



OXFORD
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

YEAR 9 CURRICULUM 2020-2021



ANCIENT GREEK

The girls will be embarking on their second year of Greek and as such we have devised a new course which will give them a thorough grounding not only in the language but also in the civilisation and literature of the ancient Greeks.

There will be three elements to the Year 9 Greek course:

- 1) Language
- 2) Literature
- 3) Civilisation

Language

The Year 9 course will build on the girls' knowledge of the Ancient Greek language and the sense of the cultural significance of the Ancient Greeks from the Year 8 Gratin course. Girls will subsequently be able to study Greek for GCSE with confidence.

Noun declensions and verb tenses will be presented logically, being introduced first in reading passages and then practised in exercises. We will translate from Greek to English with some translation from English into Greek, and girls will learn traditional grammar tables with care. We will emphasise the importance of reading aloud and discuss the presence of Greek in English. By the end of Year 9 the girls will have covered the majority of the structural Greek grammar needed for GCSE.

Girls who choose Greek will develop greater linguistic awareness and the ability to think logically and decode complicated structures. Focusing on authors' styles and the emphatic position of words in sentences will not only prepare girls for GCSE Greek but develop close reading and analytical skills. We will use Taylor's Greek to GCSE Book II which also gives the opportunity to learn about Greek history through stories in ancient Greek.

Literature

The girls will study some of the most important works of Western Literature in English translation. We will read selections from Homer's *Odyssey* and a number of Greek plays including Sophocles' *Oedipus Tyrannus* and Aristophanes' *Frogs*. This will give the girls all the background they need to start their GCSE texts in Year 10 and will provide them with a superb insight into Greek literature.

Civilisation:

The girls will learn about entertainment in the Greek world, focusing on the Olympics and Greek theatre and we will study the art and architecture of the Greeks. This will give the girls an in-depth knowledge of the ancient world and an opportunity to research key aspects of the way the ancient Greeks lived.

In Year 9 we will be going on a number of trips including the British Museum, Greek plays in Cambridge and London and, of course, the Ashmolean. We will also enter the

Oxfordshire Classical Reading Competition and the Cambridge University Ancient World Video Competition. Girls will gain a deeper understanding of the classical world through visiting speakers and lectures. The biennial Classics trip to Italy/Sicily will be open to those studying Greek.

ART, CRAFT AND DESIGN

In Years 7, 8 and 9 girls will have the opportunity to think and act as artists, crafts people, and designers, working creatively and intelligently. The curriculum at KS3 is constantly evolving and developing to meet the needs of learners in a dynamic and changing world. The units of work that both open the minds of students to the potential of the subject and encourage them to become curious learners. The breadth of study will ensure those pursuing Art and Design to KS4 and beyond have learnt the key concepts, processes and skills central the subject. The curriculum is designed to mirror the creative journey taken in projects on the GCSE and GCE Art, Craft and Design courses. Those not pursuing Art to KS4 will be able to apply the transferable skills learnt in Art across the curriculum, these include: drawing, creative problem solving, critical thinking, personal learning and thinking skills, research, investigative skills and analysis.

In Year 9 students will continue to work in two dimensions and three dimensions, naturally building on the skills acquired in Years 7 and 8. Work will be theme-based and students will be expected to work from direct observation and imagination to research and develop their own ideas for work. There will be an expectation to work more independently of project work with more flexibility offered on the range of outcomes. When embarking on their studies, students will need to take in to consideration the formal elements of Art and Design. These are line, tone, colour, shape, form, space and texture.

Students will study 20th and 21st century art and work from different cultures as well as work by different Artists relating to their own practice. Critical studies will be completed for homework. Students will choose a piece of appropriate Artwork, make some practical deconstructions and find out information about the Artist. They will also analyse the piece of work, making their own judgements about the Artists' use of formal elements and explaining how it relates to their own study. Other homework tasks will involve sketchbook work that will support the development of their sustained pieces.

There is an increased emphasis on independent decision-making and students will be encouraged to evaluate their own work in progress and make informed judgments about the success and purpose of their work. The course for this year will prepare students for GCSE in Art and Design and will include the following transferrable skills; creative problem solving, critical thinking, personal learning and thinking skills, research, investigative skills and analysis

BIOLOGY

In Year 9 Biology is taught as a separate science by specialist Biology teachers. We teach in well-equipped laboratories where the emphasis is on problem solving investigative practical work which provides the context for the theory that follows.

Girls acquire skills in microscopy, micro-Biology, wet practical work, dissection, observation, experimental design, data interpretation and research. Direct teaching is supported by excellent facilities, including computer simulations of important concepts and processes, and an impressive arsenal of Biological models.

Although we cover some important aspects of the iGCSE syllabus in Year 9, the aim is to train girls in key skills and concepts that will support their Biological studies throughout their time at OHS. The course is fast paced, exciting and stimulating, and girls are encouraged to “learn by doing.”

Students study Biology for their Edexcel iGCSE. Subsequent uptake of Biology at A-level in recent years has been extremely good, with over half the year group choosing AS Biology in Year 12.

Topics covered include:

- Cell Biology and Diffusion
- The Respiratory System
- Enzymes
- The Digestive System
- Sexual Reproduction in Flowering Plants
- Transport in Plants
- Ecology

We set homework every week and try to keep it varied and interesting, while making sure that it supports and extends the work done in class. There are also regular progress tests so that we can monitor how effective the teaching and learning is.

“Learning such an exhilarating subject in such a friendly environment has been nothing but fantastic.”

CAREERS

The aim of the Careers Department is to open the students’ eyes to the possibilities of how they can shape their working lives to be fulfilling ones in which their own values form the bedrock of decision-making. We will enrich their knowledge of patterns of work now and in the future so they can respond flexibly and imaginatively to the demands of the twenty-first century. They will take part in an environmental

enterprise day. The focus of the Year 9 programme is Getting Ready for your Working Life. This includes reflection on Fast Tomato, an online careers program that opens up possible occupations to explore and a day at work with a parent or family friend.

Careers Entitlement Statement

All girls at Oxford High School will:

Take part in a careers programme in Years 7 to 13 that helps them to

- ◆ Understand their education, future training and employment, and other progression opportunities
- ◆ Develop the skills that they need to plan and manage their own personal development and progression
- ◆ Access relevant information and learning from taster activities and experience of work
- ◆ Make, where appropriate, progression plans to help them improve their prospects of success
- ◆ Offer feedback and ideas on how to improve the careers programme

Have access to, and support with using careers information that is

- ◆ Easy to find and available on the careers page of Firefly and the School's website
- ◆ Comprehensive and appropriate to their needs
- ◆ Unbiased and up-to-date
- ◆ Obtain careers guidance that is
- ◆ Impartial
- ◆ Confidential
- ◆ Focused on individual needs and fit for purpose
- ◆ Supportive of equal opportunities
- ◆ Provided by people with relevant training and expertise

All parents and carers can expect to

- ◆ Be able to make an appointment with a member of staff, including the Head of Careers, to discuss your daughter's progress and future prospects
- ◆ Have access to tutors, teachers and Head of Careers at designated parents' evenings and at any other time via email on careers@oxf.gdst.net
- ◆ Be able to look into schemes of work and careers activities, information and resources, using and contributing to them if you wish
- ◆ Receive invitations to take part in careers and information events – specifically input to careers/subject lunches
- ◆ Have the opportunity to share in the careers programme with you daughter and to comment on the usefulness of the programme for your daughter and to make suggestions as to how it could be improved

During Year 9 at Oxford High School your daughter will be provided with

- ◆ Guidance about using the Careers Centre and how to use 'Fast Tomato' as part of Unifrog
- ◆ Careers time in PSHCE to create a personalised logbook which she can access via google classroom at any point between Year 9 and 13.
- ◆ Careers time in PSHCE to help her with her choice of GCSE subjects and with support from Dr Strobel and her form tutor
- ◆ The opportunity for your daughter to participate in our 'Take your daughter to work Day' in the summer term
- ◆ Time to discuss her plans with her Form Tutor and/or subject teacher and/or Head of Careers
- ◆ Opportunities to discuss careers with specialists at the Careers Event in February
- ◆ The chance to take part in our Enterprise Day
- ◆ To give feedback to Dr Strobel on all our events and activities, suggesting events she would like to take part in.

This will help your daughter to learn

- ◆ About herself
- ◆ About opportunities in school and beyond
- ◆ About how to make decisions wisely.

CHEMISTRY

In Year 9 students will begin their Edexcel International GCSE Chemistry course (Code 4CH1) which will ultimately result in an IGCSE Chemistry qualification and be examined in June 2023. The students will find the course stimulating, challenging and hopefully very enjoyable with lots of practical work. By the end of Year 9 most students will carry on with this course but there will also be the opportunity for students to opt for a 'double award' course which covers less content (Edexcel International GCSE Double Award Code 4SDO).

It is important that all work, notes and experimental sheets are filed away carefully as the work will ultimately be examined at the end of year 11 in their final exams. The students will sit 2 papers, one worth 110 marks (2 hours; worth 61.1% of the total international GCSE) and one worth 70 marks (1 hour and 15 minutes; worth 38.9% of the total international GCSE). There is no practical coursework component but questions will be based on their experimental work involving skills, analysis and the evaluation of methods examined within the papers. At the end of year 9 students will have a summer exam paper (of one hour) testing their knowledge and understanding of the subject and this will consist of some past paper questions.

More specifically, the students will have lots of opportunity to do many experiments, make observations and improve their understanding of how practical work links with the theory. In general, the experimental skills introduced in Years 7 and 8 are revised and extended by widening the experimental tasks and making them more open-ended. Students are encouraged to analyse, evaluate, draw conclusions and explain their ideas whenever possible.

Overall, either of the courses represents an excellent background to the study of Chemistry at A-level.

Content

The topics covered in Year 9 are likely to include

- The Fundamental Ideas in Chemistry including Matter and diffusion.
- Elements, compounds, mixtures and separation techniques.
- Atomic structure, bonding and the Periodic table
- Metals and the Activity Series
- Structure of Giant and molecular substances
- Gases in the atmosphere

Student Textbook/Support Material:

'Edexcel IGCSE Chemistry' (ISBN 978 0 435185 16 9)

COMPUTER SCIENCE

At the heart of the Computer Science course is computational thinking – developing the ability to break down problems and express solutions in a way that can be solved by a computer. Girls will extend their skills and knowledge in programming to solve problems in a variety of contexts. The course will include:

- An introduction to computer hardware
- Binary representation of data and binary calculations
- Circus of project challenges (using various hardware attached to a Microbit)
- Developing simulations within a virtual world

Alongside this they will continue to develop the more generic digital literacy and IT skills that are of value across the curriculum.

DRAMA

In Year 9 performance skills are refined and extended, developing further their experience of a range of styles and genres. There are workshop lessons covering:

- range of performance skills
- further work based on a leading practitioner or company, for example Stanislavski and Frantic Assembly
- Students have the opportunity to explore technical and design theatre, with workshops on set and costume design and develop their interest in either design or performance as part of a mock company.
- Students are encouraged to present performance work to their peers in 'pop up theatre and other contexts.

Speech and Drama classes

For girls wishing to focus particularly on voice and speech, Oxford High School offers co-curricular speech and drama lessons where, working in small groups, they are prepared for the Trinity College graded examinations. They perform different genres of theatre, and develop poise and self-confidence. Application forms with full details may be obtained from the Admissions Office.

ENGLISH

English in Year 9 continues to build on the variety of experiences, texts and written skills developed in Years 7 and 8, while also anticipating the progression to GCSE in Year 10 and beyond. The study of literature continues to be central and, as well as encountering ambitious and intriguing texts from the English literary canon, your daughter will explore material generated by the increasingly complex world she experiences through films and the media. She will continue to develop her own writing in different forms, and we will guide her in finding her own voice when writing and speaking for different audiences and purposes.

To give your daughter confidence and practice in working efficiently to time, over the course of the year we do set some assignments to be completed in class, under controlled conditions. These help her to view such tasks as practical exercises rather than daunting 'tests', and enable us to support her in finding effective strategies that suit her ways of working and thinking.

We have a wide range of texts for study in Year 9, but she can expect to explore stimulating prose, both literary and non-fiction, poetry and drama. Shakespearean drama presents tremendous opportunities for this year group to discuss issues ranging from young love and relationships, through illusion and reality, to sectarian divides. We experiment actively with varied interpretations and compare film versions. Through the study of *The Catcher in the Rye* or *Curious Incident of the Dog in the Night-time*, we might explore the way writers present adolescence, and create distinctive and engaging narrators. By exploring, for example, the representation of children and women in advertising, she will learn to be a discerning viewer and reader and to become alert to implied as well as explicit meanings.

Students will also enjoy the Sense of Place trip in the summer term, when classes are taken out to enjoy creative writing, inspired by the extraordinary beauty and atmosphere of Oxford.

The drafting book continues to be a vital tool for planning, drafting and editing; your daughter takes responsibility for keeping her blue book of notes and marked work in good order.

FRENCH

Textbooks: *Studio 2 Rouge (higher) + Studio 3 Rouge (higher)*

The main aim at this stage is to continue to equip pupils with the language skills which will be helpful on a visit to France. This year, the topics will be related to the life of a teenager, from their social life, to their health and projects for the future.

As in Year 8, equal emphasis will be placed upon developing skills in both the spoken and written language. The present and passé composé tenses will be revised and the future and the imperfect will be introduced. By the end of this year, it is hoped that pupils will be beginning to vary their use of these tenses appropriately both in speech and writing when dealing with subjects such as daily life at home and at school, leisure activities, weather, etc.

GEOGRAPHY

We aim to develop further and extend the range of skills learned in Years 7 and 8 and lead into the GCSE course. These include map reading and methods of evidence collection, presentation and analysis. Decision-making skills are practised and ICT is applied where appropriate. Students will engage with different Geographical Information Systems.

Our approach is enquiry based. We seek the answers to geographical questions posed by the topics covered and use a variety of different sources to help us.

In response to our new Geography AQA specification, Year 9 now forms the foundation year of the GCSE syllabus.

The Year 9 course

- Plate Tectonics: the study of the large-scale forces affecting the structure of the Earth's surface, the resulting landforms and associated hazards of volcanic eruptions, earthquakes, and tsunamis. This is supported by a trip to the Natural History Museum in London.
- Weather hazards: global atmospheric circulation and tropical storms

- Living World: the overlap between Geography and Biology through rainforest and desert ecosystems

In the autumn we visit the Earth Galleries and Ecology section of the Natural History Museum in London to further our understanding of Plate Tectonics and Ecosystems.

Text book: AQA GCSE (9-1). Hodder Education. Widdowson et al.

GERMAN

The main purpose of learning German, as with any foreign language, is to be able to communicate effectively with the native speakers of that language. In Year 9 the emphasis is on practical communication. There is much oral and listening work, and learning to read and write German is also very important. During the course the girls gain an insight into the culture and civilisation of Germany. The first two years of the course enable girls to get by in German; the IGCSE course builds upon this.

Textbook: *Echo 2 Express*

Topics: Talking about holidays; going shopping for clothes and food; clubs; health; out and about in town; an exchange with a school in Germany.

Grammar: The perfect tense; use of negatives; prepositions with accusative/dative; basic adjective agreement; the imperative; subordinating conjunctions ; more advanced word order.

There is an annual visit from the theatre group Onatti, who perform an entertaining play in the language. We participate in the events organised by the Oxford German Network; for example, the annual Oxford German Olympiad and the Christmas Biscuit baking Competition!

We have a very successful exchange programme with a school in Munich, and girls in year 9 are very welcome to participate.

HISTORY

Skills

We aim to hone the skills which girls have acquired in Years 7 and 8, helping them to produce well-argued and organised essays, to analyse and evaluate source materials, and to produce well-researched and clearly laid out notes. Students will be familiar with many of the skills required at GCSE level by the end of Year 9.

Content

The focus of the Year 9 History course is the Industrial Revolution and twentieth century British and European history. The topics will include the changes brought about by the Industrial Revolution, living and working conditions in the nineteenth century, the struggle for women's suffrage, the causes and course of the First World War, the Treaty of Versailles, the rise of the dictators in the inter-war period and the causes and course of the Second World War.

Textbooks

Colin Shephard, Andy Reid and Keith Shephard, *Peace & War*

These are supplemented by a variety of other books; film and interactive resources are also used, and use of the School Library is encouraged.

LATIN

The girls will be embarking on their third year of Latin and as such we have devised a new course which will give them a thorough grounding not only in the language but also in the civilisation and literature of the Romans.

There will be three elements to the Year 9 Latin course:

- 1) Language
- 2) Literature
- 3) Civilisation

Language:

By the end of Year 9 girls will have met all the structural grammar of the language and will have covered all the vocabulary needed for GCSE. The principal activity will be translating from Latin to English with supporting exercises to consolidate understanding of grammar. We will encourage reading aloud and highlight the derivations of English and other modern languages.

Girls who choose Latin will develop greater linguistic awareness and the ability to think logically and decode complicated structures. Focusing on authors' styles and the emphatic position of words in sentences will not only prepare girls for GCSE Latin but develop close reading and analytical skills. We will use Taylor's Latin to GCSE Book II which also gives the opportunity to learn about Roman history through Latin stories.

Literature:

The girls will study some of the most important works of Western Literature in English translation. We will read selections from Virgil's Aeneid and Ovid's Metamorphoses. This will give the girls all the background they need to start their GCSE texts in Year 10 and will provide them with a superb insight into Latin literature.

Civilisation:

The girls will learn about entertainment in the Roman world and we will study the art and architecture of the Romans. This will give the girls an in-depth knowledge of the ancient world and an opportunity to research key aspects of the way the Romans lived.

In Year 9 we will be going on a number of trips including the spa town of Aquae Sulis, modern day Bath, and the Ashmolean. We will also enter the Oxfordshire Classical Reading Competition and the Cambridge University Ancient World Video Competition. Girls will gain a deeper understanding of the classical world through visiting speakers and lectures. There will also be the opportunity to go on the biennial Classical trip to Italy/Sicily.

MANDARIN CHINESE

The aim for Year 9 is to allow the girls:

- to develop Chinese language skills and gain cultural background knowledge to communicate effectively in China, or when in contact with Chinese speakers;
- to develop and practise their language skills by listening, speaking, reading and writing and to gain an awareness and understanding of the culture and the country;
- to use a sufficient range of structure and vocabulary to show linguistic flexibility to deal with predictable or unpredictable situations;
- to study vocabulary, grammar, spelling and pronunciation to develop Chinese language skills to an intermediate level.

The textbook is Chinese GCSE Book Two, which is also called Chinese for Secondary School in Chinese. They are a series of books which is recommended by the British Council and Edexcel. The Chinese GCSE has multimedia CD-ROMs with lively animation, videos that depict real-life situations, fun and motivating games. The girls have three learning sessions per week which includes one ICT session every month. A residential trip to China is usually offered at this stage.

MATHEMATICS

In Year 9 we begin the Edexcel IGCSE Mathematics A (4MA1) course. By allowing three years to cover the syllabus we have more time to reinforce the girls' understanding at the same time as broadening their perspective and introducing them to new and increasingly complex concepts. They will encounter a wide range of techniques which they can use to solve progressively more challenging problems, with emphasis placed on the ability to solve these non-routine problems by breaking them down into a

series of simpler stages. We will also spend time thinking about how to choose the most appropriate methods, the accurate use of symbols and language, and how to present clearly reasoned solutions.

Lessons in Year 9 continue to be based around the six core areas (number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics) with the additional aim of familiarising the girls with the specific demands of their IGCSE. The course is assessed by two equally weighted two-hour papers at the end of Year 11, both of which cover the whole syllabus. There is no coursework assessment.

Whilst there is a continued emphasis on the need to be able to perform written and mental calculations effectively, many of the topics now depend on the use of a scientific calculator and so it is vital students have one with them in all lessons.

MINDFULNESS

Within the Circus Programme, all Year 9 students will be taught the **Mindfulness in Schools Project (MiSP)**. This programme was established by teachers from amongst the country's most successful schools and its aims are to improve the lives of children by making a genuine, positive difference to their mental health and wellbeing. Over the academic year, we will teach the MiSP .b Programme. The .b (pronounced dot-b) stands for 'stop and be', a simple practice at the heart of this course. In each .b lesson students will cover the following, and more:

'Playing' attention

Introduces students to this thing we call our '**attention**' which, like a puppy, needs to be trained.

Taming the animal mind

Explores different mind states and teaches that 'anchoring' attention in the body, alongside the cultivation of curiosity and kindness, can be calming and nourishing.

Recognising worry

Explains the tricks our mind plays that lead to stress and anxiety, and gives us techniques to deal with them.

Being here now

Comes to the heart of mindfulness and teaches us how to respond, rather than react, to whatever happens in our lives.

Stepping back

Offers us a new way of relating to our thoughts. We do not have to let them carry us away to places we would rather not be.

Taking in the good

Focuses on gratitude and the 'heartfulness' of taking in and savouring what is 'good' in life.

Mindfulness .b aims to help young people:

- To experience greater well-being e.g. feel happier, calmer and more fulfilled
- To fulfil their potential and pursue their own goals e.g. be more creative, more relaxed, academically and personally
- To improve their concentration and focus, in classes, in exams and tests, on the sports field, when playing games, when paying attention and listening to others
- To work with difficult mental states such as depressive, ruminative and anxious thoughts and low moods
- To cope with the everyday stresses and strains of adolescent life such as exams, relationships, sleep problems and family issues.

MUSIC

Music in Year 9 is an option choice; we assume that girls who choose Music will be interested in the subject, but interest in Music can take many forms, and a typical Year 9 class will contain a wide range of musical interests and levels of performing skill. Some girls who opt for Music as part of their academic curriculum will also have a high level of performing skill, and will have lessons on one or more instruments; however, this is not a prerequisite for success in Year 9 Music. Lessons regularly involve playing and singing, and pupils are encouraged to bring their own instruments to lessons. Performing activities are differentiated to suit pupils' different levels of instrumental skill

As in Year 8, the curriculum is organised around style-based topics. The topics have links to material covered on the GCSE syllabus, and is designed to lay a foundation for success in GCSE Music. However, we do not start to cover the GCSE syllabus itself in Year 9. Topics covered in Year 9 include Baroque Music/Ground bass, Opera and Musical Theatre, Fusions, Popular music in the 1960s, and 20th Century Experiments in Composition. Pupils will also carry out their own research project on a composer of their choice, and will compose an individual piece to a brief of their own creation.

Co-curricular groups: we encourage all pupils to take part in these. They include Senior Choir (for all girls in Years 9-13, no auditions), Chamber Choir (auditioned, Years 7-9), LSO (Lower School Orchestra - for girls in Year 7-9 who play an orchestral instrument to approximately grade 3 standard or above), and Wind Band (all wind, brass and percussion players in Year 7-9), and chamber groups. The most advanced pupils may also be invited to join senior groups. These include Senior Orchestra (minimum standard Grade 5 - 6 on most instruments, but it may be higher on some

wind and brass instruments), and String Orchestra (minimum standard Grade 6-7). Details of all these will be advertised at the start of the year.

Associated Board examinations take place every term; all but the theory exam in the summer (which is always on a Saturday) take place in school. Entry forms are available from the document wallet outside the Music Office at the beginning of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including parents' signature to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

This weekly session follows a balanced programme including discussions led by Form Tutors and the School Nurse.

The PSHCE programme in Year 9 includes:

Anti-Bullying	Health Living Day
Being British: Tolerance	- Alcohol and Drugs/Relationships
Body Image	Having Fun and Staying Safe
Equal Opportunities	Money Matters
Gender	News, Current Affairs and Bias
Healthy/Non-Healthy Relationships	Study Skills and Wellbeing

All Year 9 girls are expected to participate in our 'Take Our Daughters to Work Day' which is usually in the spring term, as part of the Careers programme; personal money management is covered as a topic alongside this; there is also an all-day event on Social Enterprise with Bright Green Dragons

We hold a Year 9 Healthy Living Day with a range of outside specialists. Here the Relationships and Sex Education programme considers the pleasures and problems of making new relationships in the teenage years, including online social networking, drugs, alcohol and personal safety. The emphasis is on self-esteem and self-respect.

Other sessions cover study skills, decision-making, GCSE choices, target setting, report reading and academic mentoring. Each girl has an individual mentoring with her form tutor.

Parental Support for PSHCE and Careers

We are always very grateful of offers from parents to come into school to talk on subjects of which they have a specialised knowledge, whether as part of the PSHCE programme or Careers Information. Please contact Miss Nebesnick, Assistant Head

- Co-curriculum, Miss V Ferrelly, Head of Year 9 or Dr C Strobel, Head of Careers, if you would like to be involved with the school in this way.

PHYSICS

In Year 9 students will begin their Edexcel International GCSE Physics course (Code 4PH1) which will ultimately result in an IGCSE Physics qualification and be examined in June 2023. The students will find the course stimulating, challenging and hopefully very enjoyable with lots of practical work. By the end of Year 9 most students will carry on with this course but there will also be the opportunity for students to opt for a 'double award' course which covers less content.

It is important that all work, notes and experimental sheets are filed away carefully as the work will ultimately be examined at the end of year 11 in their final exams. All the marks obtained for their IGCSE will be based on the theory papers sat at the end of Year 11. The students will sit 2 papers, one worth 110 marks (2 hours; worth 61.1% of the total international GCSE) and one worth 70 marks (1 hour and 15 minutes; worth 38.9% of the total international GCSE). There is no practical coursework component but questions will be based on their experimental work involving skills, analysis and the evaluation of methods examined within the papers. At the end of year 9 students will have a summer exam paper testing their knowledge and understanding of the subject and this will consist of some past paper questions.

They will have plenty of opportunity to do stimulating experiments, make observations and improve their understanding of how practical work links with the theory. In general, the experimental skills introduced in Years 7 and 8 are revised and extended by widening the experimental tasks and making them more open-ended. Girls are encouraged to analyse, evaluate, draw conclusions and explain their ideas whenever possible.

Content

The topics covered in Year 9 are likely to include:

- Thermal Energy
- Energy Transfer
- Energy Resources and Electricity Generation
- Density and Pressure
- Forces and Motion

Study Textbook/Support Material:

'International GCSE 9-1 Physics' (ISN 9781510405189)

POSITIVE PROGRAMME

As part of our Pastoral approach we use strategies and tools from the Positive Schools Programme, led by Mrs Jane Berry. The GDST has committed to the programme as it strongly believes in helping students to learn about and be aware of their emotional intelligence. The programme teaches strategies to monitor their emotional health and ways to improve it if necessary, and these are integrated into PSHCE lessons throughout year groups within the school. Parents are also included, with webinars and articles available for them too. Currently, there are a 'Managing Your Mind' set of sessions available to help parents support their daughters during Coronavirus and beyond.

Please click on the [Positive Padlet](#) for further information.

RELIGIOUS STUDIES

The aim of Religious Studies in Year 9 is above all to raise awareness of the importance of religion in the 21st century. A variety of activities will be used to explore topics of common interest from the world around us. We also aim to give students a flavour of the GCSE course so that when they make their Year Ten options they will do so having a good understanding of what studying Religious Studies will be like.

There will be debates, discussions, videos, practical activities and time for personal reflection. Girls will look at a variety of topics including psychology of religion, ethics, philosophy of religion, and art and religion, religion and science, and the role of religion in contemporary issues.

Girls will sit one examination at the end of the year in which the following skills will be assessed:

- ◆ accurately, and relevantly conveying information
- ◆ explaining meaning
- ◆ relating religious beliefs and practices to everyday life
- ◆ reflecting on the reasons given for different points of view.

RUSSIAN

The four skills of speaking, listening, reading and writing the language are taught in every lesson. Initially emphasis is placed on continuing to perfect reading skills and to incorporate previous knowledge it into longer phrases allowing the students to

demonstrate an ability to converse in Russian on a variety of topics as well as write longer paragraphs and deal with more complex grammar constructions.

In this year of their Russian studies the girls will learn a variety of tenses, there will be more emphasis on the correct use of basic cases as well as agreements. The topics will include shopping, leisure and interests, holidays, school and jobs. The girls will be able to converse on a basic level about various everyday topics.

IT - The students have access to the Interactive Whiteboard and extensive ICT resources to help them master the Russian keyboard, and are encouraged to produce their work on the computer using Word, Publisher or PowerPoint; subscription to various online resources with a multitude of games and listening activities to expand the vocabulary knowledge beyond usual lessons.

Penpal link - There is also a penpal link with our exchange partner school, Moscow International School in which girls may like to participate.

Textbooks - *VNIMANIE* course produced by the Edexcel team, *KOMETA* resources, *Teach yourself Russian*.

Additional materials - Russian DVDs with English/Russian subtitles, authentic Russian magazines, CDs with songs etc. Russian realia: newspapers, magazines, souvenirs, posters, postcards and books on geographical, historical and cultural aspects of Russia.

SPANISH

Those who opt to study Spanish in Year 9 will build on their knowledge of grammar and vocabulary, learning new tenses and more sophisticated structures; grammar points, which are essential to a basic knowledge of the language, are presented and reinforced through language exercises; and reading, writing, listening and speaking skills are developed in each lesson.

In Year 9 there is a lot of emphasis on practical situations such as travelling to Spain, booking accommodation, shopping, and ordering food in a restaurant. Girls will also be able to talk about themselves, friendships, holiday, past events and future plans. We do a lot of oral pair and group work to help with confidence in speaking the language.

For those who wish to take Spanish at GCSE level, the course equips girls with a firm foundation of the language. By the end of the year the girls will have the ability to get by in a Spanish speaking country and will have greater knowledge of Hispanic culture.

IT - Several pieces of work involve research online, e.g. producing a leaflet or tourist brochure on a Spanish speaking town/country.

Materials - *Zoom 1* and *Zoom 2*

SPECIAL EDUCATIONAL NEEDS

Identification, assessment and monitoring

- 1) In the autumn term all new students take the MidYIS assessment (devised by the CEM centre) and the results are noted.

- 2) LASS testing occurs for all new students in year 9 and is administered to all students. LASS (11-15) is a multifunctional assessment system and assesses:
 - Visual Memory
 - Auditory-verbal memory
 - Phonic reading skills
 - Phonological processing ability
 - Single word reading
 - Sentence reading
 - Spelling
 - Reasoning

For further information go to: <http://www.lucid-research.com/p/127/lass-11-15#>
Arrangements for the periodic review of LASS testing can be made at any time and reviewed accordingly.

SEND Provision

The Special Educational Needs and Disabilities Coordinator (SENDCo), Mr Mark Huggins, works closely with all staff, parents and outside agencies ensuring the best possible provision for students with special educational needs and/or disabilities (SEND). All those working with students are alert to emerging difficulties and respond early. This information is gathered by the SENDCo. This information also includes any concerns expressed by parents or guardians as to the provision of education for students with SEND. This information is then discussed within the Learning Support Department to see what extra provision can be provided.

Whilst the individual learning needs of most students will be met by differentiated teaching in the classroom, there will be times when even more individualised support or attention is needed in order to enable students to make progress and remain engaged in their learning. Mr. Mark Huggins and Ms Alison Hughes (Learning Support Teacher) provide learning support and can offer advice concerning the management of mild special educational needs and disabilities within school.

Learning Support: Students may be offered a fixed number of 30-minute lessons, once a week, in their free periods or during lunch. These 1-1 or small group sessions cover a variety of learning strategies – for example, mind mapping, revision skills, exam technique, and the organization of written work. They are highly individualized lessons based on the student’s need.

If, after receiving targeted support from class teachers and the Learning Support Department, a student is still not making expected progress, arrangements for a more in-depth assessment may be advisable, and an external report may be needed.

Mr Huggins and Ms Hughes will discuss SEND issues with parents and refer them for an assessment. Mr Huggins and Ms Hughes are able to administer some tests in-house to build up a profile of strengths and weaknesses and identify areas where support may be needed. This assessment can also be used to create a student PEN profile, which is shared with teachers, identifying an analysis of the student’s needs and strengths, strategies to support the student and recommendations for access arrangements for internal and external examinations.

It may be that a more in-depth, full assessment is required. If this is the case, we will recommend *one of our external Specialist Assessors, who will conduct a diagnostic educational assessment, with a view to identifying the support a pupil needs to enable them to achieve their potential. These external professionals work independently of Oxford High School and are recommended in good faith based on past assessments. While Oxford High School accepts no responsibility for their opinions, it is our experience that their reports contain recommendations that allow us to better support pupils in the classroom.*

English as an Additional Language Support

Small group and one to one Learning Support is available to students deemed EAL under the School’s EAL Policy.

We provide additional language support for EAL students, if it is felt by the school that a student needs additional support to access the curriculum.

Gifted and talented

All pupils have the opportunity to benefit from extension and enrichment within the daily curriculum, a range of competitions, study days, conferences and specialised courses.

SPORT

The aim is to encourage, develop and create a lifelong and positive attitude towards physical activity. This is achieved by offering a dynamic, challenging, diverse and evolving range of sporting activities. Whether a recreational participant or elite performer all will be inspired, motivated and supported.

In the core curriculum each pupil will participate in badminton, trampolining, hockey, football, netball, handball, volleyball, tennis, athletics, gymnastics, cricket and dance. Inter-house tournaments will also take place.

The curriculum is supported by a strong co-curricular programme. Both the elite performer and the social participant are offered extensive opportunities.

Clubs and practices are OPEN TO ALL unless stated otherwise and are held at lunchtimes and after school. These are:

Athletics	Hockey
Badminton	Netball
Biathlon	Rowing, Hinksey Sculling School (fee payable)
Cricket	Sailing, Farmoor (fee payable)
Dance	Open Fitness
Football	Swimming – recreational & competitive
Fencing- Selection only	Tennis
Gymnastics (development)	Tennis coaching (fee payable)
Gymnastics (for display, by audition)	Trampolining

Tennis Coaching is available all year round. Application forms for the autumn term are sent electronically in June and for the spring and summer in January and March respectively. Places are limited. Early application is advisable. Students are welcome to use the sports hall and tennis courts at lunch time but should be fully changed.

Competitive Play

Local, regional and national competitions are entered. Fixtures against other schools are played during the week, with occasional Saturday tournaments. Details are published at www.oxfordhighsport.net. Team lists are published approximately one week ahead of each match ready for players to confirm their availability. They confirm their availability by ticking the team sheet on the fixtures board or informing their coach.

Health and Safety

- Custom made mouthguards and shin pads are compulsory for hockey. A fitting session has been arranged with a local dentist for September; order forms are available in June.
- Hair should be tied back
- Jewellery and watches; a valuables box is provided for storage during lessons and practices
- Please note: trainers with no black or heeled soles as these mark and erode playing surfaces.
- Football boots are mandatory for play on grass pitches.
- Trainers/ astro boots to be worn for astro turf.
- Boots should be removed before going into the buildings.
- A shelf is provided outside the changing rooms for outdoor shoes.
- Two changing rooms are for swimmers and two are for all other sports.
- Pupils' lockers are provided in form rooms for each year group to place their games kit into.

Off-games: Procedure

An email or note from home explaining the reason for non-participation should be sent or given to the relevant teacher before the start of the lesson. Pupils attend the lesson PE kit so that they can help coach, officiate, record, umpire or observe the lesson.

TEXTILES

Year 9 aims to build, extend and combine all the skills and techniques mastered in Years 7 and 8 but will develop them in a more personal and inventive manner. Work will be produced of range and depth through a style appropriate to the individual. Personal creativity is explored along with the mechanics of setting and working to a design brief.

Following areas are considered:

- developing ideas / exploring a theme
- collecting research and finding sources
- exploring images, colours, textures and patterns
- using time effectively
- experimenting with processes and techniques
- documenting design development and reviewing work in progress
- creating a functional final piece

A set brief is used to provide a focus for:

- selecting appropriate source imagery and resources
- exploring composition
- experimenting with materials and processes
- developing decorate surfaces

- using colour – choosing fabrics and dyes
- using texture – mixing techniques
- considering size and scale
- creating depth
- introducing detail
- developing a final presentation
- safe working practice

Themes could include:

- architectural forms
- cultural diversity
- landscapes

Each project explores personal aims and objectives. It is hoped that the approach can mirror that required for GCSE with a balance between technical competence and artistic expression presented.



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