

JAMES ALLEN'S GIRLS' SCHOOL

Year 9 Curriculum Outline

(N.B. All periods are 35 minutes long, although some subjects are taught in double periods.)

Art

A double period weekly; girls are taught in half-class groups.

The first three years are very important; they are arranged as a programme of integrated learning that will equip pupils for the GCSE course. All work in the department starts with observation. The department believes that drawing is the foundation of all Art, drawing to observe, invent, express, explore and investigate. Pupils are taught to research, develop and evaluate ideas; most projects result in a final piece. All pupils are introduced to a wide range of art, artists and cultures. The full syllabus for Years 7, 8 and 9 can be viewed on the department's Web page, within the school's website. In Year 9 pupils investigate the aesthetic/formal elements: Line, Shape, Tone, Colour, Form, Pattern and Texture. The aim of the course is to provide pupils with an understanding of the visual language. Projects may be resourced by staff or by the pupils. Disciplines taught could include: printmaking, sculpture, textiles, ICT and painting.

Drama

A single period weekly.

In Years 7, 8 and 9 our aim is to enable pupils to: develop key skills in creativity, self-confidence, concentration and communication; interpret text and themes and give them dramatic form; explore theatre styles of different periods and cultures; identify issues and principles, make decisions and explore them throughout the process; work in groups of different sizes; take responsibility for development, building on one other's contributions; write and design; evaluate work in progress and finished pieces with sensitivity and understanding.

In Year 9 pupils are encouraged to take greater responsibility for their learning. Noel Coward's writing in Britain in the early 20th century is compared with theatre in Europe and in America; the approaches of Brecht may be applied to *Oh, What a Lovely War!* and of Stanislavski to *My Mother Said I Never Should*. Open-ended writing and non-verbal communication for example, in the comedy of Dario Fo, is explored. In visualising text into performance, we also support the work of English department in their teaching, for example, in 'The Crucible'.

English

Four periods each week

Most projects are not fixed to specific terms so that resources can be shared and new ideas can be created. A variety of reading and writing is done, including reading and responding to non-literary material in preparation for GCSE. All girls study a Shakespeare play. Other work which is undertaken during the course of the year includes the reading of at least one 20th Century novel, the study of war poetry, the study of poems written since 1914 and a 20th Century play is read, usually in the Summer Term. Novels may be chosen from the works of Orwell, Steinbeck, Harper Lee, Golding, Conrad, Greene, Hines, Forster and du Maurier.

Oral activities take place throughout the year and girls are prepared for the school debating competition.

French

Three periods weekly; girls are taught in six groups, rather than whole classes.

The four skills – Speaking, Listening, Reading and Writing – are given equal emphasis. The textbook used is *Encore Tricolore 3 Nouvelle edition* (+ additional materials). The course is arranged as follows:

Autumn Term - *Topics:* Paris and getting around, daily life, relationships, pocket money, looking back at the past, the Impressionists, food and diets, activity holidays, accidents, telephoning. *Grammar:*

consolidation and extension of Passé composé, extension of reflexive verbs, additional negatives, the Imperfect, using tenses together, direct object pronouns, adverbs.

Spring Term - *Topics:* New Year resolutions and the future, future plans – holidays and school careers, weather forecasts, environmental issues, Quebec and la Francophonie, le verlan. *Grammar:* Future tense, reported speech, superlatives, indirect object pronouns.

Summer Term – *Topics:* Cycling, French highway code, hotels, holidays and holiday problems. *Grammar:* Using all the tenses together, Je viens de, savoir/pouvoir usage, qui/que.

Geography

Two periods weekly.

The syllabus is divided into two distinct parts. The first part deals with the structure of the earth, plate tectonics, earthquakes and volcanoes and their associated hazards. This topic concludes with a visit to the Natural History Museum. The global distribution of these events provides a linking theme into the second part which deals with development and underdevelopment. One of the great issues of our time has to be the discrepancy in wealth, quality of life and opportunity that exists between the relatively small numbers in MEDCs and the thousands of millions of people in LEDCs who still do not enjoy the basic necessities of life and who, in many cases, have little prospect of doing so in the near future. These issues are introduced by means of a comparison between the quality of life of women in Nepal, Kenya and the mothers of the girls themselves. In the age of globalisation, an informed and sympathetic understanding of such issues is essential.

History

Three periods weekly.

The following topics are covered: 20th century conflicts- World War I and World War II and America 1919 –41.

In addition, we organize a three day trip to the First World War battlefields in June each year.

Latin/Classical Civilisation

Three periods weekly; girls are grouped according to speed of reading and facility with grammar into broad bands for Latin (two parallel upper sets, two middle). There is also a fifth group studying a non-linguistic course in Classical Civilization.

In Latin we continue to follow the Cambridge Latin Course. Unit II stages 17-20 and Unit III stages 21-23 are covered in Year 9. The background material focuses on Greek and Roman science in Roman Alexandria, Romano-British Bath and Roman religion.

Those studying Classical Civilisation are introduced to the legends and culture of the ancient world through the study of literature in translation and its reception. Topics are based around three themes: Great love affairs of the ancient world; the Trojan-Roman legends; Roman dress.

Mathematics

Five periods each week; girls are divided into two broad bands across the year, with two upper sets and three middle sets.

The topics studied this year will broadly fall into these headings:

Review of area and volume, further equations and inequalities, locus and construction, further statistics, approximation, compound measures, calculation and efficient use of the calculator, similar and congruent shapes, trigonometry, graphs and co-ordinates, further algebra, further probability, indices and standard form, recognising and drawing curved graphs, quadratic sequences, statistical calculations, inequalities with two variables, dimensional analysis.

Languages - Second Language Option

Chosen earlier from German, Italian, Russian or Spanish. Three periods each week.

• **German**

The textbook is *Klasse 2* which comes with cassettes and a pupil's workbook. In the Autumn Term we begin with holidays, Unit 1. This is then followed by daily routine and pocket money. In Unit 3 girls are

taught to speak about personal relationships and people's personalities. The next topic is fashion, Unit 4. In the Spring Term pupils learn talking about a party, presents and German festivals. In Unit 6 they learn more about life in a city, including lost property and in Unit 7 we compare life in a city and in the country and we also talk about environmental issues. In the Summer Term we deal with health, fitness and illnesses in Unit 8 and finally with the future tense and jobs in Unit 9.

- **Italian**

Textbook: *Amici* by Carole Shepherd and Derek Aust, Oxford University Press, 2004 (+ additional materials)

The course will build on foundation established in Year 8. It will widen the range of structures and vocabulary – pupils will acquire confident manipulation of the language in speaking as well as in writing. *Topics:* Your home town and area; describing your house outside/inside; where things are. What you do every day, times of the day; jobs about the house. Setting the table and mealtimes. The school system in Italy. Your school: a typical day, timetables. Opinions about subjects and teachers; extra-curricular activities. Hope and plans for the future. Find out information about bus, train and tram departures; by tickets. Ask for directions; say where places are. Ask for information at a tourist office, request brochures and leaflets. Describe a past holiday.

Grammar: Use the possessives, *vorrei, ho intenzione di, spero di* constructions for implied future. Imperative; comparison of adjectives. Perfect tense.

- **Russian**

Further study of the language and culture. Topics include: Free time (regular verbs); clothes and colours (adjectives); appearance and jobs; house and daily routine (irregular verbs + reflexive verbs); holidays (past tense); health and welfare; arranging to meet.

- **Spanish**

In Year 9 students consolidate previous knowledge and learn to describe events in the past and future tenses with more sophisticated language.

Topics covered are: daily routine, their house, friends, helping at home, pocket money, directions, buying food and clothes, traditions in Spain, transport and travel, healthy living/lifestyle, how to talk about the weather.

Music

A double period weekly; music is taught to half-class groups.

Music is taught through projects which each last for half a term. Lessons involve a mixture of practical work, listening and appraisal and music technology. Girls are introduced to music from all around the world. The programme is as follows:

Autumn Term – composing pop songs using acoustic instruments and the computer programme 'Cubase'.

Spring Term – composing original film music using Cubase and film clips, followed by Avant-Garde music listening and composition project.

Summer Term - Form Song Competition preparation and performance. Video review of competition, then end of term project on radio commercials.

Physical Education

Four periods each week.

In Year 9 the girls follow almost the same curriculum as in Years 7 and 8 to promote continuity and to allow them to achieve in a range of activities, the only exception is that football replaces gym in Year 9. The main winter curricular activities are: hockey, netball, swimming, football and dance and the main summer curricular activities are: tennis, athletics, and rounders. Extra-curricular activities take place before and after school and during the lunchtimes. These include all the above curricular activities and the following extra activities: football, fencing, cross

country, tag rugby, karate, trampolining and fitness. We run an extensive fixture programme competing against local schools and enter local, county and national competitions in a number of sports.

Religious Studies

Two periods each week.

Girls will examine issues of topical interest, relating to the year's major religions. These *might* include some of the following, but the list is not prescriptive.

- Non-violence and the effect of Gandhi and reincarnation
- Jihad, the role of women and Islamophobia
- The Jewish covenant, Holocaust and problem of peace in Israel
- The Christian message and teaching, the attitude of the Church to the role of women, fighting for justice and homosexuality
- Buddhist ethics and the role of the Dalai Lama

The year 9 textbook is *Religions in the World*, although a vast and diverse range of topical material is used in order to make pupils fully aware that religion is a relevant and dynamic world phenomenon.

Science

The three sciences are taught separately in Year 9 by specialist teachers, three periods for each subject every week.

The girls conclude the 'Thinking through Science' course from 7 and 8 and begin study for AQA GCSE Course.. The course is aimed at the higher ability band of pupils and it encourages them to think and articulate their thinking in a challenging but supportive environment. It aims to develop the thinking skills and reflective abilities, which are so important in shaping an understanding of Science. The individual Science subject topics are taught by specialists within the appropriate subject area

The course fulfils all the requirements of the National Curriculum for Key Stage Three and begins preparation for GCSE.

• **Biology**

Topic 1	Fitness and health
Topic 2	The environment
Topic 3	Green Plants as Organisms: Photosynthesis, Transport of water
Topic 4	Variation, Classification and Inheritance
Topic 5	Revision of Feeding Relationships, Classification, Cells and Reproduction
Topic 6	Revision of Food and Digestion, Sight and Hearing, Respiration, Microbes and Disease and Ecology

• **Chemistry**

Topic 1	Rocks and building
Topic 2	Rocks and metals
Topic 3	Crude oil
Topic 4	Products from oil
Topic 5	Plant oils
Topic 6	The changing world – earth and atmosphere

• **Physics**

Topic 1	Pressure and moments
Topic 2	Energy and electricity
Topic 3	Forces and acceleration

Technology

Two periods each week; taught in half class groups.

Girls are encouraged, nurtured and taught to become autonomous, creative, innovative and independent problem solvers.

They design and make a chair from a limited range of materials, use Solidworks 3D CAD to model and simulate a design for a product which is then printed in 3D using Rapid Prototyping. They design and make a pewter casting and they use PIC Control technology to program integrated circuit chips. On Enterprise Day girls receive training from a range of visiting speakers and in house 'experts' to work in teams, to act as 'Dragons' or 'Apprentices' to design, make and market and present commercially viable products.

As in Years 7 and 8 the use of written and drawn specifications and ongoing review and evaluation of work is a key component to this course.

PSHCE

PSHCE topics are covered both in sessions with specialist speakers and in the regular twice-weekly tutorial time with form tutors.

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