



CATHAYS HIGH SCHOOL
YSGOL UWCHRADD CATHAYS
OPPORTUNITIES FOR ALL
CYFLEOEDD I BAWB

Year 9 Assessment Information

New Curriculum Subject Overviews

Contents

| Subject Area | Page |
|----------------------|-------------|
| Creative | 2 |
| English | 4 |
| Maths | 5 |
| Science | 6 |
| Technology & Digital | 7 |
| Humanities | 8 |
| Languages | 9 |
| Health & Wellbeing | 10 |

CREATIVE

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| <p>Topic Overview</p> | <p>Year 9 Creative lessons are designed so that pupils develop the necessary skills to support them on their creative learning journey. The focus will be on pupils becoming imaginative and persistent learners. All creative lessons will provide opportunities for students to develop their creative abilities, regardless of the level of skill. All pupils will be given opportunities to participate in a variety of creative activities in a safe space which allows uncertainty and risk taking, so that pupils understand there is now wrong way to express creativity.</p> <p>Art</p> <ul style="list-style-type: none"> - Preparing students for GCSE - Focus on facial features and portraits in different styles - Refining drawing skills - Refining painting skills - Researching and analysing artists work (Luke Dixon) - Designing ideas and developing these into final outcomes <p>Drama</p> <p>The Year 9 Drama syllabus is designed to develop communication and presentation skills through a range of rehearsal techniques and script work. This will include Thought Tracking, Hot Seating, Conscience Alley and Third Person Narration. Narrative perspective and storytelling is also a core part of the scheme of work. In addition, students will work on scripts which will allow them to explore and develop the presentation of characters in a range of genres. The development of these skills will be important for those students wishing to continue Drama at GCSE, but also as stand alone techniques.</p> <p>MUSIC</p> <p>Developing performing skills through keyboard skills, performing as part of an ensemble demonstrating that they can maintain an individual part and given the opportunity to take a leading role in a group.</p> <p>Developing composing through creating a movie soundtrack developing melodic ideas, and manipulating sound using musical elements. Create an improvisation as part of a wider performance developing more complex rhythms.</p> <p>Developing appraising skills by developing knowledge and understanding of MAD TSHIRTS and listening to a wide range of styles.</p> <p>Development of digital skills through use of GarageBand and using a wide range of tools to manipulate music in different ways.</p> |
| <p>Ways to support your child at home</p> | <p>Art</p> <ul style="list-style-type: none"> - Please refer to Google Classroom for any homework tasks. - Encourage children to practise skills at home. Equipment can be lent to any child that does not have basic materials at home. - BBC Bitesize. - WJEC (resources for KS4 and KS5) - Encourage children to show their sketchbook and talk through the topics with them. <p>Drama</p> <p>Provide support revising material off Google Classroom Parents should rehearse with their child to help memorise scripts</p> |

Parents could watch or listen to performances from a variety of formats. (Television, Films, Plays and Radio Shows)

Music

Encourage pupils to use Google Classroom to revise/rewatch any resources covered during lesson

Encourage pupils to revise keywords - MAD TSHIRT

Listen to a wide range of music from different contexts and genres. Discuss musical elements using MAD TSHIRTS knowledge organisers available on google classroom.

ENGLISH

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| Topic Overview | <p>Language: Crime Literature: Time: The Future Language: War Literature: Voices Language: Culture Literature: Preparing For GCSE</p> <p>During English & Literacy lessons pupils will focus on developing the four main skills: speaking and writing, reading and listening as well as digital and numeracy skills. Pupils will follow a new scheme of work this year which will allow them to develop a passion for both English language and literature and an appreciation for other languages and cultures from around the world. It will allow them to develop their communication skills and use these to understand the world around them and the people in it. All lessons will focus on the four main purposes as well the What Matters statements for the English & Literacy Area:</p> <ul style="list-style-type: none">• Language connects us.• Understanding languages is key to understanding the world around us.• Expressing ourselves through languages is key to communication.• Literature fires imagination and ignites creativity. |
| Ways to support your child at home | <p>Encourage them to read for pleasure, either by accessing reading materials on Sora app or by visiting a library.</p> <p>Encourage them to keep a reading log of what they have read and how they have engaged with the text.</p> <p>Encourage them to use the school library or the SORA online library regularly.</p> <p>Discuss what books pupils are reading with you at home. Ask questions: what/who/where/when/why/how.</p> <p>They can start their own book club online/in person with friends to discuss what they have read.</p> <p>Encourage them to practise spellings regularly on Spellzone. They should aim for 15 minutes two or three times a week.</p> <p>Practise descriptive writing, talking about pictures and grammar using Pobble 365 website.</p> <p>Watch Newsround or the news and discuss the news stories.</p> <p>Create quizzes using Kahoot or Blooket, based on the topics being studied or books they have read.</p> <p>When completing a research or presentation task, encourage them to use their own words, rather than copying and pasting directly from the internet, so that they understand what they are writing and talking about.</p> <p>Encourage them to keep a vocabulary book of words they are unsure of when they are reading and help them to use a dictionary to find out the meaning of these words.</p> <p>Encourage them to keep a diary, paying close attention to punctuation, spelling and grammar.</p> <p>Watch film adaptations of any texts they are reading as a class or have read individually.</p> <p>Discuss the differences between print & screen versions and the reasons behind this.</p> <p>Reading Lists for Yr 9: https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-9-pupils-ks3-age-13-14/</p> |

MATHS

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| Topic Overview | <p>Throughout Mathematics & Numeracy lessons pupils will focus on developing the five main mathematical proficiencies: Conceptual understanding, communication using symbols, fluency, logical reasoning and strategic competence as well as literacy and digital skills.</p> <p>Pupils are following a scheme of work which will allow them to develop a passion for Mathematics & Numeracy whilst linking their learning to the real world around them. All lessons will focus on the four main purposes as well the What Matters statements for the Mathematics & Numeracy Area which make reference to number, algebra, geometry and statistics. Pupils will also develop their reasoning and problem-solving skills. Pupils will be taught a range of topics throughout the year, which are split into the following 6 blocks:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Block 1</p> <ul style="list-style-type: none"> • Indices • Standard form (converting to and from) • Multiplication (of decimals) • Division (of decimals by a 1-digit number) • HCF and LCM • Metric to imperial unit conversions </div> <div style="width: 45%;"> <p>Block 4</p> <ul style="list-style-type: none"> • Expanding brackets (double) • Factorising • Forming and solving equations • Forming and solving inequalities • Nth term • Using the nth term (substitution) </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Block 2</p> <ul style="list-style-type: none"> • Recipes (interleave unit conversions) • Percentage increase/decrease • Area of a circle • Area of shapes • Surface area • Volume </div> <div style="width: 45%;"> <p>Block 5</p> <ul style="list-style-type: none"> • Changing the subject of a formula • Questionnaires • Interpreting pie charts • Averages • Scatter graphs • All graphs- recap </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Block 3</p> <ul style="list-style-type: none"> • Adding and subtracting fractions • Multiplying and dividing fractions • Ratio problems • Probability tree diagrams • Bearings • Angle facts - parallel lines </div> <div style="width: 45%;"> <p>Block 6</p> <ul style="list-style-type: none"> • Linear graphs 1 • Linear graphs 2 • Profit and Loss (including percentage profit/loss) • Translation and reflection • Enlargement • Rotation </div> </div> |
| Ways to support your child at home | <p>Use MathsWatch regularly to recap the content they have learnt in class and to develop their fluency with the Maths skills learnt. They can access this website by using their Google login. They should use the list of topics on our school website to know which topics they need to learn, in order to develop through each of the progression steps. This list of topics can be found here: https://www.cathayshigh.co.uk/about-us/our-subjects/mathematics-numeracy/</p> <p>To achieve the highest possible outcome, pupils need to not only understand all of the skills listed, but they need to be able to apply these skills to different contexts and worded problems.</p> |

SCIENCE

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| <p>Topic Overview</p> | <p>In year 9 students are taught topics that will support the GCSE topics in Year 10. These topics consolidate some of the big ideas introduced in year 7 and 8, "Being curious and searching for answers", "The world around us is full of living things which depend on each other for survival", "Matter and the way it behaves defines our universe and shapes our lives", Forces and energy provide a foundation for understanding our universe.</p> <p>During year 9 we continue to develop skills revision skills and extend their exam skills into command words and extended question writing. A great emphasis is put upon critical thinking, where students are asked to come to decisions based upon presented evidence and comment critically on the quality of this data.</p> <p>The pupils will complete an end of topic assessment following the completion of each topic and will receive continuous feedback on their strengths and areas for development. The feedback will be a mix of peer assessment, teacher feedback and self-assessment. Pupils will be aware of their areas for improvement and understand how to make progress.</p> <ul style="list-style-type: none"> • Making machines work • Health and disease • Understanding Chemistry and its effects • Applications of Physics • How to build a human • Industrial Chemistry |
| <p>Ways to support your child at home</p> | <p>Encourage them to make use of online revision resources such as: GCSE Bitesize https://www.bbc.co.uk/bitesize/subjects/z7nygk7</p> <p>The WJEC Science Knowledge Organisers https://www.wjec.co.uk/home/student-support/revision/revision-resources/new-knowledge-organisers/</p> <p>Blended Learning from the WJEC Website. https://www.wjec.co.uk/home/student-support/revision/revision-resources/new-blended-learning/</p> <p>GCSE POD</p> <p>The Cathays High School Science website</p> <p>The many web based Science revision sites.</p> <p>YouTube Science videos such as Cognito which are very informative.</p> |

TECHNOLOGY & DIGITAL

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| Topic Overview | <p>Topics covered this year</p> <p>Food Technology Textiles Product Design Computer Science Digital Skills</p> <p>These were delivered on a rotation system throughout the year. Each project lasted approximately half a term.</p> <p>During Technology and Digital lessons pupils have focussed on developing four main skills: Investigating and researching Designing and testing Computational thinking Evaluating</p> <p>During Technology and Digital lessons pupils have focussed on developing the four main skills. Pupils will follow a new scheme of work this year which will allow them to develop their problem solving skills.</p> <p>All lessons will focus on the four main skill areas as well the What Matters statements for the Technology and Digital area: Being Curious and searching for answers Design thinking and engineering Computation</p> |
| Ways to support your child at home | <p>Food and Textiles- Practice key skills like weighing, measuring, chopping, hand sewing, cutting, tying knots.</p> <p>Product Design - They should aim to refine their design skills, use the google classroom resources. Practice sketching using a 3 dimensional style of drawing (3 point perspective, Isometric)</p> <p>Computer Science- Download Python and practise key skills. Use of online video tutorials using Python for beginners. See Google Classroom resources. Online website tutorials e.g. W3schools; to practise coding skills in Python</p> <p>Digital Skills-data handling, creating spreadsheets and graphs</p> |

HUMANITIES

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| Topic Overview | Topics covered this year include: Religious (Christianity & Islam) and non-religious beliefs (Humanism & Atheism), teachings and practices. Students will need to understand beliefs, values, traditions and ethics and how various worldviews and factors can influence their own and others perceptions and interpretations. During lessons students will be encouraged to ask sophisticated enquiry questions, aim to make supported judgements and build a focussed awareness of the lives of others in their community, country and elsewhere in the world. Sub-topics will include; The Nature of God, Holy Books, Religious Practice, Worship and Morality. |
| Ways to support your child at home | <p>Encourage them to make use of online revision resources such as GCSE Bitesize, GCSE POD, Knowledge Organisers and Blended Learning from the WJEC Website.</p> <p>Encourage them to watch BBC Newsround and be aware of moral and ethical issues around the world.</p> <p>Encourage them to revise new key religious vocabulary at home to ensure that they are able use specialist terminology in written answers.</p> |

LANGUAGES

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| Topic Overview | <p>During Language lessons pupils will focus on developing the four main skills: Speaking, reading, writing and listening as well as numeracy and digital skills. Pupils will follow a new scheme of work this year which will allow them to learn about the culture and history of the language they are learning in addition to learning about other cultures from around the World. Pupils will also study topics this year that will teach them about Healthy lifestyles, social issues and the environment. At the end of the topics they will be able to use their Language skills to discuss and write about these topics and express their own opinion on these issues.</p> <p>During the year pupils will complete numerous assessment tasks and receive continuous feedback on their strengths and areas for development. The feedback will be a mix of peer assessment, teacher feedback and self-assessment. Pupils will be aware of their areas for improvement and understand how to make progress.</p> <p>The topic covered this year will be:</p> <ul style="list-style-type: none">• Healthy living• Social issues• The environment• Wales |
| Ways to support your child at home | <p>At home pupils would benefit from further reading around topics studied in class. There are a number of additional resources on our Languages Google site and posted regularly on Google classroom. To support pupils in their language development they should aim to read articles and to watch at least two TV programmes in Welsh weekly. This will deepen their understanding of the language as well as help tune into a variety of dialects. Pupils should also visit the websites/apps below regularly to ensure they are learning new vocabulary and sentence structures.</p> <ul style="list-style-type: none">-Learn Welsh.net-GCSE pod-S4C clic-BBC bitesize.-Quizlet-Quizziz-Blooket-Dualingo |

HEALTH & WELLBEING

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| <p>Topic Overview</p> | <p>During Health and Wellbeing (Physical Education and Wellbeing) lessons pupils will focus on becoming more independent with their physical literacy and developing their leadership skills as well as their knowledge in relation to physical health, mental health and emotional wellbeing. This involves students taking part in a wide range of physical activities which include individual sports and team sports. These sports will cover invasion games, striking and fielding, creative activities and health related fitness.</p> <p>Pupils will follow a new scheme of work this year in Wellbeing lessons which will allow them to develop knowledge and understanding related to the following topics: relationships and feelings and violence, safety and support, Rights, gender and equality and power and social justice and ethical citizens, Substance misuse and careers. As a Health and Wellbeing area, we want our students to develop a passion for physical activity that stays with them throughout their life. All lessons will focus on the four main purposes as well the What matters statements for the Health and Wellbeing area:</p> <p>Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being. Our decision-making impacts on the quality of our lives and the lives of others. How we engage with social influences shapes who we are and affects our health and well-being. Healthy relationships are fundamental to our well-being.</p> |
| <p>Ways to support your child at home</p> | <p>PE Come with the correct equipment for all activities, whether indoors or outdoors. Participate in extracurricular activities and maybe look to join a local sports team. Focus on improving tactical awareness during game play by watching sports on TV. Encourage children to spend more time being active outside rather than on technology. If walking or cycling distance from the school, encourage active transport as a way of getting to and from school.</p> <p>Wellbeing ·Discuss the school day with students, reflecting on engagement and friendships. ·Monitor the use of Google Classroom to ensure students are keeping up with homework. ·Encourage students to talk about topics studied in Wellbeing e.g. Healthy Eating.</p> |