

SELF DIRECTION
CHALLENGE
GLOBAL
CITIZEN
TEAMWORK CHOICE

IDENTITY

PREPARED

**YEAR 9: A NEW
PERSPECTIVE**



**Kent
College**

YEAR 9

An introduction from Mr James Mossman, Deputy Head Academic



Standing at the crossroads between the Lower School and GCSEs, Year 9 has traditionally been a pivotal year. Students are naturally becoming more independent, and can be frustrated by a lack of curriculum choice. In particular, once GCSEs have been chosen (normally around January), students inevitably look forward to the following year and may not see the relevance of studying a complete range of subjects.

Contrary to this typical picture, we want Year 9 to be something different. We want to offer a fresh start to current students and a welcoming environment for new joiners. We want to offer every student (with their parents' support of course) the opportunity to have a say in their curriculum, ensuring it best suits their own individual interests and ambitions. We want it to be a vital year, with every student already starting their GCSE pathway, whilst also seeing the relevance of their studies and having their curiosity fired.

We do recognise that choosing between subjects can be tricky. As a result, for Year 9, we still offer a broad range of choices, with students studying more subjects than they

will probably study at GCSE. This enables our students to make more informed final choices for Year 10. Students for Year 9 will, therefore, choose subjects from a range of option "pools", choosing two from Languages and Classics (Classical Civilisation, French, Latin, Spanish or Supported Learning), two from Practical Arts 1 (Art, Food Technology, Music or Textiles, Food and Music), and one from Practical Arts 2 (Drama with Dance or Computer Science). With increased teaching time in these subjects, students can make significant progress, developing the skills essential for GCSE but also starting to cover some of the content.

Alongside these optional subjects, students continue to study a core curriculum that is unique, motivating and relevant, with the focus again being on preparation for GCSE. In addition, we are also excited to offer content and experiences that are unique to Kent College, in the form of our Year 9 Global Citizenship Diploma. This qualification develops our students in three key areas: academic outcomes from a range of core subjects related to real world issues; engagement with a community project of their own devising; and their own reflections on a major issue that faces the world today. Students can, thus, see the relevance of their studies, while developing the essential future employability skills of criticality, empathy, communication, leadership and teamwork amongst others.

Year 9 at Kent College is, therefore, an essential year, which is in many ways a fresh start. It is a chance to make new friends; be properly prepared for the GCSE years ahead; and discover exciting, real-world ideas and skills. We look forward to welcoming you to Year 9.

Mr James Mossman - Deputy Head Academic

**Global citizenship at Kent
College means developing kind,
open-minded and socially
responsible young people who
understand the world and want
to make it better.**

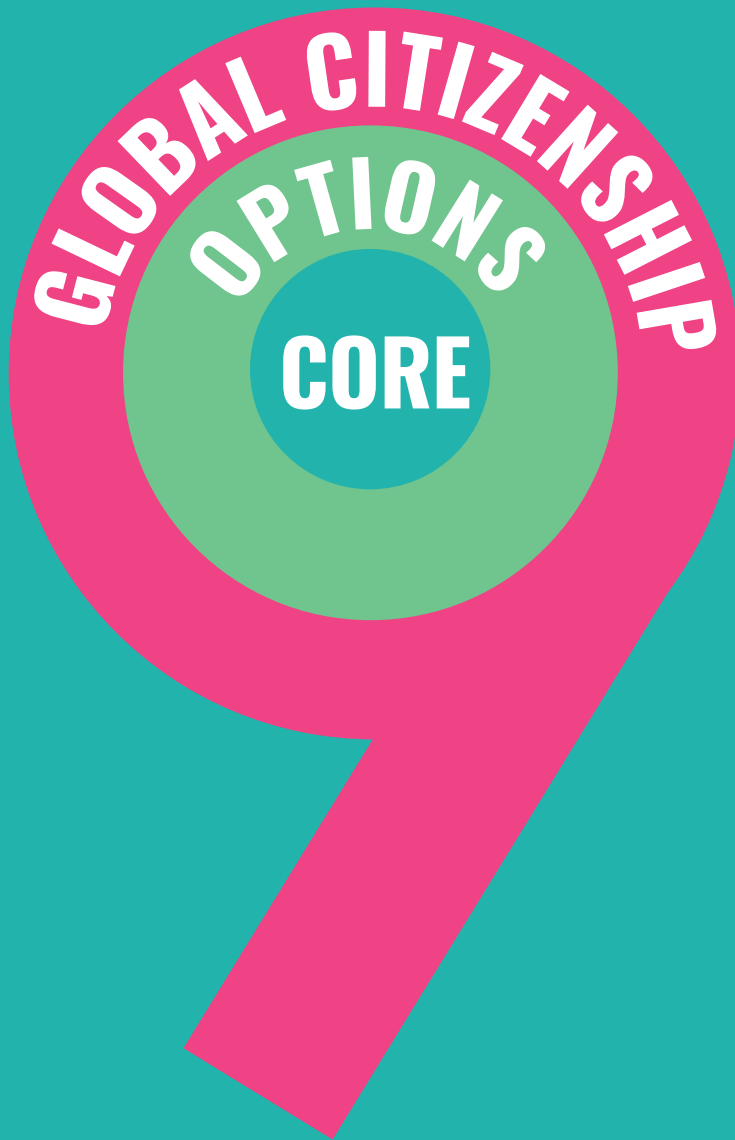


Discover more about Global Citizenship at Kent College with Sarah Drane, our Director of Global Citizenship.



Scan code to watch the video.

YEAR 9 ROADMAP



We have designed Year 9 as a well-rounded education, blending core and option subjects with Global Citizenship. This ensures the development of critical thinking, and real-world readiness.

Core Subjects

Students continue to absorb a broad and balanced curriculum designed to encourage intellectual curiosity and a love of learning. Some subjects start to cover GCSE content and skills in Year 9.

The core curriculum subjects are below.

- ➔ **Biology**
- ➔ **Chemistry**
- ➔ **English**
- ➔ **Geography**
- ➔ **Global Citizenship**
- ➔ **History**
- ➔ **Maths**
- ➔ **PE**
- ➔ **Physics**
- ➔ **PSHE**



Option Subjects

In Year 9, students can select option subjects which they are most likely to continue to further study. This options process allows for additional teaching time to ensure that students develop knowledge and skills that are specific to GCSE.

Students choose two Language and Classics subjects, two from Practical Arts 1, and one from Practical Arts 2.

→ Languages and Classics

Classical Civilisation, French, Latin, Spanish or Supported Learning.

→ Practical Arts 1

Art, Food Technology, Music or Textiles.

→ Practical Arts 2

Drama with Dance or Computer Science.



Global Citizenship

Being a Global Citizen is a part of the culture and ethos of Kent College. From Year 7, students study Global Citizenship which develops key skills including problem solving, communication, collaboration and empathy, whilst enabling them to see links between subjects.

As we develop this beyond the academic curriculum through community engagement, charity work and international trips, students are encouraged to consider the impact they can make on the world beyond school and home.





GLOBAL CITIZENSHIP

DEVELOPING SKILLS AND VALUES FOR THE FUTURE

A Global Citizenship education is future focused and enables students to develop the skills and values to equip themselves as twenty-first century learners, who can adapt and respond to our complex, globalised world.

Students learn to develop an open mind to a wide range of perspectives and world views through our key topics of identity and diversity, human rights and social justice, peace and conflict, globalisation and interdependence, and sustainable development.

In Year 9, students work towards our Global Citizenship Diploma. This is awarded at the end of the year and based on a range of tasks and projects through academic learning, community engagement and self and wider-world reflections.

KEY THEMES IN GLOBAL CITIZENSHIP

Identity and Diversity

Human Rights and Social Justice

Peace and Conflict

Globalisation and Interdependence

Sustainable Development

INTERNATIONAL TRIP

After completing the Global Citizenship Diploma in Year 9, students have the opportunity to join a two-week cross curricular trip to Nepal in the Summer term of Year 10 and above.

The aim is to empower our students as Global Citizens, able to affect positive change in a real-world setting. The trip is based around sustainable development, conservation and world religions and involves:

- A visit to a Buddhist monastery in Katmandu.
- Workshops with international NGOs based on sustainable development.
- A poverty reduction project installing water tanks for a community to have access to safe drinking water.
- Safari and sessions learning about elephant conservation in the Chitwan National Park.

ACADEMIC LEARNING

- Critical and creative thinking
- Problem solving
- Questioning and challenging ideas
- Communication

This involves five assessment tasks in different subjects, using the knowledge, skills and key themes of our Global Citizenship course. Subjects and cross-curricular tasks include English, Maths, Science, History, Geography and a Community Engagement Project.

COMMUNITY ENGAGEMENT

- Teamwork and co-operation
- Leadership and self direction
- Agency and empowerment
- Communication

This element of the Global Citizenship Diploma involves students undertaking an activity in our school or wider community which provides the opportunity to develop and showcase skills, knowledge and values, whilst planning and executing a project and working in a team.

REFLECTION

- Self-awareness and reflection
- Seeking and analysing different perspectives
- Managing complexity and uncertainty
- Empathy, agency and optimism

As part of the Global Citizenship Diploma students write a reflection in response to the key themes. They will explore a range of perspectives, issues and ideas on global, local and personal levels.

OUTCOME

Students submit a portfolio of work in the Summer term of Year 9 for assessment. Students are awarded one of the following outcomes:



EXTRA CURRICULAR ACTIVITIES

Year 9 is an important year when students develop new friendships, expand their social circles, and grow their interests in a wide range of extra-curricular options.

From Year 9, students participate in the Duke of Edinburgh Award, which challenges them to become independent, resilient, and compassionate young people, undertaking Physical, Skills, and Volunteering sections before undertaking their Expedition later in the school year.

In the Summer term, Year 9 students are invited to join a week-long field trip to

Ardèche, France, with Tonbridge School. This successful trip sees students taking part in a range of physically challenging activities – ranging from a two-day descent of the river by canoe with an overnight bivouac, to rock climbing and gorge walking. Ahead of this, regular events are organised with Tonbridge School where students can get to know each other.

The annual Lower School Production for Years 7 to 9 in the Summer term, allows the older students to take on leading roles whether in the cast or crew, and they can be a part of the whole school production in the Spring term each year.



PASTORAL AND BOARDING



Pastoral

We understand the pressures on young people's mental health and balancing the demands of school and home life. Our dedicated Pastoral team comprises the Deputy Head Pastoral, Pastoral Lead, Student Manager for Years 7 to 9, as well as School Sister, two School Counsellors, SENCO and School Chaplain, who provide personalised support tailored to individual needs.

We actively promote mental health awareness and offer access to services and resources to help students overcome challenges, build resilience, and develop essential life skills. Involvement in the Diana Award and our 'Girls on Board' initiative further enable students to become emotionally literate young people.

In Year 9, new and current students are in new form groups. Transition events in the Summer term allow students to get to know their form, form tutor and make new friends.

Boarding

Boarding gives students the opportunity to develop independence and life skills they will need in readiness for the future. Our boarding offer is designed to be flexible and allow us to meet the needs of our students and their families.

We offer full, weekly and flexi boarding, where students can board for the duration of a term or on an ad hoc basis at times of late returning school trips, productions, sports fixtures, and exams. Our popular day boarding allows day students to spend time in the boarding house with their friends, taking part in evening activities before returning home.



ADMISSIONS OPTIONS FOR YEAR 9 ENTRY

We hope families will spend time getting to know Kent College before applying for a place. There are a wide range of opportunities to visit us including termly Open Mornings, event days, and private tours.

IN YEAR 6

- Register to join Year 7 by mid-October of Year 6.
- Attend the Entrance Day in November.
- On receipt of an offer, accept the place and defer to Year 9.
- A signed contract and deposit are required to secure the place by March of Year 6.
- Apply and attend Year 9 Practical Scholarship assessments in Year 8.
- Students will be invited to a transition day in Year 8 where they will meet their form tutor, and participate in an afternoon of team building activities.

IN YEAR 8

- Register to join Year 9 by mid-October of Year 8.
- Attend the Assessment Day in November.
- On receipt of an offer, accept the place by March of Year 8.
- A signed contract and deposit are required to secure the place.
- Apply and attend Year 9 Practical Scholarship assessments in Year 8.
- Students will be invited to a transition day in Year 8 where they will meet their form tutor, and participate in an afternoon of team building activities.

Assessment

Kent College is an inclusive, gently selective school. Selection is not solely based upon academic merit, but on potential, with the priority being to successfully ensure that we are the right fit for your child.

Throughout the assessment, we will be looking for a range of characteristics and skills which show the students' potential, such as:

Enthusiasm for learning and curiosity.

Positive interactions with peers and teachers.

Kindness and a drive to contribute to the wider community.

Students will sit the Kent College entry paper which will assess literacy through creative writing and mathematical competence.

Students will be observed participating in several settings and attend an interview with a member of staff.

A reference is requested from the student's current school, and parents will be invited to a meeting with a member of the senior team to discuss the fit between the family and Kent College, and how we can work together to help everyone thrive.



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