

Year 9 Curriculum Handbook

2025 -2026



Confident, Independent, Forward-Thinking

Introduction

We understand that, as parents and carers, it is important to you to know what your child is learning in school. This guide gives you a summary of the curriculum content your child will be learning each term in each subject, and what the key learning objectives will be throughout Year 9. It also provides you with information on the structure of homework in each subject, and what enrichment opportunities will be provided by the school in each subject. Finally, it provides suggestions, related to each subject area, for further study or enrichment you may wish your child to do at home.

If you require any further information or suggestions, please contact your child's subject teacher, who will be happy to help.

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Curriculum Intent

Kents Hill Park School seeks to provide a rich, knowledge-led curriculum at every stage and phase of the pupils' academic journey. Our curriculum supports all learners and has the highest expectations of each and every pupil.

The curriculum supports our vision that pupils should know the best that has been thought and said. Importance is placed on knowledge being delivered in a well-sequenced, cumulative and coherent progression of learning. Our curriculum is mapped and structured, and we are clear with what we expect pupils to know at each stage of their learning.

Our curriculum is more than simply regurgitating knowledge and learning by rote. It is about connecting ideas, concepts and knowledge to allow our pupils to develop their confidence, independence and forward-thinking characteristics. We endeavour to enable our pupils to be:

Confident: in themselves, their abilities, their beliefs, and their place.

Independent: in thought, action, identity, belief and learning.

Forward-thinking: in outlook and attitude; always hopeful and ambitious of what they and others can do.

The all-through nature of our school further supports this process and pupils will learn and develop knowledge and skills as soon as they join us.

Literacy plays a key role in our curriculum. Increasing and developing the use and acquisition of a wider and deeper vocabulary is important across all subjects. Teachers model reading routines and expect pupils to use these every time text is read in the classroom. Pupils enjoy reading in the library and during Tutor Time reading.

To complement the school curriculum, we offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum.

What is distinctive about our curriculum?

- Powerful, knowledge-rich subjects
- Additional time for pupils who need support with numeracy & literacy
- We are unashamedly academic, and as a result we want pupils to know a lot. We know that by knowing a lot in a variety of different subjects, our pupils can apply this knowledge to genuine creativity and critical thinking skills.

Key Stage 3 curriculum overview

At Kents Hill Park School pupils are given access to individual subject specialist teachers and specialist equipped classrooms and resources. The curriculum at Kents Hill Park School is designed to build effectively upon pupil progress at the primary stage and it is suitably challenging for all pupils.

The acquisition of knowledge and skills will be a key principle of the Year 9 curriculum. Pupils will be taught specific skills and knowledge in small steps with frequent review and practice in all subject areas. Homework will play a key role in supporting this review in the form of quizzes and skills practice.

We aim to provide an enjoyable and stimulating education which fosters confident, independent and forward-thinking pupils. We ensure that the planned curriculum is accessible to all and deliver subject matter appropriate to the ages and aptitudes of our pupils.

Underpinning the whole curriculum is a programme of study that helps to prepare pupils for adult life; this includes personal, social, citizenship and health education. This curriculum engenders a sense of responsibility and develops a clear understanding of fundamental British values.



Year 9 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Observational studies of shells	Artist comparisons	Texture study- rockpools	Clay experimentation	Relief print making- seabirds	Coastal erosion triptych
Business & Enterprise	Introduction to Business	Business ownership	Business plan and the different sections	Market research	Branding and promotion	Location and intro to finance
Computing	Issues and Impacts	Spreadsheets	Binary and Hexadecimal	Computational Thinking	Programming with Python	Developing a Website
Design & Technology	Resistant Materials & CAD/CAM -Resistant Materials – working drawing production, woodworking box-jointing skills – CAD designing and rapid CAM prototyping		Resistant Materials & CAD/CAM -Resistant Materials – working drawing production, woodworking box-jointing skills – CAD designing and rapid CAM prototyping		Resistant Materials & CAD/CAM -Resistant Materials – working drawing production, woodworking box-jointing skills – CAD designing and rapid CAM prototyping	
Drama	Back to basics ad performance spaces	Monologues and duologues	Brecht and Epic Theatre	Stanislavski and Naturalism	Musical Theatre	Devising Practitioners
English	Innocence and Experience	Innocence and Experience	The Gothic	The Gothic	Real World Voices	Real World Voices
Food Science & Technology	Microorganisms. Re-cap hygiene. Moderate skills. Cross-contamination continued. Sensory receptors. Enzymic browning.		Microorganisms. Re-cap hygiene. Moderate skills. Cross-contamination continued. Sensory receptors. Enzymic browning.		Microorganisms. Re-cap hygiene. Moderate skills. Cross-contamination continued. Sensory receptors. Enzymic browning.	
French	Mon monde à moi – My world according to me	Projets d’avenir - Plans for the future	Ma vie en musique – My life in music	Le meilleur des mondes – A better world	Le monde francophone – The French-speaking world	GCSE Module 1 – Tu as du temps à perdre?
Geography	Hazardous World	Hazardous world	Geography of crime	Africa is not a country	Globalisation	Living world
History	The Holocaust	Dictators and Ideology	Post-war migration to Britain	Cold war	Conflict and Tension in Asia - Korea	Conflict and Tension in Asia - Korea
Maths	Graphs and Standard Form	Algebraic Expressions	Geometry 1	Equations and Inequalities	Geometry and Probability	Probability and Statistics
PHSCRE	Being in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Physical Education	Girls – Netball Boys – Leadership Mixed- Basketball	Girls - Leadership Boys –Basketball Mixed - Leadership	Girls - Badminton Boys – Rugby Mixed- Table Tennis	Girls - Table Tennis Boys – Badminton Mixed- Netball	Girls - Tennis Boys – Cricket Mixed- Rounders	Girls – Rounders Boys – Tennis Mixed- Softball
Religious Education	Islam	Islam	Buddhism	Buddhism	Philosophy	Philosophy
Science	Cell structure and transport	Cell Division-Mitosis	Atomic Structure and the Periodic table.	Conservation and dissipation of energy	Energy transfer by heating and energy resources	Renewable and non-renewable energy sources
Spanish	Somos así – This is us	Oriéntate – Orientate yourself	En forma – In good health	Jóvenes en acción – The youth in action	Una Aventura en Madrid – An adventure in Madrid	GCSE Module 1 – Desconéctate

ART

Subject overview	Pupils will experiment with a range of 2d and 3d techniques to create personal responses to the theme of 'Coasts'. Pupils will build upon the skills and knowledge gained in year 7 and 8 whilst exploring both natural forms and man-made objects found on the coastline. This unit aims to provide pupils with the opportunity to explore their own ideas and strengths whilst guiding them towards exploring their own artistic direction and motivations.
Curriculum content	
Autumn Term 1st Half	The unit begins with a focus on observational drawing using inspired by shells and develops by exploring different ways to experiment with different media
Autumn Term 2nd Half	Pupils will compare the way in which two different artists treat the subject of coasts.
Spring Term 1st Half	Moving on to explore texture in more depth, pupils will create a rock pool inspired outcome that includes varied relief and a variety of textures including textiles.
Spring Term 2nd Half	Looking closely at the ceramic work of Catrin Mostyn Jones, pupils will further explore form and texture using clay. Their outcomes will be based on coral and marine life.
Summer Term 1st Half	Manmade objects will be introduced into this topic through the theme of pollution and beach litter. Pupils will look at the work of Angela Wakefield as well as other artists
Summer term 2nd Half	Reduction printing will be introduced to pupils, they will respond to images of seabirds to create their own print.
Assessment	This unit will be assessed with a triptych at the end of the unit. Pupils will create 3 images in response to the theme of 'erosion-natural and manmade', pupils will explore the idea that as well as the coastline being naturally eroded, its beauty can also be negatively impacted by human behaviour.
Homework Structure	Homework will include researching artists, creating observations and evaluating work.
School based enrichment	Pupils are enthusiastically encouraged to work on their projects during lunchtime and after school session in the art room. Guidance and materials will be provided.
Resources available for home-based study	BBC Bitesize website <ul style="list-style-type: none"> • https://www.tate.org.uk/kids/make

Business & Enterprise

Subject overview	<p>In year 9, pupils will gain an understanding of how businesses operate and why they exist, focusing on the core purpose of meeting customer needs, generating profit, and creating value. Pupils will explore a range of business ownership types, including sole traders, partnerships, private limited companies, public limited companies, charities, and franchises, comparing the characteristics, advantages, and disadvantages of each structure. Pupils will also learn about Business plans as well as, branding and promotional strategies in attracting and retaining customers. An introduction to business finance will help students understand key concepts such as costs, revenue and profit enabling them to make basic financial decisions.</p>
Curriculum content	
Autumn Term 1st Half	<p>Introduction to Business Pupils will explore what a business is and the difference between goods and services. They will learn about the purpose of a business and how it aims to meet customer needs and wants. The topic also introduces the concept of entrepreneurship, highlighting the role of entrepreneurs in creating and developing businesses. Pupils will begin to understand how businesses operate and their importance in everyday life.</p>
Autumn Term 2nd Half	<p>Business ownership This unit introduces different types of business ownership, including sole traders, partnerships, and limited companies. Pupils will explore the features, advantages, and disadvantages of each structure, considering factors such as control, liability, and decision-making. Pupils will be able to compare real-life examples; learners will begin to understand why different types of ownership are suited to different businesses.</p>
Spring Term 1st Half	<p>Business plans This unit introduces learners to the purpose and key elements of a business plan, including setting objectives, identifying target markets, planning finances, and outlining marketing strategies. Pupils will learn how to structure their ideas clearly and realistically to create a practical plan for a new business idea. Through drafting their own business plans, learners develop organisation, planning, and communication skills essential for successful enterprise.</p>
Spring Term 2nd Half	<p>Market research Pupils will explore the importance of market research in understanding customer needs and making informed business decisions. Pupils will learn about different methods of research, including primary research and secondary research. They will also study how market research helps businesses identify opportunities, analyse competitors, and target the right customers effectively.</p>
Summer Term 1st Half	<p>Branding and promotion This unit focuses on the role of branding in creating a unique identity for a product or business through elements like logos, slogans, and packaging. Pupils will explore how strong branding influences customer perception and loyalty. Pupils will cover various promotion methods, including advertising, social media, and events, teaching pupils how businesses attract and engage customers effectively.</p>
Summer term 2nd Half	<p>Finance This unit introduces basic financial concepts essential to running a business, including income, costs, profit, and loss. Pupils will learn how to manage money effectively, understand simple budgeting, and explore the relationship between</p>

	pricing, costs, and profitability. The unit provides a foundation for making informed financial decisions in business.
Assessment	<ul style="list-style-type: none"> • Multiple choice questions • Key term quizzes • Short answer questions • Case study questions • Presentations
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work. Pupils will be set online quizzes and subject related reading to support the units of work.
School based enrichment	Guest speakers, house competitions, trade stands, logo quizzes
Resources available for home-based study	BBC Bitesize – Business Use booklets in class Seneca
Further reading	BBC Business news

COMPUTING

Subject overview	<p>Over the course of Year 9, pupils will continue to expand their knowledge of the French language, building on their learning from years 7 and 8. Pupils will learn more about the structure of the language, beginning to use increasingly complex tenses and linguistic devices to add complexity and interest to their speaking and writing. Pupils will continue to investigate cultural aspects of the Francophone world through mini case studies, reading and writing tasks focusing on other countries. During Year 9, pupils will continue to familiarise themselves with short literary texts, such as poems and extracts in French to prepare them for the rigours of GCSE study. Pupils will benefit from a wide range of activities developing their listening, reading, speaking and writing skills in order to gain confidence and enjoyment across all aspects of the language.</p>
Curriculum content	
Autumn Term 1st Half	Issues and Impacts Pupils will look at the environmental Issues in creating a computer as well as the environmental impacts of E-Waste. They will consider planned obsolescence in the creation of computers and devices. Pupils will consider Computer Cookies, Copyright and patents, Legislation and Privacy as well as how they need to keeping Data secure.
Autumn Term 2nd Half	Spreadsheets Pupils will recap basic Formulae and look at how to develop a Spreadsheet Model. They need to consider how to make a Spreadsheet user friendly. They will using What If Analysis to find answers from a model, as well as adding data validation and using advanced formulae.
Spring Term 1st Half	Binary and hexadecimal Pupils will be reminded of 4 and 8 bit Binary numbers and how to convert from Binary to Denary and Denary to Binary. They will look at 4 and 8 bit Binary addition as well as Hexadecimal Conversion.
Spring Term 2nd Half	Computational Thinking Pupils will be introduced to Boolean Logic, Venn Diagrams and Logic gates. They will consider Algorithmic thinking and compression Decomposition into smaller parts and looking at Abstraction as well as the creation of Flow Charts.
Summer Term 1st Half	Python programming Pupils will recap Sequence, Selection and Iteration as well as recapping For, While and Range Loops. They will be introduced to Lists, Character positions in Lists and the use of Libraries in Python.
Summer term 2nd Half	Developing a Website Pupils will be introduced to the Use of Colour, Text and symbols in a website. They will look at Creating Interactivity on a website and will then start to Plan and create their own Website.
Assessment	<p>Each of the practical units of work will contain assessment. Some units will have small individual assessments, others will work towards creating one final piece of assessed work. The theory units of work will be assessed by a test at the end of the unit of work.</p>

	During each unit pupils will be given small topic tests to reinforce their learning of each topic.
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work. Pupils will be set online quizzes and subject related reading to support the units of work.
School based enrichment	Pupils will have access to computers during lunch and after school sessions. There is a a coding club to encourage pupils to develop their problem solving skills.
Resources available for home-based study	Resources to support programming: <ul style="list-style-type: none"> • Python - www.python.org/ • One hour of code – www.code.org • https://idea.org.uk - Online course promoting the development of digital skills. • https://educake.co.uk - online questions to help independent learning
Further reading	Computer coding Python Projects – DK ISBN 978-0-2412-8686-9 Python in easy steps – ISBN 978-1-84078-596-8 Help your kids with computer science – DK ISBN-13: 978-0241302293

DESIGN and TECHNOLOGY

Subject overview	In Design and Technology will be consolidating the Design Process. Pupils will then producing working drawings in order to make a wooden jointed box with a sliding lid. Pupils will then make their boxes using a range of tools, equipment machinery and processes including Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) – the laser cutter. Once students have completed the making, finishing and evaluation of their boxes, they will then go onto design and make the lid given a choice of materials.
Curriculum content	
Rotation	Design and Technology is taught as part of a rotation including Art and Food Science and Technology. Pupils will study each subject area for one term in Year 9.
Unit 1 Working Drawings	Pupils learn how accurately and precisely drawing a working drawing referring to full size as well as 1:2 scale drawings. They will then use this to measure and mark out their plywood. Key Learning Objectives <ul style="list-style-type: none"> - learn and develop drawing and communication skills - measure and mark out
Unit 2 Resistant materials – plywood	In resistant materials, pupils will learn about working with plastics (the sliding lid) and wood in order to produce a high-quality product. Key Learning Objectives <ul style="list-style-type: none"> - Using the workshop safely. - Selecting, identifying and using tools. - Finishing products to a high standard - Using industrial techniques to manufacture products
Assessment	Pupils work is assessed throughout the project that they take on in each module area. Pupils are assessed in 5 areas: The Design Process Design and Development Manufacture Evaluation and Analysis CAD / CAM As well as receiving lesson feedback, pupils will also have a formative assessment point once their designs are complete to monitor their progress. Final outcomes will be assessed along with completed design work in their workbook.
Homework Structure	Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas. Pupils will be set quizzes and readings related to the topic being taught.
School based enrichment	Use of computer equipment at lunchtime in the library Access to the workshops and equipment will be provided as appropriate
Resources available for home-based study	Resources made available on Kents Hill Park VLE and ClassCharts BBC Bite Size website and http://www.technologystudent.com
Extra reading	Depending on pupil area of interest there is a wide variety of reading material available. Emotional Design: Why We Love (or Hate) Everyday Things The Design of Everyday Things (The MIT Press) – Donald A. Norman

DRAMA

Subject overview	In their final year of Key Stage 3 drama, Year 9 will be focusing on honing their dramatic expertise learned across Key Stage 3, This will result in creating a final works, fully student-led and student devised, including skills learned about performance spaces, dialogue and speaking as well as multiple styles of theatre.
Curriculum content	
Unit 1: Back to basics and performance spaces	During his unit, pupils will recap the basic skills and techniques taught to them in drama the year before. For the second half of the term, pupils will begin to explore a variety of performance spaces, understanding which are used when, and what affect each performance space has on the audience and performers.
Unit 2: Monologues and Duologues	During the second half of Autumn term, pupils will focus on working in smaller groups of 2, exploring duologues and how interactions should look between 2 people on stage. This will help pupils to work on reactions, dialogue and use of the space when speaking. Following work on duologues, pupils will work in a partnership to turn a given monologue into a duologue, creating a conversation between two people. This will then be performed in front of the class as an assessment piece.
Unit 3: Brecht and Epic Theatre	Following the Christmas break, Year 9 pupils will start to explore 3 given theatre styles and practitioners, starting with Bertolt Brecht and his ideas on Epic Theatre. This unit will encourage pupils to watch a variety of examples of Epic Theatre, be taught the main techniques used, and ending in an advertisement being devised in the style of Epic Theatre.
Unit 4: Stanislavski and Naturalism	For the second half of Spring Term, pupils will be introduced to Konstantin Stanislavski and his ideas surrounding naturalism within theatre. This unit will support pupils in understanding the most used theatre style, its pros and cons, as well as the reasons why it started. Pupils will then be expected to devise their own naturalistic performance as an assessment piece.
Unit 5: Musical Theatre	For their final theatre style, pupils will be coached on Musical Theatre and how it uses music, choreography and songs to deliver a plot. Pupils will experience lessons delivered by teachers from a national performing arts school, arming them with West End style workshops on Musical Theatre. Pupils will then devise their own musical theatre style performance as an assessment, using songs, music and choreography to tell a given story.
Unit 6: Devising Practitioners	For their final drama unit, pupils will use the techniques and skills learned surrounding three theatre styles, to create their own student-led, student devised, student-researched performance using one of the given theatre styles. This performance will then be assessed and added to their other scores to create a final grade for drama.
Assessment	Each unit contains its own assessment, evaluating and reviewing each pupil's knowledge and retention of each particular theme. These assessments range from written tasks to performance-based tasks.
Homework Structure	Several research tasks will be set as homework throughout this unit, as well as some rehearsals expected to be conducted during pupil's own time. This can be done either at school or somewhere else of the pupil's choosing.
School based enrichment	Use of a professional drama studio, including lights, rigging, curtains and space, as well as multi-media learning. Pupils can also access the library to expand their knowledge of different text types (plays, fiction, dystopian...)
Further reading	Students are encouraged to read up on the chosen practitioners mentioned above, as well as conducting their own investigations into whether what they are reading at the time includes elements of naturalism, musical theatre or epic theatre.

ENGLISH

Curriculum content	There will be three main topics. These topics are titled to reflect the theme of the unit. Each unit lasts for a full term and then within that unit, we will study a range of texts – fiction and non-fiction. Across the three units we will cover a novel, Shakespeare and poetry – these will be accompanied by a range of extracts.
Autumn Term 1st and 2nd Half	Innocence and Experience - Read and respond to: a novel – Pigeon English, examining the themes of immigration, gang crime, peer pressure and innocence. Discussions of contextual themes and information, with relevance to pupils and current impressions of life in London. Throughout the unit, pupils will examine and explore the idea of identity, through fictions and non-fiction extracts. They will read and respond to poetry focused on identity and will consider how identity and it's meaning has changed over time.
Spring Term 1st and 2nd Half	The Gothic - An extract based unit, covering the key features of 'The Gothic'. The unit includes looking at fiction extracts from pre 1914. There will be extracts from Shakespeare to demonstrate the key features of 'The Gothic' as well as extracts from other Gothic literature. Pupils will examine and explore the key features of the genre and analyse their effect. Pupils will undertake creative writing to encompass the key features of 'The Gothic'. There will also be investigation in to poetry, art and architecture to give a sense of a movement across the arts.
Summer Term 1st and 2nd Half	Real World Voices - Pupils will engage in an extract based unit that focuses on non-fiction writing. The unit immerses pupils in the study and examination of non-fiction texts, particularly letters and articles. Pupils will conduct writing tasks to encourage their use of rhetoric and oracy, as they write letters and articles. They will also explore and analyse the way writers construct their texts and look closely at how language is used. They will work on their appreciation and use of language for a purpose and to fit a specific layout.
Assessment	Pupils will then undertake longer structured assessments that will focus on their reading and writing skills. These will be summative assessments and will ask for several skills to be used by pupils. They will consist of a longer answer response to either a reading focused question or a writing based task. Pupils knowledge will be assessed during the term, with in lesson quizzing and retrieval tasks.
Homework Structure	Homework will be set through the online resource, Sparx Reader. Pupils will be asked to complete 30 minutes of careful and close reading, per week, to earn Sparx Reader Points (SRP). House points will also be awarded for 100% completion.
School based enrichment	Pupils can access the Library to expand their wider reading in relation to their topics. Whole-school events, throughout the year will enhance their learning within lessons.
Resources available for home-based study	https://www.cgpbooks.co.uk/ revision guides for KS3 can be found from the CGP website (please ask Mrs Haines for the best guides to obtain). Kents Hill Park Virtual Learning Environment (VLE).
Further reading	Pupils are encouraged to read for pleasure, covering a wide range of both fiction and non-fiction texts. As we cover the units, pupils are free to ask for titles of books based on the extracts we cover in lessons.

FOOD SCIENCE and TECHNOLOGY

Subject overview	In Food Science and Technology in Year 9 we start off with a recap on health, safety and hygiene and the Eatwell guide we start to look at the more complex material with food and look at the relationship between diet and health, then the mineral that affect those issues, we look at the different nutritional profiles of each life stage and also fair trade. In the kitchen we take the skills up by doing Choux Pastry with profiteroles and eclairs, we make bread rolls and they mould them into different animals or plait them, we make pasta from scratch into the different shapes available and also Vegetable Pasties where we boil and fry some food and then bake it in a pastry shell.
Curriculum content	
Rotation	Food is taught as part of a rotation including Design and Technology and Art. Pupils will study each subject area for one term in Year 9.
1st Half Term	Recap on Health and Safety, Recap on the Eatwell guide, relationship between diet and health, microorganisms. In the kitchen we make Profiteroles and Bread rolls shaping them into something unique.
2nd Half Term	Minerals and health, Fair trade, worked exam questions with command word explanations, nutritional needs and cooking methods. In the kitchen we make pasta from scratch using all the tools to make different kinds and we finish with Vegetable Pasties where they need to multitask to make the complete dish.
Assessment	Pupils will be assessed on their practical skills as they carry them out, Theory will be assessed with an end of unit assessment on the information they have been taught the last few years.
Homework Structure	Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas. Pupils will have an evaluation sheet with each food cooked and occasionally may need to bring in an oven proof dish for the lesson, or a container to take home food.
School based enrichment	Use of computer equipment at lunchtime in the library Access to the workshops and equipment will be provided as appropriate
Resources available for home-based study	Resources made available on Kents Hill Park VLE and Class Charts
Extra reading	Recipe books, Good Food Magazine

FRENCH

Subject overview	<p>Over the course of Year 9, pupils will continue to expand their knowledge of the French language, building on their learning from years 7 and 8. Pupils will learn more about the structure of the language, beginning to use increasingly complex tenses and linguistic devices to add complexity and interest to their speaking and writing. Pupils will continue to investigate cultural aspects of the Francophone world through mini case studies, reading and writing tasks focusing on other countries. During Year 9, pupils will continue to familiarise themselves with short literary texts, such as poems and extracts in French to prepare them for the rigours of GCSE study. Pupils will benefit from a wide range of activities developing their listening, reading, speaking and writing skills in order to gain confidence and enjoyment across all aspects of the language.</p>
Curriculum content	
Autumn Term 1st Half	Mon monde à moi – The world according to me Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise all three main tenses (present, near future and perfect).
Autumn Term 2nd Half	Projets d’avenir - Future plans Pupils able to talk about their plans and hopes for the future. Pupils are introduced to the (simple) future tense and go on to practise and consolidate their knowledge of three tenses, asking and answering questions in context of an interview with French inventor, Bertin Nahum.
Spring Term 1st Half	Ma vie en musique – My life in music To allow pupils to express their musical tastes, justifying their opinions with reasons. Also an introduction to the imperfect tense in context of comparing life past and present. Pupils consolidate their knowledge of the present, perfect and imperfect tenses.
Spring Term 2nd Half	Le meilleur des mondes – A better world Pupils continue to develop their command of the present, perfect and imperfect tenses, as well as being introduced to the conditional in context of creating a better world. Pupils are introduced to, and practise using, superlatives. Further practice with three time frames (present, past, conditional).
Summer Term 1st Half	Le monde francophone – The French Speaking world Further practice and consolidation of key grammatical structures and tenses. Pupils operate in three time frames using a wide variety of tenses in context of travel and popular culture in the Francophone world. Also an opportunity for pupils to practise transactional language in the formal register.
Summer term 2nd Half	GCSE Module 1 – Tu as du temps à perdre? Pupils will begin the first module of the GCSE course beginning with revision of key vocabulary and tenses and moving onto talking about the Francophone world, our online lives, music and TV and free time in the past and present tenses.
Assessment	Pupils will have a short assessment at the end of each unit of work – at certain points this will take the form of a formal test and sometimes it will be a longer piece of written or spoken work. Over the course of the year, pupils will be assessed in listening, speaking, reading and writing skills. They will also be tested on their translation skills and understanding of grammatical structures. Pupils will have regular short vocabulary tests throughout each unit. At the end of the year there will be an end of year exam encompassing all that pupils have learnt throughout the course (Y7, Y8 and Y9 material will be included.)

Homework Structure	Pupils will receive homework each week. Sometimes this will be learning homework such as revising for a vocabulary test, and sometimes this will take the form of a written task, or may be online tasks on one of our online learning platforms.
School based enrichment	There are Spanish books available in the school library. Spanish support sessions also run after school on a Thursday for pupils who wish to receive extra support or extend their learning.
Resources available for home-based study	Kents Hill Park Virtual Learning Environment www.languagesonline.org contains useful self-marking activities on a range of topics. The free Duolingo app can be downloaded onto a smartphone, tablet or computer and used to practice vocabulary. Pupils also have access to ActiveLearn, a program linked to the textbooks we use, which can be accessed for further practice, revision and some homework.
Further reading	Any French books aimed at children (fairy tales are particularly good for this). Parallel texts with English and French side by side (larger bookshops might have these, or online stores). A French dictionary. If available, (on holiday for example): menus, tourist information leaflets, signs.

GEOGRAPHY

Subject overview	Unlike the previous two years, the topics covered in year 9 all look at physical and human aspects of the topic and how they interact with each other. Throughout each topic pupils will be using previous geographical skills but will also be learning new terminology and graphical skills to develop them as geographers. Across the year there will be a real emphasis on geographical locational knowledge as they will be expected to build upon their knowledge of the world they live in .
Autumn Term 1st Half	Tectonic hazards – This topic will look at the changing earth through tectonic activity. Pupils will look at how earthquakes and volcanoes occur as well as the impacts they can cause. Within this topic though we will also look at the benefits of these hazards.
Autumn Term 2nd Half	Tectonic hazards – This topic will look at the changing earth through tectonic activity. Pupils will look at how earthquakes and volcanoes occur as well as the impacts they can cause. Within this topic though we will also look at the benefits of these hazards.
Spring Term 1st Half	Geography of crime – In this topic the pupils will investigate the role geography plays in local and global crimes. This will require knowledge from previous topics such as development for piracy and biomes for illegal logging.
Spring Term 2nd Half	Africa is not a country – Using the book by Dipo Fayolin as a focus the pupils will look at how the stereotype of the continent has been formed as well as the impact this has on the areas. They will also look at how certain countries are rapidly developing in areas such as education and health.
Summer Term 1st Half	Globalisation – As the world is ‘shrinking’ and economies are changing, this topic allows pupils to look at the cause and impact of globalisation through case studies such as Shein.
Summer term 2nd Half	Tropical rainforests- The pupils will locate the world’s rainforests and discuss climatic processes have created these as well as how the climate of the rainforest can help and hinder the human population. During this topic pupils will be expected to reuse skills they have learnt previously such as climate graphs and global circulation.
Assessment	Throughout the year the pupils will be assessed in a variety of ways. This will include fortnightly topic quizzes of 10 – 15 marks to show understanding of previous lessons as well as end of topic / end of term exams. In year 9 they will be expected to answer more extended questions to show their geographical knowledge and literacy.
Homework Structure	At the start of the term they will be given a homework booklet and each week they will be set a page to complete. This will ask them to complete tasks based on the current topic, but also previous work to revisit all key stage 3 topics.
School based enrichment	There will be a humanities support club every week. This is an opportunity for the pupils to seek help when needed or to investigate key ideas they find interesting in more detail.
Further reading	BBC Bitesize for KS3 geography. ‘Touching the Void’ - Scholastic Version (abridged) - Joe Simpson ‘Shackleton’ - Ben Saunders ‘Climate Change’ - Charles, Prince of Wales

HISTORY

Subject overview	Curriculum content – Year 9 will continue the chronologic journey the pupils have been following since they began the course in year 7, focussing this year on the 20 th century. The first half of the year will be investigating the key events in the build-up, during and after World War 2. Within this there will be cross curricular links as they will study the holocaust in English, the status of women in PSHE, and links to geography throughout. For the second half they will be studying the Cold War. They will again be discussing how different events had an impact and how it has shaped the world they live in today. However, throughout the whole year there will be more of an emphasis on using sources and analysis of information as they build upon their own knowledge and literacy skills.
Autumn Term 1st Half	The Holocaust – This topic will look at causes of the Holocaust, Kristallnacht, Kindertransport and Final Solution
Autumn Term 2nd Half	Dictators and Ideology – This topic will form the basics of understanding the modern world and will build upon the knowledge from the previous term, and look at Hitler, Stalin, Romanovs, Mussolini. What is an ideology and how can they lead to conflict.
Spring Term 1st Half	Post War Migration to Britain – In this topic we will look at the aftermath of World War Two and the impact this had on the countries involved with the British Empire and the impact of these people migrating to Britain known as the Windrush Generation.
Spring Term 2nd Half	Cold War – Pupils will look at a long period of tension between the democracies of the Western World and the communist countries of Eastern Europe. Pupils will gain an understanding of the different ideologies of this time period and the key events of the Cold War.
Summer Term 1st Half	Conflict and Tension in Asia – Pupils will build upon their knowledge of the Cold War and look at the reasons for the Korean War and the impact this had on the deteriorating relationship between USA and the USSR.
Summer term 2nd Half	Conflict and Tension in Asia – Pupils will build upon their knowledge of the Cold War and look at the reasons for the Korean War and the impact this had on the deteriorating relationship between USA and the USSR.
Assessment	Throughout the year the pupils will be assessed in a variety of ways. This will include fortnightly topic quizzes of 10 – 15 marks to show understanding of previous lessons as well as end of topic / end of term exams. In year 9 they will be expected to answer more extended questions to show their knowledge and literacy.
Homework Structure	There will be homework set to complete tasks based on the current topic, but also previous work to revisit all key stage 3 topics.
School based enrichment	There will be a humanities support club every week. This is an opportunity for the pupils to seek help when needed or to investigate key ideas they find interesting in more detail.
Resources available for home-based study	BBC Bitesize gives a good overview of these topics Knowledge organisers can consolidate learning
Further reading	Michael Rosen – The missing, Elizabeth Wein – The Enigma Game, Anne Frank’s Diary.

MATHEMATICS

Subject overview	Maths in Year 9 has a strong focus on algebra. All pupils at this point should have both a deep understanding of number sense and initial understanding of algebra to allow us to investigate it further. We spend time understanding proofs and their importance within this subject. We continue to recognise the discoveries of great mathematicians gone by and consider why their contributions are invaluable within maths.
Curriculum content	
Autumn Term 1st Half	Graphs and Standard Form Pupils will draw upon their previous learning of coordinates and algebra when exploring Cartesian coordinates and linear graphs. They will form a deep understanding of the abstract equations and formulae needed and the effects of these. Pupils will also be taught about numbers written in standard form and will apply their knowledge of place value and the four operations to solve calculations involving such numbers.
Autumn Term 2nd Half	Algebraic Expressions Pupils will begin by delving further into sequences. Following on from this, they will build upon skills they already have in manipulating algebra by applying this knowledge to expanding double brackets.
Spring Term 1st Half	Geometry In our first geometry unit pupils will be learning constructions; how to draw accurate drawings using only a pair of compasses, a straight edge and a pencil. We have touched on congruence and similarity previously, but pupils will begin to use the concept of similarity to find missing lengths and angles and by understanding and applying the conditions of congruency, pupils will be able to construct simple mathematical reasons as to why shapes are, or are not, congruent. Pupils will further explore angles by investigating angles in a range of polygons.
Spring Term 2nd Half	Equations and Inequalities Pupils will continue to practise forming and solving equations and will start to apply the same methods to inequalities. Pupils will revisit graphs looking at what simultaneous equations are and how a graph can be used to solve such equations before solving them algebraically. They will investigate other non-linear graphs which exist.
Summer Term 1st Half	Geometry 2 and Probability In our second unit on geometry pupils will explore Pythagoras' theorem. They will learn about the transformations of 2D shapes and how these can link back to our similarity and congruence topic taught in Spring 1.
Summer term 2nd Half	Probability and Statistics Pupils will start their first probability topic at Kents Hill Park School and link this back to their Year 8 learning of two-way tables before starting to learn and apply it to frequency trees. They will then move onto the final concept of the year: trigonometry.
Assessment	Pupils will complete low-stake topic tests at the end of each topic which will inform teachers of any gaps or learning that needs to be revisited in future lessons as well as giving pupils examples of what they need to work on in their own time Twice a year, pupils will sit a cumulative test.
Homework Structure	Maths homework is set online through a system which auto-marks pupils' work. Pupils receive personalised homework which is challenging but

	achievable for them, improving their progress and attainment in maths. Homework will be set weekly and is checked regularly by the class teachers.
School based enrichment	At various points in the year we will run a maths club which will provide opportunities for pupils to play games that involve applying maths, create art work using maths, practise for the maths challenge and participate in national competitions.
Resources available for home-based study	https://sparxmaths.com https://corbettmaths.com/contents/
Extra reading	The popular science section of any bookstore is a fantastic place to go to find books about maths that are not just textbooks, here are a few recommendations for Year 9s: <ul style="list-style-type: none"> • Why do buses come in threes?, Rob Eastaway & Jeremy Wyndham • How to Cut a Cake: And Other Mathematical Conundrums; Ian Stewart • The Ultimate Mathematical Challenge: Over 365 Puzzles to Test Your Wits and Excite Your Mind, UKMT

PHYSICAL EDUCATION

<p>Subject overview</p>	<p>Physical Education in Year 9 will continue to build on and embed important physical, social and emotional skills that they have worked on in KS3.</p> <p>For any new sports being delivered, the key focus will be as it has been for previous years, unless there are clear transferable skills to expand upon.</p> <p>For sports that have been covered in year 7 or 8 pupils will learn and be able to apply complex skills, tactics, rules and leadership qualities to the sport. Pupils will also be expected to have a much higher performance level in competitive situations and an increased tactical awareness of how to outwit the opponent.</p> <p>There will a particular focus in year 9 on the development of key leadership qualities, pupils will be expected to take on different roles such as captancy, coaching, officiating and leading/managing teams and/or players.</p> <p>They will be expected to review performances and implement change for the next section of the lesson or game to show improvement. They will also be expected to confidently officiate, enforcing key rules using the correct terminology and be able to review their own performance as an official.</p> <p>Pupils will also be introduced to the Sports Studies course, through a taster unit of work, this will help to develop key skills needed at GCSE level for Sport and other subjects.</p> <p>Fitness lessons will have a particular focus on developing and testing their own and others, components of fitness - speed, cardiovascular endurance, strength, muscular endurance and flexibility.</p> <p>Diet and nutrition will also play a key role in year 9 fitness, giving pupils key knowledge that is linked to a healthy active lifestyle and prepare them for physical activity as well as engaging with different sporting activities.</p>
<p>Assessment</p>	<p>The theoretical unit of work will be assessed in the same way that the GCSE Sports Studies is assessed, through written assignment/report.</p> <p>Each sport will contain an element of practical and theoretical assessment. Pupils will be assessed on their knowledge of the sport, their understanding of key skills and rules and their ability to perform the key skills in both isolated practices and game-based scenarios.</p>
<p>Homework Structure</p>	<p>To attend at least one after school sports club per half-term.</p>
<p>School based enrichment</p>	<p>Pupils will be able to attend any afterschool sports clubs on offer.</p> <p>Afterschool and lunch time clubs run every day for the pupil's own leisure or to give themselves a competitive challenge.</p> <p>Pupils will also have the opportunity to represent the school in a number of fixtures against other schools.</p> <p>Pupils will also have the opportunity to compete in house-based sports competitions through the year.</p>
<p>Resources available for home-based study</p>	<p>https://www.bbc.co.uk/bitesize/examspecs/zp49cwx</p>
<p>Further reading</p>	<p>Women in Sport: Fifty Female Athletes who played to win</p>

Subject: Girls Physical Education	
Curriculum content	
Autumn Term 1st Half	Netball– Pupils will further develop the key skills and tactical approaches associated with Netball and be able to execute these with confidence, accuracy and control. They will develop their knowledge of key rules and be able to effectively take on the role of a captain, coach and/or referee.
Autumn Term 2nd Half	Leadership– Pupils will be taught the key qualities of a sports leader and the principles that make up an effective and safe sports activity session. Pupils will plan and deliver a sports session based on an activity of their choice.
Spring Term 1st Half	Badminton – Pupils will develop key, complex skills and be able to apply them to singles and doubles Badminton. Pupils will be effective within game play and use their tactical knowledge to outwit opponents. They will be able to effectively officiate both a singles and doubles game, enforcing the rules with confidence.
Spring Term 2nd Half	Table Tennis - Pupils will be introduced to the key skills and rules associated with Table Tennis. They will develop their skills and be able to apply tactical understanding of the game to outwit their opponents. Pupils will be able to differentiate between the rules linked to doubles and singles Table Tennis. Pupils will be able to effectively officiate the game.
Summer Term 1st Half	Tennis – Pupils will be introduced to the key skills and rules associated with Tennis. They will develop their skills and be able to apply tactical understanding of the game to outwit their opponents. Pupils will be able to differentiate between the rules linked to doubles and singles Tennis. Pupils will be taught the scoring system for Tennis and be able to effectively officiate a game, keeping score effectively.
Summer term 2nd Half	Rounders - Pupils will develop their knowledge and execution of the key skills that link to Rounders such as batting, bowling, decision making, throwing and catching. They will be required to effectively officiate the game of Rounders and show key leadership qualities throughout, using performance analysis to improve.

Subject: Boys Physical Education	
Curriculum content	
Autumn Term 1st Half	Leadership– Pupils will be taught the key qualities of a sports leader and the principles that make up an effective and safe sports activity session. Pupils will plan and deliver a sports session based on an activity of their choice.
Autumn Term 2nd Half	Basketball – Pupils will further develop the key skills and tactical approaches associated with Basketball and be able to execute these with confidence, accuracy and control. They will develop their knowledge of key rules and be able to effectively take on the role of a captain, coach and/or referee.
Spring Term 1st Half	Rugby - Pupils will develop the complex skills associated with Rugby such as passing, kicking, tackling and rucking. Pupils will be effective in game play, using transferrable skills to outwit their opponent. Tactical approaches will be used to gain an advantage over the opponent. Pupils will understand the scoring system associated with Rugby and follow this clearly throughout game play.

Spring Term 2nd Half	Badminton - Pupils will develop key, complex skills and be able to apply them to singles and doubles Badminton. Pupils will be effective within game play and use their tactical knowledge to outwit opponents. They will be able to effectively officiate both a singles and doubles game, enforcing the rules with confidence.
Summer Term 1st Half	Cricket – Pupils will develop their knowledge and execution of the key skills that link to Cricket such as batting, bowling, throwing and catching. They will be required to effectively officiate the game of Cricket and show key leadership qualities throughout, using performance analysis to improve.
Summer term 2nd Half	Tennis – Pupils will be introduced to the key skills and rules associated with Tennis. They will develop their skills and be able to apply tactical understanding of the game to outwit their opponents. Pupils will be able to differentiate between the rules linked to doubles and singles Tennis. Pupils will be taught the scoring system for Tennis and be able to effectively officiate a game, keeping score effectively.

Subject: Mixed Physical Education	
Curriculum content	
Autumn Term 1st Half	Basketball – Pupils will further develop the key skills and tactical approaches associated with Basketball and be able to execute these with confidence, accuracy and control. They will develop their knowledge of key rules and be able to effectively take on the role of a captain, coach and/or referee.
Autumn Term 2nd Half	Leadership– Pupils will be taught the key qualities of a sports leader and the principles that make up an effective and safe sports activity session. Pupils will plan and deliver a sports session based on an activity of their choice.
Spring Term 1st Half	Badminton – Pupils will develop key, complex skills and be able to apply them to singles and doubles Badminton. Pupils will be effective within game play and use their tactical knowledge to outwit opponents. They will be able to effectively officiate both a singles and doubles game, enforcing the rules with confidence.
Spring Term 2nd Half	Netball– Pupils will further develop the key skills and tactical approaches associated with Netball and be able to execute these with confidence, accuracy and control. They will develop their knowledge of key rules and be able to effectively take on the role of a captain, coach and/or referee.
Summer Term 1st Half	Rounders – Pupils will develop their knowledge and execution of the key skills that link to Rounders such as batting, bowling, throwing and catching. They will be required to effectively officiate the game of Rounders and show key leadership qualities throughout, using performance analysis to improve.
Summer term 2nd Half	Softball – Pupils will continue to develop key complex skills that link to striking and fielding such as batting, bowling, throwing and catching. They will be introduced to specialist equipment for the game of Softball. They will be required to effectively officiate different games and show key leadership qualities throughout.

PHSRE

Subject overview	<p>PHSRE lessons will introduce pupils to a wide range of issues and knowledge that will help them reflect upon the world around them and help them to understand how they can contribute to a wider community.</p> <p>Pupils will be introduced to topics including:</p> <ul style="list-style-type: none"> • How to share thoughts and feelings in a range of personal issues. • Personal safety and health issues. • Careers and Employment • Sex and relationships • Positive Mental Health • Learning and revision techniques
Curriculum content	
Autumn Term 1st Half	<p>Being me in My World - 'Who am I and how do I fit?'</p> <p>Perceptions about intimate, relationships, consent, sexual exploitation, peer approval, child-on child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in.</p>
Autumn Term 2nd Half	<p>Celebrating Differences - Respect for similarity and difference. Anti-bullying and being unique.</p> <p>Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping.</p>
Spring Term 1st Half	<p>Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <p>Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.</p>
Spring Term 2nd Half	<p>Healthy Me - Being and keeping safe and healthy.</p> <p>Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid.</p>
Summer Term 1st Half	<p>Relationships - Building positive, healthy relationships</p> <p>Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services.</p>
Summer term 2nd Half	<p>Changing Me - Coping positively with change</p> <p>Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self-expression, influences, body image</p>
Assessment	<p>One assessment at the end of each topic booklet</p>
School based enrichment	<p>External speakers in line with topics.</p>
Resources available for home-based	<p>Resources available on school Virtual leaning environment.</p> <p>PSHE Education for Key Stage 3</p> <p>Lesley De Meza (Author), Stephen De Silva (Author)</p>

RELIGIOUS STUDIES

Subject overview	Religious education is a subject which allows students to build an understanding of the religions followed by their peers and other members of society, but it also looks at ethical issues that they may see on a day to day basis in their own lives. The study of each religion will be heavily focused on the beginning of the religion and the foundations of the beliefs. From here the students will see if the religion is adapted for modern day living, but also how the views on certain issues varies across the different beliefs.
Curriculum content	
Autumn Term 1st Half	Islam - Starting with where in the world Islam began and the early life of the prophet Muhammad. Pupil's will explore the religion by studying the pillars of Islam to identify the key teachings. The pupils will then use these with the teachings of the Quran to gain an understanding of the world's second largest religion. They will look at how people perceive Allah and how Islam is practiced in modern life.
Autumn Term 2nd Half	Islam – Pupil's will study the remained of the five pillars, including Hajj as well as other key beliefs such as Jihad and the different groups that make up Islam (Sunni and Shia).
Spring Term 1st Half	Buddhism – Buddhism is approached as a religious and philosophical answer to 'why do we suffer?' and 'how do we stop suffering?' Pupil's will follow the story of Siddhartha Gautama and why he left his life as a prince. They will then explore the answer he discovered in the four noble truths.
Spring Term 2nd Half	Buddhism – Pupil's will study parts of the final noble truth (the eightfold path) in detail, places of worship in Buddhism and the main two traditions within the religion.
Summer Term 1st Half	Philosophy- This topic is based around ethics rather than focussing on one religion with the intention to develop their analytical skills and giving them the opportunity to articulate their opinions. They will study arguments for and against God, metaethics and political philosophy.
Summer term 2nd Half	Philosophy- Pupils will continue to study different philosophical topics including philosophy of science, applied ethics and metaphysics.
Assessment	Pupils will be assessed a total of ten times through the year, this will be through knowledge check quizzes as well as extended answer questions. The latter will take the form of 6 mark questions (these will typically ask pupils to explain two important beliefs from the religion studied) and 12 mark questions (which will require pupils to create a two-sided argument that makes a clear judgement about the topic discussed).
Homework Structure	Predominantly revision based to achieve in the topic tests, however there will be homework given each fortnight to embed understanding of the lessons.
School based enrichment	Humanities club on a Thursday afterschool. Philosophy society after school on week 1 Wednesday.
Resources available for home-based study	Knowledge organisers and resources will be available on the VLE. Exercise books will also be taken home to aid revision. BBC bitesize for KS3 is useful. Seneca KS3 course.
Further reading	The school library will have books related to each of the religions.

SCIENCE

Subject overview	Pupils will build upon the big ideas in science which was taught in Year 7 and year 8. They will apply their knowledge to familiar and unfamiliar situations. Pupils will develop practical skills which would give rise to graphical and data analysis skills. Scientific enquiry, numeracy and literacy will be developed throughout the year, preparing them for KS4 success Pupils will have access to online resources and will be supported and challenged with the Checkpoint system.
Curriculum content	
Autumn Term 1st Half	Cell structure and transport Pupils will compare the light microscope to the electron microscope and calculate magnification. Pupils will explore the differences between eukaryotes and prokaryotes and recalling the structure and function of specialised cells in more detail.
Autumn Term 2nd Half	Genes This topic explores Natural selection and Charles Darwin’s theory of evolution Inheritance and genetic modification is discussed and the associated issues surrounding the development in science. Cell division –Mitosis Pupils will develop their understanding about the importance for growth and repair and the processes involved in the generation of replacement cells by the process of mitosis.
Spring Term 1st Half	Atomic Structure Pupils will learn about the history of the atoms and how the structure of the atom came about. Pupils will practice writing chemical equations and learn more about the electronic structure of the atoms by organising electrons in their respective shells. The Periodic Table Pupils will learn about the development and electronic structure of the Periodic Table and explore the Group 1 Alkali metals and Group 7 Halogens. Pupils will be encouraged to look for trends in the periodic table.
Spring Term 2nd Half	Conservation and dissipation of energy Pupils will explore changes in energy stores and the conservation of energy. Pupils will practice and improve their maths skills whilst solving power and energy efficiency questions linked to electrical appliances. Organisation and the digestive system Pupils explore the digestive system further and recall the biochemical tests performed to positively test for the main food groups: Proteins, fats and carbohydrates. Pupils investigate the function of enzymes in the role of digestion.
Summer Term 1st Half	Energy transfer by heating and energy resources Pupils will explore energy transfer by conduction and value of specific heat capacity. Pupils will investigate the benefits of insulating buildings and link this to cost effectiveness. In addition, pupils will learn about renewable energy resources and the positive effect they have on the environment.
Summer term 2nd Half	Renewable and non-renewable energy resources Pupils use their knowledge and understanding from the last two energy topics to compare and contrast renewable and non-renewable energy resources such as biofuels, solar and nuclear power, developing arguments for and against each type of source.

Assessment	<p>Each topic will contain assessment. Hinge and whiteboard questions at the start of each lesson, practising retrieval techniques.</p> <p>There is a Checkpoint system for each topic which is comprised of an auto marked online assessment and an end of topic test. The assessments are designed to identify how well the pupils have mastered the key concepts</p>
Homework Structure	<p>Homework will be set throughout the topics. Pupils will each have a course booklet to complete regularly after each lesson. Pupils will be expected to practice retrieval questions which will also be found in the course booklet. Online quizzes will be set and auto-marked providing instant feedback to the pupils and teacher. Pupils will be encouraged to visit museums and historic places to support their learning and understanding and read prior to every lesson using support resources.</p> <p>Pupils will also have a Tassomai account and must achieve their weekly goal. This is an online learning tool which uses algorithm to monitor and assess pupil progress for each scientific topic and identifies gaps in a pupil's learning.</p>
School based enrichment	<p>Pupils will be encouraged to attend science intervention and be involved in STEM projects available.</p>
Resources available for home-based study	<ul style="list-style-type: none"> • Kerboodle which will have an online version of the class text book and quizzes. • Bitesize • Tassomai • Course workbook <p>Additional resources to support leaning:</p> <ul style="list-style-type: none"> • CGP AQA KS3 Revision Guide Book (Higher) ISBN 978 1 841462301 • CGP AQA KS3 Revision Guide Book (Foundation) ISBN 978 1 841462400 • CGP AQA KS4 Chemistry ISBN 978 1 78294 557 4 • CGP AQA KS4 Biology ISBN 978 1 78294 556 7 • CGP AQA KS4 Physics ISBN 978 1 78294 558 1
Further reading	<ul style="list-style-type: none"> • National Geographic Kids • The Week Junior • New Scientist • Newspapers, 'science in the news'.

SPANISH

Subject overview	Over the course of Year 9, pupils will continue to expand their knowledge of the Spanish language, building on their learning from years 7 and 8. Pupils will learn more about the structure of the language, beginning to use increasingly complex tenses and linguistic devices to add complexity and interest to their speaking and writing. Pupils will continue to investigate cultural aspects of the Hispanic world through mini case studies, reading and writing tasks focusing on other Spanish-speaking countries. During Year 9, pupils will continue to familiarise themselves with short literary texts in Spanish to prepare them for the rigours of GCSE study. Pupils will benefit from a wide range of activities developing their listening, reading, speaking and writing skills in order to gain confidence and enjoyment across all aspects of the language.
Curriculum content	
Autumn Term 1st Half	Somos así – This is us Pupils will talk about themselves and their personal interests. This will cover themes such as leisure activities, films, birthdays and daily life. Each topic will give pupils the opportunity to re-familiarise themselves with a grammatical structure or tense they have previously encountered.
Autumn Term 2nd Half	Oriéntate – Orientate yourself This unit focuses on the future. Pupils will practice using the near future tense and will be introduced to the conditional tense. Pupils will talk about what jobs they would like to do and what their aspirations are for their future lives.
Spring Term 1st Half	En forma – In good health In this unit pupils will learn about healthy lifestyles. This will include giving and understanding advice relating to a healthy diet, and active lifestyle, describing pain and ailments and visiting the doctor.
Spring Term 2nd Half	Jóvenes en acción – Youth in action This unit introduces the themes of rights and activism and the place of young people in society. Pupils will encounter material relating to young people’s rights, fair trade, the environment and fundraising. Pupils will be able to talk about how their local area has changed.
Summer Term 1st Half	Una Aventura en Madrid – An adventure in Madrid In this unit pupils will complete activities imagining they are visiting Madrid. This will include meeting and greeting people, making themselves understood, dealing with unfamiliar language, navigating tourist information and making plans using the future tense.
Summer term 2nd Half	GCSE Module 1 – Desconéctate Pupils will begin the first module of the GCSE course beginning with revision of key vocabulary and tenses and moving onto talking about past and future holidays, staying in hotels and making reservations, and complaints.
Assessment	Pupils will have a short assessment at the end of each unit of work – at certain points this will take the form of a formal test and sometimes it will be a longer piece of written or spoken work. Over the course of the year, pupils will be assessed in listening, speaking, reading and writing skills. They will also be tested on their translation skills and understanding of grammatical structures. Pupils will have regular short vocabulary tests throughout each unit. At the

	end of the year there will be an end of year exam encompassing all that pupils have learnt throughout the course (Y7, Y8 and Y9 material will be included.)
Homework Structure	Pupils will receive homework each week. Sometimes this will be learning homework such as revising for a vocabulary test, and sometimes this will take the form of a written task.
School based enrichment	There are Spanish books available in the school library. Spanish support sessions also run after school on a Thursday for pupils who wish to receive extra support or extend their learning.
Resources available for home-based study	Kents Hill Park Virtual Learning Environment www.languagesonline.org contains useful self-marking activities on a range of topics. The free Duolingo app can be downloaded onto a smartphone, tablet or computer and used to practice vocabulary. Pupils also have access to ActiveLearn, a program linked to the textbooks we use, which can be accessed for further practice, revision and some homework.
Further reading	Any Spanish books aimed at children (fairy tales are particularly good for this). Parallel texts with English and Spanish side by side (larger bookshops might have these, or online stores). A Spanish dictionary. If available, (on holiday for example): menus, tourist information leaflets, signs.