)
- PE whole school Theme of the Week

All achievements in Physical Education are celebrated through the St Bede's PE twitter account and culminate in the Sports Awards Evening held annually at Blackburn Rovers Football Club.

**Mr M Ashworth – Academic Leader for Physical Education**

## Spanish

*“Otro idioma es otra visión de la vida”*

**Federico Fellini.**

### Brief Outline of Subject

The Spanish department seeks to guide and inspire all learners to enjoy the study of Spanish through creative and inspiring teaching. Students are challenged to think linguistically and build and develop skills in listening, reading, writing and speaking in Spanish. Throughout a varied curriculum, students will develop transferable and invaluable skills which they will apply throughout their futures. The curriculum is based on the National Curriculum for Key Stage 3 Spanish in terms of content, culture and skills.

### Year 9 Curriculum Overview

After first retrieving prior knowledge, students build upon their knowledge of grammar, listening, reading, writing and speaking skills and begin to develop these in a more cultural and in depth manner. Students will explore more open topics which allow students to convey their own opinions and views.

#### **Unit 1 – GRAMÁTICA Y CULTURA**

#### **Students will study the following:**

- Present tense and Texas.
- Madrid y Barcelona- Comparisons and idioms.
- La superurbe- perfect tense and irregulars.
- Machu Picchu me fascinó – imperfect tense.
- Vente al Caribe- reflexives.
- De Colombia a Venezuela- future and conditional tense.
- Bienvenidos a Guinea Ecuatorial.



## Unit 2 - RELACIONES

### Students will study the following:

- Talking about family, friends and relationships.
- Describing family members.
- Giving opinions on marriage and future/conditional partners.
- Talking about social network- positive, negatives and opinions.

## Unit 3 - EL TIEMPO LIBRE

### Students will study the following:

- Talking about what you tend to do in your free time.
- Discussing music and TV preferences, making comparisons.
- Incorporating variety and depth into speaking and writing in Spanish- grammar and sophisticated language.
- Future weekend plans.
- Talking about sports- past, present and future.
- Talking about role-models.

## Unit 4 - LA VIDA CUOTIANA

### Students will study the following:

- Talking about daily routine using reflexive verbs.
- Discussing healthy diets and what we do in order maintain a healthy diet.
- Tastes of the world- Spanish food.
- Celebrations, customs and festivals- discussing the cultural and meaningful aspects.
- Talking about past, present and future celebrations; festivals, religious and personal.

### **Additional Information**

Pupils are encouraged to explore the following:

- MFL Instagram page
- Andalucía trip
- Madrid trip
- European Day of Languages
- Battle of Quizlet
- Spanish play trip
- Inter-year group debate competitions
- MFL bake sales

**Miss N. Di Niro – Academic Leader for Spanish**