



CLAIRE'S COURT SENIORS

Curriculum Statement

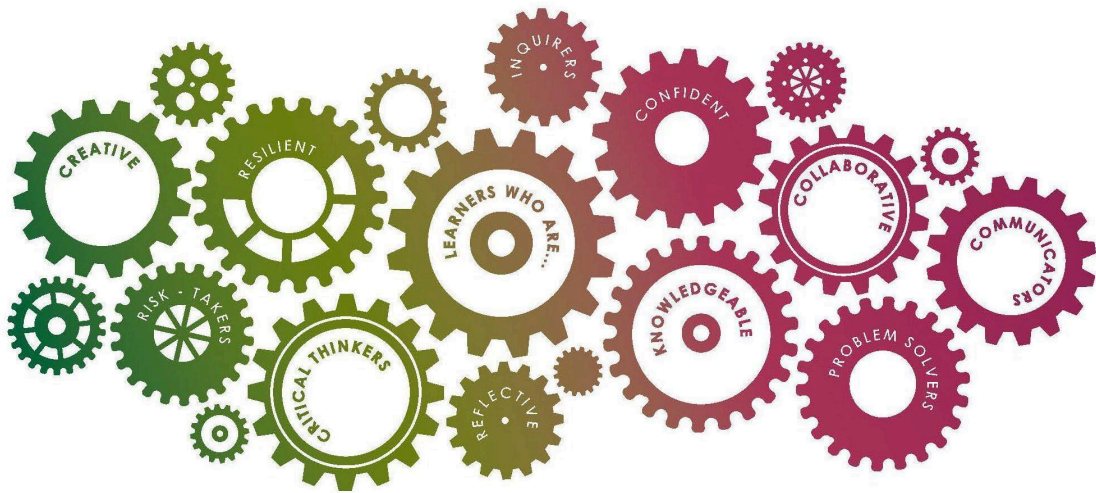
Year 9

2024 – 2025

Your place to *excel*

Welcome to Year 9

This booklet is a collection of curriculum statements for each subject and outlines 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 **Claires Court Essentials**, in which we focus on developing in our young pupils that variety of skills and behaviours that will maximise their strengths to become successful learners in the 21st Century.



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 of course be times when skills based work is learned and practised, and things need to be committed to memory. By these means we challenge your child 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 our pupils to learn and regurgitate a series of facts. We have recently further enhanced our skills-based training by including the work of the 'Learning Scientists' in our programmes of study to improve pupils' understanding of how to learn, revise and recall ideas and knowledge.

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 your child has used the various skills within the 'essentials' approach.

MASTERY

At Claires Court School your child will acquire a deep, long term, secure and adaptable learning for all, with extension of able pupils (more things on the same topic) rather than

acceleration (rapidly moving on to new content) which can lead to gaps in knowledge base or understanding. It is teaching and learning so that your child can gain:

- Complete **independence** in using a concept, skills or knowledge
- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries
- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another**.

A learner has expert knowledge, skills and ability in a subject (or an aspect of that subject) – and they can use and apply it to show a high level of understanding and creativity.

DIGITAL TECHNOLOGY SUPPORTING LEARNING

To support learning and progression we make extensive use of the Claires Court learning environment, 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 anywhere in the world.

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. Homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils must check their 'To-do' lists for each subject in the relevant classroom where homework due dates will be set.

BASELINE TESTING

Early in year 7, we undertake a series of baseline tests to help us learn more about your child's current capabilities and aptitude for learning against a standardised national background. These are the MidYIS tests that give a measure of capabilities in vocabulary, maths, shape manipulation and a skills test (proof-reading, perceptual speed and accuracy). Pupils take the Accelerated Reading (AR) programme test four times a year to produce a standardised reading score and reading age. The pupils also complete AR reading quizzes when they have completed reading a book to test the comprehension of what they have read. The DASH handwriting test, tests handwriting skills and legibility whilst the Helen Arkell Spelling test helps to provide an overall profile which gives an indication of an individual's current capabilities and any factors that might impact upon progress. What they do not do is override a teacher's knowledge of the pupil, 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 child puts into their learning, in all its facets.

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 group (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, 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 pupils 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 child experiences any problems in their learning, and understanding and progress seem to elude them no matter how hard they strive, please do not hesitate to contact your child's form tutor who will then pass on any concerns to the appropriate member of staff.

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.

GIRLS ON BOARD

At Senior Girls we understand how important friendships are to girls. We also understand how complex and dynamic girl friendships can be! Girls on Board is an approach which empowers girls to solve their own friendship issues. Traditionally, teachers try hard to get to 'the truth' when girls complain about conflict and upset. However, girls know that when teachers and parents get involved in the details of what happened they don't always understand and can often make the situation worse! Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and often include role play.

A session may address a situation head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as a facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

WORKING WITH BOYS

The 'Working with Boys' project' is focused on developing a culture of mutual respect which

promotes an environment in which boys are consistently principled, honourable, noble, dignified, trustworthy and upright. This has become increasingly more important due to the promotion of online misogyny, targeting teenage boys, encouraging them to display toxic attitudes towards girls and women.

FINALLY...

We are passionate about learning in all its forms and manifestations, and we know that our parents value the benefits to their child of a broad, stimulating, and challenging education. The curriculum continues to be varied with educational visits and on-site specialist activities. We prepare the pupils 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 pupils 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 boys as well, through activity days spread through the year;
- Geography trip to Kew Gardens
- 'Virtual' History visit to the Ypres Salient during the First World War;
- Tech (Food, DT and Textiles) to Cadbury World
- Science trip to Legoland
- Ski Trip to Austria
- Science, Technology, Engineering and Maths (STEM) events;
- Charity fundraising and Activity Week;
- Participation in Art, Drama and Music events.

A full trips brochure 2024-25 is available covering the various residential opportunities throughout the year.



Steven Richards, Head of Seniors
September 2024

The Form Tutor

The form tutor is the first point of contact for you and your child for all pastoral and academic issues. Your child's form tutor will get to know you well during the course of the year, and will be able to assist with any pastoral issues or academic issues which arise in school. Form tutors play an important role in helping raise your child's attainment through monitoring of reports, discussion with subject staff, counselling pupils during any period of difficulty, supporting the delivery of learning skills and of course liaising with parents.

METHODOLOGY

Your child's tutor group meets each morning, for registration, the reading of any notices and of course an opportunity to engage in a range of discussion with her tutor. The tutor also leads the PSHEE programme.

MARKING AND ASSESSMENT

Your child will 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 your child receives their reports they will update their PPPs and fill out a self-assessment sheet during form time, on which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

REPORTING

We report back on how well your child is progressing, their strengths and weaknesses, and how they can improve in a variety of ways.

AUTUMN TERM

- Half term Grade Card
- GCSE Options Information Evening
- Full Report

SPRING TERM

- Parents' Evening

SUMMER TERM

- Grade Card

HOW PARENTS CAN HELP

There are many ways in which you can help ensure that your child starts the day each morning positively.

Responsibility

We aim for each pupil to become independent and fully responsible for themselves whilst at the school. Please encourage your child to become completely responsible for their Chromebook, school books, kit and personal belongings. Having every item named is essential.

Organisation

Please assist your child by asking him if they have packed everything they may need for

the school day. This is best done the night before, and is a good habit for your child to get into.

Uniform

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

Monitoring homework

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

CONTACT

Your child's form tutor is the first point of contact

Head of Year 9 @ CCSG: Mr Chris Bennett - cmb@clairescourt.net

Head of Year 9 @ CCSB: Mrs Gemma Webb - gew@clairescourt.net

Art and Design

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.

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. The pupils will be required to carry out research into artists and study examples of their work. Pupils 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 your work progressively. Each pupil 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/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?

Autumn term 2024 <i>Structure and the body/nature</i>	<ul style="list-style-type: none">• How do I use creative words to generate ideas?• How do I gather primary research to develop my ideas?• How can I use artists to inspire me?• What different media can I use to develop my ideas?
Spring term 2025 <i>Structure and Digital Manipulation</i>	<ul style="list-style-type: none">• How do I use creative words to generate ideas?• How do I gather primary research to develop my ideas?• How can I use artists to inspire me?• What different media can I use to develop my ideas?
Summer 2025 <i>GCSE preparation - skills building</i>	<ul style="list-style-type: none">• What skills will I need to study GCSE Art and Design ?• How can I develop my own creative ideas?• How can I research the work of artists to inspire my own work and ideas?

HOW WILL YOU LEARN?

We 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 our learning using books, journals and the internet.

MASTERY

In Year 9 pupils will focus on skills relating to design, drawing, painting and mixed-media. They will attain and demonstrate mastery through the production of final

pieces at the end of each project. These will be opportunities for them to bring the taught skills together and link them closely to a chosen theme. They will also have the opportunity to demonstrate their mastery through weekly homework tasks and sketchbook challenges.

HOW WILL HOMEWORK BE ASSIGNED?

In Art, homework takes the form of an optional sketchbook challenge each week. Pupils will have a different word and are encouraged to be as creative as possible when responding to it. Prizes are given at the end of each term for the best work undertaken.

WHAT RESOURCES WILL YOU USE?

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 YOUR 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

Miss Rina Dharsi - rid@clairescourt.net

Design and Technology (D&T)

Design and Technology (D&T) lessons provide pupils with the opportunity to learn practical skills, foster their creativity and innovation, teach them about the design process, build confidence and self-esteem and promote sustainability.

D&T is a creative and practical subject that allows pupils to use their imagination and problem-solving skills to design and make prototype projects. They will learn about different materials, tools, and processes, and will have the opportunity to design and make a variety of projects.

From Years 7 to 9, they work with different groups of materials which include timbers (woods), polymers (plastics) and metals.

In Year 9, they will revise Health and Safety rules when working with tools and machines and learn how to test for quality in aspects of their work, while doing practical projects. They will use a D&T Notebook (based on Google Slides) to record and capture their theory work and also log their practical work using pictures and text.

WHAT WILL PUPILS STUDY AND LEARN?

One full term – (On rotation with Food – a collaborative project will be completed in the Summer Term, before the start of the GCSE course.)	Module: Upcycled Bird Feeder Project <ul style="list-style-type: none">• Can I research, design, make and evaluate an upcycled bird feeder using timber and a plastic bottle?• Am I able to look at other similar products and analyse those in order to have the best product I can produce?• Can I use the range of tools that I learnt to use in previous years in order to create the product that I have designed?• Am I able to apply finishes to the product?• Can I test and evaluate my product?
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HOW WILL PUPILS LEARN?

- To develop **inquiring** minds – through setting creative design tasks, through challenging concepts of designs and production
- To increase **knowledge** of materials and use of tools and equipment, as well as sustainability and our impact on the environment
- To explore the path of **critical thinking**, a core element of our subject. Pupils will be encouraged to produce ideas with reference to materials, process and the environment. Also analysis of their own products and designs, highlighting success and areas to improve on in the future
- To develop pupils as **communicators**, verbally, graphically and practically. Demonstrated through folder work, manufacture of products and classroom discussions. Discussions where pupils are encouraged to present and justify their ideas and concepts
- To become more confident as **risk-takers**. Design is very much a personal thing, and the pupils will be shown and will research new ideas and concepts to challenge their understanding of what can be achieved, to allow them to

'think outside of the box'

- To be more **reflective**, both during and after a project. Producing evaluations, testing and listing modifications. Terms such as what went well (WWW) and even better if (EBI) will be used
- To join in **collaborative** work with group discussions on design tasks and challenges
- Our expectations are high in D&T and the **creative** elements of work will be nurtured and rewarded. Our aim is to produce **creative learners**, and the journey starts in Year 7.
- From the initial brief through to the finished product, pupils will be tested as a **problem solver**.

MASTERY

To achieve mastery in Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

HOW WILL HOMEWORK BE ASSIGNED?

This is to be set once a week and to be handed in at the next lesson. The duration of which should take approximately 20 to 30 minutes. An example of homework could be to reflect on skills and knowledge learned from a practical lesson and to plan the next steps to take.

WHAT RESOURCES WILL BE USED?

The workshop is well equipped and includes the following facilities which are available to pupils once they have been fully trained in their use:-

- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For theory work, in addition to Google Classroom shared resources, we may use the technologystudent.com website and Focus Education resources (link on the D&T hub page). When designing using software can use, but are not limited to, Tinkercad and Focus Designer.

HOW DO WE MEASURE PROGRESS?

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Adrian Wootton – abw@clairescourt.net

Drama

WHY DO WE STUDY DRAMA? WHY IS IT IMPORTANT?

Drama skills are at the heart of our daily lives. We use them continuously to communicate and be heard, to understand the world around us and those within it as we interact with others. The skills we develop as we explore Drama allow us to communicate more effectively and completely - learning how to express ourselves more accurately and to notice the nuances as others communicate with us, building empathy. Exploring a range of characters and situations different to our own helps develop self-awareness and gives us an insight into the lives and problems of others.

Drama builds creative thinking, innovation and problem solving, and key skills no matter what your intended career. Regularly experimenting with performance skills and sharing the results in a friendly and supportive environment help to build confidence and presentation skills. The process of creation and rehearsal develops essential life skills of collaboration, negotiation, compromise and leadership. Drama reflects and explores life in a safe and playful manner, giving Drama pupils a head start in navigating their futures.

WHAT WILL I GAIN FROM DOING DRAMA?

You 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 and physicality in a variety of different roles and dramatic contexts, which will in turn continue to lead the pupils on a path to mastering the craft of drama.
- Develop performance techniques and strategies for anticipating and visualising as well as problem-solving in different learning contexts
- Reflect on and evaluate your work and the work of others.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn Term 2024	A reduced history of theatre <ul style="list-style-type: none">• How can knowledge and understanding of the history of theatre help me develop my own work?
Spring Term 2025	Exploring chosen styles and genres <ul style="list-style-type: none">• How do I choose a style to perform in?• How will genre influence my performance?
Summer Term 2025	Theme - Exploring a Play Text <ul style="list-style-type: none">• Exploring and responding to a play text• Can I respond to a play from the perspective of a director, an actor and a designer?

HOW WILL I LEARN?

MASTERY

You 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 playwrights, 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.
- Most lessons will start with a warm up exercise. This will enable the pupils 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 I BE TAUGHT?

You are taught in a 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 will be set when needed.

DO WE DO ANY TECHNICAL THEATRE?

You 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?

You 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. We strongly encourage pupils to attend as much live theatre as possible.

FOR FURTHER INFORMATION, PLEASE CONTACT:

Mrs Maggie Olivier - mco@clairescourt.net

Mr Chris Bennett - cmb@clairescourt.net

Mr Rob Bowen - rjb@clairescourt.net

English

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.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn Term 2024</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>Reading</p> <ul style="list-style-type: none">• How do writers create characters in their novels?• What common themes can we see in horror themed literature? <p>Writing</p> <ul style="list-style-type: none">• How can tension be created in writing?• How can we vary the length and structure of our sentences for dramatic effect? <p>Speaking and listening</p> <ul style="list-style-type: none">• How can we use rhetorical devices to make our speech more atmospheric?• What skills are needed in group discussion tasks? <p>Assessment</p> <ul style="list-style-type: none">• Baseline Writing Assessment• End of Unit Reading Assessment based on the text studied.
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<p>Spring term 2025</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>Reading</p> <ul style="list-style-type: none"> • 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>Writing</p> <ul style="list-style-type: none"> • 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>Speaking and listening</p> <ul style="list-style-type: none"> • What skills are needed when reading poetry out loud? <p>Assessment</p> <ul style="list-style-type: none"> • End of Unit Reading Assessment based on the text studied.
<p>Summer term 2025</p> <p><i>Theme: Introduction to GCSE level work - Anthology Texts and Creative Writing</i></p>	<p>As an introduction to the concept of GCSE level work pupils will study a selection of text sources from the IGCSE Anthology. Creative writing based activities will ask pupils to consider their own use of language and structure. Key questions include:</p> <p>Reading</p> <ul style="list-style-type: none"> • What language and structural methods do writers employ to make their texts as impactful as possible? • What are the key similarities and differences in what you are looking for when analysing poetry and prose texts? <p>Writing</p> <ul style="list-style-type: none"> • How can I sequence my ideas to produce my best writing? • What language, vocabulary and other techniques can I use to engage the audience? • Which is the most important - character, setting or plot? <p>Speaking and listening</p> <ul style="list-style-type: none"> • How can I bring a text to life when reading out loud? • Can I discuss themes, characters and relationships in pairs and in groups? <p>Assessment</p> <ul style="list-style-type: none"> • CT3 Assessment - Reading Comprehension and Writing Task.

HOW WILL PUPILS 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.

MASTERY

In Year 9, pupils will go over the core skills and techniques that underpin the English curriculum throughout their time at the school. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they perfect their knowledge of what a good answer should look like at this key stage, so that they can apply this knowledge in their own writing. A particular example of this will be the question styles for the Common Tasks, which are geared towards continued preparation for the styles they will encounter at GCSE level.

HOW WILL HOMEWORK BE ASSIGNED?

Homework will be set once a week according to the homework timetable. This will vary between reading and writing activities. Pupils are expected to spend half an hour on any given piece of homework.

WHAT RESOURCES WILL BE USED?

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 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 GCSE studies, 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 child reads to you regularly, which will allow you to see how their 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.

English is everywhere, and the more parents can help you to engage with this, the more successful you will become.

FOR FURTHER INFORMATION

CONTACT:

Mr Luke Wespieser – law@clairescourt.net

Food Studies

Tomatoes and oregano make it Italian; wine and tarragon make it French; sour cream makes it Russian; lemon and cinnamon make it Greek; soy sauce makes it Chinese; garlic makes it good! Holidays and other special occasions give us the chance to gather loved ones, reflect on our heritage, celebrate the seasons, enjoy a respite from everyday routines and simply rejoice. It's hard to think of any celebration in which food isn't the central theme. As much of the course as possible is taught through practical work, so that you will enjoy creating innovative, tasty and exciting dishes as part of your investigative work. Our vision is for you to develop enthusiasm and passion for cooking as you learn to make great tasting healthy food.

WHAT WILL PUPILS STUDY AND LEARN?

<p>One full term (On rotation with Design and Technology – a collaborative project will be completed in the Summer Term, before the start of the GCSE course.)</p>	<p>Feasts from around the world</p> <ul style="list-style-type: none">• How can we identify a variety of unusual ingredients from around the world?• How will you work to devise a tasting menu to celebrate a cuisine of your choice? <p>How do we eat, drink and be healthy?</p> <ul style="list-style-type: none">• Revise the principles of basic nutrition• Why is the Eatwell Guide important when creating a balanced diet?<ul style="list-style-type: none">• How will you take into account nutrition and function of foods when developing ideas for products?• Food in fashion - what are the current food trends?
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HOW WILL PUPILS LEARN?

Our aim is to provide pupils with a rich and varied learning experience so that they develop the ability to work skilfully and knowledgeably with food. Through a wide range of practical activities we want pupils to experiment and be innovative with food, developing the confidence to learn independently giving you the opportunity to learn and practise skills and build a range of techniques. Developing skills in product analysis and sensory evaluation will show that you can critically assess your own creations and those produced by others, suggesting ideas for improvement. By taking photographs of your work you will be able to keep a record of what you have made to show your progress. If a recipe is unsuccessful then we want you to stick at it, be resilient, carefully consider why it didn't work and then try cooking it again. Food preparation assessments will give you the opportunity to problem solve and understand how food products are conceived, researched and developed. These tasks will enable you to demonstrate imagination, inventiveness, critical thinking and problem solving skills. If you find you have a talent for this subject it means that you can set yourself a more rigorous challenge.

HOW WILL HOMEWORK BE ASSIGNED?

Preparation and weighing of ingredients for practical lessons on a regular basis.

WHAT RESOURCES WILL BE USED?

- Named container to take home practical work
- Ingredients as required.

HOW DO WE MEASURE PROGRESS?

Progress is monitored and assessed by practical work, written exercises, reports of practical investigations and evaluation exercises. During practical lessons progress and attainment will be observed and marked by the teacher.

HOW CAN PARENTS HELP?

- Taking an active interest in promoting healthy eating and an active lifestyle
- Assisting with weighing out ingredients accurately but not doing it for your child.
- Encouraging cooking at home
- Collecting information that might be useful for a project such as photos, magazines, recipes and books
- Organise a first-hand experience of a food related visit, such as a museum, in- store bakery, restaurant and specialist food market or to meet with a professional who works in the food industry
- Watching food related programmes such as Masterchef and Great British Bake Off.

FOR FURTHER INFORMATION PLEASE CONTACT:

Miss Heather Frost - haf@clairescourt.net

Geography

"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?

Autumn term 2024	First half of term – Ecosystems Theory <ul style="list-style-type: none">• What is an ecosystem and how do they function?• What factors control the location of global biomes?• Why are tropical rainforests found where they are?• What are the characteristics and climate like within rainforests?• How have fauna and flora adapted to survive in the rainforest? <p><i>Pupils will have the opportunity to visit Kew Gardens to see these adaptations for themselves</i></p> Second half of term - Investigating other global ecosystems <ul style="list-style-type: none">• What are coral reefs?• How are coral reefs threatened and how can they be conserved?• How do plants and animals adapt to survive in desert environments? <p><i>Pupils will have a formal test at the end of this unit.</i></p>
Spring term 2025	First half of term - Geopolitics <ul style="list-style-type: none">• What is meant by geopolitics?• Why are country borders where they are?• What relationships do we have with other countries regarding resources such as energy and water? Second half of term – Development <ul style="list-style-type: none">• Linked to geopolitics, we study the issues surrounding differing levels of development between countries.• How do we measure development?• Why do we have such varying levels of development in the world? <p><i>Pupils will be assessed by writing an individual (but guided) report about a less developed country.</i></p>

<p>Summer term 2025</p>	<p>First half of term - An introduction to resources</p> <ul style="list-style-type: none"> • What is a resource? • How do we classify resources? • What is sustainability and how can we strive to achieve this? <p>Second half of term - GCSE Geography begins: Changing Landscapes of the UK</p> <ul style="list-style-type: none"> • What geological variations are there across the UK? • What are the characteristics of the main rock types? • What physical and human processes have worked together to create distinct UK landscapes? <p><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.

MASTERY

From the very beginning, the core geographical skills required for interpreting the world around us are integrated into lessons. These include asking the "5 W's" when faced with photographs, maps and other information about our planet; who, what, where, why and when? Every topic taught will have an element of this as well as essential map skills, ensuring that throughout Key Stage 3 these skills are embedded. Theory and content are carefully chosen to be the building blocks of future GCSE required knowledge and exemplars are always used to ensure pupils know what is expected to be a successful geographer.

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:

Mr Damian Gray (Head of Department) – drg@clairescourt.net

History

The Making of the Modern World:

This year you will be studying the twentieth century, one of the most turbulent and extreme periods of world history with huge changes in how people lived and thought. 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, we 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). Pupils will complete their study of KS3 history by producing a presentation about the evolution of Civil Rights in the UK.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	1. Modern World and WWII <ul style="list-style-type: none">• What was life like in Germany in the 1920s?• Why did Hitler become so popular?• What was life like in Nazi Germany?• Why was there another World War? 2. How was WWII Different from WWI? <ul style="list-style-type: none">• CT 1: Skills based Germany• Overview of WWII• How should we remember Dunkirk?• Who were the few?• How did the second World War change health and medicine?• How was Penicillin discovered?
Spring term 2025	1. How was WWII fought? <ul style="list-style-type: none">• Why is Sir Arthur Harris such a controversial figure?• Why is Winston Churchill on a £5 note?• CT2 : interpretations of Churchill• CT feedback and introduction to the Holocaust: Review of dictatorship• What was the journey to the 'Final Solution'?• How did a bomb change the world? 2. How successful was the Peace after WWII? <ul style="list-style-type: none">• Why was the United Nations formed after WWII?• Why don't we pay to see a doctor?• Why was there a Cold War?• What were the hotspots in the Cold War?• What were the consequences of the Cold War?

Summer term 2025	1. Projects/ Presentations on <ul style="list-style-type: none"> ● The Fight for Women’s Rights, ● The fight for Disability Rights, ● The fight for Black Civil Rights, ● The fight for LGBTQ+ Rights 2: Start of History IGCSE: Germany: development of Dictatorship 1918-1945
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HOW WILL PUPILS LEARN?

Individual, pairs and group work as appropriate, 1 x 1 hour lesson a week, which includes investigative tasks, re-enactments and role-play. You work in form groups.

You will be expected to work online using Google Classroom, supported by the Claires Court 'Hub'. This will provide you with access to tools, tasks and support materials to enable you to undertake individual or collaborative work when appropriate, both in class by means of chromebooks, and at home on your own devices.

Your work is supported by a comprehensive google slides presentation which can be found on your form History classroom This has an enquiry-based approach which accords well with our philosophy of how History is best learned. You will also have an exercise book; you'll need to be well equipped for every lesson.

Our primary textbook is ,Technology, War and Independence 1901-Present Day, Student Book (KS3 History 4th Edition) by Aaron Wilkes, Oxford. You will be expected to purchase a copy.

MASTERY

In Year 9 pupils will be taught core skills and concepts together with the knowledge that will underpin the study of History. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. We will also focus on developing source analysis and interpretation skills. Recall exercises are employed throughout the Curriculum to ensure understanding and mastery of knowledge, which will assist them to understand and make sense of key debates that they encounter in current affairs and the world around them. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about how to think and write analytically and evaluative at this key stage. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the world around them. We will use the question styles for the Common Tasks, which will gradually prepare them for the eventual styles they encounter at GCSE level.

HOW WILL HOMEWORK BE ASSIGNED?

This will take the form of either a written exercise or reading task , probably done online, to last approx 20 minutes. Please note if a reading task is set you will be tested on that reading in the next lesson! 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 exam in Year 9.

HOW CAN PARENTS HELP?

If you want to develop your interest in History further, encourage your parents to visit appropriate sites with you. Get ahead with your reading such as 'Horrible Histories', watch appropriate TV programmes, discuss what you have seen and the past in general; all this encourages you to see that History is still all around us, part of what we are. Ask your parents to test learning homework, especially before exams

For further information please contact:

Ms Camilla Bullough- crb@clairescourt.net- Head of Department, SB and SG

Ms Catherine Tookey - cbt@clairescourt.net SB History lead

Mr Pádraic Flynn ppf@clairescourt.net - SB and SG History teacher

Ms Lisa Quéré - lmq@clairescourt.net - SG History teacher

Information and Communication Technology (ICT)

In Year 9, pupils will continue to develop their experiences of software and hardware, focussing on real life applications and use. There are a number of opportunities to use computer control in order to see real life examples and consider how new developments in ICT will impact our lives in the future, including considering what legal and moral issues are relevant.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	History and Architecture of ICT Devices, Systems and AI <ul style="list-style-type: none">• What did the first computer look like?• What essential components are part of a computer?• How do networks work?• What is binary?• How will AI impact the way I live in future? Hardware Coding using Python <ul style="list-style-type: none">• What are the fundamentals of coding?• What is problem solving and how are algorithms written?• Where are decisions & loops used?• How do systems interact with the real world environment using lights, switches, displays and sensors
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Spring term 2025	Spreadsheets <ul style="list-style-type: none"> • What are the different uses of spreadsheets? • How can large amounts of data be analysed using spreadsheets? • How can formulas and functions be used to create new data? • What is mail merge? • Using AI tools within Sheets Drones and Surveillance <ul style="list-style-type: none"> • How do you legally and ethically use a drone? • Do you need a licence to use a drone? • How is ICT used in surveillance? • Is it right to use more CCTV in society and how does this affect your rights? • How does AI link to support security?
Summer term 2025	Animation <ul style="list-style-type: none"> • How does animation work? • How might it support your wider studies? • What are key frames, transitions, and motion paths? • Which software can be used to make animations? • Using AI tools to speed up creativity and implementation.

HOW WILL PUPILS LEARN?

Pupils will work through a variety of projects and practical tasks which will allow them to develop theory knowledge but also apply this. Each pupil will record their learning in an 'ICT Learning Blog' through the use of Google Workspaces, Google's suite of online tools, including using Google Classroom and Google Slides. Further learning resources can be gained from the many Internet based resources that are also available.

MASTERY

A pupil who has mastered ICT will also be able to think critically about the use of technology. They will be able to identify the strengths and weaknesses of different technologies, and they will be able to use technology in a responsible and ethical way. They will be able to use technology to communicate, create, and solve problems. They will also be able to think critically about the use of technology.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is not set in ICT although pupils typically use ICT skills in other homework tasks.

WHAT RESOURCES WILL BE USED?

Continuous use of ICT and access to the Internet are automatically an essential part of the course. The Chrome web browser is recommended when using Google Apps for Education and completing work online. Other hardware may be used during the course such as Microbit devices.

HOW DO WE MEASURE PROGRESS?

Progress is measured through the assessment of classwork. Developmental

feedback is given to pupils both verbally and through the marking of work. Progress is tracked within the department to ensure each pupil is making the expected amount of progress.

HOW CAN PARENTS HELP?

Parents can assist by encouraging their child to share with them the work they complete in class at home. In particular, your son/ daughter should always know what they need to do in order to improve their work. Since the majority of work completed is online, access should never be a problem.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr André Boulton - anb@clairescourt.net

Mathematics

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 (4AM1). 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 at the end of each common task 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?

Autumn term 2024	<p>Introduction to standard form</p> <ul style="list-style-type: none">Recapping index laws from Year 8 and learning what standard form is <p>Question: What is the danger in writing very big numbers in ordinary form eg 2 300 000 000 000 000?</p> <p>Decimals</p> <ul style="list-style-type: none">Decimal notationOrdering decimalsConvert decimals to fractions and percentagesSignificant figuresBoundsEstimation. <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>Special numbers and powers</p> <ul style="list-style-type: none">PrimesFactors and multiplesSquare and cubes (and corresponding roots)Prime factorsHCFLCM.
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Question: What is the HCF and LCM of 72 and 180?

Algebraic manipulation

- Expand single brackets
- 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?

**Spring term
2025**

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>Summer term 2025</p>	<p>Drawing graphs and inequalities</p> <ul style="list-style-type: none"> • Use coordinates • Find midpoints • Use conversion graphs • Gradient • Graphs of linear functions • Linear inequalities on graphs. <p>Trigonometry</p> <ul style="list-style-type: none"> • Use sine, cosine and tangent to determine lengths and angles of a right-angled triangle • Solve problems in two dimensions. <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 65°. What is the length of the ladder?</p> <p>Angle facts</p> <ul style="list-style-type: none"> • Use angle properties of intersecting lines • Parallel lines and angles on a straight line • Angles in triangles and quadrilaterals. <p>Question: Given the exterior angle of an isosceles triangle, can you identify the interior angles?</p> <p>Metric units and map scales</p> <ul style="list-style-type: none"> • Solve problems using scale drawings • Use and interpret maps • Convert metric units
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HOW WILL PUPILS LEARN?

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our pupils to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

MASTERY

Throughout the year pupils study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 9 is on developing the number skills needed to be successful at GCSE. We build on our use of representations such as factor trees, Venn diagrams and multipliers. Our 60 minute lessons with our pupils are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our pupils how to work on maths outside of lessons in order to help them build good study habits, essential for future success.

HOW WILL HOMEWORK BE ASSIGNED?

There will be one 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 and the Michael White CGP KS3 Book 2 and pupils are expected to bring their allocated textbook, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) 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 pupils have access to a Year 9 course section which is specific to this curriculum statement. 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 Rachel Barnes - rlb@clairescourt.net

Modern Foreign Languages: French

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. They 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?

Autumn term 2024	Module 1 T'es branché? <ul style="list-style-type: none">• Free-time (TV and film; reading; internet)• Weather• Present tense of regular -er, -ir and -re verbs• Present tense of avoir, être, aller and faire• The perfect tense Module 2 Paris, je t'adore! <ul style="list-style-type: none">• Things to do in Paris• Asking for tourist information• Structures followed by an infinitive• Asking questions
Spring term 2025	Module 3 Mon identité <ul style="list-style-type: none">• Describing yourself and other people• Talking about relationships• Style (music; clothes)• Adjectival agreement• Reflexive verbs• The near future tense• Using three time frames Module 4 Chez moi, chez toi <ul style="list-style-type: none">• Describing where you live (house/town)• Meals• Festivals• Comparative adjectives• Prepositions• The partitive article• Present tense of boire and prendre• il faut + infinitive
Summer term 2025	<ul style="list-style-type: none">• Consolidation of Year 9 work.• Preparation for GCSE course.

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.

MASTERY

In language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

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 girls 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, an online vocabulary resource, and may also direct pupils to a number of other websites to enhance learning, such as Quizlet, Languagesonline, and Memrise.

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?

Parents could encourage pupils to learn vocabulary regularly. Parents could help by testing their children, 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:

Ms Diana Wadsworth dfw@clairescourt.net

Modern Foreign Languages: German

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?

Autumn term 2024	Ich liebe Ferien! <ul style="list-style-type: none">• Holidays - Discussing past holidays, where you stayed, how you travelled, what the weather was like• Practising the perfect tense Bist du ein Medienfan? <ul style="list-style-type: none">• Media preferences - Discussing films, television programs, books, use of modern technology, using the 24 hour clock• Using modal verbs, prepositions with the dative case, different tenses
Spring term 2025	Bleib gesund! <ul style="list-style-type: none">• Healthy lifestyle - Discussing breakfast, traditional German food, dinner parties, a healthy lifestyle• Using the imperative, Klassenreisen machen Spass! <ul style="list-style-type: none">• School trips - Discussing daily routine, giving directions, describing a festival, talking about an activity holiday• Practising reflexive and separable verbs and adjective endings
Summer term 2025	Wir gehen aus! <ul style="list-style-type: none">• Going out - Discussing clothes, fashion, going out• Using 'wenn' clauses and the future tense

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.

MASTERY

In language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

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.

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

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. 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

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?

Autumn term 2024	Todo sobre mi vida <ul style="list-style-type: none">• What do you do with your friends in your spare time?• What are you going to do next weekend with your friends?• What do you use your phone for?• What TV programs and film genres do you like?• What do you think of social media?• Talking about future plans. Las vacaciones <ul style="list-style-type: none">• What do you normally do during your holidays?• Using the near future and future expressions to discuss plans for next summer.
Spring term 2025	Las vacaciones <ul style="list-style-type: none">• Using the preterite tense to talk about the past.• What did you do last summer?• What do you know about festivals and traditions of Spanish-speaking countries? ¡A comer! <ul style="list-style-type: none">• What do you like to eat?• Can you order food and drink in a Spanish restaurant?• What did you and others eat last time you went out for dinner?
Summer term 2025	¿Qué hacemos? <ul style="list-style-type: none">• Would you like to go out? When and where shall we meet?• What are you going to wear?• Using the preterite tense to describe the last time you went to a party. Operación Verano <ul style="list-style-type: none">• Where shall we go on holiday?• What did you do last time you went on holiday?• What are your plans for the summer?

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.

MASTERY

In language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

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 should bring their chromebook and all books to every lesson along with usual stationary.

[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 child 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

Music

In Year 9, pupils continue to explore the three key components of musical study; Listening & Appraisal, Performance, and Composition. Units of work are wholly devised around tasks that enable practical, 'hands-on' exploration of musical concepts.

Working as individuals, pairs, small groups, or as a whole-class ensemble, pupils will:

- Broaden their musical knowledge and awareness
- Develop their practical instrumental capabilities
- Grow their awareness of, and responsiveness to, relevant notations
- Refine analytical and creative skills
- Evaluate their own and each other's work critically as part of the learning process
- Build 'an understanding of music's place in their own life and in the world' (Bunting, 2010)

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024 and Spring first half term 2025	Music for Media During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars: <ul style="list-style-type: none">• How does the context of the genre affect the way the music sounds?• What are the origins of music for the screen?• What different functions does music fulfil in films or video games?• Where does the idea of character leitmotif come from?• What is a musical cliché and is it still a relevant tool for composers?• How can we manipulate ideas appropriately and successfully using musical elements in combination?• What are some of the challenges faced by composers of music in this genre?• What role does technology play in the composing process?• Who were/are some of this genre's most influential figures?• How are the elements of music organised, and how does this compare to music of other genres?
Spring term 2 and Summer term 2025	Blues, Rock and Pop During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars: <ul style="list-style-type: none">• What are the musical origins of the Blues, Rock and Pop?• How was/is this sort of music performed and heard?• How does the context of the genre affect the way the music sounds?• How can we manipulate ideas appropriately and

	<p>successfully using musical elements in combination?</p> <ul style="list-style-type: none"> ● How did different sub-genres of music develop in time and space? ● How did pop artists continue to innovate? ● What role does technology play in the composing process? ● What new opportunities arose within the music industry and how do different roles combine to produce music in this genre? ● What impact did digital technology have on how music was created and on the music industry in general? ● What is involved in the recording process? ● How did common structures with the pop genre evolve? ● How are the elements of music organised, and how does this compare to music of other genres?
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HOW WILL PUPILS LEARN?

Classes are taught Music in mixed-ability groupings for one hour-long lesson per week throughout the year. Working as individuals, pairs, small groups, or as a whole-class ensemble, pupils undertake tasks based around a curriculum of listening, performance and composition skills applied in a topic-based curriculum. Practical work generally involves the use of voices or keyboards in promotion of skills development and creative application of musical concepts relevant to the scheme of work. Increasingly, online resources are integrated into the programme of study, enabling pupils to engage with technology and explore creatively.

MASTERY

Musical mastery is the constant pursuit of creativity and brilliance derived from a combination of passion, persistence, determination and a desire to learn and improve. Linking very closely with Claires Court Essentials, learning from mistakes, drawing satisfaction from incremental improvements and marginal gains are highly desirable traits in an inclusive practical context. While starting points and learning goals for tasks may be very much tangible, outcomes are often highly dependent upon prior experience, personal interpretation and individual motivation. This open-endedness leads to a great variety of outcomes and vast opportunities for peer- and individually-led learning and appraisal.

HOW WILL HOMEWORK BE ASSIGNED?

While classroom-based homework is not set for Music at Key Stage 3, pupils are encouraged to supplement their learning through wider exploration of music and musical contexts. This may involve taking advantage of access to online music software packages Focus on Sound and Soundtrap via the school's subscription, taking the form of any of the following:

- Applying, consolidating, and refining instrumental skills at home
- Embarking independently on wider exploration of musical genres and styles
- Seeking to increase their knowledge of musical elements and the various ways in which music can be organised
- Creating their own music to share with others
- Joining an instrumental or vocal ensemble, either at school or outside
- Exposure to live music by attending (and performing in) concerts either

locally or in London

WHAT RESOURCES WILL BE USED?

Our 'hands-on' approach necessitates the use of myriad physical resources including voices, body percussion and MIDI keyboards, since practical music-making is very much at the forefront of lessons at KS3. Instructional resources are commonly shared via Google Classroom, enabling pupils to work independently at a level of challenge commensurate with their own level of experience. Integrated use of online platforms such as Chrome Music Lab and Soundtrap further support wider application of practical learning, while wide-ranging software Focus on Sound Pro is often used to address theoretical content and promote the development of active listening and aural skills.

HOW DO WE MEASURE PROGRESS?

Assessment of learning will take place through a combination of:

- Continuous, cyclical application of formative assessment and feedback
- Opportunities for pupils to share their work in class time (and other contexts), often as a summative culmination of a unit of work
- Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the PoS

Taking meaningful steps to enact feedback received from the teacher is central to each pupil's progress on an individual level, and helps to enable an evolving and informed self-awareness of 'what went well' and 'even better if'.

HOW CAN PARENTS HELP?

We ask that parents actively encourage their sons and daughters to participate in musical activity. As well as a significant and varied extracurricular offer, lessons on a range of instruments (including voice) are provided on-site by a committed team of peripatetic music teachers. Musical progress is best supported through encouraging a positive attitude to learning and commitment to a regular practice routine. Maintaining an open dialogue with instrumental teachers can also be key to maximising the effectiveness of this provision.

Rise to the challenge to perform at every available opportunity; whether at school in assembly, in a music centre, at church, in a local group, or just in front of family and friends.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Nicholas Wolstencroft (Head of Music, Senior Boys) - niw@clairescourt.net
Mr Dan Gravett (Head of Music, Senior Girls) - dng@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 7:

- Being Me In My World
- Celebrating Difference
- Dreams and Goals
- 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.

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?

AUTUMN TERM 2024	Being Me In My World <ul style="list-style-type: none">• To what extent does the world I live in affect my identity? Celebrating Difference <ul style="list-style-type: none">• Is being different a good thing?
SPRING TERM 2025	Careers - Unifrog <ul style="list-style-type: none">• What makes a good leader? What competencies have I learned? What is self-compassion? Healthy Me <ul style="list-style-type: none">• How can substances impact on wellbeing?
SUMMER TERM 2025	Relationships <ul style="list-style-type: none">• Can relationships ever be equal? Changing Me <ul style="list-style-type: none">• How do I feel about becoming an adult?

Working with Boys

Working with Boys is a programme designed to promote a culture of 'Gentle Masculinity' among the boys. It is designed to support boys in being the best that they can be and create a culture of mutual respect in school.

A core component of the programme is an understanding of 'Mutual Respect'. This is fundamental as we encourage boys to respect everyone they interact with, including their peers, teachers and, for boys, females. This links in to understanding the dangers of misogyny and why it cannot be accepted in school or society. Y7, 8 & 9 work on the 'Man Box', investigating toxic masculinity. This was initially championed with workshops led by Matt Pinkett.

[The Man Box - Redefining Masculinity at CC](#)

Further work has been developed with the campaign of 'Come off it, mate', allowing boys to have the courage to call out their peers if they witness unacceptable behaviour, notably disrespect of misogynistic behaviour.

[Come off it, Mate](#)

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.

The programme expects pupil 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
- 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 child to use a variety of media to make themselves 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 child to take part in events you are helping to foster loyalty and respect among the pupils in their school. You would also be supporting the school's sense of community.

FOR FURTHER INFORMATION PLEASE CONTACT:

Your child's form tutor is the first point of contact

Head of Year 9 @ CCSG: TBC

Head of Year 9 @ CCSB: Mrs Gemma Webb - gew@clairescourt.net

Physical Education

This year through PE, pupils will become more expert in their 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. They learn to take the initiative and make decisions for themselves about what to do to improve performance. Each pupil starts to identify the types of activity they prefer, and have the opportunity to assist in more leadership roles which equips them with effective communication and organisation skills. For many, a leadership role in sport gives recognition and a sense of self-worth that we would not otherwise find.

Pupils take increasing responsibility for the planning and execution of safe exercises and understand that appropriate training can improve fitness and performance.

Pupils understand many of the long-term effects of exercise on physical, mental and social health.

WHAT WILL PUPILS STUDY AND LEARN?

Skills	Boys	Girls
Invasion Games	<ul style="list-style-type: none"> ● Rugby - Autumn Term Games ● Football - Spring Term Games ● Basketball - Spring Term PE 	<ul style="list-style-type: none"> ● Netball - Spring Term ● Hockey - Autumn Term ● Football - Autumn Term ● Handball - Spring Term ● Basketball - Spring Term
Swimming	<ul style="list-style-type: none"> ● Swimming Autumn Term PE 	(Two units completed in both years 7 & 8)
Net & Wall Games	<ul style="list-style-type: none"> ● Badminton - Winter term 	<ul style="list-style-type: none"> ● Tennis - Summer Term ● Badminton - Autumn Term
Health & Fitness, Gymnastics & Dance	<ul style="list-style-type: none"> ● Strength & Conditioning Winter Term PE 	<ul style="list-style-type: none"> ● Gymnastics - Spring Term
Striking and Fielding Games	<ul style="list-style-type: none"> ● Cricket - Summer Term Games 	<ul style="list-style-type: none"> ● Cricket - Summer Term
Athletics	<ul style="list-style-type: none"> ● Athletics Summer Term 	<ul style="list-style-type: none"> ● Athletics - Summer Term

HOW WILL PUPILS LEARN?

As a department we aim to meet the needs of all of our pupils and enable them to enjoy success and manage disappointment. Success will be relative to the ability of the individual. In lessons we use a variety of teaching methods to target the different types of learners. We use ICT and media as well as pupil and teacher demonstrations to meet the needs of our visual learners. For auditory learners we use verbal instructions and reciprocal sheets. Kinaesthetic learners are given lots of opportunity to learn through movement. In summary we differentiate through our resources, by supporting in various ways, by setting tasks and observing pupil's responses.

MASTERY

We aim for our pupils to become confident learners who are encouraged to be critical of their own and other's performances. When things do not go to plan pupils are encouraged to show resilience and try again. Pupils will also show mastery through planning their own tactics and playing in a variety of competitive situations.

Our more able pupils lead sessions through taking the warm ups and cool downs, recording, umpiring and officiating. The use of video analysis is used to support areas of the curriculum. On occasions pupils may be asked to source specific items for different activities or research specific topics linked to learning.

HOW WILL HOMEWORK BE ASSIGNED?

Whilst there is no homework set, throughout the year in addition to the core programme each pupil has the opportunity to attend additional co-curricular activities to extend their sporting endeavours beyond curriculum time. Pupils have the opportunity to play for school teams and compete in inter-house events at the end of each unit of work in the following activities: cross country, netball, hockey, athletics and swimming. The school offers similar competitions to other schools within the county and invests and focuses more specifically on netball, hockey, tennis and athletics. In these specific sports we have regularly won national gold medals both historically and in recent years.

WHAT RESOURCES WILL BE USED?

The work is approached practically with the emphasis being on performance. Pupils will require the need for extra items of kit alongside sports clothing requirements such as a hockey stick, gum shield and shin-pads are also strongly recommended, and tennis racket. Team wear is also available for the rugby, football, netball, hockey, athletics or cross country squads and pupils would like to purchase these items.

HOW DO WE MEASURE PROGRESS?

Pupils are taught in mixed ability form groups for PE. In games lessons form groups are combined into year groups. Throughout each unit of work pupils are assessed against the departmental learning outcomes. Our more able pupils are encouraged to help plan and lead co-curricular sessions including the warm up, drills, small games and the cool down. Pupils are also encouraged to pass on their own knowledge and understanding of their main sport, which includes those sports which may fall outside of the curriculum. Here pupils are beginning to take responsibility for not only their own, but others learning and understanding

HOW CAN PARENTS HELP?

We appreciate all parental support in ensuring the girls have named kit and that they are encouraged to take part in a balanced, active and healthy lifestyle

through the enrichment of co-curricular activities, which may lead to them joining local clubs and teams. Support at fixtures is also greatly appreciated and something the PE Department tries to encourage.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Niomi Lee - nil@clairescourt.net (Girls)

Mr Simon Carter - sic@clairescourt.net (Boys)

Religious Studies (RS)

In RS we consider both religion and philosophy. All humans are naturally curious about life, so during KS3 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 that we will think about, there are no right or wrong answers.

What is important is that our pupils think!

Each pupil 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 pupils will develop a range of skills and abilities, 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. Pupils will also be expected to demonstrate their skills by writing in a range of contexts.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	Philosophy and ethics one <ul style="list-style-type: none">● Is war ever right?● Should humans be able to use the planet as they wish?● Are animals here for human use?● Do we have a duty to look after the poor? This term we will explore ethical concepts with particular emphasis on society and stewardship. Pupils will investigate a variety of religious attitudes as well as forming their own opinions on topics such as conflict, animal rights and exploitation of the poor.
Spring term 2025	Philosophy and ethics two <ul style="list-style-type: none">● Are women treated equally?● When does life begin?● Should we be able to end our own life?● Is divorce acceptable? Pupils will investigate the legal approach to such subjects, assess religious views towards them, and develop their own opinions towards topics such as discrimination, life and crime.

<p>Summer term 2025</p>	<p>Philosophy and Ethics three</p> <ul style="list-style-type: none"> ● Does God exist? ● How was the world created? ● What happens when we die? <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. Pupils 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.

Mastery

Religious Studies equips pupils with a heightened level of empathy for different beliefs and cultures. They use this knowledge to compare and contrast the views of others with their own world view.

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 pupils can access information on the BBC website.

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 three Common Tasks which will take the form of exam style questions. Marks for each 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 pupils to develop both oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration!

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Mandy Davis - mcd@clairescourt.net

Mr Richard Hogg - rih@clairescourt.net

Science

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 the higher tier. The combined Science route leads as two GCSEs which comprise all three disciplines and can also be taken at either the 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 pupils follow to be made in the Lent term of year 10. For both routes, there will be two examinations in each of the Science disciplines at the end of Year 11. These will include questions based on a number of core practical investigations that will be 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 (AOS)

- 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?

Autumn term 2024	<p>Biology</p> <ul style="list-style-type: none">• Microscopes• Cells• Enzymes <p>Chemistry</p> <ul style="list-style-type: none">• States of matter• Methods of separating and purifying substances• Atomic structure• The periodic table. <p>Physics</p> <ul style="list-style-type: none">• Conservation of energy• Keeping warm• Energy resources.
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**Spring term
2025**

Biology

- Transporting substances
- Growth
- The nervous system
- Circulatory system

	<p>Chemistry</p> <ul style="list-style-type: none"> • Ionic bonding • Covalent bonding • Types of substance • Acids and alkalis <p>Physics</p> <ul style="list-style-type: none"> • Motion • Velocity and acceleration • Forces • Newton's laws • Momentum and safety
<p>Summer term 2025</p>	<p>Biology</p> <ul style="list-style-type: none"> • Exchange and transport • Classification, evolution and natural selection • Genetic modification <p>Chemistry</p> <ul style="list-style-type: none"> • Acids and alkalis continued • Electrolytic processes. <p>Physics</p> <ul style="list-style-type: none"> • Waves • Refraction and the electromagnetic spectrum.

HOW WILL PUPILS LEARN?

All of the learning in GCSE is structured around investigations which will vary in nature. This could be a practical investigation which you will have to research, plan and execute. It could be a collaborative presentation, poster, 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 you to develop into independent and confident young scientists who have competent research skills.

Chromebooks in the laboratory will be provided to give opportunity for research in order to inform the above mentioned learning experiences. We also afford you the opportunity to keep abreast of exciting scientific developments ensuring that we look after the scientists of tomorrow.

MASTERY

Pupils will continue to consolidate previous knowledge from Years 7 and 8 through regular integration of past paper questions. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as Materials and their Properties, Energy and Cells and Cellular Processes. Regular formative assessments are embedded to identify areas for support in learning.

HOW WILL HOMEWORK BE ASSIGNED?

There will be one piece of homework set in each of the three Sciences each week following the double lesson. This will be varied in nature and will be aimed at further consolidation and/or further development of taught topics.

WHAT RESOURCES WILL BE USED?

We will 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'. Lessons will take place in Science laboratories with appropriate scientific equipment. Pupils will need to provide a pen, a pencil, a rubber, a ruler, a calculator and a glue stick.

HOW DO WE MEASURE PROGRESS?

Investigative activities will be qualitatively assessed; at times this will take 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 will complete at least two common tasks in each Science as well as smaller formative assessments throughout the year. An examination will take place in the summer term to finalise separate or combined Science routes. Each pupil will be carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teacher and parent will be made as soon as the teacher feels insufficient progress is being made.

HOW CAN PARENTS HELP?

Parents can support learning by insisting on well organised notes and a quiet work space at home, as well as monitoring revision programs. Taking an interest in

topics they are 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 as well. 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:

Mrs Helen Williams - haw@clairescourt.net

Miss Lydia Lowry - lil@clairescourt.net

Study Skills

The aim of the Study Skills is to enable our pupils to find out how to study and learn efficiently and effectively. Study skills are an important set of transferable life skills.

Key points about study skills:

Will enable a pupil to develop their **own personal approach** to study and learning in a way that meets their own individual needs. As you develop your study skills you will discover what works for you, and what doesn't.

Study skills are **not subject specific** - they are generic and can be used when studying any subject area.

You need to **practice and develop your study skills**. This will increase your awareness of how you study and you'll become more confident. Once mastered, study skills will be beneficial throughout your life.

Study skills are transferable - you will take them with you beyond your education into new contexts. For example, organisational skills, time management, prioritising, learning how to analyse, problem solving, and the self-discipline that is required to remain motivated. These are the types of skills employers look for.

Year 9: WHAT WILL PUPILS STUDY AND LEARN?

Growth mindset

- To assess pupils' current mindset.
- To understand what a growth mindset is.
- To recall the benefits of a growth mindset
- To identify characteristics of a growth mindset.
- To understand how to challenge a fixed mindset and adopt a growth mindset.

Outsmart your Brain

- To understand how we learn (metacognition) and how to make learning easier
- Learn and practise some Revision Techniques (blurting, converting text into pictures, talking about a topic for a minute)

The Power of Habits

- To understand the impact of habits.
- To describe strategies to help form good habits.

GCSE Transition

- Following instructions?
- Comprehension skills?
- Time Management

HOW WILL PUPILS LEARN?

Pupils will attend lessons throughout the academic year and learn through practical tasks, collaborative and independent activities, discussions and worked examples.

MASTERY

Independent learners require a mastery of study through discussion, modelling and practice. Pupils will learn the key skills to be confident and discriminatory learners who can effectively navigate and implement study skills to suit their individual requirements . Pupils will also become experts learning about how they learn by encouraging self-evaluation and reflection both in the study skill techniques they use and subsequent internal and external assessments.

WHAT RESOURCES WILL BE USED?

Pupils will be taught study skills techniques and learn what methods are the most effective for them to use across the curriculum.

HOW DO WE MEASURE PROGRESS?

Progress is monitored through the completion of study skills tasks and tracking of their internal and external assessments.

HOW CAN PARENTS HELP?

Please help your child to make the time to reflect and learn how they learn. Please encourage them to talk about the study skill methods that best support their learning and acquisition of knowledge. Please get involved in helping them to learn actively by asking them how they are revising, going over any resources they have made with them, encouraging them to get organised, plan and timetable for assessments and by testing them.

FOR FURTHER INFORMATION PLEASE CONTACT:

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