



ARCHBISHOP
MCGRATH CATHOLIC
HIGH SCHOOL



**KEY STAGE THREE
CURRICULUM -**

**LEARNER PROGRESSION &
EXPECTATIONS**

**INFORMATION FOR PARENTS,
CARERS & PUPILS**

Year 9 2025-6





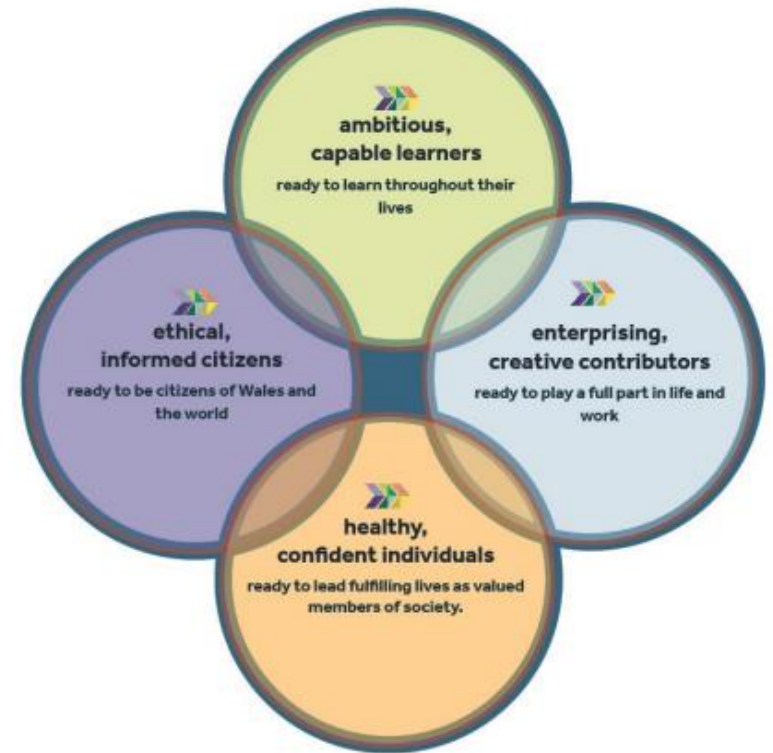
OUR VISION



‘Christ at the Centre’

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable, life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:
Empowered, Virtuous and Employable individuals,



Our school vision is underpinned by our Catholic Ethos and the desire for all our learners to develop in line with the four purposes of the Curriculum for Wales.

WHAT ARE THE SIX AREAS OF LEARNING EXPERIENCE IN THE CURRICULUM FOR WALES (3-16)?

Languages, Literacy & Communication

English, Welsh, International Languages

Mathematics & Numeracy

Mathematics

Science & Technology

Science, Design Technology, IT, Computer Science

Humanities

Geography, History, Business Studies*, Politics*

Health & Wellbeing

Physical Education, Food & Nutrition, PSE, RSE

Expressive Arts

Music, Art & Design, Drama*

Skills

Literacy, Numeracy, Digital Competency



Skills

Creativity & Innovation, Critical thinking, Problem Solving, Personal effectiveness & organising

MAKING SURE LEARNERS MAKE PROGRESS

What is Progression?

As our learners move from primary school to secondary school at Archbishop McGrath, they will continue to make progress in all 6 AoLEs. As is always the case, some pupils will make progress at different rates to others. As pupils move through years 7-9, the work they cover will become increasingly developed in order to help prepare them for their GCSEs in Years 10 and 11.

How will progress be achieved from Year 7 through to Year 9?

Principle of Progression 1

Increased breadth & depth of knowledge

Principle of Progression 2

Deepening understanding of the subjects and topics that make up the 6 Areas of Learning

Principle of Progression 3

Refining and more sophisticated ways of using and applying skills

Principle of Progression 4

Making connections and transferring learning into new contexts

Principle of Progression 5

Increasing the overall effectiveness of learners in all subjects that make up the 6 Areas of Learning

ASSESSMENT TO SUPPORT PROGRESSION

We want all our pupils to achieve in line with their potential. Some of our learners will need more support in order to get there but we believe in having high expectations for all.

Teachers in all subjects use a wide range of strategies in order to find out how much progress our learners are making. These may include:

- End of topic tests and exams
- Activities completed in lessons
- Projects
- Speaking, listening and writing activities
- Home learning tasks
- Asking challenging questions in lessons
- Class and individual feedback - What Went Well, Even Better If (WWW, EBI)
- Use of directed improvement and reflection time in lessons (DIRT)
- Learners self and peer assessing their work

The steps below from the Welsh Government are an approximate guide to where children of certain age groups are expected to be. Some learners will be above, below or performing in-line with their ability at any one time.

- Progression Step 1 - ages 3-5
- Progression Step 2 - ages 5-8
- Progression Step 3 - ages 8-11
- Progression Step 4 - ages 11-14
- Progression Step 5 - ages 14-16

Religious Education

Term Seven/Module Seven

Topic: Creation and Covenant/ Prophecy and Promise

Knowledge and Experiences: Pupils will investigate what it means to be human, they will critically analyse the Catholic teaching on the sanctity of life, the sacrament of marriage and reflect on the extent to which they recognise their own and other's dignity, irrespective of appearances, actions and feeling. In year 9 pupils will explore Catholic beliefs about Mary and analyse practises associated with devotion to Mary. Pupils will think critically about the role religion has in politics.

Skills developed: To make clear links between belief and behaviours, to critically analyse and assess the role religion plays in people's lives.

Term Eight/Module Eight

Topic: Galilee to Jerusalem/ Desert to Garden

Knowledge and Experiences: Pupils will explore is meant by 'vocation', and the nature of discipleship. Investigate the evangelical counsels. Critically analyse the view that woman should not be ordained and investigate Church teaching on wealth and evaluate the view the Church should have no wealth. Pupils will evaluate the role of forgiveness and the extent to which forgiveness is possible.

Skills developed: To reflect and critically assess claims made about poverty and wealth, to develop quality of written communication by completing written evaluations in preparation for the GCSE course.

Term Nine/Module Nine

Topic: To the Ends of the Earth/ Dialogue and Encounter

Knowledge and Experiences: Pupils will investigate the structure of the 'Church on Earth', explaining why the Church teaches that the visible Church is 'the universal Sacrament of Salvation', be able to explain what is meant by 'the Church in heaven', making links with the Church teaching about the intercession of the saints. Pupils will evaluate the claim that the belief that the Church is 'holy' contradicts the teaching that the same Church is 'always in need of being purified. Investigate the role of the Common Good in interfaith Dialogue. Pupils will consider how they would answer the question 'Who is my neighbour?' and what is needed for meaningful engagement to take place.

Skills developed: To be able to apply their learning to their experiences and the experiences of their communities. To continue to develop their critical thinking skills of analysis and evaluation. To be able to support answers with reasoned judgements and come to a clear conclusion, supported with religious evidence.

English

Pupils and parents/guardians can access useful resources to improve accuracy, writing and reading skills in the general Key Stage 3 Google Classroom area. Use the code bb2qxzw to join the KS3 area. Pupils should get their individual class codes from their class teachers.

Term Seven/Module Seven

Topic

Knowledge and Experiences

Pupils hone their close reading and language analysis in year nine through the study of GCSE-style non-fiction questions and texts on 'sharks'. They respond to poetry and complete extended writing under timed conditions. Fortnightly accuracy lessons and spelling tests encourage the use of correct punctuation, grammar and spelling.

Skills developed

To develop close reading, inference and analysis skills. To develop deduction, inference and resilience. To hone accuracy skills.

Term Eight/Module Eight

Topic

Knowledge and Experiences

Pupils explore the conventions of the Gothic genre. They consider a wide variety of rich texts, including extracts from 'Dracula', 'The Woman in Black' and 'Rebecca'. GCSE-style questions enable learners to develop responses to 'how' questions and consider the writers' intentions.

Skills developed

Pupils develop their close reading, retrieval and analysis skills. Hone accuracy skills.

Term Nine/Module Nine

Topic

Knowledge and Experiences

Pupils explore the crime genre to develop reading and writing skills. They read and begin studying a GCSE text to prepare for Year 10.

Skills developed

Pupils develop their organisation and empathy skills through various pieces of extended writing. They work on upgrading sentences to focus on grammatical accuracy and vary the length and structure of sentences to make meaning clear. Pupils hone their accuracy skills through completion of accuracy tasks and learn words from the year nine and GCSE 'hit' spelling lists.

Mathematics

We predominately follow the White Rose Maths Scheme of work with Year 7, please use the link for videos to support you and your child with their learning <https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-1-new> We have adapted the Scheme of learning for Archbishop McGrath and the New Welsh Curriculum therefore some content is taken out. Pupils' work will be differentiated depending on where they are in their progression. You can also use our Maths Symbaloo to find resources to support your child with their learning <https://www.symbaloo.com/mix/maths117?lang=EN>

Term Seven/Module Seven

Topic: Number Facts and Relationships, Proportion, Expressions and Equations, Money

Knowledge and Experiences

Pupils will explore prime factors and standard form. Use fractions, decimals, percentages, ratio, approximations and bounds. Moving on to algebraic expressions, factorising and rearranging formulae. Then solving various types of equations and using trial and improvement. Finishing with exchange rates and household bills.

Skills developed

Pupils will use powers and the rules of indices. Write a number as a product of its prime factors in index form and use it to find the HCF and LCM. Interpret numbers in standard form and use within calculations. Use multipliers when working with percentages. Calculate the outcome of a repeated proportional change. Understand the idea of reverse percentage to find an original quantity. Use calculations with different representations of fractions. Justify selection of method, including when to use a calculator. Define upper and lower bounds and recognise limitations on accuracy of measurements in calculations involving addition and subtraction. Manipulate indices, substitute into expressions, multiply out brackets, factorise expressions and rearrange formulae. Distinguish between equations, formulae and expressions. Form and simplify expressions. Solve a variety of equations include simultaneous equations and by trial and improvement, justifying the solution. Understand money with foreign exchange rates, best buys and comparing financial products. Calculate compound interest, household utility bills and income tax.

Term Eight/Module Eight

Topic: Measures, Time, Area and Volume, Angles, Sequences, Shape and Construction, Graphs and Data

Knowledge and Experiences

Explore circles and volume of prisms. Use Pythagoras, Trigonometry and compound measures. Explore timetables, co-ordinates and sequences. Construct shapes and use bearings. Work with a variety of graphs and averages.

Skills developed

Pupils will calculate the perimeter and area of semi-circles, quadrants and compound shapes. Use the terms arc, sector, segment, chord and tangent. Rearrange formulae to find the radius or diameter of a circle. Work out volumes of prisms and cylinders. Use Pythagoras' Theorem and Trigonometry to find the missing sides and angles of right-angled triangles. Understand and use a variety of compound measures. Construct and interpolate from conversion graphs. Use timetables and time zones to plan a multi-stage journey. Find the distance between two points and the midpoint of a line. Generate non-linear sequences given the nth term rule and explore real life sequences with diagrams. Recognise similar shapes and calculate the size of missing sides. Draw plans and elevations of any 3D solid, explore bearings, construct perpendicular bisectors, the perpendicular from a point to a line, angles of 60° and 90° and the bisector of an angle. Shade a region defined by up to two conditions. Generate and plot points for simple quadratic and cubic functions. Construct and interpret a variety of graphs and diagrams (including pie charts) to represent discrete or continuous data, with the learner choosing the most appropriate representation, including frequency polygons and lines of best fit on scatter diagrams. Use the mean, median, mode and range from grouped frequency tables to compare distributions.

Term Nine/Module Nine

Topic: Collect and record data, Movement and Probability

Knowledge and Experiences

Pupils will test hypotheses, evaluate and write questionnaires. Transform shapes and explore probability. Including sample space diagrams, two-way tables and Venn diagrams.

Skills developed

Specify and test hypotheses, taking account of sampling. Identify possible sources of bias in the design of collection sheets and questionnaires. Evaluate questionnaires and write suitable questions, including response boxes. Grouping of discrete or continuous data into class intervals of equal widths. Reflect shapes and describe reflections in horizontal and vertical lines. Rotate shapes about a point, describe rotations and find the

centre of a rotation. Translate a shape by a vector and describe a translation using vectors. Enlarge a shape from a centre where the scale factor is 0.5. Know that the sum of probabilities is 1 and use this to find missing probabilities in fraction or decimal form, including where there are two equal probabilities missing. Compare an estimated probability from experimental results with a theoretical probability. Identify when to construct sample space diagrams or two-way tables to solve a problem. Use a two-way table and sample space diagram to calculate the probability of simple compound events. Estimate the number of successes where probability is expressed as a fraction or decimal.

Science

Year 9 Science extends on the fundamental skills and knowledge of year 7 and 8 in preparation for GCSE and beyond. There are 6 main topics which all aim to develop knowledge and skills through our love of Biology, Chemistry and Physics.

Year 9 Biology Homeostasis

Year 9 students will be studying **Homeostasis**, a vital biological concept that explores how the body maintains stable internal conditions despite changes in the external environment. Through practical investigations, data analysis, and real-world applications, pupils will gain a deeper understanding of how the human body and plants respond to stimuli and regulate key processes.

Key skills developed in this topic include:

- Scientific enquiry and practical investigation
- Data analysis and graphing
- Understanding of physiological and neurological processes
- Literacy through extended writing and evaluation
- Critical thinking and application of scientific concepts

Year 9 Biology Genetics

Year 9 students will be exploring the fascinating world of **genetics and evolution**, a topic that helps them understand how traits are inherited, how organisms change over time, and how science is used to improve health and agriculture. Through practical investigations, ethical debates, and real-world applications, pupils will develop a deeper understanding of biological inheritance and the mechanisms of evolution.

Key skills developed in this topic include:

- Scientific enquiry and practical investigation
- Data analysis and graphing
- Ethical reasoning and debate
- Literacy through persuasive writing and article analysis
- Understanding of inheritance, variation, and evolution

Year 9 Chemistry 1: Exploring Elements

In this topic, pupils explore the building blocks of matter—**elements, compounds, and atoms**—and how they are organised in the **Periodic Table**. They learn to distinguish between elements and compounds, understand atomic structure, and investigate how properties of elements relate to their position in the table.

Through practical experiments and research, pupils examine **metals, non-metals, and metalloids**, test for **halides and metal ions**, and explore the behaviour of **alkali metals, halogens, and noble gases**. They apply this knowledge to real-world contexts such as identifying unknown substances and understanding the use of elements in everyday products like lighting and balloons.

The topic also introduces **radioactive elements** and **isotopes**, helping pupils understand atomic mass and how it's calculated.

Skills Developed

- Numeracy skills - use of atomic number, relative atomic mass and numbers of atoms in chemical formulae and calculations
- Literacy skills – describing the properties and uses of the elements, planning and concluding investigations
- Digital Skills – Researching elements and sequencing

Year 9 Chemistry 2: Mining for Metals

In this topic, pupils explore how metals are sourced, extracted, and used in everyday life. They begin by learning what ores are and how metals like gold can be found in their native form. Pupils investigate different methods of metal extraction, including **electrolysis** and **displacement**, and compare the reactivity of various metals through practical experiments.

The topic also covers the differences between **pure metals and alloys**, and how alloying changes a metal's properties. Pupils study **corrosion**, including how rusting can be prevented, and explore the history and future of **steel production in Wales**, with a focus on Port Talbot.

Further investigations include **transition metals**, their unique properties, and how they form coloured compounds. Pupils also examine the **rate of reaction** between metals and acids, and how changing conditions affects this rate.

To conclude, pupils research a chosen metal, presenting its symbol, properties, and uses. This topic helps pupils understand the importance of metals in industry, technology, and society.

Skills Developed

- Numeracy skills – charges of ions, recording reaction rates and analysing data
- Literacy skills – communicating the history and future of metals in Wales
- Digital Skills – Researching metals and their impact on Wales, UK and the world

Year 9 Physics- Electricity and Magnetism

Knowledge and Experiences

In this module, students will explore various aspects of electric circuits and energy generation, starting with understanding the difference between a battery and a cell. They'll learn how to construct circuits in series and parallel configurations, including the placement of bulbs or LEDs. Furthermore, students will grasp how different power sources impact circuits, considering factors like voltage and connections in series or parallel. They'll understand electricity as the flow of current, measured in volts for voltage and amps for current, and identify resistors as objects opposing current flow, measured in ohms. Students will recognize circuit symbols for common components like batteries, bulbs, switches, and meters, and comprehend the basic process of electricity generation, such as in power stations. Moreover, they'll learn about electrons' movement in electric current, how to build circuits for specific functions like two-way light switches and understand less common circuit components and their symbols.

Additionally, students will know how to add resistors in series, build and control electromagnets, and assess the advantages and disadvantages of different energy generation methods, including fossil fuels, solar, wind, tidal, and nuclear power. Through this exploration, students will develop a comprehensive understanding of electric circuits, energy generation, and practical applications, fostering critical thinking and problem-solving skills in electrical engineering.

Students will explore the concept of magnetic fields and their applications. They'll understand that magnetic fields surround magnets and extend into space, with field lines pointing from North to South. Additionally, students will learn about the practical uses of magnetic field lines, such as in compasses. Moreover, they'll discover how electromagnets are created using electricity and how to control their strength through factors like the number of turns, iron core, and current. They'll also learn that a wire carrying a current generates a magnetic field. Furthermore, students will explore various applications of electromagnets, including sorting recycling, lifting ferrous metal objects, operating circuit breakers, powering loudspeakers, and driving motors. Through this study, students will develop a comprehensive understanding of magnetism and electromagnetism, as well as their practical applications, fostering critical thinking and scientific inquiry skills.

Skills developed

- Practical skills in building circuits.
- Measuring skills in measuring current and voltage
- Design skills when making electromagnets

Waves

Knowledge and Experiences

In this module, students will explore the characteristics of light and sound waves. They'll learn that light and sound travel at different speeds and how altering properties of musical instruments, such as string length or column of air, can change their pitch or frequency. Additionally, students will understand how the volume of a sound and the brightness of a light source change with increasing observer distance. They'll also discover that different animals can hear different frequency ranges, such as bats, dogs, and dolphins. Moreover, students will differentiate between the two types of waves, longitudinal and transverse, and learn how to describe waves using terms like amplitude, frequency, speed, period, and wavelength. Furthermore, they'll understand the wave equations and how to apply them. Lastly, students will explore reflection and refraction

phenomena in light and water, enhancing their understanding of wave behaviour. Through this study, students will develop a comprehensive understanding of wave properties and behaviors, fostering critical thinking and scientific inquiry skills.

Skills developed

Investigation skills.

Cymraeg

Term Seven/Module Seven

Topic : Champions and Wellness: Celebrating Welsh Sports Heroes and Embracing Health in Our Hills

Knowledge and Experiences

In the "Champions and Wellness" unit, pupils will explore the achievements of Welsh sports heroes and the health benefits of Wales' hills. They'll learn about athletes' resilience and the role of physical activity in well-being, alongside the mental and physical health advantages of engaging with the natural environment. Through research, discussions, and outdoor activities, students will connect with Wales' sporting heritage and the importance of wellness. This unit aims to inspire healthier lifestyles and foster national pride by linking sports, nature, and health, all while fostering a sense of national identity and pride in Welsh achievements and landscapes.

Skills developed

In this unit, students will examine the role of sport in daily life, Welsh sports heroes, and the holistic benefits of a healthy lifestyle, focusing on both physical and mental health, through Welsh. Numeracy skills will be applied in analyzing athletes' performance, enhancing understanding of sports science. Reading and listening to varied literature will deepen their appreciation of sports' mental health benefits, such as stress reduction and improved self-esteem. Through Welsh-speaking and writing exercises, students will explore and express the psychological advantages of physical activity, fostering a comprehensive view of health that integrates physical fitness and mental well-being.

Term Eight/Module Eight

Topic : Shaping Tomorrow: Navigating the Future of Work in Wales

Knowledge and Experiences

In this streamlined module on the world of work and future planning for Welsh learners, we combine theoretical insights with practical experiences to explore diverse career paths in Wales. Students will look at industry professionals, engage in workshops and gain a real-world perspective of the world of work. They'll learn about setting career goals, strategic planning, and the importance of adaptability and digital skills. This compact curriculum aims to prepare students for the evolving job market, equipping them with the knowledge and experiences needed to navigate their future careers successfully.

Skills developed

In the topic of the world of work and future plans, pupils will develop a comprehensive set of skills to prepare them for their career journeys. They will explore various careers to understand the diversity of opportunities available. The creation of a CV and the process of writing

application letters will enhance their ability to present themselves professionally in written form. Giving presentations will further refine their verbal communication skills, ensuring they can articulate ideas and plans effectively. Throughout these activities, pupils will engage in reading, writing, listening, and speaking, thereby improving their literacy and communication skills. The incorporation of the Digital Competence Framework (DCF) ensures that pupils also develop crucial digital skills, preparing them for the digital aspects of the modern workplace. The use of the future and conditional tenses in these exercises will not only enhance their language skills but also encourage them to think critically about their future aspirations and how to navigate potential career paths.

Term Nine/Module Nine

Topic : From Legends to Likes: Celebrating Welsh Icons and the New Digital Vanguard

Knowledge and Experiences

In this unit, Year 9 pupils will investigate the role of Welsh celebrities in promoting the Welsh language and its cultural significance. They will explore how these figures use their online platforms to engage with and inspire broader audiences. This leads to a discussion on personal online footprints, emphasizing the importance of responsible digital behavior through a unit on technology, the impact of their online actions, and the connection between public advocacy for the Welsh language and individual online presence. This topic aims to foster an understanding of how personal and public online activities contribute to cultural preservation and responsible internet use.

Skills developed

Students develop a range of essential skills including digital competence (DCF), as well as comparing texts, writing for different purposes, listening, and speaking unscripted in Welsh. They gain confidence in speaking Welsh fluently, enhancing their ability to use various tenses accurately. Learners also focus on comparing themselves with others, agreeing and disagreeing effectively, and justifying their opinions with strong reasons. This comprehensive approach ensures they can communicate with ease and proficiency in diverse contexts as they move towards GCSE, with a strong focus on oracy.

Art

Term Seven

Topic: Environmental Art

Knowledge and Experiences

Through exploring local and national environmental artworks, pupils will explore how Art can be made for different purposes and be made for different viewers or audiences.

Skills developed

Observational drawing development

Analyse the work of other artists and explore comparing and contrasting two artists.

Exploring context of artworks

Create artwork for a particular place/site/location

Choose appropriate materials relevant to idea(s).

Evaluate artwork as it progresses to show refinement of practical making technique and ideas.

Term Eight/Module Eight

Topic: Portraiture

Knowledge and Experiences

Pupils will learn how artists have represented themselves, and others, using portraiture. They will learn that self-image is the idea of oneself and what defines a good and a bad self-image isn't fixed. After researching and analysing other artists' self-portraits, pupils will learn how to create a meaningful self-portrait. Pupils will learn how to research and respond to several artists and identify individual sub-themes focusing on 'Identity' and 2D techniques. Techniques include pencil, coloured pencil, oil pastel and watercolour. Pupils will also develop their knowledge of how to use colour to communicate and express emotions, feelings and ideas.

Skills developed

Mono-printing technique

Mark-making technique

Drawing facial features

Creative thinking

Creature texture with magazines/pencil/pen/newspaper

Improve analytical thinking

Develop how to critically discuss artwork

Digital portrait.

Term Nine/Module Nine**Topic: Surrealism****Knowledge and Experiences**

Learners will explore how the Surrealist artists can create work using realistic elements in a surreal setting. Learners will explore a variety of visual material including artworks, advertisements and video games.

Skills developed

Observational drawing (detailed grid method).

One-point perspective

Designing a final piece using thumbnail sketches.

Acrylic painting techniques

Digital painting technique

Use of colour to create a mood and contrasting colours.

ICT & Computing

Module Two – Year 9

Topic – Web Authoring

Knowledge and Experiences

Pupils delve into the realm of web design, applying design principles to craft websites with efficient user interactions, fostering creativity and technical skills. Engage in comprehensive research on a variety of topics, exploring Welsh events and culture, cyber security, and digital communication methods, offering pupils opportunities to not only expand their knowledge base but also cultivate essential skills in critical thinking, research, and digital proficiency.

Skills developed

Develop proficiency in web design and development essential skills in CSS, and website creation using Adobe CC Dreamweaver. Craft new web page, mastering techniques to insert tables, merge and split cells, and integrate images and text into their designs. Delve into the realm of CSS rules, learning how to format pages for optimal presentation and user experience. Grasp the intricacies of incorporating hyperlinks, both for internal navigation and external references.

Module Three – Year 9

Topic – Computational Thinking

Knowledge and Experiences

Pupils decompose complex problems into manageable components and selecting the most suitable constructs to devise effective solutions using Visual Basic programming language. Develop Visual Basic forms and programs tailored for various purposes, such as control panels, calculators, and savings accounts.

Skills developed

Produce forms incorporating a range of Visual Basic objects such as labels, text boxes, buttons, and lists. Include fundamental programming concepts like sequencing, iterating, and decision-making, while also mastering the use of the Visual Basic Integrated Development Environment (IDE) for writing, debugging, and testing code.

Module Four – Year 9

Topic - Infographics

Knowledge and Experiences

Pupils explore digital creativity and information dissemination. Delve into the world of graphic design, utilising shapes in Photoshop to craft original graphics objects, honing their skills in digital artistry. Embark on the creation of informative infographic posters, employing Canva to produce professional designs that effectively communicate complex concepts such as Cyber Careers and CPP virtues. Through extensive research, pupils curate relevant images and information and learn the importance of referencing sources, fostering product integrity.

Skills developed

Apply design principles effectively to craft visually appealing and functional infographics. Photoshop proficiencies in the use of shape and transformation tools to create original illustrations with precision. Explored the versatility of Canva, becoming adept at selecting and utilising a myriad of available templates for specified requirements.

Module Five – Year 9

Topic – Advanced Animations

Knowledge and Experiences

Pupils expand their experience in digital storytelling and visual expression. Delve into the intricacies of vector animation methods, mastering techniques to bring their narratives to life with depth and creativity. Gain a deeper understanding of animation principles and how to apply them appropriately to a variety of scenarios with hands-on experiences and guided exercises.

Skills developed

Refine animation skills using Adobe CC Animate. Master techniques to provide seamless transitioning between movements with motion tweens, organising complex animations with nested timelines, and adding fluidity and realism to character movements with the bone tool.

Design and Technology

Product Design – Year 9

Topic: Coat Hook

Knowledge and Experiences:

Pupils complete an in-detail research task looking specifically at material properties of metals, including the different categories. Pupils will demonstrate the ability to produce a Design Specification while paying careful consideration to the users' needs and wants and justifying the need for each criteria. The specification is then used to create several design ideas and later a final concept to meet the user's needs and wants. Final designs must include dimensioned drawings for later use. Using the final concept, a card model is then made to give a representation of the final product. Pupils use hand tools and advanced workshop machinery to create their proposals using mild steel and pine wood. To complete the rotation, pupils evaluate their product and project as a whole, reflecting on both the work which is completed and their performance within the manufacturing stage.

Skills developed:

Computer generated research page of metals and the properties of numerous metal materials. Using the needs and wants of the consumer to create a list of detailed and justified design specifications for their product. Problem solving to create concept that will meet the previously set criteria for the intended user. This includes both 3D and 2D drawings to follow the iterative process to develop a successful solution. Colour rendering is also used to show the depth and texture of pine wood and mild steel, alongside annotation to fully describe the many areas of the concepts. When manufacturing the pupils select to use a tenon saw or coping saw to cut the pine wood to their desired shape and hack saw to cut the mild steel to desired length. A pyrography pen is used for each individual to customise the pine back plate with a design of their choice. For the mild steel hook, pupils need to use a pillar drill to create holes for the screws to be used later and once this stage is completed, the metal forge is used to form the shape of their hook design. Hand drill is used to drill holes within the pine back plate for screw fixings which are fixed with a hand screwdriver. Evaluating on the project is the final step where pupils offer 3D drawings of alternative improvements alongside a detailed analysis of the final product, gauging if it has met the design specification from the start of the project.

CADCAM Project Year 9:

Topic – Keyring Design

Knowledge and Experiences

Designing a product by using own ideas, current existing products and specification requirements to develop an outcome. Experience development of ideas using the iterative process with designs, prototype's and Design software for a final physical prototype. In this process we will consider how to minimise the impact on the environment and society with design proposals, whilst increasing the level of functionality for the client. By combining component parts, materials and processes to achieve effectiveness for the desired outcome.

Skills developed:

Researching around product identification and needs of the consumer. Using the iterative process in both line 3D drawing of designs. Being able to produce isometric drawings of design ideas. Learning through tutorials how to use the 3D software, including extrusions, cuts, hole creation, Using 3D software to electronically produce the final prototype design. Make use of technology to transfer designs into a folder area for final prototype production. For a specification to be designed for the product, and then used for the evaluation of effectiveness of the design once finalised. To follow advice for the design software to enable further functions to be developed within the product.

Geography

Our Vision:

Our learners are curious, informed and confident global citizens, who can apply their God given talents, skills and conceptual understanding to the world around them

Year 9 - Module One

Topic: Where will Geography take me?

Knowledge and Experiences:

Year 9 students explore how geography connects to real-world global challenges and career opportunities. They learn about the roles of geographers in addressing issues such as climate change, resource management, urban development, and sustainability. Students examine a range of careers linked to geography and discover how geographical skills are applied in the workplace. The topic also introduces GCSE Geography, helping learners understand the subjects, skills, and topics they would study at Key Stage 4, so they can make an informed decision about continuing with geography beyond Key Stage 3.

Skills developed:

Students develop critical thinking by analysing the importance of geographers and the impact of their work on global challenges. They use problem-solving skills to explore potential solutions to issues such as environmental degradation, urban planning, and sustainable development. The topic also strengthens thinking geographically, encouraging students to make connections between human and physical processes, and apply their knowledge to real-world contexts. Additionally, learners build personal effectiveness and decision-making skills as they reflect on their interests and consider their future pathways in geography.

Year 9 - Module Two

Topic: Exploring India

Knowledge and Experiences:

Students develop a detailed understanding of one of the world's most dynamic countries. They learn to map and locate key physical and human features of India, including major rivers, cities, and regions. Students study the River Ganges, exploring its environmental, cultural, and economic importance. The topic examines conservation efforts, focusing on the protection of tigers and other wildlife, and highlights the challenges of balancing development and sustainability. Learners investigate population change, distribution, and density, and explore urbanisation, including

rural-to-urban migration and the growth of cities. Finally, students evaluate India's position as a global superpower, considering economic, social, and political factors that contribute to its global influence.

Skills developed:

Students strengthen map and spatial skills by locating key features and analysing geographical patterns. Thinking geographically is developed as they connect population trends, migration, and environmental management. Critical thinking and problem-solving skills are applied when evaluating conservation efforts and assessing India's status as a global superpower. Students develop their use of graphs and charts through constructing and analysing a graph to show population change in India.

Year 9 - Module Three

Topic: Sustainable Solutions

Knowledge and Experiences:

Students explore sustainability at a global and local level. They learn about the United Nations Sustainable Development Goals (SDGs) and examine how sustainability can be applied in different contexts, including sustainable transport, sustainable tourism, and sustainable energy use. Students investigate real-world examples to understand the environmental, social, and economic impacts of sustainable and non-sustainable practices. They also apply their knowledge to local contexts, completing a decision-making exercise to explore how their own community could become more sustainable, using the Egan Wheel framework to assess and plan improvements.

Skills developed:

Students develop critical thinking and problem-solving skills by evaluating sustainability challenges and proposing practical solutions. Thinking geographically is strengthened as they link global sustainability issues to local actions and human-environment interactions. Geographical enquiry skills are applied through research, investigation, and assessment of sustainability strategies. Learners also build personal effectiveness, planning, and decision-making skills as they analyse evidence, work independently and collaboratively, and develop well-justified proposals for improving sustainability in their community.

Year 9 - Module Four

Topic: Hazardous Earth - Earthquakes

Knowledge and Experiences:

Students develop a detailed understanding of one of the Earth's most powerful natural hazards. They learn about the causes of earthquakes, including tectonic plate movement, and explore associated hazards such as tsunamis. Students examine the impacts of earthquakes, using a case study to categorise effects into social, economic, and environmental categories. The topic also covers strategies for mitigating the impacts of earthquakes, including engineering solutions, early warning systems, and preparedness plans, while considering the barriers that can prevent these measures from being fully effective. Through this, students gain an appreciation of both the destructive power of earthquakes and the ways in which human societies respond and adapt.

Skills developed:

Students strengthen thinking geographically by analysing causes, impacts, and mitigation strategies. They develop critical thinking and problem-solving skills when evaluating the effectiveness of earthquake management and the barriers to implementation. Geographical enquiry skills are applied through case study research and categorisation of impacts. Additionally, students enhance map and spatial skills by locating earthquake-prone areas and personal effectiveness through structured analysis and presentation of their findings.

Year 9 - Module Five

Topic: The geography of inequality

Knowledge and Experiences:

Students explore the causes and consequences of inequality at global, national, and local scales. They learn about development indicators and the factors that influence development, including economic, social, and environmental aspects. Using census data, students investigate inequality in Cardiff, examining patterns and trends. They also carry out independent geographical enquiry, researching and presenting data on two contrasting countries to compare levels of development and understand the factors behind these differences. Through this topic, students gain a clear understanding of how inequality affects people's lives and the ways geographers' study and interpret these patterns.

Skills developed:

Students develop thinking geographically by analysing patterns of inequality and linking causes to impacts. They strengthen geographical enquiry skills through research, data collection, and presentation of their findings. Critical thinking and problem-solving are applied when evaluating development indicators and comparing countries. Graphs and charts skills are enhanced through the analysis of census and development data, and students build personal effectiveness, planning, and organisational skills while conducting and presenting their independent enquiries.

Year 9 - Module Six

Topic: Rivers – from source to sea

Knowledge and Experiences:

Students develop an understanding of how rivers shape landscapes and affect human activity. They learn about the course of a river and the key processes within a drainage basin, including erosion, transportation, and deposition. Students study the formation of river landforms such as waterfalls, meanders, and floodplains. The topic also explores how people use rivers for farming, industry, and cultural purposes, linking to prior learning on the River Ganges. Learners investigate the causes of flooding, the impacts on communities in Wales and globally, and the strategies used to manage flood risk, including both hard and soft engineering approaches. Through this, students gain insight into the dynamic interactions between rivers, landscapes, and people.

Skills developed:

Students strengthen map and spatial skills by locating rivers and associated features. Thinking geographically is developed through analysing river processes, landforms, and human interactions. Critical thinking and problem-solving skills are applied when evaluating flood causes, impacts, and management strategies.

History

Year 9 - Module One

Topic: The Struggle for Suffrage

Knowledge and Experiences:

In this unit, students will learn about the long and determined campaign for women's right to vote. They will explore the work of both the peaceful suffragists and the more militant suffragettes, examining their methods, motivations, and the challenges they faced. The unit will also consider how social attitudes toward women changed over time and what life was like for women before and after gaining the vote. Through studying key figures, events, and sources, students will gain a deeper understanding of equality, perseverance, and the importance of democratic rights.

Skills developed:

Literacy – reading and writing

Creativity

Critical thinking

Year 9 - Module Two

Topic: 'The Great War'

Knowledge and Experiences:

In this module, learners will explore the long- and short-term causes of World War One. Learners will identify the countries that took part in the Great War and will make judgements on which nations were most prepared for the conflict. A key focal point in the early part of this module will concern the issue of recruitment in the British Armed Forces. Learners will examine the various pressures faced by many British men living in the early 20th century and will consider the impact of the controversial Military Service Bill of 1916. Interpretations of 'Conscientious Objectors' will be examined through reference to contemporary propaganda and historical texts. Learners will develop knowledge and understanding of key battles and will examine the types of warfare that characterised the conflict. The module will end with an investigation into how the war came to an end and will explore the nature of remembrance.

Skills developed:

Literacy – reading, writing and oracy

Personal effectiveness

Critical thinking

Year 9 - Module Three**Topic: The American Civil Rights Movement****Knowledge and Experiences:**

Learners will develop knowledge and understanding of the American civil rights movement. Learners will explore the nature of segregation in American society and will consider key events like that of the Montgomery Bus Boycott of 1955. The contribution of various civil rights groups and individuals will be evaluated and explored through analysis of contemporary texts. Particular focus will be placed on the significance of Martin Luther King Jr. to the civil rights movement.

Skills developed:

Literacy – reading, writing and oracy

Personal effectiveness

Critical thinking

Year 9 - Module Four**Topic: Independent Project – ‘Days that Shook the World’****Knowledge and Experiences:**

In this module, learners will create a project on any significant event of the 20th century. Learners will develop their research skills by utilising books from the History department’s library and online resources. A key focus of the project will be on the issue of significance and learners will be expected to explain why their chosen event is so significant.

Skills developed:

Literacy – reading, writing and oracy

Digital competency

Personal effectiveness

Critical thinking

International Languages

Term Seven/Module Seven

Topic: The world around me

Knowledge and Experiences

In this unit pupils will develop their use of transactional language in order to prepare them for a trip to France. We will cover topics such as eating out, buying tickets etc. They will move on to discussing where they live. They will be able to discuss the advantages and disadvantages of where they live as well as discussing environmental issues in their region. Pupils will be introduced to French speaking countries around the world and compare and contrast these with their own area.

Skills developed

Pupils will consolidate knowledge from the last 2 years such as adjectival agreement and positioning, asking questions and using the present tense. They will develop their understanding of the future and conditional tenses. Pupils will discuss French poetry and use this as inspiration to create their own poems.

Term Eight/Module Eight

Topic: Healthy Lifestyles

Knowledge and Experiences

Pupils will discuss aspects of healthy and unhealthy lifestyles, they will discuss the importance of sport and healthy eating. They will be able to give advice on what to avoid and suggest changes that could be made in the future.

Skills developed

Developing understanding of conditional tense of modal verbs to give advice. Use of simple future tense to discuss resolutions

Term Nine/Module Nine

Topic: Les Choristes

Knowledge and Experiences

Pupils will study the film Les Choristes in order to prepare for GCSE exam. The film is set in a school for troubled, teenage boys so students will have the opportunity to revisit the topic of school and discuss social issues.

Skills developed

Pupils will develop skills required at GCSE such as summarising the story of the film and character analysis.

Music

Term Seven/Module Seven

Topic: Blues & Jazz

Knowledge and Experiences: Pupils will learn the history of Blues and Jazz music. Pupils will write their own lyrics for a Blues song learning about the correct structure of a verse in a Blues song. Pupils will learn to play the 12 bar blues chord progression and walking bassline on the keyboard as well as improving a short melody along to a 12 bar Blues backing track using notes of the Blues scale. A listening activity on traditional and more modern blues music will deepen knowledge and understanding of Blues music. Pupils will then move onto Jazz, learning to play a typical Jazz standard chord progression for Autumn Leaves on the keyboard and the famous ragtime piano piece, The Entertainer.

Skills developed: independent learning when practising the keyboard, understanding and knowledge of Blues and Jazz music, playing blues and jazz music on the keyboard reading standard music notation in the treble and bass clefs, deepening understanding of the elements of music in Blues and Jazz music and the ability to aurally analyse the elements of music accurately.

Term Eight/Module Eight

Topic: Pop Music through the Decades & Ukulele

Knowledge and Experiences: Year 9 will trace the development of pop music through the decades from the 1960's to 2000's. Pupils will learn a brief history of the development of pop music in each decade with the main trends musically and culturally. Pupils will learn to sing a selection of songs from each decade and then learn to play one of these songs on the keyboard. Pupils will learn collaboratively as a whole class when singing and independently when practising the keyboard. Pupils will also complete a listening task based on knowledge learnt on pop music through the decades.

Ukulele – pupils will learn new and more advanced chords on the ukulele and perform these chords when playing along to backing tracks. Songs will include a variety of well-known pop songs. In December, pupils will learn Christmas songs on the ukulele.

Skills developed: more advanced note reading skills and performing more complex rhythms on the keyboard, refining performance techniques when playing the keyboard, ukulele and singing.

Term Nine/Module Nine

Topic: Hooks & Riffs and Fusion in Pop Music

Knowledge and Experiences: Pupils will learn the difference between a hook and riff in pop music and learn to play famous hooks on the keyboard. Pupils will then compose their own riff on the keyboard. For the final part of this module, pupils will learn about fusion in pop music, learning to play Pachelbel's Canon on the keyboard and then learning how the bassline from Pachelbel's canon has been used in many pop songs created fusion. Pupils will also compose a melody above the bassline of Pachelbel's Canon.

Skills developed: Independent learning when practising the keyboard, consolidation of note reading in the treble and bass clefs. Deepening knowledge of pop music and the essential features in a pop song including hooks and riffs. Composing a riff on the keyboard and adding a melody above the bassline of Pachelbel's Canon. The ability to aurally analyse the elements of music accurately in a listening task.

Physical Education

Module Nine – Year 9

Topic Year 9 – Sporting Values

Knowledge and Experiences

Students will:

- Students will learn respect through sports and sporting etiquette. They will learn what the term means, and how to demonstrate respect.
- Students will follow on from the lesson on respect and continue to reflect on the importance of and how to show good etiquette.
- Students will learn the value and importance of rules and its role in ensuring fairness.
- Students will consider determination and resilience and when/how it is important to continue trying.
- Students will have the chance to reflect on the importance of Equality in different settings.
- Students will learn about what courage is and attempt to reflect on what it may look like in PE and different settings.

Skills developed

1. Respect
2. Etiquette
3. Fair Play
4. Determination
5. Equality
6. Courage

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

Module 10 – Year 9

Topic Year 9 - Redefining Competition

Knowledge and Experiences

Students will:

- Students will have an understanding of the self-determination theory (SDT) and begin to reflect on their own personal motivations.
- Students will understand and experience the power of autonomy, competence and flow to individual motivations in line with the self-determination theory.
- Students will understand good sportsmanship and the importance of demonstrating good behaviours after competition.
- Students will understand the term self-motivation and focus on improving individual self-motivation through a range of challenging activities.
- Students will understand the meaning of term persistence and to improve individual persistence.
- Students will understand the positive impact of balancing competition with cooperation.

Skills developed

1. Self Determination
2. Winning & Losing
3. Rising to a Challenge
4. Competing Against Yourself

5. Cooperation & Competition

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

Module 11 – Year 9 - Problem Solving

Topic Year 9 – Sporting Values

Knowledge and Experiences

Students will:

- Students will understand what problem solving is and how to identify potential problems to ensure success through a range of problem solving techniques.
- Students will learn how to identify and analyse 'issues' from different perspectives, considering ways to tackle the problem.
- Students will understand the importance of cooperation and being a good team player.
- Students will have a chance to practice and reflect on planning skills.
- Students will have a chance to continue to develop skills taught in this unit, this time by enhancing their decision-making skills.
- Students will understand what is meant by the term 'reflection' and to be able to apply this knowledge to PA, Sport and further aspects of life.

Skills developed

1. Identify problem

2. Gather Information
3. Collaboration
4. Planning
5. Decision Making
6. Reflection

. The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

Module 12 – Year 9 - Problem Solving

Topic Year 9 – Power of Positivity

Knowledge and Experiences

Students will:

- Students will understand how a fixed mindset will limit success.
- Students will understand the differences between a growth and a fixed-mindset and demonstrate the traits of a growth mindset.
- Students will develop and demonstrate the tools required to think and act positively.
- Students will continue to develop and demonstrate the tools required to think and act positively.
- Students will understand the importance of a positive attitude and the impact it can have upon team dynamics.
- Students will continue to develop and demonstrate the tools required to think and act positively.

Skills developed

1. Fixed Mindset
2. Growth Mindset
3. Look for Positives
4. Perspective
5. Spread Positivity
6. Handle Criticism

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.