



ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS



YEAR 9  
CURRICULUM BOOKLET  
2022-23



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AT ST NICHOLAS' SCHOOL  
EVERYONE IS VALUED, EVERYONE IS SOMEONE

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# CONTENTS

<u>Introduction</u>	Page 4
<u>Art</u>	Page 8
<u>Classics (Latin, Classical Civilisation)</u>	Page 9
<u>Computer Science</u>	Page 11
<u>Drama</u>	Page 12
<u>English</u>	Page 13
<u>Food Technology</u>	Page 14
<u>Geography</u>	Page 15
<u>History</u>	Page 16
<u>Mathematics</u>	Page 17
<u>Modern Foreign Languages (French, Spanish, Mandarin)</u>	Page 18
<u>Music</u>	Page 20
<u>Physical Education</u>	Page 21
<u>PSHE (Personal, Social and Health Education)</u>	Page 22
<u>Religious Studies</u>	Page 23
<u>Science (Biology, Chemistry, Physics)</u>	Page 24
<u>Textiles</u>	Page 26



# INTRODUCTION

[< BACK TO CONTENTS](#)

## School Attendance

It is vital that all pupils attend school regularly, unless there are special circumstances. It should be noted that if a pupil is absent for more than six days each term, over the course of their time in the senior school, this is equivalent to half a year and could significantly reduce their chances of good grades at GCSE. A national survey has shown that 90% of pupils whose attendance is as low as 85% are likely to achieve fewer than five GCSE pass grades. If your daughter does have to miss lessons for any reason, she will be expected to copy up the work and also to try to understand it. She should always ask for help if she has difficulties.

## School Events

There are a number of events that pupils are required to attend. These include Open Days throughout the year and the Summer Fair. The dates of these events can be found in the school calendar. Non-attendance at these school events, without good reason, could affect a pupil's chances of becoming a school officer in Year 10.

## Equipment

All pupils should have the following equipment with them every day. All items should be clearly named. Two pencil cases are suggested with the contents divided, such as colouring pencils in one and every day bits and pieces in the other.

- Colouring pencils
- Highlighters
- Glue stick
- Pencil sharpener
- Fine liners/felt pens
- Pencils (HB)
- Scissors
- 30cm clear ruler
- Black ink pen or fountain pen and black cartridges
- Back up black pen
- Full mathematics set
- Scientific calculator

### Reference books required

- Good News Bible
- Oxford or Collins Pocket Dictionary
- Oxford or Collins Pocket Thesaurus
- Dictionaries for the modern languages studied



# INTRODUCTION

[< BACK TO CONTENTS](#)

## **The School Planner**

At the beginning of the year every pupil is given a school planner, in which to write her weekly timetable, add important events to the calendar and record all homework. The planner also includes the School Rules, which can also be found in the Parent Handbook.

## **Office 365**

The school is currently using Microsoft Office 365 as our VLE (Virtual Learning Environment). Through Microsoft Teams students will have access to online resources, class presentations and templates and they will hand in electronic assignments and have virtual classes as and when the need arises. There are currently various videos on Teams that are available for any help, but if your daughter needs additional assistance, they can contact the IT department.

## **Keeping in Touch**

There is an opportunity to meet with your daughter's teachers during the Autumn Term and there will be an Options Evening in the Spring Term. You will find the dates on the school calendar. You will receive a combination of reports and grade sheets throughout the year.

If you have any concerns please make use of the planner, as mentioned above, or contact the office to make an appointment to speak to your daughter's form tutor.

## **Assessment**

Pupils will usually sit two sets of examinations, one in January and one in May/June. Parents will be informed of the results in a school report or grade sheet. Reports will show a set or year average for each subject, so that it will be possible to see how your daughter is achieving compared to her peer group.



# INTRODUCTION

< [BACK TO CONTENTS](#)

## Homework

Year 9 pupils will usually have between 1hr 30 mins and 1hr 45 mins each night, although additional pieces of work may occasionally be set in subjects such as music, textiles, food etc. Homework is likely to include reading tasks, question sheets, research, revision etc and will be used to encourage your daughter to work more independently. Written tasks normally need to be handed in the next day. Pupils may be asked to complete a piece of work on the computer, and this should be printed at home and submitted for marking in the same way. Work on the computer may involve research using the internet but all pupils are given advice on the safe use of the internet in Computer Science lessons and as part of the PSHE course. All pupils are made aware of the ICT Acceptable Use Policy, which is a separate document.

Teachers aim to set work which can be completed in the time allocated. However, pupils do not all work at the same pace and, therefore, some pupils may find that it takes a little longer. If this is a problem, please contact the teacher concerned. Where possible, your daughter should aim to complete the task, to demonstrate what she can do and so that she gets sufficient practice in preparation for future examinations. Homework is not intended to be easy as pupils need to develop resilience, so that they can attempt challenging examination questions. You should, therefore, not expect your daughter to achieve full marks on a regular basis. Without struggle, there is no progress!

If work is not completed on time, or is not of a satisfactory standard, your daughter will be asked to do it again. If this happens on several occasions, you will be notified using the planner. The school also holds a weekly lunchtime detention for pupils who repeatedly fail to complete their work. A lack of commitment at KS3 could impact on a pupil's progress and, in turn, affect their GCSE Grade.

## Curriculum Support

We realise that pupils develop at different rates and that some pupils benefit from a little extra help. The school, therefore, offers Curriculum Support to help pupils develop strategies to improve their learning. This support is provided by trained staff to meet a pupil's individual needs. Pupils may be tutored in small groups, or they may be given additional help within a lesson. A few girls may be offered Curriculum Support instead of Latin/Classical Civilisation.

Members of Curriculum Support staff also liaise with subject teachers to ensure that pupils receive the support they need in class. Small classes enable subject teachers to provide pupils with additional help and scaffolding for their learning. If you are concerned that your child may have learning difficulties, such as dyslexia, please contact the Curriculum Support department in the first instance [csdept@st-nicholasschool.co.uk](mailto:csdept@st-nicholasschool.co.uk). We will be able to talk with you and your child about their needs and advise you as to your next steps.

JCQ guidelines mean that we cannot accept a privately arranged dyslexia report as evidence for GCSE access arrangements, e.g. 25% extra time. The school must complete a Form 8 before the assessment is begun and use an assessor with whom we have a relationship – we currently refer students to Anne Mitchell.



# INTRODUCTION

[< BACK TO CONTENTS](#)

## **MAT Learner**

More able and talented pupils are identified by their subject teachers in association with baseline data. We are committed to providing a challenging and dynamic curriculum, which provides opportunity and nurtures our most able and talented pupils.

Lessons are differentiated appropriately, providing challenge and pace. Opportunities allow pupils to explore subjects in greater breadth, as well as depth, and independence is encouraged.

More able pupils are encouraged to take part in a wide range of workshops, attend talks and trips to aid in enriching their learning.

# ART

[< BACK TO CONTENTS](#)



Pupils will take on more demanding tasks, which will be sustained and developed in greater depth. These projects will provide a challenge for the most talented pupils but, at the same time, provide a platform for the other pupils to build up their confidence and produce work of which they can be proud.

There will be opportunities to try new techniques in Art and Design and these will be produced in 2 and 3 dimensions. Projects will be linked to Art History, Contemporary Art and other cultures. Drawing skills will be developed and pupils will use photography and I-pads for research will be encouraged. Pupils will have the opportunity to work with greater independence and personal interpretation of a given theme, using a choice of media, which will extend the most creative pupils.

The Year 9 curriculum will prepare pupils for the challenge of GCSE and provide a broad appreciation for those who do not take the examination option.

Each term the pupils will be working to a theme, and projects and outings may be arranged with other departments to develop cross-curricular links.

There is the opportunity to attend Art Club as an extra-curricular activity and to be involved with drama productions that take place during the year.





In Year 9, there are two lessons of Classics each week. All pupils visit the Roman baths in Bath.

Extra English and Curriculum Support will be offered, instead of Latin or Classical Civilisation, where appropriate.

## Latin

Pupils who studied Latin in Year 8 continue with the subject in Year 9, but there will be more focus on the historical background than in previous years.

Language aspects covered include:

- Participles and infinitives
- Adjectives
- Relative clauses
- Pluperfect tense
- Genitive and vocative cases
- Pronouns
- Imperatives

Background topics include:

- Britannia
- The Druids and Boudicca
- Military life at Aquae Sulis
- The Romans and the Mediterranean Sea

Latin is offered as an option subject for GCSE.

Pupils will be given one homework of 30 minutes each week. The tasks will be varied (translations, learning vocabulary and grammar, historical projects, etc.) and they aim to develop independent study. Girls should develop the habit of checking their work for spelling and grammatical errors.

There are resources, worksheets and web links in Teams designed to reinforce the material studied in class.



## Classical Civilisation

The pupils who took Classical Civilisation in Year 8 continue with the subject in Year 9.

The course focuses on an introduction to the GCSE course:

- The Greek Gods and Heroes: Theseus, Perseus, Jason, Heracles.
- Love in mythology: Orpheus and Eurydice, Persephone and Hades, Venus and Mars.
- History of Rome from its foundation to the first Emperor, Augustus.
- GCSE course starts in the summer term: Roman leisure and entertainment (linked to our trip to Bath).

Classical Civilisation is offered as an option subject for GCSE.

Pupils will be given one homework of 30 minutes each week. The tasks will be varied (historical projects, essays, research, etc.) and they aim to develop independent study. The girls will be encouraged to use critical thinking and, when completing written tasks, use their own words with accurate grammar.

There are resources, worksheets and web links in Teams designed to reinforce the material studied in class.



# COMPUTER SCIENCE

[< BACK TO CONTENTS](#)

Computer Science is a compulsory subject for pupils during Key Stage 3. Lessons contain a mixture of Digital Literacy, Information Technology and Computer Science – including coding.

All pupils sit an external examination - OCR Functional Skills in ICT - during Year 9. Computer Science is then offered as a GCSE option at Key Stage 4.

The Scheme of Work is continually evolving owing to the rapid changes in technology and its use. We aim to deliver a vibrant and cohesive Scheme of Work that is topical and relevant and fits the needs of our pupils.

A range of consolidation topics will be covered in Year 9 during 2022 - 2023 to focus the pupils on preparing for the Functional Skills examination in the Spring Term. There will also be a substantial computing content to equip our pupils with vital skills and build a solid foundation for those pupils taking Computer Science at GCSE.

The curriculum will include:

- E-safety
- Functional Skills topics:
  - Internet research
  - Spreadsheets
  - Effective selection and presentation of information
  - Email
  - File and folder organisation
- Computer Science and computational thinking
- Computer coding using Python
- Digital trends and the impact of technology

Computer Science lesson material will be available on Microsoft Teams. Office 365 will be used during lessons and the resources will also enable pupils to catch up with work at home in the event of a lesson being missed for any reason.



In Year 9, all pupils have one lesson of Drama each week.

## **Autumn Term**

The work this term is focused on a series of “Short, Sharp, Skills” lessons. The pupils will increase their performing skills, working as a whole class, in small groups and individually, on a variety of acting exercises.

## **Spring Term**

“Eye Contact and Violence” is the title of this term’s topic! Starting with the basics, the pupils will undertake a stage fighting course of lessons, culminating in an in-school performance of their new skills.

## **Summer Term**

Following a group practical examination piece, the pupils will work collaboratively on a Film Project. In small groups they will write, rehearse, film and edit their own pieces.

## **Assessment**

Examinations are held in the Spring and Summer Terms, which consist of a practical and written paper (50% each). A monologue is performed in the Spring Term and a group piece for the Summer Term practical examinations.

The pupils are also formally assessed on a termly basis and given the opportunity to complete a self-evaluation form at the end of each term.

All pupils have the opportunity to take part in the annual Senior Production. Tuition provides the foundation and basis for the study of GCSE Drama.



The Department broadly follows the National Curriculum aims which are to develop the ability of pupils in clear and effective communication through spoken and written forms. Throughout the year the specific skills required for success at GCSE English Language and Literature are developed.

## **Speaking and Listening**

Pupils will be required to show, in a series of spoken tasks, that they can: recount personal experiences; share and exchange ideas and views; do an individual presentation; plan and take part in group discussion and presentation; be aware of the need to vary the language used to suit the situation; use the grammar and vocabulary of standard spoken English.

## **Reading and Writing**

Pupils will be required to read a range of fiction and non-fiction texts our own and other cultures. They will study a range of fiction extracts, a novel, a Shakespeare play, and a selection of poetry, including 19th Century texts. Figurative language will be taught and revised. They will write to: imagine, explore, entertain, inform, explain, describe, persuade, argue, advise, analyse, review, summarise, compare and evaluate. Pupils are encouraged to use ICT and to redraft and edit their writing. Grammar and punctuation rules will be revised and will continue to be reinforced.

## **Presentation**

Pupils will be required to spell common words, write in a clear and legible style, and present finished work accurately.

## **Homework**

Homework is set twice a week. It should be handed in promptly and checked for spelling and grammatical errors. Pupils should use homework to consolidate work done in class as well as to assist their individual learning, for example by wider reading and research, and extended writing.



# FOOD TECHNOLOGY

[< BACK TO CONTENTS](#)

Food Technology is taught for three lessons each week, which is grouped together and carried out as one session. The subject is taught on a term and a half rotation, with one half of Year 9 studying Food with the other in Textiles, before they then swap over.

In Year 9, we aim to enrich pupils' interest in food, looking ahead as a potential subject option for GCSE. With this in mind, pupils will carry out a number of practical tasks, which develop and tune their culinary skills and enable them to produce complex and highly skilled dishes.

In Year 9 these dishes include: making colourful pasta, choux pastry and breads, learning how to make sushi, complex knife skills, and cake making. Theory work is focussed on teaching a variety of elements appropriate to cooking such as: health, safety and hygiene in the kitchen, healthy eating, dietary requirements, food provenance, food heritage and the science of ingredients and processes.

Practical tasks include:

- Colourful Pasta
- Choux Pastry
- Breads
- Sushi
- Chicken curry and rice
- Pasta Bolognese
- Celebration cakes

Pupils will be expected to provide the majority of their ingredients for practical tasks, with some of the more difficult to transport items being provided (eggs, oil etc) for a small fee. They will be given a practical demonstration of the dish in one lesson and will be expected to bring in the ingredients to make it the next. This will mean that they will have a week's notice to buy ingredients. In addition to ingredients, pupils will be expected to bring in a suitable container so that they can take their food products home.

The pupils will be expected to complete a written task for homework each week, which is often an evaluation of their practical task. They are expected to neatly present all work to a standard that they would be happy to have put on display.

Food Preparation and Nutrition is offered as a GCSE option in Year 10.

# GEOGRAPHY

[< BACK TO CONTENTS](#)



In Year 9, pupils build on the skills they have acquired in Years 7 and 8 and develop a much deeper understanding of Low-Income countries, High Income countries and Newly Emerging Economies. After the January exams, all Year 9 start the GCSE Geography course, whether they choose to continue it as a GCSE option choice or not and start to develop skills that will take them through into Year 10.

Topics studied include:

- Ecosystems and Tropical Rainforests, to include trophic pyramids and food chains, the climate and structure of the rainforest, how plants and animals are adapted to life in the rainforest, how the rainforests are being destroyed, and what we can do to support this valuable ecosystem.
- Natural Hazards: (GCSE: AQA Paper 1, Section A, Topic 1). An introduction the key terms of hazard and risk and looking at how different hazards can be classified.
- Tectonic Hazards: (GCSE: AQA Paper 1, Section A, Topic 2). Understanding how earthquakes and volcanic eruptions are the result of physical processes; the effects of and responses to tectonic hazards and how they vary between areas of contrasting levels of wealth; how management can reduce the effects of tectonic hazards.

## Homework

Homework will be set weekly although some tasks may extend over several homework slots and pupils will need to organise themselves so that they have time to complete the task.

Some tasks may involve research using the internet or other sources and girls will be expected to write up their research in their own words. Word processed work should always be printed off at home in advance of lessons.

Pupils should develop the habit of checking their work for spelling and grammatical errors and should aim to use geographical terminology in their written work.

Geography is offered as an option subject at GCSE.



# HISTORY

[< BACK TO CONTENTS](#)

In Year 9, emphasis is placed on the analysis and evaluation of source material, enabling pupils to make substantiated judgements, in the context of the historical events studied. In the autumn term, the pupils complete their study of the Black Peoples of the Americas from the early days of slavery to the fight for civil rights. This is followed by a study of the First World War and its aftermath. In the spring term, pupils consider the causes and key events of the Second World War. The summer term is spent studying a different aspect of History: Health and the People. This enables pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time. 'Health and the People' forms part of the GCSE course and will be a useful introduction for those continuing History in Years 10 and 11.

Pupils will consolidate their skills of dealing with evidence and assessing its utility as well as building on Year 7 and 8 work for how to approach different styles of examination questions. They are encouraged to take part in discussion and express themselves clearly and cogently.

The topics studied include:

- The Industrial Age; The British Empire
- Challenges for Britain, Europe and the wider world 1901 to the present day.
- Health and the People: an introduction.

History is offered as an option subject at GCSE.

## Homework

- Sometimes an extended piece of homework may be given which would not be expected to be completed in one homework, but over two or more allocated slots depending on the nature of the task. Pupils are expected to organise themselves so that they do not leave such tasks to the last minute, but plan their time accordingly.
- Pupils are expected to proof-read their work and review spelling, punctuation and grammar.





Year 9 begin the 3 year Edexcel Mathematics GCSE syllabus (in line with Science) to allow study of the course in greater depth. The following strands of Mathematics in the Edexcel specification will be covered:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Throughout the course teachers will endeavour to make the curriculum relevant to the real world so that this gives purpose and reason to concepts being studied. Schemes of work have been developed to make links with careers and other subjects in all key stages.

There is a strong emphasis on problem solving so we dedicate time to ensuring pupils understand the content and can apply it to a range of situations and other topics.

Pupils will sit exams in January and at the end of the school year. These are for internal purposes to assess progress and understanding, as well as exposing pupils to GCSE exam papers. Progress will be shared with parents through grade sheets and end of year reports.

## Homework

Pupils will be given two homework tasks each week. The tasks will be varied and will include exercises supporting and reinforcing class work, investigative problem-solving and occasional research. They will be designed to take 30 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. It is vital that pupils attempt to complete every task. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to present their work neatly and think about the layout of their solutions. These factors will be considered when the work is marked. Their methodology should be clearly shown.



# MODERN FOREIGN LANGUAGES

[< BACK TO CONTENTS](#)

In Year 9 pupils study the two languages selected at the end of Year 8. Each pupil will have to select at least one of these two languages to study for GCSE.

## French

French lessons are conducted mainly in the target language. Pupils continue to develop the skills for clear communication, as well as gaining an insight into life in the French-speaking world. "Studio 3" is used in Year 9. All pupils need a French-English dictionary for work in class and at home.

The following areas are covered:

- the social life of a teenager, including social media and music tastes
- healthy lifestyle, including sport and fitness, healthy eating, making plans to get fit
- careers, including what kind of jobs interest them, the importance of foreign languages for work prospects, what they used to do when they were younger and future work plans
- holidays, including planning a trip, extreme sports, describing a past holiday, visiting tourist attractions
- the wider world, including rights and responsibilities, personal priorities, what makes them happy, injustice

Throughout the year, pupils work in the past, present and future timeframes, using a variety of tenses according to their ability. They are introduced to a range of more complex areas of grammar.

Homework is set twice a week. Work must be set out neatly with the date and title in French. All work should be checked carefully for spelling and syntax mistakes before handing in. Typical tasks include a short piece of writing, grammar exercises, a page from their workbook, learning vocabulary for a spelling and comprehension test or memorising a presentation to deliver to the class. Most pupils will be able to complete the tasks independently but should be encouraged to use their own resources (textbook, dictionary) to achieve the required accuracy.

The use of translation software is strongly discouraged, as it does not help pupils learn and it produces largely inaccurate French.

French is available for study at GCSE.

# MODERN FOREIGN LANGUAGES



[< BACK TO CONTENTS](#)

## Spanish

In Year 9 pupils can study Spanish. They spend the year building on their skills from Year 8. Most lessons are conducted in the target language. Pupils will use “Viva 3”.

Topics covered in Spanish include talking about professions and career ambitions as well as using the future tense. Food and drinks, having a healthy diet and discussing the daily routine are also studied. Pupils will also research and conduct various Powerpoint presentations including the topic of the environment. Emphasis is on oral work, dialogues and role-plays as well as developing use of grammar and the three main verb tenses (Present, Past and Future).

Homework is set once a week. Work should be set out neatly with the date and title in the target language, and should be checked thoroughly before handing in. Accuracy of grammar and spelling are vital in these subjects. Most pupils should be able to complete the tasks independently. Pupils should supplement their homework with regular independent vocabulary learning.

The use of translation software is strongly discouraged, as it does not help pupils learn and it produces largely inaccurate Spanish.

Spanish is available for study at GCSE.

## Mandarin

In Year 9 pupils can study Mandarin. They will build on the skills learnt in previous years.

Topics covered in Mandarin include: occupations and future plans, home and garden, relationships with friends, money and shopping, environment and health, fashion and entertainment, travel and custom, media and technology, describing people and more complex sentence structures.

All lessons include a variety of activities and teaching methods.

Homework is set once a week. Work should be set out neatly with the date and title in the target language, and should be checked thoroughly before handing in. Accuracy of grammar and spelling are vital in these subjects. Most girls should be able to complete the tasks independently. Pupils should supplement their homework with regular independent vocabulary learning and practicing writing Chinese characters by heart.

French, Mandarin and Spanish will be offered as an option subject for GCSE. It will be compulsory to study one of them and possible to study two.

# MUSIC

[< BACK TO CONTENTS](#)



Pupils in Year 9 follow a broad music course which builds upon the skills developed in Year 8. Listening, performing and composing form the core activities for each of the three units of work.

## **The Baroque Era and Fusion**

Pupils will develop their understanding of the key musical features of the Baroque era. They will learn about musical devices and structures, including ground bass, ornamentation and Theme and Variations. Pupils will use Pachelbel's Canon in D as the basis for composition work and will also explore fusion, looking at how Baroque music has been combined with other musical styles.

## **Minimalism**

Pupils will explore the roots and background to minimalist music from the 1960s. They will learn about the key composers, musical devices and its legacy on the music composed today. Pupils will listen to and study important works from the minimalist era, which will enable them to compose their own piece of original minimalist music.

## **Film Music**

This unit develops pupils' ability to analyse and create effective film music. They will listen to a wide range of examples from different genres, including Romance, Western, Horror, Thriller and Action. Pupils will learn how to create a storyboard as well as how to compose music to enhance and reflect the events and emotions of a scene from a film.

Pupils will have the opportunity to take part in choirs, orchestras and other ensembles as well as participating in school-based workshops.

Music is offered as an option subject in Year 10.



# PHYSICAL EDUCATION

[< BACK TO CONTENTS](#)

In Year 9, the pupils are taught across a range of activity areas. Each activity area will bring with it different qualities, skills, rules and tactics. Pupils will also be taught about the importance of physical and mental well-being. The focus will be on building on their current knowledge and understanding and maintaining participation and improving performance.

Pupils will develop their teamwork, sportsmanship, communication and leadership skills. They will advance their individual skills and tactical knowledge and learn how to best apply them effectively in competitive situations to gain an advantage. Their knowledge of the rules should be sound, and they will be able to self-officiate. Greater emphasis is placed on analysing their own and others' performance and considering ways of improving it - this is good preparation for those considering GCSE PE.

Pupils will try taking on the roles of official and coach and lead warm-ups, drills, select team formations and tactics, and help others. In their Games lessons they will explore the core sports (in bold), in which they will have opportunities to represent the school and compete in regular inter school fixtures.

In PE lessons pupils will experience a breadth of activities, both team and individual. In the Summer Term PE lessons will focus on athletics initially in preparation for Sports Day. There will be opportunities for the pupils to further progress their knowledge and understanding in lunchtime and after-school clubs. We enter local leagues as well as friendly fixtures and district competitions. Some pupils go on to represent the area and Hampshire from the district competitions in the relevant activities.

The following is a guide to the activities that will be covered:

- **Autumn Term:**
  - Netball**
  - Hockey**
  - Football**
  - Basketball**
  - Volleyball
  - Health and Fitness
  - Cross Country
  - Tag Rugby
  - Pop Lacrosse
- **Spring Term:**
  - Netball**
  - Football**
  - Basketball**
  - Badminton
  - Dance
  - Mental and Physical Wellbeing
  - Cross Country
- **Summer Term:**
  - Cricket**
  - Rounders**
  - Athletics**
  - Tennis



# PSHE (PERSONAL, SOCIAL AND HEALTH EDUCATION)

[< BACK TO CONTENTS](#)

The PSHE course throughout the school incorporates life skills, health education, careers and citizenship. The material is chosen to take into account the ethos and aims of the school.

The Year 9 course covers;

- Peer influence, substance use and gangs.
- Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.
- Learning strengths, career options and goal setting as part of the GCSE options process
- Respectful relationships, families and parenting, healthy relationships, conflict resolution, and relationship changes.
- Healthy lifestyle; Diet, exercise, lifestyle balance and healthy choices, and first aid.
- Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.
- Employability skills and online presence.



# RELIGIOUS STUDIES

[< BACK TO CONTENTS](#)

The teaching of Religious Studies provides spiritual, moral, social and cultural development.

This year, pupils will follow a syllabus which incorporates examining and evaluating Religious Philosophy and Ultimate Questions. This is covered in four units. The topics are predominately taught through an analysis of Christian theology and compared and contrasted with other major belief systems.

- **Religion and God**

An analysis of the theories of major philosophical religious thinkers, such as Thomas Aquinas, Friedrich Nietzsche and Immanuel Kant.

- **Religion and Science**

An analysis of current scientific and religious accounts of the origins of the universe.

- **Religion and the Problem of Evil and Suffering**

An analysis of the reasons for suffering and whether there is a purpose.

- **Religion and Immortality**

An analysis of beliefs and teachings about life after death.



Pupils begin the AQA Biology, Chemistry and Physics GCSE syllabus in Year 9. They have two periods of each science every week.

Throughout the courses, pupils will develop their ability to plan, carry out and evaluate their own experiments. They will develop their maths skills, literacy skills and enquiry processes.

If a pupil misses any lessons, she will be expected to catch up the work and may be asked to carry out any experiments at lunchtime, as the pupils' knowledge of the practical work carried out will be assessed in exam questions in Year 11.

Pupils must provide lab-coats for all practical lessons; otherwise, they will be unable to take part.

## Biology

Pupils study the following topics:

- Cell structure and transport - microscopy, cell structure, movement of substances into and out of cells
- Cell division - mitosis, meiosis and stem cells
- Organisation and the digestive system – structure and function of the digestive system and the function of enzymes
- Organising animals and plants – the heart and circulatory system, breathing and gas exchange, tissues and organs in plants

## Chemistry

Pupils study the following topics:

- Atomic structure
- The periodic table
- Structure and bonding
- Quantitative chemistry





## Physics

Pupils study the following topics:

- Conservation and distribution of energy, including efficiency and power
- Heat transfer
- Energy Resources

## Homework

Pupils will be given one homework task per science each week. The tasks will be varied and will include research, accounts of experiments, worksheets, revision etc. They will be designed to take 30 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. Occasionally, pupils will be asked to complete an extended task over a few weeks. It is vital that pupils attempt to complete every task and show evidence of this, even if something seems challenging. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to use their own words, present their work neatly and think about their spelling and grammar. These factors will be taken into account when the work is marked. Pupils should also get into the habit of proof-reading their work before it is submitted for marking, as this will be a vital skill at GCSE.



# TEXTILES

[< BACK TO CONTENTS](#)

In Year 9, pupils study Textiles for half a year and Food Technology for the other half of the year.

They are given the challenge of designing and making a bag inspired by artist or designer research, using mainly re-cycled fabrics.

The aim of the course is to develop an understanding of the design process for new products and to give the opportunity to learn different decorative techniques. Pupils will have the opportunity to embellish their bags using the skills that they learned in Years 7 and 8, as well as new techniques including use of stencils, printing, silk painting and weaving. They will be required to source a garment for recycling and other notions for decoration, depending on their design ideas.

Pupils will be expected to complete a piece of practical or written homework almost each week. They are expected to read through their work and review their spelling, punctuation and grammar as a matter of good practice.

This subject is offered as a GCSE option in Year 10.



# ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS

## ST NICHOLAS' SCHOOL

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