

YEAR 9 CURRICULUM OVERVIEW

Subject	Autumn HT1	Autumn HT 2	Spring HT 3	Spring HT 4	Summer HT 5	Summer HT 6
Computing	Digital Marketing Purpose, elements and design of visual identity. Logo identification. Slogan. Typography. Colour Palette. Layout/Complexity. Serif V Sans Serif. Decorative fonts. Colour connotations and symbolism. Iconography. Harmonious and complimentary colours. Balance. Contrast. Client briefs. Mood boards physical and digital. Mind maps. Nodes and branches. Visualisation diagrams. Hexadecimal codes.	Logo creation. Bitmap. Vector. Tolls used. Pen/Draw. Photoshop. Draw plus. Fireworks. PNG. JPEG. Flyer creation. Canva. Sound editing. Audacity. SFX. Pitch. Tempo. Music mashup. MP3. WAV.	Back to the future Alan Turing. Enigma Machine. Code breaking. Pig Pen. Caesar Cipher. Shifts. Encryption and decryption. Morse code. George Boole. Logic Gates. AND OR NOT. Circuits.	Python Programming Strings and variables. Algorithms. Syntax error. Data types and arithmetic. Selection. Operators. Writing algorithms.	While loops. For loops. Loops. Pseudocode.	Why do we edit images. Celebrities. The perfect Big Mac video. Dove video. Retouching school photographs. Moral and ethical. Editing skills.
					Digital detectives Identifying real or fake images. Compositing. Retouching. Image manipulation. Colour adjustment. Photoshop. Fireworks. Reality V Internet.	
German	Weather, activities in different seasons, typical holiday, past holiday and leisure activities.	Future holiday, dream holiday, TV programmes – opinions and what you have watched recently.	After school activities with friends, interviews with sports people and a recent school trip.	Invitations - accepting and declining, clothes, recent party and daily routine.	Problems and advice, life now, role models and what is important to you.	Plans for the summer, plans for next school year, future plans for work, countries you want to visit in the future, life as an adult



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						and how the world could be improved.
French	Making and reacting to invitations, making excuses, clothes, shopping for clothes and where you have been shopping recently.	Food likes and dislikes, what you eat for different meals and preparing for a party.	Buying food, quantities and prices and eating in a restaurant.	Countries and languages spoken, where you spend your holidays, describing a holiday centre and enquiring at a tourist information office.	Past holiday, future holiday (dream holiday), describing friends and talking about pocket money.	What you buy and save for, gadgets and opinions, plans for the summer holidays and plans for the future.
Geography	Rivers How and why do rivers change downstream? What are the impacts and solution to flooding?	Development Development home learning project, measuring development, Africa, why are some countries poor, jobs and poverty, fairtrade	Population and Migration Change over time, density, distribution, world population density, population pyramids, migration. Overpopulation, population management	Tectonic Hazards What are natural hazards, Earth's structure, continental drift, plate boundaries, volcanoes, earthquakes, tsunamis	Globalisation What is globalisation, where are our clothes from, Workington clone town study, TNCs, effects of globalisation,	Global Issues What issues are we facing on a local, national and international scale? This is a synoptic topic that uses knowledge from all KS3 topics to assess the importance of issues and potential solutions e.g. famine, war, climate change.
Mathematics	Properties of number Percentages Area and volume	Equations, inequalities and formulae Fractions Rates Standard form	Maths and money Straight line graphs Ratio and proportion	Constructions and congruence Similarity Algebraic manipulation	Pythagoras' theorem Non-linear graphs Sets and probability	Transformations Y10 prep work including: Trigonometry & Simultaneous equations
English	The Gothic	Gothic writing	Powerful Voices poetry	Character and Voices	Modern Play	Powerful Speeches – Ethos, Logos and Pathos



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	Novel: The Woman in Black by Susan Hill. Conventions of the Gothic genre, presentation of setting and narrative perspective.	Students will learn how to craft the conventions and methods needed to craft the exposition of a Gothic setting and character.	Students will learn how to compare poetry through a poet's use of methods and intentions. At this stage of their KS3 journey, students will be able to write a clear thesis supported by an analysis of methods, using context to support explanations.	Students will learn how to create a convincing character in a narrative, giving well known suppressed female characters in literature a voice.	A View from the Bridge by Arthur Miller Students will understand the conventions of a modern tragedy and examine the use of dramatic conventions and narrator.	Students will learn how to craft methods to write a powerful speech to position an audience into accepting their ideology on their chosen topic.
History	What was Britain like at the start of the 20th century? Students will study what Britain was like at the start of the 20th century with a particular focus on the economic and social disparities apparent at the time. Part of this topic will include a depth study of the Titanic disaster to provide a context for examining social divisions in Britain at this time in history	What caused the First World War? Students will study the causes of the First World War. To do this students will examine the long term, short term and trigger causes of the Great War. Students will be asked to consider the significance of factors in causing the march to war.	Depth Study: What were the experiences of people during the First World War Students will complete a depth study of the experiences of soldiers and others in the First World War. This will include an examination of the trenches, propaganda, the role of women and the development of medicine.	Why was there a Second World War? Students will study the causes of the Second World War. They will look at factors causing increased tension in Europe culminating in the Second World War. This will include an examination of the Treaty of Versailles, the policy of appeasement, and the rise of Hitler and the Nazis	How did WW2 affect the lives of people? Students will examine the impact of the Second World War on people. They will look at the propaganda, war on the Homefront, Dunkirk and the Battle of Britain. Students will also examine the Holocaust as part of this topic.	Depth Study – America in the 20th Century; Land of the Free? Students will study the development of the United States across the 20th century, focusing on whether it truly lived up to its reputation as the “land of the free.” They will explore key events such as mass immigration, the economic boom of the 1920s, the impact of the Great



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						Depression, and America's role in World War Two. Throughout the topic, students will undertake depth studies of the Civil Rights Movement and protest movements of the 1960s and 1970s to examine how different groups experienced freedom and inequality, allowing them to evaluate how far America offered equal opportunities to all.
RPE	Relationships Healthy and unhealthy relationships. Contraceptive, STIs, CSE	Problem of evil The nature of God Epicurus' problem of evil. Does evil disprove the existence of God? Freewill defence.	Ethics – abortion and euthanasia Why do people get an abortion? What is the law on abortion? What are the religious views? What led to the referendum in Northern Ireland. What is euthanasia and why do people get it? Religious views	Futures Money matters, gambling, debt, online safety	Drugs, gangs and county lines Alcohol Different types of drugs The law on drugs and alcohol. Knife crime Youth court Count	Ethics – genetic engineering What is genetic engineering? Is it ethical? Exploration of My Sister's Keeper



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			and case studies on euthanasia.			
Physical Education	Dance: Teaches expressive movement and group choreography. Builds creativity and confidence. Cheerleading: Focuses on stunts, coordination, and teamwork. Builds trust and communication. Basketball: Develops advanced techniques, including defensive strategies and fast breaks. Football: Introduces match analysis and positional specialization. Netball: Focuses on advanced attacking and defensive techniques. Rugby: Expands on tactical formations and team strategies. Fitness: Focuses on individualized fitness plans and achieving personal goals. Trampolining: Teaches complex aerial sequences and precision landings. Badminton: Enhances competitive tactics and advanced strokes. Orienteering: Develops strategic planning and efficient route choices. Dodgeball: Promotes teamwork and tactical decision-making under pressure.			Athletics: Fine-tunes technical performance in track and field. Rounders: Builds advanced fielding strategies and batting techniques. Baseball: Focuses on game tactics and team coordination. Cricket: Advances bowling and batting skills with an emphasis on match scenarios. Crazy Catch: Enhances reflexes, hand-eye coordination, and reaction speed. Fitness: Consolidates fitness knowledge with personal improvement challenges.		
Design and Technology	Graphics- Architecture Learn what architecture is and why is it important. Learn how to create and use a mood board to help create a style of building they find interesting. Use a craft knife and cutting mat correctly and safely. Mark out, score and measuring correctly Create Nets Use 2-point perspective to draw a specified building and then use it again to creatively design their own. Use miniature card models/samples to help create an initial design idea.	Textiles- Tote bag Can use a sewing machine/hand sew confidently to produce 6 decorative techniques samples: *Sewing sequins *Sewing a label into a seam *Sew a handle *Sew applique shapes using iron on bondaweb *Use the embroidery machine *Hand embroidery- back stitching. Understand and can identify key features from the ‘day of the dead’ theme. Introduce technical fabrics. Apply knowledge of these techniques to design 4 tote bags.	Cooking and Nutrition-Various Dishes Micro- organisms, Bacteria- what they need to multiply. Important temperatures. The importance of good hygiene when working with food in the Food Industry. Understand and be able to discuss the role of the EHO in food premises. To become familiar with ingredients and cuisine from another country. British cuisine, what is eaten in the four countries, use of sensory analysis to guide food choice. To understand that we have all different beliefs, and this can	Product design- Desk Tidy Designing for a client, writing a specification, analysing and evaluating. Industrial and commercial application of CAD/CAM Developing and testing ideas through sketching and cardboard models. Use of 2D design to create CAD drawings and operate a laser cutter. Practical skills, marking out, cutting, drilling and joining. Adaption of product during construction.		



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	Learn what the roles of a: Project Manager, Designer, Client, Engineers.		influence the food that we consume. To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare.	
Science	• Cell Biology (Biology) • Atomic Structure and The Periodic Table (Chemistry) • Waves (Physics)		• Organisation (Biology) • Structure, Bonding and the Properties of Matter (Chemistry) • Atomic Structure (Physics)	
Art	Portraits project (Half the year) Like the year 8 project these projects follow the GCSE process in stages. 1Topic Research 2 Artists research 3 Explore and experiment 4 Design 5 Final outcome 6 Evaluation Students learn the principles of portraiture and apply a range of skills to draw, print and recreate faces and facial features. They research their own face, each other's and the portraits of their 'idols'. Students research the work of Fiona Morley and conduct wire drawing and often sculptural experiments. Students learn how art can be commissioned. They design a make a final outcome, individually or in groups to showcase the sitter, and then evaluate their decisions. This is then documented through photography as part of a photography induction and careers week.	Bugs and beastsies project (Half the year) 1Topic Research 2 Artists research 3 Explore and experiment 4 Design 5 Final outcome 6 Evaluation Students create mixed medial research pages looking at bugs and beastsies. They then research and build research on the work of ceramic artist Malene Hartmann Rasmussen and felt artist, Louise Evans. Students look at symetry and return to some colour theory ideas form year 7. They recall ceramic and print skills from year 8. Students are then given time to design and create their own bug by applying skills techniques and processes covered throughout the year.	Additional project GCSE style mock externally set task research. 3 weeks.	



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		The outcome for this project can often be a digital animation of the bugs the students have created if relevant.	
Performing arts	Music and drama are taught on rotation. The units of work listed here may not all be covered for every child depending on rotation availability.		
Music	Pop Music	Film Music	Careers
Drama	Romeo and Juliet We will delve into one of the most famous plays in history. We will look at who Shakespeare was, what motivated him to write, we will cover Aristotelian tragedy, pathetic fallacy on the stage, how we can change mood and tone in plays. We will perform certain excerpts of Romeo and Juliet.	Page to stage Looking at the full production process in further detail, taking on a range roles in the classroom and experimenting with a range of genres. Script writing will be covered, along with technical skills in sound and light.	Stage management Students will get the opportunity to choose a particular role that interests them; they will then go through the entire production process from start to finish; incorporating their role in practice. There will be a range of practical and technical roles to flourish both on and off the stage.

