



**CURRICULUM
INFORMATION
2025 / 2026**

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

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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 20th/21st 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: 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.

Subject: Computing

The Computing curriculum at Thornton, following the requirements of the 2014 National Curriculum, encompasses three key areas: Computer Science (CS), Information Technology (IT), and Digital Literacy (DL). The course content is structured to address these areas:

Aims:

For students to:

- understand how computer systems work
- develop skills in programming that can be applied in problem-solving contexts
- build quality digital artefacts using a range of software
- develop an understanding of social, legal and ethical issues related to computing
- become effective, safe and discerning users of a range of computing systems, to understand their place in a digital world

Course Content:

Computer Science (CS):

- Programming and Game Development: Creation of games and interactive projects using Construct 3; development of text-based programming skills in Python.
- Computational Thinking and Real-World Application: Application of programming skills and computational thinking through participation in the Astro-Pi Challenge, where students create programs intended to run on the International Space Station.

Information Technology (IT):

- Digital Learning Environment: Utilisation of Microsoft Teams to facilitate and support digital learning, communication, and collaboration.
- Digital Artefact Creation: Creation of various digital artefacts using Canva and Microsoft Office 365 tools, fostering creativity and digital literacy.
- Appropriate Use of AI: Understanding the appropriate and ethical utilisation of emerging Artificial Intelligence tools, such as Microsoft Copilot.

Digital Literacy (DL):

- Online Safety and Responsible Use: Emphasis on eSafety practices and the responsible navigation of the digital world.

Delivery and Assessment

- Carried out primarily through Teams (the School's Learning Platform) Formative assessment during lessons through observation of progress on school network
- Summative assessment through Firefly tasks, Unit Tests, and End of Year Exam (May)

Subject: Design and Technology

Aims

We wish to encourage children to:

- Identify, investigate and outline design possibilities
- Design and make prototypes that are fit for purpose
- Analyse and evaluate
- Demonstrate and apply knowledge and understanding of relevant specialist techniques and processes

Course Content

- Safety in the work area - the design of a graphical safety image.
- The study of sustainability within the textiles industry and the main methods of recycling - Upcycling an existing textile item into a new product or constructing a textile material from an existing garment. Students will have the opportunity to enter the Young Fashion Designer of the Year competition.
- The design and manufacture of a printed/quilted pouch to hold a book, tablet, phone or pair of glasses.
- The use of a Commercial pattern to produce any of the following – Slippers, hat, bag, pencil case, hair accessories, an item of clothing.
- Woolcraft skills – experimenting with a variety of techniques from – weaving, finger knitting, larger hand formed knitting, crochet etc. – to produce a product

To include:

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

The following processes and relevant tools:

- Marking out/pinning
- Cutting
- Shaping and forming
- Surface decoration - printing, embellishing, use of iron-on vinyl

- Joining methods – stitching, bonding, linking, fusing
- Reinforcing fabric methods – interfacing/wadding
- Use of the sewing machine for straight/zig zag or decorative stitching
- Obtaining a good finish
- Fastenings - zips, buttons, Velcro, laces, hooks
- Components – eyelets, grommets/jewellery findings
- Illustration and writing up of processes used
- Testing and Evaluation of product.

Graphical presentation drawing:

- Orthographic view
- Perspective
- Shading techniques
- CAD – 2D design/Procreate/Design Space.

General design exercises:

- Clothing fabric print - using repeat patterns.
- Fastenings, Educational toy for children.
- Paper sculpture; shoes, bags, 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:

- Storage bucket.
- Tote bag.
- Storage Roll/Wall Holder for Jewellery/Hair Accessories – from quilted and/or printed fabric.
- Three-dimensional Textile storage-holder/container from reinforced fabric. Using hand and machine-embroidery stitching with embellishments.
- Three-dimensional fabric sculpture or Textile flowers.
- Jewellery item.
- Hair accessory - Alice band/hair ornament.

Assessment

Ongoing assessment of key skills is carried out throughout the course.

Grades are awarded for Achievement, Attainment, Progress and Organisation at the end of each half-term period.

An examination paper (in theory and design work) to be taken towards the end of both the Michaelmas and Trinity Terms.

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).
- 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.
- 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.
- 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

- Pupils will study Hansel and Gretel and the style of KneeHigh theatre.
- Scripted work – interpreting texts and understanding how to take them from ‘page to stage’, using naturalistic performance styles and physical theatre.
- Pupils will work in groups to create a performance for one 5-minute extract of the story.
- As part of this unit, pupils will focus on characterisation and proxemics.
- Pupils will be introduced to live theatre.
- How to analyse and evaluate.

Trinity Term

- Pupils will be introduced to Theatre in Education. They will learn the stylistic approach and how to apply it to a performance. Pupils will work together to create meaningful performances where they can include all skills learn this year VEPEG.

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.

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

- 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 *Macbeth*.

Trinity Term

- This term, students will continue their study *Macbeth*, 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, Ukraine, 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 dynamic 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

- How is Asia being transformed? A continental study that draws on much of the physical and human geography studied so far. Application of this knowledge to a selection of diverse Asian countries.
- Can we ever know enough about earthquakes and volcanoes to live safely? Understand tectonic theories, patterns and types of tectonic hazard.

Lent Term

- Can we ever know enough about earthquakes and volcanoes to live safely? An investigation of contrasting hazards to learn how people can prepare and respond to natural disasters.
- What are the challenges and opportunities facing Africa? A continental study which aims to dispel misconceptions by investigating the diversity of Africa, whilst evaluating its challenges and opportunities.

Trinity term

- Climate change and Earth's future. Understand the concepts and patterns of climate change in contrasting regions. Draw on previous study to apply a range of human and physical geographical concepts to investigate the causes, consequences and solutions to climate change.

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:

Our aims in Year 9 history are for students to develop knowledge, skills and historical awareness through activities focused around five assessment objectives:

- Understanding of a wide range of historical concepts, ideas, beliefs and attitudes
- Recall and appropriate selection of details such as dates, individuals, examples and subject specific vocabulary
- Critical evaluation of sources and interpretations
- Analytical explanations of historical events and their impact, linked to a range of second-order concepts such as causation, consequence, change, continuity and significance
- Developing criteria to support judgements

Course Content: The Modern World (c.1914 – the present day)

Michaelmas Term

- The impact of the First World War
- Life in Britain between the wars

Lent Term

- The World's War (including Soldiers of Empire)
- The fall of the British Empire and its significance

Trinity Term

- Britain in the 1960s: A social and political revolution?
- The Holocaust

Assessment:

- End of unit in class assessments
- Homework and class projects
- Formal assessment in line with the whole school

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
- Advice and guidance regarding referrals to outside agencies and reasonable adjustments where necessary
- Screening to help 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 the final term 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

- Indices and standard form
 - Indices
 - Calculations and estimates
 - Standard form
- Expressions and formulae
 - Solving equations
 - Substituting into expressions
 - Writing and rearranging formulae
 - Expanding double brackets
- Dealing with data
 - Planning a survey
 - Collecting data
 - Calculating averages
 - Displaying and analysing data
 - Presenting and comparing data
- Multiplicative reasoning
 - Enlargement
 - Negative and fractional scale factors
 - Percentage change
 - Compound measures
 - Direct and inverse proportion

Lent Term

- Constructions
 - Using scales
 - Basic constructions
 - Constructing triangles
 - Using accurate scale diagrams

- Sequences, inequalities, equations and proportion
 - n th term of arithmetic sequences
 - Non-linear sequences
 - Inequalities
 - Solving equations
 - Proportion
- Circles, Pythagoras and prisms
 - Circumference of a circle
 - Area of a circle
 - Pythagoras' theorem
 - Prisms and cylinders
 - Errors and bounds
- Graphs
 - Using $y = mx + c$
 - More straight-line graphs
 - Simultaneous equations
 - Graphs of quadratic functions
 - More non-linear graphs

Trinity Term

- Probability
 - Mutually exclusive events
 - Experimental and theoretical probability
 - Sample space diagrams
 - Two-way tables
 - Venn diagrams
- Comparing shapes
 - Congruent and similar shapes
 - Ratios in triangles
 - The tangent, sine and cosine ratios
 - Using trigonometry to find angles

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 Term

Course Content

- Shops and clothes
- 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 Term

Course Content

- Countries and languages
- Holidays
- Past holidays
- Holiday destinations
- At the tourist office

Grammar

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

Trinity Term

Course Content

- At the tourist office II
- Favourite things
- Technology

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:

To further develop students' communication in Spanish reading, writing, listening, and speaking in more 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.
- Redraft their writing to improve accuracy and quality.

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- 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 Activities

Describing friends, nationalities, places in town, extended interviews, TV programmes, films, invitations, excuses, likes and dislikes.

Grammar: “me gusta” and infinitives, revision of “hacer”, “salir” “ser”, “tener”, adjectival agreements, the near future tense, revision of “hacer”, “salir” “ser”, “tener”, adjectival agreements future tense, time expressions, comparatives, prepositions,

Lent Term

Topics and Vocabulary

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

Grammar: Preterite tense, using the imperfect and the preterite together, time expressions.

Trinity Term

Topics and Vocabulary

Clothes, school uniform, shops, trips abroad,

Grammar: Further agreements of colour, comparative adjectives, superlative adjectives, the present and near future tenses, “se puede + comprar”,

Assessment

- Vocabulary and grammar tests
- End of unit assessments
- Continuous assessment of all four skills
- 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 GarageBand 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: 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 1st 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.

Trinity Term

Unit 5: Free Composition or Project

- In this Unit, students will either:
 - a) choose to create a research project on an artist, composer or style of music that interests them and present their findings to the class or:
 - b) create a composition of their choice using the techniques that they have learned over KS3. This could be using live instruments, GarageBand or Sibelius. They will perform the finished piece at to the class.

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 that 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
- RSE (Relationships and Sex 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 into 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;

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- to help students maintain physical, mental and emotional health and wellbeing including sexual health;
- 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 responsible involvement;
- to help students develop meaningful relationships with others based on mutual respect and understanding;
- to enable students to deal with risky or negative relationships including all forms of bullying and abuse;
- 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.

Course Content

Michaelmas Term

- Influences and behaviour
- Decisions and choices
- Risk – how to stay safe
- Relationships, sharing of material online
- Careers, GCSE options (using Kudos & Step Ahead Careers Booklet)
- Young people and the Law
- Body image

Lent Term

- Alcohol including risks and the law
- Smoking/vaping
- First Aid course (St John's Young Firstaider Award) - theory element

Trinity Term

- How Laws are made. Parliament, government. Rights and responsibilities
- Impact of the media
- Advertising and marketing (USPs)
- Parenting, marriage, families
- St John's Young Firstaider Award – practical assessment to include CPR & recovery position
- Record of Achievement

Assessments:

Assessment is carried out in a variety of different ways before, during and after each topic as well as the completion of the action plans and reviews within the Key Skills Award. These assessments may be carried out in written or verbal form and help with the monitoring and evaluation of the work completed. The following assessment techniques are used and the feedback is helpful for future planning:

- Reflective reviews
- Confidence checkers
- Baseline assessment
- Self-assessment
- Peer assessment
- Observations
- Feedback to students

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- Quizzes
- Questioning
- Questionnaires/Surveys
- “Before and after” activities
- End of term skills checkers

Differentiation:

- Development tasks are used for each topic. Higher order questions aimed at more able pupils. Less able pupils given more closed questions, thinking time and prompts where necessary. Worksheets are flexible to allow level of detail appropriate to the individual.

The order in which topics are covered may vary and is dictated by certain needs within year groups which may arise. All topics will be covered by the end of the key stage.

RSE

If you would like more information about the content of the RSE 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: Physical Education

Aims:

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

Michaelmas Term

- Health Related Fitness
- Badminton
- Hockey/Netball/Football

Lent Term

- Dance
- Athletics
- Hockey/Netball/Football

Trinity Term

- Athletics
- Sports Leadership
- Cricket/Rounders/Tennis

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.

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 two 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 individual's 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: Religious Education

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.

Michaelmas Term

Creation and Covenant:

- What do the Genesis creation stories teach about human life?
- Why is creation imago Dei important?
- What's the value of morality and freedom?
- What is the sanctity of life?
- What does St Paul teach about the dignity of the human body?
- What is the Sacrament of Matrimony?
- What happens in a Catholic wedding ceremony?
- *Ethical Option: What are the ethical implications of IVF?*
- *Artistic Expression Option: How can art reflect human dignity?*
- *Lived Religion Option: How does the hospice movement support human dignity?*

Prophecy and Promise:

- How can we read the Bible allegorically?
- Who was Hannah?
- Why is Hannah important?
- What is the Magnificat?
- How did holy women keep alive the hope of salvation?
- How is God's choice of Mary important?
- How did Marian dogmas show the importance of Mary?
- What does it mean to say Mary is Ever Virgin?
- How do Marian titles fulfil Mary's prophecy?
- *Ethical Option: How does the Magnificat inspire those who are oppressed?*
- *Artistic Expression Option: How do devotional images show Catholic beliefs about Mary?*
- *Lived Religion Option: How is Josephine Bakhita a woman of the Magnificat?*

Lent Term

Galilee To Jerusalem:

- How does the Gospel of Mark teach about discipleship?
- What does the story of the Rich Young Man teach?
- What are the costs and rewards of discipleship?
- How did the disciples sometimes fail?
- How were women important in Jesus' ministry?
- How did Jesus' female followers demonstrate discipleship?
- What is a vocation?
- What is meant by religious life?
- What is the Sacrament of Holy Orders?
- *Ethical Option: Why are only men ordained as Catholic priests?*
- *Artistic Expression Option: How is the calling of the twelve depicted in art?*
- *Lived Religion Option: What is the role of lay people in the Catholic Church?*

Desert to Garden:

- What was the Temple in Jerusalem?
- What was Herod's Temple?
- Why is the Day of Atonement relevant for Christians?
- Why was Jesus' sacrifice necessary?
- What is redemption?
- What is the New Covenant?
- How is Jesus both High Priest and Temple?
- *Ethical Option: Can all sins be forgiven?*
- *Artistic Expression Option: How does art depict reconciliation?*
- *Lived Religion Option: What is Pax Christi?*

Trinity Term

To the End of the Earth:

- What does the Bible teach about the early Church?
- How is the Church the communion of saints?
- What do Catholics believe about the Church on earth?
- Is the Church on earth holy?
- Who leads the Church on earth?
- What do Catholics believe about the Church in heaven?
- What do Catholics believe about the Church being purified?
- How do Catholics show devotion to saints and angels in the liturgy?
- How do Catholics show devotion to saints and angels in prayer?
- *Ethical Option: Should Catholics use shrines and relics in worship?*
- *Artistic Expression Option: How are saints represented in art?*
- *Lived Religion Option: How do Catholics around the world show devotion to Mary?*

Dialogue and Encounter:

- What does *Meeting God in Friend and Stranger* teach?
- What does a commitment to the common good mean?
- How does CSAN support respect for the person?
- How does SVP support social wellbeing and development of society?
- How does CAFOD work for peace and security?

Assessment

- End of unit assessments and self-assessments.

Subject: Science – Year 9

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

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

1. For students to learn initial GCSE level scientific knowledge in order achieve the best possible grade for their chosen GCSE route.
2. For students to complete the required practical work, as part of a broader practical scheme of work, to help them to achieve the best possible GCSE grade.
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 several foundation 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.

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

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

Subject: Support Studies

Students attending Thornton College reflect the universality of the Congregation of Jesus and Mary. Many of the students have different levels of abilities and Support Studies lessons aim to support the needs that girls may have. Students follow the normal school curriculum and either continue with Support Studies from Year 8 or may be advised to discontinue studying one language to develop their broader literacy or basic numeracy skills. Students 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 modern foreign language. These students have three, forty-minute lessons per week. During these lessons, students follow an appropriate scheme of work to develop literacy skills to help access to 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.
- Develop skills in using the "Point Explain Evidence" structure in comprehension tasks.
- 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.