

Year 9

Curriculum Intent

Our year 9 curriculum aims to achieve a smooth transition between Key Stage 3 and Key Stage 4. It revisits key content from years 7 & 8 and continues the breadth of the curriculum, whilst continuing to foster reading. We also teach key skills (disciplinary knowledge) that provide a sound foundation for each subject.

Term 1

Subject	Knowledge	Skills	Assessment
English	Creative Writing: The Power of the Pen Pupils build on the creative writing skills developed throughout Key Stage 3, refining their control of narrative voice, structure and style. Through the study of effective models and regular writing practice, they learn how deliberate language choices shape a reader's response. The unit explores a range of narrative techniques, including linear and non-linear structures, flashbacks, foreshadowing, character development and the creation of compelling settings. Students are encouraged to write with increasing independence, crafting imaginative and engaging narratives using precise vocabulary and a range of literary devices.	• Crafting engaging and purposeful narrative writing. • Selecting precise vocabulary, including ambitious nouns, verbs and adjectives, to create specific effects. • Structuring narratives using a range of approaches, including linear and non-linear storytelling. • Applying techniques such as foreshadowing and flashbacks to build tension and interest. • Creating believable characters through description, dialogue and action. • Using setting effectively to establish atmosphere and influence mood. • Employing literary devices, including metaphor, personification, alliteration, onomatopoeia and pathetic fallacy, to enhance writing.	Plan, draft and write a piece of original creative writing based on a writing prompt and an image.

		• Editing and refining writing to improve accuracy, clarity and impact. • Reflecting on and responding to feedback to strengthen independent writing.	
Maths	Manipulating algebra Expanding and factorising using two sets of brackets (Revise expanding and factorising with a single set of brackets) Forming quadratic expressions Introducing algebraic proof Measuring data Mean, median, mode and range, including from ungrouped and grouped frequency tables Equations and inequalities Revising solving linear equations Extending this to solving linear inequalities and representing inequalities on number lines	Constructing algebraic proofs	
Science	Inheritance* Continuous and discontinuous variation Inherited variation Environmental variation Selective breeding of plants and animals. Role of pollination for plants. Genetic modification Cystic fibrosis and gene therapy Electromagnetism* Magnets (revisit from year 7 work) Electromagnets Planning investigations, concepts of accuracy, repeatability and reproducibility. *order may be swapped to allow practical equipment to be fully utilised.	Scientific Literacy – writing more extended answers Variation graphs Use of punnet squares Identifying methodological limitations Plotting magnetic field lines	

Chinese	Revision (Y8 content) Appearance My bedroom	Vocabulary acquisition speaking skills	Assessment 1: Vocab and translation
French	Social life AVOIR and ÊTRE (irregular verbs) - descriptions Online activities – irregular verbs – FAIRE Arranging to go out – irregular verb ALLER Describing a past event and giving opinions	All units incorporate the following skills: listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into French, use of accents.	Common Vocabulary test (personal descriptions, online activities, time phrases) Grammar and Translation Assessment • Online activities • Adjective agreement • Regular and irregular verb forms • Translation from English to French
Japanese	School and lessons Time Opinions	Use of prepositions	Reading and writing assessment
Spanish	Parts of the body, illness. Asking for help at the Pharmacy	All units incorporate the following skills: listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into Spanish.	Vocabulary test Listening, grammar and translation assessment
Geography	Students develop place knowledge of Africa, including its location, key regions and the diversity of its physical and human landscapes. They examine a range of environments across the continent, including climate zones, biomes and natural resources, and understand how these influence population distribution and economic activity. Students also investigate a case study of a country or region within Africa to explore opportunities and challenges of development, and consider how historical and contemporary factors shape life across the continent.	• Use of maps and GIS to explore continental patterns • Interpretation of climate, biome and population data • Understanding of development indicators and comparisons	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 8-mark 'Evaluate' question

		• Ability to analyse opportunities and challenges • Use of case study evidence to support explanations	
History	The First World War What were the causes of the First World War? Fighting in the First World War	Causation	Assessment – what were the causes of WW1?
RE	Unit 6: Introduction to Philosophy. City of Omelas thought experiment Utilitarianism Situation ethics Duty Ethics		
Art	Year 9 – Term 1: Narrative and Meaning in Art Students begin Year 9 by exploring how artists communicate stories, experiences and messages through artwork. They study the work of Grayson Perry, examining how narrative, symbolism and personal experiences can be represented visually.	A significant focus is placed on analysing existing artworks and understanding how visual elements contribute to meaning. Students learn to: • Analyse artworks critically • Identify symbolism and themes • Interpret meaning and artist intentions • Gather and record research effectively • Develop initial ideas from investigation	Create an observational drawing as a still life to form a part of your idea for your mural going forward Grayson Perry as a starting point and springboard for ideas. Progression: Students become more independent thinkers, moving beyond technical skill development and towards understanding concept and purpose in art.
Music	Musical Theatre Learn about the culture & context of musical theatre, including Golden Age musical theatre, Jukebox musicals, and opera. Learn key musical theatre concepts, including “I want” songs, aria, recitative, and chorus.	Listen to and watch musical theatre, identify key features and explain how they connect to the theme. Play a complex, hands-together piece of musical theatre music on the keyboard. Sing musical theatre songs.	Keyboard assessment: complex hands-together piece.

Term 2

Subject	Knowledge	Skills	Assessment
English	A Christmas Carol Pupils study Charles Dickens' <i>A Christmas Carol</i>, exploring how the novella reflects the social and economic conditions of Victorian England. Through the study of plot, characterisation and Dickens' use of language and structure, students consider the writer's purpose in exposing poverty, inequality and social injustice. They examine how key characters develop throughout the narrative and how Dickens uses the novella to encourage compassion, generosity and social responsibility. The unit also introduces students to the importance of contextual knowledge in shaping literary interpretation.	• Reading and analysing a nineteenth-century literary text with confidence. • Exploring how Dickens develops characters and their relationships across the novella. • Analysing the effects of language, structure and symbolism. • Explaining how key themes, such as redemption, social responsibility, wealth and poverty, develop throughout the text. • Understanding how Victorian context informs Dickens' message and purpose. • Supporting interpretations with carefully selected textual evidence. • Developing analytical writing using relevant quotations and subject terminology. • Making links between context, authorial intent and readers' responses. • Evaluating how Dickens communicates his criticism of Victorian society. • Writing clear, structured literary responses that prepare students for GCSE English Literature.	Reading test based on the novel assessing inference, word meaning, identifying methods and supporting interpretations and showing understanding of how wider context shapes meaning.

Maths	Calculating Revise converting in and out of standard form, extending this to calculations with standard form (with and without a calculator) Complete error intervals, and complete simple calculations with bounds Investigating angles Find missing angles interior and exterior angles in all polygons Find missing angles using the rule for parallel lines (corresponding, alternate and co-interior angles)	Use of calculator Constructing arguments for finding missing angles: using the correct terminology in mathematical reasoning	Assessment on algebraic manipulation, measuring data, equations/inequalities and calculating.
Science	Pathology* Pathologists Fingerprint analysis DNA analysis Blood types Microscopy Reactivity* Metals and oxygen Metals and water Metals and acids Reactivity series Displacement investigation *order may be swapped to allow practical equipment to be fully utilised.	Evaluating data Analysing the results of practical activities to decide on a reactivity series, and using data to justify order	
Chinese	Clothes & Colours Daily routine	Writing to describe Writing to express opinions	Speaking assessment
French	Music genres – giving opinions and reasons Body parts and face Illness – j'ai mal Healthy lifestyle - il faut + infinitive Food and drink Near Future Tense and healthy living plans	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into French, use of accents	Common Vocabulary test (PERFECT tense, time phrases, body parts, injuries)
Japanese	Descriptions Adjectives	Writing to describe Hiragana practice	Colours, body parts and illnesses vocabulary test

	Colours Body descriptions Countries Illness		
Spanish	Using technology. Giving extended opinions with comparatives. Using a range of present tense with different verbs and people.	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into Spanish, use of accents.	Reading and Translation assessment
Geography	Students develop place knowledge of the Middle East, including its location and key physical and human characteristics. They examine the distribution of water resources in the region and understand the causes of water scarcity, including physical factors such as climate and geology, and human factors such as population growth and water use. Students analyse the impacts of water scarcity on people, economies and environments, and evaluate different strategies used to manage water resources in the Middle East.	• Interpretation of resource distribution maps • Analysis of physical and human causes of scarcity • Understanding of scale (local, regional) in resource issues • Evaluation of management strategies • Development of structured explanations and arguments	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 8-mark 'Evaluate' question
History	Interpretations of General Haig investigation and assessment Soldiers of the Empire Women and the Vote How did Germany lose WW1? Versailles and the League of Nations	Interpretations of the Generals of WW1 – how have they come about?	Story, source, scholarship investigation into General Haig
RE	Unit 6: Introduction to Philosophy continued David Hume Plato Arguments for God's existence - Design Argument Cosmological Argument, Anthropic Argument Evil and suffering Sentientism	Philosophical arguments, debating and logical reasoning, Constructing counter arguments and evaluating points of view in light of thought experiments and specific premises	Philosophy Assessment

Art	Year 9 – Term 2: Personal Narrative Mural Project Students apply all previously developed skills by creating a large-scale mural design that communicates a personal narrative or chosen theme. They draw together observational skills, composition, artist research, illustration techniques and narrative understanding.	Students learn to: Develop ideas from research into a final outcome • Plan and refine compositions • Combine imagery and symbolism • Communicate personal meaning visually • Evaluate and refine their own work Students demonstrate increasing independence by selecting appropriate techniques and processes to support their intentions.	Creation of their own Mural which reflects a narrative which is unique and personal.
Music	Classical Music Recognise the two uses of the term ‘Classical music’. Learn about some important composers of Classical music. Music theory including: reading treble and bass clef, staccato/legato, dynamic markings.	Listen to Classical music and identify key features. Play a Classical piano duet with a partner. Dictate pitch up to 5 notes.	

Term 3

Subject	Knowledge	Skills	Assessment
English	Poetry: The Poetry of War Pupils explore how the theme of war has been presented in poetry across different historical periods, beginning with ideas drawn from Ancient Greek epic poetry, before studying poetry from the First World War and concluding with contemporary poems by Simon Armitage. They develop knowledge of how changing historical contexts and attitudes towards conflict influence the way poets represent war, heroism, sacrifice, loss and memory. Through the study of a diverse range of poems, students build an understanding of how poetic traditions have evolved over time while preparing to compare texts critically and thoughtfully.	• Analysing how language, form and structure create meaning in poetry. • Exploring how poets communicate attitudes, emotions and viewpoints. • Understanding the influence of historical and cultural context on poetic writing. • Identifying and evaluating poetic methods and their effects. • Comparing themes, ideas and perspectives across two or more poems. • Selecting and integrating relevant textual evidence to support interpretations. • Writing comparative analytical responses using appropriate subject terminology. • Evaluating writers' intentions and the impact on different readers. • Developing confidence in discussing and interpreting unseen and studied poetry. • Constructing clear, well-organised comparative essays that prepare students for GCSE English Literature.	Extended answer comparing the presentation of war in two poems.

Maths	Compound Measures The concept of a compound unit, and work with standard compound units such as speed, density and pressure, as well as any other compound unit such as population density. Conversions between different units of time Knowing and using the formulae for speed Convert between compound units, e.g. converting between different units of speed (km per hour and metres per second) Knowing and using the formulae for density and pressure. Algebraic Graphs Coordinates Recall equations for vertical and horizontal lines Use a table of values of plot lines of the form $y=mx+c$, and those equations that need to be rearranged to this form Gradient Properties of the graphs of $y=mx+c$		Assessment on calculating, angles, compound measures and start of 'algebraic graphs' topic.
Science	Limestone Cycle Formation of limestone Weathering by acid rain Thermal decomposition Endo and exothermic reactions Solubility Limestone cycle Forces Gravity, mass and weight Pressure Pressure in liquids – hydraulics Pressure in gases Moments and Levers	Writing a method including risk assessment Using physics equations	
Chinese	My town Directions	Grammar: A 在 B+direction word Describe the place you live, tell directions	Assessment 3: Listening and reading assessment

French	Future tense Present and future tense Healthy lifestyle Future choices for school and college Jobs and careers Workplaces Expressing interest Careers in Languages	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into French, use of accents	Reading and Translation Assessment • Comprehension • Inference • Translation from French to English Common Vocabulary test (future plans, jobs, family members)
Japanese	The Home Rooms and descriptions Home activities Furniture Japanese etiquette in the home Celebrations – Lunar New Year Verb te focus	Speaking – interviews Using advanced grammar	
Spanish	Places in Town. Comparing the town and country to the city. Travelling around as a tourist.	Speaking in roleplay scenarios to arrange transport.	Speaking assessment
Geography	Students develop an understanding of climate change, including its causes and the range of environmental, social and economic impacts at global and regional scales. They examine the formation and characteristics of tropical storms (hurricanes), understanding the physical conditions required for their development and how they vary in intensity. Students analyse the impacts of tropical storms on people and environments, and evaluate the effectiveness of different management and response strategies in areas affected by these hazards.	• Interpretation of climate data and long-term trends • Understanding of physical processes (storm formation) • Analysis of impacts at different scales • Evaluation of responses and management strategies • Use of case studies in extended writing	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 8-mark 'Evaluate' question
History	Democracies and Dictatorships Studies of Communist Russia (including the Russian Revolution) the USA, Italy and Nazi Germany.	Causation and extended writing	Assessment why did Hitler become Chancellor in 1933?
RE	Unit 7: What does it mean to be a Muslim in the UK? Introduction to Islam Who was Muhammad?	Engage with data and infographics Use of Muslim lens, debate and critical analysis of significance of key beliefs	

	Tawhid and Omni words Sunni and Shi'a origins and divergence Option lesson also takes place in term 3	and life of founder in Islam, engage and evaluate the challenges and difficulties faced by Muslims and the rewards of being a member of the Ummah	
Art	<i>Architectural Influence: Frank Lloyd Wright & Antoni Gaudí</i> Students begin by exploring the architectural styles of Frank Lloyd Wright and Antoni Gaudí, analysing how each architect uses form, structure, pattern, and materials to create distinctive visual identities. Through guided research, observational drawing, photography, and written analysis, students examine Wright's geometric harmony and Gaudí's organic, expressive forms. They learn to identify key techniques—such as biomorphic design, geometric planning, and decorative surface pattern—and begin experimenting with these ideas in sketchbooks. Students produce early concept sketches, material tests, and small maquettes, exploring how architectural principles can inspire creative outcomes in 2D or 3D.	Term One: Architectural Inquiry & Creative Response Students investigate how two influential architects — Frank Lloyd Wright and Antoni Gaudí — use form, structure, pattern and environment to shape their designs.	Outcome A series of exploratory studies and early design concepts showing how architectural research can inspire creative visual responses.
Music	Hip Hop (term 3 & 4) Learn about the context and culture surrounding hip hop music. Learn key hip hop concepts, including rap, beats, samples. Understand how hip hop music is created using layers.	Listen to hip hop music and identify key features. Compose a hip hop track using a Digital Audio Workstation (DAW).	

Term 4

Subject	Knowledge	Skills	Assessment
English	Approaches to Rhetoric Building on the non-fiction study completed in Year 8, students explore the art of rhetoric and its role in persuasive communication. They examine how speakers and writers use rhetorical techniques to	Identifying and analysing rhetorical techniques in spoken and written texts.	Pupils will write an argument expressing their view on a topical issue

	influence audiences, beginning with the principles of ethos, pathos and logos before exploring Corax's framework for constructing effective arguments. Through the analysis of a range of speeches, students develop a critical understanding of persuasive language before planning, drafting and delivering their own speeches on issues that matter to them.	• Exploring how writers and speakers adapt language to influence different audiences and purposes. • Evaluating the effectiveness of persuasive methods using textual evidence. • Structuring clear, logical and convincing arguments. • Applying rhetorical devices, including ethos, pathos and logos, in their own writing. • Developing confident public speaking and presentation skills. • Writing with increasing control over tone, register and vocabulary. • Planning, drafting and refining extended persuasive writing.	
Maths	Finish algebraic graphs topic from term 3 Probability Understanding probability as a concept, the language of probability and the probability scale. Writing probabilities Listing outcomes, mutually exclusive events and probabilities summing to 1. Expected outcomes Sample space diagrams, two-way tables and frequency trees Venn diagrams Proportional Reasoning Understand the concepts of direct and inverse proportion Understanding the concept of similar shapes and identify missing side lengths in similar shapes.		

	The term ends with Money Week: students will look at budgeting and investigate the effects of borrowing money.		
Science	Limestone and Forces completed Year 9 Assessment Science Fayre		
Chinese	Weekend plan My house	Grammar: Frequency words Compare word: 比 Time references, Tenses	Assessment 4: Vocab and translation assessment
French	Modal verbs (avec les langues, on peut + INFINITIVE) Future plans presentation Holidays Holiday destinations, countries, locations Holiday activities Weather recap	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into French, use of accents	Listening assessment • Comprehension • Inference
Japanese	Seasons Weather Clothes	Use of time in sentences	Reading and translation assessment
Spanish	School – subjects, uniform, activities, primary school, ideal school	Using a variety of tenses to talk about school.	
Geography	Students develop an understanding of urbanisation and the growth of cities over time, including global patterns and trends. They investigate the causes and consequences of urbanisation, including rural–urban migration and natural increase, and examine the emergence and characteristics of global cities. Students analyse population distribution within cities and understand how urban areas change at a range of scales.	• Interpretation of maps, graphs and population data (e.g. urban growth trends) • Analysis of global patterns using choropleth maps and GIS resources • Use of statistical data to describe and explain urbanisation • Understanding and application of key geographical terminology	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 8-mark ‘Evaluate’ question

		(e.g. megacity, global city, urbanisation) • Ability to explain processes such as migration and natural increase • Use of case study evidence to support written explanations	
History	Life in Nazi Germany – volksgemeinschaft Causes of WW2 and appeasement		1920s and 1930s knowledge test
RE	Unit 7: What does it mean to be a Muslim in the UK? Continued Why is the Qur'an essential? Being Muslim (rites of passage and identity) Young Muslims in the UK The Hajj – the rewards and challenges Art in Islam – Teakster	Engage with personal worldviews, identity, belonging and broader issues of islamophobia and cultural representation in the media, critical thinking about what is presented and evaluating if its accurate and fair. Explore the detail of the hajj, evaluate impact and significance and construct arguments around the value of pilgrimage	Islam assessment
Art	Personalised Creative Outcomes Students refine their architectural-inspired ideas into unique, personalised outcomes. They choose a creative pathway aligned with their strengths and interests:	Pathway Options Fine Art — Painting, mixed media, expressive drawing, or abstract architectural interpretations. Graphics — Poster design, branding, pattern design, typography or digital illustration. 3D Design — Sculptural forms, architectural maquettes, relief structures or material-based experiments. Fashion/Textiles — Garment concepts, textile prints, structural accessories or pattern-based fabric designs	A resolved, high-quality final piece (or series of pieces) demonstrating personal voice, architectural influence, and pathway-specific skills.

Music	Hip Hop (term 3 & 4) Learn about the context and culture surrounding hip hop music. Learn key hip hop concepts, including rap, beats, samples. Understand how hip hop music is created using layers.	Listen to hip hop music and identify key features. Dictate rhythm using a rhythm grid. Perform in a group using guitar, keyboard, and rapping.	Appraising assessment: listening and knowledge of hip hop music.
--------------	--	--	--

Term 5

Subject	Knowledge	Skills	Assessment
English	Romeo and Juliet A study of Shakespeare's famous tragedy, looking at the structure of the play, key scenes including the Balcony are closely analysed to explore the ill-fated love story. Key themes of patriarchy and honour, family relationships, and gender roles are explored.	• Reading and analysing Shakespearean language with increasing confidence. • Investigating Shakespeare's use of language, imagery and dramatic techniques. • Explaining how themes develop across the play. • Understanding the influence of historical and cultural context on the text. • Constructing analytical responses supported by relevant quotations. • Developing spoken responses through discussion, performance and collaborative interpretation. • Writing clear, well-structured literary analysis using appropriate subject terminology.	Essay question based on an extract from the play.
Maths	Calculating Space Knowing terminology for parts of a circle: calculating area, circumference, perimeter or circles as well as sectors/arcs. Recall volume of prisms and cylinders. Surface area of prisms and cylinders. Identify if a real-life scenario requires volume and/or surface area to be used. Revision for assessments	Problem-solving: using volume/surface area in real-life contexts	Cumulative assessments at end of term 5 on all content covered across the year: there will be one non-calculator and one calculator assessment.

	Simultaneous Equations Some students will investigate solving linear simultaneous equations		
Science	Transition units into GCSE begin Ethics and diversity in Science Principals of ethical research including consent and recognition. Rosalind and Franklin Relationship between religion, science, culture and policy Cells Revisit previous work on plant and animal cells Organisation- digestive system Organisation – heart, blood and health Organisation - plants		
Chinese	Revise family members Jobs Workplaces Giving reasons Recap future tense and reasons	Essay writing skills: Opinion, Tenses connectives	Assessment 5: Writing and translation
French	Perfect tense recap (activities + family members) Holiday description in the perfect tense Essential holiday items (Je prends...) Lost property ROLE PLAY Perfect vs imperfect tense Ideal holidays (je voudrais + infinitive)	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into French, use of accents	Grammar and Translation assessment • Comprehension • Translation from French into English • Translation from English into French
Japanese	Food and drink Opinions Eating out Developing use of Katakana	Writing in Katakana	Food and drink vocabulary test
Spanish	Chores Pocket money Jobs and opinions.	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into Spanish, use of accents	Writing assessment on School.

Geography	Students develop detailed place knowledge of a UK city (Bristol), examining how urban areas have changed over time. They explore the social, economic and environmental challenges and opportunities facing UK cities, including inequalities in housing, employment and service provision. Students analyse how urban change is managed, including regeneration strategies, and evaluate their success in improving quality of life.	• Application of place-specific knowledge to extended writing • Analysis of social, economic and environmental data (e.g. deprivation indices) • Interpretation of urban land use models and maps • Evaluation of urban regeneration strategies using evidence • Construction of balanced arguments (e.g. success of regeneration) • Use of fieldwork skills where applicable (data collection, presentation, analysis) • Use of command words such as <i>analyse</i> and <i>evaluate</i> effectively in exam-style responses	Work completed in lesson – no assessment
History	The Second World War Life on the Home front Fighting in WW2	Learning how to create a living graph and using them to make judgements about significance (importance over time)	Fighting in WW2 knowledge test
RE	Unit 8: Fighting injustice Personal injustice Where is there injustice in the world How do we respond to injustice Liberation theology	Critical thinking, including the impact that injustice has on individuals and societies, analysis of key information including the political landscape of certain countries , barriers and challenges and personal accounts of injustice. Research and presentation skills, to research and present the work of one individual who has fought injustice	End of KS3 Assessment

Art	Term Three: Personalised Creative Outcomes Students refine their architectural-inspired ideas into unique, personalised outcomes. They choose a creative pathway aligned with their strengths and interests:	Pathway Options Skill Development Refinement Techniques — Improving composition, structure, colour, materials and craftsmanship. Independent Idea Development — Students take ownership of their creative direction. Final Outcome Planning — Sketches, prototypes, material tests and composition trials. Evaluation — Reflecting on process, influences and personal creative decisions.	Outcome A resolved, high-quality final piece (or series of pieces) demonstrating personal voice, architectural influence, and pathway-specific skills.
Music	Cover Band Learn about cover songs and their function. How to use a lead sheet to create a performance. Consolidate instrumental knowledge from KS3 on a choice of instrument (keyboard, guitar, percussion, or another instrument).	Listen to cover songs and identify key features. Perform a song of choice in a group.	Appraising assessment: listening and knowledge of key concepts through year 9.

Term 6

Subject	Knowledge	Skills	Assessment
English	Romeo and Juliet (continued) A study of Shakespeare's famous tragedy, looking at the structure of the play, key scenes including the Balcony are closely analysed to explore the ill-fated love story. Key themes of patriarchy and honour, family relationships, and gender roles are explored.	• Reading and analysing Shakespearean language with increasing confidence. • Investigating Shakespeare's use of language, imagery and dramatic techniques. • Explaining how themes develop across the play. • Understanding the influence of historical and cultural context on the text. • Constructing analytical responses supported by relevant quotations. • Developing spoken responses through discussion, performance and collaborative interpretation. • Writing clear, well-structured literary analysis using appropriate subject terminology.	End of year assessment: Essay question based on an extract from the play.
Maths	Sequences Know the meaning of and identify linear, quadratic, Fibonacci and geometric sequences. Find missing terms and solve problems involving these sequences. Pythagoras and Trigonometry Know Pythagoras' Theorem; understanding when and how to apply it. Know the formulae for the three trigonometric ratios and use these to find missing sides and angles.		

Science	Energy Energy stores and transfers Potential and kinetic energy Energy Efficiency Energy sources Atomic Structure Separating mixtures Solids, liquids and gases Atoms, elements and compounds		
Chinese	Revision of jobs Shopping – fruit and vegetables – ROLE PLAY Shopping – clothes – ROLE PLAY Shopping in person/on line	Revision all skills	
French	Speaking cards Speaking assessment Hotel reservations – je voudrais Asking for directions at the train station – ROLE PLAY Buying tickets at the train station – ROLE PLAY French history – the Occupation	Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into French, use of accents	Speaking assessment - Describe a photo - Respond in present tense (opinion) - Respond in perfect tense / conditional mood
Japanese	Shopping Buying clothes Guide to Japan Revision of self-introductions	Research project on Japan Writing Japanese-style	Self-introduction writing
Spanish	Cultural knowledge of Spanish customs and fiestas.	Giving opinions. Listening, speaking – phonics, accents and pronunciation, Reading and translation into English, Writing and translation into Spanish, use of accents.	
Geography	Students develop place knowledge of a major global city in a developing/emerging country (Sao Paulo), examining rapid urban growth and its impacts.	Comparison of cities at different levels of development	Work in lesson – no assessment

	They investigate the challenges associated with urbanisation, including informal housing, infrastructure pressure and environmental issues. Students evaluate strategies used to manage urban change, including improvements to housing, transport and services, and consider how sustainable these approaches are.	• Interpretation of qualitative and quantitative data (photos, maps, statistics) • Analysis of cause and consequence of urban issues • Evaluation of management strategies for sustainability • Ability to write extended responses using case study detail and evidence • Understanding of scale (local, national, global) in urban issues • Development of decision-making and critical thinking skills	
History	Post WW2 20th century Causes of the Cold War Cold War confrontations including the Cuban Missile Crisis and Vietnam Independence for India and Africa Windrush and the NHS African American Civil Rights activism How did the Cold War end? Terrorism in the modern era C20th and C21st	Change and continuity	
RE	Unit 8: Fighting injustice Gender equality Racial equality Poverty in the UK Environmental ethics	Critical thinking, including the impact that injustice has on individuals and societies, analysis of key information including the political landscape of certain countries , barriers and challenges and personal accounts of injustice. Research and presentation skills, to research and present the work of one individual who has fought injustice	

Art	Developing Mastery in Drawing, Painting & Composition <i>(Pathways into Fine Art or Graphics)</i>	Purpose of the Term In Term 6, students consolidate their Year 9 learning by strengthening their drawing, painting, and compositional development skills. This term acts as a bridge into the KS4 curriculum, allowing students to begin specialising in either Fine Art or Graphics based on their interests and intended GCSE pathway.	Possible Outcomes Students Could Create Fine Art Outcome — A refined observational drawing series A mixed-media portrait or still life A small-scale painting exploring colour and composition Graphics Outcome — A poster or cover design using hand-drawn and digital elements A typographic composition inspired by their drawings A stylised illustration or character design.
Music	Remix Learn about the purpose and function of remixes. How a song can be used to create new ideas, including sampling, effects, looping, clipping.	Listen to remixes and identify key features. Create a remix of a pop song using a Digital Audio Workstation (DAW).	

DT Carousel			
Food 1	Understanding special diets	Nutrition, balanced diets, diets for different life stages. Seasonality of food Vegetarian and vegan diets	Practical lessons, for example swiss roll, pizza, lasagna
Food 2	International Cooking	Traditional British Cuisine Mediterranean Religion and Food	Victoria Sponge Pasta from scratch Pastry Vegetable prep

Graphics	Drawing and Lettering	Isometric drawing Universal language of design Typography Font Perspective drawing	3D Exploded shapes Templates, contours, serif and line weighting Text creation and accuracy
Resistance Materials	Gumball Project	Manufacture, tools and equipment Workings, drawing and measuring Planned obsolescence and design Sustainability Accurate measuring and anomalies	Product analysis Use of the pillar drill Using MDF Production
Textiles	Pop art cushion	Pop art culture Sewing machine parts Design selection and drawing	Stitching Threading Production