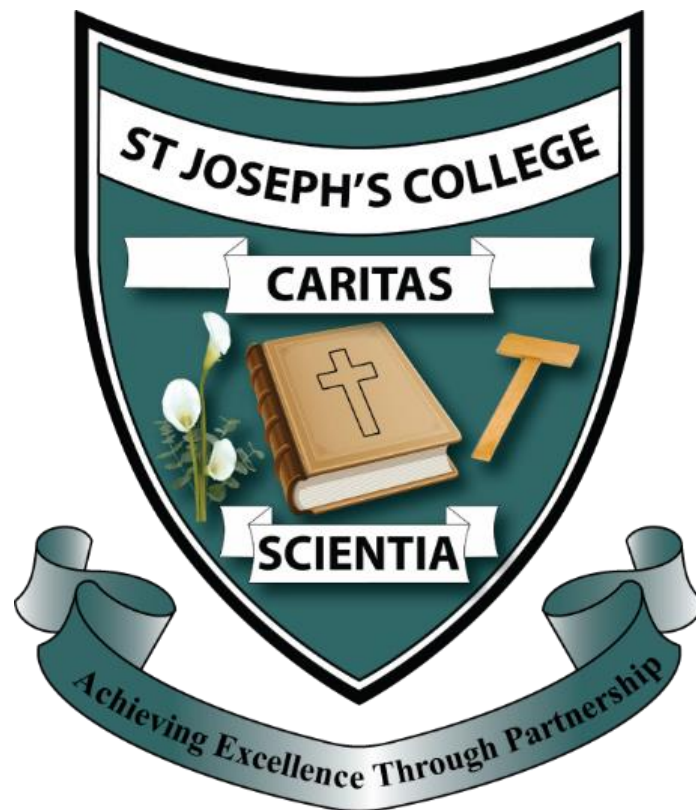


# Achieving Excellence Through Partnership



## 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.

### **Assessment Procedures**

Assessments take place three times a year, as outlined in your child's Homework Diary (page 18).

### **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 screen time, 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, Mr Hegney.

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.

### **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 Miss Bready (Year Head) if you have a query or concern about your child.

## MATHEMATICS

<b>Year Week Beginning</b>	Mathematics
<b>Sept</b>	Week 1 Mathematical diagrams
	Week 2 Factors
	Week 3 Pythagoras' theorem
	Week 4 Pythagoras' theorem
<b>Oct</b>	Week 5 Rounding and estimation
	Week 6 Data analysis
	Week 7 Nets and surface area
	Half Term
<b>Nov</b>	Week 8 Nets and surface area
	Week 9 Ratio and proportion
	Week 10 Revision
	<b>Week 11 AC1 and Feedback</b>
<b>Dec</b>	Week 12 Ratio and proportion

	Week 13 Algebra: Brackets
	Week 14 Have some fun!!!
	Christmas
<b>Jan</b>	Week 15 Fractions and percentages
	Week 16 Fractions and percentages
	Week 17 Probability-two events
<b>Feb</b>	Week 18 Angles, bearings, and maps
	Week 19 Formulae
	Half Term
	Week 20 Exam revision
<b>Mar</b>	<b>Week 21 AC 2 &amp; Feedback</b>
	Week 22 Money and time
	Week 23 Straight line graphs
	Week 24 Straight line graphs

<b>Apr</b>	Easter
	Week 25 Polygons
	Week 26 Circles and cylinders
	Week 27 Circles and cylinders
<b>May</b>	Week 28 Units of measure
	Week 29 Speed, distance, and time
	Week 30 Revision
	Week 31 Revision
<b>Jun</b>	<b>Week 32 AC 3 &amp; Feedback</b>
	Week 33 Have some fun!!



## 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
<b>September</b>	<ul style="list-style-type: none"> <li>● <b>Re-launch</b> the English Department merit scheme: <b>The Star Scheme.</b></li> <li>● <b>Word Star</b> (word target announced at the start of each week, game at the end of each week)</li> <li>● Baseline assessment of <b>Building Block Skills</b> – <i>each student works towards achievement of his or her Building Block skills in Writing tasks in all subjects across the curriculum.</i></li> <li>● Star Reading test: reading age.</li> </ul>	2 weeks
	<p><b>YEAR 9 CLASS NOVEL: MILLIONS</b></p> <ul style="list-style-type: none"> <li>● Introduction to the class novel, <i>Millions</i>, Frank Cottrell Boyce. <b>Anticipation guide</b>, whole class discussion.</li> <li>● Consolidation of framework for analysis of text: Point-Quotation-Comment.</li> </ul>	1 week
		1 week
<b>October- November</b>	<ul style="list-style-type: none"> <li>● Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce.</li> <li>● Reading focus: Selection of precise and relevant quotations.</li> <li>● Writing focus: Writing a diary in character from one character in the novel <i>Millions</i>, Frank Cottrell Boyce.</li> </ul>	2 months

<p><b>November</b></p> <p><b>AC1</b></p>	<p><b>Assessment Cycle 1:</b></p> <ul style="list-style-type: none"> <li>● Pupils read unseen text extract (This extract will <b>not</b> be from the novel <i>Millions</i>).</li> <li>● <b>Reading section:</b> Understanding how the writer shows the character’s feelings. Use of Point-Quotation-Comment format.</li> <li>● <b>Writing section:</b> Writing a diary in character, describing a character’s feelings.</li> <li>● Assessment 1 Review</li> </ul>	
<p><b>December</b></p>	<p>Lessons in line with the class novel, <i>Millions</i>, Frank Cottrell Boyce.</p> <ul style="list-style-type: none"> <li>● Hot-seating activities, whole class discussion</li> </ul>	<p>1 month</p>
<p><b>January-February</b></p>	<p><b>Introduction to Fantasy Genre:</b></p> <ul style="list-style-type: none"> <li>● Exploring a range of literary extracts from fantasy genre, including <i>Harry Potter</i>, <i>Chronicles of Narnia</i>, <i>A Midsummer Night’s Dream</i> and <i>Jabberwocky</i> by Lewis Carroll.</li> <li>● Reading focus: Selection of precise and relevant quotations. Point-Quotation-Comment format.</li> <li>● Writing focus: Narrative writing – tasks based on fantasy genre.</li> </ul>	<p>2 months</p>
<p><b>March</b></p>	<ul style="list-style-type: none"> <li>● Lessons in line with selection of fantasy genre extracts.</li> <li>● Reading focus: Selection of precise and relevant quotations. Point-Quotation-Comment format.</li> <li>● Writing focus: Narrative writing – tasks based on fantasy genre.</li> </ul> <p><b>Assessment 2:</b> Pupils read unseen text extract from fantasy genre. <b>Reading section:</b> Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format. <b>Writing section: Narrative writing.</b> Assessment 2 Review.</p>	<p>1 month</p>
<p><b>April</b></p>	<ul style="list-style-type: none"> <li>● Lessons in line with Assessment 3 focus: Non-fiction texts: <b>leaflet to persuade</b>.</li> <li>● Reading focus: Reading a range of <b>non-fiction</b> texts, for example, advertisements, leaflets to persuade.</li> </ul>	<p>1 month</p>

	<ul style="list-style-type: none"> <li>● Reading focus: use of fact and opinion; analysis of the writer's use of language and presentational devices; Point-Quotation-Comment format.</li> <li>● Writing focus: Creating a <b>leaflet to persuade</b> the reader to sponsor an endangered animal.</li> </ul>	
<b>May</b>	<ul style="list-style-type: none"> <li>● Reading focus: Reading a range of <b>non-fiction</b> texts, for example, advertisements, leaflets to persuade.</li> <li>● Reading focus: use of fact and opinion; analysis of the writer's use of language and presentational devices; Point-Quotation-Comment format.</li> <li>● Writing focus: Creating a leaflet to persuade the reader to sponsor an endangered animal.</li> </ul> <p><b>Assessment 3:</b> Pupils read unseen text extract.</p> <p><b>Reading section:</b> Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format.</p> <p><b>Writing section:</b> Creating a leaflet to persuade the reader to sponsor an endangered animal.</p>	1 month
<b>June</b>	<ul style="list-style-type: none"> <li>● Assessment 3 Review.</li> <li>● Use of ICT to redraft and edit for publishing.</li> </ul> <p><b>Introduction to Poetry:</b> exploring a range of poetry through development of creative writing, critical interpretation and ability to analyse poetic techniques.</p>	1 month

## LITERACY

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> <li>● Introduction, 'What is Literacy?'</li> <li>● Welcome to our <b>school library</b>.</li> <li>● Introduction to the range of fiction and non-fiction texts.</li> <li>● Promotion of the practice of <b>Reading for Pleasure</b> and explanation of targets to achieve. Minimum expectation: each student to read one book each month; each student to achieve a Bronze Reading Award for reading five books in Term 1 (ends Jan.)</li> <li>● <b>Talking and listening:</b> share reading preferences and reading recommendations within the class.</li> <li>● Students select the first novel to read for pleasure.</li> <li>● Teacher guides students to use <b>Accelerated Reader quizzes – one quiz for each book</b>.</li> </ul>	1 month
October-December	<ul style="list-style-type: none"> <li>● Reading for Pleasure sessions <b>once each week</b> to establish reading routines.</li> <li>● Students continue to read texts at home.</li> <li>● Accelerated Reader quizzes can be completed at school or at home.</li> <li>● Teacher communicates with English teacher to maintain accurate record of the number of <b>Reading Stars</b> each child has earned.</li> </ul>	3 months

January	<ul style="list-style-type: none"> <li>● <b>Reading Awards:</b> Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony.</li> <li>● Students continue to read texts at home and during Literacy.</li> <li>● Accelerated Reader quizzes to be completed after each book read.</li> <li>● Teacher communicates with English teacher to maintain accurate record of the number of <b>Reading Stars</b> each child has earned.</li> </ul>	1 month
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<p><b>February - May</b></p>	<ul style="list-style-type: none"> <li>● Reading for Pleasure sessions <b>once each week</b>.</li> <li>● Students continue to read texts at home.</li> <li>● Accelerated Reader quizzes continue to be completed.</li> <li>● Teacher communicates with English teacher to maintain accurate record of the number of <b>Reading Stars</b> each child has earned.</li> </ul>	<p>3 months</p>
<p><b>June</b></p>	<ul style="list-style-type: none"> <li>● <b>Reading Awards:</b> Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony.</li> <li>● Students continue to read texts at home and during Literacy.</li> <li>● Accelerated Reader quizzes can also be completed at home and during Literacy.</li> <li>● Teacher communicates with English teacher to maintain accurate record of the number of <b>Reading Stars</b> each child has earned.</li> </ul>	<p>1 month</p>

## RELIGIOUS STUDIES

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 and Laudato Si.	2 weeks 2 weeks
NOVEMBER	God's 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 Fr Maximilian Kolbe	1 week 2 weeks

## Science

### **September**

Acids and alkalis are and how they are used in the home

Acids in food and how they affect the taste of food

Dangers associated with acids

Indicators and their use in science, the colour of acids and alkalis with indicators – litmus and universal

Making a natural indicator

pH scale as a means of observing the strength of an acid/alkali

Using pH to test how acidic / alkaline substances are

Neutralisation, carry out a neutralisation reaction

How pH changes during neutralisation

Common neutralisation reactions

Comparing the strength of different antacids

Causes and effects of acid rain

## **October**

Investigation of the reaction of acids with metals/corrosion

Word equations for reactions of metals with acids

Definition of Energy

Types of Energy

Identifying different forms of energy

Energy Changes / Transformations

Wasted Energy

Efficiency of electrical appliances and calculation of efficiency

What a force is and the effects of a force.

Measurement of forces and how a force meter works

## **November**

Balanced and Unbalanced forces

Resultant forces and calculation of resultant forces

Friction as a force that restricts movement

Measurement of friction on different surfaces

Advantages and disadvantages of forces

Up thrust forces floating and sinking,

Air resistance – practical to investigate air resistance

Thinking, Braking and Stopping Distances and the factors that impact them



## **December**

Reaction Times

Why we need food

Seven food groups and the function of each of the food groups in our diet

Need for vitamins and minerals in the diet including, calcium / iron and Vitamin C/D

## **January**

Food tests – starch, glucose, proteins fats

Energy content in food and effects of gender, age, and activities on the amount of energy required

Investigating the energy in different types of crisps

Understanding of a balanced diet

Conditions which arise from an unbalanced diet to include diabetes, heart disease and obesity

Research of a condition arising from an unbalanced diet

## **February**

The role of digestion in the body

The position and function of the main parts of the digestive system

The role of enzymes in the digestive system

How enzymes work and the optimum conditions at which they work

The uses of electricity in the home

Life without electricity

Dangers associated with electricity

Electrical symbols and the construction of a complete circuit

Electrical conductors and insulators

### **March**

What is current in a circuit and how it can be measured?

Types of electrical circuits

Comparison of series and parallel circuits

What is voltage in a circuit

Measurement of voltage in different fruits

Research task – Alessandro Volta

What resistance in a wire is and the factors that can increase resistance

### **April**

Measuring Resistance in wires of different lengths

The wiring of a plug – the function and colour of the different wires in a plug

The use of a fuse in a plug related to safety

The use of the Earth Wire in relation to safety

### **May**

Differences between a chemical and physical reaction

Characteristics of a chemical reaction

Observation of common chemical reactions

Exothermic and Endothermic Reactions

Rusting/corrosion of iron

Production of Hydrogen Gas and test for

Properties and uses of Hydrogen Gas

## June

How quickly Hydrogen Gas can be produced

Production of oxygen gas and test for

Properties and Uses of Oxygen Gas

Requirements of oxygen for life and for combustion

Production of carbon dioxide gas and test for

Properties and Uses of carbon dioxide Gas

Investigating the rate of carbon dioxide gas production

Fire triangle – 3 components needed to make fire

Role of fire extinguishers and making fire extinguishers more effective

## GEOGRAPHY

<b>MONTH</b>	<b>CONTENT</b>	<b>TIME</b>
September	<ul style="list-style-type: none"> <li>● Introduction to Year 9 Geography</li> <li>● How does the population change over time?</li> <li>● What makes the population change?</li> </ul>	1 week 2 weeks 1 week
October	<ul style="list-style-type: none"> <li>● Factors that affect the birth and death rates</li> <li>● Population Distribution – Factors leading to sparse and dense populations</li> <li>● Population Density – How to calculate it.</li> <li>● Population Change in my lifetime</li> </ul>	3 ½ - 4 weeks
November	<ul style="list-style-type: none"> <li>● Life expectancy</li> <li>● Population structure and pyramids</li> </ul>	1 ½ weeks 2 weeks
December	<ul style="list-style-type: none"> <li>● Where are the world's major rivers?</li> <li>● The Water Cycle</li> <li>● The Drainage Basin System Parts of a river</li> <li>● River processes</li> <li>● Erosion</li> </ul>	4 weeks
January	<ul style="list-style-type: none"> <li>● Transportation</li> <li>● Deposition</li> <li>● River features – Levee, floodplain, waterfall, meander</li> <li>● How does a river change from source to mouth?</li> </ul>	4 weeks
February	<ul style="list-style-type: none"> <li>● River Floods</li> <li>● Case Study - Bangladesh (LEDC)</li> <li>● Flooding in Boscastle (MEDC)</li> <li>● Floods – evaluating causes, impacts and solutions to case studies</li> </ul>	2 weeks  1week  1 week
March	<ul style="list-style-type: none"> <li>● Where do our rocks come from?</li> <li>● Rocks in the local environment</li> <li>● Rock Classifications</li> </ul>	2 weeks  1 weeks  1 ½ weeks
April	<ul style="list-style-type: none"> <li>● The Rock Cycle</li> <li>● Sedimentary</li> <li>● Igneous</li> </ul>	1week  2 weeks  1 week

May	<ul style="list-style-type: none"><li>● Metamorphic</li><li>● Types of weathering</li><li>● Types of erosion</li></ul>	4 weeks
June	<ul style="list-style-type: none"><li>● The above timeframe will run into June when the assessment cycles are taken into account</li></ul>	4 weeks

## HISTORY

<b>MONTH</b>	<b>CONTENT</b>	<b>TIME</b>
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 <sup>th</sup> 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 <sup>th</sup> century.	2 weeks
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## LEARNING FOR LIFE & WORK

<b>Month</b>	<b>Topic</b>	<b>Course Outline</b>
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 role of the NI Assembly in tackling poverty 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
March	Self Concept Health and the whole person Managing influences and Making Decisions	Understanding self confidence and how to improve it Understanding the benefits of positive thinking and the effects of negative thoughts Understanding personal responsibility
April	Managing Influences and Making decisions Safety and Managing risk Feelings and Emotions	Understanding delayed gratification and will power Identifying risks in life and developing skills to manage risk Identifying risks in expressing emotions, developing strategies to express emotions healthily How boys and girls express their emotions
May	Relationships and Sexuality	Understanding qualities of healthy relationships Exploring loving relationships and influences on relationships Coping strategies for difficulties in romantic relationships and dealing with difficult circumstances Making mistakes and learning about them
June	Mini Enterprise and work related learning	Pupils build their own company, name, product, price, costs, issues, employees, advertising

## SPANISH

<b>MONTH</b>	<b>CONTENT</b>	<b>TIME</b>
September	IR verbs. Describing where you live. Describing your house.	4 weeks
October	Rooms of the house, furniture, prepositions. ICT Task	4 weeks
November	Daily routine and reflexive verbs. ICT Task	3 weeks
December	Talking about after school activities	3 weeks
January	Places in town. Saying where you are going, simple future	4 weeks
February	Naming places in town, asking for and giving directions.	3 weeks
March	Near and far, describing your area, describing a city. Weather - Green screen activity	3 weeks
April	Sports and hobbies, arranging a date.	3 weeks
May	Talking about what you do at the weekend Talking about what you do to help at home.	4 weeks
June	Time frames and constructing longer sentences. Review targets for Y10	2 weeks

## TECHNOLOGY

Month	Content	Time
September	<p>Induction program – Distribution of Targets from previous year.</p> <p><b><u>Project 1 – Rotary Toy</u></b></p> <p>Pupils design, manufacture and test an environmentally friendly toy that uses motion as a feature.</p> <ul style="list-style-type: none"> <li>- Researching types of motion and motion games.</li> <li>- Developing a design brief</li> </ul>	<p>1 Week</p> <p>3 Weeks</p>
October	<ul style="list-style-type: none"> <li>- Designing a range of products to suit the client</li> <li>- Developing a detailed specification</li> <li>- Manufacturing a handle and spinning toy using a range of wooden materials.</li> </ul>	4 Weeks
November	<ul style="list-style-type: none"> <li>- Analysing the impact of of Man-made woods on the construction industry</li> <li>- Testing the properties of a range of different Man-made woods.</li> <li>- Assembly of the spinning toy and applying a finish</li> </ul>	<p>1 Week</p> <p>2 Weeks</p> <p>1 Week</p>
December	<ul style="list-style-type: none"> <li>- Testing the performance of the toy through a class competition</li> <li>- Evaluation of the product and adding modifications</li> </ul> <p><b><u>Assessment Cycle 1</u></b></p> <p>Subject mentoring</p>	3 Weeks
January	<p><b><u>Project 2 –Electronic Reading Light</u></b></p> <ul style="list-style-type: none"> <li>-Pupils will research, design and manufacture a lighting product to assist with reading.</li> <li>-Research into existing designs and analysis.</li> <li>-Developing specifications.</li> <li>-Researching and testing Series and Parallel circuits</li> </ul>	<p>1 Week</p> <p>2 Weeks</p> <p>1 Week</p>

February	<ul style="list-style-type: none"> <li>-Soldering electronic components to create a functioning circuit.</li> <li>-Testing an electronic circuit for safety and performance.</li> <li>-The origin of plastics and their environmental impact.</li> </ul>	<p>2 Weeks</p> <p>1 Week</p> <p>1 Week</p>
March	<ul style="list-style-type: none"> <li>-Selecting a range of tools and equipment to shape Acrylic material</li> </ul> <p><b><u>Assessment Cycle 2</u></b></p> <p>Subject mentoring</p>	3 Weeks
April	<ul style="list-style-type: none"> <li>-Using thermoforming techniques to shape plastic materials.</li> <li>-Assembling all circuits and casings to form the working product.</li> </ul>	<p>3 Weeks</p> <p>1 Week</p>
May	<ul style="list-style-type: none"> <li>-Testing and Evaluation of the product/completion of portfolio.</li> </ul> <p><b><u>Assessment cycle 3 – Summer Tests</u></b></p> <ul style="list-style-type: none"> <li>-Subject Mentoring – overall performance throughout the year.</li> </ul>	<p>3 Week</p> <p>2 Weeks</p> <p>1 Week</p>
June	<ul style="list-style-type: none"> <li>-Completion of all outstanding coursework and practical work.</li> <li>-Graphics and sketching exercises to prepare for Year 10.</li> </ul>	<p>1 Week</p> <p>1 Week</p>

## ICT

	<b>Content</b>
<b>Topic 1</b>	<p><b>Digital Applications and Online Safety</b></p> <p>This unit will look at how different applications are used and the benefits and limitations of using them e.g., mobile phones, VR etc. Learners will explore cyberbullying and be introduced to some cybercrimes. Learners will explore the risks of using digital platforms such as social media, Whatsapp, Snapchat etc and discuss ways to overcome these issues. This unit is an unplugged unit which will involve much discussion, paired and group work. Learners will then work in pairs to create a product to promote looking after yourself online.</p>
<b>Topic 2</b>	<p><b>Python Turtle</b></p> <p>This unit introduces learners to text-based programming with Python. Pupils will start with simple programs involving movement and mathematical equations. This unit teaches iteration, selection, procedures and functions, random numbers and turtle commands.</p>
<b>Topic 3</b>	<p><b>Microsoft Excel</b></p> <p>This unit ensures that learners are given sufficient time to familiarise themselves with the basic and some advanced skills of using Microsoft Excel. Pupils will be taught how to add and organise data within a spreadsheet, how to use basic formula including +, /, * and -. Pupils will also learn about how to effectively collect and collate data. They will learn how to present data using charts. Pupils will further develop skills by developing a quiz using advanced features.</p>
<b>Homework</b>	<p>Pupils will be given revision tasks/activities around the topics that they have completed during lesson time. Learners may need access to a device to complete these tasks. Where a device is not available at home, pupils can attend Homework Club Monday - Thursday, 3.30 pm to 4.30 pm to use a computer.</p> <p>Pupils will also complete online activities on the iDEA website.</p>

## HOME ECONOMICS

Month	Course Content Pupils are learning about....	Practical Sessions
September	<ul style="list-style-type: none"> <li>● Consumerism/ consumer choice</li> <li>● What a consumer is</li> <li>● To appreciate the differences between products and services</li> <li>● Examples of products</li> <li>● Examples of services</li> </ul>	Apple and Cinnamon Muffins
October	<ul style="list-style-type: none"> <li>● To appreciate what influences consumer choice</li> <li>● Factors that affect consumer choice</li> <li>● To understand the techniques used in marketing that encourage us to buy</li> <li>● Types of shops / choices they offer the consumer</li> <li>● Sources of information for the consumer</li> </ul>	Chicken and Vegetable Pasta Bake  Apple Slices
November	<ul style="list-style-type: none"> <li>● Legislation for the Consumer</li> <li>● Why Do Consumers Complain?</li> <li>● How to resolve complaints</li> <li>● How to write a complaint</li> <li>● Consumer Organisations</li> </ul>	Wheaten Bread
December	<ul style="list-style-type: none"> <li>● How Energy and nutritional requirements change throughout life.</li> <li>● How to meet changing nutritional requirements through food choices</li> </ul>	Mini Christmas Puddings
January	<ul style="list-style-type: none"> <li>● Taking greater responsibility for your health</li> <li>● The Importance of eating a healthy breakfast</li> <li>● Why do some people not eat breakfast?</li> <li>● Healthy food choices for Breakfast</li> <li>● 8 Healthy tips</li> <li>● Breakfast around the world</li> </ul>	Fajitas  Scrambled Eggs, Bacon and Toast
February	<ul style="list-style-type: none"> <li>● The Nutritional Requirements during Adolescence</li> <li>● What Iron Deficiency Is</li> <li>● The causes of Iron Deficiency</li> <li>● The symptoms of Iron deficiency</li> <li>● Link between Iron and Vitamin C</li> <li>● Some of the issues facing older people</li> </ul>	Tomato and bacon pasta  Carrot Cakes
March	<ul style="list-style-type: none"> <li>● The nutritional needs of older people</li> <li>● Difficulties faced by older people in Northern Ireland especially for those whose income is reduced</li> </ul>	Pancakes  Ginger Biscuits

April	<ul style="list-style-type: none"> <li>• What Osteoporosis is</li> <li>• The causes of Osteoporosis</li> <li>• How we can reduce our risk of developing Osteoporosis</li> <li>• The role Calcium &amp; Vitamin D in prevention of Osteoporosis</li> </ul>	<p>Yogurt Loaf</p> <p>Easter Butterfly Buns</p>
May	<ul style="list-style-type: none"> <li>• What Food poisoning is</li> <li>• The causes and symptoms of food poisoning</li> <li>• How bacteria grow and survive</li> <li>• How to prevent food poisoning?</li> <li>• Food Hygiene Ratings</li> </ul>	<p>Chicken Goujons</p> <p>Potato and leek Soup or Vegetable Soup</p>
June	<ul style="list-style-type: none"> <li>• The nutritional requirements of children</li> <li>• How a healthy, balanced lunch can meet these requirements</li> <li>• The importance of family mealtimes</li> </ul>	<p>Panini</p>

**P.E.**

<b>Month</b>	<b>Course Outline Boys</b>	<b>Course Outline Girls</b>	<b>Time</b>
5th Sept - 28th Oct	Gaelic/Football	Netball	6 weeks
7th Nov - 22nd Dec	Gymnastics	Gaelic/Football	6 weeks
5th Jan - 10th Feb	OAA/Couch 2 3k	Gymnastics	6 weeks
20th Feb - 6th April	Athletics	Athletics	6 weeks
18th April - 30th June	Rounders/Cricket/ Olympic handball	Rounders/Cricket/ Olympic handball	8 weeks



## ART

<b>MONTH</b>	<b>CONTENT</b>	<b>TIME</b>
September	<b>Portraiture</b> - Unit 2 Introductory activities and Stimulus Observational drawing/media experimentation	4 weeks
October	Themes around portraits Proportion	4 weeks
November	Van Gogh, Frida Kahlo artist references	3/4 weeks
January	<b>Water</b> - Unit 1 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	<b>Insects</b> - 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 <b>Insects</b> project Summer activities	4 weeks

## Drama

MONTH	TOPIC	TIME
September	<ul style="list-style-type: none"> <li>● Life in Elizabethan England</li> <li>● Elizabethan theatre- The Globe, Comedy and Tragedy and the People.</li> <li>● Who is Shakespeare?</li> <li>● Shakespearean Language- Words and Phrases Shakespeare created and creative insults</li> </ul>	1 week 1 week 1 week 1 week
October	<ul style="list-style-type: none"> <li>● Introduction to Macbeth- The Plot</li> <li>● The characters</li> <li>● The Witches- Act 1 Scene 1</li> <li>● Creating a Spell and Sharing in pairs</li> </ul>	2 weeks 1 week 1 week
November	<ul style="list-style-type: none"> <li>● Group work- The witches</li> <li>● Creating an atmosphere</li> <li>● use of movement and vocal skills to create genre and characterisation</li> <li>● Breaking down the script and rehearsal.</li> <li>● Performance of Act 1 Scene 1 for assessment</li> <li>● peer assessment and self- assessment</li> <li>● Target setting</li> </ul>	1 week 1 week 1 week 1 week
December	<ul style="list-style-type: none"> <li>● Set design- Using sets to create mood and atmosphere.</li> <li>● Understanding the use of a floor plan, Scale drawing, colour, texture and material.</li> <li>● Costume Design- The witches use of material and colour to create character.Witches</li> </ul>	1 week 1 week 1 week

January	<ul style="list-style-type: none"> <li>● Health and Safety in the performing arts Industry- rules of stage combat</li> <li>● Analysis of live recording and the use of stage combat</li> <li>● Stage Combat workshop</li> </ul>	1 week 1 week 2 weeks
February	<ul style="list-style-type: none"> <li>● Final scene of Macbeth- storyboard</li> <li>● Choreography of Fight sequence- use of taught stage combat skills</li> <li>● Time management and working with others</li> <li>● Following a rehearsal schedule</li> <li>● Performance of final scene and rules of stage combat (assessment 2)</li> <li>● Self- assessment/ peer assessment Setting</li> </ul>	2 weeks  1 week 1 week
March	<ul style="list-style-type: none"> <li>● Analysis of production elements and acting skills to communicate meaning for an audience.</li> <li>● Devising drama- 'The Scream' - Edvin Munch</li> <li>● Research of stimulus and working with others to develop ideas and collaborate creatively to create the basis for a play.</li> </ul>	2 weeks  2 weeks
April	<ul style="list-style-type: none"> <li>● Creation of own scripts from a stimuli</li> <li>● Time management and rehearsal targets – evaluation</li> <li>● Developing performance skills for assessment</li> <li>● movement and vocal skills to create character and meaning for an audience (assessment 3)</li> </ul>	1 week 1 week 1 week
May	<ul style="list-style-type: none"> <li>● Appreciation of live theatre- watch a series of live recordings from The National Theatre</li> <li>● Completing theatre reviews- structure, language and layout</li> </ul>	4 weeks

June	Production elements in Drama <ul style="list-style-type: none"> <li>● careers in Performing arts industry</li> <li>● Lighting</li> <li>● Sound</li> <li>● multimedia</li> </ul>	3 weeks
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### Music

<i>Topic</i>	<i>Teaching and Learning Activities</i>
<u>Elements of Music/ Instruments of the Orchestra</u>  September/ October	Students shall revisit the Elements of Music though note values, treble clef and dynamics revision. Students shall also learn the skill of basic score reading and how to and add basic analysis whilst listening to a piece of music. Students will learn about the different sections of the Orchestra and the instruments which make up each section and what the instruments sound like. Pupils will all learn how to play simple melodies on the violin.
<u>Film Music- Harry Potter</u>  November/ December	Pupils will have an opportunity to listen to and discuss music in a variety of film genres. To use student knowledge of the elements of music and demonstrate understanding of how instruments and rhythms can be used effectively. Detailed work will take place on film genres and careful study of a set work- Harry Potter. Students will look at other John Williams compositions and complete research on the composer. Pupils will have opportunities to compose a Fanfare considering aspects of timbre, texture, dynamics and mood and learn keyboard practical of the Hedwigs theme. Students will continue to work on their violin skills.

<p><b><u>Folk Music</u></b> <b>January/ February</b></p>	<p>Students will learn about Folk music throughout the world with an emphasis on folk music from Ireland. Student will also pay particular focus on Sea Shanties and will continue with their practice on the Tin whistle which was provided for them in year 8. All students must have their tin whistle with them for this topic.</p>
<p><b><u>Popular Music</u></b> <b>March/ April</b></p>	<p>Students will be introduced to the History of Popular Music and study specific set works. Students will begin their study looking at popular music from the 1970's until the present day and analyse how music has developed with a focus on digital music and music technology. They will learn the Ukulele and perform well know pop songs with backing tracks.</p>

<p><b><u>Video Game Composing</u></b> <b>May/June</b></p>	<p>Pupils will learn about video game music and its characteristics before composing their own video game composition using music technology- Garageband/ IMac/ Bandlab.</p>
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