

CLAIRES COURT SCHOOL



CURRICULUM STATEMENTS 2009 – 2010

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 son 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 son's progress will be assessed.

In September all boys are given their homework timetable for the coming academic year. Each day your son should record any homework which has been set in his homework diary. Your son's form tutor will check his homework diary on a weekly basis and use it to communicate any concerns regarding homework. We ask that parents also check their son's homework diary on a weekly basis and use it as a means of communication with the form tutor regarding homework problems.

For most subjects, at least three times during the year we will be assessing Common Tasks (CT) – these are identical pieces of work for all students in a Year (Boys and Girls). The last Common Task is the summer examinations for most Year groups, but the other two are shorter units of work. Some consist of the end of unit tests within a subject text book, others require greater in-depth study and personal research. Once a specific CT is completed, then the department concerned will moderate the work produced to ensure consistency of marking and teacher response. The raw mark for a CT will be converted into a percentage, and this will be used to rank order all pupils in the year. In addition to identifying how well the whole year group is working, we will be able to identify those boys who are showing genuine scholarship potential, as well as those who may be finding the work too challenging. Finally, the CTs provide an obvious mechanism for quality control within teaching sets, whilst one would expect to see streamed groups vary in performance, those setted as mixed ability or by interest should show a similar range of responses.

Towards the end of Year 9 in May, your son will be participating in Key Stage 3 assessments run by the University of Durham using a new combined assessment tool known as SOSCA. This will provide confirmatory information of your son's position at the end of Key Stage 3 in English, Maths and Science. If your son experiences any problems accessing the curriculum, please do not hesitate to contact his form tutor who will then pass on your concerns to the necessary member of staff.

**John Rayer
Headmaster**



ENGLISH



All pupils study English leading to Key Stage 3 of The National Curriculum. Pupils cover all the key skills each half term which include writing for a variety of purposes and in a variety of registers (creative writing, letters, poems, leaflets, adverts, reports etc.); reading and comprehension of prose, poetry and drama; speaking and listening; language skills (grammar, vocabulary, punctuation and spelling.)

Pupils in Year 9 are fully streamed (Set 1 – Set 4).

Pupils have 5 lessons per week taught by the same teacher and homework will be set twice per week. Each year group has at least one double period each week for drama work and oral activity.

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. These will be assessed at national curriculum levels. Spelling will be tested on a weekly basis.

Main course book:

- **LONGMAN LITERACY OBJECTIVES 3** by Birch, Derry, Duffy and Webb
- **MACBETH** by William Shakespeare

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

Pupils will also read a wide variety of novels, short stories, plays and poetry suitable to their age group. Pupils are encouraged to use the school library and to write reviews of books they have read.

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

- MACBETH in preparation for KS4
- Examination revision and preparation
- EXAMINATION
- Examination review
- Media in preparation for KS4
- Other units of work in preparation for KS4

Contact: Mr OBJ Olivier - obo@clairescourt.com



MATHEMATICS



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.

Note: The pupils will sit two Key Stage 3 assessments in May – SATs examination which is marked internally and the NFER. Their final grades will be based on these assessments as well as on the common task tests that the pupils have written throughout the year.

In June, pupils will start their GCSE Mathematics Module starting with Handling Data and will follow the syllabus set by AQA for GCSE Mathematics 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 Algebraic Manipulations pages 56-80 (9B) Unit 11

Lent Term

Algebra (2) Number (2)	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
Handling Data (1)	Probability pages 121-147 (9A) Unit 6 Sampling pages 209-220 (9B) Unit 18

Handling Data (2)	Statistical Diagrams pages 190-231 (9A) Unit 8 Cumulative Frequency pages 168-194 (9B) Unit 16
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Summer Term

Handling Data (3)	Averages pages 2-10 GCSE AQA B Cumulative Frequency Diagrams pages 51-56 GCSE AQA B Box Plots and Standard Deviation pages 57-69 GCSE AQA B Frequency Polygons including Histograms with unequal widths GCSE AQA Moving Averages pages 21-24 GCSE AQA B
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Contact Mrs. J Myers - jum@clairescourt.com



SCIENCE 'Accelerated'



In year 9 pupils complete the Programme of Study for Key Stage 3 of the National Curriculum for Science. The three sciences are taught separately by three specialist teachers. The nine lessons per week are divided equally between the three disciplines with homework being set in each subject on the day of the double lesson in that subject and collected in during the single lesson. The students follow the Scientifica 9 course & text with some additions. There are 12 units ; 4 Biology, 4 Chemistry & 4 Physics.

Progress is monitored continually and by end of unit tests. Pupils are given plenty of warning of the dates of these tests. The results of the unit tests in each subject will be aggregated and used to determine set placements. Students will also be examined on the whole of Key Stage 3 in the Summer assessments (written and /or screen based). Our learning platform can be found on www.taecanet.com

Autumn Term

9A Inheritance & Selection	Variation, genes, Breeding animals & plants, Inherited conditions
9B Fit & Healthy	Skeleton, Muscles, Eating well, Unhealthy hearts, Smoking, Alcohol & Drugs
9E Reactions of Metals & their Compounds	Why are metals useful? Metals plus acids, Fizzing carbonates, Neutralisation, Preparing salts
9F Patterns of Reactivity	Why do metals tarnish? Comparing reactivity, The Reactivity Series, Metals in competition, Uses & sources of metals.
9I Energy & Electricity	Storing & using energy, Battery power, Generating electricity, Measuring voltages, Voltage & energy
9J Gravity & Space	Exploring the moon, A trip into space, Exploring the Solar System, Staying in orbit, Satellites at work

Lent Term

9C Plants & Photosynthesis	Leaves, Photosynthesis, Biomass, Roots, Why are plants important?
9D Plants for food	Plants & food, Fertilisers, Growing more crops, Pests, Intensive care for plants
9G Environmental Chemistry	Soils & weathering, Acid rain, Monitoring pollution, Global warming
9H Using Chemistry	Burning fuels, Energy form reactions, What happens to the mass? More about reactions
9K Speeding up	Measuring speed, Speeding up, Changing speed, changing direction, It's a drag, Going up, coming down
9L Pressure & Moments	High & low pressure, Hydraulics, Levers, Getting balanced, Moments

Summer Term

	Summarisation of topics & Revision for Summer Assessments
9M Investigating Scientific Questions	After the Summer Assessments pupils will study 9M 'Investigating Scientific Questions' from all other units in the Scheme of Work in preparation for the 'How science works' component of GCSE science.

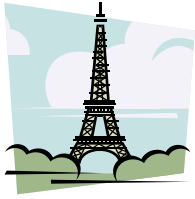
In the Summer term students will begin the GCSE KS4 AQA specification Science A award scheme on the National Curriculum. An emphasis will be placed on 'How Science works' as each topic below is introduced.

Biology: Unit B1a: Responding to changes & keeping the body healthy

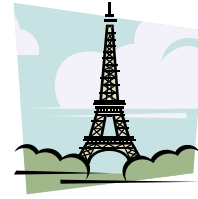
Chemistry: Unit C1a: Rocks and building materials

Physics: Units P1a: Transfer of heat

Contact: Mrs R.Selzer - rls@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 Rouge 3 for those in set 1 and those who study two Modern Foreign Languages

Pupils who have chosen French as their main language have 4 lessons per week and 2 homeworks lasting approximately 30 minutes; those who have chosen French as their second Modern Foreign Language have 2 lessons per week and 1 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 term 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 whodunnit! 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 contact Marion McKechnie on 01628 411477 or mjm@clairescourt.com

French Set 2

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 Vert 3 for those in set 2.

Pupils have 4 lessons per week and 2 homeworks 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 term 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: Talking about what you watch on television

- Talking about going to the cinema
- Describing yourself and others
- Talking about what you like reading
- Talking about what you did last weekend

Module 2: Planning what you are going to 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

- Saying what's wrong
- Healthy living
- Understanding and giving advice
- Keep-fit activities

Module 4: French-speaking sportspeople

- Describing other people
- Understanding information about people
- A whodunnit! Who did it?

Summer Term

Module 5: Learning about a region of France

- Travel arrangements
- Arranging hotel accommodation
- A visit to an attraction
- A visit to a motor race

Module 6: Schools in different countries
Young people and work
Tackling hunger in the world

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

Contact: Mrs Marion McKechnie - mjm@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.

Contact: Mrs Marion McKechnie – mjm@clairescourt.com



SPANISH



In Year 9, Students have decided to carry on with their Spanish. They have 2 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 1 homework 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	Free time activities, chores around the house, present tense verbs, 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.

Contact: Mrs Marion McKechnie – mjm@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 after each lesson 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.
- The examination project in the summer term encourages the student to begin working for themselves. They are expected to produce preparatory work alongside their final piece of coursework. This should include sketches, ideas, experiments with colours and awareness of the basic elements (tone, line, pattern etc). The final piece 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 Development of painting techniques and colour mixing</p>	<p>Reference to Impressionist artists and introduction to colour theory. Artists – Monet, Renoir, Cezanne, Pissarro, Van Gogh etc. Media – Paint and pastel</p>
<p>Lent Term Tone, Shape and Form</p>	<p>Reference to Cubism and Tone, practising shading techniques Artists – Picasso and Braque, Roberts, Leger Media – Pencil, charcoal and pastel</p>
<p>Summer Term Personal Project</p>	<p>Thematic based project which involves personal research and development culminating in a final piece of work carried out in a medium of the pupil's own choice.</p>

Contact: Mrs Jan Price – jcp@clairescourt.com



DESIGN TECHNOLOGY



All pupils have access to Design and Technology in order to develop their graphics, design and practical skills. They will be offered two main courses this year; a course in Resistant Materials and a course in Product Design. In the Resistant Materials course, they will have two short courses where they will be given the opportunity to work with a variety of materials, tools and machinery. Health and Safety aspects are paramount.

Pupils have one double lesson of 70 minutes a week and one piece of homework lasting approximately 30 minutes.

Two classes taught at the same time. One class will start with Product Design and the other with Resistant Materials.

Progress is monitored based on homework assignments, design work and manufactured artefacts. During the Summer Term, pupils will sit an end of year examination.

Commendations are given to reward good work and progress.
Autumn/Lent Term:

Module: Graphics 6/7 weeks

Objectives: Further work in 2D, 3D graphical techniques in Oblique, Isometric, Orthographic Drawings using Drawing Instruments /shading and texture

Module: Practical Project / Automata Duration 8/9 weeks

Objectives: The Design Process
Developing their design skills through research, initial ideas and developed ideas.
Develop their practical skills further through the use of a variety of materials, hand tools and machinery.
Working with mechanisms.
Testing and Evaluating their project

Lent/Summer Term – Change over to ICT

At the end of this course, pupils will move on to their next course; Product Design

Contact: Mr R Delpech – rcd@clairescourt.com



DRAMA



Drama is compulsory for all Year 9 students. 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

Improvisation Vocal or Physical Projection.	Revision of vocal and physical projection. Characterisation.
Performance Skills Vocal and Physical Projection.	Mime exercises. Mime: video sequence. Introduction and demonstration. Master and Servant – devising and rehearsing. Status
Performance Skills Spatial Awareness	Mime, basic spatial awareness. Video sequence rehearsal, performance and discussion.
Performance Skills	Monologues- introduction and plan.

Lent Term

Performance Skills	Introduction to Drama Form. Characterisation, monologues, and performance. Assessment by discussion.
Performance Skills Physical Projection	Synchronisation: movement. Synchronisation: mirrors Performance and discussion.
Performance Skills Spatial Awareness.	Revision of spatial awareness. Group work and discussion.
Performance Skills General. Design	Synchronisation. Performance. Assessment by discussion. Spontaneous synchronisation. Masks

Summer Term

Performance Improvisation Work	Sounds of silence. Time management. Problem solving. Group
Technique and Performance Skills	Shakespeare

Contact: Mrs Maggie Olivier - mco@clairescourt.com



GEOGRAPHY



In Year 9 Geography is taught in the four form groups. They all 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 and this forms the basis of their assessment. Parental support in helping the learning of key words before module tests is always appreciated.

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

Contact: Mrs Nerys Jones – nej@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 lives 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 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

approximately 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!

Contact: Mrs Jenny Wilding - jaw@clairescourt.com



LATIN



In Year 9 those who have chosen to study Latin to GCSE follow Mike Seigel's course 'From Common Entrance to GCSE'.

Pupils have 2 timetabled periods plus one early morning lesson and one written homework but, in order to succeed, must be prepared to do a little extra by themselves. A weekly vocabulary list is issued and tested extra to the written homework.

Written translations are marked for accuracy, vocabulary is tested on a Latin to English basis and grammar is tested orally, all the marks contributing to a percentage which is shown as a half-termly grade. During the summer term, there is an end-of-year examination.

Autumn and Lent terms

After initial consolidation to combine members of both sets from Year 8, the course book is followed at approximately 1 chapter per week.

- Ch. 1 Case Usage
- Ch. 2 Time, Manner, Place
- Ch. 3 The Infinitive
- Ch. 4 Participles
- Ch. 5 Relative Clauses
- Ch. 6 Indirect Statement
- Ch. 7 Final or Purpose Clauses
- Ch. 8 Consecutive or Result Clauses
- Ch. 9 Direct Commands
- Ch. 10 Indirect Commands
- Ch. 11 Direct Questions
- Ch. 12 Indirect Questions
- Ch. 13 Uses of "cum"
- Ch. 14 Simple Causal and Concessive Clauses

Summer term

In addition to language work, the Prose Set Books, as specified for GCSE are studied. The background knowledge material is introduced.

- Ch. 15 Other Temporal Clauses
- Ch. 16 Simple Conditional Clauses
- Ch. 17 Verbs of Fearing
- Ch. 24 Gerunds and Gerundives
- Ch. 25 Gerunds and Gerundives of Obligation

Parental Support

Any help with the learning of vocabulary, Latin to English, would be beneficial. A check to see if the students are completing their weekly written homework would also prove helpful.

Contact – Mrs. Andrea Brown - anb@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 son to meet homework deadlines. If your child receives musical tuition please encourage him to practise regularly.

Contact: Mr A Roach -anr@clairescourt.com



PHYSICAL EDUCATION



Year 9 is the last year of compulsory P.E. at Claires Court. It finally re-emphasises the standards and values laid down from the start. These include :-

- i) The code of conduct
- ii) Correct dress and appearance for a variety of sports
- iii) Changing and hygienic standards
- iv) The development of self-respect and respect for others
- v) The need for strong self-discipline

Some of the courses provided will be new. Some will extend and further develop those provided in Year 7 and 8. These therefore will include :-

- i) A more technical and detailed programme of Fitness Training.
- ii) The coaching of one or more ball games
- iii) The continuation of racket skills development
- iv) Athletics training and preparation for Sports evening – Track-jumps and throws
- v) Final coaching course on swimming, emphasising the technical aspect of the arms, legs, coordination, shape and breathing. Completion of survival and life-saving course.

Pupils have one double lesson of 70 minutes a week

The programme is made up of six half a term courses.

Autumn Term :-

Hockey (6 weeks)

- Revision of close stick work – dribbling skills – direction changes – dribbling courses.
- Dribbling and passing – push pass – possession games – 3 v 1 ; 2 v 1 .
- Short and long passing – possession – hit and long pass .
- Shooting – hit shot – flick – lifting the ball –
- Reverse stick play – passing and shooting –
- Game situation – use of astro – 5-a-side – positional play.

Basketball (6 weeks)

- Ball control and dribbling – basic and more advanced dribbles – ball control exercises – movement in confined spaces – shielding the ball.
- Passing and possession theme.
- Shooting – set shot – round-the-clock – free throw line – jump shot.
- Shooting (cont'd) – basic and advanced lay-ups – Lay-up drills.
- Defensive and attacking rebounding – fast-break moves – attacking drills .
- Systems of play – full-court ; man-to-man marking ; zoning – game situation – rules.

Spring Term :-

Hand-ball (5 weeks)

- Introduction to the game – passing and catching – basic throw pass – push pass – static passes – moving passes.
- Dribbling practices – 1-2-3 bounce – repeat – bounce and pass.
- Shooting –1-2-3-jump-shoot – various shooting drills – dribbling and shooting.

- Defending and blocking – Fast break drills –
- Game situation – zoning – man-to-man marking – rules and procedures.

Health Related Fitness_ (5 weeks)

- Continuation and extension of interval training – schedules for athletics, swimming etc. – time-distance-number of reps – recovery interval.
- Cardio-vascular fitness (cont'd) – continuous running – fartlek – different amendments to schedules.
- Development and extension of circuit training – local muscular endurance – specific circuit training schedules.
- Introduction to light resistance training – work with light weight groups.
- Tests and measurements.

Summer Term :-

Athletics :- (5 weeks)

- Lessons designed for various aspects of track work – Long and middle distance and sprinting. – time trials and training schedules.
- Various aspects and extensions of jumping – Long and triple – measurements and training schedules.
- Various aspects, development and practice of throwing – shot – discus – javelin – measurements and training schedules.

Swimming :- (5 weeks)

Extension and more advanced techniques of the four basic strokes – interval training, Time trials –

- Crawl stroke
- Breast stroke
- Back crawl
- Butterfly
- Lesson designed to put the finishing touches to various aspects of life-saving and water survival.

Contact: Mr M Turner - jmt@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 class's 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 Hinduism

Philosophy, Beliefs and Worship
Gods and goddesses
Sacred Writings, The Vedas and the Ramayana

Summer Term

Hinduism cont.

Festivals, Ceremonies, Sacred Places.

Revision for examination

After Examination – Exploring Judaism

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

Beliefs and Worship
The Torah and the synagogue
Festivals, Ceremonies and Customs
Sacred Places and Symbols.

There will be discussions in groups and some written work. We visit the Hindu and Sikh Temples during the second half of the course.

We have one 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 on our lives.

Contact: Mrs Ann Pitts – acp@clairescourt.com



PSHCE YEAR 9



All pupils study PSHCE (Personal, social, health and citizenship education) for approximately 35 minutes a week, during their Form periods. They are taught by their Form Tutors with specialist input, including outside speakers when necessary. Assemblies delivered by the Head of Year reinforce these issues.

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 2 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.
Managing Money	Where does your household spend its money?
Introduction to drugs and alcohol	Discussing the dangers and the effects
Christmas	Hampers and charity work

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.
Environment	Pollution, topography and links to Outward Bound week
Charity week	Preparation for 3 for 3 charity week (form activities).

Summer Term

Preparation for examinations	Revision timetable, revision techniques expectations during examinations.
Review	Ready for Year 10?
Preparation for Outward Bound week	Cookery, orienteering etc

Contact: Mr Justin Spanswick – jms@clairescourt.com