



THE KING'S SCHOOL

GRANTHAM

YEAR 9

CURRICULUM AND SUPPORT GUIDE
FOR PARENTS & CARERS

Subject: Art & Design

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Contemporary Landscape Examine the history of Landscape as a genre and examine contemporary Landscape Artists. Examine the work of Le Fauves Produce a piece of Artwork that responds to the local area and students own identity. Experiment with paint creating a variety of surfaces and working with line.	How to use mixed media. Present information and research visually within sketchbooks. Research and visually present information on Art styles/ movements. Create a variety of surfaces using paint.	Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability. Research and discuss Contemporary and historical Landscape painting. Use photography or found imagery to compile visual inspiration for the project. Complete designs using creativity and individual ideas.
Christmas	Contemporary Landscape Present contextual research in a visual manner and use this to inspire ideas. Use drawing to present ideas and designs. Use painting techniques and stylise images.	How to use mixed media. Present information and research visually within sketchbooks. Research and visually present information on Art styles/ movements. Create a variety of surfaces using paint.	Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability. Research and discuss Contemporary and historical Landscape painting. Use photography or found imagery to compile visual inspiration for the project. Complete designs using creativity and individual ideas.
Spring	Art History/Architecture Introduce an academic approach used in Art History investigating European Architecture from Ancient Greece to present day including historical and social context. Apply knowledge of Architectural styles to develop ideas/designs for a building, taking the role of an Architect. Learning to use key language accurately and understanding the main forms of Architecture. Presenting this information clearly and visually within sketchbooks.	Recognise different architectural styles and their key features. How to use knowledge of Architecture to develop own designs. Use keywords to name sections of buildings/styles.	Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability. Research and discuss Greek and Roman Architecture Research and discuss the chosen 2 styles of European Architecture Complete interesting and visual research sheets Use the full ¾ weeks of homework time to create you building.
Easter	Art History/Architecture Link development of Architecture with historical and social aspects. Apply knowledge and understanding of Architectural styles to create a building using a media of their choice. Encourage creativity with freedom of materials.	Recognise different architectural styles and their key features. How to use knowledge of Architecture to develop own designs. Use keywords to name sections of buildings/styles.	Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability. Research and discuss Greek and Roman Architecture Research and discuss the chosen 2 styles of European Architecture Complete interesting and visual research sheets Use the full ¾ weeks of homework time to create you building.

Term	Topic	Key Themes	How can I help?
Trinity	Surface pattern/Textiles History of Interior Design and surface pattern. Examine surface pattern from different time periods. Apply knowledge of repeat pattern to design and make a piece of patterned fabric. Use inspiration to develop ideas.	How to recognise and create a repeat pattern. Recognise different interior design styles. Research and visually present information on Art styles/movements.	Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability. Research and discuss your chosen theme. Research and discuss William Morris and repeat pattern.
Summer	Surface pattern/Textiles Experiment with applying colour to fabric, tie dye and stencil printing in repeat. Present ideas, experiments, and outcomes in sketchbooks. Research the work of William Morris and respond to his work with practical designs.	How to recognise and create a repeat pattern. Recognise different interior design styles. Research and visually present information on Art styles/movements.	Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability. Research and discuss your chosen theme. Research and discuss William Morris and repeat pattern.

Assessment

Cat Point	What will be assessed	Nature of the assessment
CAT 1	History of Architecture.	Project
CAT 2	Interior design/repeat pattern.	Project



Subject: Biology

What will we cover this year?

In Year 9 Biology starts the GCSE course.

Term	Topic	Key Themes	How can I help?
Michaelmas	Cell Biology Students will study the structure and function of cells including animal and plant cells They will compare eukaryotic cells with prokaryotic cells They will learn about different specialised animal and plants They will develop their knowledge and understanding of microscopes and gain practical experience in how to use them correctly Following on from this they will study diffusion and osmosis and how these methods of transport are important for living cells	Strengthening biological terminology Practical skills and working scientifically Mathematical skills	Make use of the variety of resources on the year 9 Biology SharePoint including: - a PowerPoint for each lesson to help consolidate your knowledge and understanding - revision videos for all the sections in a separate PowerPoint - checklists to make sure you have learnt everything from each chapter Learning grids to actively check your knowledge of each section Read the relevant sections in the biology revision guide and answer the questions associated with each lesson. Use the online Kerboodle resource where you can access the textbook used in lessons, work through retrieval questions and various other resources
Christmas	Transport in cells Students further extend their knowledge and understanding of transport of substances into and out of cells and exchanging materials with the environment. They will then learn about the process of cell division and how cells differentiate This will then lead on to them learning about the role of stem cells. They will assess the potential of the use of stem cells in research and some of the issues surrounding their use.	Strengthening biological terminology Practical skills and working scientifically Evaluating modern biological technologies Mathematical skills	Make use of the variety of resources on the year 9 Biology SharePoint including: - a PowerPoint for each lesson to help consolidate your knowledge and understanding - revision videos for all the sections in a separate PowerPoint - checklists to make sure you have learnt everything from each chapter Learning grids to actively check your knowledge of each section Read the relevant sections in the biology revision guide and answer the questions associated with each lesson. Use the online Kerboodle resource where you can access the textbook used in lessons, work through retrieval questions and various other resources

Term	Topic	Key Themes	How can I help?
Spring	Organisation and digestive systems Students will study the digestive system in humans covering: Chemistry of food, the role of enzymes, factors affecting enzyme action and how the digestive system works	Strengthening biological terminology Practical skills and working scientifically Mathematical skills	Make use of the variety of resources on the year 9 Biology SharePoint including: • a PowerPoint for each lesson to help consolidate your knowledge and understanding • revision videos for all the sections in a separate PowerPoint • checklists to make sure you have learnt everything from each chapter Learning grids to actively check your knowledge of each section Read the relevant sections in the biology revision guide and answer the questions associated with each lesson. Use the online Kerboodle resource where you can access the textbook used in lessons, work through retrieval questions and various other resources
Easter	Animal and plant transport systems Students will study transport systems in humans including: The blood, blood vessels, the heart and how to repair the heart when things go wrong They will also study breathing and gas exchange In plants they will learn about the different tissue and organs they have and methods of transport involving xylem and phloem tissue	Strengthening biological terminology Mathematical skills Practical skills and working scientifically	Make use of the variety of resources on the year 9 Biology SharePoint including: • a PowerPoint for each lesson to help consolidate your knowledge and understanding • revision videos for all the sections in a separate PowerPoint • checklists to make sure you have learnt everything from each chapter Learning grids to actively check your knowledge of each section Read the relevant sections in the biology revision guide and answer the questions associated with each lesson. Use the online Kerboodle resource where you can access the textbook used in lessons, work through retrieval questions and various other resources

Term	Topic	Key Themes	How can I help?
Trinity	Non communicable diseases Students learn about non communicable diseases in particular cancer, smoking related diseases and diseases caused by a poor diet, alcohol and a lack of exercise.	Strengthening biological terminology Mathematical skills Working scientifically	Make use of the variety of resources on the year 9 Biology SharePoint including: • a PowerPoint for each lesson to help consolidate your knowledge and understanding • revision videos for all the sections in a separate PowerPoint • checklists to make sure you have learnt everything from each chapter Learning grids to actively check your knowledge of each section Read the relevant sections in the biology revision guide and answer the questions associated with each lesson. Use the online Kerboodle resource where you can access the textbook used in lessons, work through retrieval questions and various other resources
Summer	Competition and adaptation Students study how whole organisms (plants and animals) compete for various resources in the environment. They will learn about the various ways animals and plants are adapted to survive in different ecosystems	Strengthening biological terminology Mathematical skills Working scientifically	Make use of the variety of resources on the year 9 Biology SharePoint including: • a PowerPoint for each lesson to help consolidate your knowledge and understanding • revision videos for all the sections in a separate PowerPoint • checklists to make sure you have learnt everything from each chapter Learning grids to actively check your knowledge of each section Read the relevant sections in the biology revision guide and answer the questions associated with each lesson. Use the online Kerboodle resource where you can access the textbook used in lessons, work through retrieval questions and various other resources

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Cell structure and transport	Exam style questions
2	Cell structure and transport Cell division Organisation and the digestive system Transport systems in animals and plants	End of year examination

Subject: Chemistry

What will we cover this year?

In Year 9 Chemistry starts the GCSE course.

Term	Topic	Key Themes	How can I help?
Michaelmas	Topic 4.1 and 4.2 Reaction of K/Na/Li/Ca/Mg/Zn/Fe/Cu with dilute acids at room temp Relationship with reactivity series Reaction of K/Na/Li/Ca/Mg/Zn/Fe/Cu with water at room temp Relationship with reactivity series Carbon reduction of metal oxides Acid + metal → salt. Do in terms of redox by end of electrolysis (group ability dictates) Reactions of acids with bases: names of salts Predict names and formulae of salts from ions by end of Yr10	Strengthening chemistry terminology and literacy Practical skills and working scientifically Equations and calculations	Encourage your child to read the relevant pages in the textbook on Kerboodle. The relevant page numbers are printed on their work booklets. Help prepare for CAT1 by discussing the key terms printed at the front of the work booklets. Discuss where and why metals are used around the home and why is that particular metal is used for that purpose.
Christmas	Topic 4.2 Reactions of acids Reactions of acids with bases: names of salts Predict names and formulae of salts from ions by end of Yr10	Strengthening chemistry terminology and literacy Practical skills and working scientifically Equations and calculations	Encourage your child to read the relevant pages in the textbook on Kerboodle. The relevant page numbers are printed on their work booklets. Help prepare for CAT1 by discussing the key terms printed at the front of the work booklets.
Spring	Topic 1.1, 1.2 and 1.3 Atoms elements & compounds & mixtures & methods of separating Atomic Structure (Bohr model) and sub-atomic particles Electron Arrangement the early Periodic table Newlands and Mendeleeev the modern periodic table and periodicity Group 1 and atomic structure Group 0 and atomic structure Group 7 and reactivity due to atomic structure: displacement reactions The transition metals: physical and chemical properties	Strengthening chemistry terminology and literacy Practical skills and working scientifically Equations and calculations	Encourage your child to read the relevant pages in the textbook on Kerboodle. The relevant page numbers are printed on their work booklets. Subscribe to "Periodic Videos" on YouTube. The videos are fascinating and discuss current and historic issues in chemistry. Help prepare for CAT2 by discussing the key terms printed at the front of the work booklets. Your son can use the weekly retrieval starter questions as progress checks. Priority topics for revision may be identified by your son this way.
Easter	Topic 2.1 and 2.2 Chemical bonding Ionic bonding: how formed? Formulae of ionic compounds Covalent bonding Metallic bonding Properties of Giant ionic structures: explaining the properties Giant metallic structures and alloys Simple molecules and WIMFA	Strengthening chemistry terminology and literacy Practical skills and working scientifically Equations and calculations	Encourage your child to read the relevant pages in the textbook on Kerboodle. The relevant page numbers are printed on their work booklets. As they prepare for CAT 2 encourage them to review their CAT 1 and use the feedback sheet to prioritise their revision. This may include learning of rules, definitions and terminology as well as completing worksheets from earlier topic booklets, completing end of chapter spread questions from Kerboodle.

Term	Topic	Key Themes	How can I help?
Trinity	Topic 2.2 and 2.3 Simple molecules and WIMFA Making polymers and describing how ethene polymerises Giant covalent structures: graphite and diamond: explaining the properties Graphene and fullerenes	Strengthening chemistry terminology and literacy Practical skills and working scientifically Equations and calculations	Encourage your child to read the relevant pages in the textbook on Kerboodle. The relevant page numbers are printed on their work booklets.
Summer	Topic 2.4 and 10 Bulk and surface properties of matter including nanoparticles Bulk and surface properties of matter including nanoparticles. Polymers: HDPE, LDPE, cross-linking and plasticizing How is sewage treated? Why is tap water not pure water? Life cycle assessments: extraction; manufacturing; lifetime; disposal energy, water, resource consumption and waste products. How does recycling (metals, glass, building materials, clay ceramics and most plastics) reduce our impact on the environment? What is rust? How is it created? Why doesn't Al corrode? What is galvanising? Explain what is meant by sacrificial metal. What is the difference between a metal and an alloy? What are the typical properties of: bronze; brass; high carbon steel; low carbon steel; stainless steel; aluminium alloys What are the differences between thermosoftening plastics and thermosetting plastics?	Strengthening chemistry terminology and literacy Practical skills and working scientifically Equations and calculations	Encourage your child to read the relevant pages in the textbook on Kerboodle. The relevant page numbers are printed on their work booklets. Discuss the importance of clean water in the home.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Metals Reactivity series Practical skills	Exam style questions
2	Metals Reactivity series Salts Atomic structure Bonding & Structure Practical skills	End of Year examination



Subject: Computing

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Python Programming Collecting inputs from the user Using string and integer data types Data structures – variables and arrays Using Selection (if statements) in programs to control program flow Using condition-controlled and count-controlled loops to repeat code The importance of thoroughly testing programs (both iterative and final)	Combining techniques to create fully functioning programs	Encourage students to log in to their code using the Trinket platform and explain their code/program to you Explore syntax and new code using the w3schools website. If any student wants to build on the activities in lessons and continue to practice python programming, they could use: https://projects.raspberrypi.org/en/collections/python
Christmas	Exploring AI Developing an understanding of what is classed as an AI computer system Addressing misconceptions around AI Exploring different types of AI systems (generative, large language models) Evaluating the impact of AI on individuals and society (benefits and drawbacks) Using AI safely BEBRAS Computational thinking competition GCHQ Christmas Challenge	How machine learning works The difference between rules-based programs and data driven systems	Discuss with students whether you/they use AI and how you/they use it Ask students how they use AI and if they have any concerns about the impact of AI on them and the world they are growing up in.
Spring	Modelling data Spreadsheet fundamentals – navigating, formatting Formulas – basic and function formulas Macros – recording and running a macro in Excel	Representing and manipulating data	Discuss with students whether you use spreadsheet software either at home or in the workplace. Explain how you use it and what tools you use.
Easter	The Internet Learn the physical infrastructure which makes up the Internet – routers, DNS, web servers How packet switching works Web development – HTML, CSS, JavaScript Cybersecurity Different forms of attack in the context of cybersecurity Automated forms of cyberattack Analyse a real cyberattack and identify the network or software weaknesses that enabled it to happen	How data is transferred from one location to another How to keep data, hardware and themselves safe whilst online	Talk about when you have experienced some form of cyberattack (fake phishing emails). Share with your son how you ensure you don't become a victim of an online scam or cyberattack. Explain to your son what hardware you have at home to connect to the internet.

Term	Topic	Key Themes	How can I help?
Trinity	Databases Consider the role data plays in the modern world, what is big data How data is collected, stored and processed Importing data into a relational database management system Data science – what it is and how it is developing Sort, search and query data	Storing, processing and analysing data	Discuss with students whether you use databases either at home or in the workplace. Students could consolidate their learnign using the BBC bitesize page here - https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1
Summer	Algorithms Searching algorithms Sorting algorithms Social Media algorithms Encryption algorithms Summer Project – Music Festival Create a database to store band and stage information Write a ticket booking program in Python Design promotional material in Photoshop		Talk to your son about what social media apps they are using and the content it suggests to them. This includes YouTube where over 70% of videos have been suggested rather than searched for. Ask them if they know how to control the algorithms and change the content they are seeing.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Python programming Variables Inputs Outputs Selection (If statements) Iteration (for and while loops)	Online form Practical Programming task
2	AI Spreadsheets The Internet Web Development	Online form Practical Programming Task



Subject: Design and Technology

What will we cover this year?

Design and Technology is taught on a rotation of key areas. In Year 9 students study Resistant Materials, Graphics and Food.

The order that each class follows will vary, however, the below is used as an example for illustrative purposes.

Term	Topic	Key Themes	How can I help?
Michaelmas	Resistant Materials - Polymers The focus is on plastics, plastic properties and workshop processes and soldering. Understanding materials and components to make a ruler, freestanding light.	Practical skills Technical Knowledge	Encourage your son to talk about his practical work and skills and revision of key terms. Talk to him about different polymers and see if he can identify different polymers in the home.
Christmas	Resistant Materials - Polymers The focus is on plastics, plastic properties and workshop processes and skills. Understanding materials and components to make a press moulded design and mobile phone holder.	Design Practical Skills Technical Knowledge	Talk to your son about how materials are selected for their use, both in terms of their material characteristics, and their ergonomic use, for example plastics can be formed to make comfortable shapes and their aesthetic appeal, whilst they can also be elastic and return to form quickly.
Spring	Graphics - Graphic design Focus is on leisure venues and corporate branding, Photoshop and promotional merchandise. Design and make commercial merchandise such as magnets and fabric badges.	Practical skills Technical Knowledge	Encourage your son to talk about his design ideas for promotional merchandise and skills he has learnt. Talk to him about different forms of promotional merchandise when visiting events.
Easter	Graphics - Graphic design Focus is on leisure venues and corporate branding, Photoshop. Develop skills in designing and making a board game.	Design Practical Skills Technical Knowledge	Review your son's design ideas with him, ask him about the game he is making and how he has decided upon specific rules. Ask him to take the game home to try it and see if his rules work.
Trinity	Food - Food skills for main meals Designing menus, planning food and trialling ingredients. Making a range of dishes to fine tune higher grade skills.	Practical skills Technical Knowledge	Have your son prepare some simple crudities showing the skills he has learnt to make and fine tune his skills.
Summer	Food - Food skills for main meals Designing menus, planning food and trialling ingredients. Sensory analysis and comparing shop bought to home cooked foods.	Analysis skills Technical Knowledge	Help your son to investigate the history of our eating habits. It would be interesting to discuss and research with him the history of now common foods like the pizza that was first mass introduced to the United Kingdom in the second half of the 20th Century due to the introduction of the freezer in the family home.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Accumulation of tests studied to date, averaged out.	Theory knowledge and practical skill recall. The students are assessed halfway through each course at lesson 9 and then have a final assessment at lesson 18
2	Accumulation of tests studied to date, averaged out.	Theory knowledge and practical skill recall. The students are assessed halfway through each course at lesson 9 and then have a final assessment at lesson 18



Subject: English

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Shakespeare - The Tempest Students will undertake a whole-text study of The Tempest, building on their prior exposure to Romeo and Juliet in Year 7 and A Midsummer Night's Dream in Year 8. They will explore how Shakespeare uses language, structure, and dramatic devices across the entire play. Students will also analyse different interpretations of the play and research the colonial context, considering how this affects modern readings of the text.	Texts and Contexts Reading as a Writer Writing as a Reader Literary Heritage	Watch a version of The Tempest with your child (film or stage production). Discuss how power, control, and forgiveness are presented. Ask them how different performances change the audience's understanding of key characters or scenes.
Christmas	The Novel - A Christmas Carol Building on the nineteenth-century extracts studied in Year 8, students will now study a complete novella. They will explore how Dickens develops characters and themes across the text, and learn how to structure a formal whole-text literary essay.	Texts and Contexts Reading as a Writer Writing as a Reader Literary Heritage	Encourage your child to read the text aloud or watch a stage/film version. Discuss how Scrooge changes and what message Dickens is trying to deliver. Support them in planning or redrafting practice essays.
Spring	Tales of Tomorrow This unit builds on the non-fiction work in Years 7 and 8 and develops comparison and synthesis skills needed for later study. Students will explore fiction and non-fiction texts linked by the dystopian theme, such as extracts from Orwell and Atwood alongside real-world persuasive or reflective texts. They will also produce their own non-fiction writing, including speeches and articles.	Texts and Contexts Reading as a Writer Writing as a Reader Literary Heritage	Encourage your child to discuss what makes a society dystopian. Read news articles, speeches, or opinion pieces together and identify persuasive techniques. Ask them to explain how writers express viewpoint and tone.
Easter	Poetry of the Environment Students will study poems linked thematically by the natural world and environmental issues, building on the thematic poetry unit in Year 8 (Growing Pains) and their Year 7 work on diverse voices. Poets studied include Benjamin Zephaniah, Thomas Hardy, John Betjeman, and Margaret Atwood. Students will develop their comparative skills using our TOPFAN mnemonic (Tone, Organisation, Perspective, Form, Audience, Narrative Voice).	Texts and Contexts Reading as a Writer Writing as a Reader Literary Heritage	Read the poems with your child and ask them to compare how different poets express views on the environment. Support them in using TOPFAN to structure comparisons. Encourage them to write their own environmentally themed poems.
Trinity	The Art of Rhetoric – A GCSE Transition project. Students will research a topic of personal interest, developing higher-level research, planning, and speaking skills. They will deliver a presentation to their peers and respond to questions, completing their GCSE English Language Spoken Language Endorsement. This work builds on non-fiction writing and persuasive language developed in Years 7–9 and gives students early confidence in one assessed element of their GCSE. These lessons incorporate skills required on the GCSE language specification including summarising, analysing and evaluation.	Reading as a Writer Writing as a Reader Texts and Contexts	Help your child choose a meaningful topic and rehearse their presentation. Encourage them to use rhetorical techniques and organise their speech clearly. Ask follow-up questions to help them practise responding confidently.

Term	Topic	Key Themes	How can I help?
Summer	Moving to GCSE a transition project As a bridge to GCSE English Literature, students will not begin studying the play itself but will undertake a research-led group project into the world behind <i>An Inspector Calls</i>. Working collaboratively, they will explore its social, historical, literary, and biographical context - preparing them to engage meaningfully with the play in Year 10. This project reinforces skills in research, presentation, and academic collaboration.	Texts and Contexts Reading as a Writer Writing as a Reader Literary Heritage	Support your child in researching topics such as post-war Britain, class divisions, gender roles, or J.B. Priestley's background. Encourage them to think about how this knowledge might shape the audience's response to the play.

Assessment

In addition to an initial writing exercise to establish realistic writing levels, boys will be assessed during every central unit. Within fortnightly Reading and Writing Workshops, boys will also undertake regular progress checks to monitor the development of their literacy skills. Progress in reading is also monitored through the Accelerated Reader Programme.

Cat Point	What will be assessed	Nature of the assessment
1	Reading Writing Terminology and Concepts Speaking and Listening	Unit Assessments
2	Reading Writing Terminology and Concepts Speaking and Listening	Unit Assessments



Subject: French

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Chez moi, chez toi Describing where you live - Comparative adjectives, irregular adjectives Describing your home – Prepositions Talking about meals - Boire and prendre	Vocabulary Comparative and irregular adjectives; prepositions; prendre and boire	Encourage your son to use their unit summaries to revise the words and phrases they have been given using the 'look, cover, write, check' method. After this, ask them to tell you the meaning of specific phrases you read. If you also feel like a challenge, maybe even try having a conversation in French with them using the phrases they have been given. Encourage your son to attend Languages Club which will be led by the French Assistant in a lunchtime.
Christmas	Chez moi, chez toi Discussing what food to buy - Il faut, partitive article, quantities Writing recipes Cultural activity: French breakfast Talking about an event, Carnaval - Using three tenses Culture: Different life-styles in French-speaking countries, Carnaval	Vocabulary Il faut; partitive article; revision of the three basic tenses	Encourage your son to play language games on the internet (his teacher can provide the log in details for Linguascope) so that they can hear the language being spoken. They should also be revising their vocabulary regularly in the same method as highlighted above. Encourage your son to try out French recipes and try French food.
Spring	Bien dans sa peau Naming parts of the body - Revision of au/à la/à l'/aux Talking about injury - Il faut Talking about sport and sporting routines – Depuis Talking about healthy eating and resolutions to stay healthy - Regular and irregular forms of the future tense. Talking about plans to get fit - Developing reading skills. Writing a blog about staying fit.	Vocabulary Revision of au/à la/à l'/aux; depuis; modal verbs; simple future tense	Your son will need to focus on learning the spellings of their vocabulary. You can help by ensuring they are doing this at home. They could also go to the French department, borrow a book and practise reading during lunchtime, and then talk to you about what they have read. You could practise his speaking test questions with him before the speaking CAT.
Easter	Avant et maintenant – stand-alone unit Talking about life before and now.	Vocabulary The imperfect tense and using the imperfect tense and present tense together.	Before CATs, encourage your son to look through his books and previous assessments. It would be very helpful for him to create flashcards and mind maps on the topics/vocabulary that he has learned this year. Help your son to collect childhood pictures for his poster.

Term	Topic	Key Themes	How can I help?
Trinity	Spécial vacances Where you go/have been on holiday - Use of questions with an inversion Give details about holidays - Use of the pronoun y Describe what you would like to do on holiday - Using the conditional tense Talking about what you need on a holiday - Revision of reflexive verbs Describing what happened on a holiday - Revision of the perfect tense Describing a tourist attraction - Using quel in exclamations. Using emphatic pronouns. Cultural activity: backpacking adventure presentations and film study Les Choristes	Vocabulary Question forms; y; conditional tense; revision of reflexive verbs; Revision of perfect tense; quel; emphatic pronouns Modal verbs; revision of future and conditional tenses.	You could watch a familiar film like Harry Potter, but in French with the subtitles on. You could watch a French film with subtitles on. This can help to develop cultural understanding of different countries where French is spoken. The key to doing well in listening assessments is to try and listen to as much French as possible beforehand and to know your vocabulary.
Summer	À l'horizon Talking about jobs Give reasons for choices - Modal verbs Talking about future plans – revision of the future tense Cultural activity: film study Les Choristes	Modal verbs - Revision The conditional tense The future tense	You could help him to carry out his research for the backpacking project.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Unit 4	Listening, reading and writing
2	All units covered	Speaking (units 4 and 2), listening, reading and writing



Subject: Geography

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Coastal Environments Tides Formation and characteristics of a wave Coastal processes Coastal landforms of erosion Coastal landforms of deposition Sand dunes Coastal flooding Coastal management The Holderness coastline	Physical Geography Geographical Skills Fieldwork Skills Investigating Coastal Environments Humans in the Environment Decision Making Exercise Sense of Place	Encourage the use of BBC Bitesize and Internet Geography (KS3 Coasts) Review key concepts using Seneca (KS3 Geography – Coasts) Take your son to the beach so they can immerse themselves in the landscape and witness coastal processes, landforms and management strategies first-hand
Christmas	Oceans Why are oceans important for people and the environment? Impacts of plastic pollution Responding to plastic pollution Sea level rise Cause and impact of a tsunami Conflict in the Arctic Ocean	Global Impacts Diverse Places and Ecosystems Environmental Impacts Humans in the Environment	Encourage the use of BBC Bitesize and Internet Geography (KS3 Coasts) BBC iPlayer – David Attenborough – Blue Planet Take your son to The Deep in Hull so they can witness a variety of marine species first-hand and learn about different concepts and processes
Spring	Climate Change What does a changing climate look like? What are the natural causes of climate change? What are the human causes of climate change? What are the impacts of climate change? How does climate change impact different areas of the world differently? Climate mitigation strategies Climate adaptation strategies	Environmental Awareness Climate Science Carbon and Water Cycles Sustainability and Management	Encourage the use of BBC Bitesize and Internet Geography (KS3 Climate change) Review key concepts using Seneca (KS3 Geography – Climate change) BBC iPlayer - David Attenborough – Climate Change, The Facts Explore The Met Office website – Climate Change Take your son to The Discovery Museum in Newcastle where they can explore the history of Newcastle via the Climate Change Trail
Easter	Development Categories of development Measuring development The demographic transition model Processes and impacts of globalisation Causes of uneven development Sustainable development goals Small-scaled projects (WaterAid) Mega-projects (HEP Dams)	Regenerating Places Superpower Geographies Migration and Demography Globalisation Sustainability	Encourage the use of BBC Bitesize and Internet Geography (KS3 Development) Review key concepts using Seneca (KS3 Geography – Development) At meal times or when at the shop, talk about where food comes from, the countries it's grown in, and the people involved in its production. Similarly, for clothes or electronics, discuss the global supply chain. Watch child-friendly news programs (like BBC Newsround) or discuss headlines from adult news in an age-appropriate way.

Term	Topic	Key Themes	How can I help?
Trinity	China Physical features of China Human features of China Political features of China China's Great Leap Forward (GLF) How has globalisation impacted China? China's Superpower Status What is China doing in the South China Sea? Environmental issues in China	Globalisation and Superpower Geographies Historical Geographies Geopolitics and Alignments Tensions and Conflicts Environmental Geography	Encourage the use of BBC Bitesize and Internet Geography (KS3 China) BBC News current affairs, BBC iPlayer documentaries
Summer	Glacial Environments Formation and distribution of glaciers Glacial processes Landforms of glacial erosion Landforms of glacial deposition Glaciated landscapes of the UK Human uses of glaciated landscapes Threats to glaciers: Tourism; climate change	Cold Environments Physical Geography and Landscape Processes Peri and Post Glacial Landforms Historical Geographies Environmental Geography Humans in the Environment	Encourage the use of BBC Bitesize and Internet Geography (KS3 Glaciers) Review key concepts using Seneca (KS3 Geography – Glaciers) Take your son to a glaciated landscape such as The Lake District or The Yorkshire Dales so they can immerse themselves in the landscape and witness landforms and human-uses of glaciated landscapes first-hand

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Geographical Skills, Population and Migration, India, Coasts and Oceans.	This is a full exam of 40 marks that is to be completed within an hour. This exam will contain a range of geographical skills and competencies as well as knowledge to be tested.
2	Geographical Skills, Ecosystems, Coasts, Climate Change, China.	This is a full exam of 40 marks that is to be completed within an hour. This exam will contain a range of geographical skills and competencies as well as knowledge to be tested.



Subject: German

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Holidays Comparing places – then and now Activities you did on holiday Talking about how you travelled Describing the weather Talking about problems on holiday Imperfect tense: 'war, hatte, es gab' Perfect tense with 'haben' Perfect tense with 'sein'	Vocabulary and grammatical structures Perfect tense in inverted sentences	Encourage them to use their vocabulary books to revise the words and phrases they have been given using the 'look, cover, say, write, check' method. Languagesonline.org.uk has very good exercises on the perfect tense. If you also feel like a challenge, maybe even try having a conversation in German with them using the questions on p.11.
Christmas	Media Cinema – film preferences Talking about tv programmes Discussing reading habits Screen addiction Talking about speaking different languages Asking questions in the perfect tense The modal verb 'wollen' (to want) Using 'verb + gern / lieber / am liebsten to express opinions Prepositions (auf, in) with the 'dative' case The modal verb 'sollen' (should)	Vocabulary and grammatical structures	Encourage your sons to use Linguascope to consolidate and to extend their vocabulary. They should also be revising their vocabulary regularly. If you feel like a challenge, maybe try having another conversation in German with them using the questions on p.31 (ex.6) and p.39 (ex.3)
Spring	Health Talking about typical breakfasts Discussing traditional food in German speaking countries Understanding and using recipes Talking about healthy lifestyles Describing and comparing dinner parties Using the verbs 'essen' und 'trinken' (in the past, present and future tenses) Verb+gern (for opinions) The verb 'nehmen' The modal verb 'müssen'	Vocabulary and grammatical structures Using the imperative to give instructions in the 'du' form Prepositions taking the 'accusative' or 'dative' cases The comparatives	Encourage your son to practise his conjugation on linguscope.com They should also be revising their vocabulary regularly in the same method as highlighted above. You could engage him in a conversation using the questions in ex.6 on p.61

Term	Topic	Key Themes	How can I help?
Easter	School trips Understanding rules at a youth hostel Daily routine Understanding and giving directions Describing a festival Learning about festivals in Switzerland The modal verbs 'dürfen' and 'müssen' Reflexive verbs: sich waschen, sich duschen Inverted sentences Using the imperative to in the 'du, ihr, Sie' forms The preposition 'zu' + dative case	Vocabulary and grammatical structures Adjectival endings before nouns	They should carry on revising their vocabulary regularly (the more frequently they can do it the better) A good online resource to practise his German verbs is: languagesonline.org.uk You could ask your son to talk about festivals in Switzerland
Trinity	'School trips' continued Describing an activity holiday Going out Discussing clothes and style Talking about plans for a date Talking about getting ready to go out	Vocabulary and grammatical structures The perfect tense Adjectival endings before nouns The future tense Word order (Time-Manner-Place / T-M-P) Separable and reflexive verbs	Encourage your son to describe his activity holiday in German based on the questions in ex.6 on p.87 The key to success: regular revision in manageable chunks
Summer	'Going out' continued Talking about how a date went Discussing uniforms Culture: German film - Ballon	The past, present and future tenses Asking questions in German	He can practise his tenses on: languagesonline.org.uk You could engage him in a conversation about the film You could even all watch the film in German together!

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Stimmt 2 – Kapitel 1	Listening, reading and writing
2	Stimmt 2 – Kapitel 1-4	Listening, reading and writing (units 1-4)



Subject: History

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	WWI Students study the causes of WWI before studying experiences of war. This enquiry pays particular attention to the role of British Empire soldiers. They will also learn about Albert Ball, a former student of the King's School, and his role in WWI. Finally, students spend two lessons studying the aftermath and historical significance of the war.	Causation Similarity and difference Historical Significance War Militarism Imperialism/Empire Nationalism Alliances	Encourage your son to read <i>The World's War, Forgotten Soldiers of Empire</i> by David Olusoga. Or read the book together and discuss. <i>Adventures in Time: The First World War</i> , by Dominic Sandbrook <i>The Horror of World War I</i> , by Nancy Dickmann <i>World War One: Life in the Trenches</i> , by Robert Hamilton <i>The Making of the First World War</i> , by Ian Beckett Look at your local War Memorial and research some of the soldiers listed on The Commonwealth War Graves Commission CWGC
Christmas	Suffragettes Students answer the question, 'Why did women gain the right to vote?' by exploring the roles of the suffragettes, suffragists and WWI in the enfranchisement of women. Hitler and Stalin Students explore how Hitler and Stalin rose to power, how they maintained power and how life changed in Germany and the USSR during their dictatorships.	Causation Democracy Similarity and difference Power	<i>The Short Guide to the Suffragettes</i> , by Zoe Thomas <i>Fantastically Great Women Who Changed the World</i> , by Kate Pankhurst <i>March Women March: How Women Won the Vote</i> , by Lucinda Hawksley <i>Bloody Brilliant Women</i> , by Cathy Newman Read more about the women's suffrage movement on BBC Bitesize: The Suffragette Movement - BBC Bitesize <i>Adolf Hitler</i> , by Richard Tames <i>The Rise of the Nazis</i> , by Neil Tong <i>1924 – The Year That Made Hitler</i> , by Peter Ross Range <i>Stalin: A Beginner's Guide</i> , by Abraham Asche Listen to more about the Nazi consolidation of power on this podcast: The creation of a dictatorship, 1933-34 - Nazi control and dictatorship 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize Find out more about Stalin on BBC Teach: Joseph Stalin: National hero or cold-blooded murderer? - BBC Teach

Term	Topic	Key Themes	How can I help?
Spring	WWII Students learn about the causes of WWII, experiences from both national and individual perspectives, as well as the legacy of war and how WWII is remembered.	Causation Similarity and difference War	Causes and Consequences of the Second World War, by Ross Stewart World War II, by Nathaniel Harris Living Through World War Two, by Andrew Langley Adventures in Time: The Second World War, by Dominic Sandbrook Read more about the Second World War on BBC Bitesize: World War Two: An Overview - World War Two and the Holocaust - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Look at your local War Memorial and research some of the soldiers listed on The Commonwealth War Graves Commission CWGC Visit the International Bomber Command Centre near Lincoln to find out more about the experiences of bomber crews: The IBCC Lancaster Poppy Display - Information and ordering link - International Bomber Command Centre
Easter	The Holocaust Students study a series of lessons which cover the background to the Holocaust, personal experiences and legacies. This provides the understanding for students to answer the enquiry question: Why is the Holocaust the only mandatory topic at KS3? The History department recognises the importance of teaching sensitive topics and recognising the experiences of individuals. Consequently, we have followed guidance from the Holocaust Educational Trust to ensure we remember and honour those who experienced the Holocaust.	Historical significance Citizenship	Great Lives in Graphics: Anne Frank, by Susie Duff Maus: A Survivor's Tale, by Art Spiegelman Survivors of the Holocaust, by Zane Whittingham Hidden: True Stories of Children Who Survived World War II, by Marcel Prins Visit the Holocaust Centre near Newark The National Holocaust Centre and Museum Read more about the Holocaust here or visit the IWM London: The Holocaust Galleries Imperial War Museums Read more about the Holocaust on BBC Bitesize: The Holocaust, 1939 - 1945 - World War Two and the Holocaust - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Go to the Holocaust Educational Trust to find out more about their work: Holocaust Educational Trust - Latest News

Term	Topic	Key Themes	How can I help?
Trinity	Empire Students learn about decolonisation of the British Empire in India, Kenya and Malaya, before considering how Britain's imperial past is remembered.	Causation Historical significance Empire Imperialism Contested power	The British Empire: A Very Short Introduction, by Ashley Jackson Stolen Histories: The Truth About the British Empire and How it Shaped Us, by Sathnam Sanghera Read more about the decolonisation of the British Empire on BBC Bitesize: Road to African independence - How Britain lost an empire - geographical summary - GCSE History Revision - AQA - BBC Bitesize The end of Empire - KS3 History - BBC Bitesize
Summer	The Cold War Students explore what the Cold War was and how it came about. Students do this through the lens of the years 1945-1991 before focusing on what was remarkable about this time period.	Significance Causation Cold War Terrorism Rights Power Technology	The Cold War: A Very Short Introduction, by Robert McMahon The Cold War, 1945-1991, by J. Mason Russia, America and the Cold War 1949-1991, by Martin McAuley Visit IWM Duxford: IWM Duxford Imperial War Museums Find out more about the Cold War on BBC Bitesize: Early tension between East and West - The Cold War origins 1941-56 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Topics studied to date	Factual recall, chronology, extended writing
2	Topics studied to date	Factual recall, chronology, extended writing





Subject: Mathematics

What will we cover this year?

The department follows a modified version of the [White Rose Scheme of work](#).
The modifications are designed to ensure that we finish the Key Stage 3 curriculum slightly before the end of Y9.
We then start the GCSE content.

Term	Topic	Key Themes	How can I help?
Michaelmas	9.04: Three dimensional shapes 9.05: Constructions and congruency 9.06: Numbers & factorising quadratics	Geometric constructions Factoring quadratic expressions	If they did not use Dr Frost much in Y7 and Y8, encourage your son to engage more independently with Dr Frost. Dr Frost is not only for homework but also allows students to work through as many questions as they want, of whichever topics they choose. It will generate questions for them, providing answers & worked solutions. They will be assigned the “Y9 WRM” course, which aligns with the topics listed here, as well as their booklets. They will still be able to access the “Y7 WRM” and the “Y8 WRM” course from prior years if they need to catch up on any content. Within the first few weeks of term, your son will have a numeracy test. This covers basic numeracy and is to gauge their base numerical ability. Ensure your son has a suitable calculator. We recommend a Casio fx-83GT CW.
Christmas	9.07: Using percentages 9.08: Maths and money 9.09: Deduction 9.10: Rotation and translation	Financial mathematics Mathematical deduction	Ensure your son has a complete pencil case. This should include: 2+ black pens 2+ pencils 15cm non-flexi ruler, compass & protractor - Eraser + sharpener - Calculator (model suggested above) Other items such as highlighters, glue, scissors and pens of other colours would also be useful inclusions. Many items can be purchased cheaply from the school shop. The basic list above costs about £1 + £9 for a calculator. Also check your son is aware of how to access the class notebook through Teams to view the notes from prior lessons. This is useful if they miss lessons for appointments or illness.

Term	Topic	Key Themes	How can I help?
Spring	9.11: Pythagoras (covered in Y8) 9.12: Enlargement and similarity & trigonometry 9.13: Ratio and proportion problems 9.14: Rates & simultaneous equations	Enlargement and trigonometry Ratio and proportion Rates and simultaneous equations	Continue working on weak topics and start preparing for revision for the approaching end of year exams.
Easter	9.15: Probability 9.16: Algebraic representation & completing the square	Probability calculations Algebraic expression methods	Ensure your son revises using the practice tests provided in preparation for his end of year exams. A strong proficiency in using Dr Frost will benefit them greatly by this stage.
Trinity	GCSE Block 1	Number and Proportionality Algebra	Aim to consolidate topics your son is finding harder, post exams and work through some problems on Dr Frost, or another means to work on filling in these problem areas.
Summer	GCSE Block 1	Geometry Probability	If there are problem areas arising from KS3, ensure you have a good summer plan on how to tackle these, so your son is confident moving into Y10. Dr Frost is the suggested starting point for this.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Content consistent with KS3 National Curriculum Assessment 1 covers sections: 9.01, 9.02, 9.03, 9.04, 9.05, 9.06 Assessment 2 covers sections: 9.07, 9.08, 9.09, 9.10, 9.11, 9.12	CAT 1 test 45-minute assessment CAT 2 test 45-minute assessment
2	Content consistent with KS3 National Curriculum End of year exams cover sections 9.01 to 9.16	End of Year Exams 45-minute non-calculator 45-minute calculator 0.5-hour speed test (non-calc)



Subject: Music

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Repetition in Music – Hooks & Riffs How composers use hooks and riffs to create memorable melodies and accompaniments.	Performing (Keyboard) Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest. You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.
Christmas	Music for Media – Pt. 1 (Gaming Music) Study of Gaming music and how melodies relate to characters. Performing iconic gaming themes.	Performing (Keyboard) Composing Listening	You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.
Spring	Music for Media – Pt. 1 (TV Ads) Study of music in advertising and compositional techniques used.	Performing (Keyboard) Composing Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest.
Easter	Performing film music More detailed analysis of performing film music and how melodies relate to characters. Performing iconic film themes.	Performing (Keyboard) Listening	You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.
Trinity	Composing for Film Study of music in films and compositional techniques used.	Performing (Keyboard) Composing Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest.
Summer	The End Game A chance for students to complete one last task in KS3 Music, either performing or composing	Performing (Keyboard) Composing Listening	You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Music for Media – Pt. 1 (Gaming Music)	Performance (instrumental) & listening test
2	Composing for Film	Composition & listening test



Subject: Physical Education

What will we cover this year?

Physical Education is taught for 3 hours per fortnight, items in italics are taught in Games for 2 hours per fortnight

Term	Topic	Key Themes	How can I help?
Michaelmas	Table Tennis Developing Key Skills Rugby Development of Rugby: Advanced Skills	Competence Performance	Encourage and support your son in their personal development of participation in physical activity and sport by researching local sports clubs
Christmas	Health-Related Fitness Fitness Testing and Physical Training, Fitness Components Basketball: Key Skill Development Rugby: Game Play Outwitting Opponents: Developing Tactics and Strategies	Healthy, active lifestyles Training Principles Performance	Create a personal fitness programme with your son that could be used by the whole family to improve fitness.
Spring	Handball Key Skill Development Football Key Skill Development	Competence Performance	Watch a professional football match with your son and discuss the importance of endurance, speed and agility for high level performance.
Easter	Badminton Key Skill Development Football Advanced Skill Development, Game Play	Performance	Watch the badminton men's singles and doubles finals from the Olympics and discuss how the tactics used differ between the two disciplines
Trinity	Athletics Track and Field Events Cricket, Rounders, Short Tennis, Outdoor Adventurous Activity. Key Skill Development, Orienteering	Competence Performance	Watch a T20 cricket match with your son and discuss the importance of effective fielding positions (T20 Blast matches are streamed live and free on YouTube)
Summer	Athletics Track and Field Events Cricket, Rounders, Short Tennis, Outdoor Adventurous Activities. Key Skill Development, Orienteering	Healthy, active lifestyles Components of Fitness Basic Biomechanics	Watch the javelin, shot and discus events from the Olympics and talk about how leverage and power lead to high quality performance in these events

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Table Tennis, & Basketball	Teacher Assessment
2	Athletics Assessment	Teacher Assessment



Subject: Physics

What will we cover this year?

In Year 9 Physics starts the GCSE course.

Term	Topic	Key Themes	How can I help?
Michaelmas	Matter Density of materials Changes of state Internal energy Temperature changes in a system and specific heat capacity	Practical work Literacy – key terms Equations and calculations	Encourage your child to read their revision guide or the relevant pages in the textbook on Kerboodle. Page spreads P6.1 to P6.4 Watch the topic videos on https://www.gcsephysicsonline.com/ , with your son, he should have the log in from his teacher. Use the topic areas in bold on the left. Discuss the ideas in the topic.
Christmas	Matter Changes of state and specific latent heat Particle motion in gases Pressure in gases Increasing the pressure of a gas Atomic Structure The structure of an atom Mass number, atomic number and isotopes The development of the model of the atom	Practical work Literacy – key terms Equations and calculations	Talk to your son about his recent CAT, which areas he performed well on and which he needs to develop. Ask him what his feedback means. Encourage your child to read their revision guide or the relevant pages in the textbook on Kerboodle. Page spreads P6.5 to P6.7, P7.1 to 7.2 Watch the topic videos on https://www.gcsephysicsonline.com/ , with your son, he should have the log in from his teacher. Use the topic areas in bold on the left. Discuss the ideas in the topic.
Spring	Atomic structure Radioactive decay and nuclear radiation Nuclear equations Half-lives and the random nature of radioactive decay Radioactive contamination Background radiation Different half-lives of radioactive isotopes Uses of nuclear radiation	Literacy – key terms Equations and calculations	Encourage your child to read their revision guide or the relevant pages in the textbook on Kerboodle. Page spreads P7.3 to P7.6 Watch the topic videos on https://www.gcsephysicsonline.com/ , with your son, he should have the log in from his teacher. Use the topic areas in bold on the left. Discuss the ideas in the topic.
Easter	Atomic structure Nuclear fission Nuclear fusion Energy Energy stores and systems Changes in energy Energy changes in systems	Literacy – key terms Equations and calculations	Encourage your child to read their revision guide or the relevant pages in the textbook on Kerboodle. Page spreads P7.7 to P7.9 and P1.1 and P1.2 Watch the topic videos on https://www.gcsephysicsonline.com/ , with your son, he should have the log in from his teacher. Use the topic areas in bold on the left. Discuss the ideas in the topic.

Term	Topic	Key Themes	How can I help?
Trinity	Energy Power Energy transfers in a system Efficiency	Practical work Literacy – key terms Equations and calculations	As they prepare for CAT 2 encourage them to review their CAT 1 and use the exam question practice they have completed for homework to identify points to be careful with. Encourage your child to read their revision guide or the relevant pages in the textbook on Kerboodle. Page spreads P1.3 to P1.9 Watch the topic videos on https://www.gcsephysicsonline.com/, with your son, he should have the log in from his teacher. Use the topic areas in bold on the left. Discuss the ideas in the topic.
Summer	Energy National and global energy resources	Practical work Literacy – key terms Equations and calculations	Encourage your child to read their revision guide or the relevant pages in the textbook on Kerboodle. Page spreads P2.1, P2.5 and P3.1 to P3.6 Watch the topic videos on https://www.gcsephysicsonline.com/, with your son, he should have the log in from his teacher. Use the topic areas in bold on the left. Discuss the ideas in the topic.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Matter	Written Test
2	Matter, Atomic Structure and Energy	End of Year Examination



Subject: Religious Education

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Christianity – A History of Theology and People Is United Kingdom a Christian country? Students will know that: The Church has a rich and diverse history, learning about the vast political and social events that changed the path of the Church. These include: the Great Schism, the Crusades, and the Reformation. Students will also study the structure and genre of the Bible, evaluating its importance for different denominations.	The Early Church The Great Schism What is the Bible The Reformation Denominations The Crusades The status of the UK as a Christian country	Unit: Denominations: why did the Christian Church become diverse? KS3 Religious education Oak National Academy Unit: The Christian Church: how completely did the Great Schism transform Christendom? KS3 History Oak National Academy The Reformation and its impact - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Christmas	What is Ethics – Absolutism and Relativism What is Ethics: how should we act, what should we be allowed to do, what power should the law hold? Students will know that: Ethics is a broad field of study, engaging with many schools of thought – such as relativistic and absolute morality. This will be applied to a number of real-world situations, including the law, medical ethics, animal rights, and animal rights. Students will also study the links between ethics and religion, delving into the moral code of Christianity with its theological implications in particular.	The Christian Moral Code What are different Ethical Theorems Ethics and the Law Sanctity of Life Environmental Ethics Animal Rights Medical Ethics	Unit: Ethics: how do we know what is 'good'? KS3 Religious education Oak National Academy Morals, ethics and philosophy - KS3 Religious Studies - BBC Bitesize BBC - Ethics - Introduction to ethics: Ethics: a general introduction BBC - Ethics: Introduction to ethics
Spring	Applied Ethics and Philosophy – Ways of Knowing How does the problem of evil pose immense challenge to faith? How do theists overcome this? Students will know that: The problem of evil poses a massive obstacle to many in faith. We will look at both the logical and evidential problems of evil and their unique challenges for Christians. Students must also study different theodicies, including Augustinian Privation Theory, the Free Will Defence, and the Irenaen Soul-Making theodicy.	The Logical Problem of Evil The Evidential Problem of Evil Different Theodicies Augustine Free Will Soul-Making	An introduction to the philosophy of religion - GCSE Religious Studies - BBC Bitesize The problem of evil and suffering - Christian beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize Moral evil and natural suffering - The problem of evil and suffering - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize Challenges - The problem of evil and suffering - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize

Term	Topic	Key Themes	How can I help?
Easter	Philosophy of Religion – God, Truth and Meaning Is there any proof for the existence of God? Students will know that: There is a long history of defending the existence of God through numerous philosophical arguments – some inductive and some deductive. Students will look at key thinkers like William Paley, Aquinas, and Immanuel Kant. These arguments include: the Design Argument, the Cosmological Argument, the Argument from Morality, the Argument from Miracles, and arguments against the existence of God.	The Design Argument The Moral Argument The Cosmological Argument Arguments against the existence of God Miracles	Unit: Knowing God: does religious experience prove God exists? KS3 Religious education Oak National Academy An introduction to the philosophy of religion - GCSE Religious Studies - BBC Bitesize The existence of God - The nature of God - GCSE Religious Studies Revision - WJEC - BBC Bitesize
Trinity	Dharmic Identity, Beliefs and Experience – Buddhism How do Buddhist beliefs challenge common conceptions of religion? Students will know that: Students will study the history of Buddha's life, investigating how his experiences led to the Buddhist teaching of the Middle Way. Students will also look at key Buddhist beliefs such as Karma, applying these to philosophy and ethics.	The Life of Buddha The Middle Way Key Buddhist Beliefs Karma Buddhist Ethics	Unit: Buddhism: beliefs and teachings KS3 Religious education Oak National Academy Unit: Buddhism: practices KS3 Religious education Oak National Academy Blog - TrueTube
Summer	Social Justice and Faith in Action How does faith stir people to action? Who have been some of the most inspirational figures of our recent history? Students will know that: What have religious organisations done to fight for and preserve Human Rights across the world? How does religion fight to enforce social justice across all faiths? What are the religious beliefs about care and our responsibility for the Natural World? What can we learn from religious believers and religious organisations who have fought against the destruction of the Natural World?	Human Rights Social Justice Stewardship	Social justice - Church in action - GCSE Religious Studies Revision - WJEC - BBC Bitesize Groups working for social justice - Church in action - GCSE Religious Studies Revision - WJEC - BBC Bitesize Unit: Rebels: should we embrace or challenge authority? KS3 Religious education Oak National Academy

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Christianity – A History of Theology and People	Self, Peer and Teacher Assessment
2	Applied Ethics and Philosophy – Ways of Knowing Philosophy of Religion – God, Truth and Meaning	Self, Peer and Teacher Assessment

