

Curriculum Hand Book

Year 9

2025/2026



Salvatorian
College



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Homework will be set on a weekly basis usually as a sketchbook task. This will build on what they have learnt in lesson, and include challenges to deeply analyse and evaluate their own work.					
Content/Topics	Portraiture- Drawing - Learn how to draw facial features - Develop knowledge about facial proportions - Explore artists like Loui Jover and Kris Trappeniers	Portraiture- Drawing - Use the grid method to create a self portrait - Explore artists such as Chuck Close and Kehinde Wiley	Portraiture- Painting focus - Learn how to mix skin tones	Portraiture- Painting focus - Develop a painted portrait - Explore artists such as	Architecture- Mixed media - Learn how to draw architecture using perspective - Develop a body of work in mixed media - Explore the work and style of Ian Murphy	Architecture- Sculpture focus - Explore the work of miniaturist Joshua Smith - Learn modeling techniques - Create a unique miniature architecture model
Skills and Procedural Knowledge across the year	Skills & Knowledge - Develop an understanding of facial structure and proportions - Gain an understanding of perspective and depth within architecture - Analyse and understand different styles of art from different artists - Apply drawing, painting and sculptural techniques					
Links for exam boards and revision materials	https://drawingacademy.com/how-to-draw-a-portrait Portrait artist of the year - Sky Arts programme can be watched to inspire. https://www.youtube.com/watch?v=NoYl6sFd0Qc https://www.annabregmanportraits.co.uk/project/how-to-draw-people/ https://www.thenational.academy/teachers/programmes/art-secondary-ks3/units/identity-exploring-portraiture/lessons/what-is-a-portrait?sid-b9b72a=-Lt2rcXqRo&sm=0&src=4#slide-deck				https://youtu.be/2O9oJp-vhoM?feature=shared	https://www.iknowjoshuasmith.com/work/
Revision Techniques and Advice	Students can improve in Art by regularly practising in their sketchbooks—this could include drawing real-life objects, experimenting with colour blending, or recreating famous artworks in their own style. Watching KS3-friendly videos on YouTube (like The Art Teacher, Art for Kids Hub, or BBC Bitesize) can help reinforce techniques such as shading, colour theory, and collage. Exploring websites like Tate Kids offers fun, interactive ways to learn about artists and styles. Students should also annotate their work to reflect on what went well and what they could improve, helping build confidence and understanding over time.					
Assessment Details	1 hour tonal drawing assessment	5 hour drawing assessment			2 hour perspective drawing	3 hour building miniature



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Lessons per Week: 1 lesson per week Homework per Week: Homework is set every lesson and is due the following week. Tasks include challenges and scaffolded work to ensure all students can engage with it.					
Content/Topics	Secondary Storage, How They Work Learn about different types of secondary storage devices (like hard drives, SSDs, USB drives) and how they store data long-term. Secondary Storage – Search Project (Cloud Storage) Investigate cloud storage services, how they store data online, and their advantages and challenges. Artificial Intelligence (AI) Understand the basics of AI, how machines simulate human intelligence, and its applications.	Logic gates When learning about logic gates, students will learn about the basic building blocks of digital circuits and computer systems. Logic gates are the fundamental elements of digital circuits. Binary and hexadecimal Students will learn how to convert decimal numbers (base 10) to binary (base 2) and hexadecimal (base 16) representations. They will learn the concepts and algorithms used to perform these conversions. Networking students will learn about the technology that enables computers and other devices to communicate with each other over a network.	Python Programming Project This topic introduces students to Python, a beginner-friendly programming language. Students will learn basic concepts such as variables, data types, loops, and conditionals, and how to write simple programmes.	Types of Networks Learn about different network types, such as LAN, WAN, and PAN, and how they connect devices over various distances. Networking Topologies Explore common network structures like star, bus, and ring, and how devices are connected in each layout. Networking Threats Understand the risks networks face, including hacking, malware, and denial-of-service attacks. Networking Hardware Discover the devices that make networks work, such as routers, switches, hubs, and access points.	Law Explore key laws related to computing, including data protection, intellectual property, and cybercrime regulations. History of the Computer Learn about the major milestones and pioneers in computer development from early machines to modern technology. EOY	
Skills and Procedural Knowledge across the year	Skills and Knowledge: - Understanding secondary storage types, cloud storage concepts, and fundamentals of artificial intelligence. - Learning binary and hexadecimal number systems, logic gates, and their role in digital circuits and computing. - Developing foundational Python programming skills, including variables, data types, loops, and conditionals. - Gaining knowledge of networking concepts, network types and topologies, network hardware, common threats, and relevant computing laws.					
Links for exam boards and revision materials	https://app.senecalearning.com/classroom/course/b863678f-48c4-4cc6-a8e4-bff6e0f93c14 https://www.youtube.com/c/Craigndave https://www.ocr.org.uk/subjects/computing/		https://www.bbc.co.uk/bitesize/topics/zs7s4wx https://scratch.mit.edu/		https://www.bbc.co.uk/bitesize/subjects/z34k7ty https://www.teach-ict.com/ks3.htm	
Revision Techniques and Advice	To revise effectively in KS3 Computer Science, try becoming a reverse teacher , explain a topic clearly to someone else; the better you teach, the stronger your understanding. Use visual storyboards by drawing comics or diagrams to simplify tricky ideas. Create mind maps that connect keywords, real-life examples, and technology you use to make learning memorable. Keep your coding skills sharp by taking on programming challenges that turn practice into a game with rewards for progress. Finally, act as a bug hunt detective by finding and fixing errors in code snippets, which sharpens your problem-solving skills and attention to detail.					
Assessment Details	Half term test	End of term test	Programming Portfolio Project - Python Students will build a programming portfolio throughout the term, adding work completed in every lesson. This portfolio will showcase their skills, projects, and knowledge gained. At the end of the term, the portfolio will be assessed and graded to reflect their progress and understanding.		Half term test	End of year test



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	One lesson per week. Homework: Two written tasks & Two practical tasks set per each half and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login					
Content/Topics	Blood Brothers Exploration of the play, characters & themes.	Let Him Have It Exploration of the story of Derek Bentley. Characterisation and devising a play based on an historical event.	Macbeth – Part 1 Explore historical context. Recap Elizabethan/Jacobean Theatre.	Macbeth – Part 2 Performance of extracts from the play. Exploration of the characters, themes and issues. Devising and creating a non-naturalistic scene based on the play.	The Breakfast Creating own characters and plot. Using split stage and flashbacks within a performance	Theatre Practitioners Explore the different key roles in theatre and theatre production. Watch a streamed production. Analyse and evaluate the performance.
Skills and Procedural Knowledge across the year	Understand and apply basic drama techniques such as freeze frames , thought tracking , and mime . Learn and demonstrate effective vocal skills (pitch, pace, volume) and physical skills (gesture, posture, facial expressions). Collaborate respectfully and creatively in a group, showing good communication and teamwork . Explore how to devise a short performance from a stimulus (image, story, or theme). Begin to use evaluative language to reflect on personal and group performances.					
Links for exam boards and revision materials	BBC Bitesize Drama KS3 – https://www.bbc.co.uk/bitesize/subjects/zk6pyrd Drama Resource – https://dramaresource.com – for creative exercises and games National Theatre Learning – https://learning.nationaltheatre.org.uk – great for videos and backstage insights					
Revision Techniques and Advice	Use a Drama glossary to memorise key terms (e.g. freeze frame, still image, role-play, hot-seating). Practice peer feedback in class using structured sentence starters (e.g. "One strength was...", "Next time, you could..."). Create mind maps of drama techniques and performance elements. Reflect on performances you've seen (live or on video) and compare techniques to your own.					
Assessment Details	You will be assessed in small groups on a devised or a scripted performance. Your grade will be based on group collaboration , individual performance , and evaluation . You must show understanding of drama techniques taught during the unit. After the performance, you'll complete a short self and peer evaluation explaining what worked well and how it could improve. Assessment rubric includes: use of techniques, teamwork, creativity, vocal/physical skills, and evaluative vocabulary.					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Lessons per Week: 1 lesson per week Homework per Week: Homework is set every lesson and is due the following week. Tasks include challenges and scaffolded work to ensure all students can engage with it.					
Content/Topics	Autumn – Food Technology: Around the World Students cook a range of meals inspired by global cuisines. Theory: The food industry, food standards, Eatwell Guide, cultures and cuisines. Assessment: Final dish assessment (choice of dish) – skill, hygiene, safety, timings, independence.		Spring – Woodworking & Design: Art Deco Box Students design and make an Art Deco box using hardwoods and joinery techniques. Theory: Art Deco design movement, design language, properties of hardwoods, specialised tools, iteration using SCAMPER. Assessment: Final project – accuracy, creativity, finish, evaluation.		Summer – Graphics & CAD: Architecture Students develop CAD models using SketchUp and produce their own cardboard architectural models. Theory: Architectural styles (Bauhaus, Brutalism, Minimalism, Modernism), CAD processes and presentation. Assessment: Final project – design quality, CAD skills, creativity, evaluation.	
Skills and Procedural Knowledge across the year	Health, Safety & Hygiene: Follow advanced workshop and kitchen safety, including use of specialised tools and safe food handling. Practical Making Skills: Develop precision in woodworking (hardwoods, joints, sanding, finishing), CAD modelling, and architectural model-making. CAD & Digital Design: Use SketchUp and 3D CAD software to design, model, and iterate architectural ideas. Material Knowledge & Design Movements: Explore hardwood properties, Art Deco style, and architectural design movements (Bauhaus, Brutalism, Minimalism, Modernism). Evaluation & Creativity: Apply SCAMPER and other design strategies to refine ideas, test outcomes, and present design solutions effectively.					
Links for exam boards and revision materials	https://www.foodafactoflife.org.uk/		https://www.technologystudent.com/ - Look at the woods section.		https://app.sketchup.com/	
Revision Techniques and Advice	Revision Techniques and Advice Use glossary terms to reinforce technical vocabulary (wood types, food standards, CAD processes). Watch YouTube tutorials for SketchUp and 3D CAD demonstrations. Practise design iteration techniques (e.g., SCAMPER) with simple sketches at home. Make small cardboard models at home to practise accuracy and presentation. Review Art Deco and architectural styles using online image searches and museum websites.					
Assessment Details	Autumn 1: Theory test (food industry, Eatwell Guide, standards).	Autumn 2: Final dish assessment (choice of dish) – assessed on skill, hygiene, safety, presentation, timings, independence.	Spring 1: Theory test (woods, tools, Art Deco).	Spring 2: Final project – Art Deco box, assessed on accuracy, creativity, finish, and evaluation.	Summer 1: Theory test (architecture, CAD processes, design movements).	Summer 2: Final project – Architectural model, assessed on design quality, CAD skills, creativity, and evaluation.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Three lessons per week. Homework set as per the homework timetable (2x a week) and recorded in student journals and Show my Homework.					
Content/Topics	Non-fiction Writing In this unit, students will explore a variety of non-fiction texts and produce their own transactional writing. They will read and analyse articles, letters to the editor, travel writing, cartoons, and advertising. Through these varied forms, students will consider how writers present viewpoints and influence their audiences. They will practise writing for different purposes and audiences, focusing on rhetorical techniques, tone, structure, and persuasive language. This unit lays the groundwork for the GCSE English Language Paper 2 and encourages students to engage critically with real-world issues.	Novel Study: 'Animal Farm' Students will study Animal Farm by George Orwell – a political allegory that critiques totalitarianism and explores power, corruption, and manipulation. Students will develop their understanding of allegory, satire, and characterisation, as well as Orwell's use of language and structure. The unit builds students' confidence with analytical writing by focusing on how Orwell conveys theme and message through narrative voice, structure and symbolism.	Protest Poetry This unit introduces students to poems of protest, resistance, and empowerment from a range of time periods and cultures. Students will explore the underlying reasons for protests, gaining insight into societal issues and injustices, and appreciate the power of poetry as a form of expression. They will explore how poets use form, structure, language and imagery to challenge injustice and express dissent. They will engage in discussions about societal issues and analyse the use of voice and message in poetry. The unit encourages deeper personal response while strengthening the ability to read and write about poetry critically.	Creative Writing: Role-Playing Game Worlds In this creative writing unit, students will design and write within their own fictional worlds, inspired by role-playing games. They will learn how to develop original characters, settings, and narrative structures, incorporating elements such as atmosphere, plot twists, and player choices. The focus will be on writing with control, crafting tension, and exploring theme through immersive storytelling. This unit builds creative confidence while reinforcing narrative planning and descriptive writing.	Shakespeare: 'Othello' Students will study Othello by William Shakespeare, engaging with the complex language, plot and characters. Key themes include prejudice, gender roles, manipulation, jealousy and identity. Students will also learn about the historical context of the Jacobean era, including the political uncertainty following Elizabeth I's death, the rise of King James I, religious divisions, and the 1605 Gunpowder Plot. Through close reading and extract analysis, students will build confidence in working with Shakespearean texts and be introduced to the analytical skills required for GCSE Literature.	Revision & EOY This half term is focused on reviewing and strengthening the key skills developed throughout the year in preparation for the End-of-Year Exam. Students will revise analytical writing (literature extract responses) and narrative/descriptive writing. They will use model answers, timed tasks, and targeted feedback to develop their confidence and exam technique.
Skills and Procedural Knowledge across the year	The overarching aim for English at Salvatorian College is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. In Year 9, students begin the transition into more advanced skills that will support them at GCSE.					
	Reading - Analyse how writers use language, structure, and form to convey meaning - Explore how themes, characters, and ideas are presented across a range of texts - Make clear, supported interpretations of literary and non-fiction texts - Understand and apply relevant contextual knowledge (e.g. historical, political, social) - Respond critically and personally to poetry, prose, drama, and non-fiction			Writing - Write for a range of forms, audiences and purposes (e.g. narrative, persuasive, analytical) - Structure writing clearly and coherently, using paragraphs for effect - Use a wide range of vocabulary and literary devices effectively - Develop a strong and consistent tone, register, and style - Improve technical accuracy in spelling, punctuation, and grammar		
Assessment Details	Write a non-fiction article expressing a clear viewpoint using persuasive language techniques. Students will also compile a magazine in groups with the term's work.	Analytical response focusing on language and context.	Analytical essay on an unseen poem.	Write an extended narrative set in a fictional world, demonstrating strong use of structure, characterisation, and setting.	Analytical response exploring a key theme or character, supported by evidence from both an extract and the wider play.	EOY Exam: Section A: Analytical essay on 'Othello' Section B: Narrative/descriptive writing
Revision Techniques and Advice	- Use PETAL paragraph structures when writing analytically - Practise analysing short extracts and unseen poems to build confidence - Use planning frames and mind maps to organise ideas before writing - Read a wide range of articles, short stories, and poems to build familiarity with text types - Use BBC Bitesize KS3 English, Seneca Learning, and The Day to revise key topics, practise retrieval quizzes, and explore topical issues through reading and viewpoint writing - Refer to CGP and Collins KS3 English revision guides for targeted skills practice in reading and writing - Practise timed writing tasks to build fluency and exam resilience - Ask for feedback and act on it—redraft work to improve clarity and precision					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	2 lessons per week 1 piece of homework per week					
Content/Topics	My personal world ; Studying and my future : Mon monde à moi Talking about likes and dislikes using aimer (etc.) + noun or infinitive. Talking about after-school clubs and activities using verbs in the present tense. Describing your friends using reflexive verbs. Describing birthday celebrations using the perfect tense. Discussing what you are going to wear using the near future tense.	d'avenir Talking about earning money using pouvoir and devoir. Talking about what you want to do when you are older using vouloir. Talking about what you will do in the future using the future tense. Talking about what things will be like in the future consolidating the future tense. Writing about an inventor using questions in three different tenses.	My personal world; Studying and my future: Ma vie en musique Talking about your musical tastes using direct object pronouns (le, la, les). Describing what you used to be like using the imperfect tense. Comparing your primary and secondary schools using the comparative. Talking about how things have changed using the present and imperfect tenses together. Interviewing a young refugee asking and answering questions in different tenses.	My personal world; Lifestyle and wellbeing; My neighbourhood: Le meilleur des mondes Talking about food describing a photo. Discussing eating habits using a range of negatives. Talking about animals and the natural world using the superlative. Talking about plastic and the environment referring to two different time frames. Talking about what you would like to do using the conditional tense (j'aimerais and je voudrais).	personal world: Tu as du temps a perdre? Talking about what you do online using present tense of regular -er verbs; Discussing pros and cons. Saying what you do to stay active using the present tense of irregular verbs; Listening and transcribing in French. Talking about what you watch forming and answering questions; Preparing a role play. Making plans to go out using the near future; Responding to invitations. Saying what you did last weekend using the perfect tense.	Revision for End of Year Exams
Skills and Procedural Knowledge across the year	Pupils consolidate core skills by combining present, perfect, imperfect, near future, future, and conditional tenses in speaking and writing. They extend opinions with justifications, use comparatives, superlatives, reflexive verbs, direct object pronouns , and apply pouvoir, devoir, vouloir in different contexts. Learners practise transactional and creative tasks such as role plays, interviews, and extended writing. They strengthen strategies for decoding authentic texts, listening for detail, and translating into and from French. Cultural awareness is developed through projects on music, the environment, wellbeing, and Francophone lifestyles.					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/french-secondary-ks3-4/units https://senecalearning.com/en-GB/seneca-certified-resources					
Revision Techniques and Advice	Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.					
Assessment Details	Reading and Translation into English Zone de culture/Projet : Mon monde à moi	Listening and dictation Zone de culture/Projet : Projets d'avenir – rêves et réalités	Writing and translation into French Zone de culture/Projet : Ma vie, mon avenir - Histoires et musiques du monde francophone	Speaking Zone de culture/Projet : Planète à moi - bien-être et environnement francophone	Writing and Translation into French Zone de culture/Projet: Branché! Médias et loisirs	Speaking Reading and Listening (if time allows)

Games



Year 9

[illegible]

Geography



Year 9

[illegible]



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	X2 lessons a week and 1 piece of homework per week					
Content/Topics	The Holocaust: How can we use sources to better understand experience of the Holocaust? (Sources) Post War: How did Britain change after WW2? (Change and continuity)	The British Empire: How should we interpret the British Empire? (Interpretations)	Migration: Why have people migrated to Britain over time? (Similarity and difference)	The Middle East: Why has the Middle East experienced so much instability? (Cause and consequence) The Troubles: Why did people in Northern Ireland start fighting, and how was peace made? (Significance)	The British Civil Rights Movement: Has the Race Relations Act (1965) been successful? (Change and Continuity)	C1000-1500; Crime, Punishment, and Law Enforcement in Medieval England. Medieval crimes and changing laws: How crime definitions evolved after the Norman Conquest, including social crimes like poaching. Law enforcement and punishments: Community roles and public punishments aimed at deterrence without formal police. Church and Norman impact: Church courts, trial by ordeal, and Norman legal changes like trial by combat.
Skills and Procedural Knowledge across the year	• Causation – Analyse complex, interconnected causes and consequences of events such as World War Two, the Holocaust, and civil rights movements, recognising short- and long-term factors. • Change – Assess both rapid and long-term social, political, and economic changes, understanding how these shaped modern societies. • Diversity – Examine the varied experiences of people based on ethnicity, gender, class, and nationality, highlighting perspectives from different groups. • Significance – Evaluate why particular events, movements, or individuals were influential, considering their impact locally, nationally, and globally. • Interpretation – Investigate differing historical viewpoints, understanding how and why interpretations change over time and are influenced by context. • Evidence – Critically assess primary and secondary sources for reliability, bias, and usefulness, using evidence to support balanced historical arguments.					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize https://classroom.thenational.academy https://senecalearning.com/en-GB https://schoolhistory.co.uk https://www.nationalarchives.gov.uk/education https://www.historylearningsite.co.uk https://www.bbc.co.uk/cbbc/shows/horrible-histories					
Revision Techniques and Advice	To be successful in History, students should focus on active revision techniques that help embed knowledge and develop key skills. This includes regularly testing themselves using flashcards or quizzes, creating timelines and mind maps to visualise key events and themes, and practising past exam questions under timed conditions. Organising revision around big ideas such as cause and consequence, change and continuity, and significance helps to make sense of complex content. It's essential to use the exam board specification as a checklist to ensure full content coverage. Students should also practise structuring their answers clearly, using the PEEL method to develop analytical paragraphs, and aim to balance their arguments in extended responses. Teaching topics to someone else and reviewing knowledge over time using spaced retrieval can further deepen understanding. Crucially, successful students revise consistently, not just before exams, and engage actively rather than just re-reading notes.					
Assessment Details	X1 Source Analysis X1 Similarity and Difference Question X1 3 PEEL Change/Continuity question	X1 How are the interpretations different X1 Why are the interpretations different X1 How far do you agree with interpretation	X1 Similarity and difference question X1 How far do you agree with statement question	X2 Explain two consequence of X2 Explain the significance of	X1 3 PEEL Explain why	X1 Similarity and difference X1 Explain how/why X1 How far do you agree

Mathematics



Year 9

[illegible]



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	1 hour of lesson a week and 1 homework task usually in curriculum booklet.					
Content/Topics	Minimalism Pupils explore this 20 th Century Classical style and compose their own Minimalist piece. Pupils will continue building on their notation reading and development of musical ideas through application of techniques.	Blues Pupils develop their knowledge of extended chords, harmonic structures and improvisation as they perform and compose in this song style.	Musical Theatre Pupils perform selected songs from the stages and develop their awareness of articulation, expression and vocal technique.	Live Lounge Pupils build upon their awareness of song structure and harmonic conventions, and develop ensemble performance skills as they learn and perform popular songs.	Video Game Music Pupils explore the impact of music on visual media, using Logic Pro X to compose an adaptive soundtrack that draws upon their cumulative knowledge of the musical elements to shape emotion and sustain listener interest.	
Skills and Procedural Knowledge across the year	- Performance: Pupils will continue developing their singing as they explore singing in harmony and using expressive vocal technique to convey emotion. Pupils will play a mixture of ukulele and piano throughout the year, developing from simple chords to extended chord and melodic improvisation. Pupils will continue to explore both lead sheet and staff notation in more complex keys. They will also develop key ensemble skills such as listening, timing, expression and rehearsal. - Composition: Pupils will compose in three out of six topics as they continue to develop their musical independence and identities, ranging from shorter Blues verses and an improvised solo to entire multi-sectioned pieces at the end of the year. - Appraisal: Pupils will develop their critical listening skills and learn to identify the Musical Elements (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo) in both familiar and unfamiliar pieces of music. They will build upon their previous years of learning to critically identify the ways in which composers can use these elements to create desired musical outcomes.					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize/guides/z4k9dxs/revision/1	https://www.britannica.com/art/blues-music/History-and-notable-musicians	https://www.bbc.co.uk/bitesize/articles/zbhqjhv	Pupils may research chords for their favourite songs on guitar, ukulele and keyboard at https://www.ultimate-guitar.com/	https://www.youtube.com/watch?v=b0gvM4q2hdl https://www.joffwinks.com/blog/2023/2/25/the-sound-of-arctic-awakening-adaptive-music-in-video-games	
Revision Techniques and Advice	Pupils are encouraged to practice 'little and often' (ten minutes a day, for instance) to develop their performance skills. They can attend Music Club at lunchtimes if they do not have access to instruments at home. Pupils can also access sites such as musictheory.net to practice short theory exercises to develop their notation reading and general music theory.					
Assessment Details	Composition task Appraisal listening paper	Composition task Individual performance	Whole class ensemble performance Appraisal listening paper	Small ensemble performance	Composition task Appraisal listening paper (all topics)	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Three lessons per week. Homework set as per the homework timetable and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login					
Content/Topics	Working scientifically B3.1 Cells B3.2 Cell Systems	C3.1: Particle model and state change C3.2 Atoms and the periodic table	P3.1 Forces and motion P3.2 Energy	B3.3 Fertilisation and implantation B3.4 Variation and natural selection – 7 lessons	C3.3 Chemical changes C3.3.1 Reactivate C3.4 Useful chemical reactions	P3.3 Waves, sound and light P3.4 Electricity and magnetism
Skills and Procedural Knowledge across the year	Working scientifically to develop: 1 Scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature See further detail on the Key Stage 3 curriculum at: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3					
Links for exam boards and revision materials	Course materials: AQA Activate http://www.aqa.org.uk/ Kerboodle online student resource AQA Activate: https://www.kerboodle.com BBC Bitesize : https://www.bbc.co.uk/education/subjects/zng4d2p					
Revision Techniques and Advice	Year 9 students should begin building strong revision habits for GCSE. Use flashcards to test key terms, draw annotated diagrams, and practise short written answers using scientific language. Watch revision-friendly videos (e.g. BBC Bitesize, Cognito, or FreeScienceLessons) to reinforce topics like chemical reactions, energy transfer, or body systems. Space out your revision—don't just cram—and revisit older topics regularly. Try past paper questions from GCSE Combined Science to build confidence. Explaining a topic to someone else or creating a revision poster can also help deepen your understanding.					
Assessment Details	There will be three benchmark assessments; Autumn 1- Oct, Autumn 2- Dec, Spring- Mar and the End of Year Exam in July. These tests will contain questions to assess the content covered and will take approximately 60 minutes to complete. Topic lists and revision material will be uploaded on Satchel One. There will also be a number of practicals undertaken throughout the year to develop practical skills.					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	2 lessons per week 1 piece of homework per week					
Content/Topics	My personal world; Media and technology: Cosas que me molan Talking about things you like using irregular verbs in the present tense. Talking about your week using regular verbs in the present tense. Talking about films using the near future tense. Talking about a birthday using the preterite of regular verbs and verbs ir and ser. Talking about life as a celebrity using present and preterite of verb hacer.	Studying and my future: Oriéntate! Saying what you have to do at work using tener que+ infinitive. Saying what job you would like to do using correct adjectival agreement. Talking about your future using the present and the near future tenses. Describing your job using the present, preterite and near future tense and saying why languages are important. Coping with authentic texts skimming and scanning a text.	Lifestyle and wellbeing: En forma Talking about diet using direct object pronouns. Talking about an active lifestyle using stem-changing verbs. Talking about your daily routine using reflexive verbs. Talking about getting fit using se debe/no se debe + infinitive. Talking about aliments using me duele(n)+ definite articles + nouns.	My personal world; My neighbourhood: Jóvenes en acción Talking about children's rights using the verb poder + infinitive. Talking about fair trade using the third person singular and plural and expressing my point of view. Talking about recycling using (no)se debería + infinitive and complex sentences with para + infinitive. Talking about how a town has changed using the imperfect tense. Writing about fundraising	My personal world: Media and technology – Diviértete Talking about life online revising the present tense and using expressions of frequency. Talking about sports and free-time activities revising regular present tense verbs and using opinion verbs and expressions. Arranging to go out using the near future and planning a cinema visit. Saying what you did at the weekend using the preterite tense. Talking about days that went wrong using direct object pronouns; Recognising and using three tenses.	Revision for End of Year Exams
Skills and Procedural Knowledge across the year	Pupils consolidate their skills by using a wide range of tenses: present, preterite, imperfect, near future, and conditional . They extend opinions with reasons, use irregular verbs, reflexive verbs, stem-changing verbs, direct object pronouns , and structures such as tener que, se debe/no se debe, and poder + infinitive. Learners combine tenses in longer texts and role plays, describing jobs, lifestyle, and community issues. They practise coping strategies for authentic texts through skimming, scanning, and recognising synonyms. Cultural awareness is developed through themes of work, health, rights, environment, media, and leisure in the Spanish-speaking world.					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units https://senecalearning.com/en-GB/seneca-certified-resources					
Revision Techniques and Advice	Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.					
Assessment Details	Listening and Dictation Zona de cultura/Proyecto: Asi soy yo	Reading and Translation into English Zona de cultura/Proyecto: Un monologo divertido	Speaking Zona de cultura/Proyecto: Una rutina de baile	Writing and Translation into Spanish Zona de cultura/Proyecto: Las historias que contamos	Listening and Dictation Zona de cultura/Proyecto: Conectados: Mi vida y mi tiempo libre en el mundo hispano	Speaking Listening and Dictation

