



Blessed Robert Sutton
Catholic Voluntary Academy

Year 9

**Parental Guide for
the year ahead**



'Academic excellence, spiritual development
and social awareness through Christ.'



**St Ralph
Sherwin**
Catholic Multi Academy Trust



Dear Parents / Carers,

We hope this curriculum guide provides you with a one stop shop with everything you need to know for the year ahead.

Alongside this booklet we are delighted to share with you our new website—

www.robertsutton.srscmat.co.uk

The collaboration and relationships between students, parents and school is key to our success as a learning community. Communication is central to these relationships, which is why my colleagues and I will always be available to discuss the education and personal development of your child. As part of this commitment I will personally make it a priority to send an update to parents every week—this can be found on our new website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

As the new Headteacher of BRS in this pack I have also enclosed a copy of our Strategic plan for your information.

Mission statement – To inspire and support all students to achieve exceptional success - academic excellence, spiritual development and social awareness through Christ.

Vision – An Excellent Education for all – so that that each student **‘should have life and live it to the full.’**

Values Our Catholic Values, which permeate all areas of the school community, are central to all we do. They underpin a highly ambitious vision towards an excellent education for all.

We want everyone to thrive in our caring community: the Sutton way (our moral code) encourages all children to fulfil their aspirations, making full use of the talents bestowed upon them. Central to The Sutton Way are the values of Love, Respect, Hope, Kindness and Resilience.

It is a privilege to lead this wonderful community and I welcome you to come and visit our school for a BRS in Action tour.

So far on the return to school as a school leadership team we could not have hoped for a better response from students who have settled back quickly into life at BRS, behaving extremely well and demonstrating the school values in their interactions with others. Please encourage your children to take advantage of the extracurricular enrichment opportunities available to them as part of their Sutton Experience. Whilst the academic outcomes our young people achieve at the end of Year 11 are vitally important, so is the wider personal development that comes from an excellent all round education. I would also take this opportunity to encourage parents/carers to get in touch with school immediately should there be anything that you think we could do to further support your children to be successful. In the first instance this should be via the Year Leader or the ‘BRS Feedback Tab’ on the website.

I look forward to working with you in the months and years ahead.

With kindest wishes,

Laura O’Leary

loleary@brs.srscmat.co.uk



YEAR 9 CURRICULUM OFFER, 2021-22

At Blessed Robert Sutton, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 55 minute periods as per the timetable below:

Subject	Number of Periods
English	7
Maths	7
RE	5
Art	3
Art Textiles / Food Technology / Design & Technology	3 (on rotation)
Geography	3
History	3
Character	1
Music	1
Drama	1
PE	4
Modern Foreign Languages	4
Computer Science	2
Science	6

The Sutton Experience

Students also have timetabled: one Literacy lesson to support their literacy; a weekly Character lesson; and a daily 20 minute Tutor Time Reading Session with their tutor followed by an afternoon session focussed on the theme of the day. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.



To provide students with a bespoke place of learning, our new library and wellbeing hub is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a prep breakfast club for all students before school from 8.00am; after school there are homework clubs and enrichment clubs running daily.



We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage. As a result of this rich curriculum offer, we expect our students to become lovers of learning by the end of Key Stage 3 so that they are ready to embark on the next stage of their curriculum journey as they begin their GCSE studies in Year 9.



'Academic excellence, spiritual development and social awareness through Christ.'

Key contacts

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

Year Leader: Miss E Waters ewaters@brs.srscmat.co.uk Pastoral Support: Mrs Tarry, Mrs Smith and Mrs Rowe	
Form Tutor	Email Address
9.1 Miss S Davies	sdavies@brs.srscmat.co.uk
9.2 Miss J Whiteford	jwhiteford@brs.srscmat.co.uk
9.3 Mrs Langston	jlangston@brs.srscmat.co.uk
9.4 Mrs Kupczak and Mrs Owen	mkupczak@brs.srscmat.co.uk / nowen@brs.srscmat.co.uk



THE SUTTON EXPERIENCE

SUTTON EXPERIENCE EXTRA-CURRICULAR OFFER, 2021 - 22

There are a wide range of extra-curricular activities for students to engage with whilst at Robert Sutton, these will run before school, after school and during lunchtimes.

Monday

Lunchtime

- TRAMPOLINING** (A107) - Gym
- BASKETBALL** (A105) - Sportshall
- LEGO (VR7-9)** (Wellbeing Hub) - Wellbeing Hub
- SILENT STUDY** (A105) - A105

Afterschool

- GIRLS FOOTBALL** (Astro) - Astro

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Tuesday

Lunchtime

- CHIEFS CLUB** (A107) - A107
- MATIS CLUB** (A205) - A205
- PUZZLE CLUB** (Wellbeing Hub) - Wellbeing Hub
- GREEN AWAKENING** (Careers Hub) - Careers Hub
- TRAMPOLINING** (Gym) - Gym
- SILENT STUDY** (A105) - A105

Afterschool

- BOY'S GYMNASIUM** (Main Hall) - Main Hall
- CHOIR** (B205) - B205
- BOYS FOOTBALL** (Astro) - Astro
- GOLDIE CATCH UP** (B207) - B207
- FOOTIE MATHS** (A204) - A204

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Wednesday

Lunchtime

- WARHAMMER** (B109) - B109
- DT CLUB** (B102) - B102
- CRAFTING** (Wellbeing Hub) - Wellbeing Hub
- WELLBEING CLUB** (Wellbeing Hub) - Wellbeing Hub
- BOY'S INVESTMENT** (A103) - A103
- BOOK CLUB** (Library) - Library
- BASKETBALL** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105

Afterschool

- DJ E** (Wk 1 B202) - Wk 1 B202
- BOYHOISE** (Gym) - Gym
- NETBALL** (Sportshall) - Sportshall
- ART FOR CHANGE** (A106) - A106

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Thursday

Lunchtime

- DRAMA CLUB** (A114) - A114
- GREEN FINGERS** (Sherwin Behaviour & Support Hub) - Sherwin Behaviour & Support Hub
- NETBALL** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105

Afterschool

- DEBATING CLUB** (A112) - A112
- ARTISTS LET'S GO** (B103) - B103

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Friday

Lunchtime

- TRADITIONAL GAMING** (Wellbeing Hub) - Wellbeing Hub
- BADMINTON** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105
- EUROPE** (A104) - A104

Afterschool

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ART

SUBJECT	Art & Textiles
Curriculum Leader	Miss H Crowther hcrowther@brs.srscmat.co.uk

We propose a forward-looking Art curriculum that fosters a broad range of modes of thinking, including visual perception and visual awareness. That embraces the historic, the contemporary and the future; and signposts to potential further and higher education, career choices and opportunities within the visual arts, creative and cultural industries.

Year 9	Autumn Term	Spring Term	Summer Term
What we teach and why	Everyday Objects Students will explore photography through Art History to develop a wider understanding of the media. Identify how photography has developed over time. Show understanding of different career opportunities linking to photography. Define animation and stop animation and show understanding of the history of the moving image and stop animation. Design their own stop animation that uses a range of techniques. Identify careers in Film and TV and apply understanding of costume design and storyboarding to visualise a story. Define surrealism Art history—photography Explore modern Art practices of digital media such a photography, moving image and stop animation. Understanding the history of photography and potential careers in this industry. Students will identify how photography has developed over time. Define animation and stop animation. Show understanding of the history of the moving image and stop animation. Design their own stop animation that uses a range of techniques. Define surrealism and analyse the work of a surreal photographer. Show understanding of different career opportunities linking to photography and Identify careers in Film and TV. Apply understanding of costume design and storyboarding to visualise a story.	Urban culture These unit allows students to explore a theme in a GCSE structured project. Students are given creative freedom to make their own choices and decision, to prepare them ready for GCSE, developing independence and resilience. Create a title and visual mindmap linking to the theme. Identify different types of print-making in Art and describe the process of how to create a monoprint . Create a monoprint of Chris Crites work independently and analyse his work. Develop knowledge of cool and warm colours and more advanced colour theory. Recap coloured pencil techniques and add coloured pencil using cool or warm colours . Develop observational skill and create an observational graffiti can. Analyse the work of an independent artist. Developing work in the style of a GCSE project create a selection of Urban culture photographs and create and observational drawing from personal photographs. Realise intentions by designing and creating a personal cardboard graffiti painting . Art history—Surrealism To provide students with the opportunities to explore Surrealist Art and its influences. Define Abstract Art and identify Abstract expressionism and Op Art. Identify key Abstract artists. Compare the similarities and differences of an Op artist and Abstract artist. Create their own concept piece of Art that could be used within a game. Define Dada and Surrealist Art and what influenced artists of this time and describe the key characteristics of Dada and Surrealist Art. Describe the work of Rene Magritte and analyse the concepts behind his work. Identify the perks, challenges and job description of a Games Designer. Describe a set designers job role and what skills and qualities they need. Transform an extract from a play into a set design, applying skills of a set designer.	Digital media Students will be given the opportunity to explore Digital Media techniques such as photography and photoshop. Increasing their awareness of modern technology in Art Practices. Define macro and its use in photography, creating a selection of macro object photographs. Use editing apps to manipulate photographs and learn about the basic functions and uses of Photoshop. Develop Photoshop knowledge to understand uses of the brush tools, how to merge two images together and create work in the style of a photographer. Identifying issues regarding photoshop in the media. Explore the art history movement of Surrealism and identify work from this style. Define and identify Cubomania. Design and realise intentions for a surrealist response responding to 1 of 3 themes. Art history—contemporary and conceptual Art To broaden students understanding of Contemporary Art Practices and Conceptual Art, to help influence their own developing Art practices. Define Conceptual Art and identify the concept behind famous contemporary pieces of Art. Summarise the impact a concept has on a piece of artwork and how it changes their opinion. Analyse the concept behind Damien Hirst's pieces of work, identifying key characteristics. Identify the concept behind Ai Weiwei's most famous pieces of Art and explain how his work tells a story. Identify the key concepts of Performance Art. Analyse a personal Contemporary or Conceptual Art, presenting your finding on a research page.





DESIGN TECHNOLOGY

SUBJECT	DESIGN TECHNOLOGY
Curriculum Leader	Mrs J Langston jlangston@brs.srscmat.co.uk

Year 9	Product Design rotation	Food and Nutrition rotation	Textiles rotation
What we teach and why	<p><u>Why?</u></p> <p>Pupils will fully build upon the skills and understanding for this area of the curriculum that they experience in both Y7 and Y8. They will continue to look at the traditional materials but also new materials and see how these can be used to achieve a solution to a problem and by so doing will start to make decisions during the designing stage of how to solve a design problem. By doing this they will build on the thinking skills to the constraints that apply to each of the materials and also look at new constraints. Pupils will continue to use new resources, equipment and machines and decide the most appropriate. These skills will fully develop their iterative ability. Alongside this they will have full health and safety training on all the new tools and machines used.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> •To understand key facts about Robert Sabuda and his work. •To be able to name four types of motion. •To be able to name and produce prototype models of at least three card mechanisms. •To be able to profile the target market and understand their needs. •To understand how CAD can assist in the production of a product. •Is able to clean up pewter and understand the procedure of casting. <p><u>Skills</u></p> <ul style="list-style-type: none"> •Can produce a four page pop-up book aimed at pre-school children. •Be able to include a range of pop up features on each page. •Can assemble the pages and include a detailed front/back spine. •Can use 2D design software to produce a working mould. •Is able to fabricate parts of a wooden jewellery box. •Can embellish a wooden box with a range of tools/resources to achieve a quality outcome. <p><u>Safety</u></p> <ul style="list-style-type: none"> •Can demonstrate an understanding of Health and Safety in the workshop. •Understands the Health and safety issues when using the laser cutter. •Demonstrates a clear understanding of the high level of health and safety when casting pewter. 	<p><u>Why?</u></p> <p>Pupils will further develop the skills they learnt in year 7 and 8, working as a team member in the Kitchen environment working in a safe and hygienic manner whilst building life skills in healthy eating and a balanced diet. Pupils will develop their understanding of the impact an unhealthy diet can have on long term health looking at factors such as life stages and culture. Pupils will work with a range of key ingredients and be able to make a range of products that form a healthy balanced diet and building on and further developing the technical skills from year 7 and 8. Pupils will learn about social and moral issues surrounding food and the choices we make that impact the environment while learning about budgeting for food shopping, planning meals and writing shopping lists whilst gaining an understanding of some key health issues associated with food we eat and how to plan meals to maintain good health.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> •Understands what HACCP is and how it is applied in industry. •Know what bacteria is associated with raw chicken and the implications of it on the consumer. •To understand the function of ingredients (focus on protein) in cooking and the body. •Can describe the heat transfer methods and different cooking methods used. •To understand the function of ingredients in cake making and the food science behind the process. •To be able to consider the wider factors when making food choices. <p><u>Skills</u></p> <ul style="list-style-type: none"> •Can showcase a range of technical skills when preparing and cooking savoury dishes. •Is able to demonstrate a range of cooking methods. •Is able to investigate the function of ingredients in cake making. <p><u>Safety</u></p> <ul style="list-style-type: none"> •Demonstrates and applies good working routines. •Can apply the principles of food safety and hygiene when cooking all of the time. •Demonstrate essential knife skills when preparing and cooking both meat and vegetables safely and hygienically. 	<p><u>Why?</u></p> <p>Student will re-visit knowledge and skills from yr 7 & 8. There is a clear focus on independence in yr9 textiles lessons, building core skill and self-reflection needed for GCSE study. Year 9 lessons then build on foundation knowledge and skills of the subject with varying degrees of challenge to ensure progress is made for all. Students will cover a series of new higher level techniques and select one personal area to develop. Increasing self-efficacy and reflection whilst developing a higher skill set.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Define Batik and describe a basic step by step of the process • Define screenprinting and describe a basic step by step of the process • Analyse the work of a textile designer • Define printmaking and identify different examples <p><u>Skills</u></p> <ul style="list-style-type: none"> • Create an Applique with free-hand embroidery detailing • Create a Batik • Create a screen-print using a self-cut stencil • Create a 2D/3D product that links to the work of a textile designer • Create a polyblock print from your own design <p><u>Safety</u></p> <ul style="list-style-type: none"> • Name the key safety points in the Textiles room and identify potential hazards • Identify the key safety points and hazards when Batiking. Use equipment safely • Identify key safety points when using a craft knife. Use equipment safely.



YEAR 9 CURRICULUM OFFER, 2021-22

ENGLISH



SUBJECT	ENGLISH
Curriculum Leader	Miss B Robinson brobinson@brs.srscmat.co.uk

Year 9	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Year 9 begins with studying the classic novel 'Oliver Twist'. Reading is led by the application of context such as the understanding the judicial system of the Victorian Era, and the views of society at the time about class and poverty. Once again, students are guided to consider understanding beyond the plot, and to really explore how Dickens was a social commentator who wanted to incite change in his society.</p>	<p>The next unit of study in Year 9 is the Modern Novel. After the heavy cognitive workload of 'Oliver Twist', this unit allows students to build and develop their skills but with more accessible texts. Classes study modern novels that tackle contemporary issues such as identity, racism and prejudice. Again, the unit holistically incorporates both reading and writing tasks at suitable points, to ensure that students are honing and developing key skills.</p>	<p>The final is the Shakespearian comedy 'Much Ado about Nothing'. As in Year 7, students study the play in original but shortened form. This allows students to experience Shakespeare in his original language, but without having to tackle excessive lengths of text. This unit once again applies contextual ideas in order to promote a deep understanding of the ideas presented, especially around marriage and relationships in the Elizabethan Era. Students are encouraged to consider how perspectives have changed over 400 years, and to create convincing arguments about the events and characters, using textual references confidently to support their ideas.</p>



YEAR 9 CURRICULUM OFFER, 2021-22



GEOGRAPHY

SUBJECT	DESIGN TECHNOLOGY
Curriculum Leader	Mr E Davies-Tagg edaviestagg@brs.srscmat.co.uk

Year 9	Autumn Term	Spring Term	Summer Term
What we teach and why	In Year 9 and their final year of KS3 Geography, pupils will continue to develop their understanding of geographical knowledge and skills with an initial enquiry into sustainability and 'How can we protect our planet for future generations?'	Pupils will then complete an enquiry into tourism and assessing how a diverse range of physical and human factors can have an impact in 'How does tourism affect fantastic places?' In the Spring term pupils will then be introduced to the foundational knowledge required for the AQA Geography GCSE which will enable them to decide if Geography is the best choice for further study.	Pupils will be introduced to the diverse physical and human geography of hot and cold environments before an enquiry into the changing economic world.



YEAR 9 CURRICULUM OFFER, 2021-22



HISTORY

SUBJECT	HISTORY
Curriculum Leader	Mr E Davies-Tagg edaviestagg@brs.srscmat.co.uk

Year 9	Autumn Term	Spring Term	Summer Term
What we teach and why	In Year 9 pupils' key enquiry shall be: 'How did the World Wars influence Britain and the wider world?' In Year 9 pupils will recap the significance of the British Empire and Britain's role in the world by the late-19 th Century. Pupils will study the M.A.I.N. (Militarism, Alliance, Imperialism and Nationalism) causes of WW1 in 'What were the causes and consequences of World War One?' Pupils will then study the Treaty of Versailles and its impact on German society, focussing on the radicalisation of politics and life in early Nazi Germany (How far did the Treaty of Versailles lead to the rise of the Nazis?).	Pupils will then complete an empathetic investigation into the Holocaust developing an understanding of the development of anti-Semitism in Europe, how and why the Jewish people amongst other victims of the Holocaust were persecuted and considering 'Why is the Holocaust Significant?' Pupils will then assess 'How did World War Two impact Britain?' before assessing Britain's role in the Cold War 'How "Cold" was the Cold War?'	Pupils will conclude with an investigation into Ancient medicine, laying the foundations for the Year 10 Thematic Study: Britain, Health and the People c.1000 to Present (How far did religion and superstition influence Ancient medicine?).





YEAR 9 CURRICULUM OFFER, 2021-22

MATHS

SUBJECT	MATHS
Curriculum Leader	Mrs R Schofield rschofield@brs.srscmat.co.uk

Year 8 catch up units– Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Developing Geometry						Reasoning with Data					
	Angles in parallel lines and polygons		Area of trapezia and circles		Line symmetry and reflection		The data handling cycle			Measures of location		

Year 9 Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Reasoning with Algebra						Constructing in 2 and 3 Dimensions					
	Straight line graphs		Forming and solving equations		Testing conjectures		Three-dimensional shapes		Constructions and congruency			
Spring	Reasoning with Number						Reasoning with Geometry					
	Numbers		Using percentages		Maths and money		Deduction		Rotation and translation		Pythagoras' Theorem	
Summer	Reasoning with Proportion						Representations and Revision					
	Enlargement and similarity		Solving ratio & proportion problems		Rates		Probability		Algebraic representation		Revision	



YEAR 9 CURRICULUM OFFER, 2021-22



MFL

SUBJECT	MFL
Curriculum Leader	Mrs J Whiteford jwhiteford@brs.srscmat.co.uk

Accès Studio Rationale

Throughout the first term and possibly longer students will work from Accès Studio, which covers the most common areas of vocabulary and introduces basic grammar principles which some may have visited in KS2. This course provides consolidation as well as catch up for those who may not have studied French. Students move on to the Studio 1 course which covers national curriculum levels 1-5 and offers fully integrated grammar explanations and ensures logical and rigorous progression and assessment. Topics covered include:

Studio 2/3/4 Year 9	<p>La Révolution française.</p> <p>Qui suis-je? Family, Friends, going out</p> <p>Le temps de loisirs : sport, internet, music (Studio 2 R)</p> <p>Jours ordinaire, jours de fête : Food and celebrations.</p>	<p>Using irregular ER verbs, using the perfect tense.</p> <p>3 tense in writing, describing a day out.</p> <p>Using depuis, using negatives, using the comparative.</p> <p>using devoir and pouvoir, using the present and near future tenses</p>
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Students are given the opportunity to learn in a variety of ways. They work individually, with partners, in groups, on the computer and via digital resources. Each student has access to a digital homework platform, which both reinforces and prepares for class work.

Students explore cultural aspects of francophone countries around the world and are encouraged to research the way people live in these communities and draw comparisons with their own lifestyle in England. Lessons are designed not just to support the learning of the language, but also to develop effective linguists, with a set of skills and habits, which will support them in the learning of any language.





KEY STAGE 3 CURRICULUM OFFER, 2021-22

PE

SUBJECT	PE
Curriculum Leader	Mrs E Goddard egoddard@brs.srscmat.co.uk

Year 7

Introduce new core skills and activities to our students to foster connection and engagement.

Year 8

Build on core skills, developing quality, selection and application in both a competitive and non-competitive environment.

Year 9

Develop core skills by selecting and applying their applications in various scenarios, as well as establishing links with more advanced skills.



YEAR 9 CURRICULUM OFFER, 2021-22



RE

SUBJECT	RE
Curriculum Leader	Mrs L Taberner ltaberner@brs.srscmat.co.uk

Year 9	Autumn Term	Spring Term	Summer Term
What we teach and why	Our year 9 curriculum aims to build on what students have learnt in Year 7 and 8. Students will carefully consider religious commitments in the modern world through the study of vocation, morality and ethics and relationships. The Year 9 curriculum requires students to apply key concepts learned in Year 7 and 8 and apply these to new topics, such as medical ethics and warfare. The curriculum enables students to build on subject specific vocabulary and to focus on key concepts needed for Eduqas GCSE	Students in Year 9 will explore what it means to be created and loved by God. The curriculum is designed to give students the information they need to develop healthy relationships of all kinds and to know the positive effects that good relationships have on mental well-being and identity. RSHE lessons are designed to allow students to grow in faith and love so they are able to enjoy healthy and safe relationships later in life.	Students will begin the study of Judaism. Students will explore common and divergent views and the basis of beliefs, teachings and practices of Reform and Orthodox Judaism. Students will continue to build on their analysis and evaluation skills, applying knowledge to a range of religious ideas and issues. We aim for students to be culturally and religiously diverse through the study of Judaism and to develop skills to enable them to be successful at GCSE.



YEAR 9 CURRICULUM OFFER, 2021-22



SCIENCE

SUBJECT	SCIENCE
Curriculum Leader	Miss H James hjames@brs.srscmat.co.uk

Year 9	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>In science we follow the AQA KS3 Specification. There are 10 Core Science Topics which are broken in two parts A and B. Part B builds on knowledge from part A. We aim to create an equal balance between biology, chemistry and physics topic across the year.</p> <p>Teaching Topics:</p> <p><u>Ecosystems Part B: Respiration.</u> Students are expected to use data from investigating fermentation with yeast to explore respiration</p> <p><u>Ecosystems Part B: Photosynthesis.</u> Students are expected to use lab tests on variegated leaves to show that chlorophyll is essential for photosynthesis</p> <p><u>Earth Part B: Climate.</u> Students are expected to investigate the contributions that natural and human chemical processes make to our carbon dioxide emissions</p> <p><u>Earth part B: Earth Resources.</u> Students are expected to predict the method used for extracting metals based on their position in the reactivity series</p> <p><u>Wave Part B: Wave Effects.</u> Students are expected to relate the impact of different types of waves on living cells to their frequency and the energy carried by the wave</p> <p>Capital Culture Curriculum:</p> <p>This term students will complete 1 Science Big Idea unit.</p>	<p>Teaching Topics:</p> <p><u>Wave part B: Wave Properties.</u> Students are expected to use the wave mode to explain observations of the reflections, absorption and transmission of waves</p> <p><u>Reactions Part B: Chemical Energy.</u> Students are expected to investigate phenomenon that relies on an exothermic and endothermic reaction</p> <p><u>Reaction Part B: Types of Reactions.</u> Students are expected to investigate changes in mass for chemical and physical processes</p> <p><u>Genes Part B: Evolution.</u> Students are expected to review the evidence for theories about how a particular species went extinct</p> <p><u>Genes part B: Inheritance.</u> Students are expected to model the inheritance of a species trait and explore the variation in the offspring produced</p> <p>Capital Culture Curriculum:</p> <p>This term students will complete 2 Science Big Idea units</p> <p>Knowledge Recall:</p> <p>During this unit students will recall and practice skills learnt across the previous terms. This will culminate in the students sitting an End of Key Stage progress review. Once this has been completed the students will have any misconceptions identified challenged and corrected before moving onto Year 10 and starting GCSE.</p>	<p>This term in order to effectively prepare students for GCSE, the students complete 2 bridging units.</p> <p>The content makes links from the KS3 content and links it to the KS4 content. The topics which have been chosen are foundation topics for a large proportion of the KS4 content.</p> <p>The students recall knowledge learnt at KS3 but place it in a KS4 context. Knowledge is then extended to offer the students challenge.</p> <p>Teaching Topics:</p> <p><u>Cell Biology:</u> During this unit students recall that cells are the building blocks of life. Student recall the structure of plant and animals cells alongside what each organelle does with the cell. Students will extend this knowledge to include how cell multiply and divide and the role of stem cells within the body.</p> <p><u>Particle Model of Matter:</u> During this unit students will recall the particle arrangement of solids, liquids and gases. Students will also recall the processes which happen as substances change state. This is then extended to think about pressure in gases and what impacts pressure in gases.</p>



The Blessed Robert Sutton Learning Journey





**Blessed Robert Sutton
Catholic Voluntary Academy**

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