

St Mary's CE High School

Year 9 Curriculum Map

2026-2027



Year 9 Autumn Term 2026

As a Church school, our Christian values are central to our curriculum intent: As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

The Curriculum is also underpinned by the School vision.

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where **Through God's love, we are the rich soil where seeds flourish and roots grow**, based on the Parable of the Sower, Mark 4: 3-9.*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best**, and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Christian Themes and Values	Friendship, Courage, Respect, Compassion, Responsibility, Hope, Forgiveness, Gratitude, Peace, Integrity, Justice, Love, Joy	SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions	Making informed choices
PSHE / RSE Citizenship British Values	The theme for Personal Development this term is physical well-being and Looking after our health. The scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being. Key Topic: Illness Prevention Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental well-being in ourselves and others to make informed choices? The Enquiry Questions include: • What does health mean and how can we prevent illness? • Why do we need immunization and regular health checks, and how do they contribute to illness prevention? • What sets Antibiotics and pain killers apart, and how should we use them to prevent illness?	Keeping healthy Race Disability Loneliness Isolation Nature vs nurture Appreciation of other religions Good and evil

	- How can we distinguish between allergies and intolerances, and what strategies can we use to manage and prevent them? - What are the potential health risks of tattoos and piercings, and how can we take preventative measures to avoid them? - How does our diet affect illness prevention, and what dietary choices can contribute to maintaining good health? - How can we apply the knowledge we've gained about illness prevention in practical situations?	Suffering Muliculturalism Race and love Modernism – an appreciation of art and its influence Conflict and impacts Cultural awareness Appreciating different societies Global development First aid Healthy lifestyles Migration Integration Climate change Global accountability Appreciation of art, design and music Peer culture Teamwork Creating Designing Genocide and learning from the past Challenging hate Problem solving Personal responsibility Resilience Equality Understanding identity Reflection Peer culture Performance;	
Core Subjects	English The guiding idea behind the Year 9 curriculum is to explore how literature reflects, questions and challenges society. Through a diverse range of texts, students consider how writers expose contemporary fears, give voice to different identities and imagine possible futures, while continuing to develop their own analytical and spoken communication skills. Students begin with The Gothic Tradition , exploring how writers transform the fears and anxieties of their own societies into unsettling narratives. They then study Identity Writing , examining how poets and writers explore culture, belonging and personal experience before considering how these ideas shape individual and collective identity. Building on these themes, students explore Dystopian and Science Fiction , investigating how writers project present fears into imagined futures to warn society of the consequences of power, inequality and technological change. The year concludes with the Spoken Language Endorsement , where students draw together the rhetorical, analytical and oracy skills developed throughout Key Stage 3 to communicate their own ideas with confidence, precision and purpose. Throughout the year, interleaved writing workshops continue to refine students' narrative and analytical writing, preparing them for the demands of GCSE English.	Maths Students start the term, revisiting algebra as it is the language of maths and will be revisited in Years 10-11. students study Algebra: Expanding and Factorising. The key questions that students answer are: - Can any quadratic be factorised? - What's the difference between factorised and fully factorised? Therefore, in order to achieve this, they will learn and practice how to expand triple brackets, solve quadratic equations by factorising, expand, and factorise linear equations and quadratics seamless In the second term, students learn about Number: Indices and Fractional Powers Students will encounter negative indices to assist when it features in standard form. This will also prepare students for when they encounter the final rules of indices next year. Students will practice and be taught mathematical skills and problem solving so they can how to: - Understand why a negative index is the reciprocal of the number - Use the laws of negative indices - Use the laws of fractional powers - Simplify expressions of a complex nature - Simplify indices with different bases. - Convert into standard form and vice versa	
	Science In Year 9 the topics that student's study is closely aligned with the GCSE AQA course and builds on the knowledge consolidated in Years 7-8. - In the autumn term students, investigate the topics: Atomic Structure and the Periodic Table (Chemistry) and Cell Biology (Biology). - In the Atomic Structure unit students consider the: - Structure of an atom - Writing chemical formulae - Mixtures	Religious Studies In this term, students study two of the major religions – Islam and Sikhism. Again, students reaffirm the knowledge they gained in Year 7 and identify the seven dimensions of this religion. Students will study the major beliefs of Islam such as: The Nature of Allah - The 99 names of Allah - Tawhid Beliefs - Risalah - The Five Pillars	

	- Models of the atom - Electronic configuration - Development and interpretation of the Periodic Table. In the latter term, the focus is on Cell Biology. Students consider and will be able to explain: - Differences between prokaryotes and eukaryotes - Structure of animal and plant cells - Specialised cells - The use of microscopy in Scientific advancements - Cell division. Students will broaden their skills across the curriculum using maths skills to balance chemical equations as well as displaying their evaluative results through drawing and interpreting graphs. Students develop key skills in this unit such as understanding how scientific theories and methods develop over time, the consideration of ethical issues in Science and identifying and explaining correlation.	The Qur'an - The Night of Power - Shariah - Halal and Haram Development - Sunni Islam - Shi'a Islam - Islam in the media Students then study Sikhism in the second term and again focus on the Sikhs major beliefs such as: - India at the time of Guru Nanak The Nature of Waheguru - Creation - The Mool Matra The Guru - Guru Nanak - Lives of the Gurus - The Guru Granth Sahib Holy Places - The Gurdwara - The Golden Temple Beliefs - The Panj Pyare - Amrit	Confidence Preparation Practice Empathy Imagination Safety Effects of extremism Knife crime Gangs Radicalisation Grooming CSE Safety Financial security Equality Injustice Social justice Awareness of our community and global issues Awareness of how our actions affect others Personal responsibility Collaboration Self-reflection
Foundation Subjects	Design Technology Term 1 Project: The 'Bits & Bobs' Box In the first of three annual projects, students will begin the "Bits & Bobs Box" by recalling and reinforcing fundamental skills from Years 7 and 8. Key areas of focus include isometric drawing, 2D design techniques, and material theory regarding the properties of wood. Students will apply this foundational knowledge to develop their designs and initiate the first stages of manufacturing. Advanced Technical Skills Introduced:	French In Term 1, pupils reactivate être and -er verbs in the present tense, revisiting 'ne...pas', adjective agreement, number patterns and pour/sans with infinitives in the context of music and cultural events including the Dieppe Festival. Pupils then use aller with infinitive and modal verbs in all persons to discuss future plans and work experience, practising two-verb structures with intonation, est-ce que questions and negation. 'Il faut/il ne faut pas' with infinitive is introduced for discussing workplace rules and expectations, with	Geography In this term students grapple with the big question: Is a world without conflict impossible? Students consider the global conflicts in Yemen and more local conflicts to do with tourism. The unit draws together ideas and concepts from many of the previous units of study but applies it to the topic of conflict. Students are encouraged to break down the big questions with smaller but no less important questions such as the impact of global development, tourism and water on conflict and identification of the conflicts themselves.

	• Accurate marking out using a marking gauge • Selecting and using various screws, hinges, and nails • Digital 3D modelling using SketchUp • Producing and interpreting orthographic drawings	cultural enrichment on French national team football players. The unit consolidates -re verbs like entendre and introduces 'connaître' in singular forms, with à (meaning to) for masculine countries and the negative 'ne...jamais', using Canada as the cultural backdrop for developing confidence in longer writing tasks with high frequency vocabulary.	This topic will last 16 weeks. Link to the department Website: https://smhsgeographydept.weebly.com/
	History Students examine African resistance to British rule and the influence of the Second World War on key African nations as well as decolonisation. In the second term, students look at India from British rule to independence. Students answer enquiry questions such as: • What caused the mutiny in 1857? • How did India gain independence in 1947? • What was the legacy of the partition of India?	Hospitality and Catering Kitchen Standards & Macronutrients Students refresh their core practical knowledge from previous learning, reinforcing strict kitchen safety, washing-up procedures, and hygiene protocols to prevent cross-contamination. They step up their practical skills with precision knife techniques (the bridge hold and claw grip) while diving into the science of macronutrients— proteins, carbohydrates, and fats. Pupils learn their functions in the body, dietary sources, and the health risks associated with over- or under-consumption. • Practical Skills: Planning dishes high in essential macronutrients, mastering shortcrust pastry (making sausage rolls), and exploring ingredient science by shaping yeast-based doughs (making bread rolls). • Key Enquiry Questions: How do we maintain high standards of safety and hygiene in the kitchen? Why is it essential to understand macronutrients when planning balanced meals?	Computing and Business Studies In Computing the focus of this term is Representations. By the end of this term, they will recognise and be able to interpret the binary number system, convert between binary and denary numbers, explain how images are represented using pixels and binary values for colour as well as explain all forms of data. This list is not extensive, but an overview of key skills and knowledge students will have learnt over this term. In Year 9 students study Business Ownerships and project management which builds on the content students have learnt in Year 7 and 8. Knowledge that students develop is the ability to define key types of business ownership (sole trader, partnership, private limited company); describe the advantages and disadvantages of each ownership type using examples. Students will be able to explain what limited and unlimited liability mean and who they affect. They will aim to understand the importance of task planning and time management in business whilst learning to interpret and construct simple Gantt charts or task checklists. These units will equate to 12 weeks of the curriculum.
	Music Music in Year 9: Builds upon Key Stage 3 fundamentals and students gain technical skills. This pathway recalls traditional musical learning balanced with contemporary, industry practises.	Spanish In their first term, pupils reactivate irregular verbs HACER and IR in the preterite tense (singular forms) to discuss past holidays and activities, building on their understanding of past time	

	In term 1, students study the Theory of Music to develop key skills in traditional music notation. Students build on their knowledge of transcription so that they are able to write down melody, chords and structures of their own homophonic compositions. This includes a knowledge of commonly used clefs, phrasing, articulation and dynamic markings. Students seek to improve their dexterity by studying an individual solo piece on the keyboard- options include Beethoven's Fur Elise and/or the Moonlight Sonata with the intention to perform with two hands simultaneously on a keyboard/piano, developing phrasing and expression/musicality. Students will revisit basic music notation and the treble clef, bass clef and time signatures so they can apply treble and bass clef knowledge to a familiar melody.	frames. They consolidate possessive adjectives in the 3rd person singular (su/sus) and 1st person plural (nuestro/nuestra) when describing family members and possessions, whilst introducing comparatives to make comparisons between people and places. Pupils learn demonstrative adjectives (este/esta/estos/estas) to specify particular items when discussing shopping and free time activities. The unit introduces the present continuous tense for both -ar verbs and -er/-ir verbs, enabling students to describe ongoing actions in the context of sports and cinema. Near future structures are developed to express future plans for holidays and celebrations, with cultural enrichment on Spanish festivals such as La Tomatina. Throughout the term, pupils work on transcribing sentences accurately, taking part in conversations with justified opinions, and developing their ability to translate longer sentences into Spanish whilst avoiding minor errors, all within the domains of holidays, family, jobs, festivals, and free time activities including sport, shopping and cinema.	
	Sport Students have the opportunity to partake in a range of sporting activities such as: Dance to include styles and basic principles Gymnastics to include basic skills and sequences of movement Invasion Games to include skills, tactics and strategies. OAA to include collaboration, problem solving, performance observation, communication The skills that students develop are numerous such as learning how to communicate effectively with team members and build teamwork and trust. Students will learn to communicate effectively and become confident to observe and analyse each other's performance as well as	Sport Science Over this term and into the Spring term students will explore: • Factors which impact the risk of injuries occurring in sport. • Understanding the principles of training • Discovering how principles of training can be used to target specific fitness component. Students will learn about reducing the risks of sports injury and understand different factors which influence the risk of injury. They will then explore the principles of training so that they have an understanding the key principles of training and know how key principles can be used in training to target specific fitness components and their impact on performance.	Textile Design Driven by this year's "Heroes vs. Villains" theme, students will embark on a creative cushion cover project. They will generate a diverse range of initial design concepts, learn how to refine these ideas into a polished final design, and discover the vital role of technical annotation. Throughout the process, students will recall and apply key textiles terminology, including fabric properties, pattern pieces, pattern cutting, seam allowances, and various seam types and fastenings. In the second half of the term, students will engage in teacher-led workshops to experiment with diverse decorative techniques. Building the confidence to work independently, they will

	becoming leaders but also learning how to be lead.		master problem-solving strategies and learn how to anticipate manufacturing pitfalls.
CEIAG	The focus for careers in Year 9 is for students to assess their own aspirations and career goals and know the pathway to achieve them as they prepare for GCSE's students will be able to recognise skills and qualities and how to record them. Students will take part in a FSQ (Future Skills Questionnaire) on transitioning from KS3 into KS4 linking to their career knowledge and readiness Students will attend our in-house careers fair Selected students will be continuing their journey on the 'Futures Ready Programme		

Christian Themes and Values	Renewal, Faith, Wisdom, Service, Patience, Generosity, Humility, Honesty, Stewardship, Sacrifice, Reflection		SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions		Making informed choices
PSHE / RSE Citizenship British Values	In this term, students engage in questions relating to Sex and Relationships Education. In the first term, students analyse Respectful relationships and friendships. In line with the school ethos and motto, students consider the following big questions: - Why is violence against women and sexual harassment such a concern? - How are LGBT+ rights protected by law? Students also explore gender identity so that they have an understanding of how different people identify and can be knowledgeable and tolerant citizens. - Why is the equality act of 2010 significant? Students also learn about forced marriage, honour-based violence and FGM and how this violates civil rights as well as being taught about grooming and cohesive behaviour so that they can recognise the signs to keep themselves safe. Students in the latter term identify what it means to be responsible online. Students explore questions such as: - Why is sexting not a laughing matter? - What are the risks associated with pornography? - How can you spot fake news online?		Keeping healthy Race Disability Loneliness Isolation Nature vs nurture Appreciation of other religions Good and evil Suffering Multiculturalism Race and love Modernism – an appreciation of art and its influence Conflict and impacts Cultural awareness Appreciating different societies Global development First aid Healthy lifestyles Migration Integration Climate change Global accountability Appreciation of art, design and music Peer culture Teamwork Creating Designing
Core Subjects	English In the Spring term students will explore the theme of Identity. This will be achieved through poetry texts such as: - Age & innocence/Discrimination/Authority - <u>Thirteen</u> - Language and Identity – <u>The Right Word</u> - Perception/Truth/Time - <u>Mirror</u> - Living between two cultures/Race/Language - <u>Search For My Tongue</u> - Migration – <u>Windrush Child</u> Students will also explore this theme through non- Fiction Texts that explore issues around identity - this includes speeches and opinion articles. Students will explore sensitive issues such as sexuality, ethnicity and disability. Key Knowledge that students will develop are the concept of: Identity; individual experience, diversity; community; Culture and Tradition; Racism; Morality; Empathy; Alienation; Change; Action; Power; Freedom; Justice; Control; Impermanence.	Maths In this term, students' progress to Similarity and Pythagoras. Students will extend their knowledge of proportion in the context of shape. This will prepare students for using proportionality in area and volume situation. Students be able to answer key questions such as showing if two shapes are similar or not and exploring whether Pythagoras' theorem works for any triangle. By being able to answer these questions students will have practiced how to: - Find missing lengths on similar shapes - Enlarge shapes on a grid - Use Pythagoras theorem to find missing sides of a right-angled triangle - Find the areas of sectors - Find the arc lengths of a sector In the second half of the term, students are taught more about sequences, in particular students will practice sequences and drawing linear graphs appear together to allow them to compare and contrast the similarities and differences between rules of sequences and equations of lines. Therefore, the following skills will be broken down:	

		• Solve problems with pictorial sequences • Solve problems of numerical linear sequences • Plot linear graphs • Use equations of linear graphs in simple cases • Solve simultaneous equations in simple cases	Genocide and learning from the past Challenging hate Problem solving Personal responsibility Resilience Equality Understanding identity Reflection Peer culture Performance Confidence Preparation Practice Empathy Imagination Safety Effects of extremism Knife crime Gangs Radicalisation Grooming CSE Safety Financial security Equality Injustice Social justice Awareness of our community and global issues Awareness of how our actions affect others Personal responsibility Collaboration Self-reflection
	Science In the Spring term, students focus on two key areas of the curriculum: Energy (Physics) and Bioenergetics (Biology) . In the Energy unit students consider: • Energy stores and transfers • Efficiency • Use of formulae and equations to calculate energy quantities • Sources of energy (renewable and non-renewable) In the latter term, the focus is on the organisation of the Human Body . Students consider and will be able to explain: • The workings of the digestive system • Qualitative testing for biological molecules • Structure and function of the circulatory system • Communicable heart disease and health issues • The impact of lifestyle choices on health • Cancer diagnosis and treatment Students complete the unit by looking at the organisation of plants at a cellular, tissue and organ level. Students will broaden their skills across the curriculum using maths skills to select, substitute and rearrange formulae as well as displaying their evaluative results through drawing and interpreting graphs. This term is very 'hands on' with a number of required practical lessons for students to complete.	Religious Studies Before starting the GCSE course in Spring term two, students consider Christianity in the modern world. Students will explore different denominations such as the: • The Jerusalem Church. • The Great Schism. • Martin Luther. They will explore the relationship between Christianity and persecution exploring the Golden Rule in Matthew 5:44. They will study examples of Christian persecution such as in North Korea, China and North Africa. Conquistadors as well as examples where Christians have instigated persecution such as the Crusades. In Spring term 2, students look at World Views on the subject of religion by understanding and critiquing the beliefs of Humanists and Atheists. Students also explore their views on religion and mortality through the writings of key philosophers and educationalists such as • Richard Dawkins • Ricky Gervais • Christopher Hitchens • Stephen Fry	

Foundation Subjects	Art This term, Year 9 students will explore magnification, enlarging everyday objects and natural forms to develop their understanding of composition, scale and design. They will explore how changing scale can transform familiar objects and create more abstract and visually engaging outcomes. Students will study the work of Chuck Close and William Morris, exploring abstraction, pattern, line and the use of natural forms. They will experiment with drawing and design processes, developing their ability to simplify, repeat and transform imagery. Sketchbook work will focus on recording observations, researching artists, experimenting with ideas and refining compositions. Students will continue to build independence and confidence, strengthening the creative and practical skills needed for KS4 Art.	Computing and Business Studies (IB) In Year 9 students study Business Ownerships and AI. Students are introduced to the purpose of a business and the different types of ownership structures (sole trader, partnership, private limited company); they will explore the advantages and disadvantages of each ownership type using examples. Students will be able to explain limited and unlimited liability and its impacts on businesses. In the second term, students study Artificial Intelligence. This unit introduces students to the world of Artificial Intelligence (AI), exploring how machines can simulate human intelligence through data-driven models and algorithms. It covers the different types of machine learning, classification techniques, and the importance of reducing bias in models, we will also revisit the risks associated with the use of AI. Students will see how AI is applied in real-world contexts such as business, education, and customer service, while also considering its limitations and ethical implications. The unit concludes by examining careers in AI, highlighting the diverse opportunities available and the skills needed to work in this rapidly developing field.	Drama This term, Year 9 students will deepen their understanding of theatre through the study of a key practitioner and by applying their learning to a practical project. In Spring 2A, students will explore the work of Bertolt Brecht and his unique style of Epic Theatre. They will examine Brecht's techniques, such as breaking the fourth wall, multi-roleing, placards and direct address, while also considering how he might create theatre in today's world to challenge audiences and provoke thought. In Spring 2B, students will apply their knowledge in a Theatre in Education (TIE) project. Working collaboratively, they will create performances designed to inform and engage a specific audience on important social or moral issues, combining creativity with clear purpose. This term will develop students' ability to use theatre not only as a form of storytelling but also as a tool for education, reflection and change.
	Design Technology In Term 2, students will pivot to a new material focus: metalwork with pewter. Working against a formal design brief and specification, students will design and manufacture a bespoke keyring tailored for a tourist gift shop. They will produce a portfolio of development work, use foundational sketching and drawing techniques mastered in previous years to effectively communicate their design iterations. Alongside exploring the material properties of pewter and recalling their digital 2D design skills, students will expand their technical repertoire.	French In the spring term, pupils revisit present and perfect tenses, two-verb structures after aller, aimer and modal verbs, and inversion questions in single and two-verb structures. The verb croire is introduced in singular persons, and feminine and plural noun formation and possessive adjectives are revised and extended in the context of describing travel in France and learning about Senegal, with cultural depth on religions in French-speaking countries. Pupils then consolidate and extend their knowledge of numbers 32-69, use the impersonal verb 'il est' to tell the time, and revisit	Geography In the spring term, students consider Is it too late to be sustainable? This unit encourages students to use all they have learnt in key stage 3 to think about the future of the planet. Students will consider their impacts as well as solutions and whether we can live more sustainably. They will think about human and physical processes and features which they will see around them. Link to the department Website: https://smhsgeographydept.weebly.com/

	New Skills and Core Concepts: • Mold Making: Utilizing MDF to create casting moulds. • Workshop Safety: Working independently and safely with molten pewter. • Graphic Design & Marketing: Designing and producing commercial product packaging.	avoir and être to talk about feelings and states, bringing this together in extended writing tasks. Pupils then deepen their knowledge of the perfect tense, question forms and negation, with -er verbs taking être in the perfect and the negative 'ne...jamais' introduced. Pupils apply changes in register (tu vs vous, on vs nous), use emphatic pronouns 'moi' and 'toi' and the relative pronoun 'qui' in contexts including historical events, celebrations in other countries, public services and a Eurovision song text, applying their knowledge in extended reading and listening, using reference resources, creative writing and transactional dialogues.	
	History The History curriculum then focuses on 20th Century Warfare by examining: • The First World War through enquiry questions such as who was to blame for the failure of the Battle of the Somme? • London and the Second World War and evaluating whether the Blitz spirit was a myth • The experience of troops from the Commonwealth to explore whether Britain really stood alone Students then focus on the latter part of the century and focus on: • Nuclear War • Vietnam • Iraq	Hospitality and Catering Micronutrients, Energy Balance & Practical Techniques Students broaden their nutritional knowledge by investigating micronutrients (vitamins and minerals) and exploring the concept of energy balance in daily diets. They examine commercial food manufacturing by comparing shop-bought convenience products against fresh, homemade alternatives, using nutritional analysis software to design traffic-light nutritional labels. • Practical Skills: Safely handling raw meat and fish, mastering the all-in-one cake-making method, working with batters, and understanding deep-fat frying procedures. • Key Enquiry Questions: How do micronutrients and energy balance affect our overall health? How do homemade dishes compare in quality and nutritional value to commercial shop-bought products?	Music In term 2, students refine their technical skills by performing to an audience. They revisit compositional devices also. In Spring term two, they develop their Technical Skills by writing an evaluative journal (diaries) that focuses on improving group performance skills and the sequencing of underscore. Student will develop the following skills and knowledge: • Performing solo • Ensemble skills continued (performing to an audience) • Re-visit compositional techniques and texture • Composing • Song writing: verse/chorus. They will evaluate: • What makes a good performer? • How to be good band member
	Spanish In the Spring term, pupils consolidate and extend their use of the preterite tense, mastering the irregular verb IR in both singular and plural forms to discuss past holiday experiences and activities. They systematically learn regular -ar verbs in the preterite across all persons (singular and plural forms), followed by regular -er/-ir verbs in the preterite, enabling them to	Sport During this term students will be engaged in learning and participating in invasion Games. Students will develop techniques of key skills such as passing, receiving, control, shooting, tackling/defending and marking. Students will also learn how to apply basic tactics and strategies to competition and students will make observations and analysis of performance	

	narrate past events with increasing accuracy. Pupils revisit and consolidate the present tense with full paradigms of high-frequency irregular verbs (ir, hacer, ser) and regular -ar, -er and -ir verbs across all persons, alongside the near future tense structure. The definite article is practised with opinion verbs to express preferences about free time activities and cinema. Cultural enrichment includes Spanish and Latin American musicians, particularly Juanes and Shakira, and famous Spanish-speakers' birthdays with activities about Leo Messi. Throughout the term, pupils develop their ability to infer meaning from longer passages, speak with increasingly accurate pronunciation and intonation, translate short passages containing more complex grammatical structures into English, and give descriptions, narrations and justified opinions referring to the past, present and future within the domains of holidays, free time activities, cinema and birthday celebrations.	Students will also partake in net/wall Games. Students will develop techniques of key skills such as throwing, catching, batting, retrieving and fielding. They will learn how to apply basic tactics and strategies to competition and make observations and analysis of performance.
	Sport Science Continuing into the Spring term students will explore: • Understanding the principles of training • Discovering how principles of training can be used to target specific fitness component Students will learn about reducing the risks of sports injury and understand different factors which influence the risk of injury They will then explore the principles of training so that they have an understanding the key principles of training and know how can key principles be used in training to target specific fitness components and their impact on performance. In the latter term and continuing into the Summer term students will explore: • How the body reacts to exercise Students will explore how bodies response to physical activity and develop their understanding of how the body reacts in the short and long term to physical activity	Textile Design Students will produce a high-quality cushion cover that is highly decorative and reflects on the experimentations and research of their chosen structure. The skills that students will develop in the making of their cushion. These include the: • Measuring and accuracy skills • The importance of conducting research and how this can influence the design ideas • The importance of scaled drawing and developing patterns and templates for manufacturing
CEIAG	In this term students are introduced to CV writing and therefore they need to assess the purpose, skill and qualities needed for the career of interest. Students will take part a Provider Access Legislation Assembly with an employer/organisation Students will participate in an activity for Apprenticeship Week Students will participate in an activity for Careers Week Students will receive careers information from providers and a qualified careers adviser at options evening Selected students will be continuing their journey on the 'Futures Ready Programme'	

Christian Themes and Values	Resurrection, Inclusion, Unity, Empathy, Perseverance, Faithfulness, Service, Friendship, Trust, Peace, Adaptability, Aspiration, Reflection		SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions		Making informed choices
PSHE / RSE Citizenship/ British Values	In the final term of Year 9 students explore the law relating to: • Extremism and radicalisation and how to recognise the signs of being groomed • Hate crime • Gang and knife crime		Keeping healthy Race Disability Loneliness Isolation
Core Subjects	English Students start their GCSE course in the early Summer term by completing their Speaking Endorsement (SLE). Students are taught about the dangers of Knife Crime through the film My Murder and they are asked to complete a speech about an issue of social injustice. This is a required element of the English language GCSE and introduces oracy skills and the ability to form persuasive arguments using a range of rhetorical devices, skills essential in Key Stage 4. Students may explore themes such as; gender equality, gender in the media, the death penalty; violence in video games to a name few issues. After completing the SLE, students will be introduced to the core skills required for the English language GCSE through a study of Dystopian fiction. By studying a range of dystopian texts, such as 1984 and The Handmaid's Tale alongside non-fiction, critical articles on the topic. They will begin to practice the key skills all pertinent to the GCSE, such as comparing and evaluating texts, close analysis of language, descriptive and creative writing, considering how structure influences a reader's view and articulating their own thoughts and arguments clearly and persuasively.	Maths Students start the summer term by studying probability by investigating multi-event probability. By showing the models for mutually exclusive and non-mutually exclusive events together allows students to compare and contrast these ideas. Students will be able to explain how a counting strategy can help find the probability of an event or identify which diagram is most helpful to solve a multi-event probability problem. Therefore, in order to do this, students will be able to: • Use counting strategies and systematic listing • Use two-way tables • Use venn diagrams • Use Set notation for venn diagrams Find the probability of multiple events In the latter term, students will study statistics. Students will build on their basic diagrams from year 7 and their proportional reasoning from year 8 to learn about new ways to represent data. This will prepare them for either their GCSE foundation tier paper or for working with more advanced diagrams in higher tier GCSE. By the end of the unit, students will be able to: • Draw and interpret pie charts • Draw and interpret time-series graphs and frequency polygons • Draw and interpret scatter graphs • Know the limits and pitfalls of interpolating or extrapolating • Draw and interpret stem and leaf diagrams	Nature vs nurture Appreciation of other religions Good and evil Suffering Multiculturalism Race and love Modernism – an appreciation of art and its influence Conflict and impacts Cultural awareness Appreciating different societies Global development First aid Healthy lifestyles Migration Integration Climate change Global accountability Appreciation of art, design and music Peer culture Teamwork Creating Designing

	Science In the final term of Year 9 students explore: Chemistry of the Atmosphere and The Particle Model of Matter. Students start the term by studying Chemistry which demands that they use past knowledge to be able to understand and explain: • Composition of the atmosphere • The Earth's early atmosphere • Greenhouse gases • Global warming • Climate change • Reducing our carbon footprint • Atmospheric pollutants • Using the Earth's resources sustainably and potable water. Studying the Particle Model of Matter students will find out: • The density of materials • Changes of state • Internal energy and temperature changes • Specific heat capacity and specific latent heat • Particle model and pressure. The Chemistry of the Atmosphere topic complements the GCSE Geography unit on Sustainability.	Religious Studies In the first half of the term, students will continue to explore the existence of God. Students will consider philosophical arguments such as: • The Design Argument • The First Cause Argument • The Argument from Miracles • Evil and suffering • Arguments based on science against the existence of God Students will also look at how people believe God has revealed himself to mankind through Revelation. They will explore: • Special Revelation as a source of knowledge about the divine • Enlightenment as a source of knowledge about the divine • General Revelation Prejudice and discrimination in religion and belief, with predominant focus on race and gender. Wealth and exploitation focusing on; the right attitude to wealth, the uses of wealth and people-trafficking. In the latter term, students start their formal GCSE course and will study Christian Beliefs and Practices.	Genocide and learning from the past Challenging hate Problem solving Personal responsibility Resilience Equality Understanding identity Reflection Peer culture Performance Confidence Preparation Practice Empathy Imagination Safety Effects of extremism Knife crime Gangs Radicalisation Grooming CSE Safety Financial security Equality Injustice Social justice
Foundation Subjects	Art This short project on Identity will allow Year 9 students to refine and apply the skills and media developed throughout KS3. Students will explore personal ideas and imagery through drawing, painting, printing, collage and mixed media, making independent creative choices. A series of focused skills lessons will recall and strengthen prior knowledge, including colour, tone, composition, observation, experimentation and annotation. Students will work in their sketchbooks to record, develop and refine ideas.	Business Studies In the first half of this term students study a Business and Computing unit on Project Management. Students explore what project management and its importance; how to plan a project including goals, timelines and tasks. They will assign roles and responsibilities as a team and work together to understand business factors such as budgets and customer needs. In Business the final half of the term students will start with their GCSE.	Drama In the Summer Term, Year 9 students will focus on both refining their practical skills and preparing for future study. In Summer 3A, students will work in the style of Realism, building towards a final performance that demonstrates their ability to create believable characters and situations on stage. In Summer 3B, attention will turn to the start of the GCSE course. Students will be introduced to the set text DNA by Dennis Kelly, exploring it from the perspective of the actor, director and designer.

	The project will act as preparation for KS4 Art, building confidence, independence and technical proficiency while reinforcing the importance of experimentation, presentation and developing ideas from initial concepts to final outcomes.	At GCSE students start the unit: Spotting a business opportunity. Students will study the Dynamic Nature of Business by considering: • Risk and Reward • The role of business enterprise • Customer Needs • Market Research	They will rehearse and perform key scenes, considering how different staging and creative choices shape meaning for an audience. There will also be the exciting opportunity for students to work together towards a LAMDA qualification, further developing their skills in acting, communication and performance.
	Design Technology Term 3: Interior Design Students will deepen their proficiency in Computer-Aided Design (CAD) by investigating advanced tools and complex functions within SketchUp. Moving beyond basic shapes, they will explore architectural and interior design features such as wall extrusions, scaling, component libraries, and texture mapping. To foster creativity, independence, and personal inspiration, students will independently select, research, and design an interior room layout. Through this project-based application, they will develop a strong sense of spatial awareness, architectural scale, and realistic material rendering.	French In the last term, pupils revisit present and perfect tenses, two verb structures after aller, aimer and modal verbs and inversion questions in single and two-verb structures. The verb croire is introduced in singular persons, and feminine and plural noun formation and possessive adjectives are revised and extended. Pupils also consolidate and extend their knowledge of numbers from 32-69 and use the impersonal verb 'il est' to tell the time. Avoir and être are revisited to talk about feelings and states. Knowledge of question forms and present and perfect tenses is deepened in writing and speaking. In the final half term, students will start their GCSE course. Students will be learning how to write, read and speak about their free time including their digital life; sports they play, the plans they make related to their free time and finally free time activities.	Geography In the first half of the summer term students will look at the question: Are we prisoners of Geography? In this unit students will look at a range of locations and consider whether the physical geography will affect how a country develops. Students will also look at topical issues such as migration and consider the impacts. In the final part of year 9 students will start the GCSE course. GCSE Dynamic Development is the first of the GCSE units. We build on from the Key Stage 3 knowledge with this unit about global levels of development. Students build a detailed case study on Zambia linking theory to real world knowledge giving them a visual representation of all they have learnt. This unit takes approximately 10 weeks to cover. Link to the department Website: https://smhsgeographydept.weebly.com/
	History The last term, prior to starting the GCSE course in June, focuses on Genocide. It is imperative that students have an understanding of Genocide and how such atrocities continue to happen over time. students focus on the: • The Holocaust • Namibia • Cambodia They will grapple with big questions such as: • What is genocide? • What caused the Holocaust?	Hospitality and Catering Food Science, Dietary Planning & Culinary Challenge Students combine their theoretical knowledge and practical techniques to explore broader culinary concepts, including seasonality, Fairtrade, and cultural factors that influence our food choices. They apply nutritional science to real-world scenarios, analysing dietary needs across different stages of life. • Practical Skills: Designing, kneading, shaping, assembling, and cooking a healthy custom	Computing In the first half of this term students study a Business and Computing unit on Project Management. Students explore what project management and its importance; how to plan a project including goals, timelines and tasks. They will assign roles and responsibilities as a team and work together to understand business factors such as budgets and customer needs. In the last term students pursue their option choices. For students that continue their study of

	Why is the United Nations an important organisation? Students who have opted to study History at GCSE will start the GCSE course in June starting with Unit 1 – The Saxons and Normans.	pizza specifically tailored to meet the dietary requirements of teenagers. Key Enquiry Questions: How do factors like religion, culture, and seasonality affect what we choose to eat? How can we apply nutritional guidance to adapt popular recipes into healthier alternatives?	ICT they will continue to either study Computer Science or DIT. COMPUTER SCIENCE PATHWAY Students start the course by looking at Networking and the Internet, exploring questions such as: - How data is sent across a network - The role of basic hardware involved in networking, such as switches DIT Students explore user Interfaces by studying: - The different types of user interfaces, their uses and who might use them - Different design aspects of the different user interface
	Music In Summer Term 3A students, inspired by the listening to examples of Minimalism, will compose to a brief: planning, composing and recording their work. Students will recall from a bank of previously practised devices such as sequence, drone, suspension, ostinato and pedal notes/inversions when creating a homophonic response to the brief. Students will identify the different approaches to composition and musical devices in a variety of dedicated pieces including underscore. In summer term 3B the emphasis is on technical skill development, creative exploration, and critical listening to prepare for GCSE Music. Understanding the structure of the Eduqas GCSE Music course. - Strengthening musicianship skills through solo and ensemble performance - Exploring compositional techniques through structured and free composition - Enhancing listening and appraising skills through genre analysis and musical dictation	Spanish In Term 3A, pupils focus on expressing obligations and future aspirations within the context of jobs, future plans and self-description. They learn to use the verb TENER + que + infinitive to express obligation and necessity when discussing job requirements and responsibilities. Pupils consolidate adjective agreement rules to accurately describe themselves and others, applying their understanding of gender and number agreement in extended descriptions. The unit develops two key future structures: QUERER + infinitive and IR + infinitive, enabling students to express their future plans and career ambitions with confidence. They continue to use grammatical structures required to understand meaning, whilst giving descriptions, narrations and justified opinions across different time frames within the domains of jobs, future plans and personal descriptions. In the final half term, pupils begin GCSE course focusing on technology, sport and cinema. They consolidate regular present tense verbs across all three types (usar, leer, subir) with full paradigms, whilst introducing irregular verbs in the 'I' form (hacer, ver) and stem-changing verbs. This module	Sport Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through lifelong participation in sport and physical activity. In the final term, students take part in athletics and learn about track events techniques, field event techniques and how to apply basic tactics and strategies to competition. Students will also partake in striking and fielding by practicing techniques of key skills such as throwing, catching, batting, retrieving, fielding. Students will learn and practice how to apply basic tactics and strategies to competition.

		marks the transition to GCSE-level content, building confidence with present tense structures in the context of free time activities and digital technology.	
	Sports Science Students continue the unit from the previous term: Bodies Response to physical activity and then move onto the topic of Sports Nutrition. Within this topic students explore the nutrients needed to aid performance in sport and physical activity and discover the impact of poor nutrition on performance. In the latter term students will either continue their learning of Sports Science or they will start the GCSE's and vocation courses that they opted for.	Textile Design In the final term, students will demonstrate an understanding of a range of seams and insert a fastening into their cushions. Students shall evaluate their product against their original brief and specification. The final skills that students will develop before they move onto GCSE, or they complete their experience of Textiles is: • Revisiting existing knowledge of seam construction • Measuring and accuracy • Problem solving • Design development and critical evaluation • Demonstrate a range of decorative skills • Use of an Overlocker to finish seams	
CEIAG	In the final term students will have Pathway Talks look at work beyond school. These include talks on sixth form education, higher education, apprenticeships, university and ITP's and employment. Students will do some reflect and recording work on UNIFROG. Selected students will be continuing their journey on the 'Futures Ready Programme.		