

Year 9 Curriculum Overview 2025-2026

Subject	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	
English	<p>Embedding – Year 9 students continue to develop and embed their English skills through a range of challenging topics and texts. Their writing skills become embedded through topics of creative writing (Dystopian/Strange Worlds) and non-fiction (The Language of Protest). They, also, learn to compare texts and enhance their cultural capital in the ‘London Across Time’ unit. They also study a range of challenging literature texts: Shakespeare’s <i>Much Ado About Nothing</i> or <i>Twelfth Night</i> and American Literature: <i>Of Mice and Men</i>.</p>	<p>Prose Study: Animal Farm</p> <p>Students embed their understanding of writer’s methods to create meaning when studying this text. They will develop their knowledge of the impact of historical context and authorial intent. Students will embed these ideas into their analytical writing.</p>	<p>Exploration of Creative Writing: Dystopian/Strange Worlds</p> <p>Students study a range of extracts from Dystopian texts. They develop an understanding of key conventions of the genre and embed these by creating their own piece of Dystopian fiction.</p>	<p>Shakespeare Study: Macbeth</p> <p>Students embed their understanding of Shakespeare’s plays by studying Macbeth. They develop their knowledge of context and writer’s methods used in plays.</p>	<p>Non-Fiction: The Power of Protest</p> <p>Students study a range of non-fiction texts with a thematic link of protest. From Martin Luther King’s infamous <i>I have a Dream</i> speech to the Suffragette movement of the early 20th century. Pupils learn how to writer persuasively and embed their writing skills into their own ‘protest’ speech.</p>	<p>Literature Study: Love and Hate</p> <p>Students study a range of poems linked to the concepts of love and hate. They embed their reading skills of how writers’ use both language and structure in their poems and make comparisons of how this is done.</p>	<p>Language Comparison: London Across Time</p> <p>Students study both fiction and nonfiction texts which have a setting of London, from Medieval to Modern day. Pupils draw upon their reading skills and develop their understanding of how to compare texts, as well as improving their understanding of how our capital city has changed over time.</p>	Assessment

Mathematics	<p>In Year 9 students will have looked at all six of the key areas of mathematics using previous learning from Y7 and Y8 and developing it further to help prepare for GCSE by giving them a solid foundation of key skills used throughout various topics of the mathematics syllabus. By the end of year 9 students will have used their knowledge of algebraic manipulation, solving, and graphing and applied this in quadratic contexts being able to expand and graph a quadratic equation. Their existing knowledge of fractions, decimals and percentages will be applied into probability problems including two-way tables and Venn diagrams. Year 9's will also develop the ability to construct triangles and bisectors leading into solving problems using loci. They will start to develop an understanding of Pythagoras and trigonometry in two dimensions. Their prior learning of ratio and proportion will be strengthening and used to solve problems involving reverse percentages and direct and inverse proportion. Year 9 will then review their algebra knowledge and apply to solve simultaneous equations algebraically and graphically. They will further develop their Geometry knowledge of shape by reviewing transformations and progressing this into congruency and similarity. Finally, their work from earlier in the year on powers can now be expanded to look at surds, indices, and standard form.</p>	<p><u>Sequences</u></p> <ul style="list-style-type: none"> Working with term-to-term rules for both numerical sequences and those with shapes and patterns Substitute into a position-to-term rule Find position-to-term rules for sequences with numbers and shapes <p><u>Probability</u></p> <ul style="list-style-type: none"> Look at expected results from repeated experiments. Calculating with experimental probability Working with frequency trees <p><u>Standard form & Indices</u></p> <ul style="list-style-type: none"> Working with index rules for positive and negative powers Multiply and divide numbers in standard form Add and subtract in standard form Work with standard form on a calculator <p><u>Inequalities</u></p> <ul style="list-style-type: none"> Solve inequalities with an unknown on both sides Solve double inequalities Constructing and solving inequalities <p><u>Quadratic Equations</u></p> <ul style="list-style-type: none"> Factorise a quadratic where $a=1$ Factorise with the difference of two squares Solve quadratic equations equal to zero. 	<p><i>(Conclude Quadratic Equations, then move on to the following units)</i></p> <p><u>Formulae</u></p> <ul style="list-style-type: none"> Change the subject of formulae with one step Change the subject of formulae with two or more steps <p><u>Constructions</u></p> <ul style="list-style-type: none"> Constructing bisectors of angles Constructing perpendicular bisectors of lines <p><u>Circles</u></p> <ul style="list-style-type: none"> Finding arc length of sectors Find area of sectors • Sinding surface area and volume of cylinders 	Assessment	<p><u>Rounding</u></p> <ul style="list-style-type: none"> Working with error intervals Working with truncation Finding error intervals of truncated values <p><u>3D Shapes</u></p> <ul style="list-style-type: none"> Exploring plans and evaluations of 3D shapes <p><u>Pythagoras' Theorem</u></p> <ul style="list-style-type: none"> Interpret Pythagoras theorem in relation to 2D shapes Use Pythagoras' in 2D Apply Pythagoras' theorem as a tool in 2D <p><u>Ratio and Proportion</u></p> <ul style="list-style-type: none"> Write and simplify ratios Sharing amounts in each ratio Solving direct and inverse proportion word problems Working with currency conversions <p><i>(Ratio and Proportion concludes during the next half term)</i></p>	<p><i>(Conclude Ratio and Proportion, then move on to the following units)</i></p> <p><u>Linear Graphs</u></p> <ul style="list-style-type: none"> Plotting straight line graphs Find and interpret equations of straight-line graphs <p><u>Compound Measures</u></p> <ul style="list-style-type: none"> Calculating with speed Calculating with rates <p><u>Motion-time Graphs</u></p> <ul style="list-style-type: none"> Plotting distance-time graphs Interpreting distance-time graphs Calculating speed from distance-time graphs Plotting distance-time graphs using speeds 	<p><u>Angles and Applications</u></p> <ul style="list-style-type: none"> Work with angles on parallel lines Use quadrilaterals to find properties of angles To use angles in applied real-life problems Calculate missing angles in real-life problems <p><u>Transformations</u></p> <ul style="list-style-type: none"> Perform and describe a translation Perform and describe a reflection Perform and describe a rotation Perform and describe an enlargement with positive scale factors Describe mixed transformations <p><u>Similarity and Congruence</u></p> <ul style="list-style-type: none"> Understand and use similarity to find unknown sides in similar shapes Know and use the term congruence correctly Working with congruent triangles Working with constructing triangles 	<p><u>Handling data and statistical diagrams</u></p> <ul style="list-style-type: none"> Plot and interpret scatter graphs Using lines of best fit Knowing and using the types of data Presenting data and making conclusions Comparing populations with diagrams Choosing averages to solve problems Interpreting grouped frequency, and calculate their averages Draw and interpret frequency polygons <p><u>Vectors</u></p> <ul style="list-style-type: none"> Working fluently with column vectors Add and subtract vectors Multiply and divide vectors <p>Identify parallel vectors</p>	Assessment
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		(Quadratic Equations concludes during the next half term)							
Science	<p>Year 9 students explore key aspects of the 3 different Sciences:</p> <p>Biology: Cells and transport; Organization; Communicative disease and preventing disease.</p> <p>Chemistry: Atomic structure and the periodic table; Structure and bonding, the atmosphere, and resources; Chemical reactions and change.</p> <p>Physics: Energy; Particle model of matter; Atomic structure and radiation.</p>	<p>Biology: Communicative disease and preventing disease – Understand the different forms of disease that can affect humans and how our bodies fight the infections.</p> <p>Chemistry: Chemical reactions and energy changes – Investigate the different types of chemical reaction and the energy changes associated with them.</p> <p>Physics: Energy – Investigate the energy transfers that take place in the world around us and the impact they have on our society.</p>	<p>Biology: Communicative disease and preventing disease – Understand the different forms of disease that can affect humans and how our bodies fight the infections.</p> <p>Chemistry: Chemical reactions and energy changes – Investigate the different types of chemical reaction and the energy changes associated with them.</p> <p>Physics: Energy – Investigate the energy transfers that take place in the world around us and the impact they have on our society.</p>	Assessment	<p>Biology: Organisation – Looking at the large-scale organisation of the key organ systems in our bodies and how they work.</p> <p>Chemistry: Structure and bonding, the atmosphere, and resources – Investigate how compounds form and the properties compounds. Investigate the composition of our atmosphere and how we use the Earth as a resource.</p> <p>Physics: Particle model of matter – Explore how materials behave at the particular level.</p>	<p>Biology: Organisation – Looking at the large-scale organisation of the key organ systems in our bodies and how they work.</p> <p>Chemistry: Structure and bonding, the atmosphere, and resources – Investigate how compounds form and the properties compounds. Investigate the composition of our atmosphere and how we use the Earth as a resource.</p> <p>Physics: Particle model of matter – Explore how materials behave at the particular level.</p>	<p>Biology: Cells and Transport – Investigate the internal structures of cells and how materials are transported across the cell membrane.</p> <p>Chemistry: Chemical reactions and change - Explore the details of the different chemical reactions and the processes that are required to facilitate them.</p> <p>Physics: Atomic structure – Explore the evidence for atomic structure and radioactivity.</p>	<p>Biology: Cells and Transport – Investigate the internal structures of cells and how materials are transported across the cell membrane.</p> <p>Chemistry: Chemical reactions and change - Explore the details of the different chemical reactions and the processes that are required to facilitate them.</p> <p>Physics: Atomic structure – Explore the evidence for atomic structure and radioactivity.</p>	Assessment

Geography	Students will investigate natural hazards and the influence of wealth on the impacts and responses to volcanic eruptions.	Tectonics and volcanoes	The Middle East	Assessment	Sustainability	Globalisation	Decision Making Exercise	Geographical Skills	Assessment
	Students will explore contemporary global issues, looking at economies, conflict, manufacturing, and sustainability	Students will learn about the structure of the Earth and examine Plate Tectonic Theory. Students will be able to recognise features of volcanoes and make comparisons between them. They will understand the effects and responses to volcanic hazards and understand why people still live near to them.	Students will explore the changing political, environmental, and economic landscapes in the Middle East. Economic – To explain the rapid development and globalisation of the UAE alongside the necessity to diversify away from oil as a source of income. We will assess tourism as an alternative economy. Political – To investigate causes of conflict and the impacts on affected Middle Eastern countries and the wider international community. Environmental – To explain how climate change and conflict over resources is affecting the Dead Sea.		Students examine the Sustainable Development Goals and assess the impacts of fast fashion and plastic pollution. Students will investigate different methods used to create a sustainable future at a local, national, and global level through evaluation of specific strategies such as tourism, transport, housing and energy.	Students will explore the role of globalisation in today’s world and the part played by Transnational Corporations (TNCs). Students will learn about the reasons for the locations of TNCs and their local and global impacts. Students will then consider the role of technology in globalisation and assess other aspects including trade, culture and World Organisations such as the United Nations.	Students will use evidence from sources to make an informed judgement about a geographical issue.	Students will interpret different forms of data including: photo analysis mathematical skills GIS maps graphs	

History	<p>By the end of the year, Year 9 students will have a sense of the challenges which faced Modern Britain, Europe and the wider world. Students will understand the political, economic, military, religious, cultural and social nature of the period. Furthermore, students will be able to analyse the usefulness of historical sources', make a judgement about interpretations of the past and construct their own analytical and narrative accounts. Year 9 students explore causes and consequences of challenges facing Modern Britain, Europe, and the wider world. They investigate both World Wars and their impact. They also explore post war events including the division of Germany and the Cold War.</p>	<p>Students will explore key events of World War 1 and the Interwar Years.</p> <p>World War 1: Students study the causes of war, the assassination of Franz Ferdinand, the Schlieffen Plan, propaganda, life in the trenches, the Battle of the Somme, changing technology in war and the role of the empire.</p> <p>The Interwar Years: Students study the Treaty of Versailles and the conditions it imposed on Germany, the impact of war including hyperinflation, the Wall Street Crash and Great Depression and the early rise of Hitler.</p>		Assessment	<p>Students will explore the key events of the Second World War – the causes, events and impact.</p> <p>Second World War: Students study the causes of the Second World War including Hitler's foreign policy and appeasement, remilitarisation of the Rhineland, invasion of Czechoslovakia and Poland. Students will also study key turning points in the Second World War - Blitzkrieg, Dunkirk, the invasion of the USSR, D-Day, the launching of the atomic bomb and the impact of Second World War. Students investigate the impact of the war on the local area and the role Great Yarmouth played in the war.</p> <p>Students will also study events of the Holocaust.</p>	<p>Students will explore the key events post World War Two.</p> <p>Modern World Depth Study Cold War - Post-war division of Germany, the Cold War, Cuban Missile Crisis, Space Race, conflicts in Korea and Vietnam.</p> <p>Thematic Study – Medical developments over time. Greek medical ideas – Students study early Greek medical beliefs including the work of Hippocrates and Galen and their theories on the Four Humours and the Theory of Opposites. Students will also study living conditions and medical practitioners in medieval London, and medical beliefs at the time of the Black Death.</p>		Assessment
French	<p>By the end of the year students will be confident with the comprehension and use of at least 3 tenses and opinions and be able to give reasons and justify them using complex language. They will take responsibility for their own learning, recognise strengths of their ability in the language and request help to strengthen areas for development. They will have a toolbox of strategies and techniques for memorising and applying the language that will equip them to be successful at GCSE.</p>	<p>Mon monde à moi</p> <p>Giving opinions on extra- curricular activities Describing friends & birthday celebrations, clothing, and style</p> <p>Present tense of reflexive verbs, Perfect tense, Near future tense.</p>	<p>Projets d'avenir</p> <p>Describing how to earn money, discussing future career & 'life' plans</p> <p>Modal verbs, simple future tense, Asking & answering questions in 3 tenses.</p>	Assessment	<p>Ma vie en musique</p> <p>Higher level: Describing musical tastes Describing your former self Comparing secondary and primary schools</p> <p>Foundation level: Describing musical taste Describing a trip to a concert Interviewing a young musician</p> <p>Direct object pronouns Adjectival agreement Comparative structures Imperfect tense /Perfect tense.</p>	<p>Le meilleur des mondes</p> <p>Describing food and eating habits Animals & the natural world Plastic & the environment</p> <p>The present tense Negative structures Comparative structures Superlatives.</p>	<p>Le monde Francophone</p> <p>Describing famous French-speaking countries, world sites & monuments</p> <p>Articles, Adjectival agreement Comparative structures, Consolidation of verb tense conjugation – present, near future, perfect, imperfect.</p>	Assessment

German	By the end of the year pupils will be confident understanding and producing sentences in at least 3 tenses. Pupils will be able to recognise irregular verbs in a range of tenses and will be confident with present tense modal verbs. They will be able to state and justify opinions using complex language and a range of structures. They have developed skills and techniques to complete GCSE style questions and will have developed strategies for memorizing and applying the language that will equip them to be successful at GCSE. They will be able to independently research vocabulary and use the dictionary to check how to conjugate verbs.	Vorbilder Discussing your role models, life experiences, body parts, overcoming misfortune. Using perfect, present and future tenses, imperative.	Meine Ambitionen Talking about your ambitions, jobs and reasons for doing different jobs, saying which job you'd like and why, describing work experience. Conditional tense, Ich würde gern, verb second rule, um...zu..., in and auf with cases, perfect tense separable verbs.	Assessment	Musik Discussing types of music and preferences, discussing bands, describing music festivals in present and perfect tense. Using verbs with a range of subject pronouns, direct object pronouns, seit, comparisons, asking and answering questions, switching between present and perfect tense, perfect tense separable verbs.		Die Kindheit Talking about your childhood, childhood activities, comparing primary and secondary school, literary texts (Grimm's fairy tales). als, imperfect tense, modal verbs in the imperfect, superlative.	Rechte und Pflichten Age limits and laws, saying what's important to you and why, comparing life now and in the past, discussing how to make a difference in your school / community. Word order with conjunctions, weil, understanding and using past, present, and future tenses, um...zu..., developing ideas and justifying opinions, modal verbs.	Assessment
Spanish	By the end of this programme of study, Students will be able to talk about a variety of topics in Spanish, preparing them for GCSE Spanish in year ten. They will be able to express likes/dislikes using a wider variety of language. Students will also revise all three main tenses, in the context of work and careers, healthy lifestyles and wider world issues.	Somos así Students will be able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils will revise all three main tenses. Me gusta(n)/chifla(n) + noun Present tense of ir, hacer, ser Present tense of regular verbs Near future tense Preterite tense of regular verbs Preterite tense of hacer and ser Using three tenses together	¡Oriéntate! Students will be able to talk about their hopes for the future, to coincide with options evenings time of year. Emphasis will be made on the importance of languages for future careers. tener que + infinitive Near future tense Three tenses together Adjectival agreement	Assessment	En forma Students will discuss the importance of a healthy lifestyle. They will be introduced to talking about wider issues and will have the opportunity to use new verbs. Stem changing verbs (jugar, preferir) Reflexive verbs Se debe/no se debe Me duele(n) The imperative Direct object pronoun	En forma Students will discuss the importance of a healthy lifestyle. They will be introduced to talking about wider issues and will have the opportunity to use new verbs. Stem changing verbs (jugar, preferir) Reflexive verbs Se debe/no se debe Me duele(n) The imperative Direct object pronoun	Jóvenes en acción Students will have an opportunity ahead of GCSE to talk about wider, global issues and to develop language for expressing their beliefs. Also, they will be introduced to the imperfect. Plus, their cultural capital will be developed by reading two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale. Stem-changing verbs (poder) Present tense verbs in the 3rd person (s/p) Se debería Imperfect tense	Una aventura en Madrid Students will develop language they would need for arriving in Spain and to learn more about Spain's capital city. Also they will be introduced to the simple future. Expressions with tener Simple future tense The superlative The comparative	Assessment

Further reading:

English

To Kill a Mockingbird by Harper Lee
Mortal Engines by Philip Reeve
Nineteen Eighty-Four by George Orwell
Between Shades of Gray by Ruta Sepetys
Once by Morris Gleitzman
The Book Thief by Markus Zusak
The Boy in Striped Pyjamas by John Boyne
Neverwhere by Neil Gaiman
How to Stop Time by Matt Haig
The Knife of Never Letting Go by Patrick Ness
Royal Shakespeare Company: www.rsc.org.uk

Mathematics

The Number Devil, by Hans Magnus Enzensberger
The Code Book, by Simon Singh
Alex’s Adventures in Numberland, by Alex Bellos
Cabinet of Mathematical Curiosities, by Ian Stewart

History

Michael Morpurgo, ‘War horse’
Michael Morpurgo, ‘Private peaceful’
Michelle Magorian, ‘Goodnight Mr Tom’
Thomas Kenealy, ‘Schindler’s Ark’

Science

Year 9 Knowledge organisers term 1
KS4 Homework support guide
Current ‘Science journals for kids’

Geography

<https://sdgs.un.org/goals>
<https://www.bbc.co.uk/bitesize/topics/zvwt5bk>
<https://www.bbc.co.uk/bitesize/topics/zcmfb9q>
<https://www.bbc.co.uk/bitesize/topics/zn476sg>
Revision Flashcards

History

Michael Morpurgo, ‘War horse’.
Michael Morpurgo, ‘Private peaceful’.
Michelle Magorian, ‘Goodnight Mr Tom’
Thomas Kenealy, ‘Schindler’s Ark’

French

BBC Bitesize KS3 French
<https://www.duolingo.com/enroll/fr/en/Learn-French>
<https://www.thefrenchexperiment.com/learn-french>
<https://www.french-games.net/>
<https://www.digitaldialects.com/French.htm>
<http://www.hello-world.com/languages.php/?language=French>
<https://quizlet.com/gb/topic/languages/french/>
<https://uk.language-gym.com/>

German

Duolingo.com
Quizlet.com
BBC Bitesize KS3 German
<https://www.german-games.net>
Senecalearning.com
<https://ukgermanconnection.org/kids>
<http://gut.languageskills.co.uk/index.html>
<https://uk.language-gym.com/>

Spanish

BBC Bitesize KS3 Spanish
<https://www.duolingo.com/enroll/fr/en/Learn-Spanish>
<https://www.spanish-games.net/>
<https://www.thespanishexperiment.com/learn-spanish>
<https://uk.language-gym.com>