



*This guide provides an overview of the curriculum content  
for students in Year 9*

♦ English	♦ Religious Studies
♦ Maths	♦ Personal Development (PD)
♦ Science	♦ Physical Education (PE)
♦ Geography	♦ Art
♦ History	♦ Photography
♦ Computer Science	♦ Drama
♦ Spanish	♦ Music

# ENGLISH - Early Entry

What is being taught this year:

## AUTUMN TERM

### Half Term 1 / Half Term 2

#### *Priestley's An Inspector Calls*

This is the first compulsory text students study for their GCSE literature examination. Students are taught to understand, playwright's craft (which links to the play form studied at the end of year 8), themes and social and historical content in which the play was produced.

This knowledge-base allows students to respond carefully to the thematic and character questions set in the GCSE examinations. Students have used PEARCL shape to develop their ideas carefully within a paragraph. At this stage students practise and apply their developed points to create a shaped essay in order to provide a conceptualised response to the question and in KS4 using QWERC.

Themes of social justice have been explored in KS3 and students will be familiar with active reading and annotating texts.

## SPRING TERM

### Half Term 3 / Half Term 4

#### *Dickens' A Christmas Carol*

Having studied allegory novella in Year 8, students will be familiar with this form and the significance of symbolism to make a wider political and social commentary.

Dickens text also shares common themes with Priestley's text on social injustice, abusive hierarchical systems, privilege and responsibility hence the reason for studying this text after 'An Inspector Calls'. Similar to the previous unit, students read the text to establish a knowledge- base of authorial craft and methodology, themes.

Students continue to apply the QWERC shape to their responses to ensure that they are satisfying all the Assessment Objectives of the exam criteria and there continues to be an intensive focus on answer the question and making developed points with judicious evidence.

Students also deepen their 19<sup>th</sup> century contextual knowledge including the suffering of the poor in the Victorian era, Malthusian and precepts, the Industrial Revolution and its impact and Dickens' own autobiographical reference points.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### *Shakespeare's Macbeth*

Students will have studied two Shakespeare plays and will be familiar with the dense rhetoric of Shakespearian English and layers of plot that Shakespeare employs. Students will also be au fait with exploring themes (particularly how magic is used for evil), characters and relationships between the characters from KS3.

Students will revisit the Elizabeth and Jacobean context, building on their prior knowledge of the role of women in a patriarchal society and how the character of Lady Macbeth transgresses these gender roles. Students will also be taught the conventions of Shakespearian tragedy so that they understand Macbeth's role as the tragic hero and can begin to develop their own interpretations of Macbeth's culpability in his downfall.

Using the skills developed from *The Christmas Carol* and *An Inspector Calls* units, students continue to practise and master their QWERC paragraphs in preparation for the timed conditions of the GCSE Literature in Year 10. Students will need to be able to write complete, relevant essays with developed and well substantiated ideas within 45 minutes.

# ENGLISH

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1 / Half Term 2

##### Lord of The Flies Novel Reading/Writing

Linking from the prior study of *Private Peaceful* and *Animal Farm*, students deepen their understanding of how writers use allegory, characterisation and context to explore themes of power, control and identity.

Building on their knowledge of how Morpurgo and Orwell use individual characters to reflect broader societal issues, students now engage with Golding's *Lord of the Flies* as a modern allegory that interrogates the fragility of civilisation and the darker aspects of human nature.

The unit encourages students to track the evolution of characters like Ralph, Jack and Piggy, drawing parallels with figures such as Napoleon and Boxer in *Animal Farm*, and Charlie and Tommo in *Private Peaceful*. This intertextual approach reinforces core thematic links, which students will study in Year 10 particularly around the abuse of power, moral responsibility, and the search for identity. This unit equips students with the conceptual vocabulary and analytical frameworks needed for success across all their GCSE Literature texts, consolidating a rich thematic understanding that will inform their future study of character, context and theme. .

### SPRING TERM

#### Half Term 3

##### Nature poetry Poetry Reading

In Year 9, students revisit and refine their understanding of poetic devices introduced earlier in KS3, while deepening their analysis of how poets use language, form and structure to create meaning.

This unit focuses on nature poetry, encouraging students to explore how different poets represent the natural world in diverse and thought-provoking ways. Through close reading and discussion, students will practise using the PEACL (Point, Evidence, Analysis, Context, Link) structure to develop thoughtful and detailed responses to a broader range of poetry.

Building on prior knowledge, students are introduced to a wider variety of poetic voices and cultural perspectives, helping them consider how historical and social contexts shape poetic expression.

The thematic focus on nature serves as a foundation for the Power and Conflict anthology studied in Year 10 for the English Literature Paper 2 exam. By examining how nature can reflect beauty, power, struggle, and human emotion, students begin to draw connections between poems studied now and those they will encounter later.

#### Half Term 4

##### The Importance of Being Earnest Play Reading

The Importance of Being Earnest as a satirical critique of Victorian society, developing their understanding of how writers use form, structure and dramatic irony to challenge social conventions.

Having previously examined the abuse of power in allegorical and dystopian texts, students are now encouraged to interpret how Wilde uses comedy and wit to expose the hypocrisy and superficiality of the upper classes, reinforcing key themes such as wealth, class divide, and social expectations.

This unit builds students' confidence with dialogue, subtext, and performance conventions, while also enabling them to refine their analytical writing by exploring how playwrights convey meaning through dramatic methods. Students examine how Wilde satirises the rigid social codes of the Victorian era around gender roles, marriage, and reputation—and begin to question how identity can be constructed.

Ultimately, this unit gives students a rich understanding of how playwrights use theatre to critique societal norms. It introduces key dramatic concepts they will continue to apply in Year 10 when they study *An Inspector Calls*, where the class divide, gender expectations and critiques of the upper class remain central concerns.

### SUMMER TERM

#### Half Term 5

##### Introducing Tragedy Oracy Project Writing/Oracy

In this oracy-focused unit, students are introduced to the concept of tragedy through a range of fiction and non-fiction texts, exploring how real and imagined experiences are shaped by conflict, loss, and human flaws.

Through discussion and debate, they examine how tragic narratives provoke empathy and challenge perspectives, while also building their own voice and confidence in expressing complex ideas. This unit supports students' understanding of structure, tone, and persuasive techniques all of which should be reflected in the planning, writing and performance of a persuasive speech linked to tragedy.

This project not only develops their ability to speak fluently and with purpose, but also introduces key rhetorical devices and structural techniques they will revisit in their Year 10 NEA. By engaging with tragic themes, students are familiar with the tragic genre prior to their GCSE studies in which they will study *An Inspector Calls* and *Macbeth*, where tragedy, power, and personal responsibility are central.

#### Half Term 6

##### Romeo and Juliet Play Reading

Building on their earlier study of Shakespeare through *A Midsummer Night's Dream* and *The Tempest*, students now approach *Romeo and Juliet* with a deeper understanding of Shakespearean language, dramatic form, and character archetypes. With a foundation in tragic structure from the oracy project, students are well-equipped to explore the conventions of tragedy in a more sustained and complex way.

This unit focuses on the links between fate, impulsivity, conflict and identity, encouraging students to analyse how Shakespeare uses structure, dialogue and symbolism to build tension and evoke sympathy. Key themes such as family loyalty, love, and social expectation are explored alongside the consequences of impulsive action, laying the foundations for their later study of *Macbeth*, where ambition and fate again play central roles in a tragic downfall.

By tracking character arcs and key scenes, students further develop their ability to write fluently and analytically across a full text. This study not only prepares them for Shakespeare at GCSE but also refines their ability to interpret complex motivations and societal pressures.

# MATHS

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1

We begin Year 9 with a focus on algebra to ensure that pupils are fluent with all algebra skills as these are essential for all other topics at KS4. We revisit the algebra skills from KS3, but new concepts such as completing the square are also introduced. At the end of the half term, we move on to looking at how the number skills honed in KS3 can be applied to ratio and proportion.

##### Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

#### Half Term 2

We go back to focussing on algebra, however the focus is on the application of algebraic skills to more complex contexts such as functions and rearranging formulae.

In addition, pupils begin to explore the concept of proof, which is essential when studying maths to a higher level.

##### Content:

- ◆ Sequences.
- ◆ Simultaneous equations.
- ◆ Rearranging formulae.
- ◆ Functions.
- ◆ Iteration.
- ◆ Algebraic proof.

### SPRING TERM

#### Half Term 3

We predominantly focus on geometry topics, building on the foundations which were built in KS3, whilst also bringing in the algebra skills to help with topics such as the sine and cosine rules.

Throughout this term we also develop problem-solving skills by attempting multi-step problems within each topic.

##### Content:

- ◆ Pythagoras & Trigonometry (SOHCAHTOA).
- ◆ Trigonometry: sine & cosine rules.
- ◆ Area & circles.
- ◆ Surface area & volume.
- ◆ Similar shapes.
- ◆ Primes, factors, multiples & estimation.

#### Half Term 4

We begin with deepening pupils' understanding of different representations of number, including standard form and surds. We also look at real-life applications of number such as compound measures (speed, density & pressure) and probability.

Whilst studying probability, we also make links with algebra by using it to help solve complex probability problems.

##### Content:

- ◆ Standard form.
- ◆ Surds.
- ◆ Fractions, decimals & percentages.
- ◆ Compound measures.
- ◆ Probability.

### SUMMER TERM

#### Half Term 5

We begin by revisiting number to look at the importance of bounds in problem solving. This also brings in links with other topics covered previously such as speed, distance, time. We then move on to building on the data and statistics topics which were covered in KS3, by revisiting averages, representing data and histograms in more depth. We end this term by revisiting geometry topics and deepening the understanding from KS3.

##### Content:

- ◆ Accuracy & bounds.
- ◆ Averages.
- ◆ Representing data.
- ◆ Histograms.
- ◆ Angles in parallel lines.
- ◆ Angles in polygons.
- ◆ Transformations.

#### Half Term 6

We focus on applying number and algebra skills to graphs through the study of straight line graphs and equations of circles. We also start linking back to geometry and revisit angle facts through circle theorems. We continue on the geometric theme, considering geometric proof through the study of vectors and congruent triangles.

##### Content:

- ◆ Coordinate geometry.
- ◆ Circle theorems.
- ◆ Equation of a circle.
- ◆ Graph transformations.
- ◆ Vectors.
- ◆ Congruent triangles.
- ◆ Construction, loci & bearings.

**Early entry GCSE:** Pupils who are being entered for their GCSE early study the same topics in the same order but they move through the content more quickly to ensure there is plenty of time for revision before the exams in half term 5/6.

# SCIENCE

## What is being taught this year:

Subject specialist teachers on rotation each term. Therefore, the order may vary.  
All students cover the same material by the of the academic year.

### AUTUMN TERM

#### Half Term 1 / Half Term 2

In the first term, Chemistry is the focus. This includes fundamental chemical principles required for GCSE Chemistry. Students revisit concepts covered in KS3 including atomic structure, periodic table, chemical bonding, states of matter and separation techniques.

Students deepen their understanding of this subject matter and start to apply it to more challenging contexts. Students study composite ideas such as ionic, covalent and metallic bonding which will form the foundation of knowledge which they require for topics later on in their GCSE studies.

Later on in the term, students study Topic 8 chemistry where they revisit components covered in KS3, such as composition of the atmosphere and combustion, and then extend this knowledge by learning about the effects of different fuels and properties of hydrocarbons.

#### Topics covered

- ◆ Topic 1 –Key Concepts in Chemistry
- ◆ Topic 2 – States of Matter & Separation Techniques
- ◆ Topic 8 – Fuels and the Atmosphere

### SPRING TERM

#### Half Term 3 / Half Term 4

In the second term, Biology is the focus. This begins with topic 1 key concepts including fundamental biological principles required for other topics covered later in the GCSE.

Microscopes, Cells and Diffusion are components revisited from year 8 before building on this knowledge and studying topics such as osmosis, active transport and enzymes. The journey continues with Topic 2 which builds on the topic 1 cell content.

Topic 3 follows which revisits genetics, previously covered in Year 8, and students deepen their understanding of these concepts and are exposed to more challenging composites such as sex inheritance.

Lastly topic 4 is studied in which natural selection and genetic modification, continuous and discontinuous variation are revisited and further built upon from KS3.

#### Topics covered

- ◆ Topic 1 – Key Concepts in Biology
- ◆ Topic 2 – Cells and Control
- ◆ Topic 3 – Genetics
- ◆ Topic 4– Natural Selection and Genetic Modification

### SUMMER TERM

#### Half Term 5 / Half Term 6

In the final term of the year, Physics is the focus. Beginning with topic 2 as topic 1 (key concepts) is skills based and is embedded throughout topic 2. Topic 2 (Motion and forces) is revisited and built upon from KS3.

Students move onto Topic 3 where they further develop their understanding from KS3 of components such as conservation of energy, energy sources and energy calculations. Finally, students study topic 4 waves where they revisit basic wave principles from KS3 before deepening their understanding of refraction.

Students are also introduced to more complex components such as how sound waves travel through different mediums.

Studying these three topics in Year 9 allows students to secure the foundational knowledge required for topics later on in the GCSE including EM spectrum, Work Done and Vectors.

#### Topics covered

- ◆ Topic 2 –Forces and Motion
- ◆ Topic 3 – Conservation of Energy
- ◆ Topic 4 – Waves



# GEOGRAPHY

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1

Pupils begin to study the core themes of GCSE geography starting with a focus on Paper 2 as human processes such as development underpin all the GCSE topics.

#### Global Development – Paper 2

Pupils will build on their KS3 knowledge of the global process of development and associated changes to the economy and demographics of a country (KS3 topic: An Unequal World). Through a detailed exploration of India as a case study, pupils study the causes and consequences of rapid development.

**Assessment:** Teachers will assess pupil's written work and skills through weekly homework including GCSE style questions (1,2,3,4 and 8 markers). They will sit a GCSE Global Development topic test.

#### Half Term 2

#### Weather Hazards and Climate Change – Paper 1

This topic requires pupils to extrapolate knowledge from the previous topic to analyse the varying impacts of tropical cyclones and droughts around the world. The topic builds on pupils past knowledge of climate change causes and impacts (KS3 Topic: Climate Change). Pupils will deepen their understanding of the atmosphere operating as a global system through atmospheric and ocean circulation. Droughts and tropical cyclones are both studied with a focus on assessing the impacts in developing and developed countries in order to answer 8-mark questions.

Links to prior learning in Year 9 - Global development (economic and demographic characteristics of developing, emerging and developed countries)

**Assessment:** 55-minute assessment with GCSE style questions on Global Development and Weather Hazards. Questions include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.

### SPRING TERM

#### Half Term 3

#### Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of ecosystems introduced in Year 7 'Our Living World' Topic and application of atmospheric circulation learnt last topic to global biome distribution. Pupils will study the characteristics of tropical rainforests and deciduous woodlands in depth through studying case studies (Epping Forest, UK and Monteverde Cloud Forest, Costa Rica).

**Assessment:** Pupils will not sit a formal assessment in half term 3. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 9.

#### Half Term 4

#### Changing Cities – Paper 2

Pupils revisit the process of urbanisation and population change in cities learnt in KS3 topics (An Unequal World + Population Pressures) through an in depth study of urban processes in London and Sao Paulo. This topic will deepen the pupils understanding of the influence of development on urbanisation causes and consequences through studying two cities within countries of contrasting development levels.

**Assessment:** 55 minute assessment with GCSE style questions on Weather Hazards and Ecosystems (Paper 1). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.

### SUMMER TERM

#### Half Term 5

#### UK Landscapes – Paper 1

The series of two lessons gives an overview of geomorphological and sub-aerial processes such as weathering, mass movement and erosion which are vital components in understanding composites such as river or coastal landscape formation (topics to follow. Pupils also learn geographic skills related to physical geography.

#### Coastal Landscapes and Processes – Paper 1

Pupils will deepen their understanding of the role of coastal management and the consequences of engineering strategies along the Holderness Coast.

Links to prior learning in Year 9 – Changing Landscapes (geomorphological and sub-aerial processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes).

**Assessment:** Pupils will not sit a formal assessment in half term 5. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 9.

#### Half Term 6

#### River Landscapes and Processes – Paper 1

This topic focuses on developing the skills to interpret a range of figures (Inc. flood risk maps, photographs, hydrographs) to ensure pupils can answer 8 mark GCSE questions in this unit. They will deepen their understanding of river management and processes.

**Assessment:** 55-minute assessment with GCSE style questions on Changing Landscapes, Coastal and River processes and landscapes (Paper1).

# HISTORY

## What is being taught this year:

### AUTUMN TERM

Half Term 1 / Half Term 2

### SPRING TERM

Half Term 3 / Half Term 4

### UMMER TERM

Half Term 5 / Half Term 6

In Year 9, history students begin their transition to GCSE history. This ensures that the Year 9 curriculum is ambitious and challenging for all history students. We intend for all students to begin to learn the GCSE history curriculum, enabling students to revisit and deepen their knowledge of the chronological narrative of the past that they constructed at Key Stage Three, as well as the ideas and concepts that they have already encountered. For this reason, students will learn the GCSE Paper 1 thematic study on Medicine in Britain (from c1250 to the present day), as this will enable students to strengthen and extend the characteristics and trends that define different historical periods. In Year 9, students will also learn the Paper 2 British depth study on Henry VIII and his ministers (1509-1540). This allows students to deepen their knowledge of 16th century Britain, Europe and the Reformation (which they built at Key Stage Three) and add complexity to a range of substantive concepts (including “the Church”, “the nobility”, “monarchy”, “parliament” and “government”). The year follows a chronological structure, to encourage a richer and coherent sense of period and change over time, as outlined below.

Autumn Term 1: GCSE History Paper 1 (Medieval Medicine, c.1250 to 1500)

Autumn Term 2: GCSE History Paper 2: Henry VIII and his Chief Ministers (1509-1547)

Spring Term 1: GCSE History Paper 2: Henry VIII and his Chief Ministers (1509-1547)

Spring Term 2: GCSE History Paper 1 (Renaissance and Industrial Medicine, c.1500-1900)

Summer Term 1: GCSE History Paper 1 (Medicine on the Western Front, 1914-1918)

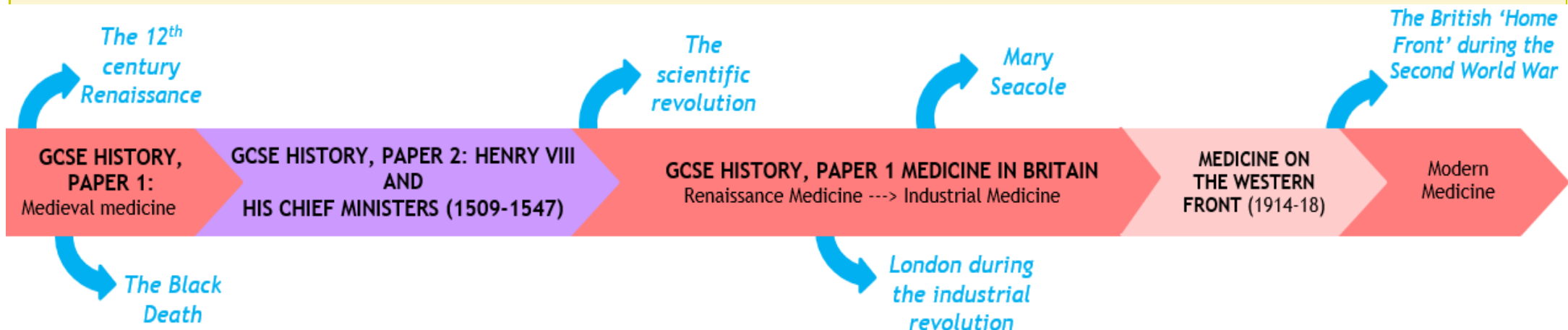
Summer Term 2: GCSE History Paper 1 (Modern Medicine, c.1920 to present)

In line with [Edexcel's intentions for the GCSE history curriculum](#), therefore, we intend for Year 9 students to begin to:

develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience  
engage in historical enquiry to develop as independent learners and as critical and reflective thinkers  
develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context  
develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them  
organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Across Year 9, we also intend for students to learn historical topics that go beyond the GCSE history specification This draws on the principles of ‘worldbuilding’ to deepen pupils’ understanding of the historical contexts relating to their GCSE papers, in turn, supporting students in developing a strong sense of period that allows them to make more robust claims about the topics addressed in their GCSE examinations. This also ensures that the Year 9 history curriculum: remains ambitious for all students; continues to reflect the diversity of people, groups and experiences in the past; and strengthens the narrative of the past that students have been building since Year 7.

The topics taught across Year 9 are structured and sequenced around historical enquiries, ensuring that students build both substantive and disciplinary knowledge.



# COMPUTER SCIENCE

What is being taught this year:

## AUTUMN TERM / SPRING TERM

### Half Term 1 / Half Term 2/ Half Term 3

#### Spreadsheet Modelling & Data Science

From transmitting data from one device to another, students will begin to confidently develop their spreadsheet skills to model data using spreadsheets. Students will participate in engaging activities to develop an understanding and applying basic formulas to writing their own COUNTIF statements.

Students will develop a good set of skills that they can later use in their digital literacy course from Year 9 and in other subject areas.

Students will have the opportunity to combine all their skills in a excel project. Here students will collect, interpret, and analyse data, presenting findings in a spreadsheet and creating a dashboard of conclusions.

## SPRING TERM / SUMMER TERM

### Half Term 4 / Half Term 5

#### Website development (CSS, HTML)

Students will now explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS. Students will investigate how websites are catalogued and organised for effective retrieval when using search engines. Students will start to understand how web pages are constructed using HTML tags, and how they are modified to resemble the websites they are accustomed to.

Students will begin by considering the power of automation for repetitive tasks, before delving into some practical web page formatting activities using HTML tags.

This topic will enable students to develop a functional website based on topics related to implications of digital literacy (ethical, environmental, cultural and legal).

### Half Term 6

#### User interface design concept & development

Students will have the opportunity to express their creativity when designing and implementing a user interface and produce a design using tools from different applications during the course of the project. Students are free to create solutions with the tools they feel are most suitable for the task and create inventive and original solutions that push their specific abilities. At the end of the project, students will evaluate the effectiveness of their solutions in terms of goals and suitability, and reflect on the process they followed, including the software they used.

At the end of Summer 2, all computing students will have developed a solid foundation for KS4 computing and become digitally literate in using, expressing and developing their ideas through information and communication technology.



# SPANISH

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1

**Productive skills:** Students learn how to talk about themselves and their family members and, in so doing, revisit the key verbs of 'ser' (to be) and 'tener' (to have). Student revisit the present tense more generally when describing how they spend time with their family members and learn how to conjugate reflexive verbs in the present tense so that they can talk about their family relationships. Students then revisit the immediate future tense so that they can talk about their future family plans.

#### Receptive skills:

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.

#### Half Term 2

**Productive skills:** Students build on the lexical knowledge that they acquired in Year 7 within the context of free time by learning to write and talk about this topic in the present, future and preterit tenses. They learn a number of key high-level structures from these time frames to add complexity and detail to their work.

Cuando + subj. and weather phrases

#### Receptive skills:

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.

### SPRING TERM

#### Half Term 3

**Productive skills:** Students build on the lexical knowledge that they acquired in Year 7 and 8 within the context of school by learning to write and talk about this topic in all key tenses. They will learn a number of key high-level structures from these time frames to add complexity and detail to their work.

In the second half of the term, they study the topic of post-16 education and jobs.

#### Receptive skills:

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.

#### Half Term 4

**Productive skills:** Students revisit the present and past tenses in the context of technology.

#### Receptive skills:

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.

### SUMMER TERM

#### Half Term 5

#### Productive skills:

Students revisit all of the topics and tenses that they have studied this year to prepare for their final assessments in Summer 2.

#### Receptive skills:

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.

#### Half Term 6

#### Productive skills:

In Summer 1, students begin the term by discussing different celebrities and their impact on society. They also discuss the pros and cons of celebrity life. The second half of the term focuses on further developing students' speaking skills so students complete a range of speaking focussed activities in lessons.

#### Receptive skills:

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.

# RELIGIOUS STUDIES

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### GCSE: Islam practices

Students continue with a study of Islamic practices as per Y8 summer term 2, with opportunities embedded into the half term to revisit learning from Y8 to consolidate and deepen understanding.

### Half Term 2

#### GCSE: Christianity beliefs and teachings

Students learn about key beliefs and teachings of Christianity, including the trinity, beliefs about God, life after death, and the death and resurrection of Jesus.

Students explore the influence of these beliefs on believers, and their significance for religious communities today.

## SPRING TERM

### Half Term 3

#### GCSE: Christianity practices

Students learn about a range of Christian practices including prayer and worship, sacraments, festivals, the role of the Church, and persecution. Students explore the divergent ways these practices are carried out by different religious communities, as well as their significance for Christians today.

### Half Term 4

#### GCSE: Crime and Punishment

Students begin to apply their understanding of Christian and Muslim beliefs and teachings to the ethical issues surrounding crime and punishment, including causes of crime, types and aims of punishment, and forgiveness.

Students explore a range of religious attitudes towards these issues, and analyse their significance for religious believers in modern British society.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### GCSE: Religion and Life

Students apply their understanding of Christian and Muslim beliefs and teachings to the topics of creation, animal rights, environmentalism, abortion and euthanasia.

Students explore a range of religious attitudes towards these issues, and analyse their significance for religious believers in modern British society.

# PERSONAL DEVELOPMENT

What is being taught this year:

## AUTUMN TERM

### Half Term 1

Students begin the year with a series of lessons on the community, diversity, and being a responsible member of the community.

Students build upon their citizenship learning from Years 7 and 8 in this unit, exploring the nature of political power in the UK, including local government. Students consider the ways in which individuals govern themselves, and how citizens can try to bring about active change in society.

### Half Term 2

This unit addresses many of the legal aspects of marriage and family life.

Students deepen their understanding of these topics, and learn about the law surrounding issues that affect women and girls, including FGM and breast ironing, as well as the law concerning consent.

This unit invites students to make challenging links to citizenship as well as British Values.

## SPRING TERM

### Half Term 3

Students deepen their understanding of sexual health by revisiting the key issues of safe sex, communication, and consent. Students also learn the facts and law surrounding pornography, online sexual abuse, and sexual harassment, building on their existing knowledge of sexual harassment from Year 8.

Students consider the role of individuals and institutions in protecting people from abuse, and the importance of helping others, both in the local and wider communities.

### Half Term 4

Students will cover digital literacy and develop understanding on how to recognise misinformation.

Students will also engage in economic education, learning about financial topics such as salary, tax and pensions, as well as the concept of budgeting from a young age.

As part of the PSHE curriculum, this unit provides students with an economic awareness that is further developed in Year 10 and Year 11 PD tutor time sessions.

## SUMMER TERM

### Half Term 5

Students then go on to think ahead to their future, at GCSE level, A Level, and beyond.

Students will develop an understanding of the 'next steps' at all levels, the options that are available to them, as well as the steps they need to take to achieve their goals.

Students will continue to explore their future through deciding what they will choose to study for their options subjects at GCSE level.

Students will be introduced to the range of subjects on offer and learn about how these can help them to reach their goals.

### Half Term 6

Students deepen their understanding of what it means to live a healthy lifestyle, by understanding the facts surrounding diet and disease, vaccines, and organ and stem cell donation.

The topics draw upon knowledge acquired in science, and students learn how to make healthy choices that positively impact physical health and wellbeing.

# PHYSICAL EDUCATION - CORE PE

What is being taught this year:

## AUTUMN TERM

### Half Term 1

Students take part in athletics and volleyball lessons. In athletics lessons, students deepen their understanding of and ability in sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students develop the skills acquired at Key Stage 3 to become more competitive in a game scenario.

### Half Term 2

Students take part in handball lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on performing under pressure.

## SPRING TERM

### Half Term 3

Students take part in football lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on performing under pressure.

### Half Term 4

Students take part in cricket and table tennis lessons. In cricket lessons, students consolidate their prior knowledge of fielding before learning two more batting techniques and practising bowling with a short run up. In table tennis lessons, students build on their prior knowledge from Key Stage 3 when they learn a variety of more challenging shots in order to outwit opponents.

## SUMMER TERM

### Half Term 5

Students take part in rounders lessons where they learn the skills for the different roles that are involved in the sport, such as batting, bowling, fielding, etc.

### Half Term 6

Students take part in a range of different team-based activities known as Summer Games.

Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games).

Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.

### FINE ART

#### Surrealism Painting/Drawing

Using the art movement Surrealism as a stimulus, students will start to deepen their understanding of key specialisms within the art world: Drawing/Painting, Print-making and Photography. Students will explore these disciplines on a carousel that seeks to mirror a foundation course.

Within the Drawing/Painting project students will build on the key knowledge and skills they developed during Y7 and Y8 with the aim of building automaticity when using more challenging media such as watercolour, acrylic and oil paint. Students will learn about the key characteristics of the Surrealist art movement and create their own artistic outcomes inspired by the work of famous Surrealist painter such as Dali and Magritte. Study within this area will help to prepare them for GCSE as they build technical fluency with media and explore visual language and concept in greater detail.

Key learning components:

- ◆ Be able to critically analyse artworks and infer conceptual meaning in relation to visual language (Formal elements/Subject/Media application).
- ◆ Know the key characteristics of watercolour, acrylic paint and oil paint.
- ◆ Develop ability to effectively control watercolour, acrylic paint and oil paint, utilising blending techniques and layering when necessary.
- ◆ Have a knowledge of different drawing techniques that can improve accuracy when drawing from observation.

#### Photography

This introductory project aims to introduce students to Photography as an Art form. Students will start to explore the basic practical skills of Photography, whilst developing their understanding of the formal elements and different compositions throughout. Students will be guided through research tasks that teach them how to analyse visual language and understand context. Alongside this, students will replicate and interpret artworks, deepening their understanding of materials and techniques in a context that is increasingly more challenging. By gaining confidence when using a DSLR camera and learning about some of the core skills needed to edit photographs, students will have the knowledge and skills to learn in more depth about Motion within Photography in Year 10.

Key learning components:

- ◆ To gain understanding and knowledge on what the formal elements within photography are with a focus on composition, exploring different angles.
- ◆ To have a knowledge and understanding of the anatomy of an SLR camera and to know how to take a picture using an SLR camera.
- ◆ Develop our written communication and ability to analyse artwork/photographs and apply key photographic vocabulary.
- ◆ Be able to use basic editing techniques to physically and digitally manipulate photographs.
- ◆ Develop recording and presentation skills.

#### Printmaking

Within the printmaking project students will be introduced to a range of different printmaking techniques, such as lino printing, mono printing, block printing etc. This will allow students to explore a new way of creating art which draws on their core knowledge of the formal elements in Year 7 and year 8, This introductory project presents them with an increased challenge of applying this understanding to a new process in style of Surrealism, conceptual art and African art. Students will explore printmaking following a structure based around the formal elements ( Pattern, space, colour, line, texture, form, shape) As well as being inspired by famous surrealist artist, printmaking artists and artists or printmakers that explore African art. This will allow them to have a stronger understanding of historical and contemporary artists in the modern day art world.

Key learning components:

- ◆ Be able to critically analyse artworks and infer conceptual meaning in relation to visual language (Formal elements/Subject/Media application).
- ◆ Know the different forms of printmaking and their key characteristics.
- ◆ Develop ability to effectively control the tools used within printmaking and effectively communicate the formal elements effectively through the use of printmaking.

# PHOTOGRAPHY

## What is being taught this year:

### Introduction to Photography

This introductory project aims to introduce students to Photography as an Art form. Students will start to explore the basic practical skills of Photography, whilst developing their understanding of the formal elements and different compositions throughout. Students will be guided through research tasks that teach them how to analyse visual language and understand context. Alongside this, students will replicate and interpret artworks, deepening their understanding of materials and techniques in a context that is increasingly more challenging. By gaining confidence when using a DSLR camera and learning about some of the core skills needed to edit photographs, students will have the knowledge and skills to learn in more depth about Motion within Photography in Year 10.

#### Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

# DRAMA

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1 / Half Term 2

In English, students revisit the form of a play through studying Priestley's 'An Inspector Calls'. Students will build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and explore the subtexts of a character. During this scheme of work, students are introduced to the foundational performance skills and important theatrical considerations in more depth. Through performing key monologues and sections of the play, students will further develop their oracy and performance skills, as well as consider the style and genre of the play. Through design focus such as staging the opening scene, designing costume and exploring the use of In English, students will be studying the novella, 'A Christmas Carol'.

Students will continue to build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and understand the purpose of the intrusive narrator. To do so, students will perform key extracts from the narrator, and consider how vocal skills can be used to reveal and emphasis the subtext of the work. Through design focus such as designing costumes for the ghosts, students will continue to build on their skills of designing and evaluating the success of design.

### SPRING TERM

#### Half Term 3 / Half Term 4

In English, students will be studying the novella, 'A Christmas Carol'. Students will continue to build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and understand the purpose of the intrusive narrator. To do so, students will perform key extracts from the narrator, and consider how vocal skills can be used to reveal and emphasis the subtext of the work.

Through design focus such as designing costumes for the ghosts, students will continue to build on their skills of designing and evaluating the success of design.

### SUMMER TERM

#### Half Term 5 / Half Term 6

In English, students revisit Shakespeare through studying 'Macbeth'. Students will study the context of Jacobean English, which will aid in their development of design skills. For instance, students will make reference to context and style when justifying their choices for lighting, sound, design, costume and staging. This will further develop their ability to comment on the style and genre of a play, and evaluate the success different methods of bringing the text to life. Students will build on their analytical skills developed in Y8, and further develop their ability to comment on stage directions and form. Students will build on their comprehension and analysis skills and be able to comment on key characters, themes and also compare these with their previous study of 'The Tempest.' Students will develop their live theatre evaluation skills by watching multiple productions of key scenes, allowing them to evaluate the impact of different design and directional choices. Students will develop their analysis and evaluation skills needed to write effectively about the impact of piece of theatre.

Students oracy and performance skills will be developed through dramatic monologues and soliloquys, which in turn further develops their ability to consider and justify performance choices. Moreover, this skill will be further developed through application, as students will perform key moments from the play, focusing on their communication of character and subtexts through vocal and physical skills.



# MUSIC

What is being taught this year:



## AUTUMN TERM

### Half Term 1 / Half Term 2

#### Performance – Carousel Unit

Students will develop performance skills to help them to develop and become better musicians. Ensemble and solo work will allow students to prepare for the musical demands of being a well-rounded performer.

There will be a culture of performance using the voice and instruments. Topics will include sight reading, playing by ear and recitals from the ABRSM syllabus of pieces from grade 3 upwards.

## SPRING TERM

### Half Term 3 / Half Term 4

#### Composition – Carousel Unit

Students will embark on project-based work such as musical briefs. Compositional techniques draw from all previous units and require skills in harmony, melody and tonality, structure and rhythm.

This unit will give students the creative freedom to be creative with music and to take ownership of their own work. Students will be supported with work packs and guides as well as being challenged to think outside of the box.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### Appraisal Carousel Unit

Students will develop writing skills so that they can effectively; make a point, evidence that point, explain their findings and evaluate their findings.

Knowing the meanings of the musical elements and common features of them is crucial to becoming a well-rounded musician. Students Explore the DR SMITH mnemonic through analysis, appraisal and composition so that they become musical thinkers and bolster their vocabulary in the art.

Students use the musical elements in their own keyboard playing such as texture, rhythm, pitch and dynamics.

Score analysis is a regular part of lessons and students identify elements in unfamiliar works. Score annotation and reading is introduced.

Rhythmic and melodic dictation helps prepare students to read and write using staff notation with fluency and accuracy.



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