

Subject	Overview
Maths	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Maths and money: Students will apply their mathematical knowledge to real life situations focusing on money, wages, taxes and budgeting. Students will understand bills and bank statements, preparing them for life beyond education. • Straight Line Graphs: Students will develop their understanding of line graphs by linking them to algebraic equations. They will explore gradients and y-intercepts of different lines, linking these to the general equation $y = mx + c$. Students will then build on this to represent linear equalities graphically. • Ratio and Proportion: In this module students will develop their number skills and how to apply these to real life problems of sharing and mixing. This topic will also develop understanding of the relationship between two variables and explains how these can be linked mathematically. <p>Homework: Homework will be set on Sparx Maths weekly, Monday to Monday.</p> <p>Assessments:</p> <ul style="list-style-type: none"> ○ w/c 12/01/2026 – Standard Form End of Unit Assessment. ○ w/c 26/01/2026 – Maths & Money End of Unit Assessment.
English	<p>Students will study the following:</p> <p>Humanity versus Nature</p> <ul style="list-style-type: none"> • The conventions of a nature documentary voiceover script • How to write their own nature documentary voiceover • How to write a news report about a freak weather event • How to write a vivid description from a turtle's point of view • How to write a letter of apology to the earth • How to write an opinion article about unsustainable shopping/ fast fashion <p>Homework:</p> <ul style="list-style-type: none"> • Students will complete weekly assignments on Seneca. <p>Assessment:</p> <ul style="list-style-type: none"> • Nature documentary voiceover script in week 2. • Opinion article on fast fashion - formative assessment with feedback but no grade in week 6.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Uses of waves: Students learn various concepts in the introduction to waves, including the types of waves, their characteristics, and basic wave properties such as wavelength, frequency, amplitude, and speed. They also learn about the distinction between mechanical, electromagnetic and surface waves, as well as the differences between transverse and longitudinal waves. Additionally, students are introduced to the idea that waves are disturbances that carry energy from one place to another and that there are many different types of waves, such as sound waves, water waves, and seismic waves. This foundational knowledge provides the basis for understanding more advanced concepts related to waves in GCSE. • Introduction to chemistry: Students learn various concepts in the introduction to chemistry including basic concepts such as compounds are formed from elements by chemical reactions that involve the formation of one or more new substances, and often involve a detectable energy change and can only be separated into elements by chemical reactions. They study how chemical reactions can be represented by word equations or equations using symbols and formulae. They carry out practical activities to separate mixtures by physical processes such as filtration, crystallisation, simple distillation, fractional distillation and chromatography.

	<p>Homework: Students must complete a weekly quiz on Seneca.</p> <p>Summative Assessment WC: 9th March 2026.</p>
German	<p>Students will continue to study Topic 2: Sports and Physical Wellbeing.</p> <ul style="list-style-type: none"> • Sports, physical wellbeing: Students will achieve an understanding of vocabulary to describe sports and healthy lifestyle choices. They will also learn how to describe activities promoting positive physical wellbeing and unhealthy habits to avoid. • Grammar: Students will develop 3rd person modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Topic 1 study. • Homework: This will be set on Seneca three times throughout the half term. <p>Summative assessment will be a Reading and Writing assessment.</p>
French	<p>Students will continue to study Topic 2: Family.</p> <ul style="list-style-type: none"> • Family: Students will achieve an understanding of vocabulary to describe family, relationships and appearance. • Grammar: Students will develop perfect tense and future time frames from Topic 1 study. • Homework: This will be set on Seneca three times throughout the half term. <p>Summative assessment will be next half term and will be a Speaking and Listening assessment.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Are we lost without Geography? Students will bring together all of their geographical knowledge and put them to the test by applying them to map skills. Students will practice how to use 4 and 6 figure grid references, how to measure relief and scale, and how to read different types of maps. Students will also look at statistical methods that can be used in the topic of geography. • Assessment: An end of topic assessment before half term.
History	<p>Students will study the following:</p> <p><u>How did protest movements change Britain?</u></p> <ul style="list-style-type: none"> • Who were the Windrush generation? • Why was the Nottingham Carnival established? • What did the trial of the Mangrove Nine acknowledge? • What was the impact of the Bristol Bus Boycott? • Why were Brixton riots important? • What was the focus of the Black Lives Matter protests in Bristol? <p>Assessment: Students will complete an assessment at the end of the full unit (HT4).</p> <p>Homework:</p> <ul style="list-style-type: none"> • Key words and concept revision. • Independent research for assessment.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Unit Title: What are the important passages in life?</p> <p>During this unit we will be answering the following enquiry questions:</p> <p><i>How does the concept of religious duty change over time for a Hindu? (Ashrama dharma)</i></p> <p><i>Why is the idea of procreation important for Christians? (Be fruitful and multiply - sanctity of life – quality of life - contraception)</i></p> <p><i>How does the ritual of Bar Mitzvah change someone's responsibilities in life?</i></p> <p><i>What is the nature and purpose of nikah in Modern Britain? A</i></p> <p><i>How does having no religious beliefs effect how you celebrate your rites of passage?</i></p> <p><i>Is going on Hajj the most important rite of passage for a Muslim?</i></p>

	<p><i>What do Hindu funeral rites teach believers about the cyclical view of time?</i></p> <p>Assessment: A selection of multiple questions on the knowledge learnt from this unit and some extended exam style questions.</p> <p>Homework: Revise and reflect for our end of unit assessment. (Learning about religion.)</p>
PSHE	<p>Students will study the following:</p> <p>Life beyond school, including from failure comes success, assertiveness, first aid, Labour Market Information, finance, budgeting and employment, social media and online stress.</p>
PE	<p>Students will study the following:</p> <p>*All groups will do 2 weeks of cross country- second week back.</p> <p>Girls:</p> <p>Handball (Set 1) and Aesthetic Activities (Set 2)</p> <p>Year 9 Boys</p> <ul style="list-style-type: none"> • Mr Webb X class - Football and Cross Country • Mr Ingham X class - Netball and Cross Country • Mr Webb Y class - Netball and Cross Country • Mr Ingham Y class - Football and Cross Country
Music and Performing Arts	<p>In Music, students are studying Popular Music Performance:</p> <ul style="list-style-type: none"> • Listening/ Appraising: The Development of 20th Century Popular Music, each week there is a new genre to study e.g. Reggae, Soul, Pop, Indie • Understanding: Development of Popular Music, instrumentation, genres, technology development of musical ideas, ensembles, famous artists, pioneers in music • Performing: Choice of song from songbook (easy, medium, hard) • Rehearsal of piece in the lesson • Assessment: Performance on the keyboard individually to teacher, Performance with two hands – melody right, chords left. <p>In Performing Arts, students will study the following:</p> <p>Teechers by John Godber (Epic Theatre)</p> <p>Students will work on developing their acting skills, they will develop more than one character and learning professional repertoire from the play 'Teechers'. Students will work in groups of three learning dialogue and developing their use of acting techniques such as multi-role, direct address, quick paced scenes, colloquial language, humour, and frequent changes of directions.</p> <p>Knowledge-Students will learn about the context of the play being set in the 1980's. They will develop understanding of the characters, plot and the Godber acting techniques. Epic theatre techniques– non naturalistic style of acting, use of multi-role, minimalistic use of props and costumes. Character development including vocal, physical, and blocking, stage directions. Acting skills and techniques.</p> <p>Skills-Responding to direction and reviewing skills and techniques. Acting skills including- clarity, articulation, projection, remembering lines/lyrics, pitch, rhythm, tone, tune, breath control, characterisation, facial expression, spatial awareness, and stage presence.</p> <p>Homework</p> <ul style="list-style-type: none"> • Microsoft forms Quiz- reviewing their knowledge of the topic. • Rehearsal of the lines, learning them off by heart ready for their assessment.
Art Textiles	<p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following for their Mask project.</p> <ul style="list-style-type: none"> • Pencil Bird, • Oil Pastel Frog,

	<ul style="list-style-type: none"> • Pen Insect, • Analysing the work of Artists. • Annotation of classwork. <p>Homework: Artist research based on Animal artists.</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</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"> • Perspective Drawing: Students will apply their knowledge and skills developed in HT2 to draw up their final house design in 2-point perspective and a chosen room in their house in 1 point perspective. • Students will render their houses, applying knowledge of materials, texture, shade and tone to make them look realistic. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Food Safety in the Hospitality and Catering Industry: Students will gain an understanding of the importance of food safety within the hospitality and catering industry. They will learn about the main causes of foodborne illness and how to prevent contamination through correct food handling, storage, and preparation. Students will also explore hygiene regulations, safe working practices, and the responsibilities of food handlers in maintaining a safe and healthy food environment. <p>In the 'Skills' project students will study the following:</p> <ul style="list-style-type: none"> • How to create 2 different wood joints demonstrating safe and confident use of tools and machinery. • Revisit and demonstrate isometric design skills. • Learning how to bend and form polymers demonstrating safe and accurate use of machines. • Carrying out independent research into Product Design company Alessi. • Creating a range of desk tidy ideas. • Looking at the work of others. • Learning how to develop design ideas in an iterative design process. • Creating a card prototype which will be used as a template for the manufacture of desk tidy. <p>Assessment: Ongoing summative assessment on designing and making skills in project booklets. Extended writing task on food safety.</p> <p>Homework: Revision for Technology assessment.</p>
Computing	<p>Students are looking at Interactive Media including its uses and how to create them. They will develop advanced PowerPoint skills including automation of slides and internal hyperlinks. We will be working towards a client brief to create a final product for Blackpool based attractions.</p> <p>Assessment</p> <ul style="list-style-type: none"> • The final product will be assessed against success criteria alongside pupil evaluations. <p>Homework</p> <ul style="list-style-type: none"> • Research into Blackpool attractions and real-world examples of Interactive Media used in the real world.