

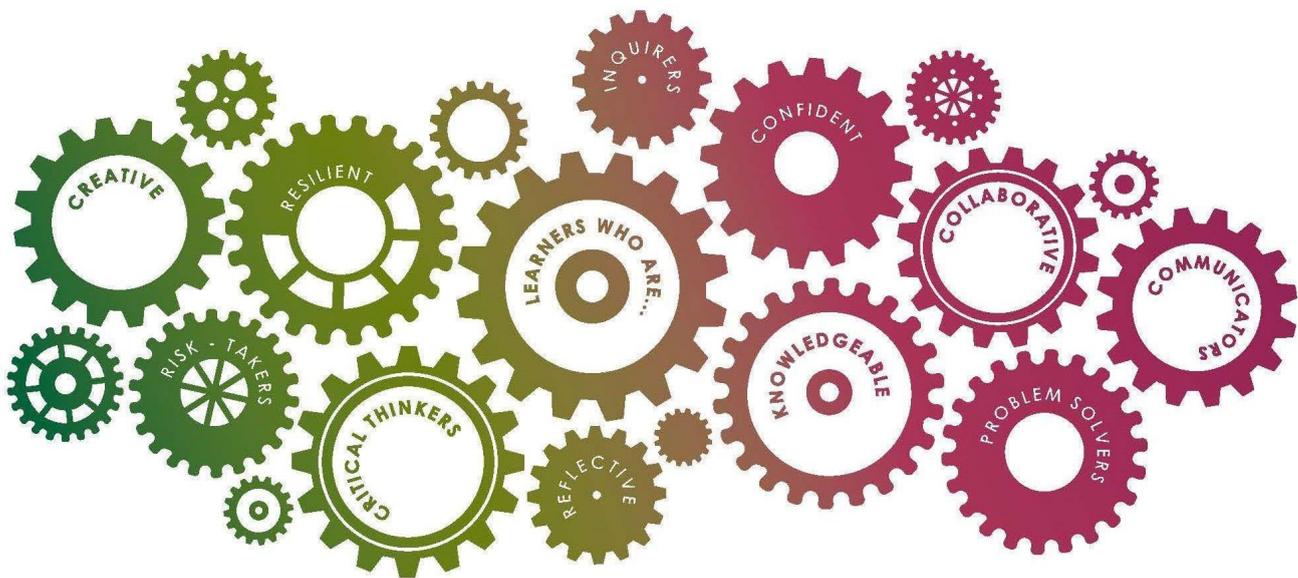


**CLAIRES COURT  
SENIOR BOYS**

**CURRICULUM  
STATEMENT  
YEAR 9 2022/2023**

# Welcome to Year 9

This booklet is a collection of curriculum statements which outline for each subject; what is being taught, how it will be taught, the resources that are used and how progress will be assessed. The overarching philosophy guiding our work is that of the **Claire's Court Essentials**, in which we focus on developing in our young pupils the variety of skills and behaviours that will maximise their strengths to become successful learners.



## **A problem solving approach**

Wherever possible, the curriculum is constructed around a series of questions. This allows each subject to make use of a problem solving approach to teaching and learning, although there will be times when skills based work is learned and practised, and things need to be committed to memory. This means we challenge our young learners to find the necessary information, select it, decide if it will help them answer the question and then construct a solution. This problem solving approach offers a more challenging and interesting approach to learning than simply requiring pupils to learn and regurgitate a series of facts.

Our assessment and marking processes also reflect this approach. Marks and credit will not only be given for finding the solution or by showing that factual knowledge has been acquired, but how well they have used the various skills within the essentials approach.

## **DIGITAL TECHNOLOGY SUPPORTING LEARNING**

To support learning and progression we make extensive use of the Claires Court learning environment, known as the 'hub'. The 'hub' makes use of G Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas and to communicate within our own 'walled garden'. It also provides a 'cloud-based' work storage area known as the 'Drive', the great benefit of which is that work is accessible to them anywhere in the world. This major initiative has been supported directly by Google and Claires Court is proud to have been one of Google's 'poster' schools from 2012 onwards.

## **DISTANCE LEARNING DURING SCHOOL CLOSURE**

During any prolonged periods of school closure, pupils will continue to receive teaching and opportunities to learn through our Google Suite online platforms such as Google Calendar, Classroom, Gmail and Meets video conferencing. Pupils are supported by the [Claires Court Handbook for Digital Learning](#), remotely by teachers and by parents at home in terms of how to balance work and play.

## **HOMEWORK**

In September a homework timetable is issued for the coming year. Some homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils will use the homework diary/pupil planners to record their homework on a daily basis which parents will be able to monitor and sign off each week. Form tutors will ensure that the homework diary/pupil planner is being used appropriately and will also sign each week.

## **BASELINE TESTING**

Early in the term for boys who are new to Year 9, we undertake a series of baseline tests, MIDYIS and Suffolk tests, to help us learn more about an individual's current capabilities and aptitude for learning against a standardised national background. The MIDYIS tests give a measure of capabilities in vocabulary, Maths, shape manipulation; a skills test such as proof reading, perceptual speed and accuracy and the Suffolk test is a basic reading and comprehension test. The results produce an overall profile which gives an indication of the range of an individual's current capabilities and any factors that might impact upon progress. With Accelerated Reader (AR) our librarian will continue to monitor your son's reading age and the improvement thereof and to allocate books appropriate to their reading age. What they do not do is over-ride a teacher's knowledge of your son, predetermine future success or give a limiting mind-set on what any child can achieve. In terms of learning and progression the single most important factor is the motivation and effort that your

son puts into his learning in all its facets. At the beginning of Year 9 each boy begins developing their personal pupil profile (PPP), with their tutor. This is an on-going document which records achievement and effort grades, individual work targets and aspirations. Please encourage your son to share this with you.

## **ASSESSMENT AND MONITORING**

To enable us to monitor the progress of a whole year group, pupils undertake a series of common tasks (CT) which are identical pieces of work for all pupils in a year (girls and boys). These are normally taken once a term in each subject, with the summer examinations being the largest. The CT will vary, some will consist of an end of unit test and others will require greater in-depth study and personal research. 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.

## **SUPPORTING LEARNING AT ALL LEVELS**

During your child's Claires Court education, you will see references to our scholars and others identified as able, gifted and enthusiastic. We offer all of our pupils' further opportunities to be challenged and stretched in lessons and beyond the classroom by providing more complex higher level work and challenges. We believe that anyone who shows a real enthusiasm and driving passion in school should be encouraged.

Opportunity to win scholarship awards arises by specific scholarship assessment, and scholars are expected to uphold the highest standards and support the learning of others too.

We strive to make learning enjoyable, challenging and stimulating. Progress is not always even and not always linear – we all know the joy of a 'eureka moment'. We also know that sometimes we all need a little extra support and help. If your son experiences any problems in his learning, and understanding and progress seems to elude him no matter how hard he strives, please do not hesitate to contact his form tutor who will then pass on your concerns to the appropriate member of staff.

## **FINALLY...**

We are passionate about learning in all its forms and manifestations, and we know that our parents value the benefits to their sons of a broad, stimulating, and challenging education. The curriculum continues to be varied with educational visits and on-site specialist activities. We prepare the boys to take up the challenge of the Duke of Edinburgh award and/or the CCF to instil good team working skills. This is the year the boys choose their GCSE option choices; we ensure that they have guidance through careers talks, assemblies and individual discussion and they will commence that programme after the Summer Half-term.

## USUAL HIGHLIGHTS OF THE YEAR

- The various opportunities to work with the girls as well, through activity days spread through the year;
- 'Virtual' History visit to the Ypres Salient during the First World War;
- Geography trip to Kew gardens;
- Science, Technology, Engineering and Maths (STEM) events;
- Charity fundraising and Activity Week;
- Participation in Art, Drama and Music events.

A full trips brochure 2022-23 is available covering the various residential opportunities throughout the year.

A handwritten signature in blue ink that reads "James Wilding". The signature is written in a cursive style with a horizontal line underneath the name.

James Wilding – Academic Principal and Head of Senior Boys  
September 2022

# The Form Tutor

Each pupil is allocated a form group, which has a form tutor. The form tutor is the first point of contact for you and your son for both pastoral and academic issues. The form group will meet each morning, where registration will take place. Your Form Tutor will get to know you well during the course of the year, aiming to assist with any pastoral issues which arise in school, as well as helping to raise your attainment through monitoring your reports.

## **METHODOLOGY**

Pupils meet at 8.40am for registration each morning (following an 8.35am reminder bell), until 9.10am. Pupils should arrive in the specified school uniform with their Chromebook (fully charged), pencil case and books ready for lessons one. The form tutor will register the form, and monitor pupil's organisation and progress, sometimes delivering PSHEE work.

They will check if there are any messages from parents. Notices may be read out to the form group, and each Friday the school bulletin is sent home by email.

## **EQUIPMENT NEEDED**

- Chromebook
- Pencil case, books and equipment for lessons one and two.

## **LESSONS PER WEEK**

The pastoral programme for Year 9 pupils is as follows:

- *Monday* – Registration, followed by whole school assembly
- *Tuesday* – Registration, followed by PSHEE
- *Wednesday* – Registration and reading
- *Thursday* – Registration, followed by whole school assembly
- *Friday* – Registration, followed by Year 9 assembly.

## **HOMEWORK PER WEEK**

No homework is set by the form tutor. However, they may issue reminders for tasks pupils need to do. The boys are also responsible for keeping their KS3 personal pupil profile (PPP) up to date.

## **MARKING AND ASSESSMENT**

Pupils receive grade cards and school reports over the course of the year. The form tutor will scrutinise these carefully, enabling pupils to see how successful they have been across all their subjects. The tutor will comment, in both academic and pastoral matters, before the Head of Year and Head both do the same. When pupils receive their reports they should update their PPPs and fill out a self-assessment sheet, on

which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

## **REWARDS AND SANCTIONS**

### **Commendations**

Pupils can be rewarded with commendations for excellence in homework, effort, classwork, helpfulness and demonstrating key values. Earning a commendation provides a chance of winning a prize with the commendation raffle which is held during year group assemblies, and other prizes are given out for pupils with the most commendations at end of term assemblies. At KS3 if a pupil receives 25 commendations they will be awarded a Junior Certificate in the final assembly. If they receive 50 commendations, then they will be awarded a Headmaster's Certificate.

### **Other rewards**

There are a range of other ways in which success is rewarded. Each term academic prizes are awarded by subject heads at the end of term assemblies, and sporting colours and awards are given out at the end of term sports assembly. Prizes are also awarded annually at Speech Day.

Pupils are encouraged to recognise good behaviour in their peers, such as acts of kindness or things observed that have made the school or the life of a person within it better, and for this there is a positive peer recognition Google Form. These nominations are also reviewed when making decisions about key value awards.

### **Key values**

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms. Pupils must apply to their Head of Year for the bronze award and can only do this once you have made certain that you have met a set of criteria.

### **Detentions**

Pupils can receive lunchtime detentions for poor behaviour. If a pupil receives four such detentions in a term they will be liable for a Friday night detention after school with the Deputy Headmaster. Further detentions will lead to Saturday morning detentions and Inset day detentions.

Poor organisation, such as forgotten books or equipment left around the school site, is recorded in the school system. Should this happen four times pupils are expected to attend an organisational coaching session on a Monday lunchtime.

Forgotten or inadequate homework is also recorded in the school system. Should this happen four times pupils will be expected to attend compulsory academic coaching with their form tutor. Over eight occurrences and pupils will be expected to attend a session with the Head of Year and for over 12 occurrences this will be with a member

of the senior leadership team (SLT).

## **HOW PARENTS CAN HELP**

There are many ways in which parents and guardians can help ensure that their son's start the day each morning positively.

### *Responsibility*

We aim for each pupil to become independent and fully responsible for himself while at the school. Please encourage your son to become completely responsible for his Chromebook, school books, kit and personal belongings. Having every item named is essential.

### *Organisation*

Please assist your son by asking him if he has packed everything he may need for the school day. This is best done the night before, and is a good habit for your son to get into.

### *Uniform*

Please assist us by ensuring that your son comes to school in the specified school uniform each day, and encourage high standards of dress.

### *Monitoring homework*

Your son receives homework on Google Classroom and you can see a summary of work pending or missed. Please encourage your son to meet deadlines and to submit assignments promptly.

### *Notes*

If you have any concerns please contact the form tutor in the first instance.

### *Absences*

If your son is absent, particularly through illness, please send him back to school once he is well again with a note addressed to the form tutor. This is so that the register can be filled in with the appropriate details.

### *Letters*

Please assist us in the collation of data by returning any reply slips (normally on a digital form) to letters promptly.

### *Examinations*

In the summer term, all pupils will take examinations in all their academic subjects. Please encourage your son to take these exams seriously, by ensuring that they revise sufficiently for these. Dates will be provided for these exams, and details of what will be in each exam will be sent home via your son's academic teachers nearer the time.

## *Parent evenings*

Dates for parent evenings are published in the school calendar. These are an excellent opportunity to discuss progress with your son's teachers and tutor. We are sure that you will take up this opportunity, and we expect all parents to meet when invited to these meetings, whether they be digital or physical.

### **FOR FURTHER INFORMATION, PLEASE CONTACT:**

9A Mrs Rupa Davies - [srd@clairescourt.net](mailto:srd@clairescourt.net)

9B Mrs Alison Cheetham - [awc@clairescourt.net](mailto:awc@clairescourt.net)

9C Mrs Laura Cousine - [luc@clairescourt.net](mailto:luc@clairescourt.net)

9D Mrs Gina Carey - [gzc@clairescourt.net](mailto:gzc@clairescourt.net)

Head of Year - Mr James Hammerton - [jmh@clairescourt.net](mailto:jmh@clairescourt.net)

# Art and Design

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The Art and Design course in Year 9 provides a thorough grounding of key artistic skills and an understanding of artists and art Movements. Each programme of study is thematic, and introduces pupils to an assorted range of media and techniques, with close reference to the work of artists, both past and present.

Our pupils will become more familiar with the concept of the basic elements of art; line, shape, form, tone, texture, colour, pattern and composition through references to the natural and manmade world with an emphasis on the importance of primary observation to visual references. Pupils will be required to carry out research into artists and study examples of their work. The boys are taught how to appreciate the artistic 'journey' from the conception of an idea to the final realisation of a finished piece and will continue to use sketchbooks to document their work progressively. Pupils will increase their knowledge of artistic terms and learn how to use artistic vocabulary.

This year we will be studying the theme of 'structure and the body and nature' and exploring ideas related to the title, developing work as a creative response to the title and producing final pieces.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>  <i>Structure and the body/nature</i>	<ul style="list-style-type: none"><li>• How do I use creative words to generate ideas?</li><li>• How do I gather primary research to develop my ideas?</li><li>• How can I use artists to inspire me?</li><li>• What different media can I use to develop my ideas?</li></ul>
<b>Lent term 2023</b>  <i>Structure and the body and nature (collaborative project with Music and Drama)</i>	<ul style="list-style-type: none"><li>• How do I use creative words to generate ideas?</li><li>• How do I gather primary research to develop my ideas?</li><li>• How can I use artists to inspire me?</li><li>• What different media can I use to develop my ideas?</li><li>• How can I collaborate with other creative disciplines towards a final outcome?</li></ul>
<b>Summer term 2023</b>  <i>GCSE preparation - skills building</i>	<ul style="list-style-type: none"><li>• What skills will I need to study GCSE Art and Design?</li><li>• How can I develop my own creative ideas?</li><li>• How can I research the work of artists to inspire my own work and ideas?</li></ul>

## **HOW WILL PUPILS LEARN?**

Pupils will experiment with a wide range of artistic media including: pencils, colouring pencils, oil pastels, chalk pastels, paint and ModRoc. Artist research and analysis will form part of their learning using books, journals and the internet.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Lessons will be split into classwork and homework with homework undertaken outside of the lesson, taking 25 to 30 minutes. Homework will take the form of a selection of observational studies, research or studies from artists' work and the pupils have a week in which to complete and hand it in. Pupils are encouraged to complete the task whenever possible, however it is recognised that pupils work at different speeds and levels of thoroughness and some might struggle to complete the task in the time expected. Allowance will be made for slower workers. Every piece of homework must be documented with an explanatory sentence.

## **WHAT RESOURCES WILL BE USED?**

The school has well-equipped and resourced art rooms and all media and materials are available in the art room and will be provided as necessary. Pupils are expected to bring the basic essentials such as pencils, erasers and sharpeners to classes and sketchbooks must be brought to each lesson.

## **HOW DO WE MEASURE PROGRESS?**

Progress is constantly monitored and assessment is ongoing throughout the projects. Regular written feedback is given on sketchbook work, final pieces and homework. An effort grade and an attainment grade are given at the end of each half-term and end of term period.

## **HOW CAN PARENTS HELP?**

Many parents take their children to visit art galleries and museums, both at home and during foreign holidays. This has proved to be of great benefit to the pupils' developing an interest and understanding of the subject. It is beneficial if parents can encourage their children to talk about their work especially as pupils are always told to bring their sketchbooks home.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Rupa Davies - [srd@clairescourt.net](mailto:srd@clairescourt.net)

# Design and Technology (DT) and Information and Communication Technology (ICT)

In DT and ICT pupils will combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. Pupils learn to use current technologies and consider the impact of future technological developments on life and the environment. The boys learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>RSPB bird feeding box</b> <ul style="list-style-type: none"><li>• Can I design and make a bird feeding box using wood?</li><li>• Can I cut, shape, sand and assemble a product using wood?</li><li>• Can I apply finishes to the product?</li><li>• Can I test and evaluate my product?</li><li>• Can I develop an appreciation of modern design in environmental projects?</li><li>• Can I use the correct and safe use of tools and machinery?</li></ul>
<b>Lent term 2023</b>	<b>CAD/ICT theory</b> <ul style="list-style-type: none"><li>• Can I use computers and CAD software to create 3D shapes?</li><li>• Can I apply CAD on my own design ideas and improve my presentation skills?</li><li>• Can I identify components of a computer system?</li><li>• What input and output devices does a computer use?</li><li>• Storage devices and networks.</li></ul>
<b>Summer term 2023</b>	<b>Tea light holder</b> <ul style="list-style-type: none"><li>• Can I design and make a tea light candle holder using mixed materials?</li><li>• Can I mark out, cut, shape, sand and assemble?</li><li>• Can I apply appropriate finishes?</li><li>• Can I test and evaluate your product?</li><li>• Can I use the correct and safe use of tools and machinery?</li></ul>

## **HOW WILL PUPILS LEARN?**

A typical lesson is based on a 10 to 20 minute theory task. A variety of media resources is used for this purpose such as links on the school 'hub' and YouTube. The remaining lesson time is dedicated to applying and testing out the theory skills. This is achieved through making a series of mini projects involving all three resistant materials, wood, metal and plastics.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week to help reinforce or expand on theory topics taught during the week.

## **WHAT RESOURCES WILL BE USED?**

Pupils will be using the workshop facilities which include a lot of tools for working with wood, metal and plastics. They are encouraged to use both hand and machine tools necessary for their projects. Pupils will join Google Classroom to store work and any information handed out in class. Any further information or help with the topics can be found on [www.technologystudent.com](http://www.technologystudent.com) and the departments '[hub](#)' site.

## **HOW DO WE MEASURE PROGRESS?**

Progress is monitored through projects, homework and three written common tasks throughout the year. Commendations are given to reward good work progress.

## **HOW CAN PARENTS HELP?**

It is advisable for parents to involve their child in any DIY jobs at home as this helps develop motor skills and confidence working with tools. Parents also can help by encouraging their son with hand drawing and designing tasks.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton (ICT) - [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Drama

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Drama remains an important part of the balanced Arts curriculum and is taught extensively as a discrete Arts subject in Year 9. Lessons are taught progressively, building upon previous learning. Drama is a valuable subject in its own right, offering specific careers in the cultural sector, as well as enhancing careers in most sectors, with creativity and innovation being the key skills for the workplace of the future. We provide our pupils with a broad foundation in preparation for GCSE and A Level Drama and Theatre Studies.

## WHAT WILL PUPILS GAIN FROM DOING DRAMA?

Pupils will:

- Develop performance techniques to explore in role a variety of situations and texts or respond to stimuli
- Work collaboratively to improvise/devise and present scripted and unscripted pieces which maintain the attention of an audience
- Extend their spoken repertoire by experimenting with language in different roles and dramatic contexts
- Develop performance techniques and strategies for anticipating and visualising as well as problem-solving in different learning contexts
- Reflect on and evaluate your presentations and those of others.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>A reduced history of theatre</b> <ul style="list-style-type: none"><li>• How can knowledge and understanding of the theatre help me to develop my own work?</li></ul>
<b>Lent term 2023</b>	<b>Exploring chosen styles and genres</b> <ul style="list-style-type: none"><li>• How do I choose a style to perform in?</li><li>• How will genre influence my performance?</li></ul>
<b>Summer term 2023</b>	<b>Theme - Diversity</b> <ul style="list-style-type: none"><li>• Exploring and responding to live theatre</li><li>• Can I explore an idea and develop it creatively?</li></ul>

## **HOW WILL PUPILS LEARN?**

Pupils will:

- Watch and discuss recorded live theatre performances
- Work through a reduced history of the theatre
- Develop and compare different interpretations of scenes or plays by different dramatists, working in different styles
- Research, discuss and use performance techniques to explore character and situations
- Devise and present scripted and improvised performances in response to a range of stimuli, demonstrating an ability to investigate ideas, situations and events and an understanding of how theatre can communicate in innovative, challenging ways.
- Convey action, character, atmosphere and tension when scripting and performing plays
- Make critical evaluations of performances which pupils have seen or in which they have participated, identifying the contributions of each of the participants
- Experiment with sound, voice, silence, movement, stillness, light and darkness to enhance dramatic action, and use theatre technology creatively.
- Every lesson will start with a warm up exercise. This will enable the boys to get used to working together in groups. It also teaches them to take direction and to listen to others. Each pupil is expected to keep a record of the work created and skill or techniques used.

## **HOW WILL PUPILS BE TAUGHT?**

Pupils are taught in their form group for a one hour lesson each week. It is important to know that pupils can take GCSE Drama even if they have not done Drama in Year 9.

## **HOW WILL HOMEWORK BE ASSIGNED?**

homework work will be set when needed.

## **DO WE DO ANY TECHNICAL THEATRE?**

Pupils are offered opportunities to use technical equipment such as lighting and sound facilities and are encouraged to use the internet for targeted research. The more committed become adept at producing digital resources, such as movie shorts, sound effects and clips and projections that bring atmosphere and effect to the scene.

## **WHAT RESOURCES WILL BE USED?**

Pupils will use the internet, books, plays and the theatre but most of all their own creativity, enthusiasm and acting or design skills.

## **HOW DO WE MEASURE YOUR PROGRESS?**

Assessments are made throughout the year on an ability to apply performance and/or other production skills through the creation and realisation of performances. Pupils are regularly assessed on their ability to sensitively and confidently work with others to create and perform a variety of performances. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils are assessed in accordance with the Drama department's mark scheme, A\* (excellent) A (very good) B (good) C (reasonable) and D (basic).

## **HOW CAN PARENTS HELP?**

Live theatre engages, exposes and inspires us to a wide range of theatrical experiences. When planning or preparing for Drama at school, discuss with your son what ideas or resources he could bring in to enhance those ideas.

## **FOR FURTHER INFORMATION, PLEASE CONTACT:**

Mrs Maggie Olivier - [mco@clairescourt.net](mailto:mco@clairescourt.net)

# English

## WHAT WILL YOU STUDY/LEARN?

The English course pupils will study in Year 9 underpins the entire academic curriculum, not just that of English. We will cover all the key skills of reading, writing, speaking and listening each half term. In addition, pupils will practise writing for a variety of purposes and in a variety of registers, for example creative writing, letters, poems, leaflets, adverts and reports. Focus is also given to the traditional and essential language skills of grammar, vocabulary, punctuation and spelling. Pupils will practise comprehension of prose, poetry and drama, and will be exposed to texts by a range of diverse British voices. They will take part in speaking and listening activities individually as well as in groups. All of these aspects of the subject represent not just English skills, but valuable life skills. Preparation for the IGCSE English Language examination, sat in May 2024, formally commences in the summer term.

<p><b>Autumn Term 2022</b></p> <p><i>Theme: Horror</i></p>	<p>We will encounter a text or texts which fit into the horror genre. Through the close study of these texts, pupils will discover the common thematic elements of the genre. Pupils will learn to write and improve upon their written analysis, and practise including and embedding quotations when writing essays. Key questions include:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How do writers create characters in their novels?</li> <li>• What common themes can we see in horror themed literature?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How can tension be created in writing?</li> <li>• How can we vary the length and structure of our sentences for dramatic effect?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• How can we use rhetorical devices to make our speech more atmospheric?</li> <li>• What skills are needed in group discussion tasks?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Baseline Writing Assessment</li> <li>• End of Unit Reading Assessment based on the text studied.</li> </ul>
<p><b>Lent term 2023</b></p> <p><i>Theme: Conflict</i></p>	<p>We will encounter a text or texts focusing on the events of one of the World Wars. During the study of these texts, pupils will be asked to consider not only the characters and events of the texts, but also the intentions of the writer and the impact on the reader. Key questions include:</p> <p><b>Reading</b></p> <p>How do writers approach the subject of war differently? What common themes and ideas can we see in the poetry of the First World War?</p> <p><b>Writing</b></p> <p>Can we achieve a similar style to the poetry of young soldiers? Can we display empathy for those who suffered in war when writing first person narratives?</p> <p><b>Speaking and listening</b></p> <p>What skills are needed when reading poetry out loud?</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• End of Unit Reading Assessment based on the text studied.</li> </ul>
<p><b>Summer term 2023</b></p> <p><i>Theme: Introduction to IGCSE Language - Anthology Texts</i></p>	<p>As an introduction to the concept of GCSE level work pupils will study a selection of text sources from the IGCSE Language Anthology.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What language and structural methods do writers employ to make their texts as impactful as possible?</li> <li>• What are the key similarities and differences in what you are looking for when analysing non-fiction texts?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How can I sequence my ideas to produce my best writing?</li> <li>• What language, vocabulary and other techniques can I use to engage the audience?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• How can I bring a text to life when reading out loud?</li> <li>• Can I discuss themes, characters and relationships in pairs and in groups?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• A transactional writing task</li> <li>• IGCSE Language exam - May 2024</li> </ul>

## **HOW WILL YOU LEARN?**

English is a mixture of creativity and analytical skill, and the lessons pupils will encounter in the subject will reflect that (along with the English themed trips and experiences we offer). Fundamentally, all of our pupils will learn by doing - by reading and by writing, but we aim to make lessons as interesting and varied as possible, with drama-based activities and creative tasks a regular occurrence. In practical terms, Year 9 are fully streamed and pupils can be moved up or down sets if it is felt that this would be beneficial. In each unit of work there are many texts which could be used as a base. The text will be chosen depending on the suitability of the different options for the class.

Examples of titles that we may encounter include:

- 'War Horse' by Michael Morpurgo
- 'Journey's End' by R.C. Sherriff
- 'Private Peaceful' by Michael Morpurgo
- 'The Woman in Black' by Susan Hill
- 'The Hound of the Baskervilles' by Sir Arthur Conan Doyle

The school provides each pupil with texts, exercise books, and spelling and vocabulary books. As well as the usual equipment, pupils are expected to have a personal reading book with them at school, as regular reading is essential to improvement in the subject.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set once a week according to the homework timetable.

## **WHAT RESOURCES WILL YOU USE?**

The study of English is largely based around the texts we will study, but there will also be the opportunity to use ICT in lots of classwork situations and in most homework tasks. Pupils are encouraged to draft and redraft work using word processing. A number of tasks which you will come across over the course of the year will be interactive in nature, either as group work or as collaborative ICT work.

## **HOW DO WE MEASURE YOUR PROGRESS?**

Progress is monitored by the use of classwork and homework assignments, and through termly assessments. We have individual assessment criteria for the three different strands of English, reading, writing and speaking and listening. Details of the assessment criteria will be provided, along with information about how this translates to report grading. In the final term of Year 9, as we begin to look towards GCSE studies, it is likely that work will be marked using GCSE marking criteria, which you will have access to when required.

## **HOW CAN PARENTS HELP?**

Parents can assist by encouraging reading on a regular basis, particularly fiction. It would help enormously if your son reads to you regularly, which will allow you to see how his reading is developing. Reading of quality newspapers and magazines on a regular basis is also to be encouraged.

Trips to the theatre to watch productions would be both beneficial and enjoyable as family outings, and would help build an understanding about public performance.

**For further information please contact:** Mrs J Ging - [jeg@clairescourt.net](mailto:jeg@clairescourt.net)

# Geography

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"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose." ~ Michael Palin

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>First half of term - Geopolitics</b> <ul style="list-style-type: none"><li>• What is meant by geopolitics?</li><li>• Why are country borders where they are?</li><li>• What relationships do we have with other countries regarding resources such as energy and water?</li></ul> <b>Second half of term – Development</b> <ul style="list-style-type: none"><li>• Linked to geopolitics, we study the issues surrounding differing levels of development between countries.</li><li>• How do we measure development?</li><li>• Why do we have such varying levels of development in the world?</li></ul> <p><i>Pupils will be assessed by writing an individual (but guided) report about a less developed country.</i></p>
<b>Lent term 2023</b>	<b>First half of term – Ecosystems Theory</b> <ul style="list-style-type: none"><li>• What is an ecosystem and how do they function?</li><li>• What factors control the location of global biomes?</li><li>• What are coral reefs?</li><li>• How are coral reefs threatened and how can they be conserved?</li></ul> <b>Second half of term - Tropical Rainforest Ecosystems</b> <ul style="list-style-type: none"><li>• Why are tropical rainforests found where they are?</li><li>• What are the characteristics and climate like within rainforests?</li><li>• How have fauna and flora adapted to survive in the rainforest?</li></ul> <p><i>Pupils will have a formal test at the end of this unit.</i></p>

<p><b>Summer term 2023</b></p>	<p><b>First half of term - An introduction to resources</b></p> <ul style="list-style-type: none"> <li>• What is a resource?</li> <li>• How do we classify resources?</li> <li>• What is sustainability and how can we strive to achieve this?</li> </ul> <p style="text-align: center;"><i>Revision for the summer examination</i></p> <p><b>Second half of term - GCSE Geography: Changing Landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>• What geological variations are there across the UK?</li> <li>• What are the characteristics of the main rock types?</li> <li>• What physical and human processes have worked together to create distinct UK landscapes?</li> </ul> <p style="text-align: center;"><i>Pupils will have the chance to tackle their first real GCSE standard exam questions at the end of this first section of the topic.</i></p>
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### **HOW WILL PUPILS LEARN?**

In Year 9 Geography is taught in form groups where pupils will work individually, in pairs and in groups on various tasks, enabling them to develop the essentials of collaborative and creative working. Each pupil will take part in class debates and conduct presentations, developing their communication skills and have opportunities to be reflective learners through peer and self-assessment. Pupils will receive a single one hour lesson each week.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Topics vary in their delivery of homework, some topics will require pupils to answer a number of extended questions in their exercise book whilst other tasks will be set and completed via Google Classroom. Other topics will expect pupils to be reflective learners, or undertake independent research. There will usually be one piece of homework set per week but it will be set when appropriate.

### **WHAT RESOURCES WILL BE USED?**

Google Classroom will be used to organise lessons, homework and revision materials for Common Tasks and tests. Pupils will be expected to use the atlas provided in Year 7. Pupils will be taught to use basic GIS software, including websites such as Digimaps and the Ordnance Survey mapzone.

## **HOW DO WE MEASURE PROGRESS?**

Work is marked according to attainment from A to D and effort from one to four, where one is outstanding and four is poor. Pupils will receive a test, project work or a common task each half term and a formal exam in the summer.

## **HOW CAN PARENTS HELP?**

Geography is everywhere; therefore all trips abroad and within the UK are of benefit. Pupils should be encouraged to look around them and identify both physical and human elements of the landscapes they visit. Pupils should watch the many documentaries available on the BBC iPlayer and other providers including Netflix and Disney+ for the National Geographic channel. Regular reading of the newspaper and the watching of news programmes is also beneficial. Parents can test their child regularly on key words and their definitions and help them prepare for the termly tests.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Jo Andrews (Head of Department) – [jea@clairescourt.net](mailto:jea@clairescourt.net)

Mr Edd Thorne (Key Stage 3 Geography Coordinator) [ejt@clairescourt.net](mailto:ejt@clairescourt.net)

# History

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## **Modern World:**

What hope can be found from the 'hot wars' and extremist ideologies of the 20th century? This year pupils will be studying the nineteenth and twentieth centuries. This two hundred year period represents one of the most turbulent and extreme periods of World history with huge changes in how people lived and thought together with two wars encompassing every continent of the globe. This period challenged humanity's understanding of itself like no other with the rise of extremist ideologies both of the right and left which left millions dead. However, pupils will also look at the positive aspirations that emerged from these cataclysmic events by exploring the creation of the UN (a great hope for peace at the time) and the independence of former colonies across the Indian sub-continent and Africa. Pupils will complete their study of KS 3 history by producing an independent research project on a historical topic of their choice.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2022</b>	<p><b>First half of term - 1.1 Why was WWI fought?</b></p> <ul style="list-style-type: none"><li>● Why did the First World War start?</li><li>● Why were so many young men keen to 'join up?'</li><li>● Where did Britain's soldiers come from?</li><li>● An overview of WWI.</li><li>● How did countries try to avoid any more wars?</li><li>● <b>Common Task: Skills based task on soldiers of the Empire</b></li></ul> <p><b>Second half of term – 1.2 What were the consequences of WWI</b></p> <ul style="list-style-type: none"><li>● Why were the thirties so hungry?</li><li>● What are the differences between democracies and dictatorships?</li><li>● What two types of dictatorship emerged after WWI?</li><li>● Why was Hitler so popular?</li></ul>
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<b>Lent term 2023</b>	<p><b>First half of term – 2.1 Why did the world go to war again?</b></p> <ul style="list-style-type: none"> <li>● Why was there another world war?</li> <li>● Exploration of key engagements including Dunkirk, The Battles of Britain, Midway, Stalingrad and D-day.</li> <li>● What was the 'Final Solution'?</li> <li>● Was the USA right to drop the Atomic Bomb on Hiroshima and Nagasaki?</li> <li>● <b>Common Task: Which was the most significant turning point of WWII?</b></li> </ul> <p><b>Second half of term - 2.2 How did the World try to prevent a third world war?</b></p> <ul style="list-style-type: none"> <li>● What is the United Nations?</li> <li>● What happened to the British Empire?</li> <li>● How did India gain independence?</li> <li>● How did Africa gain independence?</li> </ul>
<b>Summer term 2023</b>	<p><b>First half of term - 3.1 History Project: your choice!</b></p> <p><b>Second half of term - 3.2 - Start of GCSE: Germany: development of Dictatorship 1918-1945</b></p>

## HOW WILL PUPILS LEARN?

Individual, pairs and group work as appropriate. Pupils will have one x one hour lesson a week, which includes investigative tasks, re-enactments and role-play. Pupils work in their form groups. Pupils will be expected to work online using Google Classroom, supported by the Claires Court 'hub'. This will provide access to tools, tasks and support materials to enable our pupils to undertake individual or collaborative work when appropriate, both in class by means of Chromebooks, and at home on personal devices.

## HOW WILL HOMEWORK BE ASSIGNED?

This will usually take the form of a reading or a written exercise, to last approximately 30 minutes. From time to time a computer-based task may be set, or a learning task if there is to be a test.

## WHAT RESOURCES WILL BE USED?

Pupils' work is supported by our textbook, Technology, War and Independence. This text has an enquiry-based approach which accords well with our philosophy of how History is best learned. Pupils will also have an exercise book and will need to be well equipped for every lesson, so they should continue to put all of their work into a plastic wallet. Pupils will be expected to use the internet when appropriate. Tasks will often be set up using Google Classroom.

## **HOW DO WE MEASURE PROGRESS?**

Pupils will have three common tasks a year, one in each term, with the last one taking the form of a research project which they choose themselves. We do not give pupils a formal end-of-year History exam in Year 9.

## **HOW CAN PARENTS HELP?**

If pupils want to develop their interest in History further, we encourage parents to visit appropriate historical sites with their son. Get ahead with reading, such as 'Horrible Histories', watch appropriate TV programmes, discuss what you have seen and the past in general; all this encourages your son to see that history is still around us, part of what we are. Pupils can ask parents to test learning homework, especially before exams. In Year 9 in particular, and especially when thinking about Year 10 options, discussing current events with parents is particularly relevant, so pupils can see the links between the present and the past. Read the newspapers. Hopefully pupils will see the benefits of studying history to the next stage.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Camilla Bullough - [crb@clairescourt.net](mailto:crb@clairescourt.net) (Overall Head of Department)

Ms Catherine Tookey - [cbt@clairescourt.net](mailto:cbt@clairescourt.net) (SB History lead)

# Mathematics

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Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Pupils should build on the knowledge from Years 7 and 8 and establish links across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

In Year 9, each pupil will start following the programme of study for Edexcel IGCSE Mathematics 9-1 (4MA1). Those who grasp the concepts rapidly will be challenged through being offered rich and sophisticated problems to boost their attainment levels. Those who are not sufficiently fluent will be given opportunities to consolidate their understanding, including additional practice, before moving on.

There will be a Common Task each term where progress will be assessed in order to monitor each pupil's progress and we will act accordingly. We review setting each term to ensure that pupils are on track and suggest the correct set where we think each pupil will flourish best.

## WHAT WILL PUPILS STUDY AND LEARN?

<p><b>Autumn term 2022</b></p>	<p><b>Introduction to standard form</b></p> <ul style="list-style-type: none"><li>• Recapping index laws from Year 8 and learning what standard form is</li></ul> <p>Question: What is the danger in writing very big numbers in ordinary form eg 2 300 000 000 000 000?</p> <p><b>Decimals</b></p> <ul style="list-style-type: none"><li>• Decimal notation</li><li>• Ordering decimals</li><li>• Convert decimals to fractions and percentages</li><li>• Significant figures</li><li>• Bounds</li><li>• Estimation.</li></ul> <p>Question: 3cm is rounded to the nearest cm. The upper bound is therefore 3.5cm. How is that possible when 3.5 rounds to 4?!</p> <p><b>Special numbers and powers</b></p> <ul style="list-style-type: none"><li>• Primes</li><li>• Factors and multiples</li><li>• Square and cubes (and corresponding roots)</li><li>• Prime factors</li><li>• HCF</li><li>• LCM.</li></ul> <p>Question: What is the HCF and LCM of 72 and 180?</p> <p><b>Algebraic manipulation</b></p> <ul style="list-style-type: none"><li>• Expand single brackets</li></ul>
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- Factorise single brackets.

Question: Expand  $3(x+4)$

### **Expression, formulae and rearranging formulae**

- Substitution
- Using formulae
- Derive a formula
- Change the subject of a formula

Question: The speed ( $v$ ) of a particle is given by  $v=u+at$ . Calculate  $v$  when  $u=8$ ,  $a=10$  and  $t=2$ .

### **Linear equations and inequalities**

- Solve linear equations in one unknown
- Set up simple linear equations
- Understand inequality symbols
- Solve simple linear inequalities and represent the solution on a number line.

Question: Solve  $2x+7=5x-2$

### **Sequences**

- Generate terms of a sequence using term-to-term and position-to-term rules
- Find the  $n$ th term.

Question: Is 152 in the sequence 2,9,16,23....?

### **Fractions**

- Equivalent fractions
- Simplifying fractions
- Mixed number and improper fractions
- Ordering fractions
- Adding and subtracting fractions and mixed numbers
- Multiplying and dividing fractions and mixed numbers.

Question: Write these fractions in order:  $\frac{1}{3}, \frac{1}{4}, \frac{2}{5}, \frac{1}{2}$

### **Pythagoras' Theorem**

- know, understand and use Pythagoras' theorem in two dimensions and begin to solve problems in three dimensions

Question: Is the triangle with sides 4cm, 5cm and 6cm right-angled?

**Lent term**

**2023**

**Percentages**

- Solve simple percentage problems including percentage increase and decrease using multipliers
- Find a percentage change

Question: Sale prices are 10% off the previous day's price. If a jacket is £90 on Monday, what is the price on Wednesday?

**Perimeter and area (including circles)**

- Find the perimeter and area of shapes made from triangles and rectangles
- Area of parallelograms and trapezia

- Recognise the parts of the circle
- Find the circumference and area of circles and semicircles.

Question: Find the perimeter of a semicircle with diameter 6cm.

### **Probability**

- Experimental probability
- Finding basic probabilities
- Expectation

Question: Joel has some sweets: 10 toffees and 10 mints. He picks and eats 2 sweets at random and they are both toffees. What is the probability that the next sweet he picks is also a toffee?

### **Measures, constructions and bearings**

- Interpret scales
- Calculate time intervals
- Angle measures
- Bearings
- Speed

Question: How long is it between 7.35am and 2.18pm?

### **Ratio and proportion**

- Use ratio notation
- Simplify ratios
- Divide a quantity in a given ratio
- Carry out calculations using quantities that vary in direct proportion.

Question: Anna, Bob and Clive share some money in the ratio 1 : 2 : 4. Clive gets £36 more than Anna. How much did Bob get?

### **Translation, Rotation, Similar Shapes and Enlargement**

- Drawing and describing translations and rotations
- Working with similar shapes and finding missing lengths in similar shapes
- Enlarging a shape using a centre of enlargement and describing an enlargement.

Question: Is it possible for an enlargement to make a shape smaller?!

### **Statistical measures**

- Calculate the mean, median, mode and range for a discrete data set
- Estimate the mean and modal class for grouped data.

Question: Given the mean, median and mode of five positive whole numbers, can you find the numbers?

<p><b>Summer term 2023</b></p>	<p><b>Drawing graphs and inequalities</b></p> <ul style="list-style-type: none"> <li>• Use coordinates</li> <li>• Find midpoints</li> <li>• Use conversion graphs</li> <li>• Gradient</li> <li>• Graphs of linear functions</li> <li>• Linear inequalities on graphs.</li> </ul> <p><b>Trigonometry</b></p> <ul style="list-style-type: none"> <li>• Use sine, cosine and tangent to determine lengths and angles of a right-angled triangle</li> <li>• Solve problems in two dimensions.</li> </ul> <p>Question: The base of a ladder is 1.5m away from the bottom of a vertical wall. The angle the ladder makes with the ground is <math>65^\circ</math>. What is the length of the ladder?</p> <p><b>Angle facts</b></p> <ul style="list-style-type: none"> <li>• Use angle properties of intersecting lines</li> <li>• Parallel lines and angles on a straight line</li> <li>• Angles in triangles and quadrilaterals.</li> </ul> <p>Question: Given the exterior angle of an isosceles triangle, can you identify the interior angles?</p> <p><b>Metric units and map scales</b></p> <ul style="list-style-type: none"> <li>• Solve problems using scale drawings</li> <li>• Use and interpret maps</li> <li>• Convert metric units</li> </ul>
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### **HOW WILL PUPILS LEARN?**

Pupils will develop their mathematical and analytical skills through a mastery approach that includes explanation, discussion, modelling and practise - as well as working on rich open-ended tasks to develop their problem solving skills. This enables all students to make excellent progress, ensuring that the most gifted mathematicians, as well as those who need support, are both challenged and engaged.

### **HOW WILL HOMEWORK BE ASSIGNED?**

There will be one 30 minute homework task each week and this can be in written form or completed online.

### **WHAT RESOURCES WILL BE USED?**

We will use the Michael White 4-9 Higher GCSE textbook (for sets 1-3) and the

Michael White CGP KS3 Book 2 (for set 4) and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTX) to every lesson.

### **HOW DO WE MEASURE PROGRESS?**

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

### **HOW CAN PARENTS HELP?**

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where students have access to a Year 9 course section which is specific to this curriculum statement. Two weeks in advance of a common task students are also supported with a paper copy of a revision booklet to support preparation for these tests. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Joscelyn Lothian - [jol@clairescourt.net](mailto:jol@clairescourt.net)

# Modern Foreign Languages: French

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In Year 9, our pupils will continue to develop their competence in the four skill areas. Pupils will learn how to find out and give more detailed information, and will develop their grammatical knowledge so that they can understand and give responses in a variety of tenses. The boys will also enhance their speaking skills, enabling them to sustain a longer conversation using more extended French. This will serve as useful preparation for those who wish to proceed to GCSE.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn Term 2022</b>	<p><b>Module 1 T'es branché?</b></p> <ul style="list-style-type: none"><li>• Free-time (TV and film; reading; internet)</li><li>• Weather</li><li>• Present tense of regular -er, -ir and -re verbs</li><li>• Present tense of avoir, être, aller and faire</li><li>• The perfect tense</li></ul> <p><b>Module 2 Paris, je t'adore!</b></p> <ul style="list-style-type: none"><li>• Things to do in Paris</li><li>• Asking for tourist information</li><li>• Structures followed by an infinitive</li><li>• Asking questions</li></ul>
<b>Lent Term 2023</b>	<p><b>Module 3 Mon identité</b></p> <ul style="list-style-type: none"><li>• Describing yourself and other people</li><li>• Talking about relationships</li><li>• Style (music; clothes)</li><li>• Adjectival agreement</li><li>• Reflexive verbs</li><li>• The near future tense</li><li>• Using three time frames</li></ul> <p><b>Module 4 Chez moi, chez toi</b></p> <ul style="list-style-type: none"><li>• Describing where you live (house/town)</li><li>• Meals</li><li>• Festivals</li><li>• Comparative adjectives</li><li>• Prepositions</li><li>• The partitive article</li><li>• Present tense of boire and prendre</li><li>• il faut + infinitive</li></ul>
<b>Summer Term 2023</b>	<ul style="list-style-type: none"><li>• Consolidation of Year 9 work.</li><li>• Preparation for GCSE course.</li></ul>

## **HOW WILL PUPILS LEARN?**

Pupils will have two one-hour lessons each week. The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much French as possible in class in order to improve speaking and listening skills.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will receive one piece of homework per week of approximately 30 minutes. Homework will often take the form of vocabulary learning, a comprehension or consolidation exercise and/or dedicated time using one of the language-learning websites. In addition, pupils are encouraged to extend and refresh their vocabulary in-between lessons. Little and often is the key to success here!

## **WHAT RESOURCES WILL BE USED?**

Each pupil will be lent a copy of 'Studio 2'. This contains all the vocabulary covered throughout the year as well as multiple exercises to practise the four key skills. The boys will also receive an exercise book in which to complete work and to keep additional worksheets. Pupils should bring their Chromebook and all their books to every lesson along with the usual stationery, including scissors, glue and colouring pencils.

In terms of digital resources, we use Google Classroom to share classwork and homework materials. The teachers will provide login details for [linguascope.com](http://linguascope.com), an online vocabulary resource, and may also direct pupils to a number of other websites to enhance learning, such as Zut!, Languagesonline, Memrise, and Quizlet.

## **HOW DO WE MEASURE PROGRESS?**

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly by the teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate. Pupils can expect to have regular vocabulary tests to monitor progress and an end of unit test at the end of each topic, which assesses progress in the four key skill areas of listening, speaking, reading and writing. At the end of the year there is an examination which tests all four key skills on all the topics covered.

## **HOW CAN PARENTS HELP?**

The biggest difference parents can make to their son's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their son, by playing some of the online games with them or even trying to keep up and learn the language as well!

A trip to a French speaking country, when possible, would also be of enormous benefit.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Diana Wadsworth - [dfw@clairescourt.net](mailto:dfw@clairescourt.net)

# Modern Foreign Languages: German

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In Year 9 pupils will build on the skills introduced in Year 8, learning to give and understand information about holidays, media use, healthy lifestyles, school trips and going out. Pupils will learn new vocabulary, different tenses and other grammar points such as word order and adjective endings through the topics covered.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Ich liebe Ferien!</b> <ul style="list-style-type: none"><li>• Holidays - Discussing past holidays, where you stayed, how you travelled, what the weather was like</li><li>• Practising the perfect tense</li></ul> <b>Bist du ein Medienfan?</b> <ul style="list-style-type: none"><li>• Media preferences - Discussing films, television programs, books, use of modern technology, using the 24 hour clock</li><li>• Using modal verbs, prepositions with the dative case, different tenses</li></ul>
<b>Lent term 2023</b>	<b>Bleib gesund!</b> <ul style="list-style-type: none"><li>• Healthy lifestyle - Discussing breakfast, traditional German food, dinner parties, a healthy lifestyle</li><li>• Using the imperative,</li></ul> <b>Klassenreisen machen Spass!</b> <ul style="list-style-type: none"><li>• School trips - Discussing daily routine, giving directions, describing a festival, talking about an activity holiday</li><li>• Practising reflexive and separable verbs and adjective endings</li></ul>
<b>Summer term 2023</b>	<b>Wir gehen aus!</b> <ul style="list-style-type: none"><li>• Going out - Discussing clothes, fashion, going out</li><li>• Using 'wenn' clauses and the future tense</li></ul>

## HOW WILL PUPILS LEARN?

Pupils will have two one hour lessons each week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons.

All lessons rely on significant use of a variety of interactive and digital media and we

also use online learning resources to reinforce vocabulary such as Linguascope, Languages Online, Memrise or Quizlet. The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home. Video clips and songs in German are also frequently used in lessons for a more genuine and varied learning experience.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Each pupil will receive one piece of homework of approximately 30 minutes. This can be to learn for a vocabulary test the following week, a reading or writing consolidation exercise in workbook or exercise books or dedicated time using one of the language learning websites.

In addition to the work set, pupils are encouraged to extend and refresh vocabulary in between lessons by visiting one of the websites mentioned. It is a good idea to try and do ten minutes of German practice a day, little and often is the key to success.

### **WHAT RESOURCES WILL BE USED?**

We will use the textbook Stimmt 2 which will be provided by the school. The book includes listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Each pupil will also receive a workbook, Übungsheft, which has additional reading and writing exercises to extend learning, as well as an exercise book. Pupils should bring their chromebook and all books to every lesson along with usual stationary to include scissors, glue and colouring pencils.

In terms of digital resources, pupils will need to be familiar with Google Classroom and teachers will provide a login for interactive websites to enhance learning, such as [linguascope.com](http://linguascope.com), [Seneca](http://Seneca), [Languagesonline](http://Languagesonline), [Memrise](http://Memrise) and [Quizlet](http://Quizlet).

Revision material will be posted on google classroom so that pupils can review the lessons or catch up easily if they have been absent.

### **HOW DO WE MEASURE PROGRESS?**

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books and workbooks are checked regularly by the class teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate.

Pupils will also have regular vocabulary tests to monitor progress and an end of unit test at the end of each topic, which assesses progress in all four key skills: speaking, listening, reading and writing. At the end of the year there is an examination which tests all four key skills on all the topics covered.

## **HOW CAN PARENTS HELP?**

The best way to support your child is to ensure that they are regularly and thoroughly learning the vocabulary they are set. Parents can also engage in the online activities their children will be familiar with.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Annette Denton - [ahd@clairescourt.net](mailto:ahd@clairescourt.net)

# Modern Foreign Languages: Spanish

In Year 9, pupils will continue to develop their competence in the four skill areas. Each pupil will learn how to make enquiries and give more detailed information, as well as developing grammatical knowledge, which will include understanding and giving responses in a variety of tenses. Pupils will also enhance speaking skills, enabling them to sustain a longer conversation using more extended Spanish. This will serve as useful preparation for those who wish to proceed to GCSE.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Todo sobre mi vida</b> <ul style="list-style-type: none"><li>• What do you do with your friends in your spare time?</li><li>• What are you going to do next weekend with your friends?</li><li>• What do you use your phone for?</li><li>• What TV programs and film genres do you like?</li><li>• What do you think of social media?</li><li>• Talking about future plans.</li></ul> <b>Las vacaciones</b> <ul style="list-style-type: none"><li>• What do you normally do during your holidays?</li><li>• Using the near future and future expressions to discuss plans for next summer.</li></ul>
<b>Lent term 2023</b>	<b>Las vacaciones</b> <ul style="list-style-type: none"><li>• Using the preterite tense to talk about the past.</li><li>• What did you do last summer?</li><li>• What do you know about festivals and traditions of Spanish-speaking countries?</li></ul> <b>¡A comer!</b> <ul style="list-style-type: none"><li>• What do you like to eat?</li><li>• Can you order food and drink in a Spanish restaurant?</li><li>• What did you and others eat last time you went out for dinner?</li></ul>
<b>Summer term 2023</b>	<b>¿Qué hacemos?</b> <ul style="list-style-type: none"><li>• Would you like to go out? When and where shall we meet?</li><li>• What are you going to wear?</li><li>• Using the preterite tense to describe the last time you went to a party.</li></ul> <b>Operación Verano</b> <ul style="list-style-type: none"><li>• Where shall we go on holiday?</li></ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• What did you do last time you went on holiday?</li><li>• What are your plans for the summer?</li></ul> |
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## **HOW WILL PUPILS LEARN?**

Pupils will have two one hour lessons each week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons.

All lessons rely on significant use of a variety of interactive and digital media and we also use online learning resources to reinforce vocabulary. The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Each pupil will receive one piece of homework of approximately 30 minutes. This will often be to write out and learn words for a vocabulary test the following lesson, though on occasion it might be a simple consolidation exercise in exercise books or dedicated time using one of the language learning websites. In addition to the work set, pupils are encouraged to extend and refresh vocabulary in between lessons by visiting one of the websites mentioned. It is a good idea to try and do ten minutes of Spanish practice a day, little and often is the key to success.

## **WHAT RESOURCES WILL BE USED?**

Pupils will be provided with a copy of our textbook 'Viva 2' and will give it back at the end of the year so there is no extra cost. Additionally, pupils will be given log in details to access the textbook [Viva 2 online](#). The school provides an exercise book which pupils are expected to keep neat and tidy. Pupils are required to have a glue stick, scissors and colouring pencils as well as the usual stationery.

[Linguascope](#), [Seneca](#), [Memrise](#) and [Quizlet](#) are just some of the many online resources available to practise the language. Lesson resources and homework are available on the Spanish Google Classroom so pupils can review the lesson or catch up easily if they have been absent.

## **HOW DO WE MEASURE PROGRESS?**

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly by the class teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate. Each pupil will also have regular vocabulary tests to monitor progress and an end of unit test at the end of each topic, which assesses progress in all four key skills: speaking, listening,

reading and writing. At the end of the year there is an examination which tests all four key skills on all the topics covered.

### **HOW CAN PARENTS HELP?**

The biggest difference parents can make to their child's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their son, by playing some of the online games with them or even trying to keep up and learn the language as well!

Taking part in trips to a Spanish-speaking country when possible will not only allow pupils to put their language into practice but it will be a lot of fun for the whole family.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Eva Urzaiz - [emu@clairescourt.net](mailto:emu@clairescourt.net)

# Music

In Year 9, pupils will continue to explore the three key components of Music – performing, composing and listening and appraising. All the topics last for half a term and are of a practical nature. Working together, pupils will broaden their musical knowledge and develop their analytical and creative skills. The boys will evaluate each other's work critically as part of the learning process. There will also be an opportunity to engage in a project with the other creative Arts subjects. The Arts curriculum enhances creative thinking, self-esteem, problem-solving, self-expression, risk-taking, motivation, aesthetic awareness, cultural exposure, improved emotional expression, as well as cooperation and an appreciation of diversity. The Arts have the capacity to engage everyone.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Radio Adverts</b>  What makes a good advert? How can sound influence the way you feel about a product? Pupils will hear actual radio adverts and discuss the suitability of these examples in order to sell a product or service. Pupils will then create their own examples in groups. This should include memorable words and appropriate music for their chosen topic.  <b>Ambient Music:</b>  Why is music so important in filmmaking? Through listening pupils will examine different genres of films and discuss the suitability of examples of film music to create an ambient mood. Pupils will investigate the ways in which music creates tension, identification and emotional involvement in a drama. Each pupil will then create their own examples to accompany a short storyboard.
<b>Lent term 2023</b>	<b>Multicultural Music: a collaboration with Art and Drama</b>  How can music express the identity of its people? Each class, in collaboration with Drama and Art, will explore the music from either India, China and Africa.  <b>Hip Hop Music:</b>  What makes Hip Hop, Hip Hop? Pupils will examine the characteristics of this genre and using Soundtrap will compose and perform their own example.

<p><b>Summer term 2023</b></p>	<p><b>Musical Cycles:</b></p> <p>What is Minimalist music and what makes it so popular today? You will listen to examples of pieces in a minimalist style, including pieces by John Adams and Steve Reich and explore how short motifs can be combined together to form a piece. You will then create a piece that has 5 layers to it. These will then be sequenced on to the keyboard using different voices and pitches for each motif.</p> <p><b>Song writing:</b></p> <p>What makes a song? We will discuss the various parts of a song through listening to examples. In a group, pupils will then decide on a topic, write their own lyrics and add music to complete the song. It is expected that this will contain an appropriate tune, chord progression and percussion part. These will then be performed in front of the class.</p>
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### **HOW WILL YOU LEARN?**

Pupils are taught in tutor groups. Each topic lasts for half a term and pupils work mainly in pairs to complete performance and compositional tasks. Tasks vary between the prescriptive and open-ended, so there are many opportunities to experiment and be creative. Tasks are set for pupils to work at their own level.

### **HOW WILL HOMEWORK BE ASSIGNED?**

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

### **WHAT RESOURCES WILL BE USED?**

We use MIDI keyboards for compositions which allows us to sequence or layer music. Pupils are encouraged to take an active interest in the recording of compositions and will have access to an online musical software package called 'Soundtrap.'

### **HOW DO WE MEASURE PROGRESS?**

Each composition is performed to the whole class and recorded. It is then played and marked by the teacher. All pupils critically evaluate their own and each other's work as a whole class activity. 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. Targets for the future are then set by the teacher. Verbal feedback from the teacher is central to how you understand and take forward an evolving and informed self-awareness of what went well (WWW) and even better if (EBI).

## **HOW CAN PARENTS HELP?**

We encourage parents to help their son meet homework deadlines. If your child receives musical tuition please encourage them to practise regularly. Pupils can broaden their musical knowledge by using internet resources such as 'iTunes' and 'Spotify' at home, the home CD collection and the radio. Hearing music 'live' is also encouraged by attending and performing in concerts either locally or in London. Work hard to take every opportunity to perform; whether in a music centre, at church, in a local group, or just in front of the family.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Nicholas Wolstencroft - [niw@clairescourt.net](mailto:niw@clairescourt.net)

# Physical Education (PE)

This year through PE, our pupils will become more expert in skills and techniques, and learn how to apply them in different activities. Pupils start to understand what makes an effective performance and how to apply these principles to their own and others' work. Pupils will learn to take the initiative and make decisions for themselves about what to do to improve performance. Each pupil will start to identify the types of activity they prefer.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Rowing</b> The aim of this unit is to further develop skills learnt in Year 8. Pupils will continue to work on sequencing, posture, ratio and rhythm. They boys will also race on ergos and gain distance awards. <b>Health Related Fitness (HRF)</b> HRF is designed to test and improve general fitness. <ul style="list-style-type: none"><li>• Are you as fit as you can be?</li><li>• What training methods can you incorporate in a training programme?</li><li>• How often should you train?</li></ul>
<b>Lent Term 2023</b>	<b>Badminton</b> Further development of the smash, clear, drop shot, and backhand shots. Develop both singles and doubles game play and scoring. Become aware of how to dominate and manipulate an opponent in games. <b>Hockey</b> Further development of core skills. Work to develop an understanding of game play and the rules of a full game.
<b>Summer term 2023</b>	<b>Athletics</b> Continual development of throws, jumps and running technique. Develop an understanding of how to train for individual events as well as more advanced techniques and tactics involved in your preferred discipline. <b>Tennis</b> More emphasis is placed on game play in Year 9 ensuring that pupils are able to play and score both doubles and singles matches confidently. Pupils take part in small tournaments within the lesson, whilst developing.

## **HOW WILL PUPILS LEARN?**

We still place a huge emphasis on fitness and health which is why we have developed a very specific PE programme for our pupils. Each class has their own PE teacher for the year who will take them through the programme in a double lesson a week. The classes are split on ability. We make good use of video, projector and appropriate teaching software to illustrate specific teaching points. PE lessons take place at Senior Boys, Braywick Sports Ground and Little Marlow Athletics track.

## **HOW WILL HOMEWORK BE ASSIGNED?**

No official homework will be set in PE. However, if a PE teacher deems a pupil to be unfit; they may set additional fitness tasks to be completed outside school. Or if a pupil has expressed an interest in studying GCSE PE, they advise as to how they can continue to develop their performance outside of the lesson.

## **WHAT RESOURCES WILL BE USED?**

All necessary sports equipment will continue to be provided. Pupils that have a developing expertise in some of the sports may decide to purchase and use their own rackets or sticks for example.

## **HOW DO WE MEASURE PROGRESS?**

Every skill in each module is assessed according to our criteria and then graded for attainment, A to D, and attitude to learning from one to four. The grade each pupil receives is based on the sport they have been participating in that half term.

## **HOW CAN PARENTS HELP?**

Ensuring that you take all opportunities to take part in different sports is essential. By Year 9 you may well have favourite sports but it could well be detrimental to your overall progress in your chosen sport if you specialise on it too early. Many sports have transferable skills both physical and mental that will accelerate progress in a number of sports.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Simon Carter - [sic@clairescourt.net](mailto:sic@clairescourt.net)

# Personal, Social, Health and Economic Education

## (PSHEE)

Pupils will follow the Jigsaw PSHEE programme which is a whole school approach to PSHEE/Health and Well-Being, including statutory RSE (England DfE 2019). Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

There are 6 half-term units in Year 9:

- Being Me In My World
- Celebrating Difference
- Careers - Unifrog
- Healthy Me
- Relationships
- Changing Me

Each unit has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses.

The [overview](#) shows more detailed content for each half term unit and what the pupils will study to help them answer the Big Question.

Claire's Court also uses Unifrog to support pupils with their careers choices. Unifrog is a one-stop-shop where pupils can easily explore their interests, then find and successfully apply for their next best step after school.

### WHAT WILL PUPILS STUDY AND LEARN?

<b>AUTUMN TERM 2022</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"><li>• To what extent does the world I live in affect my identity?</li></ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"><li>• Is being different a good thing?</li></ul>
<b>LENT TERM 2023</b>	<b>Careers - Unifrog</b> <ul style="list-style-type: none"><li>• What makes a good leader? What competencies have I learned? What is self-compassion?</li></ul> <b>Healthy Me</b> <ul style="list-style-type: none"><li>• How can substances impact on wellbeing?</li></ul>

<b>SUMMER TERM 2023</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Can relationships ever be equal?</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• How do I feel about becoming an adult?</li> </ul>
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## HOW WILL PUPILS LEARN?

Pupils are taught in their tutor groups. Tutors will follow the Jigsaw scheme that covers all the outcomes in the DfE statutory Relationships, Sex and Health Education (England 2019) and all the outcomes in the PSHE Association Programmes of Study (2020). The approach starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

Careers aspects are covered using the 'Unifrog' careers platform.

The overall PSHEE programme expects student engagement and takes an inclusive and mature approach to the subject. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers will be vigilant to signs of any pupil needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

## HOW WILL HOMEWORK BE ASSIGNED?

No homework is set in this subject however pupils are encouraged to discuss topics at home to further their understanding.

## WHAT RESOURCES WILL BE USED?

- Presentations, worksheets and videos will be used by the form tutor and RSE matters are covered by the school nurses.
- External speakers are also invited in to support some of the topics covered.

## HOW DO WE MEASURE PROGRESS?

Starting points are observed and the programme encourages self-reflection towards the end of each unit and includes a 'workbook' of summative assessment tasks in lesson 6 of each unit.

## HOW CAN PARENTS HELP?

Please read the Jigsaw ['A brief guide'](#) leaflet

Please take time to discuss social, political and other issues in the news. Encourage your son to use a variety of media to make himself aware of the issues in the world such as newspapers, TV and radio news and blogs.

The school's major events are listed in the school calendar. Parents are invited to take part in the corporate life of the school as much as possible, by attending these functions. By encouraging your son to take part in events you are helping to foster loyalty and respect among the boys for their school. You would also be supporting the school's sense of

community.

On a personal level you should have received a generic booklet dealing with starting life in Senior school, and issues such as friendships, falling outs and bullying. Please discuss these matters at home, but also speak to your son's Form Tutor if you have any concerns.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr James Hammerton - [jmh@clairescourt.net](mailto:jmh@clairescourt.net)

# Religious Studies (RS)

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In RS we consider both Religion and Philosophy. All humans are naturally curious about life, so during KS3 RS we will study some of the major questions that humans have asked since the human race began and look at how different religions have responded to these questions. In each lesson pupils will need to use their own experience of the world to help them understand some very tricky problems. To get the most out of this subject, pupils should work hard to listen to others and to express their own ideas. For a lot of the questions we will think about, there are no right or wrong answers but what is important is that pupils think.

Pupils will be pushed to question and challenge things that they would normally simply accept, and helped to explore issues that have both global and local significance. Over the course of Years 7 to 9 each pupil will develop a range of skills and abilities such as to be able to think critically about important questions, to be good communicators of their own views and able to reflect on other views; to see connections between beliefs and actions; and, to be able to deal with philosophical and ethical problems. Each pupil will also be expected to demonstrate these developing skills by writing in a range of contexts.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Philosophy and ethics one</b> <ul style="list-style-type: none"><li>● When does life begin?</li><li>● Should we be able to end our own life?</li><li>● Should drugs be legalised?</li><li>● How should we treat the environment?</li></ul> <p>This term we will explore contentious issues such as euthanasia and abortion. Pupils will investigate the legal approach to such subjects, assess religious views towards them and develop their own opinion.</p>
<b>Lent term 2023</b>	<b>Philosophy and ethics two</b> <ul style="list-style-type: none"><li>● Is war ever right?</li><li>● Should we bring back capital punishment?</li><li>● Why do people divorce?</li><li>● Are women treated equally?</li></ul> <p>We will continue a study of ethical concepts with particular emphasis on society. Each pupil will be investigating religious attitudes and developing their own towards topics such as conflict, crime and discrimination.</p>

<b>Summer term 2023</b>	<b>Philosophy and Ethics three</b> <ul style="list-style-type: none"><li>• Does God exist?</li><li>• How was the world created?</li><li>• What happens when we die?</li></ul> <p>The final term of Year 9 will see us begin to explore philosophical questions. Pupils will debate religious and scientific approaches to some of the questions listed above and explore their own feelings on the topics.</p>
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### **HOW WILL PUPILS LEARN?**

RS follows a pedagogy known as critical realism. Pupils are introduced to key philosophical questions through a study of different religions, and through these introductions are encouraged to develop their own views, thoughts and ideas. The very nature of the subject involves critical thinking. Moral, philosophical and ethical dilemmas requiring such thinking are considered in all schemes of work. Pupils are encouraged to be reflective about their personal views as well as thinking about and evaluating other points of view. In order to do this well, pupils will need to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence they are guided to become enquirers.

Much of the work is done in groups and pairs, and several pieces of work are completed collaboratively. The boys will learn how to communicate their findings and views through group work, discussion and in assessed presentations. Problem-solving takes place in a number of ways, for example when you apply knowledge of a religious view and work out how that group might respond to an ethical or philosophical quandary. Pupils will have one lesson each week.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework is given out once a week and can take many forms including research and revision about the topic studied that day. A common homework task will be to summarise the day's learning in an artistic form such as a collage or poem. Google Classroom is a powerful tool that will be used often for homework tasks such as collaborative research projects.

### **WHAT RESOURCES WILL BE USED?**

Pupils work in exercise books, with stimulus sheets given out during lessons to provide support. There are no textbooks, although there is a huge amount of material on the RS page of the Claires Court 'hub' for pupils to access as well as shared resources on Google Classroom.

## **HOW DO WE MEASURE PROGRESS?**

In each lesson pupils will need to do some serious thinking and in most lessons, or as part of the homework, they will produce a piece of writing that demonstrates their thinking skills. Over the year each pupil will complete two common tasks which will take the form of exam style questions and an end of year exam. Marks for assessment, effort and presentation will be entered into the mark sheets contained at the back of pupil's exercise books which parents will be able to see. There is also an assessment grid at the back of each exercise book which explains what each grade means and gives guidance on how to move up a grade.

## **HOW CAN PARENTS HELP?**

The news is full of stories that are linked to the topics studied and the types of questions that pupils will be asked to consider. Parents can support by discussing global events around the dinner table, questions such as "What do you think about...?"; "What are your views on...?" are just the sort of questions that allow you to develop both your oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Sam Mulholland - [smm@clairescourt.net](mailto:smm@clairescourt.net)

# Science

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Pupils will study either GCSE Combined Science or GCSE Biology, GCSE Chemistry and GCSE Physics.

- Exam board: Edexcel
- Specification codes: 1SC0/1BI0,1CH0,1PH0.

## **COURSE STRUCTURE**

There are two routes available. The separate Science route leads to three GCSEs in the individual Science disciplines of Biology, Chemistry and Physics. Each subject can be taken at either higher or foundation tier. The combined Science route leads to two GCSEs which comprise all three disciplines and can also be taken at either higher or foundation tier; however, all three subjects must be taken at the same tier. All Science sets cover the same work in year 9, allowing the final decision on which route students follow to be made in the Lent term of year 10. For both routes, there are two examinations in each of the Science disciplines at the end of Year 11. These include questions based on a number of core practical investigations that are completed during the course. The A level requirement of a grade 7 or above remains irrespective of whether this is obtained through the separate Science route or the combined Science route.

## **ASSESSMENT OBJECTIVES (AO)**

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures - 40%
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures - 40%
- AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures - 20%.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Biology</b> <ul style="list-style-type: none"><li>• Microscopes</li><li>• Cells</li><li>• Enzymes</li><li>• Transporting substances</li></ul> <b>Chemistry</b> <ul style="list-style-type: none"><li>• States of matter</li><li>• Methods of separating and purifying substances</li><li>• Atomic structure</li><li>• The periodic table.</li></ul> <b>Physics</b> <ul style="list-style-type: none"><li>• Conservation of energy</li><li>• Keeping warm</li><li>• Energy resources.</li></ul>
<b>Lent term 2023</b>	<b>Biology</b> <ul style="list-style-type: none"><li>• Growth</li><li>• The nervous system</li><li>• Circulatory system</li><li>• Respiration</li></ul>

	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Ionic bonding</li> <li>• Covalent bonding</li> <li>• Types of substance</li> <li>• Acids and alkalis</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Velocity and acceleration</li> <li>• Forces</li> <li>• Newton's laws</li> <li>• Momentum and safety</li> </ul>
<p><b>Summer term 2023</b></p>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Classification, evolution and natural selection</li> <li>• Genetic modification</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Acids and alkalis continued</li> <li>• Electrolytic processes.</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Waves</li> <li>• Refraction and the electromagnetic spectrum.</li> </ul>

### **HOW WILL PUPILS LEARN?**

Much of the learning at GCSE is structured around investigation which varies in nature. This could be a practical investigation which students have to research for, plan and execute. It could be a collaborative presentation, poster, or model, which groups create and present to peers after researching a topic. We encourage debate and discussion where more controversial topics are being addressed. Peer teaching forms a large part of our teaching approach as we would like our pupils to develop into independent and confident young scientists who have competent research skills. Using Chromebooks provides the opportunity for research in order to inform the above mentioned learning experiences. We also afford students the opportunity to keep abreast of exciting scientific developments ensuring that we look after the scientists of tomorrow.

### **HOW WILL HOMEWORK BE ASSIGNED?**

One piece of homework is set in each of the three Sciences each week. This is varied in nature and aimed at further consolidation and/or further development of taught topics.

## **WHAT RESOURCES WILL BE USED?**

We use a course specific textbook and revision guide along with Chromebooks. Our learning platform can be found on the Edexcel online ActiveLearn Digital Service which affords each pupil the opportunity to revise independently throughout the year. All links to examination boards, teaching resources and homework can be accessed via the Claires Court 'hub' and Google Classroom. Lessons take place in Science laboratories with appropriate scientific equipment. Pupils need to provide a pen, a pencil, a rubber, a ruler, a calculator and a glue stick.

## **HOW DO WE MEASURE PROGRESS?**

Investigative activities are qualitatively assessed; at times this takes the form of groups presenting their findings using various Google applications. Quantitative assessment takes place in various ways. Exercise books are marked every two weeks. Progress is monitored by use of homework assignments and common tasks. Each pupil completes at least two common tasks in each Science as well as smaller formative assessments throughout the year. An examination takes place in the summer term to help inform the decision on separate or combined Science routes. Each pupil is carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teacher and parent are made as soon as the teacher feels insufficient progress is being made.

## **HOW CAN PARENTS HELP?**

Parents can support their son's learning by insisting on well organised notes and a quiet work space at home, as well as monitoring their revision program. Taking an interest in topics your son is studying will allow them to consolidate what they are learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options. Our 'Science in the news' notice board should evoke discussion around the dinner table as well. An outing to the various Science museums from a young age evokes an interest in the subject and is strongly recommended.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Miss Lydia Lowry - [lil@clairescourt.net](mailto:lil@clairescourt.net)



## **Claire's Court Senior Boys**

Ray Mill Road East, Maidenhead, SL6 8TE

Tel: 01628 327600

[www.clairecourt.com](http://www.clairecourt.com)



\*this booklet is correct at the time of going to print and details may be subject to change 08/22