



**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.

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 website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

**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 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, 2023-24

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
Art	2
Art Textiles / Food Technology / Design & Technology	3 (on rotation)
Computer Science	2
Drama	1
English	6
Geography	3
History	3
Maths	8
Modern Foreign Languages	3
PE	4
RE	5
Science	7

### The Sutton Experience

Students also have timetabled: one Lexia 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 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 10.



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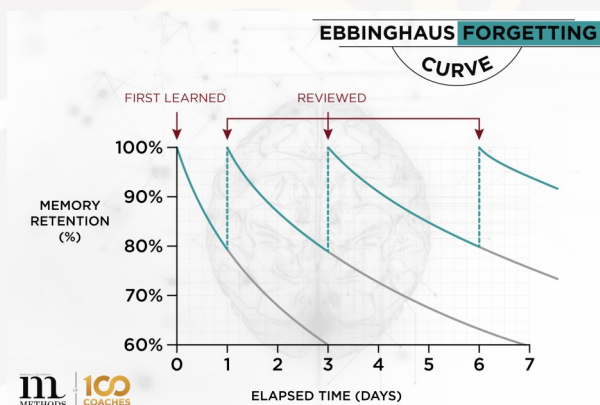
## Key Contacts

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

<b>Year Leader:</b> Mrs P Harkin <b>pharkin@brs.srscmat.co.uk</b>	
<b>Pastoral Support:</b> Mrs Tarry, Mrs Smith and Mrs Rowe	
<b>Form Tutor</b>	<b>Email Address</b>
<b>9.1</b> Miss R Ayre	rayre@brs.srscmat.co.uk
<b>9.2</b> Miss E Jones	ejones@brs.srscmat.co.uk
<b>9.3</b> Mr J Daghish	jdaghish@brs.srscmat.co.uk
<b>9.4</b> Mr Davies	rdavies@brs.srscmat.co.uk

## Knowledge Organisers

As a school we support our pupils in ensuring they are knowing and remembering more. The latest educational research has shown the significant benefits of retrieval practice (retrieving knowledge from long term memory) in ensuring pupils make consistent academic progress. All departments have constructed Knowledge Organisers personalised to our KS3 Curriculum to enable pupils to recap and revise the core knowledge they need to succeed in their lessons and later life.



Cognitive Science has proven that pupils retain more knowledge by spacing their retrieval. Some helpful activities could include: quizzing, flash cards, retrieval clocks, character/key individual profiles, look, cover, write, check.



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# THE SUTTON EXPERIENCE

## EXTRA-CURRICULAR OFFER, 2023-24

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**

- Year 7 & 8 Book Club RA/SD Library
- All Years Silent Study A106
- All Years Basketball Sports Hall
- All Years Trampoline Gym

Library Open to All Students

**Afterschool**

### Tuesday

**Lunchtime**

- All Years Chess Club WG A107
- All Years Dance GYM
- All Years Hair & Beauty Careers Hub
- All Years Silent Study A106
- Year 7 & 8 Girls Football Sports Hall
- Yr10 & Yr11 Further Maths AMD

Library Open to All Students

**Afterschool**

- Yr7, 8 & 9 Football PH Asho
- PREP+ A105
- LEXIA A106
- All Years Production Rehearsal AMD Hall

### Wednesday

**Lunchtime**

- All Years Silent Study A106
- All Years Computing A105
- All Years Dog Club HE A101
- All Years Table Tennis JD Sports Hall
- Enterprise Club Careers Hub
- All Years Key Stage 4 Book Club RA/SD Library
- All Years Chaplaincy Team A201

Library Open to All Students

**Afterschool**

- Fuzz Club A203
- PREP+ A105
- LEXIA A106
- All Years Science WOW B206

### Thursday

**Lunchtime**

- All Years Drama WH GYM
- All Years Silent Study A106
- All Year Netball EG Sports Hall
- French Club All Years A112
- Spanish Club All Years A111

Library Open to All Students

**Afterschool**

- All Years Science Club B206
- PREP+ A105
- LEXIA A106
- All Years Rugby Field
- All Years Production Rehearsal AMD Hall

### Friday

**Lunchtime**

- All Years Badminton RW Sports Hall
- All Years Silent Study A106
- Board Games PLH Library

Library Open to All Students

**Afterschool**

- PREP+ A105
- LEXIA A106

### Prep Sessions

Pupils can access staff support in A105 (computer room in Sutton block) during the following school times:

- 8am – 8:25am: Monday – Friday
- 10:40-11am: Monday – Friday
- 12:50-1:30pm: Monday – Friday

These sessions are for pupils to complete homework, revision or additional Lexia practice.

As well as this we also offer our Prep+ sessions from 3-4pm Tuesday-Friday. Pupils can either book a weekly slot/s or as and when they need to.

To book a regular slot please contact Mrs Kucharik:  
nkucharik@brs.srsmat.co.uk

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## YEAR 9 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>Art &amp; Textiles</b>
<b>Curriculum Leader</b>	<b>Mrs J Langston</b> <b>jiangston@brs.srscmat.co.uk</b>

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.

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>What we teach and why</b>	<p style="text-align: center;"><b>Everyday Objects</b></p> <p>Students will re-visit key concepts covered in year 7 &amp; 8, linking to <b>observational drawing, photography and painting</b>. Progress will be monitored by beginning the year with a baseline <b>observation drawing</b> assessment. Revisit knowledge of watercolour skills through a cleaning product <b>watercolour</b> painting. Explore the work of <b>Jim Dine</b>, analysing his work and creating a <b>monoprint</b> response. Develop understanding of mark making, through an <b>Andrea Joseph</b> inspired <b>biro</b> observational drawing. Develop understanding of sculpture, with the introduction of <b>clay</b>. Create an everyday object out of clay in the style of <b>Katherine Morling</b>. Extend knowledge of watercolour painting to create a GCSE style A3 <b>final piece</b> of a <b>watercolour</b> boot.</p> <p style="text-align: center;"><b>Art history—photography</b></p> <p>Explore modern Art practices of digital media such as 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.</p>	<p style="text-align: center;"><b>Urban culture</b></p> <p><b>This 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.</b> Create a title and visual mindmap linking to the theme. Identify different types of <b>printmaking</b> in Art and describe the process of how to create a <b>monoprint</b>. Create a <b>monoprint</b> of Chris Crites work independently and analyse his work. Develop knowledge of <b>cool</b> and <b>warm colours</b> and more advanced colour theory. Recap <b>coloured pencil techniques</b> and add coloured pencil using <b>cool</b> or <b>warm colours</b>. Develop observational skill and create an <b>observational</b> graffiti can. Analyse the work of an independent artist. Developing work in the style of a GCSE project create a selection of Urban culture <b>photographs and create an observational drawing</b> from personal photographs. Realise intentions by designing and creating a personal graffiti <b>painting</b>.</p> <p style="text-align: center;"><b>Art history—Surrealism</b></p> <p>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.</p>	<p style="text-align: center;"><b>Digital media</b></p> <p>Students will be given the opportunity to explore <b>Digital Media</b> techniques such as photography and photoshop. Increasing their awareness of modern technology in Art Practices. Define macro and its use in <b>photography</b>, creating a selection of <b>macro</b> object photographs. Use <b>editing apps</b> to manipulate photographs and learn about the basic functions and uses of <b>Photoshop</b>. 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 <b>Cubomania</b>. Design and realise intentions for a <b>Surrealist</b> response responding to 1 of 3 themes.</p> <p style="text-align: center;"><b>Art history—contemporary and conceptual Art</b></p> <p>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.</p>



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## YEAR 9 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>Computer Science</b>
<b>Curriculum Leader</b>	<b>Mrs J Langston</b> <b>jlangston@brs.srscmat.co.uk</b>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>What we teach and why</b>	<p><b><u>Unit 1: Python programming with sequences of data</u></b></p> <p>This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. A range of pedagogical tools are employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.</p> <p><b><u>Unit 2: Animation</u></b></p> <p>Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models, short videos, and VR. Links are made throughout to computer science, computational thinking, and the world of work. Tools and techniques learnt in this unit can also be used for 3D printing.</p>	<p><b><u>Unit 3: Data Science</u></b></p> <p>In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, the learners will go through the steps of the investigative cycle to try to solve a problem in the school using data.</p> <p><b><u>Unit 4: Representations—going audio visual</u></b></p> <p>In this unit learners will focus on digital media such as images and sounds, and discover the binary digits that lie beneath these types of media.</p> <p>This unit also has a significant practical aspect. Learners will use relevant software to manipulate images and sounds and get an idea of how the underlying principles of digital representations are applied in real settings.</p>	<p><b><u>Unit 5: Introduction of Cyber Security</u></b></p> <p>This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value of their data to organisations and what they might use it for. The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.</p> <p><b><u>Unit 6: Applying programming skills with physical computing</u></b></p> <p>This unit applies and enhances the learners' programming skills in a new engaging context: physical computing. Learners will write simple programs that use these components to interact with the physical world. In the process, they will refresh their Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications.</p>



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## YEAR 9 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>Drama</b>
<b>Curriculum Leader</b>	<b>Mrs. Wilson</b> <b>lwilson@brs.srscmat.co.uk</b>

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Drama</b>	<p><b>Romeo and Juliet</b></p> <p>Pupils will be looking at historical literature and developing their own performances using scripts. Continued characterisation development will be used throughout.</p>	<p><b>Musical Theatre</b></p> <p>Pupils will have the opportunity to study the three elements of musical theatre developing new skills whilst building on devising, script work and characterisation skills.</p>	<p><b>Theatre in Education</b></p> <p>This final unit will bridge the work between year 9 and 10 through the use of devising performances to teach and educate. Pupils will pull together all skills and techniques for devising, rehearsing and performing.</p>





## YEAR 9 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>Design Technology</b>
<b>Curriculum Leader</b>	<b>Mrs J Langston</b> <b>jlangston@brs.srscmat.co.uk</b>

	<b>Product Design Rotation</b>	<b>Food and Nutrition Rotation</b>	<b>Textiles Rotation</b>
<b>What we teach and why</b>	<p><b>Why?</b></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><b>What we teach</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To understand key facts about Robert Sabuda and his work.</li> <li>•To be able to name four types of motion.</li> <li>•To be able to name and produce prototype models of at least three card mechanisms.</li> <li>•To be able to profile the target market and understand their needs.</li> <li>•To understand how CAD can assist in the production of a product.</li> <li>•Is able to clean up pewter and understand the procedure of casting.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Can produce a four page pop-up book aimed at pre-school children.</li> <li>•Be able to include a range of pop up features on each page.</li> <li>•Can assemble the pages and include a detailed front/back spine.</li> <li>•Can use 2D design software to produce a working mould.</li> <li>•Is able to fabricate parts of a wooden jewellery box.</li> <li>•Can embellish a wooden box with a range of tools/resources to achieve a quality outcome.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>•Can demonstrate an understanding of Health and Safety in the workshop.</li> <li>•Understands the Health and safety issues when using the laser cutter.</li> <li>•Demonstrates a clear understanding of the high level of health and safety when casting pewter.</li> </ul>	<p><b>Why?</b></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><b>What we teach</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•Understands what HACCP is and how it is applied in industry.</li> <li>•Know what bacteria is associated with raw chicken and the implications of it on the consumer.</li> <li>•To understand the function of ingredients (focus on protein) in cooking and the body.</li> <li>•Can describe the heat transfer methods and different cooking methods used.</li> <li>•To understand the function of ingredients in cake making and the food science behind the process.</li> <li>•To be able to consider the wider factors when making food choices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Can showcase a range of technical skills when preparing and cooking savoury dishes.</li> <li>•Is able to demonstrate a range of cooking methods.</li> <li>•Is able to investigate the function of ingredients in cake making.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>•Demonstrates and applies good working routines.</li> <li>•Can apply the principles of food safety and hygiene when cooking all of the time.</li> <li>•Demonstrate essential knife skills when preparing and cooking both meat and vegetables safely and hygienically.</li> </ul>	<p><b>Why?</b></p> <p>Student will re-visit knowledge and skills from year 7 &amp; 8. There is a clear focus on independence in year 9 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><b>What we teach</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Define Batik and describe a basic step by step of the process</li> <li>• Define screenprinting and describe a basic step by step of the process</li> <li>• Analyse the work of a textile designer</li> <li>• Define printmaking and identify different examples</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Create an Applique with free-hand embroidery detailing</li> <li>• Create a Batik</li> <li>• Create a screen-print using a self-cut stencil</li> <li>• Create a 2D/3D product that links to the work of a textile designer</li> <li>• Create a polyblock print from your own design</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Name the key safety points in the Textiles room and identify potential hazards</li> <li>• Identify the key safety points and hazards when Batiking. Use equipment safely</li> <li>• Identify key safety points when using a craft knife. Use equipment safely.</li> </ul>

**YEAR 9 CURRICULUM OFFER, 2023-24**



<b>SUBJECT</b>	<b>English</b>
<b>Curriculum Leader</b>	<b>Mr M Ratchford</b> <b>mratchford@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>Year 9 begins with studying the classic novel 'Oliver Twist'. Reading is led by the application of context such as the understanding of 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, 2023-24



<b>SUBJECT</b>	<b>Geography</b>
<b>Curriculum Leader</b>	<b>Mr E Davies-Tagg</b> <b>edaviestagg@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	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 'What are the futures of living spaces in the UK and beyond?' This will be followed by an enquiry into ' <b>How sustainably are we using the world's resources?</b> ' Pupils will <b>focus on issues with food, water and energy in LICs.</b>	Pupils will then complete an enquiry into conflict by assessing ' <b>How far does geography influence conflict? In this topic pupils will consider the different human and physical factors that influence the geography of conflict.</b>	Pupils will be introduced to the diverse physical and human geography of hot and cold environments before an enquiry into the changing economic world in ' <b>What are the characteristics, opportunities and challenges of different biomes?</b> '



## YEAR 9 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>History</b>
<b>Curriculum Leader</b>	<b>Mr E Davies-Tagg</b> <b>edaviestagg@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>In Year 9 pupils' key enquiry shall be: 'How did the World Wars influence Britain and the wider world?'</p> <p>In Year 9 pupils will recap the significance of the British Empire and Britain's role in the world by the late-19<sup>th</sup> 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?'</p> <p>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?).</p>	<p>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?'</p> <p>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?'</p>	<p>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?).</p>



## YEAR 9 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>Maths</b>
<b>Curriculum Leader</b>	<b>Miss R Schofield</b> 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
	<b>Developing Geometry</b>						<b>Reasoning with Data</b>					
	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
<b>Autumn</b>	<b>Reasoning with Algebra</b>						<b>Constructing in 2 and 3 Dimensions</b>					
	Straight line graphs		Forming and solving equations		Testing conjectures		Three-dimensional shapes			Constructions and congruency		
<b>Spring</b>	<b>Reasoning with Number</b>						<b>Reasoning with Geometry</b>					
	Numbers		Using percentages		Maths and money		Deduction		Rotation and translation		Pythagoras' Theorem	
<b>Summer</b>	<b>Reasoning with Proportion</b>						<b>Representations and Revision</b>					
	Enlargement and similarity		Solving ratio & proportion problems		Rates		Probability		Algebraic representation		Revision	



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Catholic Multi Academy Trust



## YEAR 9 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>MFL—French</b>
<b>Curriculum Leader</b>	<b>Mrs A Coons</b> <b>acoons@brs.srscmat.co.uk</b>

Students will be now taking a deep dive into topics they have done before or had glimpses of and will need for the GCSE exam. They will learn cultural aspects, also, such as festivals in France/French speaking countries which aims to deepen the students understanding and appreciation of the French speaking world.

<b>Year 9</b>	La Révolution française. <b>Qui suis-je?</b> Family, Friends, going out <b>Le temps de loisirs</b> : sport, internet, music (Studio 2 R) <b>Jours ordinaire, jours de fête</b> : Food and celebrations.	Using irregular ER verbs, using the perfect tense. 3 tense in writing, describing a day out. Using depuis, using negatives, using the comparative. using devoir and pouvoir, using the present and near future tenses
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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.





## YEAR 9 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>MFL—Spanish</b>
<b>Curriculum Leader</b>	<b>Mrs A Coons</b> <b>acoons@brs.srscmat.co.uk</b>

Students will be now taking a deep dive into topics they have done before or had glimpses of and will need for the GCSE exam. They will learn cultural aspects also, such as school life in Spain/Spanish speaking countries which aims to deepen students understanding and appreciation of the Spanish speaking world.

Desconéctate!	Holidays, past tense, booking a trip and accommodation
Mi vida en el inti	School subjects, opinions, clubs and school exchange.
Mi gente	Family relationships, technology use, reading and going out

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. In year 8 and 9 students will prepare and learn a number of extended writings for both oral and written assessment.

Students explore cultural aspects of Spanish speaking 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, 2023-24

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

**We aim to provide a broad and balanced curriculum that is ambitious for all students. We strive to develop physical, mental and social well being throughout each lesson. Ultimately ensuring that lifelong enjoyment and participation in physical activity is achieved. Our ambition is that they are confident performers in a range of areas.**

### Year 7

Students build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students are encouraged to take part in inter-form activities as well as lunchtime and afterschool clubs.

### Year 8

Students build on core skills, developing quality, selection and application in both a competitive and non-competitive environment. They understand what makes a performance effective and how to apply these principles to their own and others' work. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students start to take on more of a leadership role within the lessons and can apply to become a Young Ambassador to work with the school Sport Partnership, supporting primary school events.

### Year 9

Students tackle more complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. They develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students start to lead individual warm ups and cool downs within lessons. Students on the Young Ambassador programme take on further opportunities developing leadership skills internally and externally through our feeder primary schools.



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## YEAR 9 CURRICULUM OFFER, 2023-24



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

	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>





<b>SUBJECT</b>	<b>Science</b>
<b>Curriculum Leader</b>	<b>Mrs H A Warsop</b> <b>hwarsop@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>During Year 9 we start to bridge the gap between KS3 and KS4. The students will cement some of the key concepts from KS3 which are needed for success at KS4.</p> <p><b>Half-Term 1</b></p> <p><u>The Periodic Table:</u> This unit develops the students understanding of the structure of the periodic table, trends within groups on the periodic table and the history of the development of the periodic table and atoms. The students will link this to radioactivity and the 3 types of radioactive decay. The students will develop this to consider the risks and uses of radioactivity sources.</p> <p><b>Half-Term 2</b></p> <p><u>Cells &amp; Organisation:</u> This unit develops the students understanding of living organisms. The students will develop knowledge of specialised cells and the importance of these for life. The student will look at the use of stem cells for medical treatment. Students will consider ways in which living things are organised and why this supports day to day function. The unit goes on to explore various systems within the human body and why they support human life. The students will be exposed to using microscopes and producing slides for observations.</p>	<p><b>Half-Term 3</b></p> <p><u>Energy:</u> In this unit the students will consider the importance of energy generation. They will explore issues around reliance on fossil fuels. The students will gain an understanding of how electricity is generated from renewable and non renewable sources. They will make links to environmental impact of energy generation.</p> <p><b>Half-Term 4</b></p> <p><u>Chemical &amp; Energy Changes:</u> In this unit the students will complete various practical activities to explore various different types of chemical reaction including: exothermic; endothermic; neutralisation and redox reactions. The students will develop their understanding of how to represent and explain chemical reactions.</p>	<p><b>Half-Term 5</b></p> <p><u>Photosynthesis &amp; Respiration:</u> In this unit the students will develop their understanding of factors which affect the rate of photosynthesis and explore these practically. The students will consider the difference between aerobic and anaerobic respiration.</p> <p><b>Half-Term 6</b></p> <p><u>Particle Model &amp; Separating Techniques:</u> In this unit the students will understand the 3 states of matter and what happens when substances change state. The students will understand how to measure the density of regular and irregular objects. The students will explore various techniques which can be used to separate mixtures including—filtration; crystallisation; distillation.</p> <p>Towards the end of Half-term 6 the students will complete an end of key stage assessment. This assesses all units from Year 7 to 9.</p> <p><b>Science Skills:</b></p> <p>Throughout the year and across all the units the students will develop their How Science Works Skills (planning investigations; carrying them out; analysing data; evaluating) in preparation for Required Practical's at KS4. To support this each year at KS3 we dedicate some time to a specific skill set.</p>



# Character



## CHARACTER



# Learning Journey



**St Ralph Sherwin**  
Catholic Multi Academy Trust





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