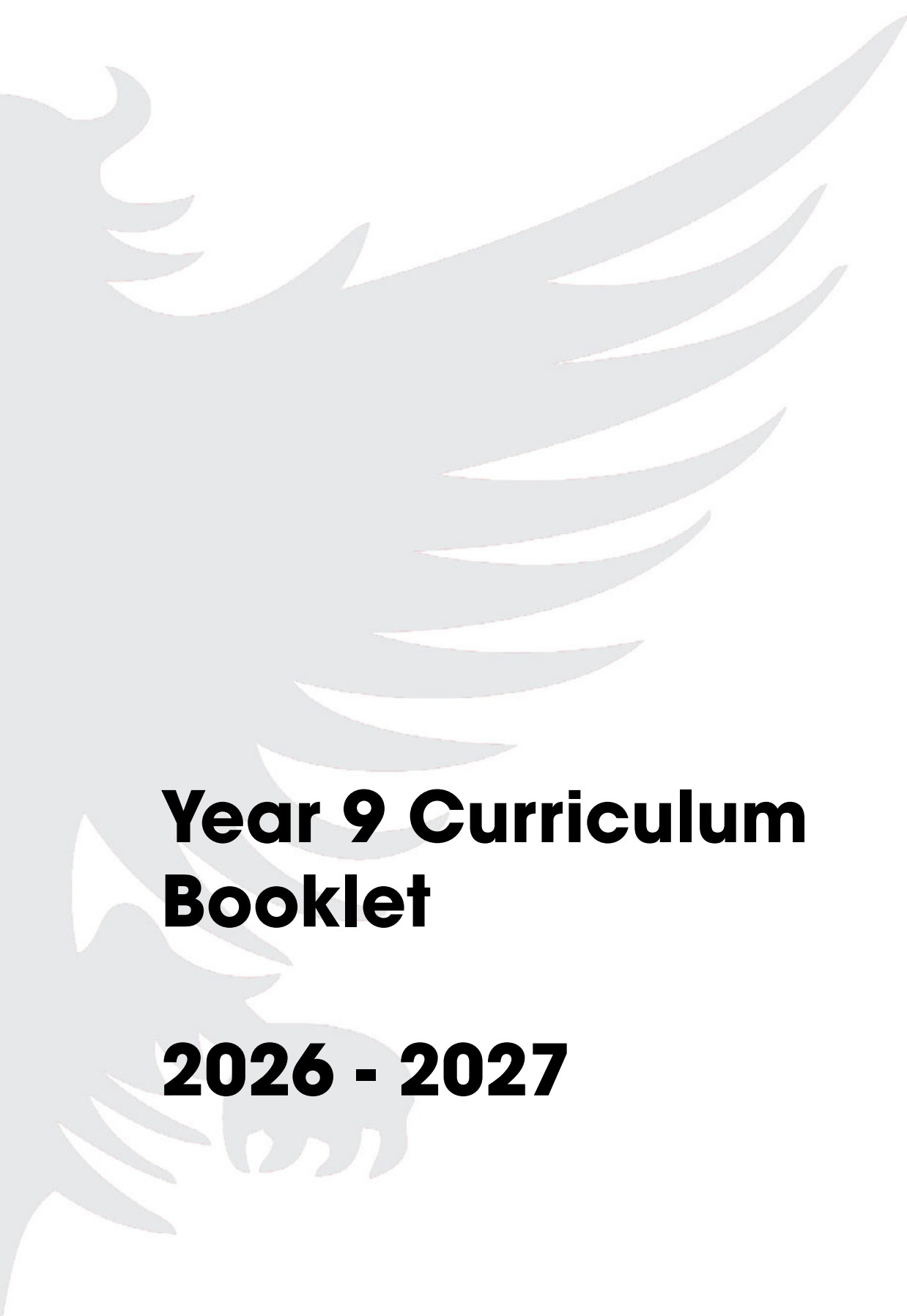




Year 9 Curriculum Booklet

2026 - 2027

Introduction

In Year 9, each student will study a group of core subjects along with a series of option subjects. The information in this booklet relates to both the compulsory core curriculum as well as the option courses and has been produced to help you and your child make informed choices regarding which subjects to opt for in Year 9.

Your child's subject teachers, or the relevant Head of Subject/Faculty, will be happy to answer any questions you may have about specific subject content. The Form Tutor or Head of Year are available to give advice about subject combinations if needed, as am I.

We try to offer a flexible choice of subjects and aim to satisfy as many choices as we can (but cannot guarantee that we will be able to accommodate all such choices). **The deadline for submitting the option choices form is 23 January 2026**, following the Parents' Consultation Evening on 14 January 2026.

Students who do not meet the deadline, or who subsequently wish to alter their choices, may find their combination of subjects no longer available.

Mr H Hewlett
Deputy Head Academic



Year 9 Core Subjects

All students study:

English	Geography
Mathematics	History
Biology	Religious Studies
Chemistry	PE
Physics	Games
ICT	PSHE and RSE

Year 9 Option Subjects

Students have a guided choice of **four** subjects.

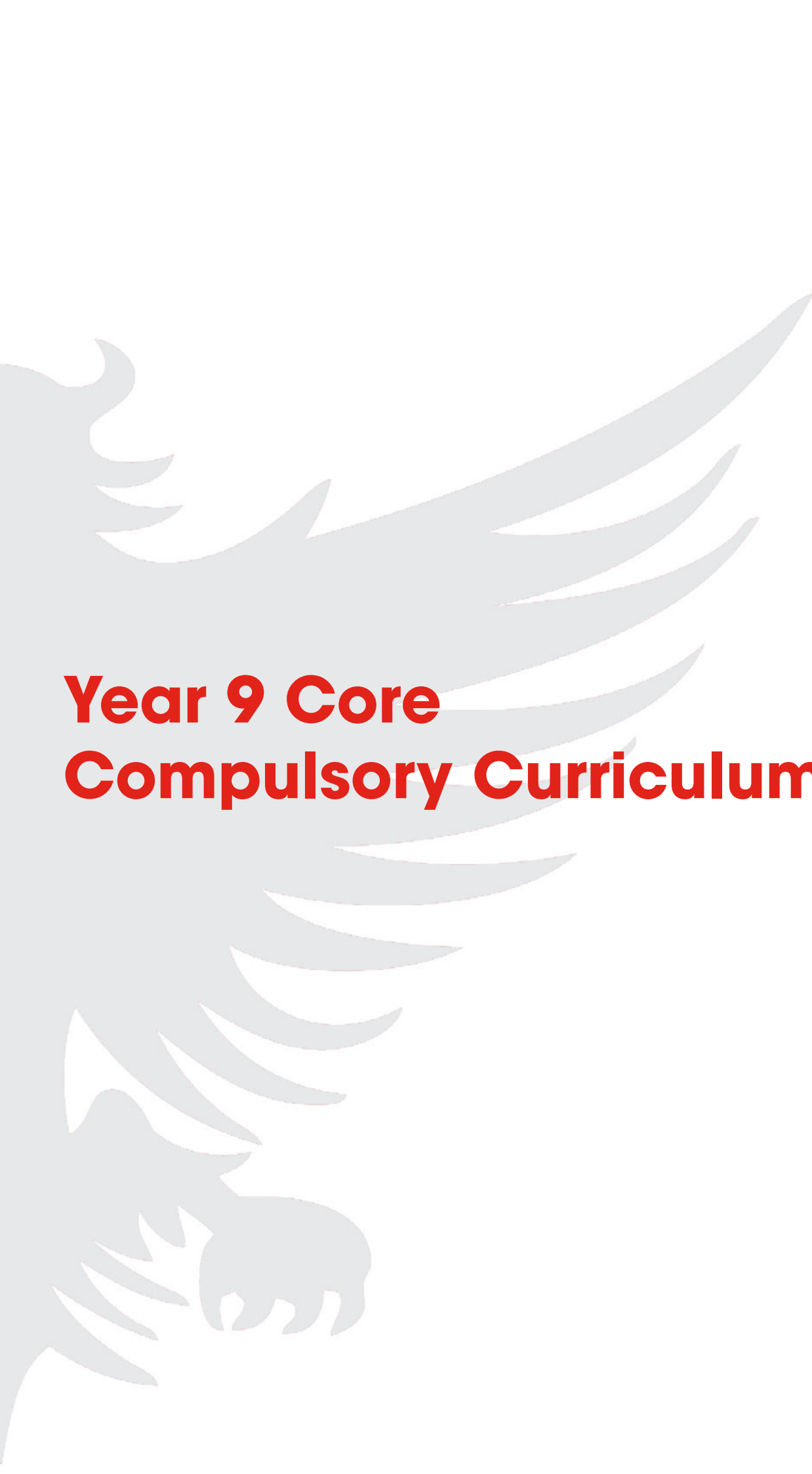
They must choose **at least one** from French, German or Spanish. In addition they can select **three** from:

Art	English Support **
Design Technology	Latin ***
Drama	Music

*** Only with the agreement of Dr T Foster, Head of English. This is in addition to their core English lessons.*

**** At GCSE the vast majority of students will select at least one Language. So those who may not wish to continue any of French, German or Spanish at GCSE should ensure that they also choose Latin as a Year 9 option alongside at least one MFL.*

Students already in the School must select **at least one from** French, German or Spanish; exceptions are only made, with the specific agreement of Mr Hewlett, for students with a Specific Learning Difficulty who have been formally diagnosed, or for whom English is a second language (and additional English support is being provided).



Year 9 Core Compulsory Curriculum

Year 9 Core Subjects

English

Head of Faculty: Dr T Foster

English is taught for six periods in the two-week cycle. During the year opportunities will be given to write in a variety of different forms - poetry, stories, letters, instructions, summaries, leaflets, imaginative and analytical writing on literature - and for different purposes: to explain, entertain, persuade, inform, explore and analyse. Existing knowledge about language is both consolidated and extended as students tackle texts with topics that broaden awareness of the world around us. Punctuation, spelling and grammar rules are also revised, with careful attention paid to accuracy and variety in all assessed writing.

The work done in Year 9 helps to prepare students for IGCSE English Literature and IGCSE English Language. Some specific elements of these qualifications are covered by all classes, including four poems, a drama text and two non-fiction texts. Work on these is assessed in the end of year exams, giving students valuable early insights into the rigours of I/GCSE.

Other poetry, 19th century prose fiction and contemporary literature is also studied during the year, and work on critical analysis of plot, setting, themes, style and characterisation is undertaken, so that students develop an increasing awareness of the writer's craft. Writing by Shakespeare will be studied, and written work on it will require an ability to discuss parts of the text in detail.

Work set to do at home may involve focused reading, making notes, creative writing, preparing for a talk or learning grammar rules. Some work will be of an extended nature, to be completed over a period of a week or ten days, in order to develop a more thoughtful response. In addition, students at this level will take part in whole class and small group discussion, develop their skills in reading aloud, and plan and deliver short oral presentations, either individually or in groups.

Year 9 Core Subjects

Mathematics

Head of Faculty: Mrs K Adams

In Year 9 students are introduced to the first part of the Edexcel International GCSE course with a focus on the grades 4–7 topics in the syllabus. The syllabus covers the four assessment objectives of number, algebra, shape and space and data handling, and there is also an introduction to set theory. Students develop their ideas of reasoning and proof, especially in the angles work covered.

New students are allocated to sets from the start of September (based on their entrance assessment results) with resulting set changes for BMS students made on the basis of their end of Year 8 exam result and test aggregate for that year. Sets are reviewed throughout the year and changes are made as necessary.

Regular topic tests take place throughout the year. Initially all sets will do the same tests to allow comparison across the year group. However, differentiated tests may be used (same topics, harder/easier questions), and the vast majority of the cohort take the higher tier paper in Year 11. Students can opt into the Intermediate Maths Challenge (February of Year 9).

The end of year exam is a single 2 hour IGCSE style paper.

Set 1 students also sit the AQA Level 2 qualification in Further Maths alongside the IGCSE in Mathematics, starting the content in Year 10 and subject to meeting ability requirements.

Year 9 Core Subjects

Science

Head of Faculty: **Mr D Honnor**

In Year 9 students are taught Biology, Chemistry and Physics as separate subjects by specialist teachers. This is the start of the International GCSE course which is delivered over three years. In Year 9 students have four periods of each subject per academic cycle.

The curriculum builds upon the foundation laid by the Year 7 and 8 Combined Science course, with a focus on scientific knowledge and understanding. There is a strong emphasis on practical skills making the most of our excellent facilities. We encourage a variety of learning opportunities and activities within the course whilst preparing the students for the demands of terminal written exams.

Head of Biology: **Mr D Donoghue**

This is the first year of a three-year IGCSE course. Students will study a broad introduction to the variety of life, looking at the six kingdoms in turn, followed by the basics of biochemistry and enzymes, before looking at the way in which organisms affect the environment around them. Throughout the year, the key ideas behind experimental design and practical work will be taught along with the theory.

Head of Chemistry: **Mr J Fitton**

We begin delivery of the IGCSE Chemistry course in Year 9. We start with an introduction to the basics of laboratory practice and safety. Students complete a series of core practical tasks throughout the year which allow them to acquire a broad set of laboratory skills. Throughout the course, students are led back to the Periodic Table as a source of reference to help them make sense of what they have seen. The basics are then applied to areas such as Organic Chemistry, Rates of Reaction, Acids and Alkalis and Quantitative Chemistry.

Year 9 Core Subjects

Head of Physics: **Mr T Mullan**

Physics in Year 9 completes the first year of the IGCSE course. The full range of IGCSE topics are covered: magnetism and electromagnetism, forces and motion, solids, liquids and gases, electricity, energy resources and energy transfers, waves, astrophysics, radioactivity and particles. Each topic is covered at an introductory level before being developed across the following two years of the course. Topics are assessed through assessed homework tasks and regular testing to produce an overall grade. Practical work is at the core of the course with frequent demonstrations and experiments.

Humanities

Head of Faculty: **Miss R Gleeson**

The three subjects in the Faculty deliver some GCSE/IGCSE examination skills and content to prepare for and enable best progress. In Year 9 there are some cross curricular links between the three subjects.

Head of Geography: **Mr B Day**

Year 9 follows the OCR B GCSE Geography specification. There are three main topics of work:

- Sustaining ecosystems – Rainforests and Cold Environments
- Dynamic Development

Students develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. They gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena. They are introduced to the skills of enquiry, data presentation and interpretation which are key skills for GCSE success. Students learn to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real-world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Year 9 Core Subjects

Head of History: Ms C Webb

Students in Year 9 study a unit considering how far the First World War was a turning point in History. The unit focuses on five key questions:

- How great was Great Britain before 1914?
- How did Trench Warfare develop on the Western Front?
- How did the First World War impact on the Home Front between 1914 and 1918?
- In what ways can the First World War be considered to be a global war?
- What were the consequences of the First World War for those countries involved?

As well as being an interesting topic in its own right, this unit also provides a contextual background to the IGCSE course. In addition, History in Year 9 further emphasises those skills which are required for success in this subject in Years 10 and 11. These include the ability to recall factual material, assess the concepts of cause and consequence and change and continuity, and evaluate source material.

Head of Religious Studies: Mr J Hooper

Students study three topic areas, one in each of the three terms: Life and Death, Conflict and a research project into a religion not studied before. Within this context there is always a consideration of the way people of different faiths (or none at all) might approach a particular issue. When considering Life and Death the students look initially at the notion of life after death and associated religious viewpoints. This leads into a consideration of the supernatural and its ramifications for belief. We finish this part of the course with a look at a variety of life and death ethical issues, e.g. abortion and euthanasia. Within the Conflict topic we look at the nature of war and whether it is ever justified. This does also encompass the pacifistic view. We also cover the nature of human rights and lead it into capital punishment and its associated controversies. Finally, in the research project, the students look at a religion they have never studied before. It is designed to help improve their abilities in independent learning and presentation in preparation for GCSE as well as giving them a chance to look beyond the most commonly studied religions. The course acts as a preparation for GCSE where many of these areas of thought are revisited. The written work focuses on the high-level skills of evaluation and assessment, which are unfamiliar to many students of this age.

Year 9 Core Subjects

Information Communication Technology

Head of Subject: Miss E Ginns (interim)

Students receive two lessons a fortnight for IT, Computing and Digital Literacy. From Year 7 students are introduced to coding concepts using text-based languages such as Python. In addition, students also learn key computer science concepts such as the structure of networks, binary and logic. The curriculum includes algorithm and game design and physical computing along with 3D modelling and animation.

As part of the curriculum students are regularly readdressing the importance of demonstrating the responsible use of technologies and online services, and are also taught to consider the ethical issues around computers. Students are also immersed into a number of packages that prepare them for GCSE, A Level and moving forward to university and the world of work.

There are many co-curricular opportunities such as STEM days, Bebras Challenge, Code Quest, Cyber Girls First, and the BCS Coding Competition, as well as extra support during lunchtimes and after school.

Students in Year 9 will learn the Python coding that will be needed for GCSE, and will use this to work on an extended project. They will learn algorithm design and all the key constructs (variables, conditionals, arrays, loops, functions) in order to solve problems using coding. Students will learn Blender which allows them to create 3D models and animations. They will learn to use Photoshop which will complement the work they do on Blender. They will also do some financial modeling, theory of computing (algorithms, CPU, Memory, Storage, types of computer) and game design incorporating eSafety topics.

Year 9 Core Subjects

Physical Education

Head of Physical Education: **Mr A Higgins**

Students in Year 9 have one lesson of core PE a week where they will experience six different activity areas, each studied for a half term. There is an overall shift in focus from skill development towards an understanding of individual fitness needs, training principles and tactical game play.

The activity areas are:

- Badminton
- Basketball
- Fitness – Methods of Training
- Swimming – personal survival
- Athletics
- Tennis

Students will gain a taste of some theoretical and practical content for GCSE PE through the Fitness – Methods of Training module; however, students are encouraged to develop their learning outside of the curriculum in preparation to study GCSE PE from Year 10 onwards.

Games

Head of Games: **Mr M Park**

All students participate in a double Period of Games on a Tuesday every week. Students have a guided choice in Games if there is more than one activity available to them. Priority is given to the major team sports for that term and students required to represent those teams are expected to select that sport for Games.

PSHE and RSE

Head of PSHE and RSE: **Mrs S Muller**

In Year 9, students focus on the responsibilities that come with growing independence. They explore consent, healthy boundaries and online behaviour, alongside topics such as mental health, families and being safe. The combination of tutor-led PSHE and RSE specialist lessons helps students make informed choices, respect difference and prepare for the next stage of their personal and social development.



Year 9 Option Subjects

Year 9 Option Subjects

Modern Foreign Languages and Latin

Head of Faculty: **Mr A Robinson (interim)**

French, German, Spanish and Latin are taught for four periods per cycle in Year 9 and key language skills and vocabulary for GCSE are developed during the year.

In the Modern Languages all students follow Dynamo, Zoom and Claro course books alongside the Kerboodle and Pearson Activeteach packages. If timetables allow, some students in Modern Languages have contact with our modern language assistants in French, German and Spanish.

Grammar and Structure As well as reinforcing the grammar already encountered in previous years, students are introduced to more complex tenses and structures including the imperfect, simple future and some conditional forms in Modern Languages. Grammar is an important part of all courses and students continue to revise how to express opinions, make adjectives agree, use connectives and intensifiers and develop longer sentences imaginatively.

Skills The Modern Language courses give equal emphasis to listening, reading, speaking and writing activities. By the end of Year 9, students should be able to understand and read texts in the topic areas studied. In speaking students should be able to participate in simple conversations in role play situations and describe photocards, and in writing they should be able to produce a range of messages, emails, postcards, letters and short essays in reasonably accurate language. Translation will be introduced from English to French/German/Spanish and vice versa.

In **Latin**, as well as reinforcing the vocabulary and grammar previously encountered in Year 8, students are introduced to a variety of new language features such as the genitive case, pluperfect tense, participles and subjunctive verbs. Students will learn about 150 new words and gain further experience at translating Latin stories into English and answering questions on grammar, while exploring linguistic and cultural links between the modern and ancient worlds.

Year 9 Option Subjects

French

Heads of Subject: **Mrs G Sainsbury and Mlle G Amoros**

Students follow Dynamo 2. The topics include: holidays, festivals, leisure activities, where you live and your regions and sport.

German

Head of Subject: **Mr A Robinson**

Students follow Zoom 2. The topics include: hobbies, healthy lifestyles, film and music, future careers and school life.

Spanish

Head of Subject: **Ms S Sobrado**

Students follow Claro 2. The topics include: holidays (past, present and future), leisure activities, technology, careers, fashion and shopping.

Latin

Head of Subject: **Ms A Cheetham (interim)**

Students follow Cambridge Latin Course Book 2 and 3. Our story resumes with our main character, Quintus, escaping the eruption of Mt Vesuvius in Pompeii before visiting friends in Alexandria and finally travelling to Roman Britain.

Students will learn about daily life, religion, art, medicine and cultural diversity in ancient Egypt, as well as the workings of the Roman army and the influence of Roman culture on the territories it brought under its empire.

Year 9 Option Subjects

Art

Head of Subject: **Mr L Turner (interim)**

By Year 9, students should have mastered the basic skills of painting, print-making, and ceramics, and should be able to manage with a freer approach to the subject. Students are expected to develop a greater degree of independence in the development of their work and have the ability to make informed artistic choices based on the skills learnt in previous years. The skills learnt in Year 9 are the foundation for the art GCSE which begins in Year 10.

Drawing skills are developed using a range of media, and students should display creativity working alongside observed drawing. They should also be able to draw from both natural and man-made forms, and be able to modify and refine work as it progresses. Students should also be able to use artistic terms, e.g. tone, colour, line, movement and texture, whilst discussing their own work and that of other Artists, Designers and Craftspeople.

More able students should be able to critique their own and others' work in the light of what was originally intended, and be able to identify areas of personal strength within the subject.

Music

Head of Subject: **Miss D Derry**

Music in Year 9 is an optional subject and consequently students choosing to study it have a passion for the subject. This is a standalone course with the GCSE beginning in Year 10.

The course is divided broadly into the areas of listening, performing and composing. Far more extensive work is undertaken than in Years 7-8. We have a wide scheme of work and the number of projects we choose is linked to the ability range of each particular class.

We make use of Music Technology as well as more traditional music-making activities. We complete as many projects as the groups can comfortably manage, chosen from the following areas:

Year 9 Option Subjects

- Ensemble-based performing projects, emphasising practical skills and performing successfully with others
- Pop song composition, focusing on hooks, riffs and chord progressions
- Music technology projects: we use Logic Pro, and Musescore 3 software to work through sequencing and composition projects
- Listening and analysing classical music composed in the 20th Century
- Notating music to encourage aural awareness
- Video-game music composition.

Students are encouraged to perform at every opportunity, both inside the classroom and in the numerous co-curricular activities offered by the department.

All students in Year 9 undertake the Trinity Bronze Arts Award Qualification. This is a national qualification that involves students creating a portfolio of evidence of four separate skill areas: taking part in a practical workshop, reviewing a concert, writing about an inspirational musician, and sharing a musical skill.

Design and Technology

Head of Subject: **Mr A H Jones**

This is a year of natural progression that builds on the work of Years 7 and 8 and provides students with a sound foundation for future work on the GCSE courses offered in Years 10 and 11. Students undertake three independent projects, which cover the key aspects of the designing, making and evaluation process.

For the first project, students will design and make a photo frame from a combination of materials using both traditional and modern manufacturing techniques. Students will develop their practical skills within the workshop, producing a high-quality final product that functions as intended.

Through the second project, students will create a desktop light. Students will develop their computer aided drawing skills and learn how to use the laser cutter to manufacture parts of their final product. During the manufacturing stage, students will combine a range of workshop skills and CAD/CAM processes to reach a successful final product.

Year 9 Option Subjects

The third project focuses on students learning about key design movements and how they can take influences from these movements into their own design of product. Throughout this project students develop their creative drawing and prototyping skills in order to reach a conceptual final product that can be presented to the end user and stakeholders.

The Year 9 DT course is both enjoyable and engaging for students, who are keen to produce successful outcomes and feeds nicely into the GCSE course.

Drama

Head of Subject: **Mrs E Marabese**

This course builds on the practical dramatic skills and concepts introduced in Years 7 and 8 and introduces students to the necessary development and key skills required for IGCSE Drama which starts in Year 10. They will continue work on devised and scripted drama, as well as develop their use of more specialised performance and devising techniques including how to structure drama, comedic exaggeration, soliloquy and basic directorial decisions. Students complete practical assessments linked to the IGCSE criteria throughout the course.

In Year 9, students may be offered the opportunity of further enrichment such as live theatre, industry-related tour trips or workshops with external professional companies.

In Year 9 students will continue to develop their written skills through more detailed note taking as well as a number of IGCSE style exam questions, which will develop their evaluative written skills. This will include the study of a set play text from the perspective of both actor and director.

The lessons are a mix of practical and theory.