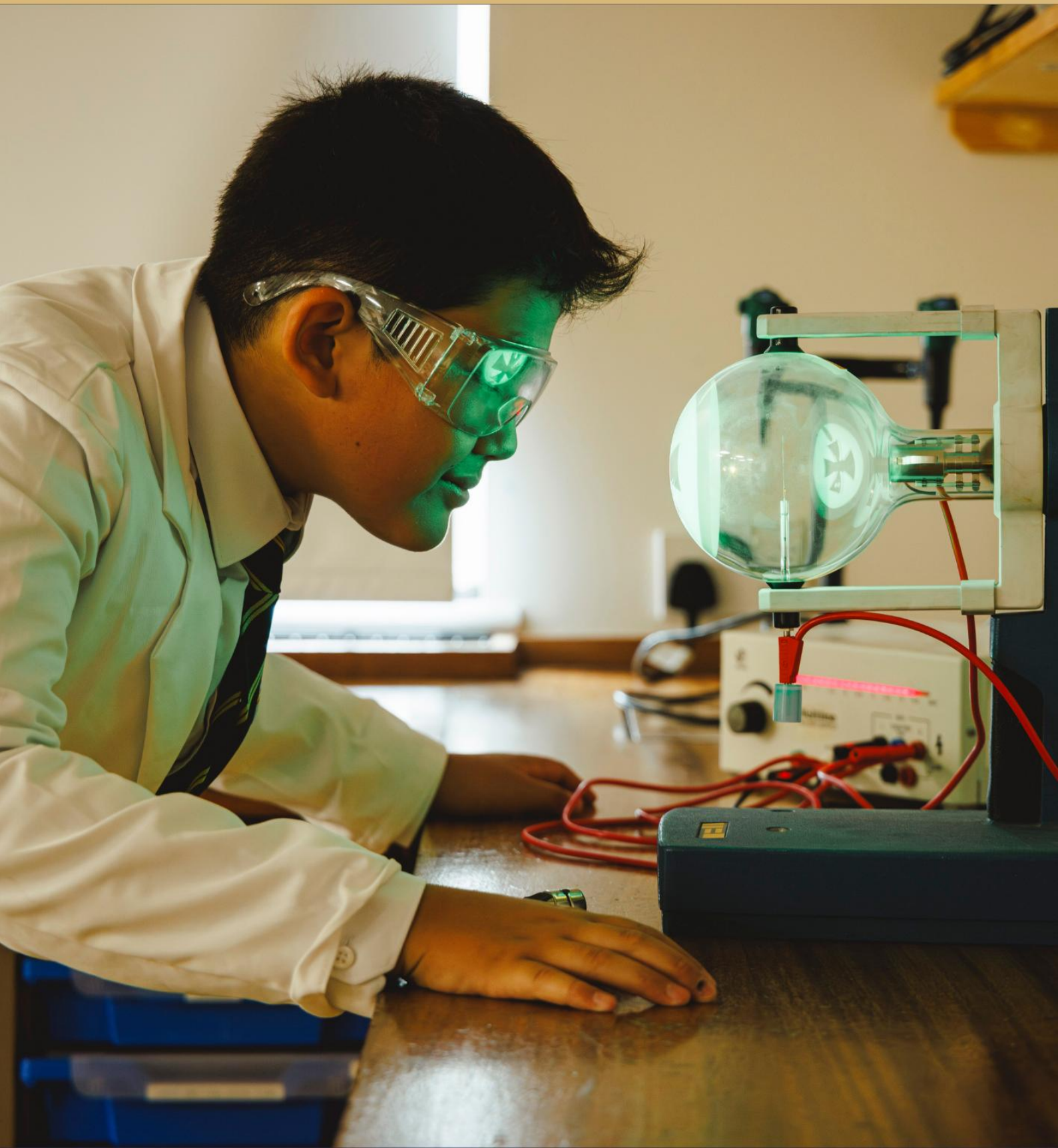


Year 9 Curriculum Guide 2025-2026



Halliford
School
SHEPPERTON



Year 9 Curriculum

The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Year 9 also have one lesson of PSHE, 2 lessons of PE and two lessons of Games per week.

Autumn 1 2025	Natural Forms - Ugly Fruit Students will: <ul style="list-style-type: none"> • be introduced to the theme of natural forms; • experiment with various drawing and painting techniques focusing on surface pattern and texture; • explore issues surrounding the selling of the 'perfect' looking fruit/veg – considering how 'ugly' fruit and veg are wasted and disregarded (Food waste) • learn how to generate ideas for their coil pot inspired by Ugly Fruit imagery – turning something 'Ugly' into an attractive and decorative form; • research the ceramicist Kate Malone as inspiration for their design; and • develop their 3D skills and learn to communicate their 2D designs through working with clay techniques. 	<i>Supporting materials:</i> Art Assignments folder on Microsoft Teams. <i>Assessment:</i> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
Autumn 2 2025	Students will continue to apply contextual and practical knowledge to create a personal and meaningful response to the topic introduced in Autumn 1, Ugly Fruit.	<i>Supporting materials:</i> Art Assignments folder on Microsoft Teams. <i>Assessment:</i> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
Spring 1 2026	Stop Motion Animation Students will: <ul style="list-style-type: none"> • explore the history of animation and key developments in the moving image; • investigate a range of animation techniques and artists, including Claymation, paper animation and stop-motion; • plan and create an original animation through storyboarding, character design and scene construction • apply technology and digital tools to develop an animated short, considering modelling and lighting effects; and • collaborate effectively in groups, building communication, problem-solving and IT skills through the production process. 	<i>Supporting materials:</i> Art Assignments folder on Microsoft Teams. <i>Assessment:</i> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.

<p>Spring</p> <p>2</p> <p>2026</p>	<p>Students will continue to apply contextual and practical knowledge to create a personal and meaningful response to the topic introduced in Spring 1, Stop Motion Animation.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer</p> <p>1</p> <p>2026</p>	<p>Faces & Expressions Students will</p> <ul style="list-style-type: none"> • learn about facial proportions through observation and recording; • develop the ability to express emotions and feelings in paint and mixed media; • use the visual elements such as line/tone/form in an expressive way; • develop their understanding of colour, using the colour wheel to focus on primary and complementary colours; and • extend their ability to analyse and evaluate their own and others' work to be able to adapt and refine work as it develops. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Revision and preparation for the End of Year Examination.</p> <p>Feedback on the examination.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work. • End of Year Examination

Biology

Specification Name: AQA GCSE Biology 8461 H (Higher)

Click [here](#) for full specification

Autumn 1 2025	B1.1 The world of the microscope B1.2 Animals and plant cells B1.3 Eukaryotic and Prokaryotic cells B2.1 Cell division B2.2 Growth and differentiation B2.3 Stem cells B2.4 Stem cell dilemmas Required Practical: Use a light microscope to observe, draw and label a plant and animal cell Part of specification it relates to: 4.1 Cell Biology	Supporting materials: AQA Biology textbook BBC Bitesize Kerboodle Tassomai Assessment: Homework Short examination questions Required Practical
Autumn 2 2025	B1.4 Specialisation in animal cells B1.5 Specialisation in plant B1.6 Diffusion B1.7 Osmosis B1.8 Osmosis in plants cells B1.9 Active transport B1.10 Exchanging materials Required Practical: Investigate the effect of salt or sugar solutions on plant tissues Part of specification it relates to: 4.1 Cell Biology, 4.2 Organisation	Supporting materials: AQA Biology textbook BBC Bitesize Kerboodle Tassomai Assessment: Homework Synoptic test on Chapters B1 and B2 Required Practical
Spring 1 2026	B3.1 Tissues and organs B3.2 Human digestive system B3.3 The chemistry of food B3.4 Catalysts and enzymes B3.5 Factors affecting enzyme action Required Practical: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins Required Practical: Investigate the effect of pH on the rate of reaction of Amylase enzyme Part of specification it relates to: Part of specification it relates to: 4.2 Organisation	Supporting materials: AQA Biology textbook BBC Bitesize Kerboodle Tassomai Assessment: Homework Short examination questions Required Practicals

Biology cont.

Spring 2 2026	B3.6 How the digestive system works B3.7 Making digestion efficient B4.1 The Blood B4.2 The blood vessel B4.3 The heart B4.4 Helping the heart B4.5 Breathing and gas exchange Part of specification it relates to: 4.2 Organisation	<i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai <i>Assessment:</i> Homework Synoptic test on Chapters B3 and B4
Summer 1 2026	B7.3 Smoking and risk of disease B7.1 Non-communicable diseases B7.2 Cancer B7.4 Diet, exercise and disease B7.5 Alcohol and other carcinogens Revision for End of Year Examination Part of specification it relates to: 4.2 Organisation	<i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai <i>Assessment:</i> Homework Short examination questions
Summer 2 2026	Revision for End of Year Examination End of Year Examination Feedback <u>Summer work</u> An assignment relating to the following topics: B5.2 Pathogens and disease B5.6 Viral diseases B5.7 Bacterial disease B5.8 Diseases caused by fungi and protists Part of specification it relates to: 4.3 Infection and response	<i>Supporting materials:</i> Chapter by chapter revision booklets and past exam questions <i>Assessment:</i> Homework End of Year Examination Required practical

Chemistry

Specification Name: AQA GCSE Chemistry (8462H)

Click [here](#) for full specification

Autumn 1 2025	C3.1 States of matter C1.1 Atoms C1.3 Separating mixtures C1.4 Fractional distillation and chromatography C14.2 Water safe to drink Required Practical: Water Purification C14.3 Treating waste water C1.5 Structure of the atom C1.8 Electronic Structures	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Kerboodle Tassomai Chemistry Revision - PMT <i>Assessment:</i> Homework Short examination questions
Autumn 2 2025	C1.5 History of the atom C1.7 Ions, atoms and isotopes C2.1 Development of the periodic table C2.2 Electronic structures and the periodic table C2.3 Group 1 - the alkali metals	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Kerboodle Tassomai Chemistry Revision - PMT <i>Assessment:</i> Homework Short examination questions In class mini assessments Chapter 1 test
Spring 1 2026	C2.4 Group 7 - the halogens C2.5 Explaining trends C2.6 The transition elements C3.2 Atoms into ions C3.3 Ionic bonding	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Kerboodle Tassomai Chemistry Revision - PMT <i>Assessment:</i> Homework Short examination questions In class mini assessments Synoptic Chapter 1 and 2 test
Spring 2 2026	C3.4 Giant ionic structures C3.5 Covalent bonding C3.6 Structure of simple molecules C3.7 Giant covalent structures C3.8 Fullerenes and graphene C3.11 Nanoparticles C3.12 Applications of nanoparticles	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Kerboodle Tassomai Chemistry Revision - PMT <i>Assessment:</i> Homework Short examination questions In class mini assessments Chapter 3 test

Chemistry cont.

Summer 1 2026	C13.1 History of the atmosphere C13.2 Our evolving atmosphere C13.3 Greenhouse gases C13.4 Climate Change C13.4 Atmospheric Pollutants C14.1 Renewable and Finite resources C14.5 Life Cycle Assessments	Supporting materials: AQA Chemistry textbook BBC Bitesize, Kerboodle Tassomai Chemistry Revision - PMT Assessment: Homework Short examination questions In class mini assessments
Summer 2 2026	Revision Revision Lessons for End of Year examination End of Year Examination Feedback and target setting following examinations Summer Homework: Life Cycle Assessment product design task	Supporting materials: AQA Chemistry textbook BBC Bitesize, Kerboodle Tassomai Chemistry Revision - PMT <i>Assessment:</i> Homework Short examination questions In class mini assessments End of Year Examination

Classical Civilisation

Autumn 1 2025	Sparta <ul style="list-style-type: none"> • Social structure • Persian Wars • Military Training/tactics • Leda and the Swan 	<i>Supporting Materials:</i> Sparta booklet YouTube videos Scytale production <i>Assessment:</i> Source analysis Comprehension Content Quiz Scytale production
Autumn 2 2025	Iliad <ul style="list-style-type: none"> • The epic tradition • The plot • The characters • The main battles 	<i>Supporting Materials:</i> Iliad booklet The Iliad <i>Assessment:</i> Iliad story book task Quiz Comprehension questions
Spring 1 2026	Pompeii <ul style="list-style-type: none"> • Gladiators • Eruption of Vesuvius • Excavation and Osteoarchaeology • Dating the event • Graffito in Pompeii 	<i>Supporting Materials:</i> Pompeii booklet Documentary videos <i>Assessment:</i> Debate Comprehension questions Quiz
Spring 2 2026	Ovid and Augustus <ul style="list-style-type: none"> • Daedalus and Icarus • Narcissus and Echo • Baucis and Philemon • Arachne • Augustan propaganda 	<i>Supporting Materials:</i> Mythology booklet <i>Assessment:</i> Comprehension questions Quiz
Summer 1 2026	Roman Britain <ul style="list-style-type: none"> • Invasions • Boudicaan Revolt • Celts and Druids • Baths Revision for End of Year Examination	<i>Supporting Materials:</i> Roman Britain booklet Documentary video <i>Assessment:</i> Comprehension questions Quiz
Summer 2 2026	Feedback on End of Year Examination	<i>Supporting Materials:</i> All booklets & textbook <i>Assessment:</i> End of Year Examination

Computer Science

Autumn 1 2025	Power Point <ul style="list-style-type: none"> • More advanced formatting skills • Use of space • Pace of presentation • Selection of images • Transparency • Textboxes 	<i>Supporting Materials:</i> Exemplar Work Step by Step Instructions <i>Assessment:</i> At the end of each project.
Autumn 2 2025	HTML <ul style="list-style-type: none"> • Mark up languages • Tags • Parts of a web page • Inserting Text • Inserting images • Making hyperlinks • Using web components 	<i>Supporting Materials:</i> Exemplar Work Online tutorials Help sheets <i>Assessment:</i> At the end of each project.
Spring 1 2026	Theory <ul style="list-style-type: none"> • Binary numbers • Binary conversions • Network hardware E-Safety <ul style="list-style-type: none"> • Sticky Design • Infinite scroll • Advertising to young people • Persuasive content 	<i>Supporting Materials:</i> Online tutorials Exemplar Work Help sheets <i>Assessment:</i> At the end of each project.
Spring 2 2026	Programming in Python <ul style="list-style-type: none"> • Input / Output • Variables • Select Statements • Mathematical Functions • Strings vs Numbers • Iteration 	<i>Supporting Materials:</i> Revision sites <i>Assessment:</i> At the end of each project.
Summer 1 2026	Programming in Python <ul style="list-style-type: none"> • Input / Output • Variables • Select Statements • Mathematical Functions • Strings vs Numbers • Iteration 	<i>Supporting Materials:</i> Online tutorials <i>Assessment:</i> Project Assessment
	Revision in preparation for the End of Year Examination	
Summer 2 2026	Graphic Design <ul style="list-style-type: none"> • Using vectors • Combining shapes • Magic Wand Tool • Using transparency • The Pen Tool • Advanced Fonts 	<i>Supporting Materials:</i> Online tutorials Exemplar Work <i>Assessment:</i> Project Assessment End of Year Examination
	Feedback on End of Year Examination	

Design & Technology

Autumn 1 2025	Wood Box Project <ul style="list-style-type: none"> • Cutting and wasting softwoods • Create finger joints • Creating half lap joints • Creating dowel joints • Creating butt joints • Gluing joints together • Filing and sanding softwoods • CAD/CAM (3D modelling) • Isometric Sketching 	<i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technologystudent.org) www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Autumn 2 2025	Wood Box Project Students to continue working on the box project	<i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technologystudent.org) www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Spring 1 2026	LED Desk Lamp Project <ul style="list-style-type: none"> • Research skills • 3D drawing skills • CAD/CAM modelling • Physical modelling • Working with softwoods • Working with hardwoods • Working with manufactured board • Wood joints and selecting the best joint for the project • Electronics and soldering • Finishing timber 	<i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technologystudent.org) www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Spring 2 2026	LED Desk Lamp Project <ul style="list-style-type: none"> • Students to continue working on their LED Desk Lamp Project 	<i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technologystudent.org) www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet

Design & Technology cont.

Summer 1 2026	3D Printing Project <ul style="list-style-type: none">• CAD/CAM modelling• 3D Printing• Working with PLA and ECO ABS	<i>Supporting materials:</i> www.technologystudent.com <u>Design Technology (design-technology.org)</u> <u>www.mr-dt.com</u> <i>Assessment:</i> Focused practical task Homework / Class Booklet
Summer 2 2026	Revision for End of Year Examination Feedback on End of Year Examination	<i>Supporting materials:</i> www.technologystudent.com <u>Design Technology (design-technology.org)</u> <u>www.mr-dt.com</u> <i>Assessment:</i> Focused practical task Homework / Class Booklet End of Year Examination

Drama

Autumn 1 2025	Hunger Games Students will use the story of the hunger games to create a range of different performances. This will look into the social, moral and ethical values within the story. Practical work will include: <ul style="list-style-type: none"> • Freeze Frames • Group work • Devising • Develop their physical theatre skills 	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.
Autumn 2 2025	Students will continue to work on the Hunger Games topics covered in Autumn 1: Students will use the story of the hunger games to create a range of different performances. This will look into the social, moral and ethical values within the story. Practical work will include: <ul style="list-style-type: none"> • Freeze Frames • Group work • Devising • Develop their physical theatre skills 	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance
Spring 1 2026	Practitioners in Practice Students will be taught about the working practices of Frantic Assembly and Berkoff. They will use the methods of these practitioners in performance and explore new acting styles. Students will explore: <ul style="list-style-type: none"> • Physical theatre 	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.
Spring 2 2026	Students will continue to work on the Practitioners in Practice topic covered in Spring 1. Students will be taught about the working practices of Frantic Assembly and Berkoff. They will use the methods of these practitioners in performance and explore new acting styles. Students will explore: <ul style="list-style-type: none"> • Physical theatre 	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.

Drama cont.

Summer 1 2026	Play Script Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on: <ul style="list-style-type: none">• Lighting• Set• Costume• Props• Characterisation• Working as part of a group	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.
Summer 2 2026	Students will continue to work on a play script, as studied in Summer 1. Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on: <ul style="list-style-type: none">• Lighting• Set• Costume• Props• Characterisation• Working as part of a group	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.

English (Language & Literature combined) cont.

Autumn 1 2025	Students will study <i>Animal Farm</i> by George Orwell. <ul style="list-style-type: none"> • Make links between the novella and important historical information. • Research George Orwell's life. • Understand how the writer uses language and structure to convey meaning. • Revise persuasive devices 	Supporting materials/Wider reading: 1984 by George Orwell Writing assessment: write a persuasive speech from one the character's perspective.
Autumn 2 2025	The study of <i>Romeo and Juliet</i> by William Shakespeare. Students will study: <ul style="list-style-type: none"> • Social and historical context of the Elizabethan era. • Explore how Shakespeare uses dramatic devices to engage the audience. • Characterisation and key themes • Playwright's purpose • Language and structural devices 	<i>Supporting materials:</i> CGP Text Guide <i>Assessment:</i> Reading assessment An essay exploring how Romeo is presented in the play.
Spring 1 2026	Students will study an anthology of conflict poetry. <ul style="list-style-type: none"> • Read and analyse a range of poems. • Explore how the poets use language and structure to convey their experiences. • Understand how to compare texts. • Explore significant social and contextual factors. 	<i>Wider Reading:</i> War Horse by Michael Morpurgo Wilfred Owen Poetry Foundation How to respond to poetry guide for KS3 English students - BBC Bitesize Assessment: Comparative essay on two poems
Spring 2 2026	Imaginative Writing Students will engage with a wide range of short stories, focusing on how writers use language and structure to engage the reader.	<i>Wider Reading:</i> York Notes Spark Notes <i>Assessment:</i> Write a short story.
Summer 1 2026	Students will begin studying texts from the iGCSE Poetry and Prose Anthology. They will focus on analysing the texts at word and sentence level in preparation for English Language Paper 2. Revision for End of Year Examination	<i>Wider Reading:</i> <i>Assessment:</i> Analytical essay on text from the Prose section.
Summer 2 2026	Students continue studying the non-fiction anthology in preparation for the end of year examination. Feedback on End of Year Examination	<i>Assessment:</i> End of Year Examination

English (Language & Literature combined) cont.

Autumn 1 2025	Module 2 <ul style="list-style-type: none"> Unit 1: Saying what you did in Paris Unit 2: saying when you did things The perfect tense of irregular verbs Unit 3: understanding about a tourist attraction 	<i>Supporting materials:</i> BBC Bitesize Wordwall Blooket Active learning online studio 2 rouge
Autumn 2 2025	<ul style="list-style-type: none"> The perfect tense with être Unit 4: Saying where you went and how Unit 5: asking questions in the perfect tense 	<i>Supporting materials:</i> BBC Bitesize Wordwall Blooket Active learning online studio 2 rouge Assessment: <i>reading, listening, writing</i>
Spring 1 2026	Module 1 <ul style="list-style-type: none"> Unit 1: talking about TV programmes Unit 2: Talking about films Present tense Unit 3: talking about reading 	<i>Supporting materials:</i> BBC Bitesize Wordwall Blooket Active learning online studio 2 rouge
Spring 2 2026	<ul style="list-style-type: none"> Unit 4: Talking about internet Unit 5: Talking about what you did yesterday evening The perfect tense (revision) 	<i>Supporting materials:</i> BBC Bitesize Wordwall Blooket Active learning online studio 2 rouge Assessment: <i>all language-based skills</i>
Summer 1 2026	Module 3 <ul style="list-style-type: none"> Unit 1: talking about personality Unit 2: Talking about relationships The future tense (revision) Revision for End of Year 9 Examination of all modules covered in Y9	<i>Supporting materials:</i> BBC Bitesize Wordwall Blooket Active learning online studio 2 rouge
Summer 2 2026	End of Year Examination Feedback	Assessment: End of Year Examination covering all language-based skills

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>5.1 Urban Futures</p> <p>5.1. Why do more than half the world's population live in urban areas?</p> <p>a. How is the global pattern of urbanisation changing?</p> <ul style="list-style-type: none"> How urban growth rates vary in parts of the world with contrasting levels of development. Outline characteristics of world cities and megacities and their changing distribution since 1950. <p>b. What does rapid urbanisation mean for cities?</p> <ul style="list-style-type: none"> Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Investigate the consequences of rapid urban growth in LIDCs. Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation. 	<p><i>Supporting materials:</i></p> <p>BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i></p> <p>A range of short tests on key term definitions and GCSE examination style questions. Presentations and extended writing on case studies throughout the unit.</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>5.2 Urban Futures</p> <p>5.2. What are the challenges and opportunities for cities today?</p> <p>This enquiry question is studied through case studies of one city in an AC and one city in an LIDC or EDC to answer sub-questions a and b.</p> <p>a. What is life like for people in a city?</p> <ul style="list-style-type: none"> The city's location and importance within its region, the country, and the wider world. Patterns of national and international migration and how this is changing the growth and character of the city. Explore the ways of life in the city, such as culture, ethnicity, housing, leisure, consumption. Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, waste management, and inequality. Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health, or waste disposal. <p>b. How can cities become more sustainable?</p> <p>For each city, investigate one initiative to make it more sustainable, such as the use of brownfield sites, waste recycling, or transport improvements.</p>	<p><i>Supporting materials:</i></p> <p>BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i></p> <p>A range of short tests on key term definitions and GCSE examination style questions. Presentations and extended writing on case studies throughout the unit.</p>

Geography cont.

<p>Spring 1 2026</p>	<p>1.2 Global Tectonic Hazards (Earthquakes & Volcanoes)</p> <p>1.2. How do plate tectonics shape our world?</p> <p>a. What processes occur at plate boundaries?</p> <ul style="list-style-type: none"> The structure of the Earth and how it is linked to the processes of plate tectonics, including convection currents. The processes that take place at constructive, destructive, conservative, and collision plate boundaries in terms of plates. How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite. <p>b. How can tectonic movement be hazardous?</p> <ul style="list-style-type: none"> A case study of a tectonic event that has been hazardous for people, including specific causes, consequences, and responses to the event. <p>c. How does technology have the potential to save lives in hazard zones?</p> <ul style="list-style-type: none"> How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to tectonic hazard events. 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE style examination questions. Presentations and extended writing on case studies throughout the unit.</p>
<p>Spring 2 2026</p>	<p>1.1 Global Atmospheric Hazards – (Weather – Tropical Storms, Heat Waves)</p> <p>1.1. How can weather be hazardous?</p> <p>a. Why do we have weather extremes?</p> <ul style="list-style-type: none"> Outline of the global circulation system, including the effects of high and low pressure belts in creating climatic zones. How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world. The extremes in weather conditions associated with wind, temperature, and precipitation in contrasting countries. The distribution and frequency of tropical storms and drought, and whether these have changed over time. Outline the causes of the extreme weather conditions associated with tropical storms. Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought. 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE style examination questions. Presentations and extended writing on case studies throughout the unit.</p>

Geography cont.

Summer 1 2026	b. When does extreme weather become a hazard? <ul style="list-style-type: none">• Case studies of two contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:<ul style="list-style-type: none">• Flash flooding or tropical storms• Heat wave or drought• There must be one UK-based and one non-UK-based natural weather hazard event.• For each chosen hazard event, study the place-specific causes (including the extreme weather conditions which led to the event), consequences, and responses to the hazard. <p>Revision for End of Year Examination</p>	<i>Supporting materials:</i> Online resources shared with students through Microsoft Teams/OneNote. <i>Assessment:</i> A range of short tests on key term definitions and GCSE exam questions.
Summer 2 2026	Feedback on End of Year Examination	<i>Assessment:</i> End of Year Examination

Autumn 1 2025	Module 1: Ich liebe Ferien! <ul style="list-style-type: none"> Describing in the past using <i>war</i>, <i>hatte</i> and <i>es gab</i> Talking about what you did on holiday Using the perfect tense Talking about how you travelled Talking about the weather 	<i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk , www.wordreference.com
Autumn 2 2025	Students will continue to study and revisit topics in Module 1: Ich liebe Ferien! <ul style="list-style-type: none"> Combining the past and present tenses Asking and answering questions Talking about problems on holiday 	<i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> End of Chapter 1 test covering at least 2 language-based skills.
Spring 1 2026	Module 2: Bist du ein Medienfan? <ul style="list-style-type: none"> Film/reading preferences Discussing programmes you watch Discussing screen time Using modal verbs Understanding opinions and media reviews 	<i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk , www.wordreference.com
Spring 2 2026	Students will continue to study and revisit topics in Module 2: Bist du ein Medienfan? <ul style="list-style-type: none"> Talking about speaking different languages Prepositions with the dative case 	<i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> End of Chapter 2 test covering 2 of 4 language-based skills.
Summer 1 2026	Module 3: Bleib gesund! <ul style="list-style-type: none"> Talking about typical breakfasts Discussing traditional German food Understanding recipes Talking about healthy lifestyles Describing dinner parties Verbs: <i>essen/nehmen/muessen</i> Using the imperative 	<i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk , www.wordreference.com
Revision and preparation for End of Year Examination		

German cont.

Summer 2 2026	Students will continue to work on and revisit topics in Module 3: Bleib gesund! Feedback on End of Year Examination	<i>Supporting materials:</i> Revision Guide Stimmt! 2 textbook www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> End of Year Examination, testing all 4 skills
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Autumn 1 2025	The First World War Why did the First World War start in 1914? <ul style="list-style-type: none"> - Alliances - Empires - Arms Race - Assassination of Franz Ferdinand What was the First World War like? <ul style="list-style-type: none"> - Why men joined up - Trench warfare - Trench weapons - Trench diary project - Why did men keep on fighting? - Treaty of Versailles 	<i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World – Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i> <i>Assessment:</i> Source assessment: why did men join up in 1914?
Autumn 2 2025	Inter-war period and the outbreak of the Second World War How did new ideas cause conflict after the First World War? <ul style="list-style-type: none"> - Communism - Fascism - The rise of Hitler and the Nazis Why did the Second World War break out in 1939? <ul style="list-style-type: none"> - Hitler's foreign policy - The League of Nations - The Treaty of Versailles - Appeasement 	<i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i> <i>Assessment:</i> Diary of a soldier serving on the Western Front in World War I
Spring 1 2026	The Second World War and the Holocaust What were the turning points of the Second World War in Europe? <ul style="list-style-type: none"> - Dunkirk - The Battle of Britain - Operation Barbarossa Who was responsible for the Holocaust? <ul style="list-style-type: none"> - Jewish life in Europe before the Second World War - The long history of antisemitism - The victims of the Holocaust - The perpetrators, collaborators, bystanders and resisters of the Holocaust 	<i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i> <i>Assessment essay:</i> Why did the Second World War break out in 1939?

History cont.

Spring 2 2026	The war in the Pacific and the post-war order Why did the USA drop the atomic bombs on Japan? <ul style="list-style-type: none"> - Background to the war in the Pacific - Causes and consequences of the dropping of the atomic bombs - Interpretations of history: was the USA justified in dropping the bombs on Japan? 	<i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i> <i>Assessment: Interpretation essay: was the USA justified in dropping the bombs on Japan?</i>
Summer 1 2026	Conflict in the Middle East What are the long-term causes of conflict in the Middle East? <ul style="list-style-type: none"> - Involvement of the Middle East in the First World War - Post-war mandates - Arab-Israeli War of 1948 How did the Cold War cause conflict in the Middle East? <ul style="list-style-type: none"> - What caused the Suez Crisis? - What caused the Iran-Iraq war? Why is the Middle East in the news so much? <ul style="list-style-type: none"> - What caused the first Gulf War? - What caused the 'War on Terror'? Revision for End of Year Examination	<i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i>
Summer 2 2026	Revision for and feedback on the End of Year Examination	<i>Assessment:</i> End of Year Examination

Autumn 1 2025	De Romanis Chapter 7: History of Rome – Kings and the Republic. <ul style="list-style-type: none"> Sources and Content Subordinate clauses Pronouns, is, ea and id Vocabulary 7 	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Autumn 2 2025	De Romanis Chapter 7: History of Rome – Kings and the Republic. <ul style="list-style-type: none"> Time and place phrases Hic, haec, hoc, ille, illa and illud Qui, quae and quod 	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Spring 1 2026	De Romanis Chapter 8: Oratory and Cicero <ul style="list-style-type: none"> Source and Content Vocabulary 8 Ego, nos, tu and vos Se Eo Superlative Adjectives 	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Spring 2 2026	De Romanis Chapter 8: Oratory and Cicero <ul style="list-style-type: none"> Comparative adjectives Comparing nouns 	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.

Latin cont.

Summer 1 2026	De Romanis Chapter 8: Oratory and Cicero <ul style="list-style-type: none">• Comparative and superlative adverbs• Pluperfect tense	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Summer 2 2026	Examination Feedback	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them. End of Year Examination

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Percentages</p> <ol style="list-style-type: none"> 1. to know what is meant by simple interest 2. to solve problems involving simple interest 3. to use the multiplier method to calculate the result of a percentage increase or decrease 4. to calculate the percentage change in a value 5. to calculate the original value, given a percentage change 6. to calculate the result of repeated percentage changes 7. to use and apply prior knowledge to extend learning in percentages and make links with other areas of mathematics <p>Algebra</p> <ol style="list-style-type: none"> 1. to expand brackets and simplify more complex expressions 2. to factorise more complex expressions 3. to expand and factorise expressions with more than one variable 4. to solve equations where the variable is in the denominator of a fraction 5. to use and apply skills in using formulae and of graph reading to solve problems in a real-life context <p>Polygons</p> <ol style="list-style-type: none"> 1. to work out the sum of the interior angles of a polygon 2. to work out the exterior angles of polygons 3. to calculate the interior and exterior angles of regular polygons 4. to establish which regular polygons tessellate 5. to use geometric reasoning associated with polygons and apply prior knowledge to extend learning <p>Proportion</p> <ol style="list-style-type: none"> 1. to calculate with ratio 2. to understand direct proportion using algebra 3. to understand indirect proportion using algebra 	<p><i>Supporting materials:</i></p> <p>Collins online textbook</p> <p>DrFrostMaths.com</p> <p>Corbettmaths.com</p> <p><i>Assessment:</i></p> <p>Homework and unit tests</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Using data</p> <ol style="list-style-type: none"> 1. to interpret a variety of two-way tables 2. to estimate a mean from ungrouped and grouped data 3. to draw a cumulative frequency diagram 4. to find the interquartile range 5. to plan a statistical investigation 6. to use and apply statistical skills of averages and interpretation of graphs to analyse a real-life situation <p>Graphs</p> <ol style="list-style-type: none"> 1. to review $y=mx+c$ and determine equation of line from graph and vice versa. 2. to interpret step graphs 3. to interpret and draw time graphs 4. to draw exponential growth graphs 5. to use and apply knowledge of graphs to solve 'best buy' problems in real-life contexts 	<p><i>Supporting materials:</i></p> <p>Collins online textbook</p> <p>DrFrostMaths.com</p> <p>Corbettmaths.com</p> <p><i>Assessment:</i></p> <p>1 hour Test</p> <p>November test results will determine sets for next term</p>

Mathematics cont.

<p>Autumn 2 2025 cont.</p>	<p>Pythagoras</p> <ol style="list-style-type: none"> 1. to use Pythagoras' theorem to calculate missing sides in right-angled triangles 2. to use Pythagoras' theorem to solve problems in context 3. to use the converse of Pythagoras' theorem to establish whether or not a triangle is a right-angled triangle 4. to apply Pythagoras' theorem in a practical context <p>Fractions</p> <ol style="list-style-type: none"> 1. to choose an appropriate method to add or subtract mixed numbers 2. to multiply two fractions or mixed numbers 3. to divide one fraction or mixed number by another fraction or mixed number 4. to add, subtract, multiply or divide fractions containing a variable 	
<p>Spring 1 2026</p>	<p>Algebra 2</p> <ol style="list-style-type: none"> 1. to multiply out (expand) two brackets 2. to multiply out three or more brackets 3. to factorise quadratic expressions with positive coefficients 4. to factorise quadratic expressions with negative coefficients 5. to recognise and factorise the difference of two squares 6. to use and apply knowledge of factorising and expansion in a practical context <p>Sequences</p> <ol style="list-style-type: none"> 1. to understand the formula for the nth term of an arithmetic progression. $a + (n-1)d$. 2. to understand the formula for the nth term of a geometric progression. ar^{n-1}. <p>Surface area and volume</p> <ol style="list-style-type: none"> 1. understand and be able to find the area and arc length of <u>any</u> sector 2. be able to find the area and perimeter of shapes containing sectors of circles 3. to calculate the volume of a cylinder 4. to calculate the curved surface area of a cylinder 5. to calculate the total surface area of a closed cylinder 6. to calculate the volumes and surface areas of composite objects 7. to use and apply knowledge of volume and surface area to solve a practical problem <p>Standard form</p> <ol style="list-style-type: none"> 1. to calculate with positive and negative powers of 10 2. to calculate using standard form for positive and negative powers of 10 3. to multiply numbers in standard form 4. to divide numbers in standard form 5. to use limits of accuracy when rounding data 6. to use and apply skills and knowledge of standard form in a real-life context 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> Homework and unit tests</p>

Mathematics cont.

Spring 1 2026 cont.	Compound units <ol style="list-style-type: none"> 1. to solve distance/ time/ speed problems 2. to solve problems involving density/ mass/ volume 3. to apply the unit cost method to solve problems such as best value 4. to use and apply knowledge of compound measure strategies to a problem in a practical context 	
Spring 2 2026	Bearings and trigonometry <ol style="list-style-type: none"> 1. to measure a given bearing 2. to draw scale diagrams involving bearings 3. to investigate and understand what is meant by a trigonometric ratio 4. to know how to find the trigonometric ratios of sine, cosine and tangent in a right-angled triangle 5. to find the angle identified from a trigonometric ratio 6. to find an unknown length of a right-angled triangle given one side and an angle 7. to understand angles of elevation and depression 8. to use and apply trigonometry in a practical context Simultaneous equations <ol style="list-style-type: none"> 1. to solve simultaneous equations where the term in x or y is the same, by adding or subtracting as appropriate. 2. to solve simultaneous equations where the term in x or y is different. 3. Forming and solving simultaneous equations. 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> 1 hour Test</p>

Mathematics cont.

<p>Summer 1 2026</p>	<p>Probability</p> <ol style="list-style-type: none"> 1. to draw a Venn diagram for a given situation 2. to understand and use set notation – including universal set, unions, intersections and compliments – and how they relate to Venn diagrams 3. to calculate the probability of independent and combined events using a tree diagram 4. to use Venn diagrams to solve probability problems, both ‘real-life’ contexts and ‘abstract’ sets of numbers <p>Similarity</p> <ol style="list-style-type: none"> 1. To know how to prove that triangles are similar 2. To know that similar triangles have pairs of corresponding sides in the same ratio. <p>To understand and use length scale factor (LSF)</p> <p>Graphs</p> <ol style="list-style-type: none"> 1. to draw any linear graph from its equation 2. to solve a linear equation graphically 3. to solve a pair of simultaneous equations graphically including where one of the equations is non-linear 4. to solve quadratic equations graphically 5. to solve cubic equations graphically 6. to use and apply knowledge of functions to solve a real-life problem graphically 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> Homework based assessment and unit tests</p>
<p>Summer 2 2026</p>	<ul style="list-style-type: none"> • End of Year Examination (2 x 1.5hr examinations) • Examination feedback 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com Term test papers</p> <p><i>Assessment:</i> <i>End of Year Examination</i></p> <p>Results will determine Year 10 set</p>

Music

Autumn 1 2025	UNIT 1: Film Music What is an interval and how do you identify specific intervals? <ul style="list-style-type: none"> • How do you create different moods and emotions in music? • How do you compose music to fit a variety of emotions? • What are the main musical features of action and horror music? • Who are John Williams and Hans Zimmer? 	<i>Supporting materials:</i> Class workbook PowerPoints on MS Teams YouTube demonstration videos <i>Assessment:</i> Listening test on film music
Autumn 2 2025	UNIT 2: Composing a film soundtrack How do you use Logic Pro X? <ul style="list-style-type: none"> • What is quantizing? • How do you notate a piece of music on Logic Pro X? • How do you structure film music? • What is the difference between diegetic and non-diegetic music? 	<i>Supporting materials:</i> PowerPoints on MS Teams YouTube demonstration videos iMac computers <i>Assessment:</i> Film music composition to accompany a video clip
Spring 1 2026	UNIT 3: African Drumming <ul style="list-style-type: none"> • What drumming techniques are used in African drumming? • What are polyrhythms? • How has African music influenced modern musical styles? • How do you structure an African drumming piece? 	<i>Supporting materials:</i> Class workbook PowerPoints on MS Teams <i>Assessment:</i> African drumming group composition
Spring 2 2026	UNIT 4: Club Dance Music What is club dance music? <ul style="list-style-type: none"> • What is a drop? • What is a layered texture? • What are the main musical features of Disco, House, Drum & Bass, Dubstep & Ambient music? • What is the role of the synthesizer in club dance music? • What are samples and loops? 	<i>Supporting materials:</i> Class workbook PowerPoints on MS Teams YouTube demonstration videos iMac computers <i>Assessment:</i> Club Dance music composition
Summer 1 2026	UNIT 5: Musical Idol & Band work <ul style="list-style-type: none"> • How do you evaluate the worth of a musical artist/band? • How do you work effectively as part of a band/ensemble? • What are the key roles in a band/ensemble? Revision for End of Year Examination	<i>Supporting materials:</i> PowerPoints on MS Teams <i>Assessment:</i> Band performance of chosen piece
Summer 2 2026	Feedback on examination	<i>Supporting materials:</i> Class workbooks PowerPoints on MS Teams Revision guide <i>Assessment:</i> End of Year Examination

Physical Education

Autumn 1 2025	Health Related Fitness: <ul style="list-style-type: none"> • Components of Health and Fitness • Fitness testing (12-minute run, bleep test etc.) • Methods of training (Continuous, circuit, interval etc.) • Sport-related training (with some aspects of GCSE PE introduction) 	<i>Supporting materials/ websites:</i> BBC Sport, YouTube, GCSE Bitesize, brianmac.co.uk <i>Assessment:</i> Formative, Summative, Peer
Autumn 2 2025	Cross-country: <ul style="list-style-type: none"> • Look at training methods for development of CV fitness • Longer routes that are often off site • Strong link to HRF in HT1. • Personal monitoring of fitness and times. 	<i>Supporting materials/ websites:</i> BBC Sport, UK Athletics <i>Assessment:</i> Formative, Summative, Peer
Spring 1 2026	<ul style="list-style-type: none"> • Badminton: • Ready position reinforced between shots • Key rules and scoring • Grip – forehand and backhand • Development of overhead clear, drop shot, net shot, smash techniques • Types of forehand and backhand service – low and high • Singles strategy (short and long) • Doubles strategy (attack or defensive styles) • Scoring and rules implementation • Tournament matches 	<i>Supporting materials/ websites:</i> BBC Sport, Badminton England <i>Assessment:</i> Formative, Summative, Peer
Spring 2 2026	Sports Education Module - Handball: Aims/Objectives: The aims of this module are to develop technical skills, teamwork, communication, organisation and leadership skills. Through taking on roles students will take responsibility for their own learning, enhancing their performance in a competitive challenge-based scheme of work. Core skills: Passing, catching, recycling, dodging, defensive marking, creating/denying space, anticipation v. deception, overloads, shooting, goalkeeping skills.	<i>Supporting materials/ websites:</i> BBC Sport, England Handball <i>Assessment:</i> Formative, Summative, Peer
Summer 1 2026	<p>Throughout the Summer Term Athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p>Throwing events: safety measures, grip and stance, low to high, trajectory, power and control, rules.</p> <p>Jumping events: safety, run up, take off, body position, landing, power and control.</p> <p>Track: safety, pacing, starts, phases, technique, breathing, psychological aspects.</p>	<i>Supporting materials/ websites:</i> BBC Sport, UK Athletics <i>Assessment:</i> As students progress through the years the input and technical language used is developed and peer assessment and feedback becomes more prominent as they become more independent with their learning. Times, distances and heights are regularly recorded and the emphasis is on personal development.

Physical Education cont.

Summer	Students continue to participate in Athletics.	
2	Sports Day	
2026		

Physics

Specification Name: AQA GCSE Physics (8463H)

Click [here](#) for full specification

Autumn 1 2025	P1 Conservation and dissipation of energy <ul style="list-style-type: none"> • P1.1 Changes in energy stores • P1.2 Conservation of energy • P1.3 Energy and work • P1.4 Gravitational potential energy stores • P1.5 Kinetic energy and elastic energy stores <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics, Practical tasks</p>
Autumn 2 2025	P1 Conservation and dissipation of energy <ul style="list-style-type: none"> • P1.6 Energy dissipation • P1.7 Energy and efficiency • P1.8 Electrical appliances • P1.9 Energy and power <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics, Practical tasks.</p>
Spring 1 2026	P2 Energy transfer by heating <ul style="list-style-type: none"> • P2.1 Energy transfer by conduction • P2.2 Infrared radiation • P2.3 More about infrared radiation • P2.4 Specific heat capacity • P2.5 Heating and insulating buildings <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics.</p>

Physics cont.

<p>Spring</p> <p>2</p> <p>2026</p>	<p>P3 Energy resources</p> <ul style="list-style-type: none"> • P3.1 Energy demands • P3.2 Energy from wind and water • P3.3 Power from the Sun and the Earth • P3.4 Energy and the environment • P3.5 Big energy issues <p>Equation and S.I. units revision</p> <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics.</p>
<p>Summer</p> <p>1</p> <p>2026</p>	<p>P6 Molecules and matter</p> <ul style="list-style-type: none"> • P6.1 Density • P6.2 States of matter • P6.3 Changes of state • P6.4 Internal energy • P6.5 Specific latent heat • P6.6 Gas pressure and temperature • P6.7 Gas pressure and volume <p><i>Part of the AQA GCSE Physics specification it relates to: 4.3 Particle Model of Matter</i></p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Feedback on examination</p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p> <p>End of Year Examination</p>

<p>Autumn</p> <p>1</p> <p>2025</p>	<p><u>Law and British Values</u></p> <p>Students consider what a democracy is, why it is important and how it impacts their day-to-day lives. The democratic process of voting, what happens during a general election and what the barriers and solutions are in relation to young people voting. Students explore the difference between local and central government as well as explore the role and functions of political parties, what their aims are and the importance of the role of an MP.</p> <p>Through taking part some of the questions students will be able to answer are:</p> <ul style="list-style-type: none"> • What does democracy mean? • What are the key features of a democratic country? • How has democracy evolved throughout history and how might it continue to evolve? • What is a general election? • How do people vote? • What are the key functions and roles of local and central government? • What are the key differences between local and central government? • What a political party is. • The purpose of manifestos. • The role and responsibilities of an MP 	<p><i>Additional Resources:</i></p> <p>Home - Young Citizens</p> <p>Welcome to your UK Parliament - Parliament UK Education</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p><u>Belonging and community</u></p> <p>Students explore discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • describe some of the ways that people can be similar and different to one another. • explain what may affect whether someone feels they belong in a community. • suggest or identify strategies to help people to feel they belong in a community. • describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours. • evaluate strategies to help people address biases and make fairer decisions. • describe what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging. • recognise, and suggest ways to safely challenge, stereotypes across a range of contexts. • describe different ways that people may view and act upon the same values. • explain how constructively discussing differences in viewpoints can be beneficial. 	<p><i>Additional Resources:</i></p> <p>www.thebelongingtoolkit.com</p> <p>Village Matters - Award-Winning Community Magazines</p> <p>Spelthorne Home Page - Spelthorne Borough Council</p> <p>Home Thames Valley Police</p>

<p>Spring</p> <p>1</p> <p>2026</p>	<p><u>Health and finance</u></p> <p>Diet, and online influence on mental health- as well as students' first real introduction to financial education, providing them with the foundational knowledge they need to navigate the adult world of money. It covers essential topics such as managing income and expenses, understanding debt and credit, building savings, and grasping the basics of work, tax, and financial responsibility. By learning these skills early, students are better equipped to make informed decisions, avoid common financial pitfalls, and develop habits that support long-term financial wellbeing.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination • Create and manage a personal budget using real-life scenarios • Apply budgeting tools to track income and expenses • Understand the impact of overspending and debt • Practice decision-making around needs vs. wants 	<p><i>Additional Resources:</i></p> <p>LifeSkills Developing work and life skills</p> <p>Super Movers - Teach</p> <p>Activities for kids - Healthier Families - NHS</p> <p>YoungMinds Mental Health Charity For Children And Young People YoungMinds</p>
<p>Spring</p> <p>2</p> <p>2026</p>	<p><u>Relationships</u></p> <p>This unit will focus on positive relationships, marriage and having children, divorce, intimacy, sexual activity and consent.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy. • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing, or passing on sexual images • how to secure personal information online 	<p><i>Additional Resources:</i></p> <p>Childline</p> <p>Rise Above</p> <p>Sex and Relationships Advice for Young People The Mix The Mix</p> <p>Sexual Health help and advice</p>

PSHE cont.

Summer 1 2026	<p><u>Drug education and staying safe</u></p> <p>This is a new unit introduced to year 9 this year. This builds on the topics covered in KS3 health units and has more of a focus and emphasis on looking more specifically at illegal drugs and the impact they have on one's life.</p> <p>Students learn:</p> <ul style="list-style-type: none">• about positive social norms in relation to drug and alcohol use• about legal and health risks in relation to drug and alcohol use, including addiction and dependence.• how to manage influences in relation to substance use• how to recognise and promote positive social norms and attitudes• about medicinal and reactional drugs• about the relationship between habit and dependence	<p><i>Additional Resources:</i></p> <p>Drugs Childline Drugs - information and support — Teen Health 11 - 19 Service Honest information about drugs FRANK</p>
Summer 2 2026	<p><u>Review of the year and end of year examination</u></p> <p>This year's PSHE curriculum has provided students with a broad and meaningful exploration of key themes that support their personal development, wellbeing, and understanding of the world around them. From relationships and emotional wellbeing to drugs education, online safety, and future aspirations, students have engaged in thoughtful discussions, scenario-based learning, and reflective activities that have helped them build confidence and resilience. The end-of-year exam offers an opportunity to consolidate this learning, assess understanding, and identify areas for further growth. This review not only celebrates the progress made but also reinforces the importance of PSHE in preparing students for life beyond the classroom.</p>	<p><i>Assessment:</i></p> <p>End of year exam</p>

Religious Studies

Autumn 1 2025	Ethics This teaching unit is designed to introduce students to the study of ethics. It explores the influence religion has on our moral codes and ethical decision making when it comes to matters of life and death <ul style="list-style-type: none"> • Absolutism • Relativism • Sanctity of life • Quality of life • Applied ethics 	<i>Supporting Material:</i> YouTube clips Digital and online resources Assessment guidance and support <i>Assessment:</i> Guided reading quiz Formative knowledge assessment
Autumn 2 2025	Students will continue to work on the topic of Ethics	<i>Supporting Material:</i> YouTube clips Digital and online resources Assessment guidance and support <i>Assessment:</i> Knowledge assessment Extended writing assessment (on an applied ethics debate)
Spring 1 2026	Can war ever be justified? In this unit, students will explore the challenging question, "Can war ever be justified?" This topic examines how different religions and philosophies view the morality of war, including conditions like self-defence, justice, and peace. Whether or not students hold specific beliefs, they will consider arguments for and against war, fostering a deeper understanding of the ethical and spiritual dilemmas surrounding conflict.	<i>Supporting Material:</i> YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support <i>Assessment:</i> Guided reading assessment Formative assessment
Spring 2 2026	<i>Students will continue to work on the topic of 'Can war ever be justified?'</i>	<i>Supporting Material:</i> YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support <i>Assessment:</i> Essay assignment

Religious Studies cont.

Summer 1 2026	Religious Philosophy This unit introduces students to the three classical arguments for God's existence as well as their challenges from non-religious perspectives. Studying these arguments helps students understand different perspectives on the existence of God and develop critical thinking skills. It also enables them to articulate their beliefs and engage in informed discussions about religion. <ul style="list-style-type: none">• The Design Argument• The Cosmological Argument• The Ontological Argument	<i>Supporting Material:</i> YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support <i>Assessment:</i> Guided reading assessment Formative assessment
Summer 2 2026	Students will continue to work on Religious philosophy	<i>Supporting Material:</i> YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support <i>Assessment:</i> End of Year Examination covering all content

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Module 1 Mis vacaciones</p> <p>Unit 1: Talking about a past holiday, using the preterite of <i>ir</i></p> <p>Unit 2: Saying what you did on holiday, using the preterite of regular <i>-ar</i> verbs</p> <p>Unit 3: Describing the last day on holiday, using the preterite of <i>-er</i> and <i>-ir</i> verbs</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>Continuous evaluation throughout.</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Module 1 Mis vacaciones</p> <p>Unit 3: Saying what your holiday was like, using the preterite of <i>ser</i></p> <p>Unit 4: Giving a presentation about your holiday, making your sentences interesting</p> <p>Extensión: Using two/three tenses together about holidays</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 1 test covering 2 language-based skills</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>Module 2 Todo sobre mi vida</p> <p>Unit 1: Saying what you use your mobile for</p> <p>Unit 2: Saying what type of music you like</p> <p>Unit 3: Talking about TV</p> <p>Unit 4: Saying what you did yesterday</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 2 test covering 2 of 4 language-based skills</p>
<p>Spring</p> <p>2</p> <p>2026</p>	<p>Module 3 ¡A comer!</p> <p>Unit 1: Saying what food you like using a wider range of opinions</p> <p>Unit 2: Describing mealtimes and using negatives</p> <p>Unit 3: Ordering a meal, using <i>usted / ustedes</i></p> <p>Unit 5: Talking about sporting events, using three tenses</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 3 test covering 2 of 4 language-based skills.</p>

Summer 1 2026	Module 4 ¿Qué hacemos? Unit 1: Arranging to go out, using <i>me gustaría</i> + infinitive Unit 2: Making excuses, using <i>querer</i> and <i>poder</i> Unit 4: Talking about clothes, using 'this/these' Unit 4: In the three tenses General revision of all Modules	<i>Supporting materials:</i> ¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com Revision Guide
Summer 2 2026	Revision End of Year 9 Examination of all Modules Feedback on examination	<i>Supporting materials:</i> ¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> End of Year Examination

Spanish (9.4 Students New to Spanish in September 2025)

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Unit 1: Introducing yourself & basics of the language</p> <p>Unit 2: Talking about the weather</p> <p>Unit 3: Talking about places in town and directions</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1 & 2, www.languagesonline.org.uk www.wordwall.net www.wayground.com www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> Continuous evaluation throughout. Units 1-3 testing of 2 language-based skills.</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Unit 4: Booking a room in a hotel and sorting problems out</p> <p>Unit 5: Ordering food at a restaurant/bar</p> <p>Unit 6: Talking about what you do with your mobile phone</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1 & 2, www.languagesonline.org.uk www.wordwall.net www.wayground.com www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> Continuous evaluation throughout. Units 4-6 testing of 2 language-based skills.</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>Unit 7: Saying what kind of music you like and why, using comparisons</p> <p>Unit 8: Getting to know and present Spanish fiestas</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1 & 2, www.languagesonline.org.uk www.wordwall.net www.wayground.com www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> Continuous evaluation throughout. Units 7-8 testing of 2 language-based skills.</p>

Spanish (9.4 Students New to Spanish in September 2025) cont.

<p>Spring</p> <p>2</p> <p>2026</p>	<p>Unit 9: Talking about medical problems and going to the pharmacy/Dr</p>	<p><i>Supporting materials:</i> jViva! Libro 1 & 2, www.languagesonline.org.uk www.wordwall.net www.wayground.com www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> Continuous evaluation throughout. Unit 9 testing of 2 language-based skills.</p>
<p>Summer</p> <p>1</p> <p>2026</p>	<p>Unit 10: Inviting and receiving invitations to go out</p> <p>General revision of all Units for the exam</p>	<p><i>Supporting materials:</i> jViva! Libro 1 & 2, www.languagesonline.org.uk www.wordwall.net www.wayground.com www.classtools.net www.Edpuzzle.com www.wordreference.com</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Revision</p> <p>End of Year 9 Examination of all Modules</p> <p>Feedback on examination</p>	<p><i>Supporting materials:</i> jViva! Libro 1 & 2, www.languagesonline.org.uk www.wordwall.net www.wayground.com www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> End of Year Examination</p>

Homework Diary 2025-2026

*One English homework will be reading for the Accelerated Reading programme.

** One Maths homework will be set via the Sparks platform.

- Religious Studies, Computer Science, Latin, Classics and Music homework will be set on the day of the lesson. However, this will only be once or twice per half term.
 - No homework will be set for Drama, Computer Science, Physical Education, Games or PSHE.
- Students should spend roughly 30 minutes per homework assignment and opportunities for intellectual curiosity (OPTIC) will be shared too.
- Students who are entitled to extra time in tests and examinations may wish to practise using extra time when doing their homework if required.

9M

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Science English		Language 1		Maths Language 2		Science		Science English Maths	
Every other week	A	B Geography	A Art	B History	A	B	A	B D&T	A	B Geography

9N

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Science		Language 1 English		Maths Language 2		Science		Science English Maths	
Every other week	A	B Geography	A Art	B History	A	B D&T	A	B	A	B

9O

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Science English		Language 1		Maths Language 2		Science		Science English Maths	
Every other week	A	B History	A Art	B Geography	A	B	A	B D&T	A	B

9P

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Science English		Language 1		Maths Language 2		Science		Science English Maths	
Every other week	A	B	A	B 1. History 2. D&T	A Art	B	A	B Geography	A	B

Homework Diary 2025-2026

Week-by-week overview to support homework weeks

Autumn Term	
1. w/c 1 st September (Thurs-Fri only)	B
2. w/c 8 th September	A
3. w/c 15 th September	B
4. w/c 22 nd September	A
5. w/c 29 th September	B
6. w/c 6 th October	A
7. w/c 13 th October	B
HALF TERM	
1. w/c 3 rd November	A
2. w/c 10 th November	B
3. w/c 17 th November	A
4. w/c 24 th November	B
5. w/c 1 st December	A
6. w/c 8 th December (No Friday lessons)	B

Spring Term	
1. w/c 5 th January (Wed-Fri only)	A
2. w/c 12 th January	B
3. w/c 19 th January	A
4. w/c 26 th January	B
5. w/c 2 nd February	A
6. w/c 9 th February	B
HALF TERM	
1. w/c 23 rd February	A
2. w/c 2 nd March	B
3. w/c 9 th March	A
4. w/c 16 th March	B
5. w/c 23 rd March (No Friday lessons)	A

Summer Term	
1. w/c 13 th April	A (Thurs and Fri only)
2. w/c 20 th April	B
3. w/c 27 th April	A
4. w/c 4 th May	B
5. w/c 11 th May	REVISION
6. w/c 18 th May	REVISION
HALF TERM	
1. w/c 1 st June	REVISION
2. w/c 8 th June	EoY Examination reflection
3. w/c 15 th June	EoY Examination reflection
4. w/c 22 nd June	Academic Collaboration Week
5. w/c 29 th June	Summer Work