



THORNTON

**CURRICULUM  
INFORMATION  
2021 / 2022**

**YEAR 9**

## **CURRICULUM INFORMATION**

*This booklet is designed to familiarise you with the content and assessment procedures of each course offered to your daughter in Year 9. Every subject is covered in detail; we have specified termly content in many subjects, so that parents can have a better understanding of the topics being studied at a particular time. However this should be treated only as a guide, as length of terms varies, as does the pace of lessons.*

*Students at this level should be completing approximately two hours of homework each evening. This will enable your daughter to consolidate her knowledge, to practise skills and cover the requirement of the curriculum.*

*Your daughter should record the homework set for each subject and when it is due. Please ensure that you check and sign the homework diary each week. We hope that the homework diary can be an immediate medium of communication between home and school for parents, teaching staff and form tutors.*

*We hope that you will find this booklet useful.*

# Curriculum Information

## Year 9

### Table of Contents

<b>Subject</b>	<b>Page no</b>
Art, Craft & Design	4-5
Computer Science	6-7
Design & Technology	8-9
Drama	10-11
English	12-13
ESOL: English for Speakers of Other Languages	14
Geography	15
History	16
Learning Development	17
Mathematics	18-19
MFL: Modern Foreign Languages	20-23
French	20-21
Spanish	22-23
Music	24-25
PHSEE	26-30
Careers	31
Physical Education	32-33
Religious Education	34-36
Science	37-38
Support Studies	39

### **Subject: Art, Craft & Design**

Students from years 7 to 9 are taught and assessed with four Progression Objectives in mind. These objectives are in line with NSEAD (The National Society for Education in Art & Design). The four Progression Objectives are:

- Generating Ideas – skills of designing and developing ideas
- Making – skills of making Art, Craft & Design
- Evaluating – skills of judgement and evaluation
- Knowledge – knowledge about art processes and their context

These four Objectives ensure continuity and progression for each student as they develop creatively in preparation for GCSE.

### **Aims:**

The Art syllabus aims to provide opportunities for all our students:

- To develop creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
- To develop investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
- To develop an understanding of codes and conventions of art, craft and design and an awareness of contexts in which they operate.
- To develop knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

During the year students will cover the following curriculum areas:

#### **1. Thematic Enquiry**

- Recording responses to an observed stimulus.
- Reacting to source material to analyse and represent features of the natural and man-made environment through direct observation.
- Investigating and evaluating appropriate primary and secondary sources.
- Developing recorded images through a variety of media and techniques.
- Enlargement and abstraction of images.
- Reviewing and modifying work to realise intentions.

### 2. Historical / Contextual studies

- A broad-based experience of two and three-dimensional studies inspired by the work of an artist or Art Movement within a 20 year period of the 20<sup>th</sup>/21<sup>st</sup> Century.
- Reacting to art by showing the relationship of investigation and research to the development of the students' own work.
- Developing knowledge of how ideas, feelings and meanings are conveyed in images and artefacts.
- Experimenting with a variety of media and techniques.

### 3. Expressive Studies

- Broad based exploration of media in two and three dimensions.
- Accessing visual and other information to use in developing ideas.
- Interpreting visual and tactile qualities to communicate ideas and meanings.
- Working in exaggerated scale within groups or teams.

#### **Assessment:**

Verbal and written feedback in portfolios (digital and/or physical).

Half Termly Progress reports.

### **Subject: Computer Science**

This subject works as part of the holistic KS3 Computer Science curriculum based on the national curriculum created in 2014 which made Computer Science a rigorous and internationally highly regarded programme. The National Computing Curriculum as revised in 2014 splits the computing disciplines into 3 key areas: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). There is a total of 12 core skills students will learn by the end of KS3 (7 – 9). The skills are taught at different levels across the three years to match the students' development level. We closely link the work we do within Computer Science with other STEM subjects to provide continuity and enable students to engage with the material across Science, DT and Maths.

In Year 9 the key is to combine and consolidate the knowledge from Year 7 and Year 8 as a foundation to GCSE Computer Science. Creating new connections and taking students' understanding to a new level which equips them to moving into GCSE Computer Science with confidence if selected as an option. In the final Trinity term students understand how to apply their learning to real-life scenarios which will help those students who decide not to take Computer Science as an option.

#### **Aims:**

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology (STEM), and provides insights into both natural and artificial systems.

The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. The course encourages students to think in a lateral manner, and to look at opportunities to expand their problem-solving abilities. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

#### **Content:**

Detailed Scheme of Work is available on the Computer Science handbook which is available on Computer Science Subject Page on FireFly, our Virtual Learning Environment (VLE).

In summary, students of Computer Science will be able to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- analyse problems in computational terms, and have repeated practical experience of writing computer programs to solve such problems;

## Curriculum Information for Parents: Year 9 2021 / 2022

---

- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- responsibly, competently, confidently be creative users of information and communication technology;
- nurture originality, enterprise, independence, capability and adaptability needed to cope with a rapidly changing society;
- consider the social, economic and environmental impact of technological activities including ethical aspects of current and emerging technology;
- identify cross curriculum links between computer science and all other disciplines at Thornton such as STEM subjects

### **Coursework Requirements and Deadlines:**

Students are required to prepare for lessons by reading over the work from the previous lesson to enable an effective start to each lesson. Deadlines are outlined on Firefly and reminders are sent to students as the deadline approaches.

### **Assessment Procedures:**

Each unit is assessed either through a unit test or through a project. These are outlined on FireFly our Virtual Learning Environment (VLE). It is also on FireFly that students can read around the unit being taught, which is designed for students to gain greater insight and learning as well as to stretch and challenge students.

**Subject:            Design and Technology**

**Aims**

We wish to encourage children to:

- develop designing and making skills and nurture their creativity through these.
- develop a knowledge and understanding of materials, components, systems and control.
- develop an understanding of technological processes, products and their manufacture and how they contribute to our society.

**Course Content**

- Safety in the work area - the design of a graphical safety image.
- The design and manufacture of a three-dimensional Textile storage-holder/container from reinforced fabric. Using hand and machine-embroidery stitching with embellishments.
- Upcycling an existing textile item into a new product
- The design and manufacture of a bangle from fabric with wire/metal embellishments - to include the forming of fabric around a jig.
- The use of a Commercial pattern

**To include:**

- Formulation of a Brief and Specification.
- Evaluation of a manufactured product.
- Investigation.
- Designing title pages.
- Creative designing from a source.
- Repeat patterns.
- Colourways in designing.
- Making of templates.
- Making of three-dimensional models.
- Properties of materials/working processes.



### **The following processes and relevant tools:**

- Marking out/pinning,
- Shaping and forming by cutting,
- Surface decoration by painting / printing,
- Manipulating wire,
- Joining methods – bonding / linking / fusing
- Reinforcing fabric methods,
- Use of the sewing machine,
- Obtaining a good finish,
- Fastenings- zips, buttons, Velcro, laces, hooks
- Components – eyelets / grommets,
- Illustration and writing up of processes used,
- Testing and Evaluation of product.

Graphical presentation drawing – Orthographic view.

Perspective

Shading techniques.

CAD – 2D design.

### **General design exercises:**

- Clothing fabric print - using repeat patterns,
- Fastenings, Educational toy for children,
- Paper sculpture; shoes, angels, paper people, jewellery.
- Monogram design for repeat patterns.

**Projects may vary from year to year depending on student ability and group sizes.**

### **Alternative project titles include:**

- The design and manufacture of a felt fabric / embellished bag with wooden handles, involving surface design and use of hand sewing techniques.
- The design and manufacture of a pair of Slippers.
- Fabric painted and quilted mirror frame or container.
- Three-dimensional fabric sculpture or Textile flowers/jewellery.

### **Assessment**

An examination paper (in theory and design work) to be taken towards the end of both the Michaelmas and Trinity Terms. Grades are given for Achievement, Attainment, Progress and Organisation at the end of each half-term period.

### **Subject: Drama**

Students in Year 9 will participate in one Drama lesson per week. Whilst this year will cover advanced dramatic techniques, the lessons will also offer students with the opportunity to improve their self-confidence, public speaking skills, communication and group work.

#### **Aims:**

- To help students to improve their performance skills and their knowledge of what makes a successful performance, as well as how to analyse and evaluate their own work and the work of others.
- To use drama as a tool to explore various real-world issues and as a platform for discussion, providing a safe space for students to express themselves openly.
- To give an understanding of the working methods of theatre practitioners, as well as exploring different styles of theatre.
- To give students the necessary skills to begin the GCSE Drama course in Year 10, helping them to develop skills in creating both devised and scripted performances, as well as knowledge of the technical side of theatre.

#### **Michaelmas Term**

- Re-capping the skills learnt last year (VEPEG and dramatic devices, as well as what makes a successful performance).
- Looking at the story of Anastasia Romanov and devising pieces based around her mysterious life.
- Creating atmosphere, not only through performance, but also understanding how costume, set, sound and lighting design can help to do this.
- Looking at staging and understanding the benefits and limitations of different stage shapes.
- Practitioners – students will look at the working methods of Constantin Stanislavski and his system of training actors. This will help students to find ways to make their performances feel as believable as possible.

Students will also re-cap physical theatre and consider how they can use this to create meaning and to tell a story.

### Lent Term

- Devising theatre – students will work together in groups on an extended project, creating their own pieces of Drama based up on a stimulus. Students will plan, develop, refine and rehearse these pieces, before performing them to the class.
- Students will also have the opportunity to work as a costume designer, rather than an actor, for this project if they wish to. They will be planning and creating costumes for performers to wear.
- Keeping log books and analysing performances.

### Trinity Term

- Students will continue to explore physical theatre, adding to the skills learnt last year and now discovering how to layer text on top of symbolic movement.
- Scripted work – interpreting texts and understanding how to take them from ‘page to stage’, using naturalistic performance styles and physical theatre.
- Students will work on scripted projects in groups, applying all of the skills learnt across the year to create coherent and powerful performances.

### Assessment

Students will be assessed across the course, with each of their performances/projects contributing to their overall grade for that half term. Students will also complete a written exam in the January and June Exam weeks.

### **Subject: English**

#### **Aims:**

This is an important year, when basic skills are consolidated and the more advanced skills needed for GCSE study are introduced.

Students should become increasingly confident in Speaking and Listening for a variety of purposes, developing fluency in their use of Standard English and recognising the differences between formal and informal usage. Opportunities for extended individual contributions should prepare students effectively for the GCSE Spoken Language assessment.

Students will be encouraged to read a wide variety of literature and to respond to the substance and style of the texts. They will be introduced to more demanding texts and helped to be discriminating in what they choose to read. The literature read should be drawn from a variety of genres, including plays, novels, short stories and poetry. Students will encounter a range of non-fiction texts such as autobiographies, biographies, journals, diaries, letters, travel writing and leaflets which represent a range of forms and purposes, as well as different structural and presentational devices. A sensitive, intelligent and mature response to the more demanding texts studied is expected.

By this stage, students should be adept at correcting their own work with increasing independence, developing their competence in planning, drafting, redrafting and proof-reading their work on paper and on screen.

Students are encouraged to look for implicit as well as explicit meaning and are taught to consider audience and purpose, and the suitability of tone and content. They also study the use of figurative language and acquire the language of more advanced literary criticism.

Wherever possible, reference will be made to GCSE requirements so that students can see how their work is preparing them for Year 10. Students will encounter GCSE-style questions, developing their understanding of examiners' expectations.

In addition to their core English lessons, Year 9 will have a Drama lesson once per week. Students will develop the necessary performance skills required for GCSE Drama, looking at different dramatic techniques and focusing on what makes a successful performance. Students will create their own pieces of devised theatre, based on a stimulus, as well as performing from a text. We will use Drama to discuss and explore real-world topics, whilst learning vital skills which can be applied to other areas of life. These include: working collaboratively with others, reading body language and facial expressions, vocal projection and holding eye contact. Drama lessons should not only develop students' practical performance skills but also help to build confidence and teamwork.

## Curriculum Information for Parents: Year 9 2021 / 2022

---

### Michaelmas Term

- A twentieth-century play is studied, with links made to the importance of context at GCSE. Students will produce a range of written responses to the text, requiring them to empathise with characters and to understand the playwright's style.
- Students study a range of challenging poetry. The main focus will be on the development of formal critical responses, but there will also be opportunities for creative responses inspired by their reading.
- A weekly spelling, punctuation and grammar test will be set.

### Lent Term

- The January exams will be based on work completed during Michaelmas and will assess students for English Language and English Literature.
- A weekly spelling, punctuation and grammar test will be set.
- Students study a selection of nineteenth-century short stories, developing their understanding of more complex vocabulary, different structural techniques and narrative perspectives.
- Students will begin their study of *The Merchant of Venice*.

### Trinity Term

- This term, students will continue their study *The Merchant of Venice*, developing their understanding of Shakespeare's use of language and structure.
- Students will study a contemporary novel, alongside a range of thematically-linked non-fiction material. They will use these to enhance their own written style and spoken contributions.
- A weekly spelling, punctuation and grammar test will be set.
- Two separate examination papers will be set: one on English Language and one on English Literature.

### **Subject: English for Speakers of Other Languages**

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls come from Spain and Mexico for one year. They follow the normal school curriculum corresponding to their age and have their studies convalidated for re-entry into their appropriate schools. For several years girls from Hong Kong have joined this School at various ages and continued up to, and including, Year 11, thus taking GCSE examinations in a variety of subjects. In addition to these groups of Spanish and Cantonese speaking students we welcome students from China, France, Germany, Greece, Japan, Russia, South Korea, Nepal and Thailand.

#### **Aims:**

The aims of this department at Thornton College are:-

- to help the students from overseas to develop their ability to communicate in English both orally and in writing;
- to encourage an awareness of other cultures and customs and to respect the differences;
- to support the students within the curriculum.

#### **Course Content:**

Most girls, for whom English is a second language, come for a short Induction Course prior to the beginning of the Academic Year. During this time they are given a Placement Test. This gives the staff an indication of their level of English.

In Year 9 study lessons are time-tabled against foreign languages. These girls have four, forty minute lessons per week. During these lessons girls follow an appropriate Cambridge English examination course.

ESOL lessons are delivered at four different levels; KET, PET, FCE and CAE. The lessons are differentiated and aimed at individual ability.

The girls follow the Cambridge ESOL courses according to their ability. Some may take the "Preliminary English Test", while the majority take the "First Certificate in English" and more able students can take the "Certificate in Advanced English".

**Subject:**           **Geography**

**Aims:**

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global.

**Course Content**

**Michaelmas Term**

- Plate Tectonics including: major landforms along plate boundaries, volcanoes and earthquakes.
- Development and wealth issues. Students study economic development including: why some countries are more developed than others, trade and aid. We look at the causes of world inequalities as well as how we can help the world to be a fairer place.

**Lent Term**

- Globalisation. An investigation into how we are linked to people around the world and in what ways globalisation affects our lives.
- World issues. Is our climate changing? Students will investigate the causes and effects of climate change. Other issues include food and energy supplies and water shortages.

**Trinity Term**

- Fieldwork. To use fieldwork in contrasting locations (urban to rural) to collect, analyse and draw conclusions from geographical data.

**Assessment**

Regular testing.

Classwork and homework are regularly assessed. Tests and assignments are used to gauge understanding and progress in topics studied.

**Subject: History**

**Aims:**

To acquire knowledge, skills and understanding by:

- Using dates and subject specific vocabulary
- Analysing ideas, beliefs and attitudes
- Organising and reporting information
- Using historical evidence

**Course Content: The Modern World (c.1850 – present day)**

**Michaelmas Term**

World War I

- Causes
- Nature of fighting
- Impact of World War I
- Project: digital trench design

**Lent Term**

- Women's Suffrage in Britain; how did women get the vote in 1918/1928?
- Roaring Twenties: What was the impact of the boom years on Americans?

**Trinity Term**

- Project: Presentation (based on Twentieth Century topic of students choosing)
- Holocaust (Historic review)

**Assessment:**

- Regular in class assessments and quizzes



### Learning Development

The Learning Development Department offers continuing support for individual students either on a regular or occasional basis as the need arises. The Learning Coordinator works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

All students have access to:

- Advice on using effective study skills and strategies for efficient learning
- Help with time management and organisation
- Referral to outside agencies and specialist support where necessary
- Screening to identify specific difficulties where applicable
- Gathering information in preparation for GCSE Access Arrangements to ensure there is evidence to apply for the appropriate provision of examination access arrangements.
- Exam Access Arrangement testing is conducted and applications are carried out in line with the regulations set out by the awarding bodies. This can happen no sooner than at the end of Year 9.

Mrs A Woodruff

**Subject: Mathematics**

**Aims:**

To learn, enjoy and progress through Mathematics.

To foster a resilience in problem solving.

To develop reasoning, justifying, generalising and functional skills.

**Course Content**

**Michaelmas Term**

- Number
  - Number problems and reasoning
  - Place value and estimation
  - Highest common factor and lowest common multiple
- Indices and Standard Form
  - Calculating with powers
  - Zero, negative and fractional indices
  - Powers of 10 and standard form
  - Surds
- Algebra
  - Algebraic indices
  - Expanding and factorising
  - Equations
  - Formulae
- Sequences
  - Arithmetic sequences
  - Geometric sequences
  - Quadratic and other sequences

**Lent Term**

- Interpreting and representing data
  - Statistical diagrams
  - Time series
  - Scatter graphs
  - Lines of best fit
  - Averages and range
- Fractions
  - Calculating with fractions
  - Ratios
  - Ratio and proportion

### Trinity Term

- Fractions, decimals, and percentages
  - Percentage change
  - Reverse percentage change
  - Fractions, decimals and percentages – understanding the connections
  - Recurring decimals
  - Problem solving
- Angles and Trigonometry
  - Angle properties of triangles and quadrilaterals.
  - Interior and exterior angles of a polygon
  - Pythagoras' theorem
  - Trigonometry

### Assessment

- Unit and half-termly assessments (which may be set as homework, as open book tasks or short class tests).
- Formal assessments in line with the whole school.

**Subject: Modern Foreign Languages**

**Aims:**

To gain cultural awareness as well as an awareness of the importance of studying foreign languages.

**Subject: French**

**Aims for our students:**

- To develop the ability to use French effectively for practical communication;
- To develop a sound basis of skills, language and attitudes to study;
- To be challenged through having high, yet achievable expectation;
- To understand concepts and conventions;
- To be active learners;
- To be engaged and motivated;
- To work with others;
- To be independent learners;
- To be reflective learners.
- To establish oral confidence;
- To ensure students use past, present and future tense;
- To write simple accurate French in different time frames;
- To understand written and spoken French.

**Michaelmas**

**Course Content**

- Talking about food
- Talking about French meals
- Shopping for food
- Eating at a restaurant
- Countries and languages

**Grammar**

- The definite article after “aimer” and “préférer”
- The partitive article – “du/de la/des”
- Il faut + the infinitive
- Using “de” with quantities

### Lent

#### Course Content

- Holidays
- Past holidays
- Holiday destinations
- At the tourist office

#### Grammar

- Using the prepositions “à” and “en”
- Perfect tense practise
- Question Words

### Trinity

#### Course Content

- Hobbies
- Pocket Money
- Presents
- Gadgets
- Hopes and Wishes

#### Grammar

- Imperfect tense
- “notre” and “nos”
- “avoir besoin de”
- More comparatives and superlatives
- Present, past and future tenses

#### Assessment:

- Vocabulary and verb tests
- Continuous assessment of reading, writing, listening and speaking skills
- Formal assessments in line with the whole school

**Subject: Spanish**

**Aims:**

The second year of Spanish is to further develop students' communication in Spanish reading, writing, listening and speaking in everyday situations. The course also provides foundation of those students who will opt to progress to GCSE in Year 10 and Year 11.

**Spanish offers opportunities for students:**

- To become increasingly familiar with the sounds, written form and grammar of a modern foreign language;
- To use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- To develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of Spanish;
- To use Spanish as the principal means of communication within the classroom, and beyond it where opportunities exist;
- To increase their cultural awareness by learning about Spanish-speaking countries and their peoples, and by working with materials from those countries;
- To form a sound basis for further study in key stage 4 and beyond.

**Creativity in language learning**

As students' independence increases, they can be encouraged to become more creative in their use of language and in the way they work, using language for their own purposes rather than merely to practise skills.

Examples of creativity in learning Spanish include:

- Identify patterns in the target language;
- Develop techniques for memorising words, phrases and spellings;
- Use their knowledge of English or another language when learning the target language;
- Use previous knowledge, context and other clues to work out the meaning of what they hear or read;
- Use reference materials such as dictionaries appropriately and effectively.
- Creating spoken and written presentations, sketches and role plays that draw on previously learnt language;
- Initiate and sustain conversations;
- Write clearly and coherently, including an appropriate level of detail;

## Curriculum Information for Parents: Year 9 2021 / 2022

---

- Redraft their writing to improve accuracy and quality;
- Re-use language that they have heard or read in their own speaking and writing;
- Deal with unfamiliar language, unexpected responses and unpredictable situations;
- Using a variety of media, including ICT, to express themselves in Spanish;
- Creating spoken and written presentations, sketches and role-plays that draw on previously learnt language.

### Course Content:

#### Michaelmas Term

##### Topics and Vocabulary

Holidays, past holidays, opinions in the past, mealtimes, shopping for food, eating at a restaurant, describing past meals

##### Grammar

Preterite, using the past and preterite together, time expressions

#### Lent Term

##### Topics and Vocabulary

Clothes, school uniform, shops, trips abroad, parts of the body, symptoms, remedies, healthy and unhealthy food

##### Grammar

Further agreements of colour, comparative adjectives, superlative adjectives, the present and near future tenses, "se puede + comprar", "me duele / me duelen"

#### Trinity Term

##### Topics and Vocabulary

Resolutions for the future, healthy living, lifestyle changes, holiday role-plays, describing photos, shopping roles-plays

##### Grammar

Using "para" to make complex sentences, using different tenses together

#### Assessments

- Vocabulary and grammar tests including end of unit assessments.
- Continuous oral assessment, homework and classroom projects.
- Formal assessments in line with the whole school.

**Subject: Music**

**Aim:**

Music in Year 9 offers an introduction to the GCSE course. Students will cover the popular music area of study on the AQA GCSE Syllabus and will use both Sibelius and Logic Pro software to develop their composition work. The aim is to involve every child in a range of classroom musical activities including:

- Listening to and appraising a wide range of music from popular styles, world music and western classical music. The emphasis is on 'active' listening with students being required to complete written answers, analysing aspects of the piece to which they are listening as well as listening to and appraising their peers' music-making.
- Performing a range of musical material for individual, group and classroom performance. This includes singing, percussion, keyboards and playing their own instruments.
- Composing in a number of styles. Through composition workshops the students learn to put musical theory into practice. From their understanding of simple musical structures, the students learn to include details of style, texture and instrumentation.

**Course Content**

**Michaelmas Term**

**Unit 1 and 2: Film Music**

- Students will revise the 10 elements of Music and which musical devices connect with each element.
- Through listening to a variety of film music students will discover how musical devices are used to enhance action on screen.
- Students will look at the different film genres and discuss which musical devices would be successful in each genre.
- Students will compose and perform music to enhance 60 seconds of action on screen in two contrasting styles.

**Lent Term**

**Unit 3: Caribbean Music - Reggae**

- Through this unit of work students will develop their knowledge of the history and origins of Caribbean Music.
- Students will develop their understanding of the characteristics of Reggae music through listening activities, a rhythm workshop and class performance of Buffalo Soldier.
- In small groups, students will compose and perform their own Reggae song using instruments, voices and keyboards.



### Unit 4: Music Theory

- In this Unit, students will develop their understanding of Music Theory and the study of different beats, time signatures and reading notation in the treble and bass clef.
- The class will work towards achieving the ABRSM Grade 1 or 2 course by the end of the Unit.
- For students who are already working above this level, they will be stretched with material from higher grades to ensure progress is made.

### Trinity Term

### Unit 5: Variations

- Students will be introduced to the structure Theme and Variations.
- Through listening activities, the students will learn to identify the elements of music that contribute to varying a melodic line.
- Students will listen to Mahler's 1<sup>st</sup> Symphony and notice the ways it has varied the melody of Frere Jacques.
- Students will compose two of their own variations to a simple melody such as a nursery rhyme.

### Assessment:

Students are assessed verbally during the composition process and given written feedback and targets for each piece of work. Both the teacher and their peers give feedback and positive criticism of their performances or compositions. All tasks given allow students to be creative and care is taken in group work to vary the dynamics and ability of the students working together. Students are encouraged to use self-assessment at the end of a unit of work when they complete a self-assessment form which allows them to reflect on what they have achieved. Performances and compositions are recorded to enable both the teacher and student to reflect upon their work.

### **Subject: PHSEE**

Our PHSEE course covers the following areas in each year, with emphasis on progression;

- Self Awareness
- Health
- SRE (Sex and Relationships Education)
- Social/Moral
- Environment
- Economic
- Skills
- Careers (see additional information)

In addition, we incorporate the Thornton Keys Skills Award, which offers accreditation for evidence of skills other than the purely academic. We believe that students should receive recognition for their efforts, talents, abilities and service in all spheres of life.

The Key Skills challenges are built in to the Programme of Study by the tutor. There is no exam in PHSEE but each student is expected to keep an organised folder of information sheets on the aforementioned topics and this will be checked on a regular basis.

### **The Thornton Key Skills Award**

The Thornton Key Skills scheme starts from the position that all young people need to succeed in order to sustain their self-belief and self-image. We also believe that everyone can succeed at their own appropriate level, not in everything, but in many areas of human activity and that by capturing the opportunity for young people to succeed, we can continue to motivate them and “switch them on” to further learning and achievement. The programme sees the need to be generous in the interpretation of what it is to be able and intelligent and to recognise in the method of approach to teaching and learning, a wide variety of learning styles and the need to respond appropriately as teachers. This Award tests ability in the wider key skills as well as Working with Others, Problem Solving and Improving Own Learning and leads to a Certificate of Personal Effectiveness, which is completed in Year 10.

### **Aims:**

The following are the general objectives, which we aim to achieve through PHSEE:

- to promote an understanding of society and the way in which it is governed and organised;
- to encourage a responsible attitude to money and personal possessions;
- to promote a healthy lifestyle and an awareness of safe and responsible behaviour;
- to encourage best use of time and abilities in relation to schoolwork and future career;
- to examine environmental and conservation issues and personal strategies for

## Curriculum Information for Parents: Year 9 2021 / 2022

---

responsible involvement;

- to help students develop meaningful relationships with others based on mutual respect and understanding;
- to enable each student to achieve a greater understanding of self, personal strengths and weaknesses, issues involved in growing up and the importance of personal responsibility;
- to introduce students to the responsibilities involved in family relationships, marriage and parenting;
- to develop community links, where possible, and to develop interest in economic and industrial affairs;
- to encourage the development of successful study skills;
- to provide an opportunity for people of the same age to share common experience and to learn from each other;

In Year 9 students continue with the Key Skills Award. To achieve this, they must complete a range of challenges. Evidence of completion of the challenges may be in the form of written reports, maps, plans, diagrams, photos and tickets, as in previous years. Challenges for this Award encourage students to become more skilled at:

- Improving own learning and performance
- Working with others
- Communication
- Problem solving
- Research
- IT
- Discussion

Students must keep a record of completed challenges, as with the Key Skills work in Years 7 and 8. Each student will have a record book, which explains the challenges and gives detailed instructions about their completion. Some PHSEE classes will be devoted to this Award and students will be guided through the tasks as a group and individually.

## Curriculum Information for Parents: Year 9 2021 / 2022

Key Stage 3: Year 9			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
<b>Health and Wellbeing</b>	<p><b>My identity and skills</b> <b>Healthy and safe Emotional Health</b> Students will learn:</p> <ul style="list-style-type: none"> <li>- that not everything they see is a true reflection e.g. media treatment of photographs (Photoshop)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- consider how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</li> <li>- begin to understand about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</li> </ul>	<p><b>Drug education</b> <b>Healthy and safe</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the safe use of prescribed and over the counter medicines</li> <li>- the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’ <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- be able to give some reasons about how illegal drug use may affect peoples lives e.g. physically, emotionally, legally, financially etc.</li> </ul>	<p><b>Accessing help</b> <b>Healthy and safe Citizenship/British Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about how to access local health services <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- plan &amp; produce a guide to local support services for Years 7 and 8</li> </ul>
<b>Relationships</b>	<p><b>Variety of Relationships</b> <b>Healthy and safe</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- consider different levels of intimacy and their consequences <b>SG</b></li> <li>- acknowledge the right not to have intimate relationships until ready</li> <li>- that marriage is a commitment entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable</li> <li>- understand what expectations might be of having a girl/boyfriend</li> <li>- begin to recognise that there is diversity in sexual attraction and developing sexuality</li> </ul>	<p><b>Pressure, Persuasion, and Coercion</b> <b>Healthy and safe Emotional Health Citizenship/British Values Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not ‘consent’ <b>SG</b></li> <li>- what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity)</li> <li>- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- begin to understand about the emotional aspects of relationships</li> <li>- recognise when others are using inappropriate persuasion, and coercion and how to respond</li> </ul>	<p><b>Contraception, Communication, Unintended Pregnancy</b> <b>Healthy and safe Emotional Health Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. <b>SG</b> They should also learn that if consent is not given or it is withdrawn, that decision should always be respected. about contraception, including the condom and pill (<i>see also ‘Health’</i>) and the importance of communication and negotiation in condom use <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice <b>SG</b></li> </ul>

## Curriculum Information for Parents: Year 9 2021 / 2022

Core Theme	Michaelmas Term	Lent Term	Trinity Term
<p><b>Living in the Wider World</b></p>	<p><b>The Law, Me and Work</b>  <b>Healthy and safe</b>  <b>Citizenship/British Values – rights and responsibilities</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the laws and by-laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- begin to consider different work roles and career pathways, including clarifying their own early aspirations</li> </ul>	<p><b>Employment, Money and Me</b>  <b>Citizenship/British Values Values</b>  <b>Healthy and safe Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment</li> <li>- about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- recognise when issues linked to money may become problematic</li> </ul>	<p><b>The Law, Me and my community</b>  <b>Healthy and safe Emotional Health</b>  <b>Citizenship/British Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) <b>SG</b></li> <li>- about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) <b>SG</b></li> <li>- about the potential tensions between human rights, British Law and cultural and religious expectations and practices</li> <li>- about the support services available should they feel or believe others feel they are being abused and how to access them</li> <li>- about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted <b>SG</b></li> </ul> <p><b>Me and the future</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- to recognise and maximise their achievements</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- be aware of the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process</li> </ul>

## Curriculum Information for Parents: Year 9 2021 / 2022

---

Assessments take place before, during and after each topic. These may take the form of verbal, student, peer or teacher assessments, depending on the topic.

### **SRE**

If you would like more information about the content of the SRE course, please feel free to contact Mrs Lewis or check the school website. This curriculum content complies with statutory requirements and is in keeping with best practice outlined by the PSHE Association and the recommendations of the Catholic Diocese of Northampton.

**Subject:            Careers**

The Careers lessons encourage students to understand themselves, know where to look for useful information and plan for the future. It is felt that self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in Careers, learning and the world of work.

- Decisions and choices – how to make decisions and who influences you. What sort of influences might prompt career choices?
- Kudos – opportunity to access online careers information prior to making GCSE choices
- Personal qualities and jobs
- Using different sources to access careers information e.g. parents/carers, friends, teachers, Work -Experience
- Choosing options – good/poor reasons for choosing different subjects
- End of year review – progress and achievements in and out of school
- Young Enterprise £10 Challenge

### **Subject:           Physical Education**

#### **Aims:**

1. A sound grounding in Games Skills, performing them correctly in competitive situations.
2. A comprehensive understanding of “Team” Play
3. Recognise and adapt to their own strengths and weaknesses, and to those of others.
4. To demonstrate the ability to lead an effective warm up specific to the activity.
5. Able to organise people and equipment effectively to lead a sports session.
6. Able to apply tactics and strategies effectively.
7. Gain an understanding of different training methods, target heart rate zone and recovery rates.

#### **Michaelmas Term**

Health Related Fitness

Hockey

Badminton

#### **Lent Term**

Netball

Dance

Athletics

#### **Trinity Term**

Athletics

Cricket

Sports Leadership

#### **Games Afternoon**

All games will be taught on a Tuesday afternoon in conjunction with Year 10. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. U14A & B teams will be fielded in all netball, cricket and 7-a-side hockey, with some C Teams. 11-a-side hockey will be an A Team.

*Covid-19: Following government guidelines for matches, we are currently not participating in fixtures.*



### **Level 1 Award in Sports Leadership**

Students will undertake this leadership qualification during Years 9 to 11. During this, they will learn how to organise and deliver sports sessions. This will be made up of 2 units as listed below:

1. Establishing leadership skills;
2. Plan, assist in leading and review sports/physical activity.

The girls will be assessed at the end of the course through delivering a one-hour session.

### **Assessment**

On-going teacher assessment of girls' achievements.

Each unit is assessed on the ability of the individuals progress in the work given, their ability to select and perform skills in more demanding situations including competition, their knowledge of rules and tactics and their understanding within sport. Competitions in Form, House and Inter-School allows the girls to assess their own standards within their peer group, and be able to compare their standards against other schools.

**Subject: RE**

Thornton College, as a Catholic School, places Religious Education as a core subject at the heart of the curriculum. Our school Mission Statement is the basis for all we do in the RE Department.

**“To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ’s Gospel.”**

**Aims:**

The following are the aims it is hoped will be achieved.

- To promote a knowledge and understanding of Christianity and its relevance to life in the twenty first century.
- To encourage the students to question, reflect, wonder and think deeply about the mystery of life, using their own experiences as well as those of others.
- To assist in the students’ spiritual and moral development and so encourage a growth in faith and commitment.
- To help the students develop a meaningful, satisfactory relationship with others of any faith or race, based on love understanding and respect.
- To support the students in their personal search for meaning and to help them develop the skill of articulating their own beliefs.
- To help the students determine their own place in the community and understand the responsibilities this entails.
- To ensure that the students, regardless of ability level, develop, knowing that they are respected and valued as people and knowing that what they say or do matters to other people.
- To help the students develop a positive attitude of enquiry towards religion by experiencing its many facets such as language, worship and festivals.
- To help the students gain knowledge about various aspects of religion, thus preparing them for life in today’s multi-cultural society and leading them to a greater understanding of the diversity of the global community.
- To give an impartial introduction to some of the world’s major religions.
- To make the schemes of work relevant and interesting to the students, so enabling all students to gain from the course and to recognise their own personal progress.
- To monitor constantly the effectiveness of the programme.

### Course Content

#### Michaelmas Term

**God Calls** - The aim of the unit of work is to enable the students to explore the gifts they have been given and start to reflect on how they are going to use them. The course begins with students examining the key words in the unit and looking at a definition of Vocation. Students will then explore in detail the 3 main types of Christian Vocations, Laity, and Religious and Ordained. They will evaluate the reasons why some men and women join religious orders along with the challenges they face. The course ends with the students evaluating the strengths and weaknesses of the different types of Christian vocations and reaching a conclusion about the best way to serve and follow God.

**Islam** - The aim of the unit of study is to allow students to examine some of the key beliefs within Islam. They will examine the early life and work of the Prophet. They will also be given the opportunity to review and examine the Five Pillars of Islam and assess the relevance and importance of each one for Muslim's today. Students will also review the role of women within the Islamic faith and will examine what Islam teaches about the role of Charity.

#### Lent Term

**Jesus** - The aim of the course of study is to allow the students to become more familiar with the key teachings of Jesus. They will examine some of the key teachings of Jesus as demonstrated through the parables. Students will also be given the opportunity to examine the importance of the resurrection and ascension for Jesus, while linking it to the Christology of Christ.

**Conscience** - The aim of the course of study is to invite students to consider the nature and role of conscience. Students will explore the varied conceptions of conscience and how it can be formed. They will go to an in-depth examination of free will, temptation, sin and how these are linked to forgiveness. They will study about the morality of actions and apply this to moral dilemmas. It is hope that by the end of the module, learners will have grasped what it means to be a human being who is free.

#### Trinity Term

##### Life in the Spirit:

The aim of the course is to allow the students to reflect on the meaning and importance that the Holy Spirit plays in the lives of Christians. They will examine how the Holy Spirit transformed the lives of the Apostles through looking at the story of Pentecost. Students will then review the gifts of the Holy Spirit, alongside examining the Sacrament of Confirmation and its importance of Christians. Students will also examine the meaning of the term discernment and will reflect on its importance and relevance for their lives. They will end this section of study by researching someone, they feel, has been transformed and inspired by the Spirit in their lifetime and will present this work to their peers.

### **Judaism:**

The aim of the course is to allow students to reflect on some of the key religious beliefs and practices within the Jewish religion. Students will examine the Jewish understanding of the nature of God, including the idea of God being one, creator, law giver and judge. They will also examine what is meant by Shekhinah and the divine presence. Students will also review the story of Passover, building on prior learning in Year 8, but will examine how this festival is celebrated by Jews today, while making connections and links back to the covenant with Moses. Students will also review and examine the importance of marriage in Judaism, including the betrothal and the wedding ceremony itself.

### **Assessment**

End of unit assessments and self-assessments.

**Subject: Science – Year 9**

Students in Thornton begin GCSE courses in science in Year 9.

The course followed by students in Year 9 has three goals:

1. For students to learn pre-GCSE level scientific knowledge in order to achieve the best possible grade for their chosen GCSE route, when this is decided in Year 10.
2. For students to complete a range of pieces of practical work and develop skills to support their preparation for required practical work at GCSE.
3. To develop an enthusiasm for and enjoyment of science, and to feel like they can identify themselves as scientists in the future.

Students study a number of foundation pre-GCSE units in Year 9. The units and an overview of the content is shown in the grid below. Students are assessed and graded each half term. Assessments use past examination questions. Grade descriptors are available on the school website

<b>Term 1 Sept – Dec</b>	<b>Half Term A</b>	<b>B1</b> <ul style="list-style-type: none"> <li>• Microscopes</li> <li>• Animal and Plant Cells</li> <li>• Eukaryotic and Prokaryotic Cells</li> <li>• Specialised Cells</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Osmosis in Plants</li> <li>• Active Transport</li> <li>• Exchanging Materials</li> </ul>
	<b>Half Term B</b>	<b>C1</b> <ul style="list-style-type: none"> <li>• Atoms</li> <li>• Chemical Equations</li> <li>• Separating Mixtures</li> <li>• Fractional Distillation and Paper Chromatography</li> <li>• History of the Atom</li> <li>• Structure of the Atom</li> <li>• Atoms, Ions and Isotopes</li> <li>• Electronic Structures</li> </ul>

## Curriculum Information for Parents: Year 9 2021 / 2022

		<p><b>C2</b></p> <ul style="list-style-type: none"> <li>• Development of the Periodic Table</li> <li>• Electronic Structures and Periodic Table</li> <li>• Group 1 Elements</li> <li>• Group 7 Halogens</li> <li>• Explaining Trends</li> </ul>
<b>Term 2 Jan – Mar</b>	<b>Half Term A</b>	<p><b>P1</b></p> <ul style="list-style-type: none"> <li>• Energy stores and transfers</li> <li>• Kinetic and Potential Energy</li> <li>• Power</li> <li>• Efficiency</li> <li>• Conservation of Energy</li> </ul> <p><b>B2</b></p> <ul style="list-style-type: none"> <li>• Cell Division</li> <li>• Growth and Differentiation</li> <li>• Stem Cells</li> <li>• Stem Cell Dilemmas</li> </ul>
	<b>Half Term B</b>	<p><b>B3</b></p> <ul style="list-style-type: none"> <li>• Tissues and Organs</li> <li>• Digestive System</li> <li>• Chemistry of Food</li> <li>• Catalysts and Enzymes</li> <li>• Factors Affecting Digestion</li> </ul>
<b>Term 3 April - July</b>	<b>Half Term A</b>	<p><b>C3</b></p> <ul style="list-style-type: none"> <li>• States of Matter</li> <li>• Atoms into Ions</li> <li>• Ionic Bonding</li> <li>• Covalent Bonding</li> <li>• Structure of Molecules</li> <li>• Fullerenes and Graphene</li> <li>• Metallic Bonding</li> </ul>
	<b>Half Term B</b>	<p><b>P2</b></p> <ul style="list-style-type: none"> <li>• Heat and Conduction</li> <li>• Specific Heat Capacity</li> <li>• Heat and Insulation</li> </ul> <p><b>P3</b></p> <ul style="list-style-type: none"> <li>• Energy Demands</li> <li>• Energy from Wind and Water</li> <li>• Power from Sun and Earth</li> <li>• Energy and the Environment</li> <li>• Big Energy Issues</li> </ul>

### **Subject: Support Studies**

Students attending Thornton College reflect the universality of the Congregation of Jesus and Mary. Many of the girls have different levels of abilities and Support Studies lessons aim to support the needs that girls may have. Girls follow the normal school curriculum and either continue with Support Studies from Year 8 or may be advised to discontinue studying one language in order to develop their broader literacy or basic numeracy skills. Girls join Support Studies on the advice and recommendations of the SENCO.

#### **Aims:**

The aims of this department at Thornton College are;

- to develop literacy skills for use across the curriculum
- to develop strategies to overcome difficulties
- to foster resilience
- to support the students within the curriculum.

#### **Course Content:**

In Year 9 Support Study lessons are time-tabled in place of one foreign language. These girls have two, forty minute lessons per week. During these lessons girls follow an appropriate scheme of work to develop literacy skills to use across all subjects.

The course content is designed to help girls;

- Explain and comment on the structure and organisation of texts including grammatical and presentational features.
- Explain and comment on writers' use of language including grammatical and literary features at word and sentence level
- Identify and comment on writers' purpose and viewpoints and the overall effects of the text on the reader
- In written work ,use varied sentence structure
- Accurately use a thesaurus to develop own writing
- Order work into paragraphs in a coherent order, ensuring the style, form and language used fits the audience and purpose of the task
- Develop effective peer feedback skills
- Identify, practice and use several effective revision methods
- Create an effective revision plan
- Reflect upon the revision strategies used
- Usage of the Lexia Power Up programme to build the higher-order skills girls need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts.