



**GUNNERSBURY  
CATHOLIC  
SCHOOL**

# **CURRICULUM INFORMATION**

**Year 9  
2020-2021**

Dear Parent

This booklet is designed to provide you with information to help you this year; it details what your son will study in each of his subjects.

Gunnersbury provides its pupils with a rich and diverse curriculum. Our teachers are experts in and passionate about their subject specialisms and learning (both inside and outside the classroom) ventures beyond the examination specifications. At Gunnersbury, we aim to inspire in our pupils a love for learning and discovery. We regularly review and self-evaluate to provide learning opportunities that meet the needs and interests of all learners, to develop each pupil's knowledge, experience, imagination and intercultural understanding, at the same time fostering an awareness of moral values and a capacity for enjoyment which will enable him to be an active participant in a global society.

We advocate an innovative approach to learning at Gunnersbury and the school has been nationally recognised as at the forefront of educational practice. This drive for outstanding learning is reflected not only in pupils' outstanding academic success at GCSE and in the Sixth Form, but also by the recognition from OFSTED that ***'extremely well-planned lessons and innovative teaching methods challenge all groups of students equally.'*** Our curriculum and our understanding of how boys best learn has been acknowledged and praised by the Specialist Schools and Academies Trust (SSAT). Sue Williams, Chief Executive of SSAT said that ***'Gunnersbury School has proved itself to be one of the best schools in the country and there is plenty that other schools could learn from Gunnersbury's successes. Their results are testament to the commitment and hard work of pupils, teachers and the leadership team and are a vindication of the school's belief in high expectations, good teaching and ambition for every young person.'***



In designing this curriculum, we aim that every one of our pupils is a confident, independent young person; responsible and sensitive to the world around them and in possession of the skills to be a successful young adult in our ever changing society.

Thank you for your support and I wish your son a successful Year 9.

With kind regards.

**Kevin S Burke, Headteacher**

## **English**

Pupils have 5 lessons per week and study the following:

***An Inspector Calls***

***Macbeth***

***A Christmas Carol***

Throughout the study of the Literature texts students focus on character journeys, arcs and their development. Initially they also focus on understanding the plot before moving onto the structure of the text and building skills in inference.

**Poetry**-Focus War poetry

Spelling tests take place weekly

Writing tasks are completed over a two-week period to allow for skills in re-drafting and vocabulary to be developed.

In addition, time is spent every half term on the key skills needed for Language assessments.

Enrichment activities include: Debating club, Trinity Guildhall Speech and Drama Exam, Magistrates Mock Trial Competition, Rotary Club Public Speaking and theatre trips.

## **Mathematics**

With the introduction of the 9-1 GCSE mathematics, the department starts GCSE preparation in year 9. Areas of knowledge include

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

Our comprehensive textbooks ensure detailed coverage of the Edexcel syllabus with worked examples, exercises and supporting homework books as well as additional revision materials provided in year 11.

Assessment is ongoing throughout years 9, 10 and 11 in preparation for the GCSE which is offered at Foundation (grades 5-1) and Higher (grades 9-4). Entry is dependent on pupil progress. There are three formal exams at the end of year 11.

Pupils also compete in the Intermediate Mathematics Challenge.

Topics covered in year 9 are:

- Basic number
- Fractions, ratio and proportion

- Statistical diagrams and averages
- Sequences
- Ratio and proportion
- Angles
- Transformations, constructions and loci
- Algebraic manipulation
- Length, area and volume
- Linear graphs
- Right angled triangles
- Similarity
- Probability
- Powers and standard form
- Equations and inequalities

## **RE**

Pupils have 3 lessons per week and study the following:

- o Unit 1: Spiritual Quest (Atheist, agnostic and atheist beliefs and reasons for these beliefs)
- o Unit 2: Conflict and Reconciliation (Exploring Just War, pacifism and the Sacrament of Reconciliation)
- o Unit 3: Mark's Gospel (An exploration of Mark's writings)
- o Unit 4: Introduction to the GCSE (Overview of the units to cover, exam technique and sources of wisdom and authority)
- o Unit 5: GCSE Judaism (Unit 1) Beliefs and Teachings. (Key Jewish beliefs)

Throughout the units of study pupils also have an opportunity to enrich their own personal faith through Prayer reflections both in the classroom and in the chapel.

## Science

### **SCIENCE (AQA) – GCSE Science starts**

Pupils have 3 lessons per week and study the following:

**Biology:** Cell structure and transport, cell division, the digestive system and enzymes.

**Chemistry:** Atomic structure, the periodic table, structure and bonding.

**Physics:** Conservation and dissipation of energy, energy transfer by heating, energy resources, molecules and matter, radioactivity.

## Art

Pupils have one double lesson per week.

Pupils look at political Art and Art work with real concept and meaning as well as a Historical aspect to Art, Craft and Design. Students' follow a GCSE structure to prepare them for Art at a higher level. Students' begin through drawing, then research before then applying their knowledge to produce a variety of final responses exploring a broad range of Art, Craft and Design. Particular focus in Year 9 is on print making, pattern and design. Students' work has real depth and meaning to it and provides students with knowledge on developing a simple idea into an independent personal response.

Projects: The Alhambra, Geometric pattern and shape, Issues based Art.

Enrichment activities include: KS3 Art Club, The Big Draw, KS3 Art Exhibition

## PE

Pupils have 3 lessons per week. A double games lesson at Boston Manor Playing Fields and 1 PE lesson on the school site. Within their PE lessons students study the following; health related fitness, badminton, basketball, Volleyball, life-saving (heart start), cricket, tennis.

Within their Games lessons they study the following; rugby, football, athletics, rounders, cross country.

Enrichment activities include: teams and extra-curricular clubs in, rugby, football, athletics, basketball, cricket, cross country, running club, fitness club, sports hall athletics, table tennis, badminton, multi-sports club and martial arts. We compete in Borough and regional competitions in all sports during the week and have a comprehensive Saturday morning Rugby fixture list between September and December with rugby sevens following until Easter.

## **Design Technology**

Pupils have 2 lessons per week for half of the year and study the following:

Photo holder project. Graphics module. Computer graphics. Food Technology and a design and make end of KS3 task.

Enrichment activities include: DT after school clubs, local and national engineering and design challenges, including Eton College Challenge and BAA Engineering Challenge.

## **Music**

Pupils have one lesson per week and develop their performing, composing and listening skills through a range of musical styles. They study the following:

- Music for Special Occasions
- Chords into Jazz
- Improvisation and Organisation
- Polyrhythms into Minimalism
- Making arrangements – theme & variations and song arrangements (one term)

Enrichment activities include:

Instrumental / vocal tuition, Concert Choir, Tenors & Basses, Adoremus Choir, Concert Orchestra, Jazz Band, Annual Music Festival, concerts and music workshops

Pupils are also offered a range of performance opportunities:

St Cecilia Concert, Carol Service, Spring Concert, summer production, instrumental recitals, performing in the wider community (local parishes, primary schools, Westminster Cathedral).

## **History**

In Year 9, the focus for the year is on significant 20th century events, examining the major battles of World War One and Two, including the changing nature of warfare and the changing impact on the Home Front, examining developments in the inter-war period such as the rise of dictators and the Depression and a close examination of the Holocaust. Year 9 will close with a first look into the content studied at GCSE level.

## Geography

Pupils consolidate and extend their knowledge of the world's major countries and their physical and human features. They begin to understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, pupils become aware of increasingly complex geographical systems in the world around them. The curriculum we offer enables pupils to develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources.

**Pupils have 2 lessons per week and study the following:**

Globalisation; Extreme Weather; Development Dilemmas; Challenges to Ecosystems and Biomes and Tectonic Hazards.

## French

Pupils extend their skills in speaking, reading and writing in French even further; they extend their grasp of French sounds, French written form and French grammar and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversations and writing. They improve their understanding of the language by listening in greater depth and to greater length to people talking about different subjects and by reading a wider range of texts, including poetry and literature. They increase their cultural awareness by communicating with people who speak the language and by using materials from countries and communities where the language is spoken.

Pupils have 3 lessons per week and study the following : food and drink; clothes and fashion; holidays and travel; future plans; healthy living; life in the past; using a range of tenses (past, present and future)

The Year 9 curriculum has been adapted to suit the requirements of the new French GCSE. Pupils will now be introduced to the new GCSE specifications and content at the start of the Summer Term. This will consist of revision of the topics and grammar covered in Year 9 as well as Module 1 – “Identity and Culture” of the Edexcel French GCSE course. These changes are to ensure pupils are fully-immersed in the content and are fully aware of the requirements needed to be successful at GCSE level.

Enrichment activities include: French/Latin club and film club, French homework and extra – support club.

## Computing

In year 9 pupils have one lesson per week. At KS3 we follow the national curriculum for Computing, which states that pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.