

Year 9 Curriculum Overview 2025-26							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Topic	The Crucible - Arthur Miller - Modern Play Relationship Short Stories	Relationship Short Stories	We Should All Be Feminists - Chimamanda Adichie– Non-Fiction	The Adventure of the Speckled Band - Conan Doyle – Short Story	Relationships Poetry Anthology	King Lear - William Shakespeare
	Content	<ul style="list-style-type: none"> <li>Understanding literary and dramatic conventions.</li> <li>Exploring the social and historical context of the Salem Witch Trials and McCarthyism.</li> <li>Analysing the presentation of the tragic hero John Proctor and the antagonist Abigail Williams.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of key ideas within bildungsroman stories and a range of diverse literature.</li> <li>Key ideas such as masculinity, hierarchy and liberty explored.</li> <li>Exploration of different narrative voices and characterisation within stories.</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of non-fiction and powerful essay writing.</li> <li>Exploration of the wider concept of gender and identity through comparative non-fiction writing.</li> <li>Comparative analysis and application of persuasive writing features.</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of nineteenth-century writing and relationship of the ‘detective novel’ to the genre.</li> <li>Explicit teaching of Victorian vocabulary and stylistic devices specific to Conan Doyle.</li> <li>Analysis of the relationship between Sherlock Holmes and Dr Watson.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of themes within love and relationships poetry</li> <li>Exploration of key poetic devices explicitly understanding structure as well as language</li> <li>Key themes such as identity, power and self-love.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to convention of Shakespearean tragedy.</li> <li>Introduction to and further depth of key ideas such as Machiavellian behaviour, transgression and tyranny.</li> <li>Comparison of ideas through contrasting perspectives in different relationships within the play.</li> </ul>
Maths	Topic	Number	Number and Algebra	Number, Proportion and Probability	Algebra, Geometry and Measure	Geometry and Measure	Geometry and Measure
	Content	<ul style="list-style-type: none"> <li>Decimal manipulation</li> <li>Estimation and limits of accuracy</li> <li>Related calculations</li> <li>HCF and LCM of large numbers</li> <li>Fractional calculations</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic manipulation</li> <li>Index laws</li> <li>Standard form</li> <li>Expanding and factorising complex expressions</li> </ul>	<ul style="list-style-type: none"> <li>Forming expressions and substitution</li> <li>Direct and Inverse Proportion</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Solving Linear equations</li> <li>Linear inequalities</li> <li>Sequences</li> <li>Pythagoras</li> </ul>	<ul style="list-style-type: none"> <li>Interior and exterior angles</li> <li>Basic vectors</li> <li>Basic transformations</li> </ul>	<ul style="list-style-type: none"> <li>Plans and Elevations</li> <li>Arcs and Sectors</li> <li>Surface area</li> </ul>
Science	Topic	Reactivity Energetics and rates	Electricity and Magnetism Revision for mid-year assessment	Revision for mid-year assessment Mid-year assessments Biological systems	GCSE Biology – B1 Cell Biology	GCSE Chemistry – C1 Atomic structure & Periodic table Revision for end of year assessments	End-year assessments GCSE Physics – P3 Matter
	Content	<ul style="list-style-type: none"> <li>Atomic structure and reactivity</li> <li>Atomic and formula mass</li> <li>Reactions of metals with water and acids and bonding</li> <li>Reactivity reactions and displacement</li> </ul> <ul style="list-style-type: none"> <li>Factors affecting rate of reaction</li> <li>Exothermic and endothermic reactions</li> </ul>	<ul style="list-style-type: none"> <li>Series and parallel circuits</li> <li>Resistance and ohms law</li> <li>Magnetism</li> <li>Electromagnets</li> </ul> <ul style="list-style-type: none"> <li>Revision for mid-year assessment</li> </ul>	<ul style="list-style-type: none"> <li>Revision for mid-year assessment</li> <li>Mid-year assessments</li> <li>Body systems – skeletal, muscles, respiratory inc. aerobic and anaerobic respiration</li> <li>Effects of smoking and alcohol</li> <li>DNA and inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Functions of animal cells including required practical</li> <li>Functions of plant cells including required practical</li> <li>Specialised cells and cell structures</li> <li>Cell osmosis including required practical</li> <li>Genes, DNA and cell cycle</li> <li>Stem cells</li> </ul>	<ul style="list-style-type: none"> <li>Elements, compounds and mixtures</li> <li>Separation techniques</li> <li>Atomic structure inc. development</li> <li>Periodic table inc. development</li> <li>Isotopes and electron configuration</li> <li>Reactivity, group 1, 7 and 8 elements and reactions</li> </ul> <ul style="list-style-type: none"> <li>Revision for end of year assessments</li> </ul>	<ul style="list-style-type: none"> <li>End-year assessments</li> </ul> <ul style="list-style-type: none"> <li>Particle model &amp; density</li> <li>Internal energy &amp; specific latent heat</li> <li>Gas pressure</li> </ul>
Geography	Topic	Climate change	Life in an Emerging Country	Issues of Urbanisation	Energy	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	Squatter settlements Megacities Interdependence Urbanisation and its causes. Environmental impacts of urbanisation. Sustainable settlements. Rural to urban migration	Understanding Transnational Corporations. Globalisation Causes of inequality in urban areas. Migration	Distribution of energy consumption Factors that impact the change in global energy mix	Assess challenges and opportunities of energy sources Impacts of energy production	To work through a mini geographical field work project Developing a hypothesis Setting a methodology Collecting data Presenting data Analysing Concluding and evaluating findings
History	Topic	Suffrage and Popular Protest	The First World War	The Second World War	The Holocaust	Civil Rights: UK and USA	Post-war Britain
	Content	<ul style="list-style-type: none"> <li>Influence of global protest movements</li> <li>Peterloo Massacre</li> <li>Chartists</li> <li>Suffragettes</li> </ul>	<ul style="list-style-type: none"> <li>Causes of WW1</li> <li>Trench life</li> <li>Key battles of WW1</li> <li>Soldiers from the Empire</li> <li>Consequences of WW1</li> <li>The inter-war years</li> </ul>	<ul style="list-style-type: none"> <li>Rise of the dictators</li> <li>Causes of WW2</li> <li>Key battles of WW2</li> </ul>	<ul style="list-style-type: none"> <li>Pre-war Jewish life</li> <li>History of Anti-Semitism</li> <li>Persecution of minority groups</li> <li>The Final Solution</li> <li>Legacy of the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>Black migration to the UK incl. Windrush</li> <li>British Civil Rights Movement</li> <li>US experience of Black Civil Rights</li> <li>Equal rights for other minority groups</li> </ul>	<ul style="list-style-type: none"> <li>Impact of WW2 in Britain</li> <li>Creation of the NHS</li> <li>Immigration</li> <li>Changing role of women</li> </ul>
RS	Topic	Life after Death	Life after Death	Equality	Equality	Extremism	Extremism
	Content	What is the right thing to do? Natural Law Situation ethics Sanctity of life	Abortion Euthanasia Capital punishment Animal rights	Stereotyping, discrimination, and prejudice. Equality in religions Feminism in religion How religions can promote equality.	Stereotyping, discrimination, and prejudice. Equality in religions Feminism in religion How religions can promote equality.	<ul style="list-style-type: none"> <li>How can we prevent radicalisation and recognise the signs of extremism?</li> <li>Who are the extremist groups and why are they so dangerous?</li> <li>Where does extremism come from? How do religious extremists attract converts? Islamophobia – do Muslims really want Sharia Law in Britain?</li> </ul>	<ul style="list-style-type: none"> <li>How can we prevent radicalisation and recognise the signs of extremism?</li> <li>Who are the extremist groups and why are they so dangerous?</li> <li>Where does extremism come from? How do religious extremists attract converts? Islamophobia – do Muslims really want Sharia Law in Britain?</li> </ul>

Spanish	Topic	Relationships	Festivals & Traditions	Festivals & Traditions / Revisions Units 9-10 / My Area & the Hispanic World	My Area & the Hispanic World	The World Around Us	Revision Units 9-12 / Consolidation
	Content	<ul style="list-style-type: none"> <li>Describing your family</li> <li>Do you get on with your family?</li> <li>What do you do with your family?</li> <li>Describe your ideal partner / boyfriend / girlfriend</li> <li>What are your plans for the future?</li> <li>What makes a good friend?</li> <li>What are your plans for the weekend?</li> <li>What did you do last weekend?</li> <li>What did you used to do when you were little?</li> </ul>	<ul style="list-style-type: none"> <li>Traditional food</li> <li>Traditions and festivals in the Hispanic world</li> <li>Tell me about a festival you celebrated recently</li> <li>What festival would you like to visit and why?</li> <li>Comparisons</li> <li>Photo Card Practice (Exam Skills)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Year Revision</li> <li>My town / city</li> <li>What can you do in your area?</li> <li>What is there in your town / city?</li> <li>What do you know about the Hispanic world?</li> </ul>	<ul style="list-style-type: none"> <li>Comparisons</li> <li>Where would you like to live in the future and why?</li> <li>What would you like to buy?</li> <li>Do you like to go shopping?</li> <li>What did you buy recently?</li> <li>What Spanish-speaking country would you like to visit and why?</li> <li>What are you going to do there?</li> </ul>	<ul style="list-style-type: none"> <li>What environmental problems are there in your area?</li> <li>What can we do to help protect the environment?</li> <li>What rights do children have in the world?</li> <li>What are your future plans to help protect the environment?</li> <li>What can we do to help others?</li> <li>How are you going to help in the future?</li> </ul>	<ul style="list-style-type: none"> <li>End of Year Revision</li> <li>Consolidation of Units 9-12</li> </ul>
French	Topic	Relationships	Festivals & Traditions	Festivals & Traditions / Revisions Units 9-10 / My Area & the French-speaking World	My Area & the French-speaking World	The World Around Us	Revision Units 9-12 / Consolidation
	Content	<ul style="list-style-type: none"> <li>Describing your family</li> <li>Do you get on with your family?</li> <li>What do you do with your family?</li> <li>Describe your ideal partner / boyfriend / girlfriend</li> <li>What are your plans for the future?</li> <li>What makes a good friend?</li> <li>What are your plans for the weekend?</li> <li>What did you do last weekend?</li> <li>What did you used to do when you were little?</li> </ul>	<ul style="list-style-type: none"> <li>Traditional food</li> <li>Traditions and festivals in the French-speaking world</li> <li>Tell me about a festival you celebrated recently</li> <li>What festival would you like to visit and why?</li> <li>Comparisons</li> <li>Photo Card Practice (Exam Skills)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Year Revision</li> <li>My town / city</li> <li>What can you do in your area?</li> <li>What is there in your town / city?</li> <li>What do you know about the French-speaking world?</li> </ul>	<ul style="list-style-type: none"> <li>Comparisons</li> <li>Where would you like to live in the future and why?</li> <li>What would you like to buy?</li> <li>Do you like to go shopping?</li> <li>What did you buy recently?</li> <li>What French-speaking country would you like to visit and why?</li> <li>What are you going to do there?</li> </ul>	<ul style="list-style-type: none"> <li>What environmental problems are there in your area?</li> <li>What can we do to help protect the environment?</li> <li>What rights do children have in the world?</li> <li>What are your future plans to help protect the environment?</li> <li>What can we do to help others?</li> <li>How are you going to help in the future?</li> </ul>	<ul style="list-style-type: none"> <li>End of Year Revision</li> <li>Consolidation of Units 9-12</li> </ul>
IT	Topic	Media -animations/Python sequences	Python sequences/Sparx	Computing sequences/Python selection	Python selection/Sparx	Representations/ Python iteration	Python iteration/Sparx
	Content	<ul style="list-style-type: none"> <li>Media animations</li> <li>Python programming sequences</li> </ul>	<ul style="list-style-type: none"> <li>Python programming sequences</li> <li>Sparx</li> </ul>	<ul style="list-style-type: none"> <li>Layers of computing systems</li> <li>Python programming selection</li> </ul>	<ul style="list-style-type: none"> <li>Python programming selection</li> <li>Sparx</li> </ul>	<ul style="list-style-type: none"> <li>Representations from clay to silicon</li> <li>Python programming iterations</li> </ul>	<ul style="list-style-type: none"> <li>Python programming iteration</li> <li>Sparx</li> </ul>
Music	Topic	Ensemble Musicianship	What Makes a Good Song	Dance Music (Exploring Rhythm, Metre and Chords)	Film Music Techniques	Film Music Application	Music Project/Live Lounge- ‘Terminal’ Task.
	Content	<ul style="list-style-type: none"> <li>Explore working in musical group.</li> <li>Rehearse and perform in ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to typical song structures, chords and cadences, a variety of textures and intervals</li> <li>Analysis of song lyrics and rhythm</li> <li>Review how hooks, riffs and motifs are used in songs</li> <li>Prepare own song analysis and plan own cover version of an existing song</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use software sequencers to create and manipulate synthesised sounds and loops</li> <li>Compose their own pieces of club dance music.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate iconic film music composers.</li> <li>Explore importance of music in film</li> </ul>	<ul style="list-style-type: none"> <li>Application of film music to composition.</li> <li>Explore composing techniques to achieve overall effect</li> </ul>	<ul style="list-style-type: none"> <li>Students choose a focus of performance, composition or research presentation.</li> <li>Individual, ensemble, practice, rehearsal, performance (relevant key terms/terminology from previous units of work)</li> </ul>
Art	Topic	Identity	Identity	Conflicts/Protest	Conflicts/Protest	Migration	Migration
	Content	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Art movement and artist knowledge</li> <li>Colour theory</li> <li>Exploring media and techniques.</li> <li>Analysis</li> <li>Human Form</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Developing personal responses</li> <li>Exploring media and techniques.</li> <li>Colour mixing/skin tones</li> <li>Mixed media final piece</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Developing personal responses to complex themes</li> <li>Annotation, analysis and evaluation</li> <li>Media experimentation</li> <li>Colour theory</li> <li>Composition</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Developing personal responses to complex themes</li> <li>Understanding of scale/proportion</li> <li>Colour theory</li> <li>Composition</li> <li>Large scale outcome</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Developing personal responses to a complex theme</li> <li>Colour theory</li> <li>Composition</li> <li>Annotation, analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Developing personal responses to a complex theme</li> <li>Colour theory</li> <li>Composition</li> <li>Developing responses</li> <li>Mixed media, large scale outcomes</li> </ul>
PE	Topic	Football Netball	Handball Fitness	Aesthetics Basketball	Volleyball Badminton	Cricket Rounders	Athletics Tennis
	Content	<ul style="list-style-type: none"> <li>Possession</li> <li>Ball control</li> <li>Attack vs Defence</li> <li>Wing play</li> <li>Game play</li> <li>Tournament</li> <li>Passing</li> <li>Ball handling</li> <li>Shooting (semi-circle tactics)</li> <li>Defending</li> </ul>	<ul style="list-style-type: none"> <li>Passing and receiving</li> <li>Shooting</li> <li>Defending and attacking</li> <li>Set plays</li> <li>Fitness testing</li> <li>Fartlek training</li> <li>Plyometric training</li> <li>Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Trampolining</li> <li>Vault</li> <li>Routines</li> <li>Outwitting opponents</li> <li>Develop shooting</li> <li>Defence – zone</li> <li>Attack strategies</li> <li>Rolls, jumps, rotation</li> <li>Take off, flight and landing</li> <li>Routines</li> </ul>	<ul style="list-style-type: none"> <li>Serving and dig shot</li> <li>Set shot and link play</li> <li>Spike shot</li> <li>Outwitting opponents</li> <li>Serve and return</li> <li>Overhead options</li> <li>Mid-court options</li> <li>Front-court options</li> <li>Doubles play</li> </ul>	<ul style="list-style-type: none"> <li>Batting</li> <li>Bowling</li> <li>Fielding</li> <li>Wicket keeping</li> <li>Game play</li> <li>Rules and scoring</li> </ul>	<ul style="list-style-type: none"> <li>100m</li> <li>300m</li> <li>1500m</li> <li>Discuss</li> <li>Javelin</li> <li>High jump</li> <li>Serve and return</li> <li>Volley</li> <li>Forehand and Backhand drive technique</li> </ul>

		<ul style="list-style-type: none"><li>Attacking</li></ul>					<ul style="list-style-type: none"><li>Ball manipulation and spin</li><li>Game play</li></ul>
Drama	Topic	Practitioners	Scripted Performances	Live Theatre Review	Theatre Performance	Theatre Performance continued	Evaluation and Analysis
	Content	<ul style="list-style-type: none"><li>Understanding of key Drama practitioners and their intent for theatre performances including Stanislavski, Brecht and Artaud.</li><li>Practical exploration of each practitioner’s techniques</li><li>Understanding of how theatre can be used in various ways to impact the audience experience.</li></ul>	<ul style="list-style-type: none"><li>Exploration of techniques to perform a scripted piece.</li><li>Exploration of different practitioner techniques and how the performance changes based on different intent</li><li>Characterisation skills</li><li>Performances</li></ul>	<ul style="list-style-type: none"><li>Watching a recorded theatre performance</li><li>Introduction to key theatre aspects of stage, set, lighting, costume and sound.</li><li>Exploration of how these have been used effectively</li></ul>	<ul style="list-style-type: none"><li>Exploration of a script and opportunity to creatively amend it.</li><li>Group performance of this scripted piece</li><li>Group assigned roles of lighting, sound, set, costume as mini project show understanding of key theatrical elements.</li></ul>	<ul style="list-style-type: none"><li>Continued exploration of script and technical theatre skills within performance.</li><li>Group assigned roles considering technical aspects of performance</li><li>Student led performance project</li></ul>	<ul style="list-style-type: none"><li>Written focus of how to evaluate and analyse.</li><li>Opportunity to rework scenes to improve based on reflection and feedback.</li><li>Consideration of these skills of reflective evaluation in life and work.</li></ul>
P S H E	Topic	Health and Wellbeing	Health and Wellbeing	Living in the Wider World	Living in the Wider World	Relationships	Relationships
	Content	<ul style="list-style-type: none"><li>Behaving to achieve</li><li>Alcohol Awareness</li><li>Drugs &amp; the law</li><li>Organ and blood Donation</li></ul>	<ul style="list-style-type: none"><li>Managing stress</li><li>Selfie Safety</li><li>Internet Safety</li></ul>	<ul style="list-style-type: none"><li>Protected characteristics</li><li>Equality Act</li><li>Prejudice and Discrimination</li></ul>	<ul style="list-style-type: none"><li>Democracy</li><li>Parliament</li><li>Political Systems</li></ul>	<ul style="list-style-type: none"><li>Eating disorders</li><li>Fertility and menopause</li><li>Child sexual exploitation</li><li>Abusive relationships</li></ul>	<ul style="list-style-type: none"><li>Charity</li><li>Rights and responsibilities</li><li>Gender identity</li><li>LGBTQAI+</li></ul>