

CLAIRES COURT SCHOOLS THE COLLEGE



CURRICULUM STATEMENTS 2010 – 2011

YEAR 9

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY



INTRODUCTION Year 9

This booklet consists of a collection of curriculum statements, one for each of the subjects your daughter will be studying this coming academic year. Each curriculum statement outlines what will be taught in each term, lesson allocation and number of homeworks per week for that particular subject. It also indicates how your daughter's progress will be assessed.

In September all girls are given their homework timetable for the coming academic year. Each day your daughter should record any homework which has been set in her homework diary. Your daughter's Form Tutor will check her homework diary regularly and use it to communicate any concerns regarding homework. We ask that parents check their daughter's homework diary on a weekly basis and use it as a means of communication with the Form Teacher regarding homework or related problems.

If your daughter experiences any problems accessing the curriculum, please do not hesitate to contact her Form Teacher or Head of Year who will then pass on your concerns to the relevant member of staff.

L K Green
Headmistress



ENGLISH



All girls study English as a core subject. Pupils cover all the key skills each half term which include writing for a variety of purposes, audiences and in a variety of registers (creative writing, letters, poems, leaflets, advertisements, reports etc.); reading and comprehension of prose, poetry and drama; speaking and listening; language skills (grammar, vocabulary, punctuation and spelling.)

The girls have 5 lessons per week taught by the same teacher and are set homework twice per week, one of which is reading. Each year group has at least one double period each week. Progress is monitored by the use of homework assignments and the end of year examinations. In addition all pupils will do a common piece of writing in class each term.

Spelling will be tested regularly. The girls have a reading session each week in the Library and are encouraged to read a variety of books by different authors.

Main course book: **LONGMAN LITERACY OBJECTIVES 3** by Birch, Derry, Duffy and Webb

Teachers will ensure that all aspects of The English Curriculum are followed each term, using discrete units of work from the textbook and supplementing these with other units of work when appropriate.

Autumn Term

- Unit 1 : Imagine : Two extracts from *Touching the Void*
- Unit 2 : Explore : 'MCMXIV' and 'Six Young Men'
- Unit 3 : Entertain : A-Z of smoking and 'Your health'
- Unit 4 : Inform : 'Mountain building' from *Eyewitness Science : Earth*
- Unit 5 : Explain : Recipes from *Mrs Beeton's Book of Household*
- Unit 6 : Describe : 2002 Word Cup final report from the *Daily Mirror* and an online commentary [sports website]

Lent Term

- Unit 7 : Leisure : Persuade : Two leaflets from Oxfam
- Unit 8 : Leisure : Argue : Two newspaper columns arguing for and against ID cards
- Unit 9 : Leisure : Advise : Two problem pages and an article about beating stress
- Unit 10 : Science : Analyse : Children and TV violence / Blow for teens' TV time
- Unit 11 : Science : Review : *Harry Potter and the Philosopher's Stone* / *Star Wars*
- Unit 12 : Science : Comment : Personal commentaries on the British Commonwealth and what it meant growing up in Jamaica and Kenya.

Summer Term

- Poetry in preparation for Year 10/11
- Examination revision and preparation
- EXAMINATION
- Examination review
- Media in preparation for Year 10/11
- Other units of work in preparation for Year 10/11

Pupils will also read a wide variety of novels, short stories and plays suitable to their age group. A class reader will be studied each term.

For further information please contact Mrs E Robinson: ejr@clairescourt.com



MATHEMATICS

Sets 1 and 2



The pupils will follow the National Curriculum Syllabus supplemented by our own worksheets and investigations.

The syllabus for Year 9 has been divided into nine topic areas. Each topic will be studied using the Key stage 3 Mathematics Enhancement Project textbooks 9A and 9B, MyMaths website and later in the year, GCSE Mathematics for AQA B. Each topic will be studied for a time not exceeding three weeks. Each class has 5 x 35 minute periods each week and 2 pieces of homework which can be in written form or online.

On completion each topic will be assessed by the pupils sitting a Topic Test for that area of work. These test sheets will be marked and graded by the class teacher who will then discuss any problem areas with the pupils concerned. Pupils will sit a common task test each term.

In the Summer term, two examinations will be set, one in which pupils will be assessed on all of the topics that they have taken from September and the other, the NFER national standardised test. The end of year attainment grades will be based on the results of these examinations as well as the topic tests that the pupils have written throughout the year.

In June, pupils will start their GCSE Mathematics Module starting with Unit 1 Handling Data and Number and will follow the higher syllabus set by AQA for GCSE Mathematics New Specification B (Modular).

In the event of emergency school closure, work will be set by the class teacher via the MyMaths website which can be found at www.mymaths.co.uk. Each pupil will be given log details for this site.

Autumn Term

Number (1)	Basic Operations pages 16-36 (9A) Unit 2 Fractions and Percentages pages 58-80 (9A) Unit 4
Shape and Space (1)	Transformations pages 148-189 (9A) Unit 7 Area, Perimeter and volume pages 1-27 (9B) Unit 9
Shape and Space (2)	Constructions and Loci pages 81-98 (9B) Unit 12 Trigonometry pages 148-167 (9B) Unit 15
Algebra (1)	Indices and Standard Form pages 37-57 (9A) Unit 3 Linear Graphs and Equations pages 81-120 (9A) Unit 5

Lent Term

Algebra (2) Number (2)	Algebraic Manipulations pages 56-80 (9B) Unit 11 Sequences pages 28-55 (9B) Unit 10 Estimation and Approximation pages 128-147 (9B) Unit 14
Algebra (2)	Graphs, Equations and Inequalities pages 99-127 (9B) Unit 13 Quadratic Functions pages 195-208 (9B) Unit 17

Summer Term (Start GCSE Mathematics) Unit 1 Handling Data and Number

Statistics 1: Data Handling	Averages, Frequency Tables, Grouped Data, Frequency diagrams, Histograms, Survey, Sampling
Statistics 2: Statistical Representation	Line graphs, Stem-and-leaf diagrams, Cumulative Frequency diagrams, Box Plots

Note: Unit 1 of GCSE Mathematics will be assessed in March of Year 10. Pupils will continue follow the GCSE syllabus in September.

Any queries or concerns, please contact Mrs. Roe, Head of Mathematics Department at jar@clairescourt.com



MATHEMATICS

Set 3



The pupils will follow the National Curriculum Syllabus supplemented by our own worksheets and investigations.

The syllabus for Year 9 has been divided into nine topic areas. Each topic will be studied using the Key stage 3 Mathematics Enhancement Project textbooks 9A and 9B, MyMaths website and later in the year, GCSE Mathematics for AQA B. Each topic will be studied for a time not exceeding three weeks. Each class has 5 x 35 minute periods each week and 2 pieces of homework which can be in written form or online.

On completion each topic will be assessed by the pupils sitting a Topic Test for that area of work. These test sheets will be marked and graded by the class teacher who will then discuss any problem areas with the pupils concerned. Pupils will sit a common task test each term.

In the Summer term, two examinations will be set, one in which pupils will be assessed on all of the topics that they have taken from September and the other, the NFER national standardised test. The end of year attainment grades will be based on the results of these examinations as well as the topic tests that the pupils have written throughout the year.

In June, pupils will start their GCSE Mathematics Foundation Module starting with Handling Data and will follow the syllabus set by AQA for GCSE Mathematics New Specification B (Modular).

In the event of emergency school closure, work will be set by the class teacher via the MyMaths website which can be found at www.mymaths.co.uk. Each pupil will be given log details for this site.

Autumn Term

Number (1)	Basic Operations pages 16-36 (9A) Unit 2 Fractions and Percentages pages 58-80 (9A) Unit 4
Shape and Space (1)	Transformations pages 148-189 (9A) Unit 7 Area, Perimeter and volume pages 1-27 (9B) Unit 9
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Algebra (1)	Indices and Standard Form pages 37-57 (9A) Unit 3 Linear Graphs and Equations pages 81-120 (9A) Unit 5

Lent Term

Algebra (2) Number (2)	Algebraic Manipulations pages 56-80 (9B) Unit 11 Sequences pages 28-55 (9B) Unit 10 Estimation and Approximation pages 128-147 (9B) Unit 14
Algebra (2)	Graphs, Equations and Inequalities pages 99-127 (9B) Unit 13 Quadratic Functions pages 195-208 (9B) Unit 17

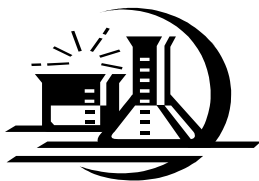
Note: The lower ability pupils might not necessarily cover the entire chapter in each unit of work as we will be working with them at their individual levels. Starting from September 2010, pupils (by special arrangement with the school) may use whizzmaths, a tutorial maths website designed to give additional support in mathematics.

Summer Term (Start GCSE Mathematics) Unit 1 Handling Data and Number

Statistics 1: Statistical Representation	Frequency diagrams, Statistical diagrams, Bar charts, Line graphs, Stem-and-leaf diagrams, Pie charts, Scatter diagrams
Statistics 2: Averages	Mode, Mean, Median, Range, Grouped data, Frequency polygons

Note: Unit 1 of GCSE Mathematics will be assessed in March of Year 10. Pupils in set 3 will continue following the GCSE Foundation syllabus in September.

Any queries or concerns, please contact Mrs. Roe, Head of Mathematics Department at jar@clairescourt.com



SCIENCE



Introduction

The syllabus followed is that of AQA (Assessment Qualifications Alliance)

The course followed is that laid down in the programme of study of Key Stage 4 of the National Curriculum. Science is a compulsory subject for all pupils in Years 9, 10 and 11 and to fulfil the requirements of the National Curriculum, all three sciences must be studied up to the age of 16. In order to achieve this all pupils study a balanced Science course and most are prepared for two awards from which they gain two separate GCSE passes. Pupils who are able to go on to study the triple Science course, gaining separate GCSE passes in Biology, Chemistry and Physics at the end of year 11. Those pupils who find work in science difficult still follow a balanced science course which has a smaller content and they are entered for two GCSE's.

In Year 9 the students will study the AQA GCSE Science A specifications.

The AQA specification leads to a single award GCSE for Science A specifications in January of Year 10, a second single award GCSE Additional Science in June of Year 10 or June of Year 11 and for those able a triple science award for Biology, Chemistry and Physics in June of Year 11. The schemes of work based on this syllabus will provide a worthwhile educational experience to boys of all abilities, whether or not they go on to study science beyond GCSE.

SPECIFICATION AIMS AND ASSESSMENT OBJECTIVES

National Qualifications Framework criteria

The specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities, including QCA, and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for science.

Aims and Learning outcomes

GCSE courses based on this specification should encourage candidates to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. They should provide insight into and experience of how science works, stimulating learners' curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and about career choices. GCSE courses based on this specification in science should enable learners to:

- develop their knowledge and understanding of the material, physical and living worlds
- develop their understanding of the nature of science and its application and the interrelationships between science and society
- develop an understanding of the importance of scale in science
- develop and apply their knowledge and understanding of the scientific process through hypotheses, theories and concepts
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations
- develop their awareness of risk and the ability to assess potential risk in the context of potential benefits
- develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions
- develop their skills in communication mathematics and the use of technology in scientific contexts

ASSESSMENT OBJECTIVES

This specification requires that all candidates demonstrate the following assessment objectives in the context of the content and skills prescribed. Within each of the assessment objectives the assessment must take account of candidates' ability to communicate clearly and logically, using specialist vocabulary and conventions where appropriate.

A01 Knowledge and understanding of science and how science works

Candidates must be able to:

- Demonstrate knowledge and understanding of the scientific facts, concepts, techniques and terminology in the specification
- Show understanding of how scientific evidence is collected and its relationship with scientific explanations and theories
- Show understanding of how scientific knowledge and ideas change over time and how these changes are validated

A02 Application of skills, knowledge and understanding

Candidates must be able to:

- Apply concepts, develop arguments or draw conclusions related to familiar and unfamiliar situations
- Plan a scientific tasks, such as a practical procedure, testing an idea, answering a question or solving a problem
- Show understanding of how decisions about science and technology are made in different situations including contemporary situations and those raising ethical issues
- Evaluate the impact of scientific developments or processes on individuals, communities or the environment

A03 Practical, enquiry and data handling skills

Candidates must be able to:

- Carry out practical tasks safely and skilfully
- Evaluate the methods they use when collecting first hand and secondary data
- Analyse and interpret qualitative and quantitative data from different sources
- Consider the validity and reliability of data in presenting and justifying conclusions

Weighting of assessment objectives

Assessment Objective		Weighting
A01	Recall, select and communicate their knowledge and understanding of science	37.5% (of which about one third for recall)
A02	Apply skills, knowledge and understanding of science in practical and other contexts	35% (evenly distributed across all aspects of the objectives)
A03	Analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence	27.5%

GCSE Science A specification at a glance:

Unit 1 Biology 1

25% of the overall assessment

Written exam

- 60 marks, one hour
- closed questions
- structured questions
- one longer response question assessing quality of written communication in a science context

Assesses the Biology content in unit 1

And

Unit 2 Chemistry 1

25% of the overall assessment

Written exam

- 60 marks, one hour
- closed questions
- structured questions
- one longer response question assessing quality of written communication in a science context

Assesses the Chemistry content in unit 2

And

Unit 3 Physics 1

25% of the overall assessment

Written exam

- 60 marks, one hour
- closed questions
- structured questions
- one longer response question assessing quality of written communication in a science context

Assesses the Physics content in unit 3

Plus

Unit 4 How Science Works

25% of the overall assessment

Assessed by an Investigative Skills Assignment (ISA)
40 marks, 45 minutes

Plus one or two lessons for practical work and data processing

a controlled assessment

Year 9 CONTENT – GCSE Science A

The course is comprised of 3 units, each unit relating closely to one of the scientific disciplines and a practical and investigative skills assessment (ISA).

SUMMARY OF THE SPECIFICATION CONTENT

GCSE Science A

UNIT	Topics
Science A	
Unit 1 Biology 1	Keeping our bodies healthy How our bodies defend themselves against infectious disease How human bodies respond to changes inside them and to their environment, and how plants respond to changes in external conditions The use of abuse of medicinal and recreational drugs How animals and plants are interdependent and how they are adapted to their environment Changes to energy and biomass at different stages in the food chain The waste material produced by plants and animals Why individuals of the same species are different from each other and the new methods we have for producing plants and animals with the characteristics we prefer Why some species of plants and animals have died out and how new species of plants and animals develop
Unit 2 Chemistry 1	The fundamental ideas of chemistry Rocks as a provider of building materials Metals and their uses Getting fuels from crude oil Getting useful substances from oil Plant oils and their uses Changes in the Earth and its atmosphere
Unit 3 Physics 1	The transfer of energy by heating and the factors that affect the rate at which that energy is transferred The efficient use of energy The usefulness of electrical devices Methods we use to generate electricity The use of waves for communication and to provide evidence that the universe is expanding
Unit 4 How Science works	Planning an investigation Assess and manage risks when carrying out practical work Collect primary and secondary data Process primary and secondary data Analyse and interpret primary and secondary data

For further information please contact Mrs H Williams: haw@clairescourt.com



FRENCH



Most pupils study French in line with Key Stage 3 of the National Curriculum. The course is divided into modules, each of which lasts approximately half a term. The course offers a lively, communicative approach, underpinned by clear grammatical progression.

Course book: Expo 3 Rouge and workbook.

Pupils have 3 lessons per week and 2 pieces of homework lasting approximately 30 minutes.

Progress is monitored by use of homework assignments, mini tests which are carried out on a one-to-one basis, and the end of module tests. During the summer term, the pupils will sit an end of year examination testing all four skills: listening, reading, writing and speaking.

Pupils have the opportunity to participate in the study trip to Paris in February.

Autumn Term

- Module 1: Discussing what's on television
 Talking about films
 Describing your routine
 Talking about what you read
 Describing what you saw or read
- Module 2: Planning what you will do
 Talking about the future
 Talking about future careers
 Why languages are important
 Using languages: a case study

Lent Term

- Module 3: Talking about illness
 Describing injuries
 Healthy living
 Understanding and giving advice
 Understanding a complex text
- Module 4: Talking about what you used to do
 Talking about sports you used to do
 A whodunit! Who did it?
 A profile of two sportspeople

Summer Term

- Module 5: Learning about a region of France
 Travel arrangements
 Arranging hotel accommodation
 A visit to an attraction
 A visit to a sporting event
- Module 6: Schools in different countries
 Young people and work
 Discuss world issues

Parental support: Parents can support their child's learning by ensuring that homework is completed and regularly testing them on vocabulary and grammar.

For further information, please email Madame P Travis: pjt@clairescourt.com



GERMAN



In year 9 pupils who have chosen German have 4 lessons per week and one homework of approximately 30 minutes.

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach and following the text book Echo Express 2.

Pupil progress is monitored regularly through vocabulary tests, topic tests and class work and homework exercises. At the end of the course there is an examination which tests each of the four of the key skills.

COURSE CONTENT:

Autumn Term

The Holidays	Talking about seasons, describing a past holiday, talking about places to stay, saying what you did at the weekend, talking about a winter holiday.
Shopping and Food	Buying fruit and vegetables, ordering in a café, shops and shopping, pocket money.

Lent Term

After School	Talking about television programmes, using the 24 hour clock, understanding an interview, talking about an after-school trip.
Health	Parts of the body, saying what is wrong, describing symptoms, healthy and unhealthy eating, sport.

Summer Term

Going Out	Accepting and refusing invitations, clothes, talking about a party, daily routine, problems.
An Exchange Visit	Saying what you want to do, a German city, a school trip, describing a town or village.

Parental Support: Parents can support their child's learning by ensuring that homework is completed on time and regularly testing them on vocabulary and grammar.

For further information please contact Mrs K Ing at kji@clairescourt.com



SPANISH



In Year 9, Students have decided to carry on with their Spanish. They have 4 lessons a week throughout the 3 terms. They are taught through the four skill areas of Listening, Reading, Writing and Speaking using a lively, communicative approach.

Regular use is made of DVD, videos, tape players and worksheets. Students also use the text book Listos 1 to support their learning. They receive 2 homeworks a week of approximately 30 minutes, which is marked on a weekly basis and given a numerical or letter grade.

Student's progress is monitored regularly via vocabulary quizzes and end of topic tests, which are kept in each students individual files. There is also an end of year summer examination to assess student's ability.

Autumn Term

En Casa	Describing your home, rooms, furniture, daily routine and after school activities
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Lent Term

Mi Pueblo	Places in a town, directions, weather, describing your town
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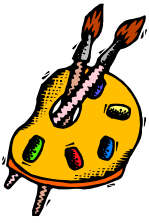
Summer term

El Tiempo Libre	Freetime activities, chores around the house, present tense and future tense verbs
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Parental Support:

Parents can support their child's learning by ensuring that homework is completed on time, regularly testing them on vocabulary and grammar and by encouraging them to use the language whilst on holiday in Spain or South America.

For further information please contact Mrs A Lickorish: all@clairescourt.com



ART



RATIONALE

During Year 9 the pupils consolidate the knowledge gained during years 7 & 8 and at the same time cover the attainment targets in AT1 & AT2 of the National Curriculum, namely investigating, making, knowing and understanding. They extend their skills by learning to paint creatively using an assortment of brushstroke techniques and paint application and they are taught the underlying rules of basic colour mixing. They are also taught how to express Tone using graded shading.

- Pupils have one double lesson per week plus one homework.
- **Homework** is set fortnightly as it alternates with Textiles and the pupils have a week in which to carry it out. Homework is intended to reinforce skills learnt in class and as a means of accessing visual information and research. Homework is checked and marked weekly.
- An effort grade and an attainment grade are given at the end of each half term and end of term period.
- Progress is constantly monitored and assessment is ongoing throughout the project. Work is marked in accordance with the Departmental Marking Scheme and a record of marks will be kept.
- ICT is used for coursework in school and at home where computers and appropriate software are available. Pupils are able to use their word processing skills to produce written work, and the Internet can be used as a research tool to develop the current topics, in order to widen the students' knowledge and understanding of the subject.

COURSE CONTENT

- The pupils are now encouraged to refine their skills and techniques in all media and to develop their individual ideas in a specific direction.
- Priority is given to the development of the pupils painting and drawing techniques and skills and also to broadening their knowledge of Art History. By investigating the different styles of artists and the diverse techniques which they used and by comparing the different movements in Art through the Ages, with particular reference to the Impressionists and Cubists, the pupils can apply theories thus learned to their own work.
- The importance of observation continues to be stressed with the intention that the pupils should begin to look at the world around them through the eyes of the artist.
- Dialogue and discussion play an important part throughout the year and students become more confident when talking about their work as they become more familiar with the vocabulary of Art.
- Students are expected to produce preparatory work alongside their final pieces in each term. This should include sketches, ideas, experiments with colours and awareness of the basic elements (tone, line, pattern etc). The final pieces should be of good quality and indicate an input of time and effort.
- At the end of each project, the complete set of work will be assessed and discussed. It will be graded and this mark will constitute the half term or end of term grade which is reported to parents.
- The final piece for each project is deemed to be the Common Task Piece and will be given a percentage mark.

COURSE OUTLINE

Autumn Term Development of painting techniques and colour mixing	Reference to Impressionist artists and introduction to colour theory. Artists – Monet, Renoir, Cezanne, Pissarro, Van Gogh etc. Media – Paint and pastel
Lent Term Tone, Shape and Form	Reference to Cubism and Tone, practising shading techniques Artists – Picasso and Braque, Roberts, Leger Media – Pencil, charcoal and pastel
Summer Term Development of 3 Dimensional techniques.	Pupils will study the work of Wayne Thiebauld and Claes Oldenburg to create a piece of 3 dimensional art work.

For further information please contact Miss A Batty: alb@clairescourt.com



DRAMA



Pupils who study Drama have one double lesson per week lasting 70 minutes. Through engagement in drama, pupils will apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work will enable them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. Pupils will use drama to communicate through the language and conventions of theatre. This will result in all pupils gaining access to one of the great forms of human expression. As pupils develop confidence and control of the medium of drama, they will be able to communicate shared understanding and tell stories using dramatic form. Assessments are made on their ability to apply performance and/or other production skills through the creation and realisation of drama.

Autumn Term

Performance Skills Revision of projection. Characterisation – Stock characters e.g. dame, skins, principal boy/girl, villains. Use of costume.

Interaction with audience. Narrator.

Pantomime: fairy tales as farce.

Rehearsal with script.

Continued rehearsal leading to performance.

Lent term

Performance Skills Spatial awareness. Use of audience. Groups given titles
And Improvisation. of plays to consider: choose something topical or get
ideas from themselves and produce a play. Reminder of
characterisation and two rules for plays. Rehearsal and performance.

Interpretation, Students study script and interpret parts. Rehearsal,
Script Work and performance and assessment.
Performance Skills Rehearsal and performance.

Summer term

Improvisation Hot Seating. Revision of Form and Content. Prejudice.
Technique: Symbol and Metaphor.
Characterisation.

Presentation Skills: Script extracts studied in groups. Rehearsal and performance.
Script Work

Presentation Skills: Stage management
Design elements

For further information, please contact Mrs E Robinson: ejr@clairescourt.com



FOOD TECHNOLOGY



During Year 9, the pupils will spend 2 periods per fortnight studying Food Technology.

Homework (30 minutes) will be set per fortnight. On many occasions the pupils will be required to bring ingredients and a suitable container.

In the first half of the term the girls will undertake a Design and Make activity in line with the Key Stage 3 National Curriculum . They will then follow a course on Basic Food Hygiene.

AUTUMN TERM

- Using the Design Process, design and make a Celebration Cake.
- This will involve using a variety of research techniques, testing and trialling methods of cake making, investigating the interaction of ingredients, designing toppings and finally making their chosen cake.
- Throughout the project they will analyse and evaluate their work to assess the outcomes. They will be required to assess their own approach and ability to work independently and suggest ways to improve their performance.

LENT AND SUMMER TERMS

- The girls will follow a Basic Food Hygiene Course which should culminate in a Food Hygiene Certificate acceptable in food establishments so long as the girls are in full time education. The examination will be set within the exam week in the summer term.
- The content of the course will cover:
 - Microbial activity in food
 - Correct transport, storage, cooking and reheating of food
 - Good hygiene practices within the Food Room

For further information, please contact Mrs C Findlay: caf@clairescourt.com



GEOGRAPHY



In Year 7, 8 and 9 Geography is taught in the form groups. All pupils receive three 35 minutes lessons per week (1 hour 45 minutes per week) and one homework is set per week (as dictated by the timetable). The National Curriculum forms the basis of the programme of study in Key Stage 3, although it is not strictly followed.

At the end of each module the pupils sit a module test or complete a 'Common Task' and along with homework assignments this forms the basis of their assessment. Parental support in helping the learning of key words before module tests is always appreciated.

The department aims through fieldwork to improve our pupils' understanding of their physical and human environment but particularly their skills.

Term	Content/Module (each module lasts for approximately six weeks)
Autumn	<ul style="list-style-type: none">➤ Tectonics. Investigating the processes of plate tectonics. Earthquakes, volcanoes and tsunamis. Ch 1 pages 4 - 22➤ Ecosystems. Understanding climate and vegetation around the world and conservation. Ch 4 pages 64 - 83
Lent	<ul style="list-style-type: none">➤ 80:20 – Issues of development. Ch 2 pages 23 - 43➤ Comparing Countries – understanding the differences between countries around the world. Ch 3 pages 44 - 64
Summer	<ul style="list-style-type: none">➤ Revision for Summer examination➤ Map work skills & Fieldwork

For further information please contact Mrs J Lewis: ejl@clairescourt.com



HISTORY



This year you will be studying...

- (1) England 1750-1900, particularly the changes in the lives of ORDINARY people at that time. This part of the course is SOCIAL and ECONOMIC HISTORY – the lives of ordinary people like ourselves, rather than being POLITICAL HISTORY – about kings, queens and governments.

- (2) Some AMERICAN HISTORY. As an introduction to GCSE History (in which you can study 20th Century US History) you will be looking at the 'Wild West' at how the western frontier of America was pushed back in the 19th Century and how this led to conflict with the native population (the Indians).

AUTUMN TERM

- Introduction: England 1750-1900 – what changed?
- 'Industrial Revolution': changes in industry; the roles of the 'entrepreneurs'. Visit to the Black Country Museum.
- The effects of industrial change on the life of the workers: new jobs, new working conditions, new living conditions and factory town life.
- Changes in transport and how these contributed to industrialisation.
- Reform: regulations of working conditions and workers' rights.

LENT TERM

- Trade and Empire: Britain and the Slave Trade. Abolition of Slave Trade and Slavery.
- India and the Empire.

SUMMER TERM

- The American West: introduction to 19th century American History
- Project work on American West: Various topics e.g. – the world of the Plains Indians – the Gold Rush – the fate of the Donner Party – the Mormons – the railroad - cattlemen and cowboys – homesteaders and the 'American Dream' - law and order – the 'Wild West' – the list is endless.

Methodology

Class lessons, group work when appropriate e.g. simulations. Visits to the Black Country Museum, Dudley in the Autumn Term.

Textbooks: (1) School History Project ***Rediscovering Britain 1750-1900*** (2) .Dave Martin and Nigel Watt ***The American West***.

Use is also made of individual worksheets where appropriate.

Equipment: Students will need pens, pencils, crayons, scissors and gluestick. All of the equipment and books need to be brought to each lesson.

Lessons: 3 lessons (1 double, 1 single) plus 1 homework per week.

Marking and assessment: Work is marked weekly; a mark out of 10 is given. Tests are set by individual teachers at the end of a topic. End of term grades are based on an aggregate of these term and test marks. In addition to normal class work the department sets periodic 'common tasks' to assess the development of the students' skills and general progress across the year group. These take the form of a piece of extended writing or a source based exercise, prepared beforehand and done in class.

The summer Term project on the American West replaces a formal examination; the project is designed to last 3-4 weeks, beginning shortly before Half Term, and should be approx. 2000 words in length. Assistance is offered in lessons, especially on how to make use of the internet and other resources. The students are made aware of how to avoid plagiarism in their written work. Homework at this time is to write up their work.

Homework: will usually take the form of a written exercise, to last approx 30 minutes. From time to time a Taecanet task may be set (see below, use of ICT).

Use of ICT in History: We encourage the students to use home PCs appropriately e.g. to word process a piece of written homework, or to make a poster using IT skills if such a task has been set, but PC use is not compulsory. Home PCs can also be used if research has been set for homework; the Summer Term project tends to be completed entirely on PCs. Most topics are well supported by the department's video library.

We also make use of appropriate History tasks available on Taecanet. This is a web-based system of interactive activities for schools. The tasks support the curriculum and can be accessed both in school and from home PCs using the student's individual password.

How parents can help: Out of school visits to appropriate historical sites, encourages the students to read history books, watch appropriate TV programmes, discuss what they have seen and the past in general; all this encourages students to see that history is still around us, part of what we are. Make sure that homework is completed on time!

Further Information please contact Mrs P. Hawker: pgh@clairescourt.com



ICT



In Year 9 College students will be working on an exciting integrated project based around organising a band tour. They will develop new skills and extend existing skills in using a range of software packages and on-line facilities. They will work on the school network, each having their own terminal, login code and password. There will be one double lesson of 70 minutes once a fortnight. Students' work will be stored on the school server with a hard copy (where necessary) kept in the classroom.

Correct use of the network, other equipment and health and safety aspects will be reinforced throughout the year. Emphasis will be placed on identifying the correct software to be used for the item of work to be undertaken. Time management skills will also be highlighted.

Students will be required to do some work and/or homework using a computer and the Internet outside regular class time, either at home or during open access study times at school. Students will maintain an individual record of progress in the form of a short on-line blog for the class teacher to access on a regular basis.




Students will need to keep a formal record of all websites used and maintain an awareness of copyright issues. These will be stored in their working folders and possibly used for checking when assessing the final project.

Prizes will be offered at the end of the year for the best and most improved students.






Autumn Term

- 🖥️ Refresh use of ICT room, access to network and storage areas, housekeeping, rules for appropriate usage of room and network
- 🖥️ Revision of methods of saving files and folders (e-mail, on-line, pen drives)
- 🖥️ Project scenario (set up folders and sub folders)
- 🖥️ Choice of group/band/ensemble
- 🖥️ Planning and strategy tools
- 🖥️ Project log via on-line blog (regular homework item)
- 🖥️ Research and presentation of results (band/tour options/venues/extras)

Lent Term

-  Survey – data collection and analysis
-  Create advertising material (logo for tickets and merchandising/poster/CD and DVD cover. magazine cover etc)
-  Create website for tour

Summer Term

-  Create database and mail merge for fan club details (import data/validation)
-  Seat booking task (spreadsheet – extension task)
-  Ticket design task (desktop publishing – extension task)
-  Abandon Management (advertisement, data capture form, spreadsheet – extension task)
-  Completion, review and evaluation

Web sites:

www.blogger.com

<http://www.vocalist.org.uk/merchandising.html>

www.teach-ict.com

For further information please contact Mrs S Woodhead; sjw@clairescourt.com



MUSIC



Through the key components of Music – Performing, Composing, listening and Appraising- Year 9 pupils will study the following topics. Each topic will last for half a term and involve practical tasks being carried out using keyboards and other instruments where relevant.

Autumn Term

INDIAN MUSIC

This unit develops pupils' understanding of the characteristics of Indian Music and to compose own examples using these characteristics.

MUSICAL CYCLES

This unit develops pupils' ability to identify and create music based on cyclic patterns.

Lent Term

MUSIC AND THE MEDIA 1

This unit develops pupils' ability to recognize that music enhances a visual image or sells a product, and to compose their own examples

MUSIC AND THE MEDIA 2

This unit develops pupils' understanding of the role music plays in film through listening and watching various examples, and to compose their own examples based on various stimuli.

Summer Term

SONG WRITING

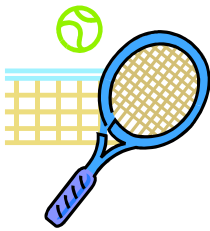
This unit develops pupils' understanding of the structure of songs and to listen to a variety from different times and cultures. Pupils will compose their own examples.

HOMEWORK TASKS This will be set when it is relevant to the topic being covered.

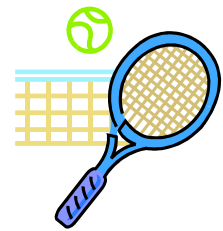
ASSESSMENT PROCEDURE. Each composition is marked after it is played to the class. An attainment and effort grade is given for each piece according to the school's marking policy. This is written on the pupils' assessment sheets and recorded by the teacher.

PARENTAL SUPPORT: Please help your daughter to meet homework deadlines. If your child receives musical tuition please encourage her to practise regularly.

For further information please contact Ms M Macfarlane: mem@clairescourt.com



PHYSICAL EDUCATION



All pupils are encouraged to take part in all Physical Education lessons that are offered to them, and should be physically active in every lesson. There will be at least four areas of activity covered throughout each term (not including Clubs, etc.). All pupils will be working on their knowledge and understanding of Fitness and Health, Acquiring, Developing and Selecting skills, Evaluating and Improving performance.

Throughout the year the girls will have the opportunity to play for a school team and Inter-House events in the following activities, cross-country, netball, hockey, athletics and swimming.

Autumn Term

Netball
Hockey
Gymnastics/Dance
Swimming/Fitness
Training

Lent Term

Netball
Hockey
Cross-Country
Badminton
Athletics
Fitness Training

Summer Term

Swimming
Athletics
Tennis

Extra curricular activities:- Netball, Hockey, Indoor Hockey, Tennis, Athletics, Cricket, Dance, Swimming, Sailing and Rowing.

For further information please contact Mrs M Heywood: mrh@clairescourt.com



RELIGIOUS STUDIES



We begin the course by thinking about:

Different types of **existence**

What people **believe** or do not believe about the **existence of God**.

Their (and our) reasons for belief or disbelief and whether the students' reasons for belief are convincing.

We then learn about two major world religions.

Autumn Term – Exploring Islam

Beliefs and Worship

The Mosque and the Qur'an

Festivals, Ceremonies and Customs

Sacred Places, Pilgrimage and the Hajj

Lent Term – Exploring Judaism

Beliefs and Worship

The Torah and the synagogue

Festivals, Ceremonies and Customs

Summer Term

Judaism cont.

Sacred Places and Symbols.

Revision for examination

After Examination – Exploring Hinduism

The students will research their own project on this religion with teacher guidance. It will include:

Philosophy, Beliefs and Worship

Gods and goddesses

Sacred Writings, the Vedas and the Ramayana

Festivals, Ceremonies and Sacred Places.

There will be discussions in groups and some written work.

We have two 35minute lesson each week and one homework session, where students are expected to think about the way other people's lives are affected by their beliefs and the impact, if any, on our lives.

For further information please contact Miss A Nansibuka: ann@clairescourt.com



TEXTILES



RATIONALE

During Year 9 the pupils consolidate the knowledge gained during years 7 & 8 and at the same time cover the attainment targets in AT1 & AT2 of the National Curriculum, namely investigating, making, knowing and understanding. They will also broaden their knowledge of Creative Textiles

- Pupils have one double lesson per week.
- **Homework** is set fortnightly as it alternates with Art and the pupils have a week in which to carry it out. Homework is intended to reinforce skills learnt in class and as a means of accessing visual information and research. Homework is checked and marked.
- An effort grade and an attainment grade are given at the end of each half term and end of term period.
- Progress is constantly monitored and assessment is ongoing throughout the project. Work is marked in accordance with the Departmental Marking Scheme and a record of marks is kept.
- ICT is used for coursework in school and at home where computers and appropriate software are available. Pupils are able to use their word processing skills to produce written work, and the Internet can be used as a research tool to develop the current topics, in order to widen the students' knowledge and understanding of the subject.

COURSE CONTENT

- In year 9 pupils are now encouraged to refine their skills and techniques in all media and to develop their individual ideas in a specific direction. Although they will be exposed to familiar areas of work such as designing and making, the main emphasis will be upon stretching their creativity to produce an individual piece of work
- By investigating the different styles and the diverse techniques of artists, and by comparing the different styles in Textiles through time, the pupils learn to apply these theories to their own work.
- The importance of observation continues to be stressed with the intention that the pupils should begin to look at the world around them through the eyes of an artist.
- Dialogue and discussion play an important part throughout the year and students become more confident when talking about their work as they become more familiar with the vocabulary.
- With reference to contemporary designers students will work with innovative ideas to explore a combination of techniques that would give them a foundation for GCSE in Art and Textiles, if they intend to study the subject further.
- Students are expected to produce preparatory work alongside their final pieces in each term. This should include sketches, ideas, experiments with colours and awareness of the basic elements (tone, line, pattern etc). The final pieces should be of good quality and indicate an input of time and effort.
- At the end of each project, the complete set of work will be assessed and discussed. It will be graded and this mark will constitute the half term or end of term grade which is reported to parents.
- The final piece for each project is deemed to be the Common Task Piece and will be given a percentage mark.

COURSE OUTLINE

<p>Autumn Term Promotional Bag Project - Recycling</p>	<p>Pupils will design and make a canvas bag to promote awareness of environmental issues such as 'Recycling'.</p> <p>They will develop skills in the following areas:</p> <ul style="list-style-type: none">• Planning a mood board• Designing and planning• Machine and hand stitching• Pupils will learn about designers addressing environmental issues (Ref exhibition - Well Fashioned: Eco Style in the UK 2007), Mors Pod global bag making project, Anya Hindmarch, I'm not a plastic bag', Suitcase Edson Raupp
<p>Lent Term Introduction to Screen Printing and Batik</p>	<p>Reference to contemporary artists to encourage creative ideas.</p> <p>Artists - Andy Warhol, Terri Haugen</p>
<p>Summer Term Jewellery and accessory project.</p>	<p>Pupils will design and make a creative piece of jewellery or a fashion accessory using textile techniques .</p> <p>Relevant designers: Betty Pepper, Silvina Romero</p>

For further information please contact Miss A Batty: alb@clairescourt.com



PSHCE



All pupils study PSHCE (Personal, social, health and citizenship education) for approximately 40 minutes a week, during their Form periods. They are taught by their Form Tutors with specialist input, including outside speakers when necessary.

The units covered each term are listed below, but they are not necessarily taught in that order, to allow staff to tackle specific issues as they arise or are concerns for certain year groups.

The course is based on:

21st Century Citizenship and PSHE, Book 3 by Eileen Osborne & Stephen Yates

Films, leaflets, posters etc are used to support the discussions.

Autumn Term

Target setting, Class contract, expectations document	Using discussion followed by pupils completing individual forms. Discuss contract and expectations. Looking at successes and failures of the previous year.
Teenage sex	Understanding the issues associated with promiscuity and unprotected sex. Understanding HIV and AIDS, examining the nature of sexual relationships, including homosexuality and understanding the law in relation to those areas.
Brothers and sisters	Looking at the nature of the relationships between brothers and sisters and working out strategies for coping with problems in this area. Feelings and emotions that may arise when a new family member arrives.
Teenage pressures	Looking at the nature and meaning of being mentally fit and the pressures affecting mental health. Teenage suicide and suicide attempts.

Lent Term

Target revision and setting	Review of the previous term, setting goals for Lent term.
Options and careers	Thinking about curriculum choices for next year, job opportunities related to personal skills, strengths and aptitudes. The role of the Connexions Personal Advisor – meeting their advisor. Target setting and career plans.
Problems at work	Examining the effects of gender stereotyping and discrimination at work and developing strategies for dealing with these problems
Charity week	Preparation for 3 for 3 charity week (form activities).
Assembly	Preparing their form assembly.

Summer Term

Preparation for examinations	Revision timetable, revision techniques expectations during examinations.
Problems in the family	Divorce and the rights children and young people have; violence in the home; child abuse. Preparation for year 10
Post examination target setting	Review of examination results and achievements for the year.

For further information please contact Mrs V Gristwood: vag@clairescourt.com

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY