

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Transformations:</b> In this module, students will learn how to perform different shape transformations including, rotations, reflections, enlargements and translations. Later, students will learn how to perform a series of transformations and describe transformations.</li> <li>• <b>Simultaneous Equation:</b> Students will build on algebraic techniques learnt throughout Year 9 to help them solve a pair of linear simultaneous equations by substitution and elimination.</li> <li>• <b>Trigonometry:</b> Students will learn how to use the sine, cosine and tangent ratios to find missing lengths and angles in right-angle triangles. Later in the module students will identify right-angled triangles within 3D shapes in order to find missing lengths and angles.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set each week on Monday.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Year assessment: W/C 08/06/26. Everything taught over the course of Year 9.</li> <li>• End of blocks Assessments: <ul style="list-style-type: none"> <li>○ Non-Linear Graphs End of Unit Assessment (W/C 01/08/26)</li> <li>○ Probability End of Unit Assessment (22/06/26)</li> <li>○ Transformations End of Unit Assessment (06/07/26)</li> </ul> </li> </ul>
<b>English</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Exploration of Shakespeare’s tragic play ‘Macbeth’.</b> Students will learn about the Great Chain of Being and the Divine Right of Kings in order to understand the complex themes and ideas of the play. Students will develop their understanding of how themes develop throughout the plot and how Shakespeare’s use of language and methods present these themes to begin to explain why Shakespeare wrote the play.</li> </ul> <p><b>Homework:</b> Weekly tasks will be set on Seneca.</p> <p><b>Assessment:</b> Students will sit an exam in which they will write a ‘what/ how/ why’ analysis on how Macbeth or Lady Macbeth are presented in an extract and the rest of the text. (This will be an assessed piece that will receive feedback and a grade.)</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Infection &amp; response:</b> Students learn about communicable diseases, pathogens (viruses, bacteria, fungi, and protists), the human immune system, plant diseases, and methods of treating, curing, and preventing diseases. This includes the use of antibiotics, vaccinations, and monoclonal antibodies. Students also learn about the importance of hygiene and measures to reduce or prevent the spread of diseases.</li> <li>• <b>Field Investigations:</b> Students learn the different sampling techniques for an ecosystem and practice their sampling skills on the school field.</li> </ul> <p><b>Homework: Weekly Seneca Assignments</b></p> <p><b>Assessment: Week Commencing Monday 08<sup>th</sup> June 2026</b></p>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Technology</b></li> </ul> <p>Students will study social media, technology used at home, online safety and gaming in past and future tense with extended opinions.</p> <p><b>Homework:</b> Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</p>

<p><b>French</b></p>	<p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Film - 'Belle et Sebastien'</b></li> </ul> <p>Students will study a French film based on a classic French children's story. They will be describing characters and reviewing the film in past tense.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
<p><b>Geography</b></p>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li>• <b>Climate Change:</b> students will be looking at the causes, impacts and management strategies for climate change. Students will look at the evidence for climate changes and will address the misconceptions surrounding it.</li> <li>• <b>Assessment:</b> End of year assessment at the start of the term.</li> </ul>
<p><b>History</b></p>	<p>Students will study the following:</p> <p><u>The Holocaust</u></p> <ul style="list-style-type: none"> <li>• What was life like for Jews in the 1930's?</li> <li>• How did the Nazis persecute the Jews in the early 1930s?</li> <li>• What was Kristallnacht?</li> <li>• How were persecuted deported and transported by the Nazis?</li> <li>• Why were the Ghettos and why did the Nazis use them?</li> <li>• What was the Nazi 'Final Solution'?</li> <li>• What were labour and concentration camps?</li> <li>• What was Auschwitz like?</li> <li>• What was the Kindertransport and what did it achieve?</li> <li>• How did people resist the Nazis and their persecution?</li> <li>• Who was responsible for the Holocaust?</li> </ul> <p><b>Assessment:</b> Extended writing question</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Seneca: The Persecution of the Jews - The Holocaust</li> <li>• Key Word Quiz</li> </ul>
<p><b>Religion, Ethics and Philosophy</b></p>	<p>Students will study the following:</p> <p><u>Relationships and families</u></p> <p>Lessons include:</p> <p>Nature and purpose of marriage – Christianity  Nature and purpose of marriage – Hinduism  Cohabitation and same- sex marriage  Divorce  Nature and purpose of families</p> <p><b>Homework:</b> To create a knowledge organiser of the knowledge acquired from this unit. Seneca revision set every 2 weeks.</p> <p><b>Assessment:</b> Multiply choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
<p><b>PSHE</b></p>	<p>Students will study the following:</p> <p>Legal and illegal drugs: Drug education- classifications, cannabis, "party drugs," volatile substance abuse, different types of addictions.</p>

PE	<p>Students will study the following: Athletics, Rounders and Cricket.</p>
Design and Technology	<p>Students will study the following:</p> <p>In the 'Create' project the students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>CAD</b> – Students will create a technical floor plan for their dream houses using 2D CAD (2D Design), learning the importance of planning, scaled drawings and communication (using architectural drawing keys to communicate walls, windows, doors, etc.). The floor plans will then be used to guide the making of the architectural models</li> <li>• <b>Modelling</b> – Students will begin making their models using the floorplans as a guide.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Street Food:</b> Students will explore what street food is, including its cultural significance and popular examples of 'Street Food in Britain'. They will also learn how to create an effective time plan to organise and prepare dishes efficiently, developing their planning and practical cooking skills.</li> </ul> <p>In the 'Skills' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Assembling Desk tidy-</b> Using hand tools and machinery to cut and finish remaining sections. Using 2D Design and On Shape to create CAD/CAM element for their desk tidy. Using the vacuum former to create a tray for their desk tidy. Using the strip heater and heat gun to bend the acrylic element for their phone holders.</li> <li>• <b>Evaluating Desk Tidy-</b> Creating a diary of manufacture and evaluating the successes of the desk tidy whilst suggesting improvements and modifications.</li> </ul> <p><b>Assessment</b> – Ongoing summative assessment on designing and making skills in project booklets. This term the assessment focus will be on the manufacture of both the Dream House model and the Desk Tidy.</p>
Art	<p>Students will study the following: To build on the skills learnt in the previous projects students will work on a <b>Mask Project</b> and complete the following tasks -</p> <ul style="list-style-type: none"> <li>• Final Mask Idea Drawing</li> <li>• 3D Mask.</li> </ul> <p><b>Homework:</b> Artist research based on the theme of Masks.</p> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
Music	<p>Students will study Song Creation</p> <ul style="list-style-type: none"> <li>• Musical forms and devices</li> <li>• The Elements of music</li> <li>• Popular song structure and melodic motion</li> <li>• Metre / Beat</li> <li>• Listening to and analysing different songs</li> <li>• Composing their own song</li> <li>• Chords and bass line</li> <li>• Chord sequences and melody writing using syllables and melisma</li> </ul> <p><b>Assessment</b> will be a recording /performance of the song</p> <p>Students will use an online sequencer called YuStudio to record their work</p>
Performing Arts	<p>Students will study the following: <b>Topic: Everyone's Talking about Jamie</b></p>

	<p>Pupils will work in groups to create/ devise their own pieces including either acting dancing or singing. They will base their performance around the key themes taken from the musical- identity, relationships, resilience, respecting/tolerating differences, ambition, diversity, friendship, or bullying.</p> <p><b>Skills-</b> Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection. Techniques- Improvisation, still image, body as a prop, narration, hot seating, creating characters, cross cutting, and split scenes.</p> <p><b>Understanding</b> - They will develop their understanding of how to respond to the given theme, and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p><b>Performing (Assessment)-</b> Small group performances including acting, dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Rehearsing their chosen character in preparation for their performance.</li> <li>• Quiz based on the learnt techniques and style.</li> </ul>
<p><b>Computing</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Website design and HTML coding</li> <li>• Produce a website based on themselves and their hobbies and interest</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Website produced to be assessed</li> </ul>