



Year 9 Spring Term 1 (January – February 2025)

Curriculum Overview



Inspire and empower every student to make a positive impact today and be fully prepared for tomorrow.

Our Curriculum Goals:

Our goal is to equip students with the knowledge, skills, and values they need to succeed in all aspects of life. We will achieve this by focusing on four key areas:

- **Accessibility for All:** Our curriculum is designed to be accessible to all students, regardless of their ability or background.
- **Developing the Holderness Learner:** We foster essential qualities in our students, including, Aspiration, Resilience, Respect and Kindness.
- **Real-World Experiences:** We connect classroom learning to practical, real-world applications and future careers.
- **Enrichment:** We offer a wide range of extracurricular activities and opportunities for community engagement to enhance learning.

Celebrating Student Success:

We are incredibly proud of the significant progress our students have made since our last Ofsted inspection in March 2023. Here are some highlights of their achievements in 2023 and 2024, compared to national averages. This data is taken from **The Fisher Family Trust National Data Service**:

Subjects with Outstanding Results (Significantly Above National Average):

- **Computing Science:** Our students achieved exceptional results, with 34% above the national average at grade 4+ and 46% above at grade 5+. This places us in the **top 1% of schools nationally**.
- **Engineering (2023):** We excelled in Engineering, with results significantly above national averages across all grade levels (4+, 5+, and 7+). This places us in the **top 5% for 4+, 5+ and 7+ nationally**.
- **Textiles (2024):** Our students made remarkable progress, with a 41% improvement in 5+ grades and a 24% improvement in 4+ grades, placing us in the **top 1% nationally for both 4+ and 5+**.
- **Chemistry (2023):** We achieved outstanding results in Chemistry, with 11% above the national average at grade 4+ and 21% above at grade 5+, placing us in the **top 5% of schools nationally for both 4+ and 5+**.

Subjects with Excellent Results (Above National Average):

- **Art:** Consistently performing above national averages in both **2023** and **2024**, placing in the **top 20% nationally** for 4+ and 5+ grades.
- **Biology (2023):** Results were above national averages at grades **4+, 5+, and 7+**, placing us in the **top 35% of schools nationally**.
- **Chemistry (2024):** Continued strong performance above national averages at grades 4+ and 5+, placing us in the **top 18% of schools nationally**.
- **Photography (2023):** Results were above national averages at both 4+ and 5+.
- **Physics (2023):** Results were above national averages at both 4+ and 5+, placing us in the **top 35% of schools nationally**.
- **Combined Science (2023):** Results at grade 7+ were above the national average, with an average point score in the **top 17% nationally**.
- **GCSE PE (2023):** Results at 4+ were **above the national average**.
- **RE (2024):** Results at 7+ were **above the national average**.



English

Topics: Culture Poetry + Travel Writing

- **Texts are constructs:** Demonstrate a detailed understanding of the similarities and differences between poems drawing on a wide and varied range of textual references.
- **Texts make use of patterns, all of which conveyed through language and structure:**
To be able to analyse how poetic methods interact across a whole text to inform interpretations.
To be able to identify and apply how the following shape meaning: colloquialism, irony, understatement, monosyllabic.
- **Texts are informed through contexts in which they are written:** Offer a sustained and detached critical overview and judgement about intercultural relationships within a poem.
- **Every text is an argument- texts can influence us:**
Sentence 1: Construct personal viewpoints in the form of thesis statements.
Sentence 2: Focus on the effects of the whole text and controlling ideas.
Sentence 3: Use the thesis statement to create topic sentences.
Sentence 4: Select and embed relevant textual detail.
Sentence 5: Analyse writer's use of language, structure and form.
Sentence 6: Evaluate writer's intent.
Sentence 7: Compare texts in relation to literary concepts, ideas and methods.
Sentence 8: Linking to context.
- **Readers construct meaning as they read (Reciprocal Reading)** Summarise, question, clarify and predict how the poems offer a Freedom of cultural expression and positive inter-cultural relationships
- **Grammar for Writing:** Write for the correct purpose, audience and form.
- Apply a range of techniques for reader engagement and cohesion: Nouns, Verbs, Adjectives, Adverbs, Coordinating Conjunctions, subordinate clauses, Prepositional phrases, Relative clauses, Semi colons, Colons.

Mathematics

Constructions

- Use scales on maps and diagrams
- Draw diagrams to scale
- Make accurate constructions using drawing equipment
- Construct accurate triangles
- Construct accurate nets of solids involving triangles
- Construct accurate angles of 45°, 30°, 60° based on known constructions of perpendicular bisector, angle bisector and equilateral triangle
- Construct and draw accurate scale diagrams
- Use scale diagrams to solve problems

Sequences, Inequalities, Equations and Proportion

- Use the n th term to generate an arithmetic sequence
- Find and use the n th term of an arithmetic sequence
- Recognise and continue geometric sequences
- Recognise and continue quadratic sequences
- Represent inequalities on a number line
- Find integer values that satisfy an inequality
- Construct and solve equations including fractions or powers
- Write formulae connecting variables in direct or inverse proportion
- Use algebra to solve problems involving direct or inverse proportion

Science
Biology
Chemistry
Physics**B3 Organisation & digestion**

- Name the main compounds found in foods and explain the purpose of their digestion.
- Explain enzyme action using the lock and key theory.
- Explain factors that affect enzyme action.
- Use Benedict's, Biuret and Iodine solutions to test for sugar, protein and starch in foods.
- Investigate the effect of pH of the rate of a reaction catalysed by amylase.
- **Required practical:** Food Tests and Effect of pH on the rate of an enzyme catalysed reaction

8K Energy transfers

- Explain the difference between heat & temperature
- Describe heat transfers in solids
- Describe heat transfers in fluids
- Calculate efficiencies for devices using data
- Calculate payback times using data

How did the Second World War affect the lives of people globally? 1939-45

The Treaty of Versailles	The League of Nations in the 1930s	Blitzkrieg
Life in Nazi Germany	Adolf Hitler and the Rise of the Nazi Party	The Holocaust
Life during the war	Dunkirk and the Battle of Britain	Evacuation of children
	The war in Russia and the Pacific	
	The dropping of the Atomic Bomb	

History

Learners will be able to:

- Identify causes of World War Two- Appeasement, Treaty of Versailles, Adolf Hitler and the rise of Nazism
- Compare differences in warfare between WW1 & WW2
- Identify Anti-Semitism as a concept
- Describe different experiences of the Holocaust- pre- war life, ghettos, concentration camps, final solution
- Explain the impact of the dropping of the Atomic Bomb

Opportunities and challenges in Africa

Study the continent of Africa	looking at its major countries	physical landscapes and Geographical issues
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Geography

Learners will know:

- The countries and physical features of Africa.
- Urban challenges associated with development and poverty.
- Desertification and the Sahel
- Climate and biomes of Africa
- Trade opportunities of Africa
- Population of Africa and where people live

9.5 Life when Younger

- Introduction to the imperfect tense with regular and irregular verbs.
- Use of **'quand j'étais petit/e'** to discuss past lifestyles.
- Retrieval of the comparative to compare healthy lifestyles.

French

9.6 Disastrous Holidays

- Introduction to reflexive verbs, to discuss what we do on holiday.
- Reflexive verbs in the past tense, to discuss a past holiday.
- Use of the perfect tense using both **'avoir'** and **'être'**.
- Discussion of French speaking holiday destinations

Spanish

9.5 Life when Younger

- Introduction to the imperfect tense with regular and irregular verbs.
- Use of **'cuando era más joven'** to discuss past lifestyles.
- Retrieval of the comparative to compare healthy lifestyles.

Technical

	<p>9.6 Disastrous Holidays</p> <ul style="list-style-type: none"> • Introduction to reflexive verbs, to discuss what we do on holiday. • Reflexive verbs in the past tense, to discuss a past holiday. • Use of the perfect tense using both 'tener' and 'ser'. • Discussion of Spanish speaking holiday destinations
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<p>Philosophy and Ethics</p>	<p>How Valuable is Human Life?</p> <ul style="list-style-type: none"> • The origins of human life – the Creation Story in the Bible. • Why Christians believe humans are special (made in the image of God, only being with a soul) and what our purpose to life is. • What our human rights are, and which ones the learners think are most important for life in the UK when considering this topic. • How religious rights link into human rights. • The different causes of crime – including greed, poverty, and upbringing. • The aims and theories of punishment – considering which form of punishment is most effective, including deterrence, retribution, reform, and protection. • Arguments for and against capital punishment from Muslim, Christian & non-religious viewpoints
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<p>Design Technology Food Textiles Resistant Materials</p>	<p>During this period Year 9 learners will cover a wide range of topics in Design technology, including:</p> <ul style="list-style-type: none"> • Types of drawing – Orthographic Projection, Isometric, and Oblique • Use of cutting and shaping tools and equipment – Disc sander, bobbin sander, and fret saw • Evaluation of design ideas using a design specification • Further techniques using tools and equipment within the workshop, including coping saw, tenon saw, bench hook, pillar drill, abrasive paper and try square. • Wood joining techniques, focussing on sliding dowel joints. • Identification of different sources of bacterial contamination and the main types of bacteria that cause food poisoning and its symptoms. • Healthy eating – The importance of following the current recommendations for following a healthy diet and the factors that affect food choice. • International cuisines and the different characteristics of different countries distinctive ingredients and cooking methods. • The traditional Japanese resist dyeing method of shibori, using “mechanical” stitch resist techniques and natural indigo dye. • Silk painting using the “Serti” technique. This is a “chemical” resist process using gutta to create a barrier between different coloured areas of a design. • The “Fabric manipulation” technique of Fabric Slashing or “Faux Chenille”.
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<p>Computer Science</p>	<p>9.2 Computer Systems</p> <p>How does a computer carry out the operations that we ask it do? Students will learn how a computer functions through the use of Boolean Logic and binary.</p>
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Performance

<p>Art</p>	<p>Identity:</p> <p>Landscapes. Exploring how the genre of landscapes can be used to express different ideas about identity and sense of place.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> • Green landscape (expressive drawing) • Architectural Illustration (illustrative drawing) <p>This half term learners will explore how different materials can bring different qualities to their artwork. We will be studying the work of key artists in order to refine and develop skills to a higher level.</p>
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<p>Music</p>	<p>Keyboard Skills</p> <p>Learners will develop their keyboard skills and knowledge of harmony through the performance of a variety of pieces.</p>
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Identify the Problem

- Students will understand what problem solving
- Know how to identify potential problems to ensure success through a range of problem
- Develop strategies to solve problems

Collaboration

- Students will understand the importance of cooperation
- Be a good team player.

Decision Making

- Students will have a chance to continue to develop skills taught in this unit, this time by enhancing their decision-making skills.

Gather Information

- Students will learn how to identify and analyse 'issues' from different perspectives, considering ways to tackle the problem.