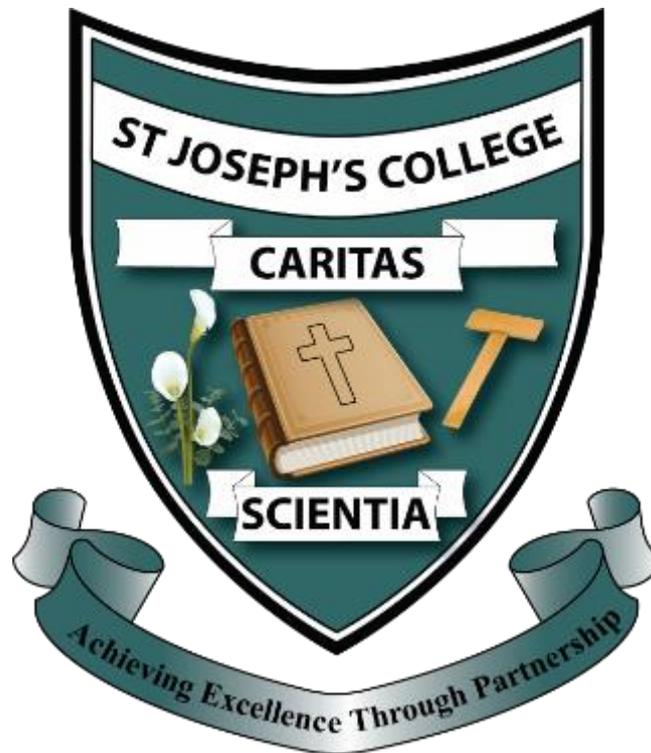


Achieving Excellence Through Partnership



Helping Your Child Learn Year 9

St Joseph's College is keen that parents become actively involved in their child's education to enable them to fulfil their full potential. Research has shown that where parents are involved in their children's education the child will have a positive attitude to learning, achieve higher marks/grades and develop more confidence.

In St Joseph's College, we recognise the important role that parents play in helping their child to achieve their full potential. The purpose of this information booklet is to give parents/guardians information which will help them become more actively involved in helping their child to learn.

Curriculum

During Years 8, 9 and 10 pupils study subjects from the Areas of Study: Religious Education, English, Mathematics, Science, Technology & Design, History, Geography, Art & Design, PE, Home Economics, Learning for Life & Work, Spanish, Music, Drama and ICT. In this booklet you will find an overview of what your child is learning each month in each subject. We hope this information is useful to you in helping your child to learn.

Homework Club

The Homework Club meets in the computer room (Laptop room) after school from 3.30 pm – 4.30 pm, Monday-Thursday. Staff are present to give help and guidance. Pupils are encouraged to take full advantage of this facility. ICT facilities are available for use at this time.

Assessment Procedures

Assessments take place three times a year, as outlined in your child's Homework Diary.

Role of Parents/Guardians

We ask parents to offer support and encouragement to their child. Some areas where parents can provide support include:

1 Attendance

We ask you to send your child to school each day as full attendance is vital for success. In St Joseph's College we have an attendance target of at least 95% for each pupil.

2 Providing the essentials for a day in school

We ask you to help ensure your child has the essential books and equipment for a day in school.

3. Helping with homework

Homework is set to supplement learning in school. It is an opportunity for pupils to work independently and to practise what they have been taught in class. It is also a chance for parents to get involved with their child's education. Homework is not limited to written work. It could be an online activity in Google Classroom. It includes all school-related work undertaken at home -

- independent learning
- research work using World Wide Web
- case studies
- extended writing/report writing
- learning
- consolidation of work done in class
- practice
- mind mapping, revision notes, chunking down.
- skills based (graphs etc.)
- interviews
- story board for design.

Key Stage 3 pupils will have an average of approximately 1 hour of homework each night. It is expected that the teachers of English and Mathematics at Key Stage 3 will set weekly homework(s) of approximately 50 minutes. The remaining subjects will set weekly homework(s) of –

- Science: 25 minutes
- History, Geography and Religious Studies: 20 minutes
- Art, Home Economics, TD, LLW, Spanish and ICT: 15 minutes
- Music, Drama and PE: as appropriate.

The responsibility of Parents with regard to Homework

We ask parents to reinforce the value of homework through positive feedback. This will give pupils the confidence to persevere, work hard and reach high standards of achievement.

Here are some ways parents/guardians can help with homework:

- being aware of and support the school in the implementation of its homework policy and procedures
- showing an interest in your child's homework and providing suitable facilities and resources for studying at home. Pupils should have a quiet space at home where they can study effectively.
- encouraging your child to work towards reaching his/her full potential
- negotiating with your child when homework is to be done as a pupil's free play is important too. We ask parents to agree a time for MSN, Facebook, phoning friends, etc. – after your child has finished his/her homework. It is a good idea if your child has a break and something to eat before starting homework. Going too long without food hinders concentration.
- checking the time spent on individual tasks
- checking your child's Homework Diary daily and ensuring your child completes the homework set to the best of his/her ability
- checking presentation and content of homework
- signing the Homework Diary each week and acting on information requests from college staff
- providing the school with information about any problems through the Homework Diary or by contacting the school directly

As a parent it is difficult to know how to help your child with homework and **how much help should be given**. However, please do not be tempted to do their homework for them. If your child is to progress, we need to know how much your child understands and can do independently. Help your child to become an **independent learner**. Explain how to look up information rather than simply giving an answer in order to get the task finished. Discourage your child from copying without editing when he/she is asked to do research tasks. However, you may need to help your child to rephrase and revise their written work.

Be positive about your child's attempts. Read carefully any comments that your child's teacher makes about his/her work. If you have concerns about his/her progress, make an appointment to see your child's Year Head, Mrs McGuirk.

Suggest doing homework on the day they are received, even if they are not due for a couple of days or even the following week. By doing this your child will have time to speak to their teacher in school about any difficulties they may be having before the work is due. If your child is having difficulty they should try their best to **complete as much of the homework task as possible**. The teacher needs to see that your child has made an effort to attempt the homework, even if they were unable to complete all parts of it. Encourage your child to ask the teacher, or write him/her a note to give to

the teacher, about anything that they don't understand. The teachers are there to help and will explain it again or show your child what to do.

If your child is **working on the computer**, make sure that they save their work. If there is a problem with paper or ink for printing out, then make sure your child either saves their work on a memory stick/flash pen or emails a copy to their school email account.

Guidance on presentation of work

Try to ensure that your child:

- Dates each page
- Gives each piece of work a title
- Underlines all titles and headings using a red pen and ruler
- Keeps all work neat and tidy
- Draws all straight lines with a ruler
- Writes in blue or black ink only
- Draws diagrams and graphs in pencil
- Takes the time to re-read and checks all written work for mistakes in spelling, grammar and punctuation.

Building Block Skills

Target 1 - Earn your Pen Licence

Use a black or blue pen, instead of a pencil.

Take care to use clear handwriting.

Check that each sentence makes sense.

Say letter sounds and words as you write.

Target 2 - Punctuation

Use a capital letter for a proper noun, such as *Poland* or *Mrs Maguire*.

Use a capital letter at the start of each new sentence and a full stop at the end of each sentence.

Target 3 - Spelling

Learn frequently used words.

Ask each subject teacher for a list of words and technical terms.

Use a dictionary.

Check words that sound the same, such as *they're, their, there* and *to, too, two*.

Target 4 - Language

Use the best possible words.

Use varied vocabulary.

Use a thesaurus for help.

Avoid slang, such as 'stuff' or 'wee.'

Use formal language.

Target 5 - Proof reading

Proof read each sentence.

Did I achieve T2, T3 and T4?

Did I self-correct?

Have I made changes in pencil in order to achieve T5?

Helping with Effective Revision

- Plan a revision timetable so that your child knows what to do and when.
- Encourage your child to alternate learning and written homework. Your child should revisit the learning homework after they have done a piece of written work to ensure that they have understood and absorbed it.
- Encourage your child to take short breaks from learning as concentration levels dip after 40 minutes.

Making revision notes

- The best revision notes are usually short.
- Use key words and phrases.
- Your child should lay out their notes clearly, highlighting important points and facts.
- Diagrams such as learning trails, mind maps, flow and web diagrams are easier to memorise and show relationships between topics, events and ideas.
- Your child should maintain neat notes. It is much easier to study from an organised file.
- Keep notes made for an assessment as these could be used over again in another assessment and it will save your child time having to do them a second time.

Memorising and Learning

- Each day your child should read over what they have studied in their lessons, this should be part of their home study and will reinforce what they have learnt in school.
- Summarising is an effective memory aid.
- Try to help your child to devise mnemonics to help them remember certain facts.
- Revision should take place on a regular basis; daily, weekly, monthly rather than waiting to Assessment week.

In St Joseph's College all matters of pupil progress and welfare are overseen by the Year Head. Please do not hesitate to contact Mrs McGuirk (Year Head) if you have a query or concern about your child. We also ask you to make every effort to attend the Parent-Teacher Meeting on Friday, 13 March 2020 where you will have the opportunity to speak to your child's Form Teacher, Year Head and subject teachers.

Year 9 Course Outline

English

Each month students will have opportunities to engage in:

- **Reading for Pleasure. Target:** Achieve *at least* a Bronze Award for Reading (5 books).
Reading Awards: January and June. Students also read in registration, in Literacy class and at home.
- Whole class and individual review of Building Block Targets (Writing targets).
- Whole class and individual review of **monthly** performance in **The Star Scheme** – target setting for next month.

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> • Getting to know students: aptitudes, feelings, ideas. • Re-launch the English Department merit scheme The Star Scheme. Explain each star and how to earn it. Explain how achievement will be displayed. STUDENT VOICE QUESTIONS RE. PRIZES. • <i>Student Voice questions re. prizes.</i> • Word Star (word target announced at the start of each week, game at the end of each week 4 letters, 5 letters, 6 letters, 7 letters etc). • Baseline assessment of Building Block Skills – identification of each student’s individual Building Block target. Each student works towards achievement of his or her Building Block target in Writing tasks in ALL subjects across the curriculum. 	2 weeks
	<p>YEAR 9 CLASS NOVEL: MILLIONS</p> <ul style="list-style-type: none"> • Introduction to the class novel, <i>Millions</i>, Frank Cottrell Boyce. Anticipation guide, whole class discussion. • Consolidation of Point-Quotation format leading to Point-Quotation-Comment. 	1 week 1 week
	<ul style="list-style-type: none"> • Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce. • Reading section focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points, for example, The writer exploits... • Writing section focus: Writing a diary in character from one character in the novel <i>Millions</i>, Frank Cottrell Boyce. 	2 months
October-November	<ul style="list-style-type: none"> • Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce. • Reading section focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points, for example, The writer exploits... • Writing section focus: Writing a diary in character from one character in the novel <i>Millions</i>, Frank Cottrell Boyce. 	2 months

	<ul style="list-style-type: none"> Hot-seating activities, whole class discussion. 	
December	<ul style="list-style-type: none"> Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce. <p>Assessment 1: Pupils read unseen text extract (This extract will not be from the novel <i>Millions</i>).</p> <p>Reading section: Understanding how the writer shows the character's feelings. Use of Point-Quotation-Comment format.</p> <p>Writing section: Writing a diary in character, describing a character's feelings.</p> <p>Assessment 1 Review: response to 'Two Stars and A Wish' assigned to each student for the Reading section and the Writing section. Whole class and individual feedback.</p>	1 month
January-February	<ul style="list-style-type: none"> Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce. Hot-seating activities, whole class discussion. Reading section focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points, for example, The writer shows... Reading section focus: Point-Quotation-Comment format. Writing section focus: Narrative writing – tasks based on the novel. 	2 months
March	<ul style="list-style-type: none"> Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce. Reading section focus: Selection of precise and relevant quotations. Reading section focus: Use of sentence starters to write effective Points, for example, The writer shows... Reading section focus: Point-Quotation-Comment format. Writing section focus: Narrative writing – tasks based on the novel . <p>Assessment 2: Pupils read unseen text extract.</p>	1 month

	<p>Reading section: Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format.</p> <p>Writing section: Narrative writing.</p> <ul style="list-style-type: none"> • Assessment 2 Review. 	
April	<ul style="list-style-type: none"> • Lessons in line with Assessment Week 3 focus: Non-fiction texts: leaflet to persuade. • Reading section focus: Reading a range of non-fiction texts, for example, advertisements, leaflets to persuade. • Reading section focus: use of fact and opinion; analysis of the writer's use of language and presentational devices; Point-Quotation-Comment format. • Writing section focus: Creating a leaflet to persuade the reader to sponsor an endangered animal. 	
May	<ul style="list-style-type: none"> • Reading section focus: Reading a range of non-fiction texts, for example, advertisements, leaflets to persuade. • Reading section focus: use of fact and opinion; analysis of the writer's use of language and presentational devices; Point-Quotation-Comment format. • Writing section focus: Creating a leaflet to persuade the reader to sponsor an endangered animal. <p>Assessment 3: Pupils read unseen text extract.</p> <p>Reading section: Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format.</p> <p>Writing section: Creating a leaflet to persuade the reader to sponsor an endangered animal.</p>	
June	<ul style="list-style-type: none"> • Assessment 3 Review. • Use of ICT to redraft and edit for publishing. 	1 month

Year 9 Course Outline Mathematics

Year Week Beginning	Mathematics
Sept	Week 1 Mathematical diagrams
	Week 2 Factors
	Week 3 Pythagoras' theorem
	Week 4 Pythagoras' theorem
Oct	Week 5 Rounding and estimation
	Week 6 Data analysis
	Week 7 Nets and surface area
	Half Term
Nov	Week 8 Nets and surface area
	Week 9 Ratio and proportion
	Week 10 Algebra: Brackets
	Week 11 Algebra: Brackets
Dec	Week 12 Exam revision
	Week 13 Assessment week Cycle 1
	Week 14 Feedback
	Christmas
Jan	Week 15 Fractions and percentages
	Week 16 Fractions and percentages
	Week 17 Probability-two events

Feb	Week 18 Angles, bearings and maps
	Week 19 Formulae
	Half Term
	Week 20 Money and time
Mar	Week 21 Straight line graphs
	Week 22 Exam revision
	Week 23 Assessment week Cycle 2
	Week 24 Feedback
Apr	Easter
	Week 25 Polygons
	Week 26 Circles and cylinders
	Week 27 Circles and cylinders
May	Week 28 Units of measure
	Week 29 Speed, distance and time
	Week 30 Exam revision QR codes and MEP past papers
	Week 31 Assessment week Cycle 3
Jun	Week 32 Assessment week Cycle 3
	Week 33 Feedback

Year 9 Course Outline

Science

September

What acids and alkalis are and how they are used in the home
Acids in food and how they affect the taste of food
Indicators and their use in science, the colour of acids and alkalis with indicators
Ph scale as a means of observing the strength of an acid/alkali
Neutralisation
The use and strength of antacids

October

Investigation of the reaction of acids with metals/corrosion
Causes and effects of acid rain
Definition of waste
How to deal with waste reduce re-use, recycle
Recycling common materials, paper, glass and metal
Visit to local recycling centre.

November

Why we need food
Seven food groups and the function of each of the food groups in our diet Reading of food labels to establish the content of food
Advertisement of food
Food tests – starch, glucose, proteins fats
Energy content in food how it can be measured and the factors which determine the energy requirements of an individual

December

Balanced diet and the conditions which can arise from an unbalanced diet to include heart disease, diabetes etc.
The role of digestion in the body
The position and function of the main parts of the digestive system

January

The role of enzymes in the digestive system
Optimum conditions for the working of enzymes.
The uses of electricity in the home
Dangers associated with electricity
Electrical symbols and the construction of a complete circuit
Electrical conductors and insulators
What current in a circuit is and how it can be measured?

February

Resistance in a wire and the factors that can increase resistance
Numeracy assessment
The use of a fuse in a plug related to resistance
The wiring of a plug
Comparison of series and parallel circuits
The role of switches in a circuit
Electrical impulses in the body/pacemakers
Static Electricity
Volta and the generation of electricity

March

Differentiation of physical and chemical Changes
Characteristics of a chemical reaction
Rusting/corrosion of iron
Reaction of metals with acids, production and testing of hydrogen gas
Comparison of reactivity of metals with acids
Production of oxygen gas
Testing for oxygen gas
Requirements of oxygen for life and for combustion
Carbon dioxide as products of respiration and combustion

Production of carbon dioxide in the laboratory

Testing for carbon dioxide

April

Role of carbon dioxide in global warming

Fire triangle – 3 components needed to make fire

Role of fire extinguishers

Poisonous effects of carbon monoxide

What a force is and the effects of a force.

Measurement of forces and how a forcemeter works

Contact vs. non contact forces to include magnetic forces

Gravitational forces and their impacts in different situations

May

Friction as a force that restricts movement

Measurement of forces on different surfaces

Advantages and disadvantages of forces

Up thrust forces. floating and sinking, measurement of density

Distance time graphs analysis of, knowledge of stopping distances and how that can vary

June

Revision of year's work and exam preparation

Year 9 Course Outline
Religious Education

MONTH	CONTENT	WEEKS
SEPTEMBER	Introduction to the new school year. The Creation Story, both religious and scientific viewpoint.	1 week 2/3 weeks
OCTOBER	Our responsibilities for the world. The 5R's.	2 weeks 2 weeks
NOVEMBER	Covenant and the Ten Commandments Morality and Sin Preparation for Assessment 1	1 week 1/2 weeks 1/2 weeks
DECEMBER	Advent; preparation for Christmas	2 weeks
JANUARY	Conflict within the Early Christian Church The Split between East and West Worship in the Orthodox Church	1 week 1 week 2 weeks
FEBRUARY	The Protestant Reformation Four Main Christian Denominations in NI	2 weeks 2 weeks
MARCH	Preparation for Assessment 2 Ecumenism	2 weeks 1 week
APRIL	Luke the Evangelist Four miracle stories in Luke's Gospel The Trials of Jesus; Holy Week	1 week 2 weeks 1 week
MAY	Resurrection stories Pentecost The work of the L'Arche Community	1 week 2 weeks
JUNE	Preparation for Summer Assessment Judaism	1 week 2 weeks

Year 9 Course Outline

Geography

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> • Introduction to Year 9 Geography • How does the population change over time? • What makes the population change? 	1 wk 2 wks 1 wk
October	<ul style="list-style-type: none"> • Factors that affect the birth and death rates • Population Distribution – Factors leading to sparse and dense populations • Population Density – How to calculate it. • Population Change in my lifetime 	3 ½ -4 weeks
November	<ul style="list-style-type: none"> • Life expectancy • Population structure and pyramids 	1 ½ wks 2 wks
December	<ul style="list-style-type: none"> • Migration – Types, Causes, and Impacts with reference to the UK and Sudan • Population Sustainability – Can Earth cope with the population growth? 	2 wks 2 wks
January	<ul style="list-style-type: none"> • Where are the world's major rivers? • The Water Cycle • The Drainage Basin System • Parts of a river 	4 wks
February	<ul style="list-style-type: none"> • River processes • Erosion • Transportation • Deposition 	1 wk 1 wk 1wk 1 wk
March	<ul style="list-style-type: none"> • River features – Levee, floodplain, waterfall, meander • How does a river change from source to mouth? • River Floods 	2 wks 1 wks 1 ½ wks
April	<ul style="list-style-type: none"> • Case Study - Bangladesh (LEDC) • Flooding in Boscastle (MEDC) 	2wks 2 wks
May	<ul style="list-style-type: none"> • Floods – evaluating causes, impacts and solutions to case studies 	4 wks
June	<ul style="list-style-type: none"> • The above timeframe will run into June when the assessment cycles are taken into account 	4 wks

Year 9 Course Outline

History

MONTH	CONTENT	TIME
September	An introduction to Rivalry and Conflict in Europe 1500-1700. Pupils will develop an understanding of the causes and consequences of rivalry and conflict. They will use set criteria to assess the significance of events and people in the period 1500-1700. Irish society pre Elizabethan Wars/reasons for Anglo-Spanish rivalry in the 16 th century.	3 weeks 1 week
October	Key events leading to the introduction of the Ulster Plantation - Nine Years War, Treaty of Melifont and the Flight of the Earls.	3 weeks
November	The implementation of the Plantation Scheme and its short, medium and long term consequences.	4 weeks
December	Pupils will undertake a study of exploration and discovery which will enable them to understand how our knowledge of the shape of the world has developed. What motivated countries and individuals to embark on voyages of discovery and importantly to weigh up the pros and cons of exploration on societies in the past.	4 weeks
January	Pupils will study the causes and consequences of the English Civil War with emphasis placed on the shift of power from monarch to parliament and the development of democracy. They will also explore and evaluate the arguments for and against the Death penalty.	4 weeks
february	Cromwell in England. Few historical characters have courted controversy as much as Oliver Cromwell: murderer of a monarch or revolutionary hero? Pupils will have an opportunity to explore and investigate Cromwell for themselves. Emphasis will be placed on Pupils developing substantiated and reasoned judgement.	3 weeks

March	Cromwell in Ireland	4 weeks
April	The Glorious Revolution and the Williamite Wars. (Source Analysis)	4 weeks
May	Study Skills and revision programmes. Time will be set aside to introduce pupils to study skills and revision strategies. These will be exemplified and pupils encouraged to use them when revising for the upcoming exams. Pupil evaluations of the course and how it has been delivered will be facilitated. Individual progress and performance will be evaluated also.	3 weeks
June	The revolutionary bug - how and why did it spread? Pupils will be given the opportunity to investigate and identify the causes and consequences of the French and American revolution and assess their impact on Ireland at the end of the 18 th century.	2 weeks

Year 9 Course Outline
Learning for Life and Work

Month	Topic	Course Outline
September	Employment Sectors Entrepreneurs	Employment sectors, types of jobs, how employment sectors rely on each other, familiar and unfamiliar jobs, to understand what an entrepreneur is and characteristics of an entrepreneur
October	Entrepreneurs SME's	Difference between Enterprising and Entrepreneurship, local entrepreneurs
November	Environmental Issues and the workplace Health and Safety How work organisations contribute to the community	How working environments can recycle, job opportunities through recycling, why health and safety is important, Case studies of local business contribution
December	What is Equality? Homelessness	Pupils will have an understanding of what equality is and the groups in society that may face inequality or social exclusion Stereotyping, causes and consequences, where to go for help, economic situation regarding housing in NI, human rights, who's responsibility is it?
January	Refugees Disability	Reasons why people become refugees, understand key terms, attitudes towards refugees Understand the difficulties people living with a disability may face (exclusion from society), work of an NGO (Disability Action), case study of a person who has overcome physical disabilities, legislation
February	Poverty How are people protected from inequality/ discrimination?	Understand the different types of poverty, why poverty exists and how we can all work to combat poverty in our world. Investigate poverty in NI and the

		<p>role of the NI Assembly in tackling poverty</p> <p>The groups protected by Section 75, legislation which exists to protect equality and who it protects. Measuring how our school promotes equality and evaluating the impact of action that could be taken to make our school more inclusive</p>
March	<p>Self Concept</p> <p>Health and the whole person</p> <p>Managing influences and Making Decisions</p>	<p>Understanding self confidence and how to improve it</p> <p>Understanding the benefits of positive thinking and the effects of negative thoughts</p> <p>Understanding personal responsibility</p>
April	<p>Managing Influences and Making decisions</p> <p>Safety and Managing risk</p> <p>Feelings and Emotions</p>	<p>Understanding delayed gratification and will power</p> <p>Identifying risks in life and developing skills to manage risk</p> <p>Identifying risks in expressing emotions, developing strategies to express emotions healthily</p> <p>How boys and girls express their emotions</p>
May	<p>Relationships and Sexuality</p>	<p>Understanding qualities of healthy relationships</p> <p>Exploring loving relationships and influences on relationships</p> <p>Coping strategies for difficulties in romantic relationships and dealing with difficult circumstances</p> <p>Making mistakes and learning about them</p>
June	<p>Mini Enterprise and work related learning</p>	<p>Pupils build their own company, name, product, price, costs, issues, employees, advertising</p>

Year 9 Course Outline

Home Economics

Month	Course Content Pupils are learning about....	Practical Sessions
September	<ul style="list-style-type: none">• The 'Big School Cook Off- Competition entry preparation to include: Recipe choice, preparation and cooking of chosen dish, Time plan and costing.• What a consumer is• To appreciate the differences between products and services• Examples of products• Examples of services	Apple and Cinnamon Muffins
October	<ul style="list-style-type: none">• To appreciate what influences consumer choice• To understand the techniques used in marketing that encourage us to buy• Types of shops/choices they offer the consumer• Sources of information for the consumer	Vegetable Soup Halloween Apple Fingers
November	<ul style="list-style-type: none">• Legislation for the Consumer• Why Consumers may Complain?• How to resolve complaints• How to write a complaint	Wheaten Bread A Healthy Burger
December	<ul style="list-style-type: none">• How Energy and nutritional requirements change throughout life.• How to meet changing nutritional requirements through food choices	Mini Christmas Puddings
January	<ul style="list-style-type: none">• Taking greater responsibility for your health• The Importance of eating a healthy breakfast• Why some people do not eat breakfast?• Healthy food choices for Breakfast• The Nutritional Requirements during Adolescence	Fajitas Scrambled Eggs, Bacon and Toast Carrot Cakes

February	<ul style="list-style-type: none"> • What Iron Deficiency Is • The causes of Iron Deficiency • The symptoms of Iron deficiency • Some of the issues facing older people 	<p>Tomato and bacon pasta</p> <p>Pancakes</p>
March	<ul style="list-style-type: none"> • The nutritional needs of older people • Difficulties faced by older people in Northern Ireland especially for those whose income is reduced. 	<p>Ginger Nut Biscuits</p> <p>Roasted Cous Cous with Summer Vegetables</p>
April	<ul style="list-style-type: none"> • What Osteoporosis is • The causes of Osteoporosis • How we can reduce our risk of developing Osteoporosis • The role of Calcium & Vitamin D in prevention of Osteoporosis 	<p>Easter Butterfly Buns</p> <p>Chicken and Vegetable Pasta Bake</p>
May	<ul style="list-style-type: none"> • What Food poisoning is • The causes and symptoms of food poisoning • How do Bacteria grow and survive? • How to prevent food poisoning? • Food Hygiene Ratings 	<p>Lemon Cheesecake</p> <p>Chicken Fried Rice</p>
June	<ul style="list-style-type: none"> • The nutritional requirements of children • How a healthy, balanced lunch can meet these requirements • The importance of family mealtimes 	<p>Yoghurt Loaf</p>

Year 9 Course Outline

Drama

MONTH	TOPIC	TIME
September	Assessment in Drama	1 week
	Self- assessment	1 week
	Target setting	1 week
	Ice breakers	1 week
	Use of peer assessment	
October	Who is Shakespeare?	2 weeks
	Elizabethan era	1 week
	Elizabethan theatre	1 week
November	Macbeth- Plot	1 week
	Performing as the witches	
	Movement skills – to create character	1 week
	Vocal skills to create character	
	Self- assessment/ peer assessment	1 week
	Creation of character	
	Self-assessment/ Peer- assessment	
Performance of extract (assessment)		
December	Given circumstances	1 week
	Movement skills to create character and comedy	1 week
	Posture, Poise, Pace	1 week
	Facial expressions drama Vocal Skills	
	Opening Scene of Macbeth	
	Use of spatial awareness- Entrances and exits	
	Creating ambience	
Self-assessment/ Peer assessment		
January	Creating storyboards	1 week
	Camera angles	
	What is a Trailer?	2weeks
	Marketing a Show	
	Marketing plan	1 week
February	Use of ICT to create a trailer for Macbeth	1 week
	Break plot into 8 main scenes	1 week
	Creating storyboards	1 week
	Time management- planning the schedule	
March	Time management	1 week
	Following a rehearsal schedule	1 week
	Performance of opening scene (assessment)	1 week

	Self- assessment/ peer assessment	
April	Completion of Trailer	1 week
	Presentation to peers	1 week
	Peer and self- assessment	1 week
May	Health and Safety in the performing arts Industry	1 week
	Stage Combat workshop	1 week
	Final scene of Macbeth- storyboard	1 week
	Choreography of Fight sequence	2 weeks
June	Rehearsal Of scene	
	Setting targets – evaluation	
	Performance	
	Peer and self- assessment	

Year 9 Course Outline

Art and Design

MONTH	CONTENT	TIME
September	Introduction to course/expectations/rules and regulations Introduction to Unit 1 - Portraiture Differences between a portrait and a self-portrait Analysing portraits	3/4 weeks
October	Looking at contextual references - Frida Kahlo, Picasso, Andy Warhol Creating self-portraits - to give expressions and individuality Proportion and scale/elements to include in your self-portrait	4 weeks
November	Collage and working to a set format Looking at facial proportion Developing drawing skills when looking at the face	4 weeks
December	Portraiture - Line/form/line/tonal/composition Looking at specific features - developing drawing skills Christmas mark making activities	3 weeks
January	Water - Unit 2 Introductory activities and Stimulus Observational drawing/media experimentation	4 weeks
February	Mark making/collage Experimenting with theme of Water - Abstraction Activities aimed at creating individual and original work	4 weeks
March	David Hockney artist reference Experimental media work - oil pastel, watercolour, pen and ink	3/4 weeks
April	Insects - Unit 3 Introduction and Stimuli Group discussion/collaborative work Initial responses/drawing activities	4 weeks
May	Artist reference Michael Turner 3D work-string/PVA/card relief	4 weeks
June	Final piece for Insects project Summer activities	4 weeks

Year 9 Course Outline

Music

MONTH	CONTENT	TIME
September	Musicals	4 weeks
October	Musicals	4 weeks
November	Voiceworks	3 weeks
December	Voiceworks	3 weeks
January	Variations	3 weeks
February	Variations	4 weeks
March	Music and Space	4 weeks
April	Music and Space	3 weeks
May	World Music	3 weeks
June	World Music	4 weeks

*Time is the approximate number of weeks for each topic

- Topics may change position due to availability of Music Technology



Year 9 Course Outline

Computing and IT

	Content
Term 1	9.1 File Management 9.2 Setting up Google Classroom and Drive 9.3 Types of Devices 9.4 Under the hood 9.5 Input and Output Devices 9.6 Data Storage 9.7 Binary
Term 2	9.8 Digital Imaging
Term 3	9.9 Scratch

Year 9 Course Outline

Technology & Design

Month	Content	Time
September	Induction program – reminder of rules and regulations.	1 Week
	Distribution of marks from previous year. <u>Project 1 – Reading Light</u> Pupils will research, design and manufacture an acrylic light, which contains a parallel circuit.	3 Weeks
October	Manufacturing and assembly of reading lights. - Modelling and soldering a circuit - Cutting, shaping and finishing of acrylic - Polishing and finishing the product.	4 Weeks
November	- Evaluation and testing of the finished piece <u>Assessment Cycle 1</u>	1 Week
	Subject mentoring	1 Week
December	<u>Project 2 – Rotary Toy</u> Pupils design, manufacture and test an environmentally friendly toy that uses motion as a feature. - Researching types of motion and motion games.	2 Weeks
January	- Designing a range of products to suit the client	1 Week
	- Manufacturing a handle and spinning toy using a range of wooden materials.	2 Weeks

	- Assembly of the spinning toy and applying a finish	1 Week
February	- Testing the performance of the toy through a class competition - Evaluation of the product and adding modifications <u>Assessment Cycle 2</u> Subject mentoring	1 Week 1 Week 1 Week 1 Week
March	<u>Project 3 – Pneumatics</u> Pupils will experiment with pneumatics to produce a launching device. - Research, experimenting and testing of systems.	4 Weeks
April	- Design of a launcher - Manufacture and assembly of the launcher - Testing the launcher for power, accuracy and safety. - Class competitions to establish the best product	2 Weeks 1 Week 1 Week
May	Evaluation of the product/completion of portfolio <u>Assessment cycle 3 – Summer Tests</u> Subject Mentoring – overall performance throughout year.	1 Week 2 Weeks 1 Week
June	Completion of all outstanding coursework and practical work. Graphics and sketching exercises to prepare for Year 10.	1 Week 1 Week

Year 9 Course Outline

PE

Month	Course Outline	Time
Sept	FITNESS TESTING	2 weeks
Sept/Oct	<i>Health Related Fitness</i> Health Related Fitness	3 weeks
Oct/Nov	<i>Netball</i> Rugby	5 weeks
Dec	<i>Rugby</i> Basketball	3 weeks
Jan	FITNESS TESTING	2 weeks
Jan/Feb	<i>Dance</i> Soccer	4 weeks
Feb/Mar	<i>Handball</i> Gymnastics	4 weeks
April	FITNESS TESTING	2 weeks
April/May	<i>Athletics</i> Athletics	4 weeks
June	<i>Rounders</i> Gaelic	4 weeks

**Girls outline in italics*

Co-ed outline in Red

Boys outline in Black

Year 9 Course Outline

Spanish

MONTH	CONTENT	TIME
September	Describing where you live. Describing your house,	4 weeks
October	Rooms of the house, furniture, prepositions. Daily routine	4 weeks
November	Daily routine and reflexive verbs. Talking about after school activities	3 weeks
December	Places in town	3 weeks
January	Saying where you are going, simple future, naming places in town, asking for and giving directions.	4 weeks
February	Near and far, describing your area, describing a city. Weather	3 weeks
March	sports and hobbies, arranging a date. Talking about what you do at the weekend	3 weeks
April	Talking about what you do to help at home	3 weeks
May	Revision of the year's work	4 weeks
June	Comparatives and superlatives	2 weeks

Outline of Course: Year 9 Literacy

Links between English and Literacy:

	Literacy	English
'Reading for Pleasure'	Practice established . Students select Reading for Pleasure text in Literacy. Students have opportunities to engage in 'Reading for Pleasure' each week.	Practice supported . Students engage in 'Reading for Pleasure' sessions once each month and continue to develop reading preferences.
<i>Communication between English and Literacy teachers to maintain an accurate record of the number of Reading Stars each child has earned.</i>		
Building Block Skills	Skill development is supported . The Literacy teacher is conscious of each student's target. Achievement of individual Building Block targets is supported through the range of activities in the Literacy booklet.	Skills established . Teacher conducts baseline assessment to identify an individual Building Block target (Targets 1-5, for example, T2 Basic punctuation). Transferable skills that students develop <i>across the curriculum</i> .
Extended Reading Skills	Skill development is supported through the range of activities in the Literacy booklet, for example, awareness of parts of speech (T4).	Point-Quotation-Comment skills established . This is the main focus of Reading skills at KS3. Transferable skills used in RE and History.
Extended Writing Skills	Skill development is supported through the range of activities in the Literacy booklet, for example, punctuation and sentence structure.	Skills established . Teacher guides students to develop a range of extended writing skills, in relation to audience and purpose – fiction (diaries, stories) and non-fiction writing (leaflet). Transferable skills that students develop <i>across the curriculum</i> .
Speaking and Listening Skills	Skill development is supported through a range of activities, including whole class discussion, reflection on personal experience and the experiences of others.	Skills established . Guidelines for whole class discussion, small group work, presentation and role play; awareness of audience and purpose is established. Range of learning contexts.

Year 9 Course Outline

Literacy

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none">• Introduction, 'What is Literacy?' to establish expectations of students and an outline of the course.• Guidelines for appropriate social behaviour in our school library and appropriate social behaviour in the public library, for example, Ormeau Road Library.• Promotion of the practice of Reading for Pleasure.• Talking and listening: share reading preferences (favourite author, favourite book, preferred genre). Share reading recommendations within the class. Share reading experiences with the class.• Students select the first novel to read for pleasure.• Teacher guides students to use Accelerated Reader quizzes – one quiz for each book.	1 month
October-December	<ul style="list-style-type: none">• Reading for Pleasure sessions once each week to establish reading routines.• Students continue to read texts at home.• Accelerated Reader quizzes can also be completed at home.• Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned.• Literacy booklets: Consolidation activities, in line with Building Block Target skills, i.e. punctuation, spelling, language and proofreading.	3 months

<p>January</p>	<ul style="list-style-type: none"> ● Reading Awards: Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony. ● Students continue to read texts at home and during Literacy. ● Accelerated Reader quizzes can also be completed at home and during Literacy. ● Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. ● Literacy booklets: Consolidation activities, in line with Building Block Target skills, i.e. punctuation, spelling, language and proofreading. 	<p>1 month</p>
<p>February - May</p>	<ul style="list-style-type: none"> ● Peer reading: practice of peer reading using a pair of texts that each peer has an interest in reading. Each peer takes a turn to read a page aloud. ● Peer reading practice: establishing an effective peer reading partnership in line with peer reading guidelines. ● Reading for Pleasure sessions once each week. ● Students continue to read texts at home. ● Accelerated Reader quizzes continue to be completed. ● Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. ● Literacy booklets: Consolidation activities, in line with Building Block Target skills, i.e. punctuation, spelling, language and proofreading 	<p>3 months</p>
<p>June</p>	<ul style="list-style-type: none"> ● Reading Awards: Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony. ● Students continue to read texts at home and during Literacy. ● Accelerated Reader quizzes can also be completed at home and during Literacy. ● Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. 	<p>1 month</p>