

# CURRICULUM OVERVIEW

UPPER 4 (YEAR 9)

2022-23



# CURRICULUM POLICY

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**OUR VISION** is to be a leading school in the UK, committed to educational excellence in a caring and happy environment that fosters a life-long love of learning.

**OUR MISSION** is that our team of inspiring teachers will instil in each individual the confidence to excel academically, socially and morally. Through an educational experience designed specifically for girls, we are able to give them the skills and the courage to go out into the world and make a real difference.

**OUR AIMS** are that our students will:

- develop their love of learning
- demonstrate creativity and curiosity
- be socially responsible and compassionate
- become independent and reflective learners
- be culturally aware
- be confident with challenge and change

Our leavers will be equipped to succeed in a rapidly changing world.

The Maynard School defines the curriculum as the totality of the learning experience. We aim to provide a broad, balanced and relevant curriculum that stretches and challenges all our learners.

## HOMEWORK POLICY

Upper 4 (Year 9)

30 minutes per subject. No evening to exceed 1 hour 30 minutes.



# ASSESSING AND REPORTING STUDENT WORK

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## HOW WE REPORT ATTAINMENT (YEARS 7-9):

This mark will be used on reports and progress checks and is based on the same mark scheme applied to student work in books/files and standardised assessments. In year 9 (U4) we use a finer grade on these descriptors to help inform parents and students of progress as they prepare for GCSE options e.g. Mastery+, Mastery, Mastery-.

Grade	Explanation
M	Mastery – work shows full understanding of key concepts and students are able to apply them in different contexts
S	Secure – work shows a secure understanding of key concepts
D	Developing – work shows some understanding of key concepts
E	Emerging – students are struggling with understanding the key concepts

## HOW WE ARE REPORTING EFFORT (YEAR 7-YEAR 13) ON PROGRESS CHECKS AND REPORTS:

Effort is split into 3 categories: “**Home Learning**”, “**Attitude to Learning**” and “**Organisation**”.

Quality of Homework and Class Participation use a four-point scale: “**Outstanding**”, “**Very Good**”, “**Good**”, and “**Cause for Concern**”.

**HOME LEARNING:** This grade represents the effort that appears to be put into homework and its quality (but not necessarily level of attainment reached). We do not expect students to spend more than the allotted time on homework but reward focused engagement with tasks. Not all subjects set homework and may display the mark “n/a”.

**ATTITUDE TO LEARNING:** This grade represents engagement during lessons, for example, working well independently or as part of a group when required, getting on with tasks, using initiative and sharing creative ideas. The attributes of effective learning may include:

- Make appropriate contributions in class discussion
- Take a full part in class activities
- Work cooperatively in groups
- Stay focused on their learning
- Seek help promptly
- Review and reflect on their learning

We expect the majority of our students to be “**Very Good**”. The top band “**Outstanding**” is rarely used, and not all homework or classwork tasks routinely give the opportunity for students to demonstrate this.

“**Organisation**” applies to students being equipped for lessons and ready to learn with the correct books and deadlines met on time. This is graded “**well-organised**”, “**mostly organised**” and “**disorganised**”. We expect “**well-organised**” for all students.

#### **Organised learners:**

- Are punctual to lessons
- Bring books and equipment
- Keep tidy and complete notes
- Record homework tasks accurately
- Meet deadlines

## CURRICULUM SUMMARY

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Art & Design	1 period per week
Computing	1 period per week
Drama & Theatre Studies	1 period per week
English	4 periods per week
Food & Nutrition	1 period per week
French, Spanish, German or Latin*	3 periods per week
Geography	1 period per week
History	1 period per week
PSHE	1 period per week
Mathematics	4 periods per week
Music	1 period per week
PE / Games	2 periods per week
Religious Studies	1 period per week
Science: Biology, Chemistry, Physics	3 periods per week

\*French can be studied as a second language out of the timetable

All periods are 1 hour in length giving a 25 period per week cycle.

# ART & DESIGN

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs A-M Hurley**

## SUBJECT OVERVIEW

The focus of the Upper 4 Art & Design course is to develop students' imaginative and creative abilities. They will develop their skills using a variety of media in 2D, 3D and digitally. There is an emphasis on developing their direct observational drawing skills. All projects engage students in analysing their own and others' work and reflecting on their progress and achievement.

## SUBJECT / TOPIC

### Surrealism

Imaginative drawings and paintings.

### Sculpture

Design and model a clay object.

### Portraits

Use a variety of media to produce portrait work.

## SKILLS / ATTITUDES

### Surrealism

- Understand and explore a number of surreal concepts and techniques in the production of a series of outcomes.

### Sculpture

- Working in 3D, modelling and constructing forms.

### Portraits

- Draw, paint and use other media to produce creative portrait work.

### Skills that apply to all projects include:

- Study the work of artists related to each project.
- Develop drawing skills in different media.
- Analyse their own and others' work.
- Research, select, develop and plan own ideas as preparatory work.
- Refine composition/final ideas.
- Produce informed and refined 2D/3D outcome.
- Review, reflect and evaluate their own work.



# BIOLOGY

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Student year: **Upper 4 (Year 9)** Head of Department: **Miss J York**

## SUBJECT OVERVIEW

All students will be following a three-year programme of study for Science GCSEs. This is the first year of the GCSE course and all pupils will study the same foundation topics in Upper 4.

## SUBJECT / TOPIC

- Cell structure
- Cell division
- Transport in cells
- Principles of organisation
- The human digestive and the human circulatory system
- Non-communicable diseases in humans



# CHEMISTRY

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr I Macdonald**

## SUBJECT OVERVIEW

All students will be following a three-year programme of study for Science GCSEs. All pupils will study the following topics in Upper 4.

## SUBJECT / TOPIC

- Health & Safety and practical skills
- A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes
- Mixtures
- Scientific models of the atom
- Analysis of mixtures and gases
- Chemical changes (metals)
- Chemical changes (reactions of acids)
- Carbon compounds as fuels and feedstock



# COMPUTING

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr J Friendship**

## SUBJECT OVERVIEW

Programming will be the focus in Upper 4 with students being exposed to multiple programming languages including Python, Java and HTML.

The students will learn about computing through three distinct learning pathways:

- The National Curriculum (with programming emphasis)
- Computer Training on software they need to extend their learning in all subjects
- E-Safety (keeping students safe in the digital environment)

### NATIONAL CURRICULUM

Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

### COMPUTER TRAINING

Python preparation for GCSE

AI and Machine Learning

Digital Video

Animation

Idea.org.uk

### E-SAFETY

Digital breadcrumbs and finding digital footprints.

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting online identity and privacy; recognising inappropriate content, contact and conduct and knowing how to report it.

Cyber security.

# DRAMA

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs J Bellamy-Cooper**

## SUBJECT OVERVIEW

Upper 4 Drama focuses on developing creative confidence, spontaneity and presentation skills.

### SUBJECT / TOPIC SKILLS / ATTITUDES

**'The Games People Play'** Exploring the different roles we play in our lives e.g. daughters, sisters, students, baby-sitters, employees, friends – using a series of pictures and text excerpts as stimuli. Directors – in pairs, learning to direct the other one's movements and actions on a given signal, learning to be leader and follower in turns. In threes/ fours, taking it in turns to direct a short tableau/ scene. Improvisation—how to think on your feet, act spontaneously and create opportunities for others to join in.

**Devising upon a theme: 'Celebrity', 'Slavery'** Exploring celebrity culture – the impact on women in our society, the pros and cons of fame. Includes independent research and the creation of group drama using new techniques and the revision of the drama toolkit. Critical reflection of own and other's values leading to discussion and debate.

**Storytelling and suspense** Exploration of the structure of traditional stories, identification of styles eg: adventure, fairy tale, urban myth etc. Use of climax and anti-climax, pace, volume, props and lighting to create a thrilling story with extreme moments of suspense incorporating direct address with the audience.

**Public Speaking/ Presentation** A study of excellent speakers throughout history identifying their physical and vocal attributes and strategies. Once they have established an individual area of injustice/protest to research, girls devise a protest speech, with accompanying media, using physical gesture, facial and physical expression, use of vocal pace, pause, modulation and contrasts to communicate with their audience.

# ENGLISH

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr M Loosemore**

## SUBJECT OVERVIEW

Upper 4 students refine their literacy skills and deepen their appreciation of the English Literary Heritage. Pupils are taught to speak, read and write about nineteenth, twentieth and twenty-first century literature, non-fiction and media texts independently and confidently, referring in detail to the technical aspects of how the language has been used, and to identify how this affects the reader. Upper 4 students gain a richer appreciation of the world of words and how to navigate their way in it with sensitivity, maturity and inquisitiveness.

## SUBJECT / TOPIC

Texts are chosen at the class teacher's discretion but must include examples of nineteenth, twentieth and twenty-first century prose fiction, drama, poetry and non-fiction texts. Works covered may include:

### Novels:

- Jane Eyre (Charlotte Brontë)
- Of Mice and Men (John Steinbeck)

### Poetry:

- Character and Voice /Love and Relationships
- Anthology and other selected poems

### Drama:

- Twelfth Night (Shakespeare)

### Non-fiction texts:

- Teenage Issues project
- A variety of non-fiction extracts (from nineteenth, twentieth and twenty-first century)

## SKILLS / ATTITUDES

**Speaking and Listening:** Students are required to speak on topics and take part in drama simulations with which they and their audience are unfamiliar. Their skills are challenged further by debating on contentious issues.

**Reading:** In the study of nineteenth, twentieth and twenty-first century literary, non-literary and media texts, more emphasis is placed upon the student showing she can independently recognise and retrieve information about syntax, language choice, structure, audience and purpose, whilst going on to discuss and write about their effect on the reader.

**Writing:** Detailed analytical writing is developed and the principles of essay writing are introduced. Students are taught to adapt syntax and presentation in the production of persuasive, argumentative, informative, descriptive and explanatory writing.

**Spelling, punctuation and grammar:** Students are encouraged to use sophisticated grammar, punctuation and language, and are taught how to punctuate quotations. Great emphasis is put on writing accurately in the girls' final year before their GCSE courses.

# FOOD AND NUTRITION

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs S Fanous**

## SUBJECT OVERVIEW

In Upper 4 (Year 9), we continue to develop the understanding and practice of basic nutrition and healthy eating with particular consideration to the role and function macro and micronutrients. We look at nutritional needs throughout life and how the choice of foods we eat affects our health. Students study current food provision whilst considering ethical food choice. Throughout all these topics we continue to develop high order practical cookery skills for life.

## SUBJECT / TOPIC

### Food and the environment, Food, Nutrition and Health

- Food origins, food miles and the importance of reducing food waste.
- The importance and use of seasonal foods.
- Global food issues and sustainability
- Christmas cake design.
- Diet, nutrition and health.
- Nutritional needs throughout life.



## SKILLS / ATTITUDES

- To identify, develop and understand current food trends and issues.
- To design, make, evaluate and suggest improvements on a selection of related food products whilst encouraging ethical food choices.
- To develop manual dexterity and organisational skills considering custom, tradition and aesthetics.
- To design and make models using colouring techniques.
- To develop an understanding of main sources, function and role in the diet of the main nutrients.
- To understand how the choice of food throughout life stages affects health and wellbeing.
- To develop, extend and expand advanced practical skills.

# FRENCH

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Student year: **Upper 4 (Year 9)** Head of Department: **Mme C Smith**

## SUBJECT OVERVIEW

As well as being taught to cope with more demanding comprehension material relating to healthy living and holiday experience, girls are also encouraged to write with greater sophistication using a range of tenses and linking words.

### SUBJECT / TOPIC

- Present and future school studies
- Daily routine
- School rules
- Learning about the French school system
- Parts of the body and illnesses
- Healthy living and food
- Holiday experience
- Friendship, family relationships and marriage

### Grammar

- The expressions with avoir and être
- The partitive articles
- The adverbs of time
- Using verbs in the infinitive
- The perfect tense for regular and irregular verbs

- The relative pronouns
- The prepositions
- The modal verbs
- The adjective agreement and position
- Comparative and superlative
- The future tense
- Direct object pronouns
- Emphatic pronouns

### SKILLS / ATTITUDES

- We learn to reuse language that we have heard or read adapting it in new contexts for different purposes.
- We learn to write clearly and accurately, including an appropriate level of detail and sophistication.
- We learn strategies to deal with unfamiliar language.



# GEOGRAPHY

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Student year: **Upper 4 (Year 9)** Head of Department: **Miss Williamson**

## SUBJECT OVERVIEW

This is the final year of Key Stage 3 when pupils consolidate many of the skills learnt during the last two years.

### SUBJECT / TOPIC

**Development Dilemmas:** What we mean by development, including different ways of measuring development. Questioning definitions of development. Causes of the development gap. Reducing global inequalities. What is the best way to reduce the development gap?

**Globalisation/Superpowers:** What is globalisation? TNC's- advantages/disadvantages. Fair Trade vs Free Trade. What is a superpower? Which is the greatest superpower?

**Hazards:** What is a hazard and what makes us vulnerable? Disease as a hazard: Malaria, Ebola, Waterborne Diseases, Tropical Storms, Flooding, Drought, Sea Level Rise, Volcanic Hazards, Earthquakes and Tsunamis.

**Introduction to Resources:** Food - how resources affect economic and social wellbeing. Distribution of resources. Where food comes from, food miles. Water demand. UK energy and managing the UK energy mix.

### SKILLS / ATTITUDES

- Photograph interpretation and using satellite images.
- Collecting own data, graphing this data and analysing it. Analysing other graphs and information, presenting a balanced argument.
- Empathising with others, debating.
- Using GIS to collect data.
- Developing extended writing skills.
- Presentation skills and ability to argue and debate.
- Using topological maps.
- Interpreting statistics and examining correlations between data.

# GERMAN

Student year: **Upper 4 (Year 9)** Head of Department: **Mme C Smith**

## SUBJECT OVERVIEW

As well as being taught to cope with more demanding comprehension material relating to descriptions, past and future plans and modern media, the girls are also encouraged to write with greater sophistication using a range of tenses and linking words.

### SUBJECT / TOPIC

**Autumn:** You, Your Family and Friends  
Daily Routine

**Spring:** Festivals and Celebrations  
The Media

**Summer:** School  
Leisure

#### Grammar

- Modal verbs
- The perfect tense using haben and sein
- Common imperfect tense forms
- Co-ordinating and Subordinating conjunctions in complex sentences

- Present Tense revision and more practice for irregular verbs
- Future Tense revision and practice
- Adjectival Agreements

### SKILLS / ATTITUDES

- We learn to reuse language that we have heard or read adapting it in new contexts for different purposes.
- We learn to write clearly and accurately, including an appropriate level of detail and sophistication.
- We learn strategies to deal with unfamiliar language.



# HISTORY

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr J Tabb**

## SUBJECT OVERVIEW

At Key Stage 3 (Years 7- 9) the History course explores British History from 1066 to 1945. In the Autumn Term our Upper 4 students will focus on the modern world, 1750 to 1918, and undertake a series of enquiries into some of the key events in this period. In the Spring Term they will begin to learn the course-content for our GCSE Paper 1a) USA unit.

### SUBJECT / TOPIC

- The British Empire: Was it a force for good?
- Who was most to blame for the Great War?
- Understanding interpretations: How accurate is the BBC's 'Blackadder' as a representation of life in the trenches?
- The inter-war years: A crisis of democracy?
- The USA: 1920-45. The 'Boom' years:
  - The benefits of the 'boom' years
  - The inequalities of wealth
  - New industries and the age of mass-production
  - The role of the Republican Government
  - Wall Street and the stock market 'boom'
  - A new era of entertainment in the Twenties

### SKILLS / ATTITUDES

- Interpretation and evaluation of evidence.
- Developing 'complex analysis' within extended writing.
- Understanding cause and consequence.
- Exploration of relative importance of several linked causes (the many reasons for the outbreak of war in 1914).
- Developing individual research skills, including the use of first-hand evidence and the evaluation of sources.
- Understanding Britain's place within the wider world.
- Understanding diversity within Britain.

# LATIN

Student year: **Upper 4 (Year 9)** Head of Department: **Dr L Keen**

## SUBJECT OVERVIEW

The third year of Latin at Key Stage 3 consolidates and develops language knowledge through reading stories set in Roman Britain and Alexandria. A selection of mythical stories is also read, inspired by the Roman poet Ovid's *Metamorphoses*.

## SUBJECT / TOPIC

**Language:** Be able to identify and how to translate:

- Irregular verbs volo, nolo and possum + infinitive
- Adjective agreement
- Relative and demonstrative pronouns (Nom. and Acc.)
- Pluperfect tense
- Comparison of adjectives
- Commands and prohibitions

**Background:** Explore life in Roman Britain and Alexandria including:

- King Cogidubnus and Fishbourne Palace
- The cosmopolitan nature of the bustling city of Alexandria
- Glassmaking and the worship of Isis
- Alexandria as a centre of science and learning
- Shared Greek and Roman mythology

## SKILLS / ATTITUDES

- Increase understanding of sentence structure.
- Increase skills in analysis and translation.
- Develop derivation awareness.
- Develop memory.
- Develop an awareness of the influence of the Roman Empire from Britain to Egypt.
- Increase appreciation of life and attitudes in different societies and cultures.
- Increase knowledge of mythology and Roman poetry.



# MATHEMATICS

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Student year: **Upper 4 (Year 9)** Head of Department: **Dr P Merisi**

## AUTUMN TERM

Number	Laws of indices and standard form Fractions, percentages and decimals Percentage increase and decrease
Algebra	Linear and simultaneous equations Linear graphs Simultaneous equations: graphical methods
Data Handling	Probability – single events, two events, probability trees, Venn diagrams and sets Statistical diagrams – scatter graphs Correlation and lines of best fit Stem-and-leaf diagrams

## SPRING TERM

Number	Linear, quadratic and geometric sequences Expansion of brackets Using formulae Linear and quadratic factorisation Solution of simple quadratic equations
Shape & Space	Area, perimeter and volume: formulae and applications Constructions and loci Trigonometry

## SUMMER TERM

Number	Estimation and approximation
Algebra	Plotting and sketching quadratic functions Quadratic inequalities
Shape & Space	Transformations
Data Handling	Frequency and grouped frequency tables Averages, quartiles, range and IQR Cumulative frequency and box plots Frequency polygons

## THROUGHOUT THE YEAR

Use of non-calculator based methods as well as effective use of calculators –  
Mental arithmetic skills and practice – Discussions – Questions – Practical tasks  
– Problem-solving tasks – Investigational work on open-ended tasks.

# MUSIC

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Student year: **Upper 4 (Year 9)** Head of Department: **Miss A Blackwell**

## SUBJECT OVERVIEW

Pupils will experience the key components of the subject: performing, composing, listening and appraising. They will look at how music is constructed as well as learning about music from other eras and cultures.

## SUBJECT / TOPIC

### AUTUMN TERM

#### Soundtracks

- Leitmotifs
- Cue sheets
- Storyboards

#### British Classics

- Music for national occasions
- Understanding anthems
- Class Concert

### SPRING TERM

#### Minimalism

- Motifs
- Rhythmic phase shifts
- Looping, electronic music

#### Samba

- Cultural background
- Instruments
- Class performance

### SUMMER TERM

#### Rock 'n' roll

- Bass lines
- Triads
- 'Rock round the clock'

#### BBC Ten Pieces

- Analysing and appraising set pieces
- Understanding music in context
- Concert etiquette

## SKILLS / ATTITUDES

- Understanding the role of music in different societies.
- Evaluating music from different genres; compare and contrast.
- Analysing repertoire; structure, tonality, tempo, dynamics, instrumentation.
- Contributing to solo and group performances and compositions and appraising progress.
- Using Sibelius Ultimate software.



# PHYSICAL EDUCATION & GAMES

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs A Weeks**

Gymnastics	Olympic and educational gymnastics including vaulting and large apparatus group and sequence work.
Netball	More advanced passing, catching and footwork skills, e.g. work with non- dominant hand, reverse pivot and more defensive and attacking tactics to outwit opponents. Groups are set according to ability.
Hockey	Development of more advanced patterns of play, tactics and skills, eg. shadowing, channelling and scanning. Groups are set according to ability.
Multi Games	Exploration of a variety of games (tag rugby, football, handball, ultimate frisbee) to develop knowledge and understanding, accurate replication of skill and outwitting opponents. Rules and methods of scoring.
Badminton	Refinement of techniques and tactics learned in previous year with emphasis on out-witting opponents.
Basketball	Development and replication of set skills with more emphasis on tactical and positional play, e.g. forwards, post-play and ball handler. Leading to full game.
Aerobic Fitness	Knowledge & understanding of aerobic activity and effects on the body. Experience of different types of aerobic fitness and personal preferences.
Athletics	Practice and performance of all Track and Field disciplines. Individual skill acquisition to improve personal performance in all events. Refinement and development of techniques. Emphasis on safety.
Swimming	To develop technique in three major strokes. Survival skills and timed swims in all strokes. More emphasis on stamina and water skills e.g. shallow/deep water entry and diving.
Tennis	Development of racquet skills including all basic strokes; more emphasis on serve and volley skills. Understanding of rules, scoring and tactics within the game.
Rounders/ Cricket	Inclusion of striking and fielding skills within the game context. Awareness of tactics.

# PHYSICS

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Student year: **Upper 4 (Year 9)** Head of Department: **Mr C Ridler**

## SUBJECT OVERVIEW

All students will be following a three-year programme of study for Science GCSEs. All pupils will study the following topics in Upper 4.

## SUBJECT / TOPIC

### Energy

- Energy stores and energy transfers
- Efficiency
- Thermal insulation
- Energy resources

### Particle model of matter

- Density
- States of matter
- Internal energy
- Specific heat capacity
- Specific latent heat



# PSHE

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Student year: **Upper 4 (Year 9)** Head of Department: **Mrs C Leigh/Mr A Wood**

## SUBJECT OVERVIEW

In the Upper four year we aim to equip our young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and responsible lives. At the heart of the lessons is questioning, debating and discussion individually, in small groups and as a whole class. The PSHE curriculum follows a spiralise approach from U3- U6 with the main aim of the curriculum is to support the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We use a wide variety of different resources in our PSHE curriculum and do not therefore rely upon a single text book; rather we design and plan our own custom learning activities for students based upon best practice and identified local community, social and economic needs and priorities. Our high quality PSHE planning and delivery is informed and influenced by our active membership of the national PSHE Association and use the core themes of 'Health & Wellbeing', 'Relationships' and 'Living in the wider world' to structure our programmes of study.

## SUBJECT / TOPIC

Options

Physical and Mental Health

Safety On and Offline

- Families
- Respectful relationships, including friendship
- Intimate and sexual relationships, including sexual health
- Careers
- Study Skills

## SKILLS / ATTITUDES

Developing relationships and working with others

Given scenarios in which to vocalise opinions and problem solve

Appreciation of others' lives, problems encountered and how to find solutions

Exploring cultures outside our own

Develop social skills

- Developing communication and listening
- Developing sense of identity and belonging
- Preparing for life in a diverse society

## PSHE (continued)

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We believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: Our curriculum is taught from Year 7- 13, is age appropriate and differentiated to the needs of ALL pupils. We present information in an objective, balanced and sensitive manner.



# RELIGIOUS STUDIES

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Student year: **Upper 4 (Year 9)** Head of Department: **Miss K Gwynne**

## SUBJECT / TOPIC

### ULTIMATE QUESTIONS (one term)

#### Religions focus: Christianity and various

- Exploring life's "big questions": Is there a God?, Why do we suffer?, What happens when we die?
- Developing skills in evaluation and argument.

### EXPLORING JUDAISM (one term)

#### Religions focus: Judaism

- Exploring some of the key beliefs and practices of Judaism.
- Investigating the impact of the Twentieth Century Holocaust/ Shoah on Jewish life and thought.

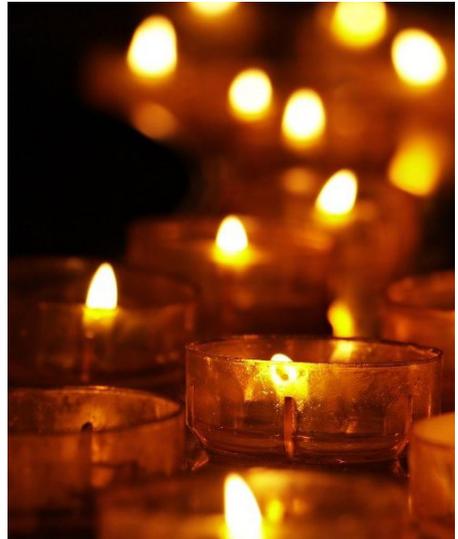
### RELIGION, IDENTITY AND DIVERSITY (one term)

#### Religions focus: Various

- Understanding the background to the UK as a multi-faith society; prejudice, religious conflict and tolerance.
- Community cohesion; relationships between faith communities.
- Critical exploration of current religious controversies and their portrayal in the media.

## SKILLS / ATTITUDES

- Ability to investigate and explain differing influences of religious beliefs on individuals, communities and societies.
- Development of critical thinking, interpretation, evaluation and communication skills.
- Moral awareness, self-knowledge, respect for others, open-mindedness, empathy, global awareness.



# SPANISH

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Student year: **Upper 4 (Year 9)** Head of Department: **Mme C Smith**

## SUBJECT OVERVIEW

In addition to being guided towards coping with more demanding comprehension material relating to holidays, food, shopping, clothes and free time activities, girls are encouraged to write with greater sophistication using a range of tenses, idiom and linking words using the past, present and future tenses.

### SUBJECT / TOPIC

- Holidays in the present
- Holidays in the past
- Mealtimes and customs in Hispanic countries
- Foods and tapas
- Large numbers
- Ordering a meal
- Clothes
- Shopping
- Describing school uniform and giving and justifying opinion
- Free time activities, including TV, cinema, sport and ICT
- Healthy living, body parts and saying what hurts
- Illness and remedies

### Grammar

- The preterite (simple past) tense; ar- -er- -ir- verbs, full paradigm
- Common irregular verbs in the preterite tense
- Giving opinions in the past
- The present indicative tense
- Expressions of time and adverbs of frequency
- Comparatives and superlatives
- Demonstrative adjectives
- Adjectival agreement

### SKILLS / ATTITUDES

- We learn to recognise and reuse newly acquired language, adapting it to suit new contexts.
- We learn to deal with the unexpected by recognising cognates and deducing meaning from context.
- Cultural awareness of daily life, customs and culture in various Spanish speaking countries.





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MADE FOR GIRLS AGE 4 - 18

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providing education for girls.  
Registered Charity No. 1099027.