



# DE LA SALLE

## SCHOOL

### ST HELENS

[www.delasalle.st-helens.sch.uk](http://www.delasalle.st-helens.sch.uk)

Faith.  
Respect.  
Challenge.  
Innovation.  
Compassion.

## Year 9 Information Evening





# Attendance



De La Salle School



- Government expectation-97% attendance as a minimum
- Parental responsibility to attend school is a legal requirement
- Unauthorised absences will be dealt with by the Local Authority in the form of fixed penalty notices and court proceedings
- Strong pastoral teams in position to support attendance
- Data and information will be sent regularly
- 90% attendance is considered a persistent absentee



# Punctuality



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- School day begins at 8.30 am
- Students are expected to arrive to lessons on time
- Late to school twice in a week leads to a lunchtime detention
- Parents are notified about student punctuality to lessons
- Appropriate sanctions will be allocated



# Behaviour Points



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- Any students not following school expectations will have star points removed
- These are categorised as behaviour points
- Lost star points are monitored on a daily basis
- School sanctions then apply





# Star Points



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- Daily 6 - positive start to the day
- Awarded by teachers for positive behaviour for learning and displaying positive Lasallian values
- Star points lead to a range of rewards
- Rewards include star of the week, vouchers, certificates of achievement, prize draws and postcards home





# Homework



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- In response to parental feedback the school will now set homework through Edulink from **Jan 2023. Show my Homework will continue to be used until then**
- Homework and independent study is set according to the demands of the school curriculum
- Examples include: research, revision, quizzes, reading, comprehension and creative tasks
- Parents will be informed of completion via the Edulink app
- Parents will be notified if students repeatedly don't complete homework via parentmail and/or phone call





edulinkone



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- Login details will be emailed to you as its been a while since we last did this
- Student login details are the same as school network login details (school ID : De La Salle)
- Features include:
  - Star point information
  - Lunchtime purchases
  - Timetable
  - Attendance and punctuality information
  - School reports
  - Homework







Striving to be the best you can

RESPECT





# Contact



De La Salle School

## Form Teachers

9J- Mrs Coombs [coombsk@delasalleschool.org.uk](mailto:coombsk@delasalleschool.org.uk)

9O- Mr Darlington [darlingtonm@delasalleschool.org.uk](mailto:darlingtonm@delasalleschool.org.uk)

9H- Ms Forde [fordee@delasalleschool.org.uk](mailto:fordee@delasalleschool.org.uk)

9N- Mr Smith [smithp@delasalleschool.org.uk](mailto:smithp@delasalleschool.org.uk)

9B- Mr Foster [fosterk@delasalleschool.org.uk](mailto:fosterk@delasalleschool.org.uk)

9D- Miss Egan [egana@delasalleschool.org.uk](mailto:egana@delasalleschool.org.uk)

9L- Mr Grose [groses@delasalleschool.org.uk](mailto:groses@delasalleschool.org.uk)

9S- Miss Orford [orfordc@delasalleschool.org.uk](mailto:orfordc@delasalleschool.org.uk)

- Parentmail is our method of sending letters or written communication





# Contact



De La Salle School

- If you wish to speak to Mrs Moran– PSM, or me please use the following e-mails or phone the school number  
[leggettm@delasalleschool.org.uk](mailto:leggettm@delasalleschool.org.uk)  
[morans@delasalleschool.org.uk](mailto:morans@delasalleschool.org.uk)
- We will endeavour to get back to you between within 24 hours for the most serious concerns and 48 hours for all issues
- If you wish to meet with us, an appointment will need to be made in advance as we are not usually readily available





# Academic



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- GCSE Options
- Carmel college taster sessions & master classes
- Prestigious university project with Cronton
- Young citizens mock magistrate
- UKMT
- Term 1 science careers fair
- British science week
- Science fair





# Foreign



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- Andorra- Ski trip
- Poland- Holocaust memorial
- France- Disneyland Paris





# Sport & culture



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- Debating society
- Football
- Rugby
- Dance
- Netball
- Drama
- Music
- Duke of Edinburgh's Bronze Award







# Careers



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- Thursday 13<sup>th</sup> October - BBC Roadshow
- Thursday 10<sup>th</sup> November - Your Future Careers Fair (during the school day)
- January - Focus on Options during PSHCE
- 12<sup>th</sup> June - 7<sup>th</sup> July - Discovering Careers (Trial this year: carousel of employer visits)






**Our motto**



De La Salle School

**#BeKind**





Broadening your horizons

# CHALLENGE



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## School Life

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THURSDAY 01 OCTOBER 4.30 - 7.30PM

THE ONLY STAR WE ARE MISSING IS YOU

**X-CEPTIONAL**  
MEN & WOMEN



How to find  
curriculum  
information

English

Maths

Science

Religious  
Education

History

Geography

Modern  
Foreign  
Languages

Computing

Art

PE With Dance

Performing  
Arts

Vocational  
Courses





## Curriculum Areas

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3

4

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### Year 9 Geography Learning Journey

UK Physical Environments

Summative assessment 1

Snowdonia Project

Our diverse Planet

Summative assessment 2

Our Changing Planet

Summative assessment 3

## Curriculum Roadmaps

### Misconceptions

#### UK Physical Environments

Most of the UK was covered in ice during the last Ice Age which ended 20,000 years ago.  
Snowdonia is a National Park in Wales. Its highest mountain is Mt Snowdon at 1085 metres high.  
Tourism in National Parks can sometimes create issues and conflict.

#### Our Diverse Planet

Tropical Rainforests are located close to the equator  
Soils in the rainforest are poor and infertile because of leaching  
Logging is not the only cause of deforestation, cattle ranching and palm oil plantations account for most deforestation  
Rainforests are the lungs of the earth, they produce oxygen but also absorb carbon. They are carbon sinks.

#### Our Changing Planet

Not every country has plenty of natural resources  
Food and water insecurity can lead to conflict  
Energy consumption is highest in NEE's like India and China  
Managing climate change involves mitigation (reducing causes) and adaptation (responding to causes)



## Curriculum maps

### How can they help?

These are additional documents that are more in-depth than Curriculum Roadmaps. They contain:

- ❖ Knowledge and content
- ❖ Key skills
- ❖ Assessment criteria



## Geography Curriculum Map Year 9 Term 1

### UK Physical Features: Snowdonia National Park



#### Big Picture

In this unit students will be looking at a case study of Snowdonia National Park. They will gain an appreciation of how the natural features of the area were created by studying glacial processes. They will look at the reasons for and the aims of National Parks. They will also investigate the positive and negative impacts of tourism.

**Intent** - We want our students to have an appreciation of the world around them and how it operates. They will learn to identify glacial features and to understand how they were created. They should be able to recognise the need to conserve our natural environment. They should understand that National Parks are living and working areas and as such a balance has to be struck between economic development and conservation and that at times conflicts can occur.

**Implementation** - We will deliver this part of the curriculum through lessons which have been collaboratively planned and differentiated for challenge at all levels. There will be a literacy focus on key terms and their context and opportunities for our students to read and speak like a Geographer. We will continue to build on the fundamentals in Geography as we work through the unit of work. We will endeavour to develop their understanding and enjoyment of the subject and will use blended learning techniques to bridge and extend learning further. **All pupils will undertake fieldwork in Snowdonia National Park and produce a subsequent project in class.**

**Impact** - We will assess student progress through low stakes quizzes, Geog memory, Seneca homework, half termly formative assessment and summative assessment. Students will be given the opportunity to express their prior learning and knowledge of the subject during class discussions (LORIC). The skills, knowledge and understanding the students develop through this unit will allow them to engage with their environment, understand the relevance of Geography in this changing world and may inspire them to go on to study this subject through GCSE and A Level.

Cross curricular Links -

Gatsby Benchmark 4 and 5

Language in Geography: National Parks, tourism, conflicts, economic, social, environmental, abrasion, plucking, freeze-thaw weathering, glacier, ice age, corrie, tarn, glacial trough, ribbon lake.

## Progress Stages for year 9 Geographers

Progress ladder	Knowledge	Skills
Mastering	<p>I can describe in great detail the location of the UK's upland areas.</p> <p>I have a detailed knowledge and understanding of the UK's National Parks.</p> <p>I can analyse the positive and negative impacts of tourism.</p> <p>I can explain the main glacial processes and give detailed descriptions on how they have changed areas like Snowdonia.</p> <p>I understand and can explain in detail how conflicts occur in National Parks.</p> <p>I can use a wide range of key terms associated with this topic in the correct context and spell them accurately.</p>	<p>I can understand and interpret relief maps with a high degree of accuracy.</p> <p>I can accurately use countries, regions and directions in my descriptions.</p> <p>I can complete fieldwork outside the classroom.</p> <p>I can write with geographical flare.</p> <p>I can produce fully annotated diagrams, sketches and maps.</p> <p>I can present a clear and balanced issue evaluation.</p> <p>I can work in an organised manner and produce a complete and detailed fieldwork project.</p>
Securing	<p>I can describe in detail the location of the UK's upland areas.</p> <p>I have a detailed knowledge and understanding of the UK's National Parks.</p> <p>I can analyse the positive and negative impacts of tourism.</p> <p>I can explain the main glacial processes and give descriptions on how they have changed areas like Snowdonia.</p> <p>I understand and can explain how conflicts occur in National Parks.</p> <p>I can use a wide range of key terms associated with this topic in the correct context and spell them accurately.</p>	<p>I can understand and interpret relief maps with a high degree of accuracy.</p> <p>I can accurately use countries, regions and directions in my descriptions.</p> <p>I can complete fieldwork outside the classroom.</p> <p>I can write with geographical flare.</p> <p>I can produce annotated diagrams, sketches and maps.</p> <p>I can present a clear and balanced issue evaluation.</p> <p>I can work in an organised manner and produce a complete fieldwork project.</p>
Developing	<p>I can describe the location of the UK's upland areas.</p> <p>I have a knowledge and understanding of the UK's National Parks.</p> <p>I understand there are positive and negative impacts of tourism.</p> <p>I can begin to explain the main glacial processes and give descriptions on how they have changed areas like Snowdonia.</p> <p>I understand conflicts occur in National Parks.</p> <p>I can use a range of key terms associated with this topic in the correct context.</p>	<p>I can understand and interpret relief maps.</p> <p>I can use countries, regions and directions in my descriptions.</p> <p>I can complete fieldwork outside the classroom.</p> <p>I can write in full sentences.</p> <p>I can produce diagrams, sketches and maps.</p> <p>I can work in an organised manner and produce a fieldwork project.</p>
Emerging	<p>I can describe the location of some of the UK's upland areas.</p> <p>I have a knowledge of what National Parks are.</p> <p>I understand there are positive and negative impacts of tourism.</p> <p>I can give brief descriptions on how the ice age may have changed areas like Snowdonia.</p> <p>I understand problems occur in National Parks.</p> <p>I can use some key terms associated with this topic.</p>	<p>I can understand relief maps.</p> <p>I can use countries, regions and directions in my descriptions.</p> <p>I can complete fieldwork outside the classroom.</p> <p>I can write in full sentences.</p> <p>I can produce diagrams, sketches and maps.</p> <p>I can produce a fieldwork project.</p>
Formative assessment on Conflicts in National Park question.		



## Curriculum Areas



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These are available in some subject areas.

### How can they help?

- ❖ Literacy (key definitions and spellings)
- ❖ Consolidate and reinforce learning
- ❖ Support with homework
- ❖ Help students catch up after a period of absence
- ❖ Preparation for assessment

## Knowledge Organisers



# Year 9 term 1

## UK Landscapes and Fieldwork

### The Big Picture



### Key Terms

**National Park** – An area of outstanding natural beauty preserved by law

**Tourism** – is travel for pleasure

**Relief** – the height and shape of the land

**Erosion** – the removal of material and shaping of landforms

**Weathering** – the breaking down of rocks by day to day weather e.g. freeze thaw

**Corrie** – large hollow shaped depression found on the side of a mountain

**Glacial trough** – A large u-shaped valley carved out by the ice

**Abrasion** – the sandpaper effect of the ice scraping away at the rock beneath

**Plucking** – the melting and then refreezing of ice against a surface

### Fieldwork enquiry process



### Location of National Parks



There are 15 in the UK. They are areas of scenic beauty normally in rural upland settings. Over 10 million people visit them every year...

### Characteristics of glaciated regions

**Climate** – During last ice age temps barely rose above freezing.

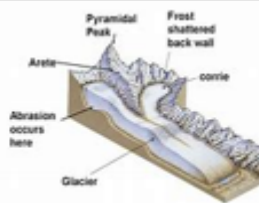
**Water** – Normally higher than average rainfall over 1100mm

**Soil** – Not very fertile. Nutrients concentrated in the topsoil & quickly absorbed.

**Latitude** – Polar glaciers above 66 degrees North. Alpine glaciers found in mountain zones e.g. Alps, Andes, Rockies and Himalayas.

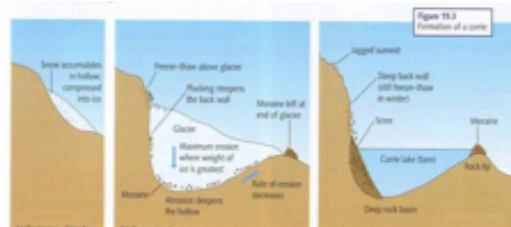
**People** – Work in tourism, logging, Hill Farming and mining.

### Glacial Landforms



Glaciers move very slowly as they do they erode the rock beneath. There are many glacial landforms including corries, arêtes, pyramidal peaks and u-shaped valleys. These can all be found in places like Snowdonia and the Lake District.

### Formation of a Corrie



## Year 9 Speak like a Geographer

Glaciation, mountainous, relief, glacier, ice sheet, plucking, abrasion, corrie, arête, pyramidal peak, tourism, honeypot weathering, prevailing, latitude, biome, biotic, abiotic, producer, consumer, decomposer, carbon sink, biodiversity, groyne, temperate, deciduous, tropical rainforest, Equatorial, Pantanal, indigenous, favela, population, densely, sparsely, distribution, sanitation, pacification, infrastructure, climate change, resources, surplus, deficit, renewable, alternative energy, energy mix, security, insecurity, extreme weather, flooding, biomass, hydroelectricity, nuclear, landfill, extraction, green field, brownfield, pollution, consumption, sustainable, congestion, agriculture, greenhouse effect, deforestation, mitigation, adaptation, mangroves, tundra, Svalbard, wilderness.





## Curriculum Areas



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## Assessments

- ❖ Students are formally assessed (summative assessments) three times a year.
- ❖ Assessment windows 2022 -2023 are:
  - W/C 3<sup>rd</sup> – 10<sup>th</sup> October
  - W/C 30<sup>th</sup> Jan – 6<sup>th</sup> February
  - W/C 8<sup>th</sup> – 15<sup>th</sup> May
- ❖ Full Reports
  - W/C 28<sup>th</sup> November
- ❖ Parents Evening
  - W/C 16<sup>th</sup> January





## Curriculum Areas



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### How can I support my child with homework and assessments?



- Encourage students to check Satchel One daily for homework tasks and assessment preparation
- Advise them to make a note of deadlines (when is it for?)
- Check they are spending sufficient time on homework tasks. The class teacher will very often state how long a task should take
- Encourage them to use the knowledge organisers available at home as additional support if and when required
- Students should plan ahead for assessments. Revising little and often is more effective than cramming the night before



< All teams



2022-9b-Gg2

...

Home page

Class Notebook

Assignments


Grades

Reflect

Insights

Channels

General

 **General** Posts Files +

+ New

Upload

Share

Copy link

Sync


Download









...

All Documents

Filter

Info

Documents > **General** 

 Name	Modified	Modified By	+ Add column
 Class Materials		L Rooney	
 Curriculum mini map	3 minutes ago	L Rooney	
 Key terms	2 minutes ago	L Rooney	
 Knowledge Organisers	3 minutes ago	L Rooney	
 Revision Materials	About a minute ago	L Rooney	
 Termly homework plan	About a minute ago	L Rooney	
 Wider Geography	2 minutes ago	L Rooney	