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ENGLISH	In Year Nine, students will lay the foundations for the skills that they will require at GCSE by studying the classic novel 'Lord of the Flies.' The students will explore key themes and big questions such as nature vs nurture, good vs evil, human nature, maturity, development, morals etc. This unit will aim to challenge their reading skills and will encourage analysis of language, making inferences, referring to textual evidence and exploring the social/historical context of the novel. Furthermore, this unit will develop students' creative writing skills. They will apply their growing knowledge of vocabulary, grammar, structure and literary devices to write imaginative and engaging texts. This unit will be carried over to the second half of the term. In the second half of the term, students will explore spoken language. Students prepare for the spoken language element of their GCSE by undertaking a mini-project of the same nature. Students must choose their own topic and construct a carefully-structured speech.
MATHEMATICS	At the start of Year Nine, students will study the following units of work: • Pythagoras' Theorem • Forming and solving equations • Solving ratio and proportion problems • Three – dimensional shapes • Numbers 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.
SCIENCE	Students will study a transition module, bridging the gap between key stage 3 science and GCSE science. The lessons will focus on working scientifically and will aim to develop their practical skills, including how to record, represent and interpret results and scientific data. Then, throughout the year, students will have their biology, chemistry and physics lessons on a rotation. • **Biology**: students will study cells and microscopes, enzymes, growth and mitosis and the nervous system, including studying the main functions of the brain. • **Chemistry**: students will study states of matter, mixtures and different separation techniques. • **Physics**: students will study conservation of energy which will include carrying out a project about the different energy resources. They will also study waves, including how the ear works and hearing. In addition to the above, students will carry out 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.

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ART	Art and design in Year Nine aims to build on the blend of technical skills and experimentational skills students have been developing throughout Key Stage 3. Students complete the 'Still Life' project this term. They will be learning how to use acrylic paints, as well as learning how to produce an etching print for the first time. We study a range of traditional and modern still life artworks in order to provide students with a breadth of knowledge on the topic.
COMPUTING	Computer science covers a wide variety of theoretical and practical topics. Areas covered include computations thinking, algorithms in mathematics, pseudo-code, Boolean and logic gates, object orientated programming, binary and hexadecimal, storage and compression, validation and verification, trees and Huffman coding, hardware, software, networking as well as social engineering, cyber security, ethics, the law and the environment. There is a vast array of computing knowledge required, but this year will form a good basis for the in-depth learning in these areas required in key stage 4.
DESIGN AND TECHNOLOGY	Students will look at a range of famous art and design movements in order to incorporate them into a simple, yet sophisticated design portfolio. Students will develop both their technical vocabulary and their skills-based knowledge. The material focus in this project will be metals and woods as they design and manufacture a CAD/CAM mould in preparation for the pewter casting process. A greater emphasis will be placed on independent-learning skills both with regards to lesson time and home-learning tasks. Later in the term, pupils will be looking at set stage structures and mechanisms with a theme of "The Nutcracker".
DRAMA	Students will start this term exploring techniques for devising theatre. In a series of workshop-type lessons, pupils will be taught what devising is, and more importantly, how to do it. Students will finish this topic by responding to a stimulus and developing performance using the knowledge and tools gained. Students will be working in small groups and will have the opportunity to fulfil a number of job roles, including performer. As part of this unit of study, students must complete a portfolio that answers the following questions: • What was your initial response to the stimuli and what were the intentions of the piece? • What work did your group do in order to explore the stimuli and start to create ideas for performance? • What were some of the significant moments during the development process and when rehearsing and refining your work? • How did you consider genre, structure, character, form, style, and language throughout the process? • How effective was your contribution to the final performance? • Were you successful in what you set out to achieve?

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FRENCH	In Year Nine, students will start the to explore aspects of the theme of "Mon monde à moi", building on previously-learnt vocabulary and grammar to talk about their free time/after-school likes and dislikes, their friends and relationships, etc. There will be an emphasis on combining three tenses in their work, working towards the skills required at GCSE level, so they might discuss how they celebrated their last birthday (past tense), what they are going to wear at the weekend (future tense). In the second part of the term, students will discover how to use modal verbs to talk about chores and how they might earn pocket money, before discussing their future plans for study and their work ambitions.
GEOGRAPHY	Students will begin by exploring the wonders of the Earth's natural resources by studying the importance of rocks, the future of oil and global water insecurity. This topic will see the students investigating their local area using their enquiry skills. This topic is underpinned by the 'age of the humans' – the Anthropocene. They will then journey to the Middle East to investigate the physical geography and geopolitics of this region. Students will reuse and build on their geographical skills and revisit old and new geographical concepts to connect and build on the geography they are studying.
HISTORY	Students will begin with an investigation of Russia in the early twentieth century, before investigating what life was like in Nazi Germany. They will then study a World War Two-era Big Question – '*What did total war involve?'* They will then investigate Britain in the later twentieth century and beyond. The unit is comprised of questions based on the extent to which (amongst other issues) society, education, healthcare and warfare have changed in the post-war world. Fine-tuning of the skills of chronology, interpreting and evaluating sources and cause and consequence will take place, as we build further on the skills required at GCSE level.
LIFE SKILLS	During the first half-term, students will explore a health and wellbeing topic, looking at the support that is needed to sustain good mental health and emotional wellbeing. As part of this, students will learn about healthy and unhealthy coping strategies. In the second half of the term, students will focus on a relationships topic – considering the various influences that teenagers experience as well as why and how these can have such an impact. As part of this, students will learn about the risks and consequences associated with weapons and gangs.
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, students will study music for video games and how minimalist techniques can be used to compose music for game soundtracks.

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PHYSICAL EDUCATION	Students will participate in a variety of games, focusing on skill development, advanced tactics and officiating. Students will improve the quality and range of their skills. In all games activities, students will think about how to use skills, strategies and tactics to outwit an opponent. Students will have the opportunity to experience new sports such as table tennis in order to challenge themselves. They will also follow a fitness programme and will begin to reflect on the benefits that fitness gives to them as an individual and the implications for their health and well-being.
RELIGION, PHILOSOPHY AND ETHICS	In the first half-term, students will investigate the ways in which the experiences and teachings of the Buddha have meaning for people today and what it means to be a British Buddhist in a society that is becoming more and more secular. Students will investigate how 'Engaged Buddhism' promotes peace and justice through a case study of Thich Nhat Hanh and his role in the Vietnam War and beyond. In the second half-term, students will explore how people from a variety of religious and non-religious worldviews solve moral and ethical dilemmas. Students will explore their own views on some of the moral and ethical concerns of the modern world, such as the use of driverless cars, development of Artificial Intelligence and genetic engineering.
SPANISH	This year, all Year 9 students will study Spanish for one hour a week. We will begin by teaching students how to introduce and greet someone in Spanish, the alphabet, the numbers from 1-31, the months of the year and colours. We will then move onto more complex topics such as family and school life. Important grammatical concepts this term will include nouns, gender, definite and indefinite articles, cognates, plurals and simple conjunctions.

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.