

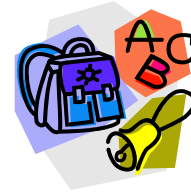
CLAIRES COURT SCHOOLS THE COLLEGE



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 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



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 17 Quadratic Functions pages 195-208 (9B) Unit 13
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

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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For further information, please contact Mrs Roe: jar@clairescourt.com



SCIENCE



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

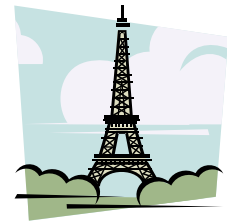
Chemistry: Unit C1a: Rocks and building materials

Physics: Units P1a: Transfer of heat

For further information please contact Mrs L Thomas: ljt@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 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 at least 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 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 student's 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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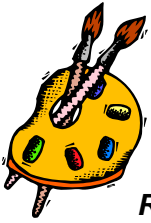
Summer term

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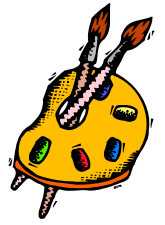
Parental Support:

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.

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 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.
- 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 Introduction to Abstraction in Art	Pupils will study the work of Edward Wadsworth to create a piece of relief work .

For further information please contact Mrs Rina Dharsi: rid@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 week studying Food Technology.

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

The girls will be investigating Ethnic Cuisine. They will also follow a course on Basic Food Hygiene and undertake a Design and Make activity.

AUTUMN TERM

- Using the Design Process, design and make a celebration Cake which involves using a variety of Research methods, testing and trialling methods of cake making, designing toppings, analysing and evaluating their work

LENT TERM

- 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

SUMMER TERM

The topic covered in this term will cover:

- Independent learning to research different Ethnic cuisines.
- Follow recipes within the different cultures.
- Make time plans to aid their choices.
- Suggest ways to solve problems that occurred in their practical work

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 live 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 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 per week. 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.

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.

At the end of the Autumn and Lent terms there will be class time dedicated to reviewing and catching up on individual tasks.




It is hoped that, with some input from 6th form Media Studies students, there might be a possibility for some students to create a short promotional video clip as an optional extra.

At the end of the project it is anticipated to award prizes for the best project in each class.




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
- 🖥️ 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 for fan club details (import data/validation)
-  Create e-portfolio
-  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



Autumn Term

- Girls will be encouraged to bring in and use their own instruments during Year 9.
- We continue to work within the National Curriculum Guidelines of listening, performing and composing
- Introduction of The History of Music from 1500 to present day
- Simple intervals and introduction of bass clef
- Performance of Plainsong and Medieval work, Ground Bass and Jazz Compositions and Opera.
- History of Opera

Lent Term

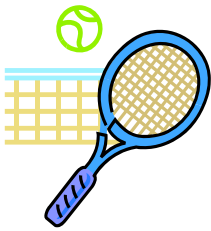
- Music from India
- Music in Advertising and Marketing
- Use of music in Films

Summer Term

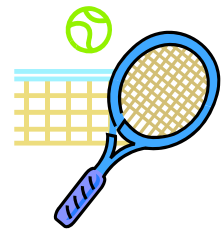
- Popular music since 1960
- Composing and Performing - a popular piece of music presented by the pupils, accompanied by a project on the piece.

Homework will be set when appropriate to the topic.
All work is Recorded and Assessed in class time.

For further information please contact Mrs J Woolliscroft: jjw@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
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 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 continued

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.

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. The pupils will extend their skills by learning to make an advanced pattern for a creative skirt. They will also broaden their knowledge of Creative Textiles

- 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

- 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. For example, when producing design for a skirt, students look for their source of inspiration from grids. They draw the pattern and learn to replicate the design onto cloth using a series of pleats or gathers.
- 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 artists such as Maggie Gray, 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 Design and make a creative skirt</p>	<p>Pupils will design and make a creative skirt, based on current trends, to acquire the following skills</p> <ul style="list-style-type: none">• Planning a moodboard• Fashion illustration• Designing and planning• Pattern drafting/cutting• Stitching various types of pleats using a sewing machine <p>Artist - Marcia Crookes</p>
<p>Lent Term Introduction to Batik</p>	<p>Reference to Contemporary artists to encourage creative ideas Artist – Georgia O’ Keeffe Media – Batik, Collage, Stencil, Embroidery</p>
<p>Summer Term Exploring Mixed Media Textiles: Surfaces</p>	<p>With reference to various Textiles artists, students will explore how to combine ideas and concepts and how to make connection to Art Artists: Maggie Grey, Janet Edmonds, Alice Kettle Media: Tyvek beads, 3D Textiles, machine embroidery, collage using avolon (water soluble paper)</p>

For further information please contact Mrs R Dharsi: rid@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 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.
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