

Year 9 Curriculum



	Curriculum Coverage	Assessment	Careers	Be More	Ways to support at home
English	<p>Across year 9 students study 5 units of work on a theme of adversity and pressure.</p> <p>Unit 1: Reading non-fiction- <i>Youth Culture</i>. Reading a variety of text types that focus on young people across recent history. Focus on writing to persuade, argue, inform and explain.</p> <p>Unit 2: Shakespeare study- <i>Romeo and Juliet</i>. Reading and understanding a Shakespearean tragedy, understanding contextual details and how to apply them to a text, identifying how Shakespeare uses language to create the comedic relationship in the play. Essay writing skills</p> <p>Unit 3: Novel Study. <i>The Tattooist of Auschwitz</i>. Reading about struggle and understanding how characters are built to display a contextual message.</p> <p>Unit 4: Modern play study- <i>DNA</i>. Read and understand a modern play about how teenagers deal with peer pressure. Focus on writing skills and writing to argue and persuade</p> <p>Unit 5: Novel Study. <i>Boys Don't Cry</i>. Reading about struggle and understanding how language is used to convey a message</p> <p>Unit 6: Poetry of rebellion and protest. A study of a selection of poems that look at literature as a means of protest. Comparison of how language structure and form are used to persuade and argue.</p>	<p>Unit 1: Assessment of non-fiction writing skills. Peer assessment of reading skills</p> <p>Unit 2: Assessment of reading skills- language and structural analysis. Peer assessment of writing skills.</p> <p>Unit 3: Assessment of fiction writing skills. Peer assessment of reading skills</p> <p>Unit 4: Assessment of speaking skills. Peer assessment of writing skills</p> <p>Unit 5: Written exam on non-fiction writing skills. Peer assessment of reading and speaking skills</p> <p>Unit 6: Assessment of reading skills- language and structural analysis. Peer assessment of writing skills.</p> <p>Homework: Students will read a variety of extracts from different genres of both fiction and non-fiction texts out loud to support their literacy development</p> <p>Across the year: Weekly quizzes assessing knowledge gained and retained throughout the year</p>	<p>Various author talks and work shops dependent on availability</p>	<p>English clinic every Monday from 3-4pm</p> <p>HUB lessons focusing on using our library and improving reading for pleasure</p> <p>Summer Poetry Season</p> <p>Hygge Christmas in the HUB</p>	<ol style="list-style-type: none"> 1) Encouraging students to read and write as much as possible 2) Making sure that students complete home learning tasks 3) Watching films and TV programs with links to the texts that are being studied in class 4) Talking to students about the work they are completing in class 5) Reading the texts that the students are reading in class 6) Pair reading- choose a book with your child and read the same one so you can talk about it 7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications
Maths	<p>Across Year 9, students work through a curriculum that builds on Year 7 and 8 content, whilst focusing on the necessary foundations for the GCSE curriculum next year.</p> <p>Autumn – Percentage Change, Theoretical & Experimental Probability, Standard Form, Linear Inequalities, Factorising & Solving Quadratic Equations, Rearranging Formulae, Constructions, Circles & Cylinders.</p> <p>Spring – Error Intervals/Bounds, Plans & Elevations of 3D Shapes, Pythagoras' Theorem in 2D, Ratio and Proportion, Linear Graphs, Compound Measures, and Distance-Time Graphs</p> <p>Summer – Quadratic Graphs, Angles & Bearings, Transformations, Similarity &</p>	<p>Sparx Lesson Quizzing every two weeks to assess retention of homework.</p> <p>A 50-mark assessment takes place in January (Autumn Content), April (Spring Content) and July (End of Year assessment testing all content).</p>	<p>References to different careers in each topic where relevant, including both everyday skills and specific careers:</p> <p>Accountancy & Finance</p> <p>Engineering (mechanical,</p>	<p>Maths Clinic Every Tuesday from 3-4pm</p> <p>UKMT Intermediate Maths Challenge</p>	<ol style="list-style-type: none"> 1) Encourage use of the Sparx Maths homework platform. 2) For extra work, they can do further work on Sparx with the XP Boost or Target homework. 3) Encourage use of Sparx Revision Platform to prepare for Assessments 4) Encourage completion of 'Fix Up Tasks' post-assessments to address

	Congruence, Statistical Diagrams, and Introduction to Vectors		electrical, structural) Medical & Laboratory Sciences (ratios, formulas, data analysis) Architecture & Interior Design (geometry, scale) Business & Marketing (statistics, data interpretation) Game Design (coordinates, transformations, equations)		gaps in knowledge
Science	In year 9, we start GCSE content, but there is no distinction between higher tier, foundation tier or separate science yet as the topics covered form the building blocks for all three science subjects. For biology, students cover cell biology, bioenergetics and infection & response. For chemistry the topics are atomic structure, chemical bonding and chemical changes. For physics, the topics are Particle model of matter, energy, electricity, atomic structure and electricity.	Most topics are assessed with an end of topic test. Some shorter topics are combined in one assessment.	Science week in the Spring term	Science Clinic every Wednesday from 15:00-16:00	Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consists of 40 minutes of online Sparx Science questions.
Religious Education	In Year 9, students will learn about what defines right and wrong, as they learn about religious ideas towards morals, knowledge. Students will also learn about how the law works in the UK and explore religious ideas in relation to creating and maintaining peace in the world. They will also begin GCSE Religious Studies by exploring Issues of relationships. 1. Philosophy and Ethics 2. Law, peace and conflict 3. GCSE RS: Issues of relationships	<ul style="list-style-type: none"> Homework set every term for each unit. Quiz at the beginning of each unit to assess what students already know. Quiz in the middle of each unit to assess what students have learned up to that point. Quiz at the end of each unit to assess what students have learned throughout the unit. <p>Assessments:</p> <ul style="list-style-type: none"> Assessment 1 – Comparisons and Holy Places <ul style="list-style-type: none"> 33 marks Assessment 2 – GCSE: Issues of relationships <ul style="list-style-type: none"> 36 marks <p>Students will be assessed on their knowledge, ability to</p>	<ul style="list-style-type: none"> Educator (teacher/lecturer) Charity worker Diplomat Lawyer Youth worker Social worker Human Resources Equality, diversity & Inclusion officer Management International Aid work 	<ul style="list-style-type: none"> Evaluate: My Sister's Keeper Debate: God's not dead Analysis: Love, faith and me Explore: Consent and coercion Contextualise: Healthy & Toxic relationships Contextualise: Contraception Discuss: Peace & Conflict Investigate: Swiped Investigate: Crimes by teens 	1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples. 2) Support with completion of homework and revision using Seneca / Microsoft Teams 3) Quiz students on what they've learned in school and ask them to discuss their own opinions on the topics shared, as well as the beliefs of others.

		describe, analyse, explain, evaluate and discuss different beliefs and practices.			
History	Y9 students focus on 20th century world history: -The First World War, 1914-1918 - The Rise of Hitler, 1918-1935 - Russia in Revolution 1900-1945 - Britain's experience of World War Two, 1939-1945 - The Holocaust, 1933-1945 - The Cold War, 1941-1991	Assessments consist of knowledge quizzes (one per half term), end of topic tests (one per half term), a mid-year and an end of year assessment. The end of topic tests and assessments are made up of short-answer knowledge questions along with extended writing answers.		KS3 history club every Wednesday	1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary. 2) Support completion of home learning tasks and revision prior to assessments. 3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past
Geography	The year 9 geography curriculum continues to explore both human and physical processes whilst providing a taster for GCSE level geography, covering the topics of: - Rivers - Weather hazards - Extreme Cold Environments - Economic Development and Globalisation - Global Issues	End of topic written assessments for all topics except Global Issues Quizzes once in the middle of each topic, called The Big Do Now. Marked out of 10	Careers in: - Fluvial sciences - Meteorology - Sustainability - NGOs - Environmental sciences and conservation - Data Analysis - Town Planning	Eco-cub every other Monday. Complete the project homework Give some wider reading a go using this link for inspiration: Wider Reading in Geography - Internet Geography	1) Check they are doing (and help them if needed) with homework and revision. 2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable. 3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.
French	In year 9, students focus on the grammatical construction and use of different tenses. They will study the following topics: 1. Self and relationships 2. Youth culture 3. School and future plans 4. Home and local area 5. Free time 6. The environment	Students will be assessed every half term on the topics and skills covered. The assessment will test their reading, listening and writing skills, with each skill weighted equally. In Spring term 1, students will have two mid-year exams on the topics covered this year so far. They will be tested on their Listening and Writing skills. In Summer 2, students will have	2 side projects on the careers of "Teacher" and "Influencer"	European day of languages competition and tutor quiz	1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.

		two end-of-year exams on the topics covered throughout the year. They will be tested on their Speaking and Reading skills.			
Spanish	<p>In year 9, students focus on the grammatical construction and use of different tenses. They will study the following topics:</p> <ol style="list-style-type: none"> 1. Relationships 2. My local area 3. Holidays abroad 4. School life 5. The media 6. The media (2) 	<p>Students will be assessed every half term on the topics and skills covered. The assessment will test their reading, listening and writing skills, with each skill weighted equally.</p> <p>In Spring term 1, students will have two mid-year exams on the topics covered this year so far. They will be tested on their Listening and Writing skills.</p> <p>In Summer 2, students will have two end-of-year exams on the topics covered throughout the year. They will be tested on their Speaking and Reading skills.</p>	2 side projects on the careers of "Tour operator" and "Film critic"	European day of languages competition and tutor quiz	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.
Art	<p>In Year 9, students build on the core skills developed in earlier years while exploring new techniques and media. Each term, they complete a project inspired by an artist or art movement, deepening their understanding of creative processes. Alongside refining skills such as drawing, painting, printmaking, collage, 2D relief, and 3D sculpture, students are introduced to additional approaches including illustration, ink work, and stencil cutting. This progression allows them to experiment widely and develop confidence in expressing their own ideas through a range of materials and methods.</p> <p>Term 1 - Music & Art; Kandinsky & James Paul Thurlow – Celebrity Portrait Term 2 – Street Art – Banksy, Shepherd Fairy, Invader - Lino cut Term 3 – Zines – Guerilla Girls, Barbara Kruger - own theme</p>	<p>Work is assessed holistically taking into account sketchbook content, practical work and homework.</p> <p>The art projects tend to focus on four key areas: researching and explaining the work of artists, experimenting with a variety of materials and techniques, recording ideas through drawings and simple notes, and creating a final piece that reflects your child's learning and creativity.</p>	<p>Looking at the roles of;</p> <ul style="list-style-type: none"> Artists Designers Art Dealers Advertising and Media Commercial Designers Illustrators Studio Assistants 	<p>KS3 Art Club on Mondays</p> <p>KS3 Photography Club on Wednesdays</p> <p>Annual Christmas Card Competition and others throughout the year</p>	<ol style="list-style-type: none"> 1) Support with completion of homework set termly on Microsoft Teams 2) Discuss project themes and support in practicing of techniques learned in school 3) Visit Art Galleries – most of the Art Galleries in London are free to visit and have excellent resources for children. 4) Look out for examples of Art and Design in everyday life

Drama	<p>Autumn 1: Blood Brothers by Willy Russell – Exploration and interpretation of script Autumn 2: Drama Practitioners – An exploration of Stanislavski, Brecht, Berkoff and Frantic Assembly. Developing dramatic skill. Spring 1: Developing Dramatic Skill – putting into practise the techniques and style of acting to create drama with a political or social message. Spring 2: Devising Drama from a Stimulus – A creative exploration of a variety of stimuli including poetry, music, imagery and objects. Summer 1: Devising – A development of creative ideas; putting research and exploration into practise to develop an impactful piece of drama Summer 2: Theatre Review – Critical evaluation of a live theatre production</p>	<p>Autumn 1: Performance assessment Autumn 2: Creating assessment Spring 1: Performance assessment Spring 2: Creating assessment Summer 1: Performance assessment Summer 2: Reflective assessment</p>	<p>Directing Acting Technical design Any career that requires public speaking and working as a team</p>	<p>Visiting theatre company running drama workshops linked to theatre practitioners. KS3 Drama club – opportunities to perform every term in front of an invited audience.</p>	<p>1) Support with completing half-termly homework projects 2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production 3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire 4) Support with line-learning when doing script work</p>
Music	<p>Autumn 1: Club Dance -To recreate a Dance music song by recording using Logic. Autumn 2: Blues - To learn how to play chords, improvise and to explore the history of Blues Music Spring 1: Hooks and Riffs - To explore pop music, what hooks and riffs are and the effect they have on music Spring 2: Arranging – To recreate a song and create a cover version of it using Logic. Summer 1: Samba Band - To learn the context and key features of samba music and create a performance Summer 2: Sequencing - To accurately enter MIDI data into GarageBand and create an arrangement of a song</p>	<p>Half termly assessment of keywords linked to Knowledge Organisers. Half termly assessment of Performance or Composition skills.</p>	<p>Performers Technicians Event Planners Composers Singer/Songwriters</p>	<p>Thursdays afterschool. Singing Club Tuesday lunchtimes Esher Ensemble Wednesday Lunchtimes Support for Theory/Performance Exams as requested. Coming soon DJ Club/Music Tech club</p>	<p>1.) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or school production 2.) Listen to a wide range of music at home, this is an excellent way to build student's repertoire 3.) Encourage the take up of instrumental or vocal lessons. 4.) Look for opportunities to develop music theory knowledge through use of knowledge organisers.</p>
Physical Education	<p>In year 9, students will participate in two different activities every half-term.</p> <p>Autumn and Spring activities include:</p> <ul style="list-style-type: none"> • Badminton • Basketball • Dance (girls) • Fitness • Handball • Football • Rugby • Table Tennis • Volleyball <p>Summer activities include:</p> <ul style="list-style-type: none"> • Athletics • Cricket • Pickleball • Rounders <p>Tennis</p>	<p>Students are assessed across three key concepts in each activity:</p> <ol style="list-style-type: none"> 1. Physical - the progress students make based on the practical skills required in each activity <i>e.g. skills and techniques in badminton.</i> 2. Emotional - the progress students make based on their feelings and mental health, <i>e.g. improved confidence and self-esteem.</i> 3. Social - the progress students make based on how they interact with others, <i>e.g. cooperation</i> 	<p>Sports coach PE teacher Personal trainer Fitness instructor Physiotherapist Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday. Interschool competitions in a range of activities. House competitions in range of activities.</p>	<p>Healthy lifestyle – students should aim for an average of at least 60 minutes of physical activity per day across the week. Students should try and join a club in any activity to access physical, emotional and social benefits.</p> <p>Balanced diet – students should maintain a healthy balanced diet throughout the week. Males should consume 2500 calories and females should consume 2000 calories every day. A combination of carbohydrates, proteins and fats alongside a range of vitamins, minerals and fibre. Consume between 6-8 cups of water per day. Avoid high quantities of sugary foods.</p> <p>Sleep – students should be achieving 8 to 10 hours of sleep each night, as tiredness can lead to lack of concentration and irritability.</p>

		<i>and teamwork.</i>			
		A best fit approach is implemented across the three key concepts.			
Design and Technology	<p>In Year 9, students tackle more complex design challenges and advanced manufacturing techniques, preparing them for GCSE-level study:</p> <ul style="list-style-type: none"> • Design – Architecture Students explore architectural design principles, creating scale models and using CAD software to visualize structures and spatial planning. • Textiles – Tote Bag / Customizing This project focuses on functional textile design and personalization. Students construct a tote bag and apply creative customization techniques such as applique, embroidery, or printing. • Resistant Materials (RMT) – Phone Stand Students design and manufacture a practical phone stand, applying precision woodworking skills and considering ergonomics and aesthetics. • Systems & Controls – Laser Cut Lamp Combining CAD/CAM with electronics, students design and produce a decorative lamp using laser cutting technology, integrating lighting components for a functional product. 	<p>Assessment is ongoing on the practical skills. End of year design test.</p>	<p>Creative Design Problem-Solving Practical Making Craftsmanship Textile Techniques Customization</p>	<p>KS3 Textile Club on Mondays</p>	<p>1) Encourage Creativity: Provide opportunities for sketching, doodling, or simple craft activities to build design confidence. 2) Discuss Design in Everyday Life: Talk about how products around the home are designed and made, focusing on materials, function, and aesthetics. 3) Promote Problem-Solving: Ask questions like “How could this be improved?” when looking at household items.</p>
Food	<ul style="list-style-type: none"> • Consolidation of Year 7 and 8 skills • Application of nutrition knowledge to production planning • Working to a brief to design and prepare dishes • Greater independence and choice in dish selection • Emphasis on planning, organisation, and evaluation of practical outcomes. 	<p>Not exam board assessed but aligned to GCSE Food Preparation & Nutrition and WJEC Hospitality & Catering pathways.</p> <p>Combination of theory quizzes and practical performance (planning, preparation, cooking, evaluation).</p> <p>Assessment focuses on their ability to plan dishes to a brief and reflect critically on outcomes.</p>	<p>Early awareness of careers in catering, hospitality, nutrition, food science, product development, and health services.</p>	<p>Opportunities throughout the year to make food for the school community</p> <ul style="list-style-type: none"> • Open Evening <p>Christmas themed cooking to share with friends and family.</p>	<ul style="list-style-type: none"> • Encourage students to plan and cook family meals • Discuss nutrition and balanced diets • Support organisation of ingredients/equipment • Allow experimentation with recipes • Promote reflection on successes and areas for improvement • Watch cookery programmes together to inspire ideas.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>In Year 9 the student study:</p> <ol style="list-style-type: none"> 1. Use of AI – Ethical use 2. Computational thinking – Bebra Challenge 3. Cybersecurity 4. Binary coding 5. Programming 6. Game development 	<p>End of topic assessments – These are online and multiple-choice style questions</p> <p>Knowledge quizzes – Done in class to check understanding throughout the year.</p> <p>Summative assessment: Twice a year</p>	<p>AI Ethics Specialist</p> <p>Data Protection Officer</p> <p>AI Researcher</p> <p>Game designer</p> <p>Software developer</p> <p>Cybersecurity analyst</p> <p>Ethical Hacker</p>	<p>Talk about AI in daily life (voice assistants, personalised adverts, chatbots) and discuss <i>how</i> it works and <i>why</i> companies use it.</p> <p>Discuss ethical issues such as bias, privacy, and misinformation.</p> <p>Encourage responsible use of AI tools (e.g., proofreading rather than completing homework).</p> <p>Encourage students to practise puzzle-based problems using logic and patterns (Sudoku, crosswords, logic puzzles).</p> <p>Ask your child to explain <i>how</i> they solved a challenge—helping them articulate decomposition and pattern recognition.</p> <p>Talk about strong passwords, why they matter, and help check home devices for password strength.</p> <p>Discuss examples of phishing emails or scam messages and identify suspicious features together.</p> <p>Encourage students to keep devices updated and explain why updates prevent security issues.</p> <p>Encourage your child to design simple games using free tools (Scratch, MakeCode Arcade, or text-based Python games).</p>
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