YEAR 9 CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English	**Diverse Voices:** analysing and writing using counter argument and rebuttal; emotive language; fact and opinion	**Shakespeare's Comedies:** analysing asides; blank verse; comic relief; dramatic irony; deus ex machina; exits/entrances		**Inequality Novels:** analysing archetypes; foreshadowing; in media res; omniscient narration		**Inequality Novels continued**
Maths	**Delta** Number Algebra **Theta** Number Algebra	**Delta** Algebra Data **Theta** Algebra Data	**Delta** Data Fraction, ratio and % **Theta** Data Fraction and %	**Delta** Angles, Pythagoras and Trigonometry **Theta** Equations, Inequalities and Sequences	**Delta** Graphs **Theta** Angles	**Delta** Area and Volume **Theta** Perimeter, Area and Volume
Science	**Biology: 4.1 Cell Biology** **Chemistry** **C1 Atomic Structure** Structure of the atom Development of the atomic model Separating Techniques Formation of ions Isotopes Isotopic abundance	**Biology: 4.2 The Digestive System** **Chemistry** **C2 The Periodic Table** Development of the modern periodic table How scientific discoveries are affected by technology Explanation of Properties of Group 1, 7, 0 elements Transition Metals	**Biology: 4.2 Organising Animals and Plants** Levels of organisation, digestive system, enzymes and factors affecting enzymes action. **Chemistry** **C3 Structure and Bonding** Understand changes of state, and how particles interact with each other through bond formation.	**Biology: 4.2 Organising Animals and Plants** The blood and circulatory system, breathing and gas exchange and transport systems in plants **Chemistry** **C3 Structure and Bonding** Understand changes of state, and how particles interact with each other through bond formation.	**Biology: 4.3 Infection and Response** **C5 Chemical Changes** Reactivity of metals Reactions of acids with metals, metal oxides, metal hydroxides, and metal carbonates. The pH scale.	**Biology: 4.3 Infection and Response** **C13 Chemistry of the Atmosphere** Development of the Earth's atmosphere over the past 4 billion years. Causes and effects of global warming

Science	**Physics: Energy part A** Identify different energy stores and its conversion between one store to other Understand the concept of the law of conservation of energy. Learn the skills to calculate the work done and energy transformation. Calculate power using energy and time. Be able to calculate the efficiency of devices and power dissipation.	**Physics: Energy part B** Learn about the factors that affect the amount of energy required to increase the temperature of an object and be able to calculate this amount of energy. Learn about what Infra-red radiation and how this is absorbed by objects. Learn about the effect of insulation to prevent heat loss in buildings	**Physics: Energy part C** Learn about different types of energy resources. Students will learn about energy demands and power generation and renewable energy resources.	**Physics: Electricity part A** Learn how to build electric circuits, knowing different types of components and their behaviour with changing in current and voltage. Students will understand the difference between series and parallel circuits and know how these circuits can be used in everyday life.	**Physics: Electricity part A** Learn how to build electric circuits, knowing different types of components and their behaviour with changing in current and voltage. Students will understand the difference between series and parallel circuits and know how these circuits can be used in everyday life.	**Physics: Electricity part B** Students will be able to compare alternating current (a.c.) traces in terms of period and amplitude (voltage). Students will learn about cables and plugs in terms of their physical and electrical properties. Students will look at various home appliances and will be able to compare energy usage and efficiency of appliance
Computer Science	**Programming with PYTHON** Build on programming skills developed in Year 8 by developing more advanced Python programs and problem-solving techniques. Students will deepen their understanding of variables, selection and iteration, and introduce functions, lists, string manipulation, validation, testing and debugging to create more complex solutions.	**Computational Thinking and Algorithm Design** Build on computational thinking and problem-solving skills developed across KS3 by designing, representing and evaluating algorithms to solve increasingly complex problems. Students will explore decomposition, abstraction, pattern recognition and logical reasoning, using flowcharts, pseudocode and structured algorithms to develop efficient solutions.	**Famous Figures and HTML** Build on HTML and web design skills developed in Year 8 by researching influential figures in computing and creating informative, well-structured web pages about their lives, achievements and contributions. Students will develop their use of HTML elements, hyperlinks, images and page structure while considering effective design, accessibility and responsible use of online information.	**Computer Systems** Build on understanding of computer architecture developed in Year 8 by exploring how hardware and software work together within a computer system. Students will investigate the CPU, memory, storage, operating systems and peripheral devices, and examine how these components interact to process, store and manage data.	**Cybersecurity** Students will learn how to stay safe and secure in the digital world. They will explore common cyber threats such as phishing, malware, hacking, and social engineering, and learn how attackers exploit weaknesses in systems and human behaviour. Students will also investigate ways to protect data and devices using strong passwords, encryption, authentication, firewalls, and safe online practices.	**Ethical, Legal & Environmental issues** In this unit, students will explore the ethical, legal, and environmental impacts of technology. They will consider issues such as privacy, online behaviour, data protection, and the responsible use of digital technologies. They will also investigate the environmental effects of technology, including e-waste, energy consumption, and the impact of manufacturing and disposing of electronic devices.

Geography (GCSE)	**UK Physical Landscapes: Coasts** **Coastal Processes and Features** Coastal processes shape the coastline, creating features such as cliffs, beaches, caves, arches and spits.	**Coastal Processes and Features** **Coastal Management** Coastal management uses hard and soft engineering to reduce erosion and flooding while protecting people, property and the environment.	**UK Physical Landscapes: Rivers** **River Processes and Features** River processes of erosion, transportation and deposition shape river landscapes, creating features such as waterfalls, meanders, oxbow lakes and floodplains.	**River Processes and Features** **River Management** River management uses hard and soft engineering strategies to reduce flood risk, protect communities and manage river environments sustainably.	**The Challenge of Natural Hazards: Tectonic Hazards** Tectonic hazards; case study causes and effects	**Fieldwork: Coastal Management** Physical fieldwork and write up.
Geography (Extended Curriculum)	**Environmental Regions** Biome locations & characteristics Tropical Rainforests: location, soils, adaptations, opportunities & challenges. Cold locations: location, soils, adaptations, Hot deserts: location, soils, adaptations, opportunities & challenges.	**Environmental Regions** Biome locations & characteristics Tropical Rainforests: location, soils, adaptations, opportunities & challenges. Cold locations: location, soils, adaptations, Hot deserts: location, soils, adaptations, opportunities & challenges.	**Environmental Regions** Biome locations & characteristics Tropical Rainforests: location, soils, adaptations, opportunities & challenges. Cold locations: location, soils, adaptations, Hot deserts: location, soils, adaptations, opportunities & challenges.	**Environmental Regions** Biome locations & characteristics Tropical Rainforests: location, soils, adaptations, opportunities & challenges. Cold locations: location, soils, adaptations, Hot deserts: location, soils, adaptations, opportunities & challenges.	**Environmental Regions** Biome locations & characteristics Tropical Rainforests: location, soils, adaptations, opportunities & challenges. Cold locations: location, soils, adaptations, Hot deserts: location, soils, adaptations, opportunities & challenges.	**Environmental Regions** Biome locations & characteristics Tropical Rainforests: location, soils, adaptations, opportunities & challenges. Cold locations: location, soils, adaptations, Hot deserts: location, soils, adaptations, opportunities & challenges.

History (GCSE)	**Origins of the Cold War** Wartime conferences at Tehran, Yalta and Potsdam; Long Telegram; Iron Curtain Speech; Truman Doctrine; Marshall Plan; Creation of NATO; Berlin Blockade and Airlift. Focus: Causation, consequences	**Cold War Crises and the End of the Cold War** Berlin crisis and Berlin Wall; Cuban Missile Crisis; Prague Spring; Focus: Causation, consequence	**The End of the Cold War** Détente; Soviet invasion of Afghanistan; Reagan and Second Cold War; Gorbachev and end of the USSR; Focus: Causation, consequence	**Germany: The Weimar Republic 1919-29** The Weimar constitution; The Treaty of Versailles; Hyperinflation; Stresemann and the Golden Age of the Republic; Focus: Causation, Interpretations	**Germany: Hitler's rise to power, 1919-33** The early Nazi Party, the lean years and Hitler's appointment as Chancellor. Focus: Causation; Interpretations	**Germany: Nazi control and dictatorship, 1933-39** The police state, propaganda and opposition to the Nazis. Focus: Causation; Interpretations
History (Extended curriculum)	**The Holocaust** Nazi ideology; Nazi persecution; The Warsaw Ghetto; The Einsatzgruppen; The Final Solution Focus: Interpretations	**The Holocaust** Nazi ideology; Nazi persecution; The Warsaw Ghetto; The Einsatzgruppen; The Final Solution Focus: Interpretations	**The Holocaust** Nazi ideology; Nazi persecution; The Warsaw Ghetto; The Einsatzgruppen; The Final Solution Focus: Interpretations	**The Holocaust** Nazi ideology; Nazi persecution; The Warsaw Ghetto; The Einsatzgruppen; The Final Solution Focus: Interpretations	**The Holocaust** Nazi ideology; Nazi persecution; The Warsaw Ghetto; The Einsatzgruppen; The Final Solution Focus: Interpretations	**The Holocaust** Nazi ideology; Nazi persecution; The Warsaw Ghetto; The Einsatzgruppen; The Final Solution Focus: Interpretations
French	**Theme 1- Unit 1** **Identity and relationships with others** Descriptions.	**Theme 1- Unit 1** **Identity and relationships with others** Relationships with family and friends.	**Theme 1- Unit2 Healthy living and lifestyle** Healthy lifestyle	**Theme 1- Unit2 Healthy living and lifestyle** Comparison with lifestyle in the target country.	**Theme 1- Unit 3** **Education and work** Describing school	**Theme 1- Unit 3** **Education and work** Talking about future jobs
Spanish	**Theme 1- Unit 1Identity and relationships with others** Descriptions.	**Theme 1- Unit 1** **Identity and relationships with others** Relationships with family and friends.	**Theme 1- Unit2 Healthy living and lifestyle** Healthy lifestyle	**Theme 1- Unit2 Healthy living and lifestyle** Comparison with lifestyle in the target country.	**Theme 1- Unit 3** **Education and work** Describing school	**Theme 1- Unit 3** **Education and work** Talking about future jobs

Art	Mini project: Introduction to assessment objectives. Revisiting and refining observational skills.	Developing responses to the work of Henry Moore in two and three dimensions. Learning how to present and annotate work demonstrate creative development.	Introduction to long project. Students are guided to explore artists who respond to the theme multiples.	Exploring the theme multiples through the photography, painting and printmaking.	Exploring the theme multiples through the photography, painting and printmaking.	Presenting, annotating and consolidating year 9 work for assessment.
Business Studies	**Theme 1 – 1.1 Enterprise and Entrepreneurship** Students will learn what entrepreneurs do, the characteristics of successful entrepreneurs, different types of businesses, and the risks and rewards involved in starting and running a business.	**1.2 Part 1 - Spotting a business opportunity** Students will learn how businesses identify customer needs, conduct market research, understand market changes, and recognise gaps in the market.	**Theme 1 – 1.2 Part 2 Spotting a business opportunity** Students will learn how to develop business ideas, understand the role of innovation, analyse competitors, and consider the impact of changing customer trends.	**Theme 1 – 1.3 Part 1 Putting a business idea into practice** Students will learn how businesses set aims and objectives, create business plans, choose appropriate sources of finance, and calculate costs and revenues.	**Theme 1 – 1.3 Part 2 Putting a business idea into practice** Students will learn how businesses forecast sales, cash flow and profit, assess financial viability, and make informed business decisions using financial data.	**Theme 1 – 1.4 Part 1 Making the business effective** Students will learn how businesses manage operations efficiently, improve productivity, maintain quality, and use technology to support business performance.
Citizenship (Extended curriculum)	**How Is the Media Shaping What We Think?** Media bias and political perspectives, persuasive language and visual framing, misinformation, and how algorithms and AI can shape opinions and democratic participation.	**How Is the Media Shaping What We Think?** Media bias and political perspectives, persuasive language and visual framing, misinformation, and how algorithms and AI can shape opinions and democratic participation.	**How Is the Media Shaping What We Think?** Media bias and political perspectives, persuasive language and visual framing, misinformation, and how algorithms and AI can shape opinions and democratic participation.	**How Is the Media Shaping What We Think?** Media bias and political perspectives, persuasive language and visual framing, misinformation, and how algorithms and AI can shape opinions and democratic participation.	**How Is the Media Shaping What We Think?** Media bias and political perspectives, persuasive language and visual framing, misinformation, and how algorithms and AI can shape opinions and democratic participation.	**How Is the Media Shaping What We Think?** Media bias and political perspectives, persuasive language and visual framing, misinformation, and how algorithms and AI can shape opinions and democratic participation.

Child Development	**Unit R057: Health and well-being for child development** **Topic Area 1: Pre-conception health and reproduction** Factors affecting pre-conception health, contraceptive methods	**Unit R057: Health and well-being for child development** **Topic Area 1: Pre-conception health and reproduction** The structure of the male and female reproductive systems, how reproduction takes place, the signs and symptoms of pregnancy	**Unit R057: Health and well-being for child development** **Topic Area 2: Antenatal care and preparation for birth** The purpose and importance of antenatal clinics, screening and diagnostic tests, the purpose and importance of antenatal classes	**Unit R057: Health and well-being for child development** **Topic Area 2: Antenatal care and preparation for birth** The choices available for delivery, the role of the birth partner, methods of pain relief, signs and stages of labour, methods of assisted birth **Topic Area 3: Postnatal checks, postnatal care and the conditions for development** Postnatal checks, postnatal care of the mother and baby	**Unit R057: Health and well-being for child development** **Topic Area 3: Postnatal checks, postnatal care and the conditions for development** Postnatal care of the mother and baby, the development needs of children from birth to five years. **Topic Area 4: Childhood illnesses and a child safe environment** Recognise general signs and symptoms of illnesses in children, how to meet the needs of an ill child	**Unit R057: Health and well-being for child development** **Topic Area 4: Childhood illnesses and a child safe environment** How to ensure a child-friendly safe environment. **Unit R057: Health and well-being for child development** Revision of unit content preparation for summer exam.
Dance	Trio Performance based on Set Phrase 'Breathe.'	Trio Choreography based on Set Phrase 'Flux.'	*A Linha Curva* by Itzik Galili.	*Shadows* by Christopher Bruce.	*Emancipation of Expressionism* by Kenrick H2O Sandy.	Dance Technique.
Drama	Brecht/Political Theatre	6 Technical Elements	Lecoq, Frantic Assembly and the Paper Birds	Devising – The Paper Birds	Introduction to DNA, DNA – Directing and Staging	DNA - Costume and Context

Design and Technology	**Textiles – Design Iteration:** Designer influences • user profiles • core textile skills • sampling & combining techniques • iterative design development • presentation, feedback & modification	**Textiles – Design Iteration:** Designer influences • user profiles • core textile skills • sampling & combining techniques • iterative design development • presentation, feedback & modification	**Timber & Mechanisms – Automata:** Timber joints • cams • levers • linkages • modelling & manufacture • laser-cut plywood component	**Timber & Mechanisms – Automata:** Timber joints • cams • levers • linkages • modelling & manufacture • laser-cut plywood component **Core Materials:** Paper & board • electronics • polymers & introductory 3D printing • metals, including enamelling & pewter	**Core Materials:** Paper & board • electronics • polymers & introductory 3D printing • metals, including enamelling & pewter	**Core Materials:** Paper & board • electronics • polymers & introductory 3D printing • metals, including enamelling & pewter
Hospitality and Catering	**Afternoon Tea Project** – Catering providers • planning • practical skills • evaluation	**Afternoon Tea Project** – Catering providers • planning • practical skills • evaluation	**Unit 1 – LO4:** Know How Food Can Cause Ill Health • Practical skills development – Fakeaway themed recipes. Planning, techniques & evaluation	**F Unit 1 – LO4:** Know How Food Can Cause Ill Health • Practical skills development – Fakeaway themed recipes. Planning, techniques & evaluation	**Unit 1 – LO4:** Know How Food Can Cause Ill Health • Practical skills development – World Cusine themed recipes. Planning, techniques & evaluation	**Unit 1 – LO4:** Know How Food Can Cause Ill Health • Practical skills development – World Cusine themed recipes. Planning, techniques & evaluation
Fashion and Textiles	**Kidswear Project** • Core sewing techniques • Introduction to Component 2 research skills	**Kidswear Project** • Design development & practical sampling • Core sewing skills development	**Kidswear Project** • Making & refinement • Evaluation & presentation	**Water Project** • Personal skills development • Research & inspiration	**Water Project** • Experimentation & practical skills development • Developing personal responses	**Water Project** • Refinement & final outcomes • Evaluation & presentation
Media Studies	NA – No Year 9 group this year.					

Music (GCSE)	Step up to GCSE Part 1	Step Up to GCSE Part 2	Orchestral Music Part 1	Orchestral Music Part 2	AoS 3 – Film Music	
Music (Extended	Dance Music	Dance Music	Dance Music	Dance Music	Dance Music	Dance Music
PE (GCSE)	**Practical:** Netball **Theory: Health, fitness and wellbeing** 1.1-Wellbeing	**Practical:** Football **Theory: Health, fitness and wellbeing** 1.2-Sedentary Lifestyle 1.3- Diet	**Practical:** Handball **Theory: Sports Psychology** 2.1- Classification of skills 2.2- SMART targets	**Practical:** Badminton or Trampolining **Theory: Sports Psychology** 2.3- Feedback and guidance -Mental rehearsal	**Practical:** Athletics **Theory: Socio-Economic** 3.1- Influences 3.2- Commercialisation	**Practical:** Cricket **Theory: Socio-Economic** 3.3- Sporting behaviour
PE (CORE)	Trampolining Fitness Games Net sports (Volleyball or Badminton)	Trampolining Fitness Games Net sports (Volleyball or Badminton)	Trampolining Fitness Games Net sports (volleyball or badminton)	Trampolining Fitness Games Net sports (Volleyball or Badminton)	Athletics Cricket Rounders OAA	Athletics Cricket Rounders OAA
Photography	Mini project: Introduction to assessment objectives. Introduction to camera handling.	Understanding photography fundamentals- downloading and storing work, contact sheets- presenting work in a sketchbook.	Introduction to long project. Students are guided to explore photographers who respond to the theme still life.	Exploring the theme through studio shoots, on location shoots and darkroom development.	Developing presentation skills. How to structure a sketchbook and how to annotate, analyse and evaluate work.	Developing presentation skills. How to structure a sketchbook and how to annotate, analyse and evaluate work.
Religious Studies	**Christian Beliefs** Explores Christian teachings about God, creation, Jesus, salvation and life after death, alongside responses to evil and suffering.	**Christian Beliefs** Explores Christian teachings about God, creation, Jesus, salvation and life after death, alongside responses to evil and suffering.	**Marriage and the Family** Examines Christian attitudes towards marriage, relationships, family life, contraception, divorce and gender equality.	**Living the Christian Life** Explores how Christians practise their faith through worship, prayer, sacraments, pilgrimage and service to local and global communities.	**Living the Christian Life** Explores how Christians practise their faith through worship, prayer, sacraments, pilgrimage and service to local and global communities.	**Matters of Life and Death** Examines Christian and non-religious perspectives on the origins and value of life, abortion, euthanasia and life after death.

Sociology	**The Sociological Approach** Consensus/Conflict approaches, Norms & values, Culture and Society	**Sociological Theory** Theories of Marxism, Feminism, Interactionism, the New Right and Functionalism	**Research Methods** Sampling Ethical, practical and theoretical considerations	**Research Methods** Questionnaires Interviews Observation Ethnography Experiments	**Families** Theories on the family and family diversity	**Families** Changes in the family and conjugal roles
Extended Curriculum*	*Extended Curriculum operates on a half-termly carousel					