

Year 9 Curriculum Overview 2025-2026							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Topic	Relationship Short Stories	Relationships Poetry Anthology	We Should All Be Feminists - Chimimanda Adichie– Non-Fiction	The Crucible - Arthur Miller - Modern Play	The Adventure of the Speckled Band - Conan Doyle – Short Story	King Lear - William Shakespeare
	Content	• Exploration of key ideas within bildungsroman stories and a range of diverse literature. • Key ideas such as masculinity, hierarchy and liberty explored.] • Exploration of different narrative voices and characterisation within stories.	• Conventions of Shakespearean tragedy. • Understanding of plot and key characters, including Othello, Desdemona and Iago. • Exploration of key themes, including jealousy, justice and deception and treachery.	• Conventions of non-fiction and powerful essay writing. • Exploration of the wider concept of gender and identity through comparative non-fiction writing. • Comparative analysis and application of persuasive writing features.	• Understanding literary and dramatic conventions. • Exploring the social and historical context of the Salem Witch Trials and McCarthyism. • Analysing the presentation of the tragic hero John Proctor and the antagonist Abigail Williams.	• Conventions of nineteenth-century writing and relationship of the ‘detective novel’ to the genre. • Explicit teaching of Victorian vocabulary and stylistic devices specific to Conan Doyle. • Analysis of the relationship between Sherlock Holmes and Dr Watson.	• Introduction to convention of Shakespearean tragedy. • Introduction to and further depth of key ideas such as Machievallian behaviour, transgression and tyranny. • Comparison of ideas through contrasting perspectives in different relationships within the play.
Maths	Topic	Number	Number and Algebra	Number, Proportion and Probability	Algebra, Geometry and Measure	Geometry and Measure	Geometry and Measure
	Content	• Decimal manipulation • Estimation and limits of accuracy • Related calculations • HCF and LCM of large numbers • Fractional calculations	• Algebraic manipulation • Index laws • Standard form • Expanding and factorising complex expressions	• Forming expressions and substitution • Direct and Inverse Proportion • Probability	• Solving Linear equations • Linear inequalities • Sequences • Pythagoras	• Interior and exterior angles • Basic vectors • Basic transformations	• Plans and Elevations • Arcs and Sectors • Surface area
Science	Topic	Reactivity Forces in Action Part 1	Energetics and Rates Sound Part 1	Sound Part 2 Mid-Year Assessments Biological Systems and Processes Part 1	Biological Systems and Processes Part 2 GCSE Physics: P3 Particle Model of Matter	GCSE Chemistry: C1 Atomic Structure and Periodic Table Part 1 End-of-Year Assessments	GCSE Chemistry: C1 Atomic Structure and Periodic Table Part 1 GCSE Biology: B1 Cell Biology
	Content	• Reactions and bonding • Reactions of acids with metals, metal oxides, metal carbonates and alkalis • Reactivity series and metal extraction • Displacement reactions • Reactivity and voltage • Levers, moments and balance • Work done and simple machines • Hooke’s Law	• Measuring rates of a reaction • Factors affecting the rate of a reaction • Catalysts • Exothermic and endothermic reactions • Combustion • Thermal decomposition • Sound waves • Speed of sound • Hearing	• Ultrasound • Sound devices • Skeletal system and muscles • Respiratory system and gas exchange • Breathing and exercise • Aerobic and anaerobic exercise • Effects of smoking and alcohol	• DNA and inheritance • Particle theory • Density of solids and liquids • Internal energy and specific latent heat • Gas pressure	• Separation techniques • Atomic structure • Periodic table development • Isotopes and electron configuration	• Reactions and reactivity of Group 1 and Group 7 elements • Structure of cells and microscopes • Specialised cells • Diffusion, osmosis and active transport • Exchange surfaces • Genes, DNA and cell division • Stem cells
Geography	Topic	Climate change	Life in an NEE	Life in an NEE	Urbanisation	Fieldwork	Energy & Fieldwork
	Content	• Understanding the natural and human causes • Describing the evidence of climate change • Evaluating the impacts of climate change. • Explaining the solutions to climate change • Understanding the individual response and daily choices linking to global impact	• Understanding Transnational Corporations. • Globalisation • Causes of inequality in urban areas. • Migration	• Understanding Transnational Corporations. • Globalisation • Causes of inequality in urban areas. • Migration	• Urbanisation and its causes. • Environmental impacts of urbanisation. • Sustainable settlements. • Rural to urban migration	• To work through a mini geographical field work project, developing a hypothesis, setting a methodology, collecting data, presenting data, analysing, concluding and evaluating findings	• Distribution of energy consumption • Factors that impact the change in global energy mix • Assess challenges and opportunities of energy sources • Impacts of energy production
History	Topic	World War 1	The Suffragettes	Rise of Extremism/ World War 2	The Holocaust	Civil Rights Movement	Post-war Britain
	Content	• Long term causes to WW1 • Short term causes to WW1 • What are trenches like? • Weapons used during WW1 • Battle of the Somme • Passchendaele • Why did Germany lose? • Treaty of Versailles	• Universal suffrage • Popular protests • Emily Davison • WW1	• Communism vs Fascism • Rise of Hitler • Rise of Stalin • Causes of WW2 • Blitzkrieg tactic • Battle of Britain • Battle of the Atlantic • Enigma • Why did Germany lose WW2?	• Nuremberg Laws • Kristallnacht • Concentration camps • Extermination camps	• What was life like for African Americans in the 1950s • Jim Crow laws • Who was Martin Luther King Jr? • Who was Malcolm X? • Civil Rights in Britain	• Cost of WW2 • Fall of the British Empire • Social change
Religion	Topic	Life after Death	Religion and Society	Crime and Punishment	Crime and Punishment	Equality	Extremism

	Content	• Heaven and Hell • Philosophical perspectives • Atheism • Life after death in art • Life after death in Literature. • Ethical standpoints on Life and Death	• Introduction • Benefits & Misuse • Morality in Sport • Issues of Equality • Importance of work • Business & Enterprise	• Crime & punishment • Reasons for crime • Attitudes to lawbreakers • Different types of crimes	• Three aims of punishment • Religious attitudes to suffering & causing suffering to others • Treatment of criminals – prison, corporal punishment.	• Stereotyping, discrimination, and prejudice. • Equality in religions • Feminism in religion • How religions can promote equality.	• How can we prevent radicalisation and recognise the signs of extremism? • Who are the extremist groups and why are they so dangerous? • Where does extremism come from? How do religious extremists attract converts? • Islamophobia – do Muslims really want Sharia Law in Britain?
Spanish	Topic	Relationships	Festivals	My Town	The world around us	The Environment	Revision of Topics 1-5
	Content	• Family relationships • Family activities • Using the future to talk about a weekend activity • Using the past tense to talk about a day out	• Mealtimes • Hispanic food • Festivals and traditions • Past tense to talk about a party • A festival you would like to attend	• To describe your town • To talk about your town in the past • To compare Spanish towns • Where you would like to live • A shopping trip in the past • A place you would like to visit	• Environmental problems • Problems in your area • Future plans to help the environment • Children's rights	• What we should do to help the environment • Helping others • Consolidation of the environment	
French	Topic	Revisiting Family Descriptions and Relationships	Going Out and Staying In	Festivals and Food	Talking about where you live	The Environment	Revision of previous topics
	Content	• Using reflexive verbs to describe family relationships. • Using avoir and être to describe family members	• Talking about what you do in your free time • Using the past perfect tense • Talking about what you do at the weekend.	• Discussing a French speaking country • Discussing festivals and food • Talking about our daily routine	• Talking about your home town • Talking about your region • Talking about a French town or region.	• Talking about the weather • Talking about going shopping • Discussing environment l problems of the world	
Computing	Topic	Programming Constructs - Python	Programming Constructs - Python	Systems Architecture	Sub Routines and Functions	Algorithms Design and Creation	ICT skills
	Content	Computing • Python, programming constructs revisited. • Iteration, while loop recap and for loop	Computing • Computational thinking revisited with practical application. • In depth look at sequence, selection and iteration. • Different programming languages and their uses.	Computing • Binary representation and sorts and searches revisited. • Systems architecture including ROM, RAM, CPU.	Computing • Python, use of sub routines and functions. • Programming a calculator. • Fantasy game design. ICT Skills • Using office to design, refine and present a project.	Computing • Fantasy game creation to incorporate all elements of practical skills. • Including, variables, data types, sequence, selection, iteration and sub-routines ICT Skills • Using office to design, refine and present a project.	ICT Skills • The internet, misinformation and fake news. • The echo chamber effects • Effective research tools. • Effective referencing and footnoting. • CV and letter creation.
Music	Topic	Ensemble Musicianship	What Makes a Good Song	Dance Music (Exploring Rhythm, Metre and Chords)	Film Music Techniques- How does music help story telling?	Film Music Application	Music Project/Live Lounge- 'Terminal' Task.
	Content	• Explore working in musical group. • Rehearse and perform in ensemble	• Introduction to typical song structures, chords and cadences, a variety of textures and intervals • Analysis of song lyrics and rhythm • Review how hooks, riffs and motifs are used in songs • Prepare own song analysis and plan own cover version of an existing song	• Learn to use software sequencers to create and manipulate synthesised sounds and loops • Compose their own pieces of club dance music.	• Investigate iconic film music composers. • Explore importance of music in film	• Application of film music to composition. • Explore composing techniques to achieve overall effect	• Students choose a focus of performance, composition or research presentation. • Individual, ensemble, practice, rehearsal, performance (relevant key terms/terminology from previous units of work)
Art	Topic	Identity/Icons	Identity/Icons	Protest	Protest	Migration	Migration
	Content	• Formal elements • Art movement and artist knowledge • Facial proportion/human form • Colour theory • Exploring media and techniques. • Analysis	• Formal elements • Developing personal responses • Exploring media and techniques. • Colour mixing/skin tones • Mixed media final piece: Self Portrait	<u>Conflicts/Protest</u> • Formal elements • Developing personal responses to complex themes • Annotation, analysis and evaluation • Media experimentation • Colour theory • Composition	• Formal elements • Developing personal responses to complex themes • Understanding of scale/proportion • Colour theory • Composition • A3 mixed media outcome	• Formal elements • Developing personal responses to a complex theme • Colour theory • Composition • Annotation, analysis and evaluation	• Formal elements • Developing personal responses to a complex theme • Colour theory • Composition • Developing responses • Mixed media outcomes
PE	Topic	Netball Football	Touch Rugby Badminton	Orienteering Basketball	Fitness Handball GCSE PE taster lessons (mock fortnight)	Athletics Tennis	Athletics Cricket/Rounders
	Content	• Show imagination when performing advanced skills with control, accuracy and fluency. • Confidently undertake leadership and officiating roles showing knowledge and application of rules and effective communication skills. • Consistently meet strenuous exercise demands, combining muscular strength,	• Accurately analyse and evaluate the effectiveness of team/group performances and implement appropriate improvements. • Be an effective role model in lessons and extracurricular by applying themselves to a range of contexts, pursuing ambitious challenges and showing resilience to overcome setbacks.	• Show imagination when performing advanced skills with control, accuracy and fluency. • Successfully employ advanced decision-making skills in a game situation or create dynamic routines, sequences and set plays.	• Consistently meet strenuous exercise demands, combining muscular strength, power, cardiovascular fitness and speed to excellent effect. • Know and explain the importance of nutrition/energy expenditure/activity intensities and	• Accurately analyse and evaluate the effectiveness of team/group performances and implement appropriate improvements. • Sensitively adapt activities when leading different abilities so others are included and supported to succeed.	• Show imagination when performing advanced skills with control, accuracy and fluency. • Be an effective role model in lessons and extracurricular by applying themselves to a range of contexts, pursuing ambitious challenges and showing resilience to overcome setbacks.

		power, cardiovascular fitness and speed to excellent effect. • Successfully employ advanced decision-making skills in a game situation or create dynamic routines, sequences and set plays. • Sensitively adapt activities when leading different abilities so others are included and supported to succeed.	• Know and can explain how to use different methods of training to improve their health and well-being. • Confidently undertake leadership and officiating roles showing knowledge and application of rules and effective communication skills. • Consistently meet strenuous exercise demands, combining muscular strength, power, cardiovascular fitness and speed to excellent effect. • Know and explain the importance of nutrition/energy expenditure/activity intensities and sleep in the promotion of mental, social, and physical well-being.	• Sensitively adapt activities when leading different abilities so others are included and supported to succeed. • Accurately analyse and evaluate the effectiveness of team/group performances and implement appropriate improvements. • Confidently undertake leadership and officiating roles showing knowledge and application of rules and effective communication skills. • Be an effective role model in lessons and extracurricular by applying themselves to a range of contexts, pursuing ambitious challenges and showing resilience to overcome setbacks.	sleep in the promotion of mental, social, and physical well-being. • Know and can explain how to use different methods of training to improve their health and well-being. • Show imagination when performing advanced skills with control, accuracy and fluency. • Successfully employ advanced decision-making skills in a game situation or create dynamic routines, sequences and set plays. • Sensitively adapt activities when leading different abilities so others are included and supported to succeed.	• Be an effective role model in lessons and extracurricular by applying themselves to a range of contexts, pursuing ambitious challenges and showing resilience to overcome setbacks. • Confidently undertake leadership and officiating roles showing knowledge and application of rules and effective communication skills. • Sensitively adapt activities when leading different abilities so others are included and supported to succeed.	• Consistently meet strenuous exercise demands, combining muscular strength, power, cardiovascular fitness and speed to excellent effect.
Drama	Topic	Performance Skills 5	Theatre Histories 4	Creating and Devising 3	Performance Analysis 3	Technical Skills 1	Creating and Devising 4
	Content	• Acting for stage and camera • Techniques for script read throughs • Advanced Characterisation • Acting for film • Performance opportunity in class at end of term.	• Study of theatre practitioners including: Brecht • Artaud • Stanislavski • Practical exploration of skills taught by each.	• Space, staging and movement • Collaborative groupwork • History of Theatre styles and auditorium positioning/in the round/promenade • CT to lead devising work considering how to translate ideas across space and movement, on numerous bodies. • Collaborative groups create new material based on workshop scenarios/skills. • Performance opportunity at end of term.	• Design elements of stage, lighting, costume and set. • Building evaluation skills and review skills of design elements. • Consideration of two contrasting productions to review use of design elements. • Potential theatre trip (off site)	• Workshops on lighting, set design and use of a camera on stage. • Short group projects to utilise technical elements for stage productions • Technical skills taught to include lighting operation, camera work, projections of film and images onto screens/objects/costumes. • Assessment in class of productions.	• Student led performance projects • Students select a focus as their stimulus from : - improvisation - movement/dance - sound - lighting • Public performance opportunity to end year.
PSHE	Topic	Health and Wellbeing	Health and Wellbeing	Living in the Wider World	Living in the Wider World	Relationships	Relationships
	Content	• Mental Health • Emotional Health • Managing stress	• Alcohol Awareness • Drugs & the law • Organ and blood Donation	• Self esteem • Media and Image • Positive body image	• Identity • Mental Health • Family history	• Fertility and menopause • Child sexual exploitation • Abusive relationships	• Sexual relationships • Gender identity • LGBTQAI+
Food/DT	Topic	Food: Seasonality/Cooking Skills	Graphics: Sustainable Design	Textiles: Sustainable Design	Food: Seasonality/Cooking Skills	Graphics: Sustainable Design	Textiles: Sustainable Design
	Content	• Food provenance • Seasonal produce • Cooking skills • Modification of recipes • Presentation skills	• Responding to a brief • Research • Design • Make: Reusable cup design • Evaluate	• Responding to a brief • Research • Design • Make: Embellished fabric using recycled components. • Evaluate	• Food provenance • Seasonal produce • Cooking skills • Modification of recipes • Presentation skills	• Responding to a brief • Research • Design • Make: Reusable cup design • Evaluate	• Responding to a brief • Research • Design • Make: Embellished fabric using recycled components. • Evaluate

For our Careers Curriculum, please visit the [Careers section of our website](#).