



Curriculum Booklet
Year 9

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 9 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Your son/daughter will receive homework throughout the academic year. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, we will be issuing all students with a homework pack which should be used to supplement any other homework set. We also recommend students should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them however the homework pack is optional.

You may find these websites useful when working with your son/daughter at home.

www.ictgames.co.uk - maths and literacy activities.

<http://resources.woodlands-junior.kent.sch.uk/maths> - maths activities.

www.mathszone.co.uk - Maths activities.

www.bbc.co.uk/schools/scienceclips/ - Science activities.

www.sumdog.com – Maths activities

www.trockstars.com – Maths activities

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan BEFORE I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them



ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions



REMEMBERING
I use more than one piece of information at a time

English

Unit of Work	Knowledge and Content
<p>Drama</p> <p>Poetry</p>	<p>20th and 21st Century Drama <u>Key knowledge expected at end</u></p> <ul style="list-style-type: none"> • How stage directions are used for specific intent • Read a range of literature and make connections across their reading • Read, understand and respond to texts. • Show understanding of the contexts in which texts were written <p>Poetry <u>Key Knowledge expected at end (Relevant to Stage of student).</u></p> <ul style="list-style-type: none"> • Listen and respond to poems at a level beyond which I can read myself. • Appreciate rhymes and poems and recite some by heart. • Express views about a range of poetry • Recognise simple literary language used in poetry • Recognise two different forms of poetry
<p>Prose</p>	<p>19th – 21st Century Writing <u>Key Knowledge expected at end.</u></p> <ul style="list-style-type: none"> • Discuss the sequence of events in books (retell the story) • Show understanding of what has been read • Make links to own experiences. • Listen to, discuss and express views <p>Narrative/Creative Writing <u>Key Knowledge expected at end.</u></p> <ul style="list-style-type: none"> • To understand purpose and audience (writer’s intention) • Develop positive attitudes towards and stamina for writing • Show evidence of drafting, editing and evaluating • Build a varied vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme. • Show improved consistency of grammar in writing.
<p>Non-fiction</p>	<p><u>Non-fiction</u> Writing to inform & explain Spoken Language – making a presentation</p> <p><i>Marketing a Product</i></p> <p><u>Key knowledge expected at end</u></p> <ul style="list-style-type: none"> • Structure writing to support the purpose of task • Adapt style and language appropriately for a range of forms, purposes and readers • Respond appropriately to questions and to feedback, asking questions to elicit clarification <p>Careers</p> <ul style="list-style-type: none"> • Written and oral communication related to job seeking (eg email, presentation)

Maths

Unit of Work	Knowledge and Content
Place Value and Number	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none">• Counting forwards and backwards• Reading and writing number in numerals• Comparing and ordering numbers• Finding more or less• Recognising place value• Partitioning numbers• Odd and even numbers• Rounding• Find a fraction of a length, shape, quantity or object• Decimals• Percentages• Recognise, find and write fractions
Addition, Subtraction, Multiplication and Division	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none">• Using Number bonds• Recognising inverse relationships• Mentally adding and subtracting• Adding and subtracting using written methods• Knowing doubles• Solve problems involving \times using material, arrays, repeated addition, mental methods• Recall & use \times and \div-facts for times tables
Shape, Space and Measure	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none">• Compare and order length, mass and capacity• Money• Time• Symmetry• Use positional language• Identifying 2D and 3D shapes
Data Handling	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none">• Interpret, construct and present data using pictograms• Interpret, construct and present data using bar charts• Interpret, construct and present data using tables• Solve one step & two step questions using info presented in scaled bar charts, pictograms & tables

Science

Unit of Work	Knowledge and Content
<p>Microbes and disease</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • Recognise the three types of microbes. • Give an example of how microbes can be passed from one person to another. • Give an example of how we can defend ourselves from diseases. • Be aware of why we have vaccinations. <p>By the end of the module some students should be able to:</p> <ul style="list-style-type: none"> • Give examples of how microbes can be used to make food and drink
<p>Chemical reactions</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • To describe the difference between a physical and a chemical change. • To describe two gases and how to test for them. • Use equipment safely when testing for gases. <p>By the end of the module some students should be able to:</p> <ul style="list-style-type: none"> • Construct a word equation for a chemical reaction.
<p>Casualty</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • To name the four parts of the blood. • To recognise the 3 types of blood vessels. • To describe some effects that smoking can have on the body. <p>By the end of the module some students should be able to:</p> <ul style="list-style-type: none"> • Give the name of some parts of the heart. <p><i>Students will be given the opportunity to carry out a heart dissection in this topic.</i></p>
<p>Forensic Science</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • Use observation skills to look for evidence in a picture. • Use methods to collect fingerprint evidence and identify the different patterns found in them. • Use a microscope to inspect fibre and hair evidence. • Use chromatography to identify the composition of different inks. <p>By the end of the module some students should be able to:</p> <ul style="list-style-type: none"> • To carry out experiments to identify different metals found in chemical evidence. <p><i>All crimes discussed in this topic will be fictional.</i></p>
<p>Light</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • Describe a material as transparent, translucent or opaque. • State whether an object is luminous or non-luminous. • Show on a diagram that light only travels in straight lines. • Name one or more parts of the eye. <p>By the end of the module some students should be able to:</p> <ul style="list-style-type: none"> • Recognise that white light is made of a spectrum of colours and separate them using a prism. <p><i>Students will be given the opportunity to carry out an eye dissection in this topic.</i></p>
<p>Respiration</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • To name one or more parts of the respiratory system. • To be able to say which gas we need from the air for respiration. • To recognise what happens to the rib cage and diaphragm to allow us to inhale and exhale. <p>By the end of the module some students should be able to:</p> <p>To construct the word equation for respiration.</p> <p><i>Students will be given the opportunity to carry out a lung dissection in this topic.</i></p>

IT

Unit of Work	Knowledge and Content
Digital Literacy	In this unit, students will be looking at the different types of online crime that happens on a regular basis, looking at ways to keep safe when browsing / using the internet and looking at how to keep safe while using an electronic device. Become familiar with spotting between genuine and phishing emails. Computer Misuse and what makes a good password and how to protect personal data from others.
Spreadsheet	This unit will introduce students to using Excel spreadsheets. By the end of this unit most students will have learnt the basics of using a spreadsheet. Students will create spreadsheets by using basic tools such as entering, editing, formatting sorting information and create basic charts.
Networks	This unit will introduce students to computer networks. By the end of this unit, most students will have learnt the basics of computer networks and understand the hardware and software components that make up computer systems and how they communicate with one another and with other systems. Students will become familiar with; how they can provide multiple services such as WWW; and the opportunities they offer for communication and collaboration.
Hardware	This unit will introduce students to Hardware. By the end of this unit most students will Identify the components of a computer e.g. input, output and storage devices. Identify the basic function of the common internal components of a computer. Identify the basic functions of common peripherals.
Legislation	In this unit, students will learn about the Data Protection Act, Computer Misuse Act and Copyright Act and their application.
Cryptography	This unit will introduce students to Cryptography and how the enigma machine was used in WW2 to break codes. By the end of this unit most students will have become familiar with encryption and use a Caesar wheel to crack codes. Students will be able to create their own codes for others to crack.

Art

Unit of work	Knowledge and Contents
Landscapes	By the end of the module all students should be able to: <ul style="list-style-type: none">• Understand what a landscape is• Observe objects and reproduce them• Represent realistic objects• Attempt to add details with accuracy
Abstract Art	By the end of the module all students should be able to: <ul style="list-style-type: none">• Be familiar with the work of some famous artists and artistic movement (Mondrian, Kandinsky, Rothko, Klee)• Describe what “abstract” means• Use with greater confidence the visual language common to both representation and abstraction• Develop link between their own work and abstract artists
Ancient Greece	By the end of the module all students should be able to: <ul style="list-style-type: none">• Investigate materials and methods whilst exploring Art in Ancient Greece• Design images and artefacts from Ancient Greece• Refine skills working in collage
Ancient Romans	By the end of the module all students should be able to: <ul style="list-style-type: none">• Investigate materials and methods whilst exploring Art in Ancient Rome• Gain basic practical skills of working in 3-dimensional form Gain a basic understanding of the specific vocabulary related to the technique• Use a range of materials and tools related to the sculpting technique
Contemporary artists	By the end of the module all students should be able to: <ul style="list-style-type: none">• Be familiar with the work of some famous artists (Andy Warhol, Ernst Ludwig Kirchner, John Nash, Matisse)• Make a piece of work following the same procedure of contemporary artists• Analyse art techniques, processes and concepts, make informed judgements and express considered opinions• Experiment with different techniques
Interiors	By the end of the module all students should be able to: <ul style="list-style-type: none">• Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding• Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes• Present a personal, informed and meaningful response demonstrating analytical and critical understanding






RE

Units of Work	Knowledge and Content
Justice and Freedom	By the end of the module, all students should be able to: <ul style="list-style-type: none">• understand that freedom and justice have more than one definition;• explain how beliefs about freedom and justice have influenced the actions of important figures in history and today.• explain the different religious concepts of freedom and justice, and give examples;• state the role of religious beliefs and how they have influenced the human rights and nonviolent protest movements;• examine and explain why concepts of freedom and justice can conflict.
Hinduism	By the end of the module, all students should be able to: <ul style="list-style-type: none">• name the main Hindu deities and symbols.• identify where Hindus worship.• retell one of the stories celebrated during a special Hindu festival.• locate where Hinduism was founded.• explain the main beliefs that Hindus share.• know that Hindus have more than one holy book.
Ceremonies	By the end of the module, all students should be able to: <ul style="list-style-type: none">• explain what a ceremony is and name some religious and non-religious ceremonies;• talk about their experiences of attending ceremonies;• know that an Aqiqah is an important ceremony held for Muslim babies;• explain what a Bar Mitzvah or Bat Mitzvah is;• give an opinion on when a child should become responsible for their own actions
Humanism	By the end of the module, all students should be able to: <ul style="list-style-type: none">• explain the difference between atheism and humanism• know and be able to name at least two of the humanist beliefs• recognise the Happy Human symbol and associate it with humanists
Buddhism	By the end of the module, all students should be able to: <ul style="list-style-type: none">• identify where India is on a map.• know that Siddhartha Gautama was the Buddha.• know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours.
Peace	By the end of the module, all students should be able to: <ul style="list-style-type: none">• choose acts of peace they can carry out themselves• create a peace poster to explain a religion's view on peace using a guide sheet as support,• show comparisons within religions using the international symbol of peace by cutting and sticking the religion's symbol,• complete a mindfulness activity

Geography

Unit of work	Knowledge and Content
<p style="text-align: center;">Grand Canyon</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • Locate the Grand Canyon on a map. • Describe key features of the Grand Canyon. • Understand that the Grand Canyon was formed over millions of years. • Know what erosion means. <p>By the end of the module, some students should be able to:</p> <ul style="list-style-type: none"> • Can identify other locations along the same latitude/longitude lines. • Explain ways in which water erosion has helped form the Grand Canyon. • Describe the conditions at the bottom of the Grand Canyon.
<p style="text-align: center;">North and South America</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • tell you that a continent is a large landmass. • tell you that continents are groups of countries. • identify some countries in North America • identify some countries in South America. <p>By the end of the module, some students should be able to:</p> <ul style="list-style-type: none"> • describe how latitude can influence the landscape of an area. • describe how latitude influences the climate of an area. • explain the difference between human geography and physical geography.
<p style="text-align: center;">Mountains</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • tell you the country a mountain range is found in. • tell you that not all mountains look the same. • draw a mountain range including the key features I have identified. <p>By the end of the module, some students should be able to:</p> <ul style="list-style-type: none"> • use the index in an atlas to find mountains. • find the height of a peak on a map. • identify an outcrop, a ridge, the tree line and the snow line.
<p style="text-align: center;">Coastlines</p>	<p>By the end of the module, all students should be able to:</p> <ul style="list-style-type: none"> • name some features of a coastline. • explain how some coastal features are formed. • name some famous UK coastal features. • identify the location of some famous UK coastal features. <p>By the end of the module, some students should be able to:</p> <ul style="list-style-type: none"> • tell you what weathering and erosion mean. • name different types of weathering. • describe how different types of weathering change rocks.

History

Unit of Work	Knowledge and Content	Skills
<p>The First World War and the Peace</p>  <p>Settlement</p>	<ul style="list-style-type: none"> • Long term causes of World War I • Short term causes of World War I- Assassination • The Triple Alliance and Triple Entente • Trench Warfare • Treaty of Versailles • The League of Nations 	<p>Historical enquiry Significant aspects of history. Cause and consequence Description</p>
<p>The inter-war years: the rise of dictators</p> 	<ul style="list-style-type: none"> • Democracy • Dictatorship • Conditions that allowed the rise of dictators • Life in Germany during the inter-war years 	<p>Comparing and contrasting. Questioning Explaining Source analysis</p>
<p>Rights and Freedoms</p> 	<ul style="list-style-type: none"> • Changes for Jews living in Europe 1919 – 1945? – Nuremberg Laws, Transportation, Ghettos, Concentration Camps. • What is meant by Holocaust and why we should remember the Holocaust today • Other genocides that have occurred e.g. Bosnia 	<p>Judgment</p>
<p>The Home Front during World War II. (Focus on Kingston)</p> 	<ul style="list-style-type: none"> • Evacuation of children • Rationing • The Blitz • The Home Guard • How to research facts about Kingston • Significant people or events concerning Kingston • How to find evidence during an education visit 	
<p>The Middle East</p> 	<ul style="list-style-type: none"> • Long-term causes of conflict in the Middle-East • The reasons for conflict between Arabs and Jews in Palestine • Consequences of the Arab-Israeli War in the Middle East • How did the Cold War cause conflict in the Middle East • Investigate different causes of the Iran-Iraq War (1980-88) • 'War on Terror' 	

The Modern World: Change



- What is the best way to bring about change?
- Is war the best way to bring about change?
- Can people bring about change by peaceful protest?
- Using the media to change how people think
- How can we change the law?
- Is terrorism ever justified?
- Murder mystery: who killed Kennedy?

Music

Unit of Work	Knowledge and Content
Music Investigation	Students will explore a range of different styles of songs and song-writing techniques. Styles of lyric writing will include socio/political, narrative, love, rap and humour.
Skills Building	Students will continue to develop their practical skills and knowledge of music theory. They will learn more about how to read and write music, as well as improving their skills playing instruments. Students will also continue to develop their singing skills and understanding of rhythm.
Song-writing 1	Students will begin developing their own song. They will consider different types of poetry and rhyme to enhance their lyric writing, and begin to develop a melody and accompaniment.
Song-writing 2	Students will continue develop their song. Working individually or in groups, they will refine and practise their song, with melodic and rhythmic accompaniment. Students will be able to perform their song at the end of term.
Composition	Students will use their developing theory skills to compose and notate a short piece of music. As they develop an original composition, they will refine their notation skills and understanding of rhythm and pitch to create sheet music that another person will be able to perform from.
Performance	Ensemble performance. Choosing an appropriate song to perform. Is the difficulty level right for everyone? Can it be adapted e.g. some sing verse, some sing chorus? How can you practice at home?

PE

Unit of Work	Knowledge and Content
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.
Horse riding	Take part in outdoor and adventurous activity challenges both individually and within a team. The horse riding is delivered in partnership with the Riding for the Disabled Association group, at stables in Bookham. The students follow a program of study which includes safety around horses, basic riding techniques and horse care.
Games/Athletics	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students will be taught a range of skills including: running, jumping, throwing and catching in isolation and in combination. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, football, boccia and tennis.
Gymnastics	Students are encouraged to develop their flexibility, strength, technique, control and balance during these sessions. The programme is delivered in the school sports hall. During these sessions the students are assessed against a range of criteria.
Swimming	The swimming sessions are delivered at the Kingfisher in Kingston. During the swimming lessons the students are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are encouraged to use a range of strokes effectively. These include, front crawl, backstroke and breaststroke. They are also taught water safety which includes self-rescue.

- Due to the ongoing Covid 19 situation our offsite activities are currently restricted. We hope to be able to offer Horse Riding and Swimming to pupils as soon as our providers are able to and it is safe to do so.

Drama

In drama we shall be continuing the themes that they have been studying in English

Unit of Work	Knowledge and Content
Genres- Horror	By the end of the module, all students should be able to: <ul style="list-style-type: none">• Understand what a genre is• Be able to associate characters and settings based on specific genres• In groups, create improvisations based on a stimulus• Use the themes in a specific genre to create their own story and ideas.
War Poetry and Media	By the end of the module, all students should be able to: <ul style="list-style-type: none">• Identify features of propaganda and use them in a performance• Read and understand a war poem/text• Create tableaux's based on a war poem• Use techniques such as hot seating and interviews when performing• Be able to create a piece of drama based on the genre of war
Improvisation	By the end of the module, all students should be able to: <ul style="list-style-type: none">• Understand what improvisation is and its importance• Create a series of still images based on a starting point• Be able to use our bodies to demonstrate meaning.• Be able to work in small groups to create a piece of improvised drama.• To be able to evaluate performances using drama vocabulary
Mime	By the end of the module, all students should be able to: <ul style="list-style-type: none">• Be able to work in a group• Identify features involved when miming• Explore techniques used by Charlie Chaplin• Show different characters and scenarios through mime• Recreate a well know story in mime
Perform a scripted performance using costumes and props (over a term)	By the end of the module, all students should be able to: <ul style="list-style-type: none">• Identify what a script is• Read from a script• Work in a group• To rehearse and communicate with their peers• Create improvisations to develop their performances• Learn lines from a script• Give and receive feedback to help improve their performances• Be able to identify a prop in a performance and its purpose• Choose an appropriate prop for a character• To be able to use a script, costumes and props in a short piece of Drama

PSHE We also work closely with external agencies such as NSPCC, intergrate UK and Tender in order to deliver specific parts of the PSHE curriculum. These organisations introduce the students to support networks they may access when they leave school. Recent topics include the "speak out stay safe" campaign, healthy relationships with a focus on identifying harmful behaviours and the Straight talking project. Links to the relevant external agencies can be found on our website.

Unit of Work	Knowledge and Content
Emotional Wellbeing	<p>To know what mental health is</p> <p>To be able to describe the effect emotions have on our bodies</p> <p>To be able to recognise emotions in other people</p> <p>To be able to describe the effects of mental illnesses such as depression and anxiety</p> <p>To be able to describe self-harm and to be able to describe the professions who help with mental issues</p> <p>To be able to describe and understand about autism and ADHD</p> <p>To be able to describe anorexia, bulimia and OCD</p>
Anti-bullying & e-safety	<p>To be able to describe/explain what bullying is and the different types including cyber bullying and with social media</p> <p>To remember the role of a victim, bully and bystander</p> <p>To understand how to deal with peer pressure when using social media such as Facebook and deal with bullying assertively.</p> <p>To discuss what a virtual relationship is and the dangers of sharing information online.</p> <p>To discuss what privacy settings are available for each social media application and to discuss why we should use them</p> <p>To recognise what risky online/mobile behaviour such as posting images (sexy photographs) (sexting) is and the consequences of sending them.</p> <p>To recognise the risks of using abusive language on the internet and to know how to report risky online behaviour.</p> <p>To discuss what grooming is and when it might happen and to know how to protect yourself from online grooming.</p> <p>To be able to name an organisation - Childline that helps victims of bullying and to know who/where to go to for help.</p>
Smoking and Alcohol	<p>To be able to find out what they know about alcohol and drugs.</p> <p>To be able to recognise, from given material, two legal drugs in common use- alcohol, tobacco</p> <p>To be able to recognise the legal age for buying tobacco and alcohol.</p> <p>To know that alcohol is a legal drug and to be able to name at least three different alcoholic drinks and to describe a unit of alcohol</p> <p>To communicate one problem relating to the abuse of alcohol</p> <p>To communicate one health problem relating to the use of tobacco/smoking</p> <p>To communicate one health problem relating to the use of cannabis</p>
Gender /Public and Private	<p>To discuss what the word stereotype is</p> <p>To identify the different types of relationships</p> <p>To understand what sexual orientation is</p> <p>To know what the law is and what hate crime is and to consider how sexuality impacts on the body image</p> <p>To use the terms public and private in relation to places</p> <p>To be able to use the terms public and private in relation to their bodies and how to stay safe</p> <p>To be able to recognise appropriate physical contact in different relationships</p>
Body image	<p>To be able to sort characteristics in to physical and personality</p> <p>To be able to understand that everyone is different and there is no perfect body</p> <p>To be able to recognise the effect that advertising has on body image.</p> <p>To be able to recognise the effect that advertising has on body image</p> <p>To be able to recognise that body image is linked to self esteem</p> <p>To be able to recognise that body image can also be about our private parts.</p> <p>To understand how to protect girls and their health in different cultures</p>
Relationships	<p>To know the six different types of relationships</p> <p>To be able to name people who they have different relationships with.</p> <p>To begin to understand that relationships change</p> <p>To be able to identify the qualities that make a healthy boyfriend/girlfriend relationship</p> <p>To know what a respectful relationship looks like with an intimate relationship</p> <p>To know levels of intimacy and what is appropriate and where and to know about what consent is in an intimate relationship and to know sex and the law</p> <p>To know what abuse in relationships looks like (including domestic violence) and where to go for help.</p> <p>To know what reality is Vs fantasy, linked to games and being online/internet and relationships</p>

Design Technology

Students in Year 9 will cover three topics over ten weeks

Unit of work	Knowledge and Content	Skills
Health and safety, Wood work (Football rattle):	<p>By the end of the module students should be able:</p> <ul style="list-style-type: none"> • To understand the rules of the Workshop and know why we have these rules. • To understand safety signage in the workshop. • To be able to recognize a range of workshop tools and machinery. • To understand the concept of sustainable wood. • To be able to mark out accurately. • To be able to use a Tenon saw safely, accurately and independently. • To be able to safely, independently and accurately use the pillar drill. • To be able to use a Tenon saw safely independently and accurately • To understand why we finish a product with paint/ varnish. • To be able to draw a 3d picture of the final product 	<p>Working safely Material selection Measuring marking out Sawing Drilling Sanding Painting/Varnishing</p>
Metal (hanging basket bracket)	<ul style="list-style-type: none"> • To be able to measure accurately and independently • To be able to use a model to communicate design ideas. • To be able to form metal and understand the concept of work hardening • To be able to use the pillar drill safely and independently. • To be able to use a pop rivet gun safely and independently • To understand what dip coating is. 	<p>Safe working practice Use of hack saw Drilling Measuring Use of pop rivet gun Dip coating</p>

Food Technology

Students in Year 9 will cover three topics over ten weeks

Unit of Work	Knowledge and Content	Skills
Pasta/Rice	<p>During this module students will gain knowledge of pasta and rice so they can:</p> <ul style="list-style-type: none"> • Name types of pasta • Name types of rice • Demonstrate how to boil pasta • Name 3 pasta sauces • Suggest alternative ingredients 	Finely chopping Finely slicing Dicing Chopping herbs De-seeding Grating Weighing Boiling Simmering Reducing Draining Frying/Sautéing Using pasta machine Researching Washing up Drying Cleaning
Healthy Eating	<p>During this module students will gain knowledge of healthy eating so they can:</p> <ul style="list-style-type: none"> • Name all the sections of the Eatwell Guide • Put food item in each section of the Eatwell Guide • Name cooking methods and say which ones are considered more healthy • Suggest a healthy meal including items from each section of Eatwell Guide • Suggest a natural sweetener to bake with instead of sugar 	Finely chopping Finely slicing Dicing Chopping herbs Ribboning De-seeding Peeling Grating Mixing Simmering Boiling Baking Grilling Steaming Researching Washing up Drying Cleaning

Horticulture (These are introductory units, not all learners will complete them by the end of the Key Stage)

Unit of Work	Knowledge and Content
<p>Recognise plants</p> <p>Plant flower bulbs</p> <p>Introduction to sowing seed indoors in containers</p>	<p>To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting. To be able to explain the names and functions of the main parts of a plant.</p> <p>This unit introduces the skills required to plant bulbs for naturalisation or for bedding</p> <p>This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy</p>
<p>Prepare and plant an area</p> <p>Weed a planted area</p> <p>Introduction to sowing seed indoors in containers</p>	<p>To enable learners to demonstrate their ability to prepare and plant an area of land</p> <p>To enable learners to demonstrate their ability to weed a planted area by hand, hoe or fork</p> <p>This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy</p>
<p>Introduction to cultivating plant cuttings</p> <p>Water plant material by hand</p> <p>Introduction to potting up rooted cuttings, large seedlings or plugs by hand</p>	<p>This unit exists to give a basic introduction to cultivating plant cuttings</p> <p>To enable learners to demonstrate their ability to water plant material by hand using a hose or watering can</p> <p>This unit introduces the learner to the knowledge, understanding and skills needed to prepare for and demonstrate the potting by hand and immediate aftercare of rooted cuttings, large seedlings or plugs</p>

Communication

Unit of Work	Knowledge and Content / Skills
<p style="text-align: center;">Verbal & Non Verbal Communication</p>	<p><u>Students will practice the following skills -</u> Verbal & Non Verbal Communication:</p> <ul style="list-style-type: none"> • Listening and attention skills, Body Language/Facial Expressions, Eye Contact, Personal Space, Tone of Voice, Formal/informal language for different situations, Assertiveness <p><u>Students will practice their question asking skills including:</u></p> <ul style="list-style-type: none"> • Formal and informal questions, how to use questions to find out specific information, how to use questions to gain clarification or additional information, and what are appropriate and inappropriate questions.
<p style="text-align: center;">Rules of Conversation</p>	<p><u>Students will practice rules of conversation including appropriate ways to:</u></p> <ul style="list-style-type: none"> • Start a conversation and greet others, Join a conversation, Turn taking Interrupting, Being Interrupted, Agreeing/disagreeing, Arguing, Complimenting, Criticising, Jokes, Refusing and Apologising <p><u>Students will develop an understanding of:</u></p> <ul style="list-style-type: none"> • Friendships and who is and is not a friend • How I feel, why I feel like that and how I can help myself • Expected and unexpected behaviours in different situations
<p style="text-align: center;">Social Skills</p>	<p><u>Students will practice functional skills for:</u></p> <ul style="list-style-type: none"> • Friendships • Conversation • Social skills in the community including on social media • Understanding themselves and others • Expressing their emotions

The above topics will be based on Social Thinking Programme (Michelle Garcia Winner) and Talkabout (Alex Kelly), as well as Zones of Regulation (Leah Kuypers).

Timetabled Communication lessons will take place weekly, led by a qualified Speech and Language Therapist (Gemma Hatfield). As part of your child's attendance at St Philip's, implied consent has been given for your child to access the school's Speech and Language Therapy service. If you wish to withdraw your consent for your child to access Speech and Language Therapy at St Philip's please do contact Ben Walsh (Head Teacher), Gemma Hatfield or your child's form tutor to discuss.