



Barnhill

COMMUNITY HIGH SCHOOL

**Year 9 Curriculum Handbook
2025—2026**

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Dear Parent/Carer.

We have produced this guide to support you with the education of your son/daughter at Barnhill. We hope that you will use the information to ask questions of your child and explore the topics that they are studying this year.

We have worked tremendously hard at Barnhill for the last 3 years to shape an ambitious and exciting curriculum for our pupils. We have sequenced the learning so that every subject starts with core basic knowledge and thinking and then goes on to explore the *best of what has been thought and said in our world*.

We hope you find the information useful. Please do contact the school with any questions you have.

Yours faithfully,

Ms K Winter

Deputy Headteacher Curriculum

Year 9 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Natural Forms - Drawing	Natural Forms - Painting	Man Made drawing	Man Made experimental media	Man Made print making	
Business	Entrepreneurs & Entrepreneurship	Market Research & Advertising	Financial Records	Business Finance	Pitching a Business Idea to Investors	External Influences
Drama	Skills and Techniques (Voice)	Understanding the Theatre	Skills and Techniques (Movement)	Understanding the Theatre	Skills and Techniques (Interpretive)	Understanding the Theatre
Food Technology	Foods of the World	Design & Make Task	Design & Make-Mini Project		Introduction to AQA course	Basic skills for AQA course
Textiles / Resistant Materials	Heroes and Villains– Create designs based on research	Decorative techniques for application on cushion.				
English	The Strange Case of Dr Jekyll & Mr Hyde	Haunted Pages: Gothic Explorations	Culture & Identity Poetry	The Tempest	The Power of Rhetoric	The Art of Persuasion
Geography	The Global Development Gap	The Geography of Disease	Conflict & Superpowers	Development & Tectonic Hazards	Weather Hazards at home & beyond	Climate Change
History	Medicine in Medieval England	Medical Renaissance in England	Medicine in 18th & 19th century Britain	Medicine in modern Britain	The British sector of the Western Front : Injuries, treatment and the trenches	
IT	Intro to Algorithm	Modern Technologies		Cyber Security	Wider Implications of digital systems	Planning and Communication
Maths	Number	Algebra	Interpreting & presenting Data/ Fractions, Ratio & proportion/ Angles & Trigonometry		Graphs/Area & Volume/ Transformations & Constructions	
MFL - French	Who am I?		Free time activities		Using infinitives	Daily routine and special events
MFL - Spanish	Local area, holidays, travel		School		Identity & Culture	
Music	Songwriting		Battle of the Bands		Strange Times	All That Jazz
PE - Core PE	Physiological effects of exercise	Nutrition	Psychological effects of exercise	Roles & Responsibilities within Sport	Social Skills	Alternative sporting opportunities
PE - Practical	Trampoline/Table Tennis/Badminton/Basketball/Netball/Handball/Football/Rugby/Fitness/Hockey/Handball					
RE	Christian Beliefs		Marriage and the Family	Living the Christian Life	Life and Death	
Science - Biology	Ecology	Topic	Inheritance	Topic	Cells	Topic
Science - Chemistry	Atomic Structure	Periodic Table	Bonding	Quantitative Chemistry	Reactivity of metals	Reaction of acids
Science - Physics	Energy	National & Global Energy Resources	Electrical Charges & Fields	Domestic use and Safety/Energy Transfer	Particle model of Matter	Atoms & Isotopes
Sociology	The Sociological Approach			Sociology Research Methods		
Sport Science	The Cardiorespiratory System & Effects of Exercise	The Musculoskeletal System & Effects of Exercise	Psychology in Sport	Practical Sport Moderation	Injuries, First Aid and Rehabilitation	Components of Fitness & Principles of Training

Y9 Art

Subject Overview	Students continue their study of Fine Art through the theme of Natural Forms, seeking to develop their initial skills in draftsmanship and painting through more in-depth knowledge. Students will also have the opportunity to explore different mediums such as Photography and Sculpture, in order to inform their choices at GCSE.	
Curriculum Content		
Autumn 1	Natural forms—Drawing methods and media: Pencil Mark-making Photography Assessment of baseline drawing test and revised drawing test	
Autumn 2	Natural forms Painting media and techniques: Colour mixing Acrylic painting techniques Assessment of acrylic leaf painting	
Spring 1	Responding to an artist: How to carry out primary and secondary research and analysis in art How to respond to research independently Assessment of artist research	
Spring 2	Man Made—Experimental drawing methods and media: Pencil Charcoal	
Summer 1	Man Made—Large Mix media—Refine use of materials Mark making Ink Charcoal	
Summer 2	Man Made—Pint making Polyblock pint making	
Additional Information		
Assessment	Students are assessed against the four assessment objectives at GCSE: research, experimentation, recording and outcome. Each term, students will be assessed on one aspect of these AOs, focusing on key pieces of work.	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, as well as practical tasks that build on prior learning.	
Enrichment	Art club	
Online Resources	Teams class groups	This is where lessons and homework resources are uploaded to the class team.
	Art Club Team	Where extra curricular ideas,
	Tate online	Tate gallery website where students can access resources about artists and their work.
Extra reading		

Y9 Business

Subject Overview	Students will be studying the core elements of business and enterprise to prepare them for GCSE Business in Year 10 and 11. They will start by looking at enterprise and entrepreneurial skills and then move onto how to manage business finance and how to pitch a business idea to potential investors.	
Curriculum Content		
Autumn 1	What is business? – Topics include looking at Small to Medium Enterprises, Entrepreneurial skills and characteristics and the purpose of invention and innovations; Thinking creatively and taking risks	
Autumn 2	Market Research & Advertising— Topics include Market research, market mapping, marketing mix, market segmentation and advertising	
Spring 1	Financial Records – Topics include different payment methods, sources of finance, financial records such as purchase orders and invoices, calculating sales revenue and start-up and running costs.	
Spring 2	Business Finance—Topics include Calculating profits, break even graphs, cash flow forecasts, Budgets, Statement of comprehensive income.	
Summer 1	Business pitch and presentation— Topics include Business planning, stakeholders— investors, presentation skills, communication skills, and answering audience questions.	
Summer 2	External Influences— Topics include—PEST Analysis, Understanding the economic climate impacts on a business, how changes in technology impact on business, and social factors , Business Success & Failure.	
Additional Information		
Assessment	A short test at the end of each unit – a mixture of multiple choice questions, calculations and longer written answers with a focus on explanation or giving balanced opinions. Presentation assessment—communication skills, visual aids and presentation skills will be assessed End of year assessment on all topics—MCQ, short answers, calculations and long case study questions	
Homework Structure	Homework will be set on Teams and will consist of research and pre reading into next topics, so students are ready for the next topic of learning.	
Enrichment	Business trips will be planned when appropriate Guest speakers/virtual talks In House Business design competitions - Food Box Design/McDonalds Menu/New Crisp product	
Online Resources	https://www.bbc.co.uk/bitesize/examspecs/z98snbk	https://revisionworld.com/gcse-revision/business-studies
	https://mrshearingbusinessstudies.weebly.com/	A digital copy of the textbook is on Teams
	https://senecalearning.com/en-GB/seneca-certified-resources/business-gcse-edexcel/	
Extra reading	https://www.bbc.co.uk/news/business	
	https://news.sky.com/business	
	https://www.theguardian.com/uk/business	
	https://www.reuters.com/news/archive/businessNews	

Y9 Product Design - Textiles and Resistant Materials

Subject Overview	Pupils will cover a variety of topics within the Product Design section of the Design Technology umbrella. In year 9, students will be introduced to both Graphics ,Resistant Materials and Textiles In the rotation. In textiles students will research the theme Heroes and villains and interpret this into a design where their design question is ' How can I think like a designer? 'will be their main focal point, which is building upon key concepts from their design journey in Year 7 and knowing the clear guidance of how they can achieve as designers in an ever evolving technological world.	
Curriculum Content		
Term 1	<p>Understanding the research and design process</p> <p>Rules and routines of how Health and safety is applied throughout the workshop and design process.</p> <p>Knowing and understanding the design process through, researching, analysing and investigating the task set. Creating mood boards, questionnaires and identifying with designers to help their design process.</p> <p>Knowing and understanding the different decorative process and aesthetic effect.</p> <p>Constructing initial design ideas towards producing their final outcome.</p>	
Term 2	<p>Understanding the making and evaluation process.</p> <p>Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making and modelling this.</p> <p>Knowing and understanding the environmental, social and moral issues that impact on their design processes. For example use of natural fabrics , dyes , batik on the environment</p> <p>Knowing and understanding the ethical processes of their manufacturing specification guidance.</p> <p>Knowing and understanding the need for initial designs and development designs</p> <p>Knowing how to evaluate their work to ensure that they have met their specification and design brief.</p>	
Additional Information		
Assessment	At the end of term students will be given an assessment which will be carried out in class to assess learning covered over the term.	
Homework Structure	Homework will be set fortnightly throughout the duration of the course. Homework will entail both practical and research based home learning.	
Enrichment		
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	Student's homework will be set here with clear instruction given.
		Year 9 work booklets
	https://www.youtube.com/watch?v=l3e221v9CEk	Decorative techniques
Extra reading	BBC bitesize- KS3/ Design Technology/ Product Design/ Graphics/ Resistant Materials	

YR9 DT- Food Technology

Subject Overview	Year 9 Mini Option students will cover a range of topics based on concept Food Source & Menu Planning. Throughout the course of study students will research and explore different traditional ingredients to make healthy and appealing dishes. Students will also understand and apply healthy eating ideas and nutrition knowledge to food choice and menu planning.	
Curriculum Content		
Autumn 1	Hygiene & Safety in Cooking Healthy Eating & Nutrition Sauce Making Food Choice & Dietary Needs Menu Planning	
Autumn 2	Design Brief & Task Analysis Generating Design Ideas Developing & Finalising Ideas Evaluation & Sensory Analysis Packaging & Labelling End of Term Test	
Additional Information		
Assessment	Students will be assessed throughout the term using classwork, homework and practical tasks. At the End of term students may also be assessed by End of Term test or a Design & Make task	
Homework Structure	Homework tasks will be set out throughout the course. This will include research-based study and other practical activities cooking to reinforce learning.	
Enrichment	Enrichment activities include lunch time & after school cooking clubs to foster interests and fun learning in this subject area.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	https://www.foodafactoflife.org.uk/11-14-years/quizzes/	Self-assessed- quizzes for topics covered
	https://www.foodafactoflife.org.uk/	
Extra reading	Selected reading materials with specific subject content	

Year 9 English

Subject Overview	<p>Students will explore a wide range of different text types, both fiction and non-fiction, to develop their inference and analysis skills. Students will learn about the development of language over time, understanding how cultural and historical influences impact the writing of a text. They will learn how to retrieve and select information and evidence whilst analysing the intended effects of language on the reader and gaining an awareness of the writer's craft. They will begin to acquire and use a wider range of vocabulary and subject specific terminology they will need to express themselves academically in their writing. As they progress through the curriculum, students will build on their understanding of how language, structure and tone are used to create meaning as well as persuade and engage audiences. They will apply this knowledge to their own creative writing and persuasive speech writing. Two new bespoke unit have been developed this year in Autumn 2 and Summer 2 to compliment the previous unit and allow students to sharpen their writing skills.</p>
Curriculum Content	
Autumn 1	<ul style="list-style-type: none"> • The Strange Case of Dr Jekyll & Mr Hyde (Prose—Fiction Unit)
Autumn 2	<ul style="list-style-type: none"> • Haunted Pages: Gothic Explorations (Creative Writing Unit)
Spring 1	<ul style="list-style-type: none"> • Culture & Identity Poetry (Poetry)
Spring 2	<ul style="list-style-type: none"> • Romeo & Juliet by William Shakespeare (Drama /Play Unit)
Summer 1	<ul style="list-style-type: none"> • The Power of Rhetoric (Non-Fiction Reading Unit)
Summer 2	<ul style="list-style-type: none"> • The Art of Persuasion (Transactional Writing Unit)
Additional Information	
Assessment	<ul style="list-style-type: none"> ◆ Autumn 1— Reading Assessment (Baseline Assessment - seen fiction extract) ◆ Autumn 2— Reading & Writing Assessment (unseen fiction extract & creative writing) ◆ Spring 1— Literature (Formative— Teacher Assessment Point 'TAP') ◆ Spring 2— Literature (Formative—Teacher Assessment Point 'TAP') ◆ Summer Term —Reading and Writing Assessment (unseen non-fiction extract & transactional writing) ◆ Spoken Language Assessment (in-class presentations; Oracy)
Homework Structure	<p>Bedrock Programme</p>
Enrichment	<p>World Book Day, National Poetry Day speakers, Library trips, Trust Poetry slam (annual event), local authors' visits, Deep Learning Days, Library lessons.</p>
Online Resources	<ul style="list-style-type: none"> • BBC Bitesize • TED talks • Podcasts by authors of studied novels/plays • SparkNotes.com • CliffsNotes.com • No Fear Shakespeare • The British Library Online
Extra reading	<p>Wider reading channel can be found on Microsoft Teams where teachers provide interesting published articles/a range of non-fiction texts, podcasts, independent chapter reading and other resources that complement the texts students are studying in class.</p>

Y9 Geography

Subject Overview	Pupils will cover a range of topics within Geography, covering both physical and human concepts. The reasoning behind year 9 Geography is to build upon previous locational and regional Geography that they have learnt. The students will learn about new and interesting concepts such as development, climate change, weather and hazards etc. The new concepts that the pupils will be learning about are global and wide-ranging. They will be encouraged throughout the unit to view the world from geographical lens which will develop their knowledge and understanding.	
Curriculum Content		
Autumn 1	The Global Development Gap- why is the world unequal?	
Autumn 2	The Geography of disease – does wealth always lead to improved health? Case studies: China, USA and Africa.	
Spring 1	Conflict & Superpowers – How does Geography influence conflict? Case studies: Russia, USA and China.	
Spring 2	Development & Tectonic hazards- How does the risk of tectonic hazards differ on depending on economic development. Case studies: Italy and Nepal.	
Summer 1	Weather Hazards at home and beyond – What are the impacts of tropical storms? Case study: Philippines.	
Summer 2	Climate Change – Is climate change humanly influenced or a naturally occurring phenomenon? Case study: Bangladesh.	
Additional Information		
Assessment	Mid unit – knowledge test, opportunity to re-sit. End of unit – written assessment featuring describe, explain and evaluate/assess questions (usually based on decision making)	
Homework Structure	Homework will be set out throughout the topic and will be online via teams. Homework can include (but is not limited to) reading, quizzes, short or long written answers.	
Enrichment	Debating or active learning-based activity - this will encourage collaboration. Geographical Information Systems	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
Extra reading	Wider reading channel on teams with links to reading material such as: https://www.afro.who.int/news/climate-change-increases-risk-outbreaks-africa	

Y9 History

Subject Overview	In year 9 students will learn about challenges facing the world in the 20 th century. In doing so, they will learn about enduring human issues such as empire, resistance, and war. A study of World War Two turning points provides the context for detailed studies of the Holocaust and the use of atomic weapons against Japan. By studying the Israel-Palestine conflict students will learn about the legacy of empire, a theme which will reoccur in the partition of India. The focus returns to modern Britain for a study on the struggle for equality. This will highlight the challenges taking place within British society amidst the geopolitical upheaval of the 20 th century.	
Curriculum Content		
<p>How did different people experience the First World War?</p> <p>How did the First World War impact Britain and Europe?</p> <p>What was the main turning point of the Second World War?</p> <p>How and why could the Holocaust happen?</p> <p>Would a One or Two state solution be a better outcome for Palestinians and Israelis?</p> <p>How and why was British India partitioned?</p> <p>How far has modern Britain become equal?</p> <p>How far have women's rights progressed in the 20th and 21st century?</p>		
Additional Information		
Assessment	Multiple choice knowledge quiz Extended Writing / Speech End of Year Summative Assessment (knowledge quiz, extended writing, covering all topics studied in the year)	
Homework Structure	Homework will involve knowledge revision using Knowledge Organisers. Students will also be given research homework to enrich and extend their knowledge of world History.	
Enrichment	Students will receive opportunities to extend, broaden and deepen their subject knowledge through Historical Film Club, visits to sites, museums and exhibitions. Teams will also be used to share relevant articles and videos.	
Online Resources	Microsoft Teams https://history.org.uk/student (please ask your teacher for the login to the student zone) https://www.bbc.co.uk/bitesize/subjects/z7svr82	Crash Course, World History: https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9 Crash Course, European History: https://www.youtube.com/watch?v=WhTuC9dp0Hk&list=PL8dPuualjXtMsMTfmRomkVQG8AqrAmJFX BBC Teach, History: https://www.youtube.com/watch?v=O7JLSnPmNPU&list=PLcvEcrsF_9zI2dNGU9uUOWo9tenQi93UG
Extra reading	Please see the History reading list on the school website: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30	

Year 9 Computing Option

Subject Overview	Students will cover a range of Computing topics, including programming concepts and data representation. These topics will also provide a foundation for the study of GCSE Computer science. The students will also study elements from the Core computing course to support how they will utilise and implement technologies in their own lives.	
Curriculum Content		
Autumn 1	Algorithms and programming: Topics include computational thinking, flow charts and pseudo code Students will also develop programming skill using python programming language	
Autumn 2	Data representation and Programming : Topics include Binary, hexadecimal, character sets and images Students will continue to develop programming skill using python programming language	
Spring 1	Modern Technologies: Students will study how different modern technologies function in organisations such as businesses and schools . IT project: Students will undertake an IT project and use their IT skills to produce a product for a client	
Spring 2	Programming concepts : Topics include sequences, selection and iteration	
Summer 1	Computer systems and computer networks : Topics include Von Neumann architecture, protocols and topologies	
Summer 2	Careers and digital literacy: Students will investigate the different career opportunities in the computing and IT world. Students will also develop further digital literacy skills Cybersecurity: Topics include social engineering and Malware	
Additional Information		
Assessment	Each topic will include a summative assessment pieces, and also multiple opportunities for formative assessment in classes.	
Homework Structure	Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push pupils further.	
Enrichment	After school clubs and educational visits.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here.
	https://quizizz.com/join	Quiz-style revision activities for the pupils. There will be a “code” for each activity.
	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f	The BBC has released materials on the various topics that are covered which can assist the student or push them further.
Extra reading	https://www.bbc.co.uk/news/technology Artificial Intelligence: A Ladybird Expert Book by Michael Wooldridge Wider reading channel can also be found on Microsoft Teams where teachers provide interesting published articles	

Y9 Core Computing and IT

Subject Overview	Students will cover a range of Computing topics, including the impacts that Computing and other Modern Technologies have on both personal and professional lives. These topics will influence students in how they will utilise and implement technologies in their own lives. These topics will also provide a foundation for their studies at KS4.	
Curriculum Content		
Autumn 1	Modern Technologies Students will study how different modern technologies function in organisations such as businesses and schools	
Autumn 2	Algorithms and programming Students will study what an algorithm is and real-world applications of them Students will also develop programming skill using python programming language	
Spring 1	IT project Students will undertake an IT project and use their IT skills to produce a product for a client	
Spring 2	Careers and digital literacy Students will investigate the different career opportunities in the computing and IT world Students will also develop further digital literacy skills	
Summer 1	E-safety Students will study cybersecurity and e-safety topics	
Summer 2	Computer systems Students will learn about different computer systems including networks	
Additional Information		
Assessment	Each topic will include a summative assessment pieces, and also multiple opportunities for formative assessment in classes.	
Homework Structure	Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push pupils further.	
Enrichment	After school clubs and educational visits.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here.
	https://quizizz.com/join	Quiz-style revision activities for the pupils. There will be a "code" for each activity.
	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f	The BBC has released materials on the various topics that are covered which can assist the student or push them further.
Extra reading	https://www.bbc.co.uk/news/technology Artificial Intelligence: A Ladybird Expert Book by Michael Wooldridge Wider reading channel can also be found on Microsoft Teams where teachers provide interesting published articles	

Y9 French

Subject Overview	Pupils will cover a range of topics within French, covering both identity and culture. The rationale behind year 9 French is to reinforce prior learning (tenses and core vocabulary). Throughout the course they will be encouraged to develop their French listening, reading, speaking and writing skills, as well as their knowledge and understanding of four main topics: their relationships with family and friends, technology, free-time activities and customs and festivals in French-speaking countries.	
Curriculum Content		
Autumn 1	Module 1: Qui suis-je? Talking about friends Talking about family relationships Using the present tense Using reflexive verbs in the present tense	
Autumn 2	Describing a day out Using the near future tense Discussing role models Using the present and perfect tense together	
Spring 1	Module 2: Les temps des loisirs Talking about sport Using <i>depuis</i> + present tense Talking about using technology Using irregular verbs in the present tense	
Spring 2	Discussing reading habits and music Using negatives Talking about television programmes Using the comparative Talking about a night out with friends More on the perfect tense	
Summer 1	Module 3: Jours ordinaires, jours de fête Describing your daily life Using <i>devoir</i> and <i>pouvoir</i> Shopping for clothes Using <i>quel(s)/quelle(s)</i> and <i>ce/cet/cette/ces</i>	
Summer 2	Describing festivals and traditions Asking questions using <i>est-ce que...?</i> And <i>qu'est-ce que...?</i> Talking about shopping for special meals Using past, present and near future tenses.	
Additional Information		
Assessment	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
Enrichment	French club – each week the focus on different topic	
Online Resources	QUIZLET - https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&i=2p8frt	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
Extra reading	Lyrics training - https://lyricstraining.com/fr - Students may improve their French listening skills fill in the gaps with lyrics. Cyprien https://www.youtube.com/user/MonsieurDream - He's the most popular French Youtuber	

Y9 Core Physical Education

Subject Overview	Physical Education is an integral part of school life in Year 8. Students participate in a variety of physical activities over the school year both in a team and individual setting. The activities include Football, Netball, Basketball, Athletics, Rounders, Gymnastics, Fitness, Hockey, Handball, Cricket, Tennis and OAA (Outdoor Adventurous Activities). This specifically designed curriculum has been created for the students to progress in sport successfully both physically and mentally, incorporating their improved confidence, competence and knowledge in order to maintain throughout their life. As a School, we thrive to adopt self-independence within our students while providing excellent and enjoyable learning environments for all abilities. We aim for all Year 9 students to have four hours of Physical education one being dance a fortnight	
Curriculum Content		
Autumn 1	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games; for Handball, Netball, Football, Badminton, Basketball and Rugby Exploring the 3 phases of warm up and cool downs, learning why/when we use them.	
Autumn 2	Developing their learned skills and techniques to increase and maintain performance levels when in competition against each other. For example, House competitions for team sports such as Football, Basketball, Netball etc.	
Spring 1	Understanding the different names/types of Bones and Muscles and applying them to team and individual sports like Handball, Netball, Football, Badminton, Basketball, Rugby, Fitness. Looking at what specific types of injuries that can occur during these sports and the basic first aid/treatment to best support the injury. E.g., R.I.C.E treatment for a swollen knee/ankle.	
Spring 2	Understanding the different components of fitness and how they impact on sporting performance. Do this through a circuit training session using varying stations to test students' performance levels. E.g., Sit and reach test for flexibility, Illinois test for agility.	
Summer 1	Learning the basic adaptations to the body during and after exercise. Understanding the long short-term effects on their heart and lungs. Example of this. Checking their pulse before and after a Football session to understand differing changes to their organs.	
Summer 2	Looking at Leadership and how to incorporate into team sports such as Handball, Netball, Football, Badminton, Basketball and Rugby. Learning leadership qualities through team sports. E.g., effective verbal communication when offering skill/technique advice, appointing team captains to give responsibility to student leading a team.	
Additional Information		
Assessment	End of topic/sport assessments with a grade given for each sport and a form set on TEAMS for the class to complete to accompany their practical performance which as many different strands to it.	
Homework Structure	Homework set according to Theoretical Components which have been covered in class along with what sport is being covered by the class. The theoretical components will change on each rotation of sport.	
Enrichment	Take part in competitive sports and activities outside school through community links or sports clubs and to participate in a range of extracurricular activities in school to support tis.	
Online	https://www.bbc.co.uk/bitesize/subjects/zxf3cdm	BBC Bitesize for Physical Education
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	Class resources, announcements and homework to be posted on class teams when relevant.
Extra reading	<p>The Commonwealth Games Federation www.thecgf.com</p> <p>England Hockey www.englishockey.co.uk</p> <p>The England and Wales Cricket Board Limited www.ecb.co.uk</p> <p>European Professional Club Rugby www.eprugby.com</p> <p>Federation Internationale de Football Association www.fifa.com</p> <p>The Football Association Limited www.thefa.com</p> <p>The Lawn Tennis Association www.lta.org.uk</p>	

Y9 Spanish

Subject Overview	A range of topics are studied by pupils in Spanish, examining: holidays and travel, school, and identity and culture. The rationale behind year 9 Spanish is to reinforce prior learning (tenses and core vocabulary). Throughout the course pupils will be encouraged to develop their Spanish listening, reading, speaking and writing skills, as well as their knowledge and understanding of the main topics: describing holidays and holiday disasters; school life, extracurricular activities and education in Spain; family life and relationships; technology and free-time activities.	
Curriculum Content		
Autumn 1	Module 1: <i>¡Desconéctate!</i> Discussing holidays and weather Saying what you do in summer Talking about holiday preferences Using the present and preterite tenses	
Autumn 2	Using verbs of opinion Saying what you did on holiday Describing where you stayed Booking accommodation and dealing with holiday problems	
Spring 1	Module 2: <i>Mi vida en el insti</i> Giving opinions about school subjects and describing school facilities Using adjectives, comparatives and superlatives Justifying opinions using a range of language Using negatives	
Spring 2	Talking about school rules and problems Talking about plans for a school exchange Talking about activities and achievements Using the near future tense Using object pronouns Saying how long you have been doing something	
Summer 1	Module 3: <i>Mi gente</i> Talking about socialising and family Describing people and using adjectival agreement Talking about social networks Using <i>para</i> with infinitives	
Summer 2	Making arrangements Using the present continuous tense Talking about reading preferences Using <i>ser</i> and <i>estar</i>	
Additional Information		
Assessment	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
Enrichment	Spanish club – each week the focus on different topic	
Online Resources	QUIZLET – https://quizlet.com/class/15821877/	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
Extra reading	Spanish reading – short texts https://lingua.com/es/espanol/lectura/ Children's Stories: https://www.cuentosinfantiles.net/	

Y9 Drama

Subject Overview	Key Stage 3 Drama is an opportunity for students to gain important skills for all aspects of their lives. They will focus on confidence, team work, analysis, voice, body language and self-improvement. There are a variety of topics used to advance these skills that vary from history to understanding new cultures. Year 9 focuses on the three areas of the Btec component 1,2 and 3 to prepare them for KS4.	
Curriculum Content		
Autumn	Introduction and Vocal skills Year 9 students will start with the Btec Technical Award in Performing Arts (Drama). They will particularly be focusing on Component 2 for this year as it is the "Science of Acting" which builds skills and understanding of the role of an actor. The students will focus on voice for the first term and then movement in the second and lastly interpretive skills in the last. Students will be assessed through-out the year in preparation for their assessment and log book completion at the start of year 10.	
Spring	Introduction and example of component 1 Students will be introduced to the reasons performances are made, what makes them different, where does the theatre come from and the people involved in the theatre. This will lead to them studying an example of a theatre production and creating written work that shows their analytical ability relating to the production piece.	
Summer	Introduction and example of component 3 Students will be given an example of a devised performance and will need to use their skills gained in year 7 and 8 to produce a piece of Theatre in Education. They will need to work in groups and document their progress towards their final performance. They will then need to review the process and their performance to see where improvements could be made.	
Additional Information		
Assessment	Termly, practical assessments to understand progress in focused area	
Homework Structure	Homework is every lesson and to be completed in folders	
Enrichment	Homework tasks allow for students to delve deeper into the topics.	
Online Resources	Homework sheets provided	Teams resources provided
Extra reading	Found in the literacy section on teams	

Y9 Mathematics

<p>Subject Overview</p>	<p>Students following both higher and foundation schemes of work start with number skills in year 9 to ensure students have the fluency required to tackle other topics. Foundation students also review BIDMAS which is a fundamental skill in mathematical calculations. Higher students move on to study surds in preparation for higher level skills they will learn later. This is followed by statistical calculations and display for both groups with students following higher covering a greater number of diagrams. All students then review basic algebra skills which they will need to tackle more advanced topics later in the year.</p> <p>Students continue to build on the work covered by looking at fractions decimals and percentages. This then moves onto algebraic skills by using these to solve equations to allow them to reason mathematically and problem solve. Students use calculators to solve more complex percentage problems. During the foundation scheme students spend more time on numerical skills to reinforce their understanding whilst higher students move on to proportional reasoning with percentages and worded problems to consolidate their understanding of mathematical language.</p>	
Curriculum Content		
<p>Autumn</p>	<p>Integers and place value Decimals Indices, powers and roots Factors, multiples and primes Tables, charts and graphs Pie charts Scatter graphs</p>	<p>Calculations, rounding and checking Indices, roots, reciprocals Factors, multiples, primes and standard form Averages and range Representing and interpreting data</p>
<p>Spring</p>	<p>Algebra: the basics (Expressions, identities and formulae) Equations Inequalities Sequences Fractions, decimals and percentages Percentages</p>	<p>Surds Algebra: setting up equations Sequences and iterative formulae Fractions and percentages Percentage change and multipliers Ratio and proportion</p>
<p>Summer</p>	<p>Properties of shapes, parallel lines and angle facts Interior and exterior angles of polygons Indices and standard form</p>	<p>Pythagoras theorem and trigonometry Perimeter, area and circles</p>
Additional Information		
<p>Assessment</p>	<p>Baseline assessment Cumulative assessment task – January Summative assessment task – May/June</p>	
<p>Homework Structure</p>	<p>Sparx – Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams and in class about their homework on a weekly basis.</p> <p>Pupils are expected to:</p> <ul style="list-style-type: none"> • Answer all the questions • Show working in homework books • Mark their work and make corrections where necessary • Aim for 100% every time 	
<p>Enrichment</p>	<p>Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information.</p> <p>UKMT- Junior Mathematical Challenge: The JMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems.</p>	
<p>Online Resources</p>	<p>Sparx: https://www.sparxmaths.uk/ Corbett Maths: http://www.corbettmaths.com</p>	<p>Videos and quizzes for every maths topic. Login required. Videos and worksheets for all topics from KS2 to KS4.</p>

Year 9 Music

Subject Overview	To be musically literate and to have your own musical identity is core to the curriculum of music at Barnhill. When students can hold a conversation with another musician when talking about their own and others music, they will be musically literate. When students can write their own music which evidences their musical fingerprints, and is distinctly their own music, they will have a musical identity.	
Curriculum Content		
Autumn 1	Songwriting Chords and bassline writing are studied and students begin writing their own song, complete with well crafted lyrics.	
Autumn 2	Folk Music—Piano Skills Students continue to develop their piano skills through the study of a piano piece. We look into the importance and development of folk music	
Spring 1	Battle of the Bands Students form into bands, covering a popular song across a range of instruments.	
Spring 2	Pachelbel’s Canon—the remix We look at ground bass and chord progressions before pupils use Ableton to create their own remix of this beautiful piece.	
Summer 1	All That Jazz The conventions of jazz, from extended chords to modal scales and improvisation.	
Summer 2	Synths and Synth Ability A study of synths, their controls and how they changed the face of modern music forever. Students learn in depth about their functions, re-creating a piece of music using advanced synthesiser techniques.	
Additional Information		
Assessment	Students are measured on their progress throughout each unit. Peer assessment is used on a regular basis before they are assessed in their performance in the unit by the teacher.	
Homework Structure	Homework is set every fortnight for music. This predominantly uses a website called Focus on Sound to deepen students understanding of lesson content. Homework is set on teams and written into planners.	
Enrichment	The music department offers several extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information.	
Online Resources	portal.focusonsound.com	Online learning for music, a programme purchased every year for students that they log-in to using their school e-mail and password
	https://musicmap.info/	An interactive tool to explore different musical genres
	Bandlab.com	An online DAW for making music. Works on phones, tablets and computers.
Extra reading	Additional study can take place on Focus on Sound, which covers all music up to A-Level study.	

Y9 Science

Subject Overview	<p>Science is the study of biological, chemical, and physical concepts that help us understand the world around us. It involves developing both theoretical knowledge and practical skills to strengthen scientific thinking. The aim of Year 9 Science is to consolidate and extend key ideas across biology, chemistry, and physics, encouraging students to apply their learning not only within the curriculum but also in their everyday lives.</p>	
Curriculum Content		
Autumn 1	<ul style="list-style-type: none"> • Reactions — Types of reactions • Reactions — Chemical changes • Electromagnets — Magnetism 	
Autumn 2	<ul style="list-style-type: none"> • 4.1 Cell Biology • 4.1 Atomic structure & The periodic table 	
Spring 1	<ul style="list-style-type: none"> • 4.1 Cell Biology • 4.1 Atomic structure & The periodic table 	
Spring 2	<ul style="list-style-type: none"> • 4.3 Particle model of Matter • 4.2 Organisation 	
Summer 1	<ul style="list-style-type: none"> • 4.3 Particle model of Matter • 4.2 Organisation 	
Summer 2	<ul style="list-style-type: none"> • 4.9 The Earth's atmosphere 	
Additional Information		
Assessment	<p>Students will carry out the following assessment:</p> <p>Autumn 1 Short Answer Questions</p> <p>Autumn 2 End-of-term assessment</p> <p>Spring 1 Short Answer Questions</p> <p>Spring 2 End-of-term assessment</p> <p>Summer 1 Short Answer Questions</p> <p>Summer 2 End-of-Year assessment</p>	
Homework Structure	<p>Homework worksheets will be provided by class teacher in lessons.</p> <p>This will help to consolidate and extend students' learning</p>	
Enrichment	<p>International day for women in science, expert guest speakers</p> <p>Topics linked to careers in science</p> <p>STEM tasks/projects/Trips</p>	
Online Resources	<p>Seneca: Free quizzing for students with their own log in details.</p>	<p>https://senecalarning.com/en-GB/</p>
	<p>Kuizical: Flashcard for quick testing. No log in needed.</p>	<p>https://kuizical.com/</p>
Extra reading	<p>Relevant scientific research aimed at pupils aged 12-16.</p> <p>https://sciencejournalforkids.org/</p> <p>https://www.sciencenewsforstudents.org/</p> <p>https://www.sciencemag.org/careers</p> <p>https://www.sciencekids.co.nz/sciencefacts/careers.html</p> <p>https://edu.rsc.org/resources</p>	

Y9 Social Sciences

Subject Overview	Students investigate <i>Does religious experience prove God exists?</i> by examining near-death experiences and the ideas of thinkers such as William James and Persinger. They then study <i>medical ethics</i> and questions about life, including debates on the death penalty, blood transfusions, and drugs. The year finishes with the study of <i>religious extremism</i> and conflict, exploring themes such as extremism, war, and peace, alongside core PSHRE/RS provision.	
Curriculum Content		
Autumn 1	Does religious experience prove God exists? Unit components: Scientific and religious views	
Autumn 2	SRE Unit components: relationships	
Spring 1	How should we respond to medical and ethical dilemmas? Unit components: Medical treatments, religious and secular views.	
Spring 2	How do world views teach about life and death? Unit components: Death penalty, blood transfusion	
Summer 1	How can radical beliefs lead to conflict or violence? Unit components: Conflict, violence and extremism	
Summer 2	PSHRE Unit components: Online safety	
Additional Information		
Assessment	Each half term or end of topic will include an assessment. This will be in the format of a closed book assessment. Using the assessment the student will be graded based on the school system of Emerging, Developing, Secured and Mastered. All students will have the opportunity to then review and improve each assessment on an ongoing basis.	
Homework Structure	Homework will be set throughout the course and it will include quizzes, research, different skill-based questions or extended writing.	
Enrichment	Wider reading channel in Teams.	
Online Resources	Microsoft Teams	For homework and assignments
	BBC Bitesize	An overview of the topics studied
	BBC News	The most up-to-date news related to the Citizenship topics studied.
Extra reading	All extra reading will be posted under the Wider Reading channel on Teams.	

Y9 Sociology

Subject Overview	Welcome to the fascinating world of Sociology! This subject explores the intricate workings of society and the diverse behaviours and interactions of people within it. Our course aims to develop students' understanding of social structures, institutions, and the complex relationships that shape our daily lives. Students will gain valuable skills including critical thinking, analytical writing, and the ability to conduct research and evaluate information from a sociological perspective. These skills are not only essential for academic success but are also highly beneficial in everyday life and future careers.	
Curriculum Content		
Autumn 1	The Sociological Approach Sociological terminology Social Issues, structures and processes Developing skills	
Autumn 2	The Sociological Approach Sociological terminology Sociological perspectives; Conflict VS Consensus thinkers Developing skills	
Spring 1	The Sociological Approach Sociological terminology Sociological perspectives/Thinkers; Conflict VS Consensus thinkers Sociology Research Methods Designing research in Sociology Different methods in sociology Developing skills	
Spring 2	Sociology Research Methods Different methods in sociology; Analysing data Practical, ethical and theoretical issues Developing skills	
Summer 1	Sociology Research Methods Different methods in sociology; Analysing data Practical, ethical and theoretical issues Developing Skills	
Summer 2	Applying knowledge/skills of Sociological Approach and Research methods to different topics that students will learn Families; Education; Crime and Deviance and Social Stratification	
Additional Information		
Assessment	Each term students will be assessed on the different skills and topics they are learning.	
Homework Structure	Homework will be set throughout the course and it will include quizzes, research, different skill based questions.	
Enrichment	Wider reading in Teams	
Online Resources	Teams Class	This is where homework will be uploaded ;
	https://senecalearning.com/en-GB/	These are self-assessed quizzes for each of the topics and will also be used as HW. Students will have a "class code" that enables them to access.
	https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources	Examples of assessments; AQA is the exam board we use.
	https://www.tutor2u.net/sociology	Tutor2u is an excellent platform students can access to support their learning and will help with HW research but also with depth of knowledge.
Extra reading	Shared in Teams	