Y9 Subject - ENGLISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**The Woman in Black /**	Students explore how writers present fear, control, isolation and societal pressures through the study of either *The Woman in Black* or *Fahrenheit 451*. They develop critical interpretations and consider how writers use language, structure and genre conventions to communicate ideas and shape readers' responses.	Ongoing assessment through retrieval practice, annotation, discussion, analytical essays and extended writing. Unseen end of unit assessment.	Reading: Track an idea/theme/character across an entire text. Author's craft: Analyse how language, structure and genre conventions communicate ideas and shape reader response. Writing: Craft writing with controlled paragraph structure and precise vocabulary choices, matched consistently to purpose and audience.
Spring	**A View From The Bridge/** **Fahrenheit 451**	Students explore responsibility, justice, loyalty and the American Dream through Miller's play. They consider how dramatic methods communicate ideas and influence audiences whilst developing GCSE-style literary analysis.	Ongoing assessment through discussion, performance, annotation, analytical essays and retrieval activities. Unseen end of unit assessment.	**Reading**: Construct an extended and sustained line of argument across a 5-paragraph essay with introduction and conclusion. **Author's craft:** Analyse how dramatic methods communicate ideas and influence audiences **Writing:** Construct analytical paragraphs that weave quotations smoothly into their own sentences and use linking words and phrases (e.g. "however", "as a result") to connect ideas.
Summer	**Selected Short Stories and Science Fiction Story Collection**	Students explore a range of literary and science fiction texts, developing comparative reading skills whilst evaluating how writers use language, structure and form to present ideas across texts and genres.	Ongoing assessment through retrieval activities, discussion, comparative analysis, analytical writing and creative responses. Unseen end of unit assessment.	**Reading**: Offer an alternative interpretation of the text, considering the author's purpose and intentions. **Author's craft:** Analyse how writers use language, structure and form to create meaning and effect across texts. **Writing:** Sustain creative and viewpoint writing across an extended response, using deliberate structural and language choices.

Y9 Subject- ENGLISH

How families can support	Useful links	Enrichment Opportunities
• Encourage regular reading of challenging fiction and non-fiction. • Discuss themes, contexts and ideas from texts studied. • Support independent revision and note-making. • Encourage wider reading around GCSE-style topics. • Help pupils proofread and refine written work. • Promote discussion of current social and ethical issues.	•BBC Bitesize English Language and Literature https://www.bbc.co.uk/bitesize/subjects/zr9d7ty •Oak National Academy English https://www.thenational.academy/subjects/english •National Literacy Trust https://literacytrust.org.uk/ •British Library Discovering Literature https://www.bl.uk/discovering-literature •Poetry Foundation https://www.poetryfoundation.org/ •Royal Shakespeare Company Learning Zone https://www.rsc.org.uk/learning-learning-zone/	•SWS Creative Writing Club •Debating and Public Speaking •Literary competitions •Theatre visits and performances •School publications and journalism opportunities •Author talks and literary festivals

Y9 Subject- MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Properties of number, Percentages, Area and Volume, Equations, inequalities and formulae,	• **Properties of Numbers:** The foundational rules governing how different types of numbers behave and interact during calculations. • **Percentages:** Expressing values as parts of a hundred to easily compare fractions, track changes, and calculate proportions. • **Area and Volume:** Measuring the spatial sizes of shapes, tracking two-dimensional surface coverage versus three-dimensional capacity. • **Equations, Inequalities, and Formulae:** Using mathematical sentences, balance rules, and established frameworks to solve for unknown variables and model real-world scenarios	Topic Test, End of Year tests, set homework from Dr Frost, end of term and end of year test. Analysis of data each term to ensure all students stay on track for targeted grades.	• **Apply functional tools** to calculate practical everyday financial problems, manage money, solve ratio and proportion problems, and manipulate complex algebraic expressions. • **Construct and interpret** geometric figures accurately using bisectors, identify congruent shapes, and map linear functions onto a straight-line coordinate graph using gradients. • **Analyse visual scale** by comparing structurally similar shapes with varying dimensions and evaluate financial changes over time using linear graphs.
Spring	Maths and money, straight line graphs, ration and proportion, constructions and congruence, similarity and algebraic manipulation.	• **Maths and Money:** Applying mathematical operations to financial concepts like interest, budgeting, currency conversion, and profit calculations. **Straight Line Graphs:** Plotting, analysing, and interpreting linear relationships on a coordinate grid using gradients and intercepts. **Ratio and Proportion:** Comparing quantities, scaling measurements, and understanding how changing one value shifts another relative to it. **Constructions and Congruence:** Using geometric tools to draw shapes accurately and identifying figures that are identical in both shape and size. **Similarity:** Analyzing shapes that share the exact same structural proportions and angles but differ in overall scale. **Algebraic Manipulation:** Rearranging, expanding, factoring, and simplifying complex mathematical expressions to solve advanced problems.	Topic Test, End of Year tests, set homework from Dr Frost, end of term and end of year test. Analysis of data each term to ensure all students stay on track for targeted grades.	• **Apply practical mathematics** to solve everyday financial problems, manage money calculations, and accurately scale quantities using ratios and proportions. • **Construct and analyze geometric relationships** by drawing accurate figures, identifying perfectly identical shapes, and comparing similar shapes that differ only in scale. • **Graph and manipulate algebraic expressions** to map out straight-line functions using gradients and rearrange mathematical equations to solve complex problems.
Summer	Pythagoras, Non-Linear graphs, sets and probability, transformations, simultaneous equations and trigonometry	• **Pythagoras:** Calculating unknown side lengths in right-angled triangles using the fundamental relationship between the hypotenuse and the other two sides (\(a^2 + b^2 = c^2\)). • **Non-Linear Graphs:** Plotting, analyzing, and identifying curved relationships on a coordinate grid, including quadratic, cubic, and exponential functions. • **Sets and Probability:** Grouping items into defined collections and calculating the likelihood of different events occurring using fractions, decimals, and Venn diagrams. • **Transformations:** Shifting, rotating, reflecting, or resizing geometric shapes on a coordinate plane while tracking their new positions. • **Simultaneous Equations:** Solving systems of two or more equations at the same time to find the exact coordinates where their lines intersect.	Topic Test, End of Year tests, set homework from Dr Frost, end of term and end of year test. Analysis of data each term to ensure all students stay on track for targeted grades.	• **Solve right-angled triangle problems** by applying Pythagoras' theorem and basic trigonometry to calculate missing side lengths and angles. • **Map and transform functions** by plotting curved, non-linear graphs and physically shifting, rotating, reflecting, or resizing shapes on a coordinate grid. • **Analyze data and systems** by calculating structural likelihoods using sets and probability, and finding exact intersection points using simultaneous equations.

Y9 Subject - MATHS

How families can support	Useful links	Enrichment Opportunities
• **Encourage real-world application:** Look at financial choices together, like budgeting, calculating discounts, or comparing interest rates, to make maths and money concepts tangible. • **Provide tools and space:** Ensure they have essential geometric and algebraic tools at home, such as a scientific calculator, a protractor, a compass, and grid paper for graphing. • **Focus on problem-solving resilience:** Normalize that topics like trigonometry and simultaneous equations take trial and error, and encourage them to explain their steps out loud to build confidence.	• **Targeted Topic Practice:** Access free graded video tutorials, structured worksheets, and exam-style questions for each individual topic on Maths Genie. • **Daily Revision Drills:** Build mathematical fluency and consistent problem-solving routines using the daily "5-a-day" worksheet resources on Corbettmaths. • **Dynamic Graphing & Geometry:** Visualize algebraic equations, transformations, and non-linear functions dynamically using interactive tools on Desmos Graphing Calculator. • **Global Context Lessons:** Explore real-world math applications, data-handling tasks, and global modeling projects using the curriculum-linked materials from the Oxfam Everyone Counts Resources.	• **Competitive Problem Solving:** Participate in national challenges like the UKMT Junior or Intermediate Mathematical Challenges to apply advanced number properties, algebra, and geometry to complex, unfamiliar puzzles. [1] • **Mathematical Investigation:** Explore the structured, open-ended problem-solving tasks on NRICH Maths, which offer deep dives into advanced algebraic manipulation, non-linear graphing, and coordinate geometry. [1] • **Cultural & Historical Context:** Research the fascinating origins of these topics, such as the historical background of Pythagoras' theorem, the Babylonian roots of base systems, or the development of trigonometry. [1] • **Real-World STEM Modelling:** Use interactive geometry software like GeoGebra to visually manipulate transformations, plot simultaneous equations, and simulate probability distributions in real time.

Y9 Subject- COMPUTER SCIENCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Boolean Logic**: Computer decision making, logic gates, truth tables, logic circuits	Students develop an understanding of how computers make decisions using Boolean logic. They explore logic gates, truth tables, Boolean expressions and logic circuits, applying logical reasoning to solve problems and predict outcomes. Students learn how individual logic gates combine to form more complex circuits and gain a high-level understanding of how these principles underpin modern computer hardware and digital systems.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Logic.ly circuit activities • Truth table construction • Boolean expression exercises • Teacher questioning and observation • End-of-unit assessment	**Boolean logic**: Understand and apply logical operators to solve problems. **Logic gates and circuits**: Explain how gates combine to create digital circuits. **Logical representation**: Interpret and construct truth tables and Boolean expressions. **Computational thinking**: Apply logical reasoning and problem-solving strategies.
Spring	**Computer arts**: Digital image editing, Photopea / Photoshop, raster graphics	Students develop creativity and technical skills through digital image manipulation and graphic design. Using professional raster-editing software, they learn how to apply layers, masks, selections, filters and transformation tools to create a themed digital makeover project. Students explore how digital images are constructed and edited while developing design, evaluation and digital communication skills through the production of an original piece of artwork.	Ongoing assessment through: • Guided image-editing tasks • Independent design activities • Teacher questioning and observation • Digital makeover project • Evaluation and presentation of final work	**Digital graphics**: Understand how raster images are created and edited. **Image manipulation**: Use editing tools effectively to transform digital images. **Design principles**: Apply colour, composition and visual impact to creative projects. **Evaluation and refinement**: Review and improve work through testing and feedback.
Summer	**Databases**: Database Management Systems (DBMS), SQL **Emerging Technologies**: AI, Machine Learning, and the IoT	Students learn how databases are designed, created and queried to organise and retrieve information efficiently. They develop an understanding of fields, records, data types and validation before using SQL queries to search and filter data within a database system. Students also investigate emerging technologies, including Artificial Intelligence, Machine Learning and the Internet of Things, developing research, evaluation and communication skills through collaborative presentations and discussion of technology's impact on society.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Database design activities • SQL query tasks • Research and presentation activities • Teacher questioning and observation • End-of-unit assessment	**Database design**: Understand how data is organised using fields, records and data types. **Data retrieval**: Use SQL queries to search, sort and filter information. **Emerging technologies**: Explore the impact of AI, Machine Learning and IoT. **Research and communication**: Evaluate information and present findings effectively.

Y9 Subject - COMPUTER SCIENCE

How families can support	Useful links	Enrichment Opportunities
• Show an interest by asking what your child is learning, creating or solving in Computing lessons. • Encourage responsible, safe and balanced use of technology at home. • Support completion of homework and independent project work. • Discuss how technology is used in society, business and future careers. • Encourage logical thinking, problem-solving and resilience when challenges arise. • Provide opportunities to explore coding, digital media, AI and other areas of personal interest.	▪ BBC Bitesize (ICT & Computer Science) ▪ draw.io and YouTube Beginner Academy ▪ logic.ly (logic circuit utility) ▪ W3Schools (coding reference) ▪ LearnFree course (computer basics)	• Join an ICT/Computer Science or STEM related club • Watch Crash Course Computer Science videos • Code challenges/projects e.g. MIT Scratch, edabit, Project Euler, or leetcode

Digital Wisdom	Critical Thinking	Character	Serving Global Society
• Use digital tools safely, responsibly and effectively. • Evaluate the reliability, accuracy and bias of digital sources. • Understand the importance of privacy, security and ethical technology use. • Apply appropriate digital tools to create, edit and communicate information. • Use emerging technologies thoughtfully and responsibly.	• Analyse logical problems using Boolean expressions and truth tables. • Evaluate digital designs and justify creative decisions. • Compare different approaches to storing, processing and retrieving data. • Assess the strengths, limitations and implications of emerging technologies. • Use evidence and reasoning to support conclusions and solutions.	• Demonstrate resilience when solving complex technical challenges. • Show creativity through digital design and multimedia projects. • Work independently and collaboratively to complete substantial projects. • Develop confidence when researching, presenting and defending ideas. • Reflect on feedback and refine work to improve outcomes.	• Understand how digital systems underpin modern communication and industry. • Explore the societal impact of AI, Machine Learning and the Internet of Things. • Recognise the importance of ethical and responsible technology use. • Appreciate how databases and digital systems support organisations worldwide. • Develop digital skills that support future education, employment and informed citizenship.

Y9 Subject - BIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	B1 Cells and microscopes	A brief introduction to Science GCSE and Health and Safety Use of a microscope. Rearranging mathematical formulae Eukaryotic and Prokaryotic Cells Cell specialisation Diffusion, Osmosis and Active transport Investigating Osmosis in Potato cells Calculating surface area to volume and understanding its impact on rate of diffusion Exchange of materials	**Practical skills** – using a microscope and recording observations Investigating Osmosis and diffusion **Mathematical skills** – calculating size and magnification. Rearranging equations. Working with ratios, surface area and volume Quick quizzes End of unit test	1. Can use a microscope on my own to view a tissue sample. 2. Has confidence to calculate the size of an object viewed with a microscope. 3. Know how to calculate surface area to volume ratio. 4. Know the main differences. between prokaryotes and eukaryotes. 5. Can describe the process of diffusion, osmosis and active transport in cells.
Spring	B2 Cell Division	Fundamentals of Mitosis Cell Division Calculations Using microscopes to view stages of mitosis The process of differentiation Stem cells and their use, including ethical arguments	Structured recall task on mitosis **Practical** Using a microscope and recording what is seen Calculations of mitosis stages and cell cycle time Debate and essay writing on ethical arguments End of unit assessment	1. Has a good understanding of the cell cycle and mitosis, including the role in growth, repair and asexual reproduction 2. Shows understanding of how cells grow and differentiate, including differences between plant and animal cell development 3. Able to evaluate the properties, sources and uses of Stem cells, including their role in medicine
Summer	B3 Digestion	Organisational hierarchy Structure of the human digestive system and how it works The chemistry of food and how to perform food tests Comparison of catalysts with enzymes Investigating factors which affect enzyme activity The role of bile	Labelling diagram of the human digestive system **Practical Skills** Perform chemical food tests Investigate the effect of pH on enzyme activity End of unit test	1. Shows understanding the structure and function of the digestive system. 2. Can describe and explain the role of enzymes in breaking down food 3. Can describe the theory of how enzymes work, including the lock and key model 4. Can explain how factors such as temperature and pH affect enzyme activity

Y9 Subject- BIOLOGY

How families can support	Useful links	Enrichment Opportunities
• Reading through teaching materials again at home • Encouraging recap through use of websites • Check use of key words and spellings	www.kerboodle.com www.bbcbitesize.com www.senecalearning.com www. Cognitoedu.org	STEM club – Edible Science STEM club – Bronze CREST award Complete some Science Challenge tasks

Y9 Subject - PHYSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Key Skills Forces A - Interactions	Prefixes SI units Maths skills Forces between objects and resultant forces Vectors and scalars Resolution of forces The parallelogram of forces Forces and elasticity	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. I can demonstrate skills at interpreting standard form and prefixes. 2. I can add non-perpendicular vectors **(Scientific Skills)** . 3. I can calculate resultant force and identify possible motion.
Spring	Force B – Motion Energy	Speed and velocity Analysing motion graphs Force and acceleration Weight and terminal velocity Changes in energy stores and Conservation of energy Energy and work How to calculate gravitational potential energy, kinetic energy and elastic potential energy. Energy dissipation Energy and efficiency Energy and power	Low stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. I can analyse motion graphs to determine distance and speed. 2. I can measure distance and time to calculate the speed of an object (**Scientific Skills).** 3. I can solve Newton's Second Law calculations.
Summer	 Energy Resources	Energy transfer by conduction, convection and radiation Heating and insulation Thermal Conductivity Energy demands and challenges Power stations - fossil fuels, wind, water, solar, geothermal and nuclear Environmental considerations Big energy issues	Low stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of year exam.	1. I can calculate the efficiency of various realistic scenarios. 2. I can design different combinations of materials to test thermal conductivity. **(scientific skills).** 3. I can rate objects by the size of their thermal energy store.

Y9 Subject- PHYSICS

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help with preparation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm - scroll down! www.kerboodle.com https://www.freesciencelessons.co.uk/videos/	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs Look out for the GCSE drop in sessions

Y9 Subject- CHEMISTRY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	C1 Atomic Structure	Structure of the atom History of the atom Electronic Structure Ions and Isotopes Separating Mixtures	Low -stakes quizzes and recall tasks. Questions to demonstrate application of knowledge especially exam style questions Practical skills and interpretation of data. End of topic tests. End of Year exam	1. Can understand the basic structure of an atom, including protons, neutrons and electrons. 2. Can explain simple separation techniques used to separate mixtures, including filtration distillation and chromatography. (**Required Practical 1 - Making Salts**). 3. Can understand the history of the atom, from works by John Dalton on the 1800s to James Chadwick in 1932.
Spring	C2 The Periodic Table	The Periodic Table The History of the Periodic Table Group 1 Group 7 Group 0 The Transition Elements	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge especially exam style questions Practical skills and interpretation of data. End of topic tests. End of Year exam	1. Can explain the history and organization of the periodic table and work by Mendeleev. 2. Can describe the reactions of and the trends in Group 1,Group 7 , including their reaction with water, hydrogen oxygen and each other. 3. Can explain the patterns and reactions of the Transition elements and their role in various chemical reactions as catalysts.
Summer	C3 Bonding and Structure	Ionic Bonding Simple and giant ionic structures Covalent Bonding Simple and giant covalent structures Graphene and fullerenes Metallic Bonding Giant metallic structures Nano Particles Nano science	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge especially exam style questions Practical skills and interpretation of data. End of topic tests. End of Year exam	1. Can explain chemical bonding including ionic, covalent and metallic, in terms of movement of electrons and bonds created. 2. Can understand the different types of molecules made such as ionic lattices, simple covalent structures and giant covalent structures in specific diamond and graphite. 3. Can understand the structure and uses of nanoparticles in industry.

Y9 Subject - CHEMISTRY

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help with preparation for GCSE exams. Likewise, please encourage your child tor evisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize www.kerboodle.com https://www.freesciencelessons.co.uk/videos/	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs Look out for the GCSE drop in sessions

Y9 Subject- GEOGRAPHY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Frozen Planet	The Earth's temperatures over time Glacial Processes Glacial erosional landforms Glacial depositional landforms Opportunities in glacial landscapes Conflicts in glacial landscapes	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs	Ability to **assess** statements by weighing up points. Recall of glacial information studied in the Frozen Planet unit. Ability to use geographical skills to determine information
Spring	Economic World	Globalisation Transnational Corporations Measuring development Labelling development Why development is uneven Impacts caused by the development gap How we can reduce the development gap Sustainable Development Goals	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs	Ability to discuss answers, by using 2 sides of an argument draw conclusions. Ability to use geographical skills to determine information Ability to recall geographical knowledge and show an understanding of development and Globalisation. Retention of previously learned Glaciation content.
Summer	Resourceful Planet Oceans	Natural Resources Geology Soil Oil Renewable Energy Water around the world Impacts of water insecurity Increasing water supplies Water sustainability Presentation project	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs	Ability to make judgements, through evaluation, by weighing up both sides and supporting with evidence. Ability to use geographical skills to determine information Ability to recall geographical knowledge and show an understanding of natural resources. Retention of previously learned content.

Y9 Subject- GEOGRAPHY

How families can support	Useful Resources	Enrichment Opportunities
Ensuring homework is completed to the best of the students ability. Revision of topics using websites and verbal testing. Checking use and understanding of vocabulary and key terms. Encouraging interest through reading, watching documentaries or visiting natural and urban areas.	Increasing water supply - KS3 Geography - BBC Bitesize Water resources guide for KS3 geography students - BBC Bitesize Energy resources - KS3 Geography - BBC Bitesize Increasing energy supplies - KS3 Geography - BBC Bitesize Development and globalisation - KS3 Geography - BBC Bitesize Glaciation - KS3 Geography - BBC Bitesize Development - KS3 Geography - BBC Bitesize	Humanities club afterschool Humanities library Zoology Enrichment Basic Botany Enrichment Lunchtime Documentaries

Suggested Reading:

	Support	Stretch	Challenge
Coasts	"Cracking Coasts"- Anita Ganeri (Horrible Geography)	"Coastline" - Geoff Dann	"The Sea Around Us"- Rachel Carson
Economic World	"If the World Were a Village"- David J Smith	"Children Just Like Me"- Anabel Kindersley	"Divided: Why We're Living in an Age of Walls"- Tim Marshall
Natural Resources	"Natural Resources" (Geography Matters Series) - Daniel Gilpin	"Planet Earth: My Life So Far"- David Attenborough	"One Well: The Story of Water on Earth"- Rochelle Strauss "There is no planet B"- Mike Berners Lee

Y9 Subject - HISTORY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	World War One	Causes of WW1, alliances, trench warfare, key battles, life on the Western Front, the role of propaganda, the role of the empire and the consequences of the end of the war. Pupils develop their understanding of causation, significance and interpretation through enquiry and source work.	Source analysis, knowledge checks, extended writing, end of unit assessment.	Demonstrates detailed and secure knowledge and understanding of the events, people and developments studied. Analyses causes, consequences, changes and significance using precise historical evidence. Analyses and evaluates sources and interpretations to reach well-supported judgements.
Spring	Suffragettes World War Two	The campaign for women's suffrage, suffragists and suffragettes, militant and non-militant methods, key individuals, government responses, the impact of WW1, and the extension of the franchise. The rise of dictatorship, life in Nazi Germany.	Source evaluation, significance essay, knowledge assessment.	Demonstrates detailed and secure knowledge and understanding of the events, people and developments studied. Analyses causes, consequences, changes and significance using precise historical evidence. Analyses and evaluates sources and interpretations to reach well-supported judgements.
Summer	World War Two	Causes of WW2, major events of the war, the Holocaust, the Home Front, evacuation, the role of women, D-Day, and the war's impact on Britain and the wider world.	Source analysis, extended written response, end of year examination.	Demonstrates detailed and secure knowledge and understanding of the events, people and developments studied. Analyses causes, consequences, changes and significance using precise historical evidence. Analyses and evaluates sources and interpretations to reach well-supported judgements.

Y9 Subject – HISTORY

How families can support	Useful links	Enrichment Opportunities
• Encourage regular review of class notes, key dates and historical vocabulary. • Discuss historical events studied in class and encourage pupils to explain causes, consequences and significance. • Support wider reading through historical fiction, biographies and age-appropriate non-fiction. • Encourage engagement with documentaries, podcasts and museum resources to deepen understanding. • Help pupils practise using evidence to support explanations and judgements.	• BBC Bitesize History: https://www.bbc.co.uk/bitesize • Imperial War Museums: https://www.iwm.org.uk • National Archives Education: https://www.nationalarchives.gov.uk/education • Parliament UK: Women and the Vote: https://learning.parliament.uk • BBC History Extra: https://www.historyextra.com	• Visit the Imperial War Museum or local war memorials. • Explore First and Second World War exhibitions and archives. • Attend Remembrance events and historical talks. • Participate in History Quiz, Essay or Public Speaking competitions. • Research family or local links to the World Wars and the suffrage movement.

Y9 Subject- CLASSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Ancient Rome: History and culture overview	Roman Social Hierarchy: Patricians, Plebeians, and Slaves Daily Life in Rome: Food, Clothing, and Housing Roman Government: The Republic and Empire The City of Rome: Layout and Key Structures Roman Architecture: Aqueducts, Baths, and Roads Students will also look at the Roman Empire in a team presentation on Roman Emperors	Test on institutions and foundation of Rome Emperor research project with assessed presentations In class discussion and practice of written questions and extended essays.	Demonstrate secure knowledge about the Roman world and have an understanding of events, people and institutions Explain the causes for change in the different periods of Roman history. Analyse and evaluate the different emperors during the Imperial Period
Spring	Ancient Greece: History and Culture overview	Introduction to Ancient Greece: Geography and Early History. Athens and Democracy: How it Worked Sparta: The Warrior Society Greek Social Life: Education, Family, and Daily Life Greek Religion: Gods, Myths, and Rituals explored further Greek Art and Architecture: Temples and Sculptures Greek City-States: Politics and Alliances The Persian Wars: Key Battles and Outcomes The Peloponnesian War: Causes and Effects	Greek society test on how different city states governed themselves. In class discussion and practice of written questions and extended essays.	Demonstrate secure knowledge about the Greek world and have an understanding of events, people and institutions Explain the reasons for war against the Persians and the causes of the Peloponnesian war. Analyse and evaluate the outcomes of the wars between the Greeks and Persians and the Peloponnesian wars.
Summer	The Odyssey	The Odyssey: The Hero's Journey Introduction to the Odyssey: Structure and Overview Odysseus as a Hero: Character Analysis Key Adventures: Cyclops, Circe, and the Underworld Themes in the Odyssey: Loyalty, Cunning, and Journey The Role of Women in the Odyssey: Penelope and Others The Return to Ithaca and Final Reflection	Test on key features of the Odyssey including the context and details of the events within the text. In class discussion and practice of written questionsand extended essays.	Explain the narrative structure of the Odyssey. Describe the key events of the Odyssey. Evaluate Odysseus as a hero and leader in the Odyssey.

Y9 Subject- CLASSICS

How families can support	Useful links	Enrichment Opportunities
Encourage wider reading around classical topics. Visits to museums and theatres.	https://orbis.stanford.edu/	Humanties club after school Library resources on Classics and collection of books in the Classics room.

Y9 Subject- DRAMA

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	1. Actors Workshops 2. Script Exploration – *The Curious Incident of the Dog in the Nighttime*	An introduction to theatrical techniques including: physical theatre, stage combat, devising and building tension on stage. Focus on team building and collaboration. **Textual Analysis:** Students explore themes such as truth, trust, family relationships, difference, independence, communication, and identity. **Characterisation:** Students develop techniques to create believable characters, focusing on voice, movement, physicality, and emotional expression. **Exploration of Themes and Context:** Students examine the social, emotional, and ethical issues raised in the play, including neurodiversity, honesty, resilience, family dynamics, and overcoming challenges.	Performance assessment Self and peer evaluation	1, Is able to work effectively with all members of the ensemble 2. Can identify and apply a range of theatrical techniques in performance 3. Demonstrates understanding of the set text – themes / characters / context
Spring	Devising from stimulus	• Interpretation of Stimulus: Students learn how to analyse and respond creatively to different stimuli, developing storylines, characters, and themes. • Devising Techniques: gain experience using improvisation, role-play, and physical theatre to explore and shape ideas. • • Collaboration: Strong emphasis is placed on teamwork, communication, and problem-solving within a group setting. • • Performance Skills: Students refine their vocal and physical expression, spatial awareness, and timing to effectively convey meaning to an audience.	Performance assessment Self and peer evaluation	1. Creative Exploration Can develop ideas from a stimulus using imagination and dramatic techniques. 2. Collaboration and Communication Can work effectively with others to create and refine drama. 3. Performance and Expression Is able to use voice, movement and space to communicate meaning to an audience.
Summer	Script Exploration – DNA by Dennis Kelly	• Text Analysis: Interpret script extracts, exploring themes, character relationships and motivations. • Characterisation: Create believable characters through voice, movement and emotional expression. • Themes and Context: Explore the social and moral issues in *DNA* and the playwright's intentions. • Rehearsal Techniques: Use strategies such as hot-seating, thought-tracking and improvisation to develop performance. • Performance Skills: Refine vocal and physical skills to communicate meaning effectively to an audience.	Performance assessment Self and peer evaluation	1. Understanding Character and Story Can explore characters, relationships and themes through script work and performance. 2. Developing Performance Skills Is able to use voice, movement and expression to create believable and engaging performances. 3. Exploring and Refining Drama Can apply rehearsal techniques to develop ideas and communicate meaning effectively.

Y9 Subject- DRAMA

How families can support	Useful links	Enrichment Opportunities
Talk to the students about what they are doing and the meaning / impact they are trying to create. Provide opportunities to see theatre – live or recorded.	The nature of Physical theatre - Physical theatre - GCSE Drama Revision - WJEC - BBC Bitesize Konstantin Stanislavski - Naturalism and Stanislavski - GCSE Drama Revision - WJEC - BBC Bitesize	LAMDA Showcases School Production Cabaret and Carols

Y9 Subject – ART/DT

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Water and abstract art	Students will explore using a range of mixed-media approaches to record the effects of light and wind on the surface and transparent body of water. This will connect with a wide range of artists such as Claude Monet, Bridget Riley and Frank Bowling and an understanding of the various ways artists have responded to water as a subject over two centuries. This will lead into an exploration of the development of forms of abstract art in the C20th. Students will research an artist of interest and develop a personal artwork using this influence on their techniques and outcome.	Questionnaire: Identify key features of different art styles. Written analysis: Comparison of two water themed art works Practical assessments: Teacher assessment of technical skills Extended outcome: Evaluation of your own abstract artwork	Explore and Experiment with media: refine skills using mixed-media combinations of wet and dry, and different mark-making tools ... Record from observation and imagination: Develop mark-making styles to represent different water surface effects ... Understanding artists and influences: Explore a range of styles of art, understanding how intentions are pursued and styles result ...
Spring	Still life and man-made objects	Students will explore composition, drawing and painting skills through still life arrangements, beginning with charcoal drawings. This will lead into an exploration of the ideas of Cubist art and the way 'realistic' images can be fragmented or challenged. Painting skills will be used to explore the recording of surface effects and light. Students will research the symbolic potential of still life subjects through C17th Vanitas paintings and more contemporary examples.	Questionnaire : Identify features of Cubist and realist art Written analysis : Discuss one painting style Practical assessments : Teacher evaluation of experiment and refinement of skills Extended outcome : Produce a detailed still life art piece	Explore and Experiment with media: Develop skills in drawing exploring charcoal, ink, paint ... Record from observation and imagination: Refining observational drawing and photography explored with a focus on composition and symbolism ... Understanding artists and influences: Analysing and exploring Dutch Vanitas painting and Cubist artforms ...
Summer	Pop Art and Surrealism	Students will consider the social implications of mass-produced images and the rise of teenage consumers as a market in the 1960s. The collision of graphic design and fine art through Pop Art will be contrasted with the subversive intentions of the surrealists. Students will create an outcome using print-making techniques or drawing to complete a personal response to their researches and ideas.	Questionnaire : Discussion of Pop Art and Surrealism Written analysis : Analyse key features of one of these art movements Practical assessments : Teacher assessment of art works Extended outcome : Print sequence or mixed-media artwork	Explore and Experiment with media: Developing print-making processes and painting focuses ... Record from observation and imagination: Experimenting with art-making using photographic sources and imaginative interventions ... Understanding artists and influences: The research undertaken on the three forms of Pop in the US, Uk and Europe or on a surrealist artist and their ideas and working methods ...

Y9 Subject – ART/DT

How families can support	Useful links	Enrichment Opportunities
Help with occasional internet image research at home. Have basic drawing or painting equipment for a child to use independently. Encourage your child to visit local museums or exhibitions of note as recommended by the art teacher.	https://www.nationalgallery.org.uk/ https://www.tate.org.uk/art https://hepworthwakefield.org/our-art-artists/	

Y9 Subject- DT TEXTILES

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
One term for each class	Soft toy aliens and textiles	Using the theme of 1950s Aliens from movies and a variety of soft toys students design their own alien creature to realise as a soft toy. The design is developed as a paper template, transferred onto fabric and assembled using sewing machines. Hand stitching allows additional features to be added and sci-fi clothing allow students to sample tie-dye techniques and making textiles using alternative materials such as plastics. Core aspects of Textiles design are explored so students have a basic understanding of what GCSE Textiles will incorporate as a subject of study.	Questionnaire : Qualities of fabrics, influences on the development of alien life-forms Written analysis : Practical assessments : Construction and decoration skills assessed Extended outcome :	
Spring				
Summer				

Y9 Subject –DT TEXTILES

How families can support	Useful links	Enrichment Opportunities

Y9 Subject -MUSIC

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Indonesian Gamelan Music and Controversy	Building a piece in Javanese gamelan style, using the homorhythmic texture to add variety of parts. Developing performance technique of speeding up and slowing down as a cohesive unit by following a leader, and attempting to be that leader. Developing xylophone damping techniques to increase clarity of playing and utilising these in complex music. Stravinsky's Rite of Spring and the operas of Richard Wagner – why is music often controversial? Discussion of the themes and contexts that surround these works, as well as playing them ourselves in arrangement – does the music deserve a controversial reputation? How has time changed that reception?	Whole class performance Written submission and performance	Developing their skills in Gamelan technique Can explain and evaluate a musical analysis Developing their skills in cooperative composition
Spring	Reggae Minimalism	Using keyboards to build up Reggae songs, starting with Bob Marley. Focusing on deceptive off-beat patterns in one hand while synchronising a tune in the other. Singing and playing simultaneously. Looking at the fundamental techniques of Minimalist music – phase shifting, repetition, textural variation. Performing Terry Riley's In C. Composing a piece of Minimalist music, either in small groups or individually.	Individual low-stakes performance Duet performances Peer assessment Whole class performances Short technique quizzes	Developing their skills in keyboard technique Can explain and develop their musical contexts understanding Developing their skills in ensemble awar
Summer	Jazz keyboard Personal Composition	Jazz standards of various complexity on keyboard. Drawing in all keyboard skills up to this point, and introducing improvisation on that instrument. Basic modulation and chordal choice. Free composition using either instruments or technology, in a style that we have studied over the curriculum. Focusing on structure and development of ideas (if appropriate to the style).	Individual and ensemble performances Peer feedback and analysis Teacher-student discussion Individual assessed composition	Can develop and demonstrate melodic and harmonic comprehension Developing their skills in improvisational ability Can analyse and demonstrate musical development

Y9 Subject -MUSIC

How families can support	Useful links	Enrichment Opportunities
Encourage musical curiosity at home - try a variety of radio stations in the car or in the kitchen, and don't be afraid if it's something unfamiliar to you! If your child expresses an interest, consider individual lessons on top of class.	KS3 Music - BBC Bitesize https://www.soundtrap.com/home/ (Soundtrap – free online composing application)	Cambridge as a city has any number of musical events going on; whether that is through the university and colleges, or local ensembles or bands, there is always a concert or workshop if you have a free evening. Learning an instrument in school is a great opportunity, and our school band provides a great place to use it.

Y9 Subject – SPANISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	What you like; Describing your week, films and your birthday; Jobs.	Using the present tense of regular verbs and irregular verbs Using the near future and the preterite tenses Saying what you have to do at work; Saying what job you would like to do; Dictation and translation skills Using three tenses together Using *tener que* Revision of adjectival agreement Dictation and translation skills.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	Concept Area 1 Can use the present tense of regular verbs and irregular verbs Concept Area 2 Can use the near future and the preterite tenses Concept Area 3 Can use the preterite, present and near future tenses together
Spring	Future plans; Describing your diet; Talking about an active lifestyle; Daily routine.	More practice with near future tense and using three tenses together Using direct object pronouns Stem-changing verbs Dictation and translation skills Body parts, illnesses, saying what's wrong with you Reflexive verbs Using *se debe / no se debe*; Using me duele(n) Creating complex sentences using different structures and features Dictation and translation skills.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use direct object pronouns **Concept Area 2** Can use stem-changing verbs **Concept Area 3** Can create complex sentences using different structures and features
Summer	Recycling; Describing how your town has changed; Meeting and greeting people; Treasure hunt in Madrid; Buying souvenirs; Making holiday plans	Using *se debería* + the infinitive Using para + infinitive; Introducing the imperfect tense Using expressions with *tener*; Using the superlative Dictation and translation skills The comparative The simple future tense; Talking about summer holidays Dictation and translation skill	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use *se debería* + the infinitive **Concept Area 2** Can use the simple future tense **Concept Area 3** Can use the preterite, present, near future and simple future tenses together

Y9 Subject –SPANISH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Spanish audio and/or subtitles. Explore cultural opportunities – speaking with a Spanish-speaking relative, visiting local Spanish eateries and cultural events.	https://activehub.pearson.com KS3 Spanish - BBC Bitesize Spanish games and learning activities Duolingo - The world's best way to learn a language	Language competitions in Languages Week, Spring Term Exploring hispanic culture - cultural events, online research, watching MFL films, listening to the radio, language competitions, cultural visits to restaurants, museums and art galleries. Listening to Spanish music and radio RNE - Radio Nacional en directo y programas | RNE Audio

Y9 Subject – FRENCH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Likes and dislikes; After-school clubs and activities; Friends: Describing birthday celebrations; Discussing what you are going to wear Earning money; Future career ideas.	Using verbs in the present tense. Using *aimer*, *adorer*, *détester* + definite article + noun / + a verb in the infinitive. *jouer à / de*. Negatives (*ne … pas*, *ne … jamais*, ne *… rien*) Learning about how French schools get their names Using reflexive verbs. Reading Haiku poems Using the perfect tense. Using the near future tense. Using negatives in the perfect and near future tenses Using *pouvoir* and *devoir*. Saying what job a person does: masculine and feminine nouns Using modal verb: *vouloir*. Learning about *collège* and *lycée* in France Using the future tense. Learning a French proverb Consolidating the future tense. The future tense: *on …*, *ce sera*, *il y aura* Using questions in three different tenses . Learning about the life and work of Bertin Nahum from Senegal	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can ask and answer questions, giving some extended answers with connectives **Concept Area 2** Can understand and use *vouloir* + infinitive to discuss post-16 plans **Concept Area 3** Can use questions in three different tenses - perfect, present and simple future
Spring	Musical tastes; What you used to be like; Comparing secondary schools; Case study of a young refugee Eating habits; Animals and the natural world; environment.	Using direct object pronouns (*le*, *la*, *les*). Adjectival agreement. Using the imperfect tense Using the imperfect tense to describe someone or something in the past. Using the comparative. Learning about *l'école primaire* in France. Using the present and imperfect tenses together. Using the perfect and imperfect tenses together Asking and answering questions in different tenses. Using the present, perfect and imperfect tenses together; Using *vouloir* + infinitive to describe future plans. Describing a photo. Dictation and translation skills. Using *plus … que* and *moins … que*. Comparing school meals in the French-speaking world. Discussing eating habits. Using a range of negatives *… plus*, *ne … rien*) Debating vegetarianism. Using the superlative. Animal facts. Discussing how to protect endangered animals. Referring to two different time frames. Using the perfect tense Learning about the life-cycle of a plastic bottle. Environmental issues where you live Actions to save the environment. Using the conditional tense (*j'aimerais* and *je voudrais*).	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use the present and imperfect tenses together **Concept Area 2** Can use a range of negatives **Concept Area 3** Can use the conditional tense to discuss environmental actions
Summer	Where you would like to visit; Impressive sites and monuments; What you like and dislike doing; Francophone countries; Future plans; Past trip round the world.	Indefinite and definite articles. Definite articles with *à* and *de* (partitive articles) Dictation and translation skills. Learning about different French-speaking countries. Adjectival agreement (adjective after noun). Adjectival agreement (adjective before noun) Comparative adjectives. Learning about UNESCO Using the infinitive after opinion verbs Using the infinitive after modal verbs (*pouvoir*, *vouloir*, *devoir*) and *il faut* Using a range of structures and verbs. Superlative adjectives Understanding how to use the present tense verbs: *–er*, *–ir*, *–re*, irregular, reflexive Understanding and using mixed tenses: present tense, perfect tense, imperfect tense, near future tense, future tense	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use partitive articles and adjectives correctly **Concept Area 2** Can use the infinitive after modal verbs (pouvoir, vouloir, devoir) and il faut **Concept Area 3** Can understand and use mixed tenses: present tense, perfect tense, imperfect tense and near future tense

Y9 Subject –FRENCH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week; testing them regularly on new vocabulary; listening to them reading aloud in the target language. Watching films together with French audio and/or subtitles. Explore cultural opportunities – speaking with a French-speaking relative, visiting local Spanish eateries and cultural events.	https://activehub.pearson.com Duolingo KS3 French - BBC Bitesize	Language competitions in Languages Week, Lent Term Penpal projects Online reading library in French: Histoires pour enfant - Histoires courtes Gratuites - eBooKids

Y9 Subject – MANDARIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Greetings and getting to know people	Question ： How; Revising greetings; Learning to say negative sentences; Asking and answering about nationalities; Talking about family, what languages spoken at home and hobbies; Asking people where they live and where they would like to have holidays. Doing something with someone 和/跟 ..... 一起Means of Transport:坐 ；骑; Future Tense:; Subject +想+verb (+object)+吗？ ; Subject + 想; +verb (+object); Past Tense:Subject + verb + 了+ object +吗; Subject + verb + 了 + object	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can learn the grammatical structure of 'doing something with someone' **Concept Area 2** Can understand how to talk about means of transport **Concept Area 3** Can use the basic forms of the past tense
Spring	Clothes and describing colours in two different ways; Music; Sport	Doing something with someone 和/跟 ..... 一起Means of Transport:坐 ；骑; Future Tense:; Subject +想+verb (+object)+吗？ ; Subject + 想; +verb (+object); Past Tense:Subject + verb + 了+ object +吗; Subject + verb + 了 + object Adjectives for describing people; Negative 不(bù) for adjectives; Tool, also in sentences 也 (yě); There is/are ...; How to use 'on' and 'under' in sentences; Measure words: 个、把、张Revising past tense. Clarify verbs 打 vs 做 vs 玩; Explain use of 'can' (会、能、可以)#; Using 'both' and 'all'.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can ask questions using future tense **Concept Area 2** Can use a wider range of measure words **Concept Area 3** Can make sentences with modal words
Summer	Regular activities; houses and local places	Introducing Subordinate Clause; Time indicators in a sentence: bigger unit first, then smaller unit; Doing something in a place: place first, then action; Positions in Chinese: place first, then preposition; Functional dialogue: Making plans for meeting up in town; Linking word: because Future Tense: I want to play basketball in the park tomorrow 明天我要去公园打篮; Comparison: 比; My bedroom is smaller than my younger sister's; 我的卧室比妹妹的小。 Future tense (negative)：你想做演员吗？, 我想做演员。, 我不想做演员。, 是不是=是吗 in a yes/no question	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can make activities using future tense **Concept Area 2** Can compare with comparative adjectives and the word 'than' in Chinese **Concept Area 3** Can use word order: positions for time and place indicators

Y9 Subject –MANDARIN

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week. Testing your child regularly on new vocabulary. Listening to them reading aloud in the target language. Help your child to remember Chinese characters by practising with them regularly. Supporting and encouraging your child to take up Mandarin enrichment opportunities – perhaps with them?	Duolingo - The world's best way to learn a language Mandarin - BBC Bitesize	Language competitions in-school across the year Exploring Chinese culture - cultural events, online research, watching films, listening to the radio, entering language competitions, cultural visits to restaurants, museums and art galleries.

Y9 Subject – PSHCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Healthy Relationships and Consent Personal Safety and Exploitation Awareness Digital Citizenship and Online Safety Respect, Equality and Inclusion	Students explore healthy and unhealthy relationships, consent, personal boundaries, and strategies for staying safe from exploitation. They develop their understanding of responsible online behaviour, digital safety, and the importance of respect, equality, and positive communication.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Relationships & Consent Understanding healthy relationships, boundaries, consent, and mutual respect. 2. Safety & Protection Recognising exploitation risks, grooming behaviours, and ways to seek support. 3. Digital Citizenship Exploring online safety, social media pressures, sexting risks, and digital law. 4. Respect & Inclusion Challenging bullying, discrimination, prejudice, and promoting positive communication.
Spring	Mental Health and Emotional Wellbeing Resilience and Self-Care Substance Awareness Identity and Media Influence	Students develop a deeper understanding of mental health, recognising common challenges such as anxiety and depression and learning strategies to support wellbeing. Through the *Mind Your Head* programme, delivered in partnership with the Cambridge United Community Foundation, students explore resilience, help-seeking behaviours, and positive mental health. They also examine the risks associated with substances and the impact of media on body image and self-esteem.	Knowledge quizzes, reflective tasks, participation in the *Mind Your Head* programme, scenario-based discussions, and end-of-unit assessment.	1. Mental Health & Wellbeing Understanding mental health, recognising anxiety and depression, and knowing how to access support. 2. Resilience & Self-Care Developing coping strategies, self-awareness, and emotional resilience. 3. Health & Risk Understanding the risks associated with drugs and alcohol and making informed choices. 4. Identity & Media Influence Exploring body image, self-esteem, and the influence of media on perceptions and behaviour.
Summer	Citizenship and Society Financial Capability and Employability Health and Risk Awareness Relationships and Identity	Students explore their rights and responsibilities as citizens, develop essential financial and employability skills, and deepen their understanding of health, relationships, and online influences. They learn to critically evaluate social attitudes and develop the knowledge and confidence to make informed and responsible decisions.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Citizenship & Responsibility Understanding rights, laws, citizenship, and contributing positively to society. 2. Financial Capability & Future Readiness Developing financial literacy, employability skills, and decision-making for future pathways. 3. Health & Risk Awareness Recognising the impact of addiction, understanding sexual health, and making informed lifestyle choices. 4. Relationships & Respect Exploring healthy relationships, challenging harmful attitudes, and understanding the influence of media and online content.

Y9 Subject –PSHCE

How families can support	Useful links	Enrichment Opportunities
•Encourage open conversations about relationships, consent, personal safety, mental health, and wellbeing. •Discuss healthy ways to manage stress, anxiety, and emotional challenges. •Support critical thinking when engaging with social media, online influencers, and digital content. •Talk about healthy relationships, respect, equality, and challenging harmful attitudes and stereotypes. •Encourage responsible decision-making around substances, finances, and future aspirations. •Help students develop resilience, independence, and confidence in preparation for Key Stage 4 and beyond.	• Childline: www.childline.org.uk • Young Minds: www.youngminds.org.uk • Mind: www.mind.org.uk • CEOP Thinkuknow: www.thinkuknow.co.uk • Brook: www.brook.org.uk • Talk to Frank: www.talktofrank.com • MoneyHelper: www.moneyhelper.org.uk • Internet Matters: www.internetmatters.org • Young Citizens: www.youngcitizens.org.uk	• Cambridge United Community Foundation *Mind Your Head* programme • Safer Internet Day • Anti-Bullying Week • Children's Mental Health Week • Careers and Employability workshops • Financial literacy activities • Diversity and inclusion events • Student leadership and mentoring opportunities • Guest speakers on relationships, wellbeing, citizenship, and online safety

Y9 Subject – RS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Sociology Philosophy and Ethics	During the first term, students are introduced to sociology, exploring how societies function and the factors that influence human behaviour. They examine the theories of influential sociologists, including Karl Marx, Émile Durkheim and Max Weber, alongside key concepts such as norms, values and culture. Students consider how social structures, institutions and beliefs shape individual and collective behaviour. In the second half of the term, students transition to philosophy and ethics, exploring the origins of ancient philosophical thought and the ideas of influential Greek philosophers, including Socrates, Plato and Aristotle. They begin to question the nature of knowledge, morality and what it means to live a good life.	In class feedback and practice questions Topic test on Sociology Topic test on Philosophy	Demonstrate knowledge and understanding of the theories of Marx, Durkheim and Weber, explaining their different interpretations of society. Explain how norms, values and cultures influence individual behaviour and shape the societies in which people live. Understand and explain key ideas from ancient philosophy, demonstrating the ability to question assumptions and consider different perspectives.
Spring	Philosophy and ethics continued Holocaust	During the second term, students continue their exploration of philosophy and ethics, focusing on moral dilemmas and the challenges of making ethical decisions. They consider different approaches to morality, examining how individuals justify their choices and the consequences of their actions. Students develop their reasoning and debating skills through discussions of complex ethical scenarios. In the second half of the term, students begin studying the Holocaust, examining the historical context, the rise of Nazi ideology, antisemitism and the persecution of Jewish communities and other targeted groups. They explore the consequences of prejudice, discrimination and the abuse of political power.	In class feedback and practice questions Topic test (final) on Philosophy Test on impact of Holocaust	Apply ethical principles and philosophical ideas to moral dilemmas, explaining and justifying different perspectives. Analyse contrasting viewpoints, construct reasoned arguments and evaluate the consequences of ethical decisions. Demonstrate knowledge of the historical context of the Holocaust, including the rise of Nazi ideology, antisemitism and the persecution of targeted groups.
Summer	Holocaust continued Political project	During the final term, students continue their study of the Holocaust, developing a deeper understanding of the experiences of victims, the role of perpetrators and bystanders, and the consequences of systematic persecution and genocide. They consider the importance of remembrance, human rights and the lessons that can be drawn from these events. In the second half of the term, students undertake a political project, exploring political ideologies, systems of government and the role of democracy in modern society. Through independent research and presentation, students develop their ability to investigate contemporary political issues, evaluate different perspectives and communicate informed opinions.	In class feedback and practice questions Political project presentation and evaluation	Explain the causes, events and consequences of the Holocaust, recognising the importance of remembrance and historical responsibility. Demonstrate understanding of different political beliefs, systems of government and the role of democracy within society. Research political issues, critically evaluate sources and perspectives, and communicate well-supported conclusions.

Y9 Subject –RS

How families can support	Useful links	Enrichment Opportunities
Encourage students to explore topics discussed in class further Museum trips Documentaries on topics can be watched at home	BBC Bitesize: World religions - KS3 Religious Education - BBC Bitesize	Humanities club