

Curriculum Overview

SUBJECT:	MATHS	YEAR:	9
INTENT:	To begin to equip students with the numeracy and problem-solving skills they will need in to succeed in KS3, build on in KS4 and take beyond school.		

UNITS OF WORK

1. Straight line graphs	2. Forming & solving equations	3. 3D shapes	4. Constructions and Congruency
5. Numbers	6. Using percentages	7. Deduction	8. Rotation and Translation
9. Pythagoras' Theorem	10. Solving ratio and proportion problems	11. Rates	12. Probability

Fluency Development	Key Skills Development	Assessment
- Develop algebraic and graphical fluency, including understanding linear and simple quadratic functions. - Recognise, sketch, and produce graphs of linear and quadratic functions of one variable with appropriate scaling. - Interpret mathematical relationships algebraically and graphically. - Use and interpret $y=mx+c$, finding gradients and intercepts of linear graphs. - Solve problems involving direct and inverse proportion. - Understand and use mathematical formulae. - Begin to reason deductively in geometry, number and algebra. - Interpret and compare numbers in standard form. - Solve problems involving percentage change. - Develop use of formal mathematical knowledge to interpret and solve problems. - Angle facts, shape properties, congruence, and similarity to solve problems involving shapes. - Use compound units to solve problems.	- Study $y = mx + c$ as the general equation of a straight-line graph. - Revisit and extend knowledge of forming and solving linear equations and inequalities. - Use prior knowledge of primes, factors, multiples to develop skills in making and testing conjectures. - Develop knowledge of the number system extending to rational and irrational numbers and simple surds. - Build on fractions, decimals and percentage knowledge extending into reverse percentage, percentage change problems. - Extend number knowledge to solving financial problems. - Use of calculator and non-calculator methods to solve problems.	- End of Autumn term test: Dec - End of Spring term test: April - End of Summer term test: June
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Understand data in the news, finance, shopping, basics needed for many careers and functioning outside the school setting. - All examples from scheme of work include multi-ethnic names and faces. - Where possible cite global or EDI source of mathematics.	- Contextual problem solving. - Written answers interpreting the numerical results.	- Questions in context, how what is being taught relates to everyday life (data, FDP, compound units). - Developing analysis and interpretation skills that are transferable to other subjects such as science and geography.

Curriculum Overview

SUBJECT:	ENGLISH	YEAR:	Year 9
INTENT:	Our knowledge-rich curriculum deepens students' understanding of English as a discipline and explores the world through carefully selected and ambitious texts. Students find their voice through oracy and critical and creative writing while exploring important themes and questions.		

UNITS OF WORK – Year 9 Theme: Power and conflict

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main teacher	'Much Ado About Nothing'	'Much Ado About Nothing'	'The Crucible'	'The Crucible'	'Power and conflict' poetry anthology	'Power and conflict' poetry anthology
Co-teacher	Reading and writing around 'Much Ado'	Reading and writing around 'Much Ado'	Reading and writing around 'The Crucible'	Reading and writing around 'The Crucible'		

Key Knowledge/Development	Key Skills Development	Assessment
- Knowledge around different types of poetry and their influences - Understanding of conflict within society - Features of different genres of play - Staging and stagecraft - Exploration of mass hysteria and social disorder - The conventions of a wide range of texts - Methods authors use to create specific effects	By the end of Year 9, I can... - Understand and respond to texts (Y7) - Select judicious quotations (Y7) - Identify the effect on the reader (Y7) - Create specific effects in my writing (Y7) - Explain my interpretation of texts (Y8) - Discuss the effect of key words and techniques (Y8) - Describe the influences on a writer (Y8) - Select appropriate techniques in my own writing (Y8) - Summarise and compare texts - Discuss the effect of structural features - Explain the writer's intent/stance - Write for a variety of purposes	Students complete a baseline assessment and an end-of-year assessment. Throughout the year, feedback is offered through individual targets on feedback stickers, as well as regular whole-class feedback. Teachers offer consistent verbal feedback and mark work live in lessons.
		Curriculum Enrichment
		Reading lists are available on request. The English department works closely with the librarian to support with reading for pleasure endeavours. Students have the opportunity to watch plays in lesson, and theatre trips are held when possible. The cross-trust Athelstan Festival of Speech and Debate allows pupils to practise their oracy skills and win prizes. Creative writing by our students is often published by the Young Writers programme.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	
Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures. Texts have been chosen in order to promote equality and diversity – to help equip students with the attitudes and skills required to thrive throughout their lives. Texts should encourage positive outlooks and challenge stereotypes so that students can develop an all-encompassing, unbiased view on life.	Students are encouraged to explore vocab – origins and uses – and to develop their language skills through writing and responding: academic vocab (tier 2) and subject specific vocab are both developed. Students are also encouraged to verbalise ideas and contribute to class discussion. Reading aloud is also a vital part of building confidence in language skills.	

Curriculum Overview

KS3 SCIENCE - Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Physics: Heating and Cooling, exploring how heat affects materials and how energy can move by conduction, convection and radiation. Physics: Investigate forces and pressure Chemistry: Earth's Climate and Resources, How processes impact climate change, resource use, sustainability, and environmental protection.	Biology: Microbes and Disease, looking at the pathogens that cause disease and how they are treated. Physics: Wave Effects and Properties, understanding transverse and longitudinal waves and how we can measure them.	Biology – Inheritance and Evolution, linking the ideas of genetics and adaptation to explain how species evolve. Revision – Some time to review the big ideas in KS3	START of GCSE Syllabus Biology 1: AQA Biology 1 Cell Biology looking at Animal, Plant and Bacterial Cells Cell Division how cells divide for growth and repair via mitosis Transport in Cells: Diffusion, Osmosis and Active Transport	Organisation: How cells form tissues, organs and organ systems. Digestive System: Organs and process in digesting food. Enzymes: Actions of enzymes and what affects rate.	The Heart: Describing the chambers of the heart and double circulation. The Blood: The 4 parts of the blood and their functions Non-Communicable Disease – looking at CHD and lifestyle choices that affect heart health.
Big Ideas	Understanding The Movement of Thermal Energy	Understanding Microbes and Wave Properties	Understanding Genetics	Understanding Cells and Cell Division	Understanding Digestion and Enzymes	Understanding the Heart and Circulation
Investigation Skills	Investigating Insulating materials – focussed on Tables and Graphs Ceramics Skills Task – focussed on Planning	Investigating Antiseptic products and bacterial growth – focussed on Analysis and Conclusions		Required Practical 1 Using a Microscope Required Practical 2 Osmosis	Required Practical 3 Food Tests Required Practical 4 Enzymes and pH and Temperature	
Assessments	Heating and Cooling and Earth's Resources mini test	Microbes and Waves mini test	<i>Inheritance and evolution mini test</i> End of KS3 PPE Exam on any of the KS3 topics and skills			KS4 PPE Half GCSE paper based on first 2 units of Biology 1
Resources	Throughout year 9 pupils will get Sparx homeworks which will reinforce topics they have covered and introduce new material for flipped learning to build confidence before we cover it in class. (https://sparxscience.com) As pupils start on their GCSE units they can use the resources at the Bradon Forest SharePoint Revision pages where they will find learning resources, useful revision site links and the required practical videos All of the Required practical tasks shown can be found in video form at Malmesbury Required Practical Videos The specifications for the course at GCSE are found at https://www.aqa.org.uk/					

Curriculum Overview

SUBJECT:	ART	YEAR:	9
INTENT:	The intent of this curriculum is to develop confident, creative young artists through three focused projects: Street Art/ Typography, Close-up, and Still Life. Students learn to communicate ideas visually, build strong observational skills, and understand how artists use composition, lettering, and symbolism to express meaning. Each unit encourages experimentation, technical skill, and personal response, helping learners think critically about visual culture and use art to express their own viewpoints clearly and effectively.		

UNITS OF WORK

<u>Typography/Street Art</u>	<u>Close-Up</u>	<u>still-life</u>
Media- Pencil, Clay, Paint	Media- Pen, Pencil, Charcoal, Mixed-media	Media- Printing, Coloured pencil,

Key Knowledge/Development	Key Skills Development	Assessment
Street Art / Typography This unit explores how street art and typography can communicate powerful messages through bold design, expressive lettering, and visual impact. Students investigate how artists use colour, shape, scale, and composition to capture attention and convey meaning in public spaces. Through practical experimentation with stencils, hand-drawn type, and digital lettering, learners develop their own typographic voice while responding to contemporary themes. The unit encourages creativity, risk-taking, and clear visual communication, showing students how text and imagery can work together to influence, inform, or inspire an audience. Close-up This unit focuses on close-up observation, encouraging students to explore detail, texture, and magnification within their artwork. By studying natural and man-made objects at an enlarged scale, learners discover how zooming in can reveal hidden patterns, structures, and forms. Through drawing, painting, and mixed-media experimentation, students develop confidence in mark-making and controlled observation. The unit highlights how close-up viewpoints can transform ordinary subjects into striking compositions, helping students understand the power of perspective and careful looking. Still Life This unit introduces students to still life as a way of exploring arrangement, symbolism, and the expressive qualities of everyday objects. Learners study how artists use composition, lighting, colour, and texture to create mood and meaning. Through practical work in drawing, painting, and mixed media, students develop observational accuracy while experimenting with how objects can represent ideas such as identity, memory, or narrative. The unit encourages thoughtful selection of items and creative interpretation, showing how still life can turn simple objects into powerful visual statements.	Across the Street Art/ Typography, Close-up, and Still Life projects, students develop a broad range of technical and creative skills. They refine control in drawing, painting, and mixed-media processes, alongside confident use of lettering, composition, and observational accuracy. Street Art builds skills in visual communication, scale, and typographic design; Close-up strengthens mark-making, detail, and texture; Still Life develops arrangement, and tonal control. Together, these units promote independence, experimentation, and the ability to express meaning through visual choices.	Curriculum Enrichment
		Assessment focuses on students' ability to investigate artists, develop ideas, refine techniques, and produce meaningful final outcomes. In Street Art/ Typography, students are assessed on how effectively they communicate a message through text and imagery. In Close-up, emphasis is placed on observational accuracy, detail, and creative exploration of magnified viewpoints. In Still Life, students are assessed on composition, symbolism, and technical control. Written annotations, SEMI research, and reflective commentary support students in explaining intent and evaluating their progress. These projects are enriched through opportunities to explore real-world creative practices. Street Art/ Typography links to public art, mural design, and contemporary activism, giving students insight into how artists use visual language to influence communities. Close-up encourages engagement with natural forms, photography, and scientific observation, broadening cross-curricular connections. Still Life introduces students to historical and contemporary artists, gallery visits, and object-based learning. Workshops, exhibitions, and collaborative displays further extend cultural capital and celebrate student creativity.

Curriculum Overview

ART Continued

EDI/SMSC/British Values/Careers	Literacy/Numeracy
The three projects provide meaningful opportunities to explore identity, diversity, and cultural expression. Street Art/ Typography highlights how public art can amplify under-represented voices and promote social change. Close-up encourages appreciation of nature, mindfulness, and respect for the environment. Still Life supports exploration of personal identity, cultural objects, and shared values. Students learn about careers in graphic design, illustration, mural painting, gallery curation, and creative industries, while developing respect, tolerance, and an understanding of how art contributes to society.	Literacy is embedded through SEMI artist research, annotation, and reflective writing, helping students articulate intent, analyse visual language, and use subject-specific vocabulary confidently. Street Art/ Typography strengthens communication skills through message-driven design; Close-up encourages descriptive language linked to texture and detail; Still Life supports analytical writing about symbolism and composition. Numeracy appears through proportion, scale, measurement, grid drawing, and spatial arrangement across all three units, helping students apply mathematical thinking to visual problem-solving.

Curriculum Overview

SUBJECT:	COMPUTING	YEAR:	9
INTENT:	Students receive an introduction into Creative iMedia which is a GSCE option we offer in Computing from Y10. During their time on the carousel for Y9 (Roughly around 8 weeks) they are provided with an insight into the compulsory module of iMedia which is all about visual identity and digital graphics. They will be provided with an opportunity to understand what an NEA (Non-Examined Assessment) would be like by creating a visual identity for a client and a digital graphic such as a leaflet or poster etc.		

UNITS OF WORK

Visual identity and digital graphics (Previous NEA)

Key Knowledge/Development	Key Skills Development	Assessment
- The media industry - Factors influencing product design - Pre-production planning - Distribution considerations - Plan digital graphics - Create digital graphics - Review digital graphics	- Developing digital graphics - Planning original digital - Creating original digital graphics - Reviewing original digital graphics	- Visual identity assessment (Logo) - Digital Graphic assessment (Advert)
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Essential skills in planning and creating multimedia digital products - Understanding the implications of plagiarising another's work - What is involved in a career in planning and creating digital products	- Using client brief to interpret requirements - Describing purposes of interactive digital media - Describing target audiences and client requirements - Reviewing and describing improvements	

Curriculum Overview

SUBJECT:	DESIGN AND TECHNOLOGY & FOOD & NUTRITION	YEAR:	9
INTENT:	Year 9 students are given the opportunity to build on the skills they have learnt in order to engage with and complete briefs that not only test their key skills and problem-solving ability but also their evaluation. Students assess how well a product or food type fits best into a certain community which again sharpens their approach to evaluation.		

UNITS OF WORK

PRODUCT DESIGN Bottle Opener	FOOD & NUTRITION Vegetarian and dietary needs
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Key Knowledge/Development	Key Skills Development	Assessment
- Focus on creativity - USP – designing for Target Market/Client - Designing for specific cultures - Increased knowledge of materials, ingredients, tools, processes - Widening students' views on what constitutes healthy food	- Increased independent thought and skills - Increased rigour and demand in practical sessions - Focus on students “owning” their work - Focus on resilience in projects - Taster of what KS4 would be like	- Each project lasts roughly 7 weeks. - Within that time there will be either: - Self-assessment/peer assessment - teacher assessment - End of Unit Test - As well as summative marking at the end of the project, in which the students will actively engage with how to improve - Each Year has a PPE – these cover what they have learnt throughout the Design and Technology carousel
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Multicultural Britain, cultural aspects investigated in Textiles - Recycling in Product Design - Link to appropriate and relevant careers - Product Design - Range of Famous Designers researched, Anthropometrics	- Measuring - Keywords - Command words - Evaluations to assess literacy	- D&T Club - D&T competitions

Curriculum Overview

SUBJECT:	DRAMA	YEAR:	9
INTENT:	- Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment. - Motivate and challenge our students into wanting to study Drama at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students. - To achieve high standards and a love of Drama. - To develop student's confidence within themselves and develop greater empathy, understanding and respect for difference and diversity		

UNITS OF WORK

Blood Brothers	Brecht	Acting for the screen	Murder mysteries
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Key Knowledge/Development	Key Skills Development	Assessment
Blood Brothers: Students will study a play, equipping students with the knowledge and skills to develop their understanding of how to interpret texts, performing to an audience, as well as analysing and evaluating live theatre performance. Brecht: Students will be introduced to the work of a key theatre practitioner – Brecht. Students will build their devising skills to create an original piece of drama in response to stimulus in the style of 'Epic Theatre'. Acting for the Camera: Students will study how to act for the camera, looking at angles, pace, character development, voice, facial expression analysing script, performing and evaluating own and peer's work. Analysing acting for you tube, film etc Murder Mysteries: Students will research and develop their understanding of this genre. Students will use a range of rehearsal techniques to create an original final piece of drama as part of a group.	- Students will study a range of rehearsal techniques to stage a scripted text. - Students will develop their physical and physical skills to build a range of characters. Research skills – mind-maps, collecting information. - Students will explore different performance style across different historical, social and cultural contexts.	Assessment in Drama is split into four areas: Creating, Performing, Responding and Evaluating.

SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Encourage students to become more confident communicators by developing their verbal and non-verbal communication skills. - Develop students' problem-solving skills by encouraging them to think on new ideas and interpret different performance texts.	Interpreting scripts, analysing and evaluating theatre texts.	Study of a wider range of performance texts.

Curriculum Overview

SUBJECT:	GEOGRAPHY	YEAR:	9
INTENT:	Students in Y9 will be utilising the skills they have learnt and developed in lower Key Stage 3. There will be a continued study of themes that invoke debate and discussion. Students are embedding decision making skills through both physical and human themes. There will also be an emphasis on resource-based skills where students need to show an understanding of the geographical content presented to them.		

UNITS OF WORK

Development	Coastal Geomorphic Processes	Globalisation	Tectonic Hazards	Climate Change Module (GCSE option only)
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Key Knowledge/Development	Key Skills Development	Assessment
- Physical process that shape the earth - Weather processes - Impacts of physical processes on society and environment - Human sphere of influence - The changing economic world - Geology and Coastal Processes - How we measure development - The significance of the UN Millenium and Sustainable Development Goals (SDGs) - Individual role in the success of the SDGs - Human resilience in the face of disaster - Respect and tolerance of cultural difference - Globalisation and our ever-shrinking world - Global connectedness (pros and cons) - The role of democracy and rule of law in development - Weather Hazards and their relation to climate change	- Working with geographical evidence - Analysing evidence - Interpreting data and maps - Interaction between physical and human environment - Exam technique and extended writing skills - Evaluation of human responses and actions - Enquiry and problem-solving skills - Focus on subject specific terminology - Identification of geographical processes - Utilising data as evidence and to show geographical development - Presentation data to give it meaning - Comparative analysis - Link development indicators to other issues – how does the data help us and why?	In order to support students in their end of topic assessments we continue to include extensive revision development and support. By this stage students are expected to steer their own revision independently as they will have acquired the skills they need in years 7 & 8. End of topic assessments will still give students a chance to showcase their learning and new found sets of knowledge, the questions that require analytical and evaluative skills will become broader; encouraging students to build synoptic links across the range of geography topics they have covered. Over the course of year 9 we build in more complex questions and sections of past exam papers to assist in the development of exam technique that supports students across all humanities GCSEs.
Geography at Home:	Use of technology: Empowering learning by turning our mobile phones and tablets into handheld encyclopaedias; enabling research into the latest news, statistics and factual support for homework. Using phones and personal computers to stay in touch with the real world and encouraging engagement with current affairs and geography in the news.	Connecting to the world we live in: Building an interest in the world around us is key to being a good geographer. There is a plethora of platforms on which to watch relevant documentaries from the BBC to YouTube. Easier still is to connect with the immediate geography around us - in the places we see, live and visit.

Curriculum Overview

SUBJECT:	HISTORY	YEAR:	9
INTENT:	We start our final year of Key Stage 3 with the intent on covering a wide range of historical topics and skills from British and World History. We discover the steps to WW2 in term 1 and then debate what was the most significant event of WW2 in Term 2. This allows pupils to evaluate impact considering different factors. In Term 3 we have our Forgotten Histories topic that focuses on the voices of the Holocaust. We look into civil rights in the USA and how this is still a turbulent issue in the world today followed by key events post WW2 such as the Vietnam war and the development of terrorism in term 5. Our final term allows pupils to investigate histories biggest mysteries such as Jack the Ripper and the assassination of JFK to reach their own conclusions. This will be to enable a 'mastery of learning' from Year 7 right through to Year 11.		

UNITS OF WORK

The steps to WW2	WW2 Significant events	Hidden Histories – The Holocaust remembered
Why were Civil Rights an issue in the USA?	What happened to the world post WW2	Investigations

Key Knowledge/Development	Key Skills Development	Assessment
- The causes and consequences of the 'discovery' of America - The impact and reasons for the slave trade - The Westward expansion of the American nation - The consequences of Westward expansion - The development of fascism in Europe and the causes for WW2 - The hidden stories of the HOLOCAUST - A detailed insight into what terrorism is and why it has always been a historical issue	2nd order concepts; change, continuity, causation, consequence, diversity and significance - Demonstration of specific key knowledge - Source and Interpretation analysis and evaluation - Use of chronology and episodic sequencing of significant events	- Baseline assessment in term 1 - Topic assessment using GCSE skills in term 3 - Knowledge tests at end of each term.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Human Rights - History of human development - The wider role of diplomats, statesmen and key significant reformers	- Key terms - Development of extended writing and debate - Use of statistical information through charts and graphs	- WW1/WW2 memorial events

Curriculum Overview

SUBJECT:	MODERN FOREIGN LANGUAGES: FRENCH	YEAR:	9
INTENT:	Students embark on the GCSE course (initially at Foundation level) to build on the knowledge and skills gained in Years 7 and 8. We follow the Edexcel 3 year GCSE scheme of work, with some alterations to suit our students. Term 5 is not assessed as students are almost at the end of their KS3 studies. In term 6 students will either start the GCSE course if they have opted for it, or have the opportunity to learn one or two new languages depending on staffing.		

UNITS OF WORK

Me, my family and friends	Free time – music, cinema, TV	Free time – food and eating out, sport
Home town, neighbourhood and region	My studies	Life at school

1. Tu as du temps à perdre?	2. Mon clan, ma tribu	3. Ma vie scolaire
4. Ma vie scolaire	5. En pleine forme	6. En pleine forme

Key Knowledge/Development	Key Skills Development	Assessment
- What you do online - Preferences; choice of media; verb tenses - Comparing different types of sport - Describing family and relationships - Discussing school, rules, uniform and comparing French and English school systems - Making positive choices to stay healthy	- Writing and speaking at greater length and with greater complexity - Developing skills in understanding unfamiliar words from their context - Using verb tenses more confidently	- Weekly low stakes, standardised vocabulary tests - Term 1 listening & writing - Term 2 reading & speaking - Term 3 listening & reading - Term 4 reading & writing - Term 5 listening & speaking - Term 6 integrated creative project
British Values/Careers	cy/Numeracy	culum Enrichment
- Development of knowledge and appreciation of a different culture (Francophone). - Collaborative work to develop team-working skills. - Experimentation with language to develop resilience and to learn from mistakes. - Students encouraged to embrace “difference” from their culture. - Discussing and challenging stereotypes within a national and international context.	Continued work on: - Nouns - Articles - Adjectives - Adverbs - Quantifiers and intensifiers - Pronouns - Verbs - Prepositions - Clause structures - Conjunctions - Number, quantities, date, time	- European Day - Pause Café - Trip to Paris (with Maths)
		- Different types of family groupings - Music and culture from a wide range of French-speaking countries and cultures - Expanding use of pronouns

Curriculum Overview

SUBJECT:	MODERN FOREIGN LANGUAGES: GERMAN	YEAR:	9
INTENT:	Students embark on the GCSE course (initially at Foundation level) to build on the knowledge and skills gained in Years 7 and 8. We follow the Edexcel 3 year GCSE scheme of work, with some alterations to suit our students. Term 5 is not assessed as students are almost at the end of their KS3 studies. In term 6 students will either start the GCSE course if they have opted for it, or have the opportunity to learn one or two new languages.		

UNITS OF WORK

Me, my family and friends	Free time – music, cinema, TV	Free time – food and eating out, sport
Home town, neighbourhood and region	My studies	Das Wunder von Bern / Life at school

1. Zurück zur Schule!	2. Endlich mal Freizeit!	3. Meine Welt, deine Welt
4. Meine Welt, deine Welt	5. Bleib gesund!	6. Bleib gesund!

Key Knowledge/Development	Key Skills Development	Assessment
- Discussing school, school rules and comparing German and English systems. School uniform and rules - Freetime: music, activities, online preferences, media, inviting people out, verb tenses - Describing family and family relationships - Festivals and cultural events - Equality and identity	- Writing and speaking at greater length and with greater complexity - Developing skills in understanding unfamiliar words from their context - Using verb tenses more confidently	- Weekly low stakes, standardised vocabulary tests - Term 1 listening & writing - Term 2 reading & speaking - Term 3 listening & reading - Term 4 reading & writing - Term 5 listening & speaking - Term 6 integrated creative project
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Development of knowledge and appreciation of a different culture. - Collaborative work to develop team-working skills. - Experimentation with language to develop resilience and to learn from mistakes. - Students encouraged to embrace “difference” from their culture. - Discussing and challenging stereotypes within a national and international context.	Continued work on: - Nouns - Articles - Adjectives - Adverbs - Quantifiers and intensifiers - Pronouns - Verbs - Prepositions - Clause structures - Conjunctions - Number, quantities, date, time	- European Day - German exchange - Visiting German teacher
		EDI
		- Different types of family groupings - Music and culture from a wide range of cultures within German-speaking countries - German and English school systems

Curriculum Overview

SUBJECT:	MUSIC	YEAR:	9
INTENT:	To create engaging lessons that inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.		

UNITS OF WORK

Pop History 1 - musical styles and socio-political contexts; technological development and timbre	Pop History 2 – Riffs, Musical structures; Music for special occasions	Dance Music Music technology and DAWs; Loops & samples; structuring music
Song Writing - developing musical ideas; lyric writing; chord patterns; lead sheets; Melody writing	The Music Industry and Musical Futures (Optional unit) – collections societies, Record/publishing companies; copywrite law; application of listening skills; ensemble skills; performance skills	

Key Knowledge/Development	Key Skills Development	Assessment
- Listen with increasing discrimination to a wide range of music from different historical contexts. - Use staff and other relevant notations appropriately and accurately. (Notation, TAB, chord diagrams, Lead sheets) - Develop an understating of the music that they perform and to which they listen, and its history.	- Play and perform confidently in a range of solo and ensemble contexts - Performing using the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices - Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	- Each topic will use on-going formative assessment through teacher observation, homework tasks and in lesson AFL - Each topic to be formally assessed at the end of the topic. - Assessments will take the forms of: - An individual or ensemble performance of a piece of music, - A showcase of a self-made composition - Electronic submission of a recording or score through music technology
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Developing an understating of music's cultural links and influence from, and on, society both today and throughout history - Links to careers within the music industry and how different people make a living through music (Advertising, Performing, composing) - Diversity is embedded throughout the curriculum and explored in a holistic manner. Students will learn about musicians from a diverse background and perform music that originates from different cultures, genders and creeds.	- Subject specific key words - Oracy skills development - Evaluation skills	- Extra curricular clubs - Performance opportunities - Community links - Peripatetic teaching and learning

Curriculum Overview

SUBJECT:	PE	YEAR:	9
INTENT:	The focus and aim of PE at Bradon Forest school is to provide a curriculum that develops competence to excel in a broad range of physical activities, students are physically active for sustained periods of time, are encouraged to engage in competitive sports, sporting activities and lead healthy active lives		

UNITS OF WORK

1. Striking Fielding	2. Net Wall	3. Invasion games
4. Health Related Fitness	5. Athletics	6. Aesthetics

Key Knowledge/Development	Key Skills Development	Assessment
Developing core skill acquisition - Developing and combining fundamental skills of a range of sports and activities i.e. passing, dribbling, attacking, defending, shooting, travelling, movement, shape, control, fluency - Using skills consistency and confidently in a range of activities/situations Rules and regulations - Application of skills adhering to the rules of the activity - Using rules and regulations within leadership roles Developing knowledge of sport/activity - Developing the knowledge of how to complete a skill. - Developing knowledge of when to use these skills in a competitive situation and/or performance - Transferring knowledge of skills across a wide range of activities Tactical situations - Game management: scoring, time, decision-making, tactical decisions - Applying tactics and set plays to game scenarios Roles and responsibilities of different positions - Students to explore different positions. - Students to display skills in a range of positions and roles within activity - Officiating/management of activities	Motor skills – knowledge of the range of movements i.e. walking, running, jumping, skipping and specific skills i.e. passing, catching Components of fitness: Developing strength, power, balance, flexibility, speed, muscular endurance, reaction time, coordination, cardiovascular endurance Rules, strategies, and tactics – knowledge of all within competitive situations and performances Healthy participation – knowledge of safe and effective participation developing mental and physical wellbeing	- APP - Self-assessment - Peer-assessment - Observation - Verbal and written feedback
		Curriculum Enrichment
		- Swindon Schools competitions - Afterschool clubs (recreational and competitive) - Lunchtime clubs (recreational) - Interhouse competitions - PE colours - Sports leadership – primary links - Local club links - Examination PE (GCSE) preparation
EDI/SMSC/British Values/Careers	Literacy/Numeracy	
Mutual Respect/Tolerance (Social): - Teamwork - Individual Responsibility - Communication (various) - Aspiration & Excellence in attitude The rule of law/democracy (Moral) - Abide by laws of the game - Leadership within games to self-govern their games/challenges within the game - Inclusion for all in PE - Exploring the diversity of sports across the world	- Addition/multiplication of scoring systems - Key words (Tier 2 / 3) - Vocational skills with peers - Reading/analysing images and texts - Peer assessment	

Curriculum Overview

SUBJECT:	PERSONAL DEVELOPMENT	YEAR:	9
INTENT:	In Year 9 Personal Development, we aim to prepare students for the transition to adulthood by developing their independence, self-awareness, and critical thinking. Through engaging with complex topics such as career planning, relationships, and social justice, students will learn to make informed decisions and understand their role in society. Our goal is to empower students to become confident, responsible, and active citizens, ready to face future challenges with resilience and integrity.		

UNITS OF WORK

Health and Wellbeing	Wider World	Relationships
Technology Carousel unit: Employability and Finance		

Key Knowledge/Development			Key Skills Development	Assessment
<u>Term 1</u> Healthy lifestyles and cancer prevention Cosmetic surgery, piercings and tattoos Blood donation and organ donation Screen Addiction Introduction to drugs Misuse of prescription drugs Vaping, Cannabis	<u>Term 2</u> Gang crime County lines Drugsland: Going Country Knife crime Modern slavery	<u>Term 3</u> Sexual Harassment Sexual health/STIs Managing intimacy and delaying sex Contraception Pregnancy	IT skills Self-reflection Emotional literacy Communication Resilience Active Listening Oracy Debate and discussion Subject specific vocabulary Considering alternative viewpoints Evaluation Collaboration Empathy Respect for diversity Moral reasoning	Optional termly homework to earn House Points and Bronze, Silver / Gold awards Extended writing Retrieval questions Verbal feedback during discussion/debate
				Curriculum Enrichment Guest speakers and visitors Careers opportunities Themed days and weeks (Children's Mental Health Week/Anti-Bullying Week) Whole school competitions Mental Health Ambassadors Anti-Bullying Ambassadors
<u>Term 4</u> Online responsibilities Digital Dangers: Extremism Digital Dangers: Grooming AI and deep fakes Sextortion Toxic masculinity, misogyny and incel culture	<u>Term 5</u> Sexting and self-generated indecent images of minors Gender and sexuality expression Marriage Revenge porn Relationships in the media Types of families	<u>Term 6</u> Hate Crimes Race theory Feminism Discrimination in the workplace Sexism Ableism/Neurodiversity		
EDI/SMSC/British Values/Careers				Literacy/Numeracy
British Values explicitly explored in depth Diversity and inclusion promoted and celebrated in all lessons Skills and knowledge linked to relevant careers Exploration of attitudes in other cultures				Subject specific key words & glossary Using appropriate terminology Additional reading material/case studies/comprehension Writing and speaking at greater length

Curriculum Overview

SUBJECT:	RELIGIOUS STUDIES	YEAR:	9
INTENT:	To create engaging lessons to promote deeper understanding, thereby equipping students to access and succeed at KS3, laying foundations for progression into KS4.		

UNITS OF WORK

Beliefs about God and the origins of the Universe	Ethics: Right and Wrong	Ethereal theme: Religion, Crime and Punishment
Human Rights and Social Justice (GCSE Theme F)		

Key Knowledge/Development	Key Skills Development	Assessment
- Definitions of technical terms and philosophical concepts. - Exploring a range of philosophical arguments – religious and non-religious views on these. - Understanding of religious traditions and rituals. - Reflecting on how teachings are put into practice by believers. - Considering differences and similarities within and between different denominations and religions. - Preparation for those taking GCSE.	- Understanding the 'bigger picture' and how each unit contributes to this. - Description of different religious practices. - Enquiry into different religious and philosophical arguments using a variety of sources. For example: Bible passages and parables, and other religious texts. - Analysis of different religious responses. - Reflection on beliefs and practices and their impact on individuals, communities and society. - Literacy writing coherently and accurately about religious beliefs and practices and evaluating their impact on believers and non-believers. - Interpretation of different religious texts	- Retrieval practice - Spelling tests - Graded tasks. - End of unit assessments - PPEs
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Moral issues explored, e.g., the value and importance of human life. - Spirituality – issues affecting life and death, the nature of reality, creation of the world. - The nature of suffering and the human quest for happiness - Value of human rights – implications of these. Prejudice, discrimination, cultural differences in Christianity, role of women (EDI) - Careers – Public Services, Law, Teaching, Caring services, international development/charities	- Technical and subject specific terms – the development of religious literacy. Using Pali terms in Buddhism, translations. - Etymology – word roots - Command words - Interpreting data on religious traditions in the UK and worldwide and drawing conclusions based on this.	- Challenge projects – extended research – with a range of responses. - Exploring religious, philosophical and ethical ideas through wider reading and film. - Guest speakers