

<p>ENGLISH</p>	<p>During the first half of this term, students will begin to explore non-fictional heroes and fictional villains. During this unit they will continue to build inference and comparison skills as well as work on viewpoint writing in the spoken form. Students will also practise analysing writer’s methods and creative writing, working to create their own villainous characters.</p> <p>In the final half term, students will explore some wonderful extracts from 19th Century fiction in preparation for the texts that they will study in Years Ten and Eleven.</p>
<p>MATHEMATICS</p>	<p>Students will complete the following units of work:</p> <ul style="list-style-type: none"> • Deduction • Probability • Rates • Algebraic representation • Similarity and congruence <p>Greater detail about the content of the units can be found on the maths curriculum page of the school website or in the courses section of your child’s Dr Frost account.</p> <p>Students will also complete a larger end of year assessment, with homework time to complete practice papers and revise.</p>
<p>SCIENCE</p>	<p>Students will study 3 different science topics:</p> <ul style="list-style-type: none"> • Light and the electromagnetic spectrum (physics) • Health and Disease (biology) • Bonding and structure (chemistry) <p>In addition to the above, students will carry out a selection of core practical activities 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/sciences2016.html</p> <p>Students will also complete an end of year assessment.</p>
<p>ART</p>	<p>Students work on the ‘Portraiture’ project in the Summer Term. They will be introduced to a range of portraiture artists in order to gain a wider understanding of the theme. They will then work towards completing a final tonal portrait. We encourage students to bring in their own printed images to work from, perhaps of a family member or a celebrity. Students will spend the last few weeks of the year producing larger scale studies of natural forms.</p>
<p>COMPUTING</p>	<p>Students will learn in depth about the main python constructs including how they work on their own as well as part of a more complex program. We will cover variable handling, IF statements, FOR loops, WHILE loops and nested statements. Following this, students will move on to independently design, implement and test their own python programs by undertaking a programming project.</p>
<p>COOKING & NUTRITION</p>	<p>Students will continue to expand on this knowledge and skills, applying these skills to whole meal preparation as well as understanding budgeting and dietary needs of different people.</p>
<p>DANCE</p>	<p>Students will continue their ‘Dance from Around the World’ scheme by exploring iconic dance moves from the 1960s, developing their performance skills and deepening their understanding of the cultural influences that shaped this dynamic era. They will also further develop their Hip-Hop skills, learning a range of styles and foundational techniques to enhance their versatility and confidence as performers.</p>

<p>DESIGN & TECHNOLOGY</p>	<p>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 3D initial utilising 2D design and the laser cutter.</p>
<p>DRAMA</p>	<p>Students will be exploring Antonin Artaud’s Theatre of Cruelty and they will devise their own performance based on Edgar Allen Poe’s The Fall of the House of Usher. They students will look at immersive theatre and audience interaction, as well and the role of lighting and sound in creating intense and eerie atmospheres.</p>
<p>FRENCH</p>	<p>Students will begin the Summer Term reviewing their knowledge of French food and looking at what is served in French school canteens (compared to UK ones), touching also on a variety of dietary choices – meat-eating, vegetarian and veganism etc. We will then look at issues for endangered species and around the pollution of the oceans impacting on sea life. Students will then look at possible eco-friendly actions, bringing the past tense to talk about what they have been doing to help the planet and then the future what they would like to do more of. In the final half term of the year, students will study the topic of holidays in the present, past and future tenses – where you normally go, where you went last year and where you plan to go next year – encouraging them to grow in confidence by regularly using key GCSE-requisite grammar. They will discuss travel, holiday activities and their reliance on the weather, and tackle role plays on useful tourist situations such as booking accommodation and eating out.</p>
<p>GEOGRAPHY</p>	<p>Students will continue with their studies of how and why coastal landscapes change by exploring the impact of climate change on the coast. They will draw on a range of geographical skills to do this, to understand the challenges facing local and global coastal locations and question the future threats. Students will end the term by studying the role of the UK in the wider world. This focus on human geography will allow students to understand more about the contemporary human processes that are shaping the UK and acknowledge that it is not just physical processes (that they have previously studied) that do this. They will continue to develop their application of knowledge and make links between and within the content they are studying, through places, locations and key concepts.</p>
<p>HISTORY</p>	<p>Year Nine historians will begin their study of the first unit in GCSE history: Conflict and tension in Asia, c.1950-1975. This unit of study will be based on a study of the Korean and Vietnam Wars during the Cold War era. The aim will be to work on higher-level source evaluation and writing skills, as well as to acquire new knowledge. Those that then continue to study GCSE history in Year Ten will continue with this unit upon their return after the summer holidays.</p>
<p>LIFE SKILLS</p>	<p>Within the statutory topics of health and wellbeing, and relationships, students will explore what they need to know in order to identify, assess and reduce risk, with regards to pregnancy, sexually transmitted infections and addiction. The second half of this term will take a closer look at consent, sexual intimacy and what can positively or negatively impact decision making.</p>
<p>MUSIC</p>	<p>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 ‘Rock ‘n’ Roll and ‘Rock Anthems’, which will culminate in learning to play a rock song in groups.</p>

YEAR NINE CURRICULUM SUMMARY – SUMMER TERM 2026

<p>PHYSICAL EDUCATION</p>	<p>In games-based activities the focus will be on improving the quality and range of skills such as striking, receiving, shooting and beating an opponent. These will be developed in small sided, modified and full game situations. Within athletics, students will have the opportunity to replicate running, jumping and throwing skills, developing specific techniques for events in order to improve their performance from previous years. These lessons will highlight the benefit of athletics-based movements to fitness and of being healthy and active.</p>
<p>RELIGION, PHILOSOPHY & ETHICS</p>	<p>Students will start to study the philosophy and ethics theme 'Religion and Life'. For the first part of the term, students will focus on beliefs about how the world was created and what this means about the role of humans within it. Students will explore the concepts of stewardship and dominion, considering questions about environmentalism, and whether humans should test on animals or use them for food. Later in the term, students will study some interesting ethical questions about human life, including controversial issues like abortion, euthanasia and life after death. Parents should be aware that these topics can be sensitive, and students may wish to discuss their own views at home. Students will be offered support if they find any topics particularly upsetting.</p> <p>In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> • Faith in our future, hope in our future • Prayers for all that lives! Animals, Earth, God • Open Bible! • Searching for God • Sacred spaces • Children of God <p>More information about these themes can be found at: https://natre.org.uk/spirited-arts-main-page/spirited-arts-2026/</p>
<p>SPANISH</p>	<p>This term, students will begin a unit of work on their home and local area. They will learn how to name the rooms of the house, describe their own home, name the places in town and say what there is to do in their local area. They will then complete a listening and reading assessment before beginning a project after the May half term.</p>

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. Details of the personalised learning programme are available on the school website.