

SPRING TERM 2026 - YEAR NINE

ENGLISH	Continuing to prepare Year Nine for the skills required at GCSE, students will study William Shakespeare's comedy 'Much Ado About Nothing', examining Shakespeare's language in detail, exploring the themes and dramatic techniques, and relating the play to its historical context. Students will be introduced to a range of poetry, developing critical analysis and skills of comparison as they study an anthology of thematically linked poems. They will also continue to build upon their creative writing skills, experimenting with style, structure and vocabulary to create a range of effects. In the second half of the term, students will be introduced to a range of poetry, developing critical analysis and skills of comparison as they study an anthology of thematically linked poems.
MATHEMATICS	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> • Using percentages • Constructions and congruency • Straight line graphs • Maths and money • Transformations <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>Students will be covering the following topics in science on a rotation:</p> <p>Biology: students will be looking at cells in more detail, linking them to growth in animals and plants and also studying the nervous system, including the reflex arc.</p> <p>Chemistry: students will learn about the structure of the atom and the development of the Periodic Table.</p> <p>Physics: students will study the topic of energy and then move on to study the behaviour of waves.</p> <p>In addition to the above, students will learn about a selection of core practicals which will be recorded in their lab books. These practicals will develop key scientific skills including scientific thinking, experimental skills and analysis/evaluation techniques.</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</p>
ART	Students will continue with key skills this term, focusing on 'Habitats'. Taking inspiration from artist Mark Hearld, students will produce a series of lino print experiments working from their own compositions. In the latter half of the term, students will explore key skills in portraiture drawing.
COMPUTING	Students will be introduced to the components of computational thinking and the functional details of basic searching and sorting algorithms. After this, students will learn about the ethical, cultural and environmental issues that have arisen from the development of new technologies and the greater use of electronic technology in general.
COOKING & NUTRITION	Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a meal on a budget.
DANCE	Students will explore dance from around the world, developing an understanding and appreciation for various cultural movement traditions. This will involve practical work in Capoeira, where they will learn its blend of martial arts, acrobatics, and dance. The curriculum also includes learning Samba, covering its energetic rhythms and steps, and understanding its place in Brazilian culture. Additionally, students will further develop their skills in Hip Hop, including different styles and foundational techniques.

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DESIGN & TECHNOLOGY	A greater emphasis will be placed on independent learning skills both with regards to lesson time and home learning tasks. Students who have already completed one term will move onto looking at timbers and complete a focused practical task with the option to be more creative during the manufacturing development of the task to make a fully functional product. Students who are beginning D&T from February half term will look at a range of famous art and design movements to incorporate them into a simple, yet sophisticated design portfolio. Students will develop both their technical vocabulary and their skills-based knowledge. The materials in this project will be metals and woods as they design and manufacture a CAD/CAM mould in preparation for the pewter casting process.
DRAMA	Students study Drama on a rotation across the year, so they will either study Dennis Kelly's play 'DNA', where they look at their characterisation skills and different stage configurations, or they will be working on their own original piece of devised theatre, based on a range of stimuli.
FRENCH	The Spring Term continues where we left off with the French past tense, so that we can talk, with increasing confidence, about completed activities in the past. We will move on to expressing opinions and using justifications for those preferences in the fields of music, film and television, and then later in the term on to smartphone usage, social media and the internet. As for all topics in Year Nine, these areas are an opportunity to extend their French listening, reading, speaking and writing skills, building on vocabulary and grammar from key stage 3, with an emphasis on combining three tenses (past, present, future) and adding extra details as frequently as possible in their work. This will be the term that we start also to set our Year Nine students in French.
GEOGRAPHY	Students will continue their journey through the Middle East. They will explore topics such as the rise of megacities in desert regions and sustainable tourism in Dubai. We will also discuss the geopolitics of the region. They will also link previous knowledge about water scarcity and oil as a resource in this region. They will then move onto coastal landscapes and explore how and why coastlines are changing focusing on climate change and the impact of fast fashion on beaches. Students will continue to use a range of geographical skills such as OS map work, numeracy and enquiry skills to support their studies.
HISTORY	Students will finish their investigation into the Second World War. Pupils will then study the experiences of migrants to post-war Britain, before undertaking a unit of study based on the Cold War and international relations. In this latter unit, we will be specifically asking about the causes, consequences and impacts of this new development. Finally, students will complete a short enquiry into the War on Terror. Core historical skills such as source interpretation, source analysis and source evaluation will feature regularly in lessons, in addition to further work on the creation of successful extended answers.
LIFE SKILLS	In the 'Life Beyond School' topic, students will begin by reflecting on their own career interests and exploring a range of careers, supported by local labour market information. As they approach the summer term and the decision-making process for Key Stage 4, students will learn about the various qualifications and pathways available to them, including how certain careers may require specific optional subjects. This topic will also focus on the qualities and skills needed for different career paths, helping students make informed choices about their future. Throughout, students will use our careers platform, Unifrog, to document their competencies and investigate potential career options that align with their strengths and aspirations. This term concludes with a look at how to assess and manage risk, in relation to financial decisions.

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MUSIC	During the first half of the term, students will be looking at the role of a DJ and learning about the origins and cultural context of the performance art. They will develop their understanding of how a song is structured and will attempt some basic beatmatching and mixing techniques. During the second half of the term, they will look at music for video games and how minimalist techniques can be used to compose music for game soundtracks.
PHYSICAL EDUCATION	Students will take part in a variety of games, including table tennis, badminton, netball, and football. The focus will be on improving the quality and range of their skills. A key component is learning to make strategic and tactical decisions based on the movement of the ball or shuttlecock, aiming to create space and select the appropriate skill to execute. Furthermore, opportunities to officiate will be provided to develop crucial communication and decision-making skills.
RELIGION, PHILOSOPHY & ETHICS	Students will consider the question 'What makes us 'human'?. They will investigate the religious theories of what makes humans unique, but they will also investigate the scientific differences between us and other animals to consider why human rights differ from animal rights. Towards the end of the unit, students will look at some of the ethical considerations surrounding the creation of artificial intelligence, and we will be asking whether robots could ever be considered 'human'.
SPANISH	Students will start the term by building vocabulary on family members and descriptions, allowing them to describe themselves and talk and write about their siblings and families. They will then complete a listening assessment half-way through the term, before beginning a unit of work on free-time activities. Key grammar concepts this term will include gender, plurals, negation, key verbs in the first and third person, adjectives and possessive adjectives.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.