Year 9 Curriculum Newsletter: HT2 November 2026

Subject	Overview
Maths	Students will study the following: • **Equations, Inequalities and Formulae:** In this module students will learn how to solve equations and inequalities including brackets, negative numbers and unknowns on both sides of the equation/ inequality. Later in the module they, will check their solutions by using substitution before applying their solving skills to rearrange algebraic formulae. • **Fractions:** In this module students will recap how to add, subtract, multiply and divide with fractions. • **Rates:** Students will learn how to solve problems involving speed, distance and time. They will also learn how to interpret speed-time graphs. • **Standard Form:** Students will revisit how to write large and small numbers using standard form. They will then learn how to apply the four operations to numbers in standard form. • **Homework:** Sparx Maths homework will be set weekly throughout this half term, set on a Monday, due to the following Monday. • **Assessments** w/c 16th November 2026 – Area and Volume End of Unit Assessment w/c 23rd November 2026 – Equations, Inequalities and Formulae End of Unit Assessment w/c 7th December 2026 – Fractions End of Unit Assessment w/c 14th December 2026 – Term 1 Assessment
English	Students will continue study the following: **Humanity Vs Themselves** • Willliam Golding's novel 'Lord of the Flies' with a focus on the inner conflict within all humans. • **Homework:** Students will complete weekly tasks linked to the novel on Seneca Learning. • **Assessment:** Students will be assessed in week 3 on their ability to explore ideas about human nature in the novel using the 'What/ How/ Why' approach of analysis. They will receive feedback on this to help with their end of term assessment, but they will not receive a grade at this time. Students' final assessment will be in week 6, which will be graded.
Science	Students will study the following: • **Energy** In this topic, students will continue to develop their understanding of energy, energy transfer and electricity begun in Year 7 and 8. This topic aims to answer some of the questions of how the world around us works; energy and energy resources, making links between energy transfers and electricity, answering how we are able to use devices at the simple flick of a switch. Electricity is explored on a circuit level as well as the understanding behind domestic electricity in the home - linking to the potential future of electricity generation. This all relates back to the fundamentals of particles themselves and how their interactions cause electrical current. Students also further develop their circuit building skills to complete a required practical activity where they will investigate the factors affecting the resistance of electrical circuits. • **Forces:** Forces are responsible for all the interactions between particles and objects. This topic introduces the ideas of distance, speed, velocity, acceleration and students will use velocity-time graphs to determine the acceleration of a moving body, and the distance the body travels in a given time. These basic principles will be applied to the safe stopping distances of vehicles and the factors upon which this depends. This topic also develops students understanding of the relationship between weight, mass and gravity. Through a required practical activity, students will investigate the effects of forces upon objects to further explore elasticity and Hooke's Law. **Homework:** Students will complete weekly Seneca quizzes assigned by their class teacher. **Summative Assessment:** Week commencing 30th November 2026.
French	Students will continue to study the following:

	• **Free-time:** Students will achieve an understanding of vocabulary to describe sports, technology and television. They will also learn how to add detail with time phrases and extra detail. • **Grammar:** Students will develop perfect tense and future time frames from Year 8 study. • **Homework:** will be set on Seneca throughout the half term. Summative assessment will be a Reading and Writing assessment. Further information is on the Knowledge Organiser. Students will then begin to study Topic 2: Family. • **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:** Homework will be set on Seneca. Summative assessment will be next half term and will be a Speaking and Listening assessment.
German	Students will continue to study the following: • **Food and drink, mental wellbeing:** Students will achieve an understanding of vocabulary to describe meals and healthy diet choices. They will also learn how to describe activities promoting positive mental wellbeing. • **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 Year 8 study. • **Homework:** will be set on Seneca throughout the half term. Summative assessment will be a Speaking and Listening assessment. Further information is on the Knowledge Organiser. Students will then begin to study Topic 2: Sports and Physical Wellbeing. • **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:** Homework will be set on Seneca. Summative assessment will be next half term and will be a Reading and Writing assessment.
Geography	Students will study the following: **Should a road be built through the tropical rainforest?** - Students will study the factors that affect the location of ecosystems and biomes across the world. - Students will identify how humans interact with the physical world and will assess the significance and future of our world biomes. - Case study: tropical rainforest: Malaysia, causes of deforestation, impacts and management. • **Homework:** Students will have Seneca homework set once every two weeks. • **Assessment:** Living world assessment, in the last two weeks before Christmas.
History	Students will study the following: **<u>World War Two:</u>** • Why did World War Two Break Out? • What was the Phoney war? • What was the experience of evacuation like? • Was Dunkirk a serious defeat for Britain? • Why was the Battle of Britain important?

Commented [TR1]: Could this be written in continuous prose (e.g. History example below)

	• What was the Blitz? • What was life like in Britain on the Homefront? • How did the government control information in World War Two? • Was Pearl Harbour justified? • What was D-Day? • How did World War Two end in Europe? • What dropping the Atom bomb on Hiroshima justified? • What happened to Germany after World War Two? • What were the origins of the Cold War? **Assessment: The inter war years, life in Nazi Germany and World War Two**
Religion, Ethics and Philosophy	Students will be studying: Buddhism • Life of Siddhartha • Four noble truths • Eight-fold path • Meditation • Life as a monk • Tibetan flags • Assessment
PSHE	**Students will study the following:** **Relationships and sex education:** consent and the law, FGM, healthy relationships, domestic abuse, why have sex, delaying sexual activity, sexual harassment and stalking.
PE	Students will study the following: X and Y: I: Handball and Netball B: Football and Handball A: Football and Aesthetic Activities E: Netball and Football
Music and Performing Arts	In Music students are studying 20th Century music with a link to the play 'Teechers' in Performing Arts. They are studying In Music, students will study the following: **Topic: Development of the Blues** • **Listening/ Appraising**: The Development of 20th Century Popular Music, each week there is a new genre to study • **Understanding**: Development of 20th Century music, instrumentation, genres, technology development, • **Performing**: Performance individually or in a group to teacher • **Homework** • Rehearsal of piece Assessment: Blues Performance In Performing Arts, students will study the following: **Teechers by John Godber (Epic Theatre)** 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. **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. **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. **Homework:** • Microsoft forms Quiz- reviewing their knowledge of the topic and rehearsal of the lines, learning them off by heart ready for their assessment.
Art Textiles	Students will study the following: **Self Portrait Project** Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following - • Observational drawings of facial features, • Drawing faces, • Self-portrait observational drawing, • Self-portrait textiles piece, • Analysing the work of Artists. • Annotating their artwork. **Assessment:** In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.
Design and Technology	In the 'Create' project students will study the following: • **Perspective Drawing**: Students will develop their 1-point perspective drawing skills. • **Initial Ideas**: Students will develop their drawing and sketching skills to create initial ideas for their 'Dream House' In the 'Food & Nutrition' project students will study the following: • **Health and Safety in Hospitality and Catering:** Students will develop an understanding of the importance of health and safety within hospitality and catering environments. They will explore key health and safety legislation, identify potential hazards and risks, and consider the responsibilities of employers and employees in maintaining a safe working environment. In the 'Skills' project students will study the following: • 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 an 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.

	Assessment: Ongoing assessment on designing and making skills in project booklets. Written exam paper on theory topics covered to date. To include Seneca tasks to confirm recall of foundational knowledge. **Homework:** BAE/Create Education Group Task – 6rs design and manufacture competition. Seneca.
Computing	Students will study the following: **Python programming** • **Strings and integers,** • **Input and outputs** • **If statements and while loops** **Assessment:** • Formative assessment during week 6. **Homework:** Programming mistakes task sheets and correct the coding tasks.