

SPRING TERM 2025 - 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 start the 'Still Life' project. They will learn about the Still Life movement and artists involved, as well as practise drawing skills. They will also experiment with dry point etching printmaking techniques. This project focuses on acrylic painting. Students review colour theory and practise applying acrylics and mixing acrylics before applying these techniques to a still life painting. Students will then investigate the work of Cubist artists and they will design their own cubist compositions using a photomontage technique. This will be further explored in the Summer Term.
COMPUTING	Students will be focussing on Computer Architecture and the associated mathematics, hardware / software implications as well as building on last year's experience of programming. Each of these components will have an assessment at the end of the topic which will form their current working grade. The aim of this term is to ensure all students can understand and apply the fundamental principles and concepts of computing including abstraction, logic, algorithms and data representation.
DESIGN & TECHNOLOGY	A mixed rotation will begin in the Spring term. Some pupils will be starting D&T for the first time this year and will complete the following: 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. 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 in order to make a fully functional product.

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DRAMA	Students will practically explore various stimuli with an aim to create narrative. Students will then choose the stimuli that they feel has the most potential to develop further. Following this, they will develop a piece of devised work for their end of term assessment. Year Nine drama also endeavours to instil the wealth of transferable skills the subject offers into the students and prepare them for future study and eventual employment.
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 crowded coasts both locally and globally. 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 Britain and the post-war world 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. 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.
HOSPITALITY & CATERING	Students will continue to expand their cooking skills and start to apply their skills to full meals, using a variety of methods, utensils and equipment - both new to them and previously used. They will demonstrate their understanding of healthy eating, by planning a dish suitable for a budget.
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. Within the statutory health and wellbeing topic, 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.
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.



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PHYSICAL EDUCATION	Students will participate in a variety of games, focusing on improving the quality and range of their skills. Students will implement strategic and tactical decisions based on the movement of the ball/shuttlecock into space and choice of skill execution. Opportunities to officiate will develop communication and decision-making skills. They will also follow a health-related fitness programme experiencing a range of activities that involve a sustained period of physical work understanding how the body responds to exercise in the short term, plus the long-term benefits of regular exercise.
RELIGION, PHILOSOPHY & ETHICS	In the first 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. In the second half term, 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 and reading 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.