

St Columba's Catholic Boys' School

Year 9 Curriculum Booklet



2026/2027

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Curriculum

At St Columba's our aim is to provide a broad, balanced and ambitious curriculum with a strong academic core, that is coherently sequenced and structured.

We have high expectations for every student, so that all may be inspired to achieve and strive for excellence. Our curriculum builds on the strong foundations of primary education, ensuring a smooth and robust transition between phases of learning. We foster a love of learning, that enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

The curriculum is inclusive of all learners, nurturing their talents, irrespective of prior starting points or additional needs. We ensure equality of access and opportunity for all, regardless of educational needs, disability, race, sexual orientation, religion or belief. The entitlement to develop and learn in an environment free from discrimination is implicit in the vision of St Columba's, the core of which is the ultimate worth and dignity of every human being.

We prepare learners for progression to next stage learning and future destinations: for college, for work, for society, and for adult life; and reflect our understanding that 'the curriculum' refers to the whole experience of learners.

Subject	Religious Education	Head of Department	Ms Pettett / Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Creation and Covenant Learn Key Concepts for topic - Home Learning Project: - Know what the creation stories teach about human life - Understand why creation imago dei is important - Appreciate the value of morality and freedom - Know what Catholics mean by sanctity of life - Understand what St Paul teaches about the dignity of the human body - Know what Catholics believe about the sacrament of matrimony	Prophecy and Promise (continued) - Understand why God chose Mary - Understand the importance of Marian dogma - Explore what it means to say Mary is Ever Virgin - Develop awareness of how Marian titles fulfil Mary's prophecy Galilee to Jerusalem - Learn Key Concepts for topic - Home Learning project: - Know what Mark's Gospel teaches about discipleship - Understand the story of the rich young man	Desert to Garden - Learn Key Concepts for topic - Home Learning Project: - Know about the temple in Jerusalem - Understand the significance of Herod's temple - Know the relevance of the Day of Atonement - Understand why Jesus' sacrifice was necessary - Know the meaning of redemption - Explore the essence of the New Covenant - Understand how Jesus is both High Priest and Temple	To the Ends of the Earth (continued) - Learn Key Concepts for topic - Home Learning Project: - Understand who leads the Church on earth - Know what Catholics believe about the Church in heaven - Explore Catholic belief about the Church being purified - Understand how Catholics show devotion to saints and angels in liturgy - Understand how Catholics show devotion to saints and angels in prayer	Theme 3 Judaism Beliefs and Teachings Learn Key concepts for theme - Know the different denominations of Jews - Understand the nature of God as One and Creator - Understand the nature of God as Law-Giver and Judge - Explore the nature and significance of Shekhinah - Explore the nature and role of Messiah for Orthodox Jews - Understand Reform Jewish views about the Messiah - Consider the importance of	Theme 3 Judaism Practices - Learn Key concepts for theme - Recall and reflect on Beliefs and Teachings from last term - Know the nature and importance of synagogue services - Understand the importance of prayer and the Amidah in Judaism - Understand how Jews worship in the home - Understand the meaning and importance of items worn for worship - Understand the features of the synagogue and their meaning

	- Understand what happens in a Catholic wedding ceremony - Reflect on learning so far Prophecy and Promise - Learn Key Concepts for topic - Home Learning project: - Understand how the Bible can be read allegorically - Know who Hannah was - Understand why Hannah is important - Appreciate the meaning of the Magnificat - Understand how holy women kept the hope of salvation alive - Revise for Autumn assessment: Know what and how to revise for the assessment.	- Explore the costs and rewards of discipleship - Appreciate how the disciples sometimes failed - Understand the significance of women in Jesus' ministry - Understand discipleship in Jesus' female followers - Know what is meant by vocation - Explore the meaning of religious life - Understand the sacrament of holy orders Christmas activities - Engage in creative activities that will further the understanding of the birth of Jesus, the Nativity story and the religious	To the Ends of the Earth - Learn Key Concepts for topic - Home Learning Project: - Know what the Bible teaches about the Early Church - Explore the concept of the Church as the communion of saints - Understand what Catholics believe about the Church on earth - Understand why the Church is holy Rationale The Spring term develops the theme covered in Year 8 where Desert to Garden covered the sufferings of Jesus and the events of the first Easter.	Dialogue and Encounter - Learn Key Concepts for topic - Explore 'Meeting God in Friend and Stranger' - Know about commitment to the common good - Understand the work of CSAN in relation to respect - Understand the work of SVP - Understand the global role of CAFOD - Revise for Spring assessment: Know what and how to revise for the assessment. - Revise for Spring assessment: Know what and how to revise for the assessment. - Evaluate our knowledge and understanding of the last few topics	God's covenant with Abraham - Understand the importance of God's covenant with Moses as Sinai - Discuss the importance of the Ten Commandments for Jews - Discuss the nature and importance of Pikuach Nefesh - Know why the mitzvot are important in Judaism - Explore Free Will and how Jews live out the Mitzvot - Understand what Jews believe about life after death - Evaluate Jewish views about life after death Rationale Students start KS4 and GCSE at this point. The	- Understand the role of the synagogue in Jewish culture - Know the meaning and importance of Brit Milah - Understand Bar Mitzvah, Bat Mitzvah and Bat Chayil - Explore the importance of marriage and the Jewish marriage ceremony - Know the various key aspects of Jewish mourning rituals - Examine the meaning and importance of the Tenakh and the Talmud - Develop an understanding of Jewish dietary laws and practices - Understand the importance and celebration of
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	- Evaluate our knowledge and understanding of the last few topics through Autumn Assessment - Autumn Assessment PFL / feedback: Assess our performance in the recent assessment <u>Rationale</u> Students start Year 9 with the theme of creation as this builds upon learning on creation and the fall in years 7 and 8. In previous years, students learnt about creation and the fall; now they logically build on that by exploring how humans were made in the image of God, and why life is therefore sacred. Human dignity is explored, and then	aspects of Christmas <u>Rationale</u> The curriculum progresses sequentially into promises made to the Virgin Mary that she would give birth to the Messiah. This doctrine of Mary is extremely significant within the context of Catholic dogma and doctrine. Having completed the significance of Mary, students go on to learn about discipleship and the related costs, as this is a core aspect of the Catholic and Christian life. The concept of female disciples in the ministry of Jesus is explored as this was a novel phenomenon in ancient Judea. Finally, students get to understand the	This unit focuses on the Temple and the essence of the New Covenant, further extending the redemptive work of Christ in the understanding of students. To the Ends of the Earth develops the concept of the Church and her role in the earth, essential learning for students of religion and Catholic theology.	through Spring Assessment - Spring Assessment PFL / feedback: Assess our performance in the recent assessment Easter activities - Revisit the true meaning of Easter through creative activities and media <u>Rationale</u> The unit on To the Ends of the Earth continues to explore the nature of the Catholic Church especially in relation to heaven and heavenly beings. As the term draws to a close, students explore important Catholic concepts related to Catholic Social Teaching. This includes engaging with notions of the common good,	three components are as follows: Component 1 – Foundational Catholic Theology: Origins and Meaning, then Good and Evil Component 2 – Applied Catholic Theology: Life and Death, then Sin and Forgiveness Component 3 – Judaism: Beliefs and Teachings, then Practices As the summer term starts, students are introduced to their fifth religion which is Judaism. This is the commencement of KS4 GCSE course specifications, as Judaism is the second religion they will be taking for GCSE, supplemental to Catholic Christianity. Judaism at GCSE is divided into two	Rosh Hashanah and Yom Kippur - Understand the importance and celebration of Pesach and Sukkot - Revise for Summer assessment: Know what and how to revise for the assessment. - Evaluate our knowledge and understanding of Judaism through Summer Assessment - Summer Assessment PFL / feedback: Assess our performance in the recent assessment <u>Rationale</u> To conclude the year, 'Judaism Practices' is the final section of the course specifications that will be covered. Practices focuses on what Jews actually do
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	another creation theme extrapolated from Genesis 2:24 is the sacrament of matrimony, followed by an exploration of the Catholic wedding ceremony. The second major theme which starts this half term is Prophecy and Promise. This again builds on the linear learning that started in Year 7 and continued in Year 8. Year 8 covered Old Testament prophecy, leading on to prophecies about the Messiah. This year now continues with promises made to Hannah about giving birth to a child of promise.	Catholic ideas of vocation, religious life and the sacrament of holy orders.		and the work of SVP and CAFOD. Through class discussion and debates, students get to revisit and challenge some of the own preconceived views and endeavour to understand why people hold the views they have. The term ends with some Easter activities that complement much of the learning in RE, as we approach the Easter vacation.	segments, making up the component (i.e. Component 3 or Paper 3). The first half is 'Judaism Beliefs and Teachings'. The second Half is 'Judaism Practices'. Starting with Judaism Beliefs and Teachings, the different branches of Judaism are introduced, along with the key concepts for the unit. The different beliefs of Jews are covered, while students are also introduced to GCSE exam requirements and skills. These skills are developed through interactive teaching and a good range of exam practice questions and strategies.	in terms of their worship in the synagogue, at home and in their daily lives. Features of a synagogue and items worn for worship are presented in very practical ways, as students get to see and touch these items; and on occasions, some get to visit the local synagogue. The significance of Shabbat keeping and kosher practices are taught at length. Students also learn important practices like Brit Milah, Bar Mitzvah, Marriage and how Jewish people mourn the dead. The unit ends with a study of four key Jewish festivals, being Rosh Hashanah, Yom Kippur, Pesach and Sukkot.
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Subject	English	Head of Department	Ms Millard
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	Autumn 1: Reading Fiction Short Stories	Autumn 2: Writing The Writer's Craft (Heroes)	Spring 1: Writing War Poetry	Spring 2: Reading Modern Drama (DNA)	Summer 1: Reading Non-fiction Extracts	Summer 2: Writing Context Through Voices
Reading	Focus on reading skills for a range of fiction texts; explore 19 th -21 st century extracts. Look at comprehension, language analysis, context and critical evaluation.	Reading Heroes by Robert Cormier. Focus on characters, setting, context, themes, structure and writer's craft. Trigger warning: deals with rape/ disfigurement, PTSD	Close reading of a range of conflict poems (mainly WWI themes). Closely examining language, structure and rhythm. Adding contextual information to develop deeper understanding. Suggested poets: Owen, Pope, Begbie, Sassoon	Close analytical reading of the play, DNA. Explore the story, characters, structure, setting, style and language and themes. Trigger Warning: Aggressiveness, murder and abuse (school setting)	Focus on reading non-fiction extracts from 19 th and 21 st century. Introduce: comparison skills, summary and inference, commenting on writer's viewpoint. Revisit language analysis.	To explore a range of non-fiction sources that help build knowledge and understanding of contextual ideas present in GCSE Lit texts. Themes covered: Power & Leadership, Poverty & Responsibility, Gender & Identity, War & Conflict, Guilt & Morality
Writing	Formal Assessment: MT- Question 4 response focus on methods. EOT- Adapted GCSE paper 1 Q1, 2, 3, 4	Formal Assessment: MT- write a paragraph in the style of Cormier. (Picture stimulus) EOT- Description/ story based on an image (unseen)	Formal assessment: MT-Annotation of a poem and construct an essay based on an unseen poem EOT-Analysing unseen poem by Siegfried Sassoon	MT- Hot seating- developing character EOT- Create a script in a similar style of an event in school. Reviewing character and thematic questions	Formal assessment- MT- Comparative question, construct a paragraph EOT-Q1, 2, 3 and 4 + End Of Year Exam	MT- Write a persuasive speech about gender expectations. EOT- Write a non-fiction response incorporating a range of ideas from the unit.
Spoken Language	Reading responses out and giving constructive feedback to peers	Reading responses out and giving constructive feedback to peers	Present your views on conflict and war Debates	Hot seating tasks	Targeted questions and topic discussions. Reading responses out and giving constructive feedback to peers	Targeted questions and topic discussions. Writing speeches, debate topics.
Links	Continuing development of how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. New skill of critical evaluation implemented.	Continuing development of writing for a wide range of purposes. drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. New skill- learning to write in a similar way to that of Cormier.	Utilising the skills learned in year7 and 8 of poetic conventions to critically evaluate the use of and their effectiveness. New skill: Adding in contextual detail and writers' intention to their essay responses.	Introduction to a modern drama. Studying setting, plot, and characterisation, and the effects of these. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Fits in with Shakespeare and fictional stories explored in Year 7 and 8.	Continuing development of comparing text and analysing language. New skill of critically comparing two texts from different centuries, focussing on methods and their effect.	Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Using media text to influence their thought process. New skill: Drawing links between texts and understanding wider context.

Rationale	To keep consistency with the units and ordering, we introduce our students to a range of fictional texts to get back in the flow after the 6week break. The texts range from 19th to 21st century. This year we continue to develop the student's language and structural analysis, but we also introduce a new skill which will aid them in the following two years: critical evaluation and forming an argument. This skill means a secure knowledge of methods and to be able to effectively comment on the effect they will have on an audience.	Through this unit of work, we aim to work on the writer's voice and working on what makes a story effective. There will be a focus on effective openings, using a wide range of punctuation and sentence structures, embedded language and structural features within writing and being unique. The reason we use this text is to get the student to understand a different way of writing and to focus on WWI and its effect. Feeds into next half term and ensures we commemorate the soldiers for Armistice Sunday.	Following on from studying a novel based in a WWII, we introduce war poetry. We do not touch upon any poetry within the 'Power and Conflict' anthology which they study in year 10, but we familiarise them with other poets from different wars or conflicts. It helps to build on their contextual knowledge. Through this scheme it was important to capture different voices from a range of ethnicities and genders. This develops the students socially, emotionally and physically. Students will begin to comment on the poetic conventions used within the poem to get a deeper understanding of the poet's hidden message. They will also be able to comment contextually. They will complete an analytical essay based on an unseen poem.	Being in a school environment, it is important to learn about aggressiveness, peer pressure and abuse in a school setting. To make them more socially aware of negative behaviour and friendship groups. They touch upon this play in Drama, so the cross over really helps them to understand characterisation. All students get to delve into different character's voices and opinions and comment on them. Although they have read playscripts in KS3- it is also a build up for them to work towards An Inspector Calls.	Students would have touched upon these skills in previous years, but this unit of work allows our students to focus on critically comparing two texts from different centuries. Where the texts are from different centuries it allows the students to understand how things may have developed over time, reading a 19th century text and familiarising themselves with 19th century writing and vocabulary. It stretches their thought process and allows them to learn about topics all over the world.	When we teach this, students are in the final stages of KS3 and this unit is designed to prepare them for the wider themes and ideas of KS4 without touching on the texts themselves. We introduce a range of original sources (e.g. the Bible, WWI soldier letters, Biographies, Charity campaigns) to analyse and understand and draw links between them. We are constantly reviewing this scheme of work to make it current, so that our students are not only aware of what is going on around them, but also to understand how people in the past felt and why they made the decisions they did. These themes and ideas will be revisited and built on when reading the Lit texts in KS4.
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Subject	Maths - Foundation	Head of Department	Mr Bonful
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	Autumn Term	Spring Term	Summer Term
What we teach and why	- Number - Algebra Students begin their GCSE content by consolidating their knowledge of priority of operations extending to use negative numbers. They will further enhance their use of the four operations to include multiplying and dividing negative numbers. Students will look at how to use one calculation to solve another by using inverse operations. Students further develop their knowledge of squares and cubes by recognising powers of two, three, four and five. They will investigate and deduce the laws of indices and develop their knowledge of prime factors to be able to use prime factor decomposition and Venn diagrams to find the highest common factor and lowest common multiple. Students will apply their knowledge of laws of indices to algebraic notation to be able to simplify expressions. Students further extend their knowledge of substitution by looking at expressions with brackets and powers. They will expand brackets and then by recognising factors of algebraic terms will then be able to factorise a simple bracket.	- Graphs, tables and charts - Fractions and percentage - Equations, inequalities and sequences Students will begin the spring term, by collecting their own data and designing a variety of data collection sheets and tables. Students will look at designing and using two-way tables; time series graphs to use trends to predict what might happen in the future; stem and leaf diagrams and pie charts and then scatter graphs where we use line of best fit to predict values. Students will revisit their knowledge of the four operations involving fractions and percentages. They will extend their knowledge by using percentages in real life situations e.g., calculating simple interest and VAT. Students will further develop their skills in solving equations with unknown on both sides. Students will be introduced to inequalities and use their knowledge of solving equations to solving inequalities. They will look at representing inequalities on number lines and whole numbers that satisfy a given inequality. Students will extend their knowledge of sequences and will be introduced to the 'nth term' to generate terms of a sequence.	- Angles - Averages and Range - Perimeter, area and volume 1 In the summer term, students will look at how to solve a variety of angle problems with triangles and parallel lines. They will revisit interior and exterior angles where they will need to use their algebra skills to solve problems showing their reasoning skills. Students will use their knowledge of the mode, median, mean and range with frequency tables and grouped frequency tables. They will also be able to identify any outliers. They will also understand the need for sampling and how to avoid bias. Students will use their knowledge of inverse operations to find missing lengths when given the area/perimeter of rectangles, parallelograms, trapeziums and triangles. They will also investigate how to convert between area and volume measurements. They will extend their knowledge of volume and surface area of cubes and cuboids to calculate the volume and surface area of a prism. This will then enable them to solve problems using volume and surface area.

Subject	Maths - Higher	Head of Department	Mr Bonful
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	Autumn Term	Spring Term	Summer Term
What we teach and why	- Number - Algebra Students start their work with the higher tier looking at calculating the total number of ways of performing a series of tasks. They then look at using place value to estimate answers. Students use their prior knowledge to write a number as a product of its prime factors to find the highest common factor and lowest common multiple of two numbers. Students use powers and roots in calculations to multiply and divide using index laws. Students will then investigate negative and fractional indices. This knowledge will then help them when looking at standard form. Students then look at understanding the difference between rational and irrational numbers and why mathematicians use surds. Students will use their knowledge of indices to simplify algebraic expressions. Students will expand and factorise algebraic expressions. They will also look at using equations to solve problems. Students will look at substituting into a formula and how this can then be rearranged to find different values. Students will then look at the different types of sequences, whether they are linear and non-linear and how to work out terms of these sequences including the nth term. Students will finish the term looking at how to expand the product of two brackets and then how to factorise.	- Interpreting and representing data - Fractions, ratio and percentage - Angles and trigonometry Students will look at the different ways of representing data whether this is stem and leaf diagrams, frequency polygons, two-way tables and pie charts. Students will plot and interpret time series graphs and how these can be used to predict what might happen in the future. Students will also investigate scatter graphs to determine whether there is a linear relationship and how these graphs can be used to predict values. Students will then use their knowledge of mean, median, mode and range to decide which average is best for a set of data and how to use these for grouped frequency tables. Students will add, subtract, multiply and divide fractions and mixed numbers. Then they will use their knowledge of reciprocals of fractions to apply this to integers and decimals. We also look at the different ways that ratio can be represented and used whether we are comparing or finding quantities or solving problems with ratios. Students will then look at converting between currencies and measures and recognise and use direct proportion. Students look at problems involving percentages, fractions and decimals and finish the term looking at how to convert a recurring decimal to a fraction. Students will use their knowledge of angles to derive and use the sum of angles in a triangle and a quadrilateral. This knowledge will then be used to calculate the sum of interior and exterior angles of a polygon and use this to solve problems. They will	- Graphs - Area and Volume - Transformations and construction Students will use their prerequisite knowledge of gradients to find the equation of linear graphs whether these are in the form of $y=mx+c$ or not. They will then look at how to sketch graphs using just the gradient and the y-intercept. They will then look at graphing rates of change whether this is through distance-time graphs or velocity-time graphs with further work on real life graphs. Students will further extend their knowledge of plotting graphs to include graphs of quadratic, cubic and reciprocal functions. Students will look at finding the perimeter and area of compound shapes and trapeziums. They will also investigate how to convert between area and volume measurements. Students will look at calculating the circumference and area of circles, semi-circles and sectors. Their knowledge of circles will enable them to calculate the volume and surface area of cylinders and cones. Students will then look at how to calculate the volume of a pyramid and then the volume and surface area of a sphere. They will then apply this knowledge to calculate the volume and surface area of composite solids. Students will finish the term using their knowledge of 3D shapes to draw plans and elevations. They then revisit the different types of transformations and investigate the effect of a fractional and negative scale factor when conducting enlargements. Using their knowledge of 2D shapes, they will be able to

		investigate and determine Pythagoras' theorem and use this theorem to solve problems in right angled triangles. They will then understand the sine, cosine and tangent of a right-angle triangle and use these ratios to solve problems and to learn the exact value of some angles.	identify and sketch planes of symmetry of 3D shapes which will allow us to draw plans and elevations of 3D shapes. From their knowledge that they have gained in Yr 7, they will look at accurately drawing different types of triangles which will allow them to identify congruent shapes. Students will correctly interpret scales in real-life contexts that involves maps and diagrams. Students refine their skills of using mathematical equipment by bisecting angles and lines using rulers and compasses. They will draw loci for the path of points that follow a given rule which will allow them to identify regions bounded by loci to solve practical problems.
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Working Mathematically	Through the mathematics content, students will be taught to:
Develop Fluency	- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots - select and use appropriate calculation strategies to solve increasingly complex problems - use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships - substitute values in expressions, rearrange and simplify expressions, and solve equations - move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs] - develop algebraic and graphical fluency, including understanding linear and simple quadratic functions - use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.
Reason Mathematically	- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations - extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically - identify variables and express relations between variables algebraically and graphically - make and test conjectures about patterns and relationships; look for proofs or counter examples - begin to reason deductively in geometry, number and algebra, including using geometrical constructions - interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning - explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.
Solve Problems	- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems - develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics

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| | <ul style="list-style-type: none">• begin to model situations mathematically and express the results using a range of formal mathematical representations• select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems |
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Subject	Science	Head of Department	Mrs Maddison
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	Autumn Term	Spring Term	Summer Term
What we teach and why	- Biology – Genetics and evolution - Chemistry – Making Materials - Physics – Forces & Motion - Biology – Plant Growth - Chemistry – Reactivity During this period, students will learn how to use Punnett squares to hypothesise the physical characteristics of offspring given their genes. They also begin to get an understanding of Natural Selection as a theory for evolution. They will then move onto learning about materials of the present and future, how they are formed and how we can recycle them. Students will then study ‘Forces’. This topic looks at the interactions between objects that are moving, and students will investigate resultant forces and their effect on motion. Students will learn about types of cells in plants, differentiation and cell transport. This allows students to study the organisation of living things. Students then move onto ‘Reactions’. Here, students begin to understand the basics of chemical reactions. They will get an opportunity to see and engage with reactions in class and will use their skills to complete a range of practical activities. During this term, the students will be taught the following skills:	- Physics – Force Fields - Introduction to GCSE Chemistry – Key concepts During this period, students complete the topic of electricity in which they consolidate their understanding of energy transfer in a circuit by relating it to magnets and electromagnets. Students will get an opportunity to make electromagnets of their own. Year 9 students begin their study of the Edexcel GCSE Chemistry Key Concepts by building a secure foundation in the fundamental ideas that underpin every topic they will encounter in Year 10 and beyond. This early introduction acts as purposeful pre-teaching, allowing students to develop confidence with core principles such as atomic structure, bonding, the periodic table before they meet them again at GCSE depth. By revisiting these concepts next year, students benefit from spaced retrieval and strengthened long-term understanding, ensuring that essential knowledge is not only remembered but fully understood. This approach aims to support all learners in entering their GCSE chemistry course with a solid, secure grasp of the fundamentals.	- GCSE Biology – Key concepts in Biology - GCSE Physics – Forces & motion Year 9 ends with students beginning their GCSE Biology and Physics courses, giving them early exposure to core ideas that will continue directly into Year 10. This is done so that next year, pupils can move straight into deeper application rather than revisiting basics Edexcel GCSE Biology’s Key Concepts topic gives students the essential scientific foundations they need before tackling the rest of the course. They are introduced to core biological principles such as cell structure and microscopy and the role of enzymes in controlling reactions. Alongside this, students build key skills in practical biology, scientific thinking, and data interpretation. These concepts act as the backbone of the GCSE course, ensuring students have a secure grasp of the fundamental ideas that underpin all later biology topics. Edexcel GCSE Physics’ Motion and Forces topic introduces students to the fundamental principles that describe how and why objects move. Learners develop a secure understanding of speed, acceleration, and the interpretation of distance–time graphs, alongside the key ideas of Newton’s laws and how forces interact to change motion. Students explore balanced and unbalanced forces, friction, weight, and resultant force, building the analytical skills needed to explain real-world motion using scientific reasoning. These concepts form the backbone of later physics units, ensuring students

	• Literacy and communication – Convincing arguments • Working Scientifically Skills- Equation and graphs		have a strong, confident grasp of the core ideas that underpin mechanics across the GCSE course.
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Subject	Geography	Head of Department	Mr Jackson
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Development • What is development • Measuring development • Case studies (Malawi and Singapore) • The development gap • Ending Poverty Natural Hazards • The structure of the Earth • Plate Tectonics • Earthquakes • Case study (Southwest China, Nepal, Haiti, Afghanistan) • Tsunami • Volcanoes • Case study (Iceland, Montserrat) • Living in danger zones	Climate Change • Global Warming • The causes of Climate Change • The impacts of climate change • Solutions to climate change Rivers • The Hydrological cycle • Introducing Rivers • The river's upper course • The river's middle course • The river's lower course • Floods • Case study (Flooding on the River Thames/ Boscastle/ Shrewsbury etc) • Flood Management	Employment • Employment structure • UK changing employment structure • Case study (The Greenwich Peninsula/ Lower Lee valley/ London Docklands) • Employment structure in other countries • Globalisation

Subject	History	Head of Department	Mr Sullivan
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c.1900-present	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	What was the significance of the Suffragettes? - What was the position of women in the 18th and 19th centuries? - Who were the suffragettes? - Did Emily Davison mean to kill herself? The First World War Depth Study - What makes a Great Power? - Why did the First World War start in 1914 – Nationalism? - Why did the First World War start in 1914 – Imperialism? - Why did the First World War start – Militarism? - What did the First World War start in 1914 - Nationalism Part 2? - Murder in Sarajevo! - Why did the Schlieffen Plan fail? - Joining up - Trench warfare	The First World War Depth Study - Life in the trenches - HRC Sarah Barnes' World War One Memorial Campaign - Weapons of war - The Battles of Verdun and the Somme - Soldiers of Empire - How were Caribbean soldiers treated during and after WWI? - The Battles of Verdun & Somme - Why did America join and Russia leave the war? - Why did the Allies win the war? - How did countries try to avoid any more wars? -The Treaty of Versailles How did politics change in the 20th century: the rise of dictators? - Different ways to run a country - Two types of dictatorship –	How did Germany change under the Nazis? - What was Germany like in the 1920s? - Why did Hitler become so popular? - What was life like in Nazi Germany? - Life for Jews and Nazi Germany - The story of Leon Greenman and how the Holocaust began - Jewish resistance against the Nazis - Interpretations of the Holocaust The Second World War Depth Study - Why was there another war? Students continue their journey through the 20th century with a study of Nazi Germany, developing their understanding of the key themes of power and politics, change and continuity and society. Then students study the holocaust. This leads into	The Second World War Depth Study - The Second World War an Overview - Who were the Few? - Why did the RAF win the Battle of Britain? - Soldiers of Empire - D-Day: How was the biggest ever seaborne invasion launched? Students then examine the main events of World War Two, developing their understanding of the key theme of warfare and key concepts of causation, change and continuity and significance. Students explore diversity through the study of the significance of the British Empire.	The Second World War Depth Study - Why is Arthur Harris such a controversial figure? - The War goes Nuclear The Cold War - Why was there a Cold War? - Cold War hotspots: Korea - Cold War hotspots: Cuba - Cold War hotspots: Vietnam - Cold War rivalry Students continue their journey through the 20th century with a study of the Cold War, continuing to develop the key concepts of causation and significance	British Civil Rights Movement - The decline of the British Empire - Independence for India - Independence in Africa - Why should we remember the Empire Windrush? - Bristol's Black community, 1960-80 - Brixton: the 'Capital of Black Britain' 1948-90 - How have Black Britons contributed to our modern world? Students then conclude their study of History at Key Stage 3 by exploring the decline of the British Empire and the British Civil Rights Movement, continuing to explore diversity and the key themes of migration and politics. Students continue to develop their

	In Yr 9 students continue their journey through History by examining the suffrage campaign, developing the key theme of power and politics and the key concepts of causation and change and continuity. This is followed by an investigation into the causes of the First World War, developing students understanding of the key theme of warfare and key concept of causation.	Communism & Fascism This is followed by the students learning the main events of the First World War. Students continue to develop their knowledge of warfare as well as the key concepts of change and continuity, causation and significance. Students continue to explore diversity through the study of soldiers of empire. Students conclude examining the end of the war, leading into the study of the events after the war, including the political changes of the 20th century.	students exploring the causes of World War Two, continuing to develop their understanding of the key concept of causation.			understanding of the concepts of causation, change and significance. Students also have another opportunity for local history through the study of Brixton 1948-90.
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Subject	French	Head of Department	Mr Andreoli
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach	Module 1 – <i>Mon monde à moi</i> Core focus: Talk about hobbies and free time Describe people (appearance + personality) Key grammar: Present tense (regular + key irregulars) avoir / être Opinions: aimer / adorer / détester Introduction to perfect tense Basic adjectival agreement	Module 2 – <i>Projets d'avenir</i> Core focus: Talk about future plans and ambitions Discuss jobs and aspirations Say what they want/can/are going to do Give reasons and extended opinions Key grammar: Near future (je vais + infinitive) Modal verbs: vouloir, pouvoir, on peut Infinitive constructions Expanding opinion structures	Module 3 – <i>Ma vie en musique</i> Core focus: Compare preferences (music, interests) Justify opinions more fully Talk about current vs past habits Use longer, more complex sentences. Key grammar: Comparative structures (plus ... que) Present + perfect tense contrast Frequency expressions Developing negatives	Module 4 – <i>Le meilleur des mondes</i> Core focus: This module represents: the shift to higher-level thinking fully developed communication, not just description. Key grammar: Perfect tense consolidation Negatives (ne...pas, ne...jamais) Structures like: il faut + infinitive je voudrais + infinitive Work with three time frames together.	Module 5 – <i>Le monde francophone</i> Core focus: Produce extended, accurate pieces of language Combine: multiple tenses opinions justifications Talk about real-world Francophone contexts Key grammar: Full recap of key grammar: articles adjectives infinitives present / future / perfect	Revision in preparation for the end-of-year assessment. Assessment. French history and culture.
and why	Builds confidence within familiar topics; Develops the idea of time frames (present vs past)	Expands from what I do → what I will do, adds modal + infinitive structures, essential for higher answers	This is a transition module: moves pupils from description → analysis and comparison strengthens ability to link ideas	This module represents: the shift to higher-level thinking fully developed communication, not just description	This module is: a consolidation + integration stage a bridge to KS4/GCSE readiness.	

Subject	Spanish	Head of Department	Mr Andreoli
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach	Module 1 – Free time and future plans (building on KS3 foundations) Purpose: Consolidate core language while introducing future time frames. Focus: hobbies, routines, films, celebrations, future plans Core grammar: present tense consolidation, near future (ir + infinitive), gustar structures Skills: expressing opinions, planning activities	Module 2 – Jobs and ambitions (future aspirations) Purpose: Extend language into future pathways and the world of work. Focus: jobs, workplace tasks, personal qualities, careers Builds on Module 1: introduces conditional structures (me gustaría), reinforces preterite	Module 3 – Healthy living (lifestyle and wider communication) Purpose: Enable pupils to discuss lifestyle choices and wellbeing. Focus: diet, exercise, daily routine, illness Grammar development: reflexive verbs, stem-changing verbs, ser vs estar, negatives	Module 4 – Society and global issues (beyond the personal) Purpose: Broaden communication to societal themes. Focus: children's lives, rights, environment, transport Grammar: comparatives, modal verbs, third person structures	Module 5 – Madrid and tourism (real-world application and fluency) Purpose: Apply language in authentic and cultural contexts. Focus: travel, tourism, city descriptions, directions, experiences Grammar: preterite (including irregular), three tenses, formal/informal register, superlatives	Revision – Assessment – Spanish culture Revision for end-of-year assessment End-of-year assessment Cultural studies: Spanish-speaking countries, sport, art, literature, history
and why	This module revisits familiar KS3 content while increasing complexity through the addition of future time frames and more varied opinions.	Pupils move from describing current life to discussing future ambitions, developing more abstract and aspirational language.	This module increases grammatical control while encouraging pupils to express advice and justification in meaningful contexts.	Pupils move beyond personal experience to discuss wider issues, preparing for GCSE-style topics and more analytical thinking.	This module consolidates KS3 learning through extended use of multiple tenses and real-life communication tasks, promoting fluency and independence.	Consolidates learning and develops cultural understanding, preparing pupils for KS4 study.

Subject	Computer Science	Head of Department	Mr Williams
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	Autumn Term	Spring Term	Summer Term
What we teach and why	<u>Digital Literacy</u> Students do some housekeeping tasks to ensure their user area is ready for the year. <u>Unit 1: computational thinking & logic (theory)</u> Logical Thinking Logic gates Algorithmic thinking Abstraction Decomposition <u>Why now?</u> Students are introduced to the theory of computer logic that builds on the Unit 1 work covered in Year 8. Students apply their practical programming understanding to these theory concepts This unit builds on the theory learnt in Unit 1 of Yr 8 <u>Unit 2: Modelling in Small Basic (practical)</u> Calculations Selection Loops Developing a model Evaluating a model <u>Why now?</u> Students build upon their programming skills that were introduced in Yr 8 – Unit 2 & Unit 4. This unit builds on the programming learnt in Yr 8 – Unit 2 & Unit 4	<u>Unit 3: Impacts of digital technology (theory)</u> Ethical & cultural issues Environmental issues Legislation & privacy <u>Why now?</u> Students are introduced to the theory of digital technology & how it impacts our world. Students look at the advantages and disadvantages that different technology offers in a variety of settings. This unit builds on the theory learnt in Yr 8 Unit 3	<u>Unit 4: Python next steps (practical)</u> Reminder of the basics Loops Lists Functions Returning values from Functions <u>Why now?</u> Students build upon their programming skills that were introduced in Yr 8 – Unit 2 & Unit 4 and Unit 2 in Yr 9. This unit gets students ready for programming in GCSE. This unit builds on the programming learnt in Yr 8 – Unit 2 & Unit 4 and Unit 2 in Yr 9

Subject	Hospitality and Catering / Design Technology	Head of Department	Miss Sinden
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	1. Food safety standards 2. 4 C's and Food poisoning 3. Acquire and demonstrate basic, medium and complex cooking skills 4. Explore food-recipe analysis Why? Introduces pupils to working in a different environment, establishing hygiene and safety procedures, learning new skills and procedures, and using a range of equipment. Sensory work is undertaken.	1. Eatwell guide and life stages 2. Cooking methods 3. Menu planning – environmental issues 4. Acquire and demonstrate medium cooking skills Why? The focus moves onto menu planning. Still a focus on refining and practicing medium food skills. Sensory work is undertaken.	1. Menu planning – skills of chef and time of day 2. Individual food choice 3. Menu planning – Time plan 4. Food science 5. Acquire and demonstrate medium cooking skills 5. Dovetail Time plan Why? Acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill	1. Menu planning – Dovetail Time plan 2. Functional and chemical properties of ingredients 3. Acquire and demonstrate medium cooking skills Why? The focus moves onto Functional and chemical properties of ingredients	<i>Cross halving joint</i> 1. Safety rules for the workshop and safety rules when using equipment 2. Design process 3. Design ideas 4. ACCESSFMM 5. Focussed practical task-marking out wood, sawing, filing, drilling Why? Teaching these topics enables students to become safe, creative, and skilled designers and makers. The combination of safety knowledge, design theory, evaluation techniques, and practical workshop experience helps students develop both technical competence and independent problem-solving skills, preparing them for further study and real-world design and engineering challenges.	<i>Felt pencil case</i> 1. Hazards that can occur in a textiles workshop 2. Safety Symbols used in Textiles 3. Equipment used in textiles 4. Practical focus task- hand stitches 5. Construct fabric coasters – measuring and cutting Why? Teaching these topics helps students become confident, and skilled textile designers and makers. They gain an understanding of workshop safety, learn how to use textile equipment correctly, and develop practical skills that enable them to produce high-quality textile products independently and safely.

Subject	Art	Head of Department	Miss Barkham
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	THE WORLD AROUND US' POPULAR CULTURE AND POP ART" Main study Roy Lichtenstein and Andy Warhol's work. Personal work for POP ART design brief. Planning, preparation, research, collage, drawing, painting, and/or printmaking.		SURREALISM AND SYMBOLISM. Main study Rene Magritte's work on objects, people and places. RELIGIOUS ART.THE EASTER STORY, AND THE STATIONS OF THE CROSS. Planning, preparation and research and drawing. Composition work. Analyse and modify work.		EXPRESSIONISM AND CUBISM. Main study Edvard Munch and Vincent van Gogh's work. Expressionist inspired composition work with a focus on mark making, line, tone and composition. Planning, preparation, research, collage, drawing and/or painting.	
	As students mature, the course offers a wider range of Art experiences that reflect concepts, contemporary culture and expressive practices as well as enhancing/developing core skills. Year 9 is conceptualised as a space for students to start expressing identity and expressionism in Art as well as in images of the world around them following the first two years of more traditional art practices.					

Subject	PE	Head of Department	Mr Virgo
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	Autumn Term	Spring Term	Summer Term
What we teach and why	• FOOTBALL • BASKETBALL (6) HANDBALL (6) • HOCKEY • HEALTH	• FOOTBALL • BASKETBALL (6) HANDBALL (6) • HOCKEY • HEALTH	• ATHLETICS • SOFTBALL • SHORT TENNIS
	Students will study one sport per half term (minimum 12 lessons). Timetabling will determine which of the four sports they learn in Autumn and Spring. Students will learn the key skills, rules and terminology for each sport. All lessons will be focused on at least one of our principles of KEEP (Knowledge, Enrichment, Everlasting, Participation) In team games and competitive situations, students are developing physical fitness, special awareness and co-ordination skills to improve their fine and gross motor skills. They are also developing mental and social skills to develop their ability to problem solve, co-operate with others and develop their ability to communicate. Opportunities to devise strategies and tactics to outwit their opponent, to develop their leadership and to work on problem solving skills. In Health and Fitness students will learn the key principles of training and how to incorporate them into their own training. They will also design an individual training programme. *There will be times during the year whereby lessons will not follow the schedule above. This will be for reasons such as, weather, staff absences, exams and other extenuating circumstances.		

Subject	Drama	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Story Telling and Theatre in Education -Devising Students use a range of different stimuli to explore classic story telling. From Anansi stories and plays, Grimm’s tales and other classic children’s stories, Students develop performance skills and devising skills, whilst exploring morals, generational issues, cultural issues and what makes a good story. In the second half term, equipped with performance techniques including Chair Duets, Safe Lifts, Undulation, Animism and Narrative skills, students begin to devise their own performances for a KS1-2 audience. From re-telling old tales, through to inventing their own Modern Classics, working in groups, students will devise, rehearse and perform their own pieces to an audience of peers.	Naturalism- Scripted Plays DNA, the playscript written by Dennis Kelly is one of the plays explored in the second term. Along with texts including Mudlarks, Red pitch and Barbershop Chronicles students participate in the scripted exploration of Naturalism as a dramatic form and are expected to use acting skills inspired by the theories developed by Konstantin Stanislavski. Students explore the themes of the plays, but also are encouraged to develop character studies; the use of Given Circumstances and breaking up the text into units and exploring character motivation all develop acting skills and the practice of performing scripted plays, relevant to the study of GCSE Drama at KS4.	Contemporary Drama Students explore a range of Modern texts, plays written in the last 20 years, to explore how playwrights have responded to the modern world. Plays like <i>Dear England</i>, <i>Cookies</i> and <i>Mogadishu</i> allow students to practically explore the issues raised in these plays, whilst also encouraging their own interpretations of these issues and developing skills around, interpretation, editing and developing texts as well as devising . The learning will also include watching and reviewing of modern contemporary drama, in response to the Eduqas GCSE Drama teaching from Sept 2026.

Subject	Music	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Harmonic progressions and bass lines In this unit pupils extend their understanding of harmonic progressions, learning about ground bass and triadic harmony. Pupils extend their keyboard skills, focussing on developing the left hand and left hand accompaniment patterns. They further develop their understanding of harmony, how to build melodies. They continue to learn about how they can develop their musical ideas. Film Music This unit explores film music and how composers use music to enhance mood, atmosphere and storytelling. Pupils study common film music techniques and themes, and apply this knowledge by composing and performing music to accompany visual scenes, developing their composition and performance skills. Pupils develop their understanding of composing to a stimulus and the impact of tonality and dissonance on mood. They develop their understanding of how musical elements and techniques shape mood and impact, learning about musical cliches and how orchestral instruments are used to create contrasting effects and support storytelling.	Samba This unit introduces pupils to Samba as a type of Brazilian dance and music, including batucada. They learn the context of the style and about the instruments, ensembles and features of the music, including polyrhythm and develop a Samba-style composition. Pupils develop their composition skills through composing with extended chords and bass lines, extending their understanding of harmony. They develop their improvisation skills through learning extended strategies for successful improvisation. Working out pop hooks and riffs by ear This unit focuses on developing pupils' ability to work out simple melodic ideas from modern pop and rock songs by ear. It introduces techniques for accurately recreating rhythm and pitch patterns, and also develops their understanding of how to recreate specific timbres accurately. In this unit, pupils develop their aural, performing and music technology skills. They learn to identify ascending and descending pitch by ear and describe and match timbres. Pupils practise repeating syncopated and non-syncopated rhythms and utilise their drum	Approaches to contemporary composition Cont. Pupils develop their understanding of musical starting points in composing, learning about what might stimulate musical ideas in contemporary music and how unity and variety can be found with more abstract musical ideas. The sound of 90s grunge This unit introduces pupils to 90s Grunge music, including the context of the style and its other musical influences. Pupils learn about the main musical features and about extended pop song structure, riffs with power chords, harmonic rhythm and phrase structure in melody and lyric writing. Pupils extend their understanding of writing with chords, bass lines and drum grooves, specifically more creative use of the cymbals and drum fills and their understanding of unity and variety in successful composition within an extended pop structure. Year 9 song guides The song guides cover a diverse selection of songs, designed to develop vocal technique, musical expression and ensemble skills, and building confidence and musical literacy. These song guides focus on learning and performing two songs, with opportunities to explore melody, rhythm, harmony and style.

		groove understanding to work out specific drum patterns. Approaches to contemporary composition 1 In this unit pupils are introduced to contemporary compositional approaches and techniques. They learn about a range of current contemporary music and the differences in approach of how this is structured and put together from earlier classical style music and current popular music	
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Subject	PSHE	Head of Department	Mr Osborne
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Health & wellbeing Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Living in the wider world Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Relationships Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Health & wellbeing Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Relationships Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Living in the wider world Employability skills Employability and online presence

Subject	RSE	Head of Department	Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why (Ten:Ten Curriculum)	The search for love - The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy. Love people, use things - Objectification has a negative impact when it occurs. In control of my choices - Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.		Fertility and conception - Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan. Marriage - Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.		One hundred percent - Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity Knowing my rights and responsibilities - The reality of sexual exploitation brings to light our human rights and responsibilities.	