



Year 9 Curriculum Handbook

2025-2026

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Welcome to Year 9

Dear Year 9 families,

We have produced this handbook to support you with the education of your Year 9 son/daughter here at Kingsthorpe College. We hope that you will use this information to ask questions of your child whilst they progress through the curriculum this year and/or support them with their learning.

We have worked hard to design an ambitious and engaging curriculum which supports your child from their primary school studies into key stage 3. There are lots of opportunities for enrichment opportunities to further their studies as shown throughout this handbook.

If you have any queries, the best people to contact are either your child's teacher of the subject or their tutor in the first instance. We have also given you some key contacts for subject areas if you have any general questions.

We look forward to working with you over this academic year.

Yours sincerely,

Miss Helen Gilligan

Deputy Headteacher, Quality of Education

Year 9 Curriculum Overview

Students in Year 9 study a broad and balanced curriculum. They are in sets for English/ Humanities/ MFL and Maths/ Science/ IT; all other subjects are taught mixed ability. Setting is fluid throughout the year and groups are looked at regularly. The number of hours given to each subject per fortnight and a key contact is shown in the table below:

Subject	Hours	Key contact
English	7	Mrs Wright Hayley.Wright@kingsthorpecollege.org.uk
Maths	7	Mr Rushton Matthew.rushton@kingsthorpecollege.org.uk
Science	7	Mr Kent Robert.kent@kingsthorpecollege.org.uk
Geography	4	Mrs Sheriff Fiona.old@kingsthorpecollege.org.uk
History	3	Mrs Paice Gail.paice@kingsthorpecollege.org.uk
RE	2	Mrs Ackumey Mabel.ackumey@kingsthorpecollege.org.uk
MFL – French or German	3	Mrs Sherred Sarah.sherred@kingsthorpecollege.org.uk
IT	2	Mrs Landers Frances.Landers@kingsthorpecollege.org.uk
Visual Arts	3	Mr Griffiths Peter.griffiths@kingsthorpecollege.org.uk
Performing Arts – dance, drama, music	5	Mrs Townsend Lucy.townsend@kingsthorpecollege.org.uk
PE	3	Miss Newell Victoria.newell@kingsthorpecollege.org.uk
PSHE	2	Mrs Lloyd-Jones Ella.lloyd-jones@kingsthorpecollege.org.uk
Electives	2	Mrs Lloyd-Jones Ella.lloyd-jones@kingsthorpecollege.org.uk

Year 9 Assessments

In year 9 they will be placed into one of 5 bands depending on their key stage 2 SATs scores. At each of the two reporting points during the year, your child will be rank scored into one of the 5 bands depending on the progress they are making in each subject. Teachers will also report an “attitude to learning” grade.

Each key stage 3 band refers to the typical grades your child will achieve at key stage 4 in each subject as shown in the table below.

Key Stage 3 Band	Typical Key Stage 4 Grades
1	7 to 9
2	5 to 7
3	4 to 6
4	3 to 5
5	1 to 4

At the start of Year 7, all students will sit English, maths and science baseline assessments; these will show in detail to our core teachers the strengths and areas of development for the year group as well as each student individually. Students will then sit a similar progress test at the end of year 7 so we can monitor the progress that has been made. This assessment will not be shared with students or parents as it is used to support teaching.

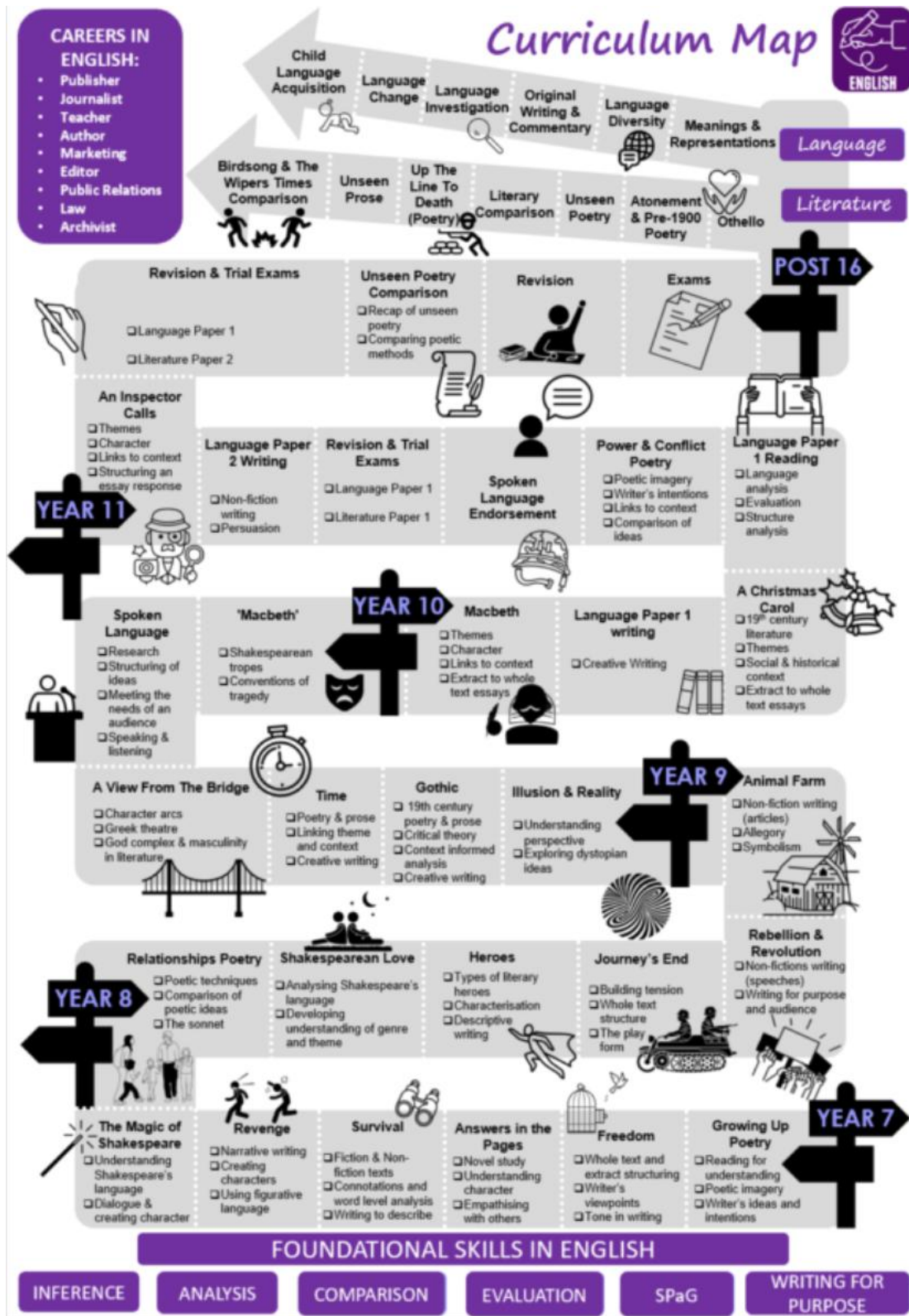
Although there are two summative in class assessment points during the year, some subjects may wish to do more frequent assessment for learning (eg end of unit tests). Details of assessments, including what your child will be assessed on is given in more detail on the subject pages which follow

Key dates for Year 8 for the academic year 2024-25 are shown below:

Dates	Activity

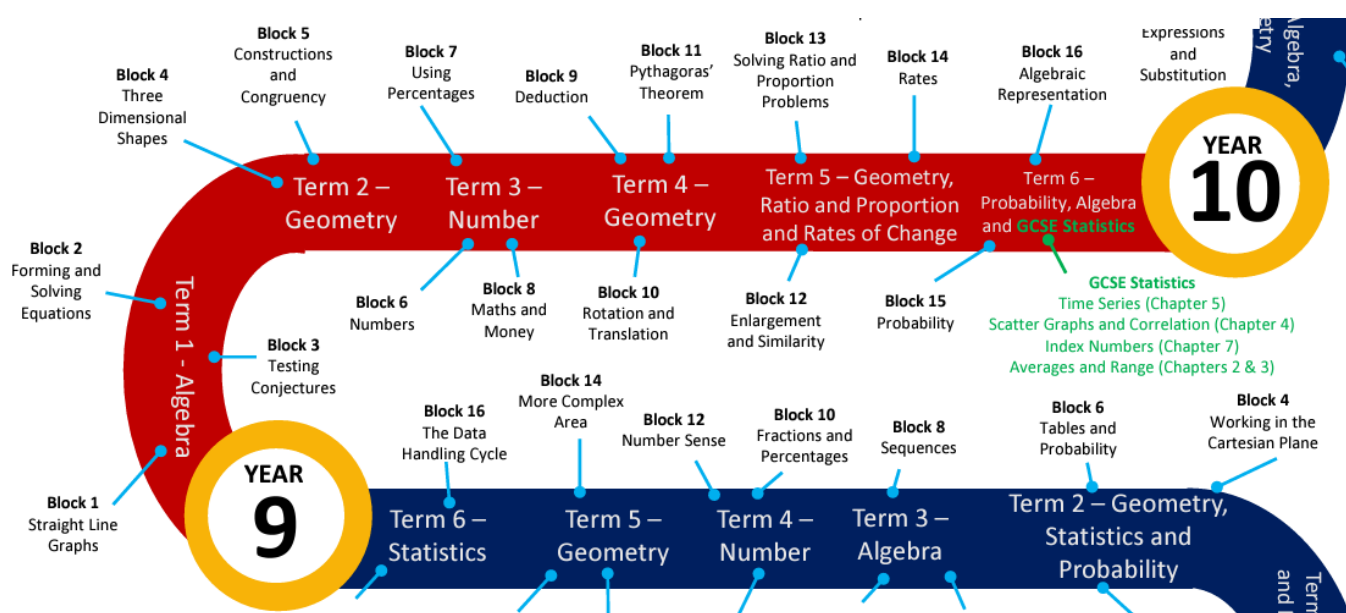
Year 9 English

Subject Overview	In Year 9 we aim to bring the skills learnt in year 7 and 8 together to ensure that students can showcase a range of reading, writing and oral skills. In reading, this will mean a key focus on the higher-level skill of evaluating texts. We also aim to ensure that students are looking at texts as constructs, considering the context and intention of writers, and comparing texts and writers' viewpoints. In their writing, students will focus on assessment skills such as planning and timing as well as continuing to develop their creativity and sense of voice that has been developed throughout KS3.
Curriculum Content	
Unit 1	Illusion and Reality: Understanding perspective and exploring dystopian ideas with a focus on George Orwell's 1984.
Unit 2	The Gothic: Poetry and prose from the 19 th century. Understanding genre conventions. Language analysis, including of alternative viewpoints. Critical theory. Creative writing.
Unit 3	Time: Poetry and prose, linking theme and context, creative writing.
Unit 4	A View From The Bridge: Character aros, Greek theatre, God complex and masculinity in literature.
Unit 5	Spoken language: Research, structuring of ideas, meeting the needs of an audience, speaking and listening.
Unit 6	'Macbeth': Study of Shakesperean tropes, conventions of tragedy. Close study of the play.
Additional Information	
Assessments	Students are assessed in a range of ways throughout the course. We track the skills needed for students to confidently unlock their next levels in their learning, gaining a clear picture of each learner and their needs. Students will complete two formally assessed pieces of work each term which give students the opportunity to showcase their skills and knowledge. The first receives a feedback sheet identifying strengths of the class and individual areas for improvement. The second allows students to show improvements made form the first task and students receive a Deep Marking feedback sheet for this work. This data then goes towards our reporting.
Homework	All students in Year 9 receive spelling homework which is set and checked on a weekly basis.
Enrichment	We offer many opportunities for students to develop their writing skills through entry to national writing and poetry competitions. In Year 9, we show students live streams of plays studied to support their understanding of texts in context.
Online resources	Delivering a Speech: https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z6vq7yc A View From the Bridge: https://www.bbc.co.uk/bitesize/topics/zwhgycw Comparing Fiction Texts: https://www.bbc.co.uk/bitesize/topics/zjny3j6/articles/zbmsd6f
Extra reading	King Lear by William Shakespeare, The Time Machine by HG Wells, The Time Traveller's Wife by Audrey Niffenegger, Jaws by Peter Benchley, How to Stop Time by Matt Haig.



Year 9 Maths

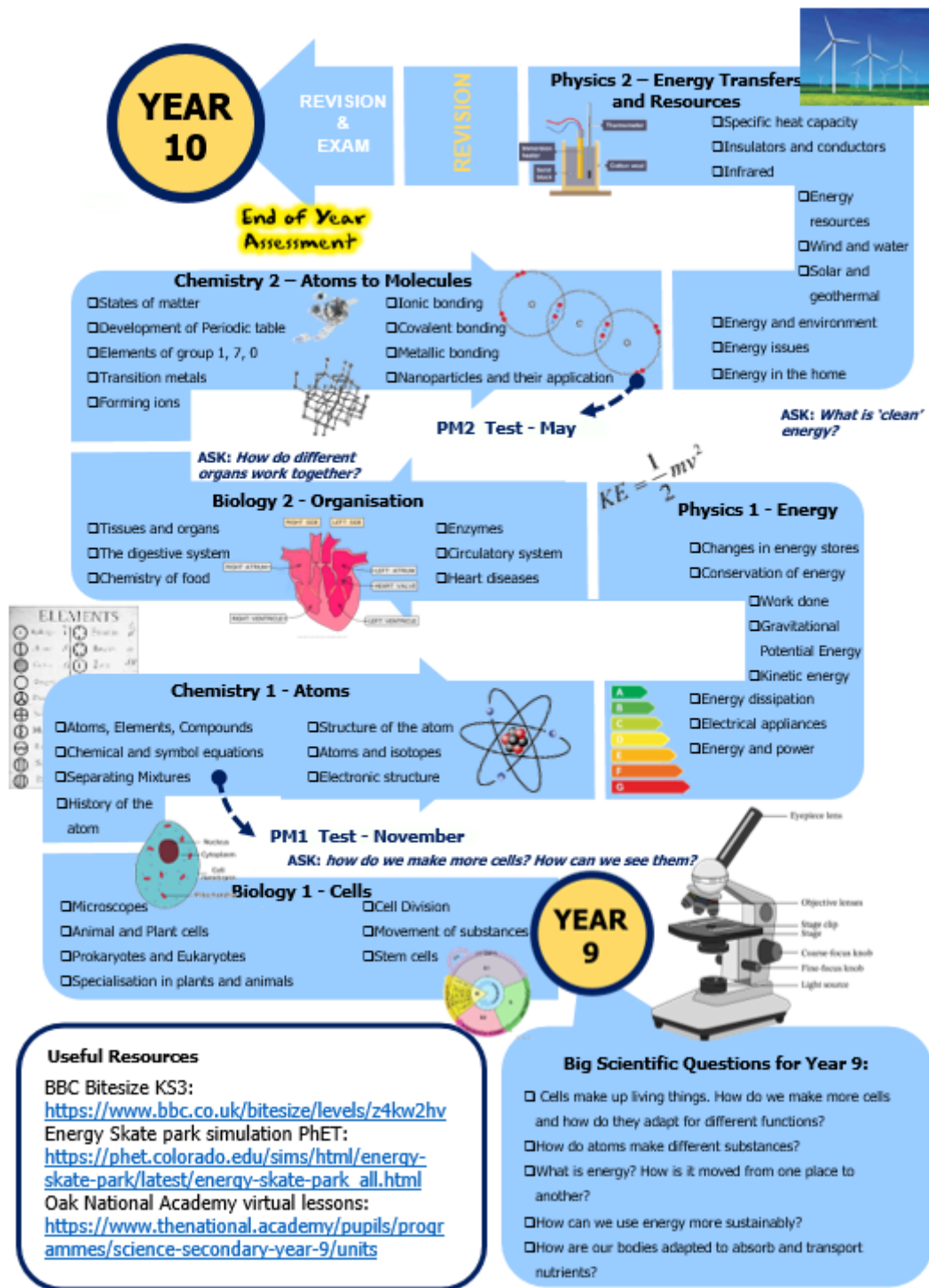
Subject Overview	In Year 9, students continue to improve on the key skills and processes involved in the learning of mathematics. The Programme of Study followed, is much more in depth which allows for more consolidation and deeper understanding of key concepts.
Curriculum Content	
Term 1	Algebra: Straight line graphs, forming and solving equations and testing conjunctions.
Term 2	Geometry: Three dimensional shapes, constructions and congruency.
Term 3	Number: Numbers, using percentages, maths and money.
Term 4	Geometry: Deduction, rotation and translation, Pythagoras theorem.
Term 5	Geometry, Rates of Change and Ratio and Proportion: Enlargement and similarity, rates, solving ratio and proportion problems.
Term 6	Probability, Algebra and GCSE Statistics: Probability, algebraic representation, time series , scatter graphs and correlation , index numbers , averages and range .
Additional Information	
Assessments	Students are formally assessed at regular intervals and each receives a PLC, (personal learning checklist) after each assessment showing strengths and topics for improvement. A website where students can access support on these topics is referenced in the PLC.
Homework	Homework is set regularly and students are given a roughly a week in which to complete it. It may take the form of a set of questions related to the topic being currently studied; an online task set through the Sparkx website or a set of past key stage questions. Books and homework are reviewed according to the College policy. Students will be guided and supported on how to improve if any misconceptions are uncovered.
Enrichment	We have a maths club and drop in sessions for support with homework on a weekly basis. Each student has a personal log in to the maths watch website where they can access online support and challenging tasks.
Online resources	
Extra reading	



Year 9 Science

Subject Overview	Students in Year 9 complete their study of KS3 Science in a way that will set them up for starting their GCSEs in the best way possible. Throughout the year, students will tackle a variety of scientific ideas with lessons divided into biology, chemistry and physics, often with separate teachers. Students will conduct practical's and spend time developing their understanding of key scientific principles which they should find both challenging and rewarding.
Curriculum Content	
Term 1	Biology 1 – Cells
Term 2	Chemistry 1 – Atoms
	PM1 Test November
Term 3	Physics 1 – Energy
Term 4	Biology 2 – Organisation
Term 5	Chemistry 2 – Atoms and Molecules
	PM Test 2 May
Term 6	Physics 2 – Energy Transfer and Resources
	End of Year Assessment
Additional Information	
Assessments	<p>The students will be assessed through a variety of tasks that involve a range of strategies which include:</p> <ul style="list-style-type: none"> • Starter activities to start students thinking from the moment they walk into the lab. • End of chapter questions and termly tests with and end of year assessment.
Homework	In Science, homework is set weekly on Sparx Science. This covers content that pupils have seen over the previous fortnight as well as revisiting key concepts from earlier in the course.
Enrichment	Pupils can complete independent work on either Sparx or Century Tech. They can also access the online resources and extra reading below to explore the curriculum further.
Online resources	<p>BBC Bitesize KS3: https://www.bbc.co.uk/bitesize/levels/z4kw2hv</p> <p>Energy Skate Park - Conservation of Energy Kinetic Energy Potential Energy - PhET Interactive Simulations</p> <p>Energy Forms and Changes - Conservation of Energy Energy Systems Energy Transfer - PhET Interactive Simulations</p> <p>Build a Molecule - Molecular Formula Molecular Structure Isomers - PhET Interactive Simulations</p>
Extra reading	<p>https://www.sciencejournalforkids.org/wp-content/uploads/2023/12/nanotech-corals_article.pdf</p> <p>https://www.sciencejournalforkids.org/wp-content/uploads/2022/05/nutrition_physiology_article.pdf</p> <p>https://www.sciencejournalforkids.org/wp-content/uploads/2021/06/osmosis_article.pdf</p>

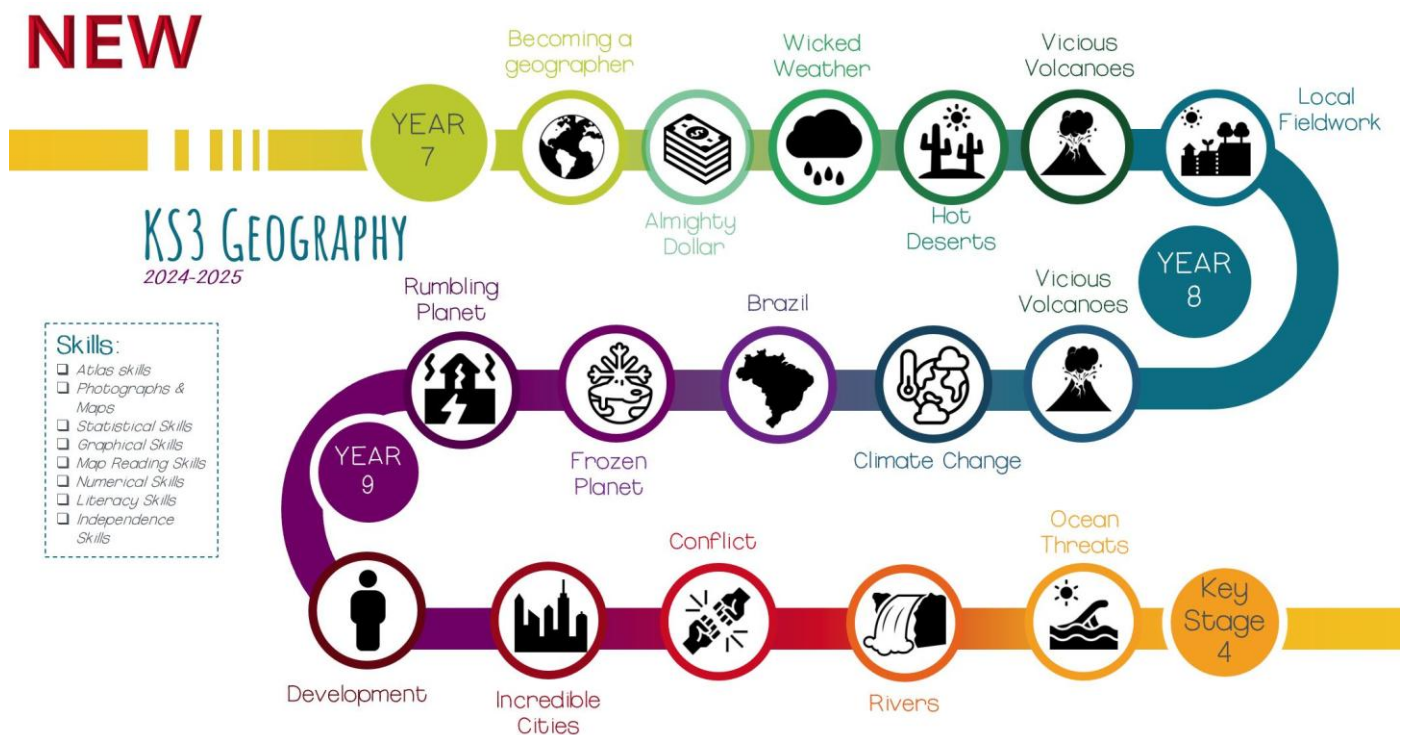
YEAR 9 SCIENCE CURRICULUM MAP



Year 9 Geography

Subject Overview	<p>Students in Year 9 have the opportunity to study a range of contemporary geographical issues in preparation for further study of geography at GCSE and A Level.</p> <p>Through the study of 'development' and 'incredible cities' students will strengthen their understanding of the building blocks of human geography. We critically examine development indicators and data to help us to understand whether or not we can fully understand the story of a country, or whether we are in danger of telling the single story. Students will also further examine the impacts of colonisation.</p> <p>Students will also complete a local area study of Northampton, helping them to understand why our town is at risk of flooding and what can be done about it, testing their problem-solving and decision-making skills.</p> <p>In Year 9 students will further develop their understanding of place and their locational knowledge through the study of a range of locations including: The DRC, Dubai, London, Bolivia, Russia and our hometown of Northampton.</p>
Curriculum Content	
Unit 1	<p>Development</p> <p>Students will study a range of countries around the world, applying Hans Roslings' book Factfulness to whether we are pessimistic or optimistic about the world. An in-depth study of the DRC will enable us to continue our understanding of decolonisation. Through this unit we will also study migration, and the factors that can lead to migration using Lee's Push-Pull Theory.</p>
Unit 2	<p>Incredible Cities</p> <p>Students will study London and Dubai, making a comparison between the two cities. We will also study the Middle East Region in-depth. Students will complete a decision-making exercise on regeneration in London as well as fieldwork on sustainability on our school site.</p>
Unit 3	<p>Conflict</p> <p>In this unit we will study a range of conflicts over resources such as land, water and palm oil. Students will complete a decision-making exercise on whether the northern leg of HS2 should be reinstated. We will study a range of locations around the world including the Aral Sea, Borneo and the UK.</p>
Unit 4	<p>Rivers</p> <p>Through a local study of the River Nene and the recent flooding in Northampton students will understand the risks and benefits of living near a water course and how we can protect Northampton from flooding. Students will complete a decision-making exercise on how we can protect Northampton from future flood events.</p>
Unit 5	<p>Ocean Threats</p> <p>To conclude KS3 Geography students will complete a unit on threats to the ocean where they will investigate the damage is doing to the ocean biome as well as the impacts of over-fishing. This unit will bring together all of our golden threads before students start their KS4 journey.</p>
Additional Information	
Assessments	<p>At the end of each unit of work, students will complete an assessment. There are also two key assessment points in Year 9 where students will sit assessments which combine their units of study.</p>
Homework	<p>Homework is set every other week, and students are usually given one week to complete it. It is marked in agreement with the school's feedback policy. Homework tasks include spellings, additional reading and application of skills. In addition, some of the topic areas provide opportunities for longer homework projects to be set and often involves making models or completing practical activities over the space of the half term.</p>

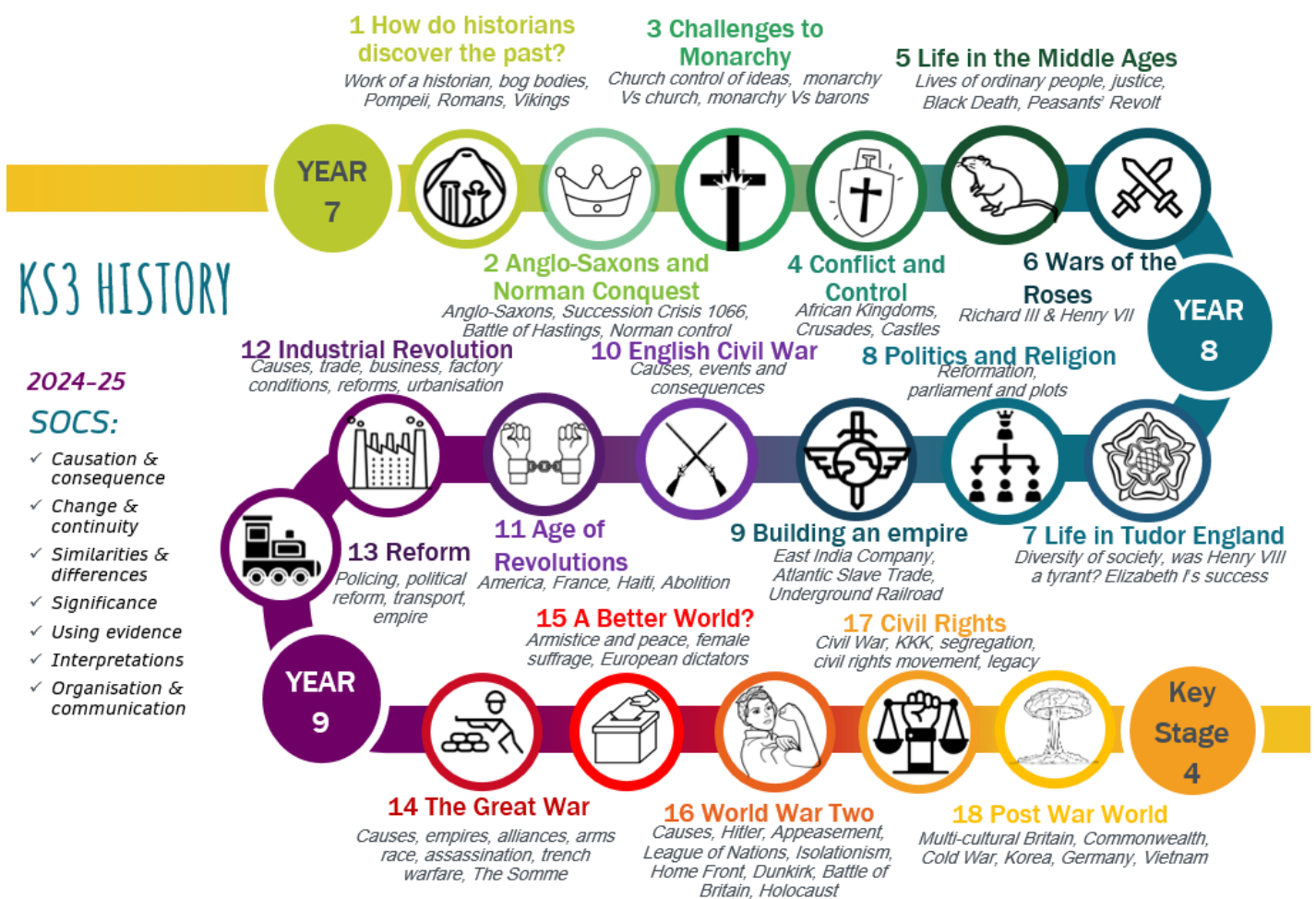
Enrichment	<ul style="list-style-type: none"> British Council school partnership activities with our overseas partner schools in Pakistan, Bangladesh and Taiwan Antarctic Flags Project with the UK Polar Network Local fieldwork and possible trip to the Natural History Museum Sky Ocean Rescue plastic project Working with Northampton University to understand flooding.
Online resources	BBC Bitesize for KS3 Geography: https://www.bbc.co.uk/bitesize/subjects/zrw76sg Seneca: https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/
Extra reading	Fred Pearce: When the Rivers Run Dry Hans Rosling: Factfulness Tim Marshall: Prisoners of Geography



Year 9 History

Subject Overview	The Y9 History curriculum aims to consolidate the historical skills developed in Years 7 and 8 to prepare students for GCSE History. Through a series of enquiry questions students will study key aspects of the twentieth century and extend their understanding of the key historical concepts of parliament, monarchy, diversity, revolution, empire and justice by comparing these in differing contexts. In Year 9 we put a greater focus on the higher-level thinking skills such as evaluation and judgement. We aim to ensure students are confident to think and write like a historian.
Curriculum Content	
Unit 1	The Great War <ul style="list-style-type: none"> Enquiry 1 What led to the first "World War"? (Causation & consequence) Empires, Scramble for Africa, alliance, arms race, assassination of Franz Ferdinand Enquiry 2 How did different people experience the First World War? (Similarities & differences) Recruitment, conscientious objectors, trench warfare, medical advances, Battle of the Somme, Homefront
Unit 2	A Better World <ul style="list-style-type: none"> Enquiry 3 Why did Germany see the peace treaty as unjust? (Significance) Armistice 1918, Treaty of Versailles 1919 Enquiry 4 Were the Suffragettes terrorists? (Interpretations) Suffragists, Suffragettes, women's work in WW1, 1918 and 1928 franchise acts Enquiry 5 How did Russia become the world's first Communist state? (Causation & consequence) Marx, Lenin and the Bolsheviks, Russian Revolution 1917, formation of the USSR 1922, Stalin Enquiry 6 Why did fascism grow in the 1930s? (Causation & consequence) Hitler, Stalin, Mussolini, Franco, Hitler's rise to power
Unit 3	World War Two <ul style="list-style-type: none"> Enquiry 6 Why did fascism grow in the 1930s? (Causation & consequence) Nazi methods of propaganda and terror, changing lives of youth, women and Jews. Enquiry 7 How far was Hitler responsible for World War Two? (Causation & consequence) Hitler's foreign policy, British and French appeasement, League of Nations, US isolationism Enquiry 8 What happened during WW2? (Significance) Homefront, Dunkirk, Battle of Britain, Pearl Harbor
Unit 4	Civil Rights <ul style="list-style-type: none"> Enquiry 8 What happened during WW2? (Significance) D-Day, atomic bomb Enquiry 9 Why should we remember the Holocaust? (Significance) Nazi anti-Semitism, ghettos, death camps, Jewish resistance, testimonies, genocide in Bosnia and Rwanda Enquiry 10 How did the Empire change to the Commonwealth? (Change & continuity) Indian independence 1947, Windrush 1948, decolonisation, Hong Kong Enquiry 11 How far were civil rights acquired for African Americans? (Change & continuity) Causes and impact of American Civil War, segregation
Unit 5	Post War World <ul style="list-style-type: none"> Enquiry 11 How far were civil rights acquired for African Americans? (Change & continuity) Civil rights protests in USA and UK Enquiry 12 How close did the "Cold War" come to becoming a "hot war"? (Significance) Capitalism, communism, Korean War, Cuban Missile Crisis, Germany, Vietnam, local nuclear observation bunkers

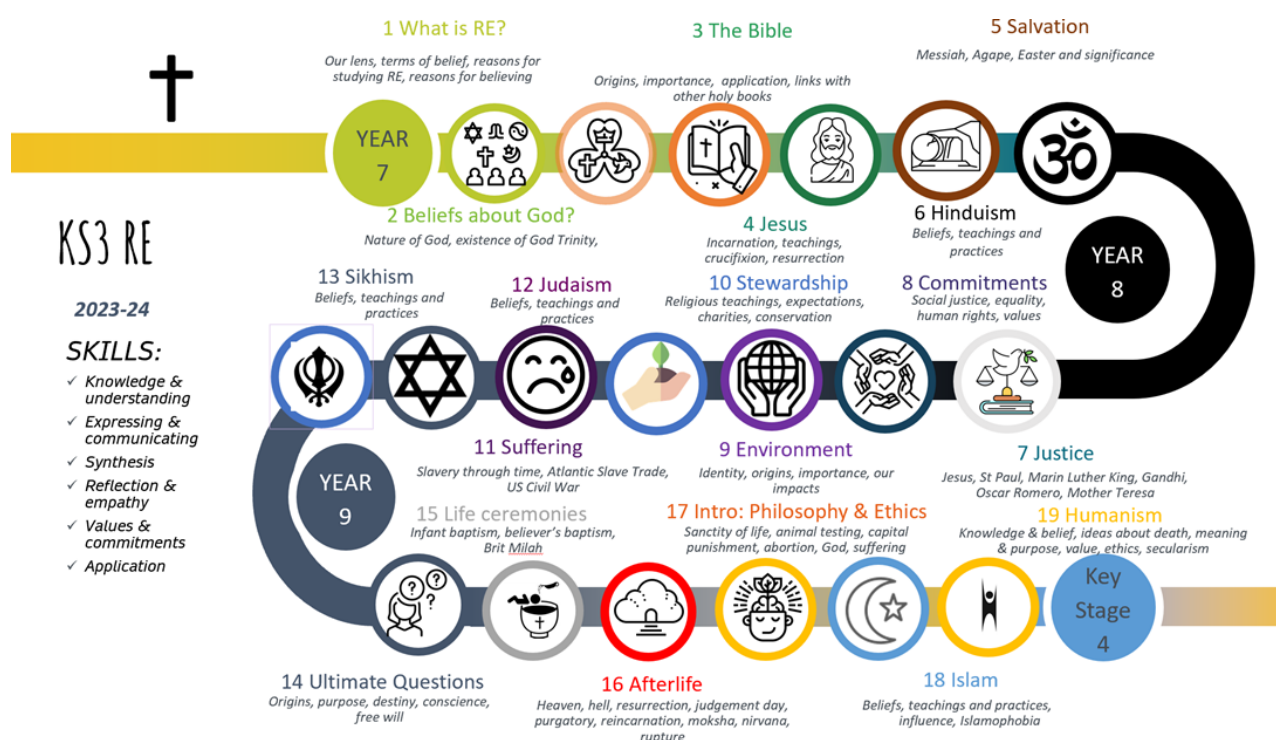
Additional Information	
Assessments	Students will be assessed through two main summative assessments throughout the year. These are completed in lesson time and marked according to an agreed mark scheme. These summative assessments cover all historical skills in the course of each academic year and are mapped across KS3 to build progression and prepare students for GCSE History. In addition to this, students complete guided practice on each historical skill area regularly in lessons, with written feedback given termly.
Homework	Fortnightly homework tasks include spellings, online quizzes and “meanwhile, elsewhere” research sheets.
Enrichment	We run a visit for Year 9 students to Bletchley Park during Term 5.
Online resources	BBC Bitesize for KS3 History: KS3 History - BBC Bitesize Seneca Learning: Seneca - Learn 2x Faster (senecalearning.com)
Extra reading	Sally Nicholls “The Silent Stars Go By” Elizabeth Wein “The Enigma Game” Matt Killeen “Devil Darling Spy”



Year 9 RE

Subject Overview	<p>In line with the Northamptonshire Agreed Syllabus, the Key Stage 3 Religious Education curriculum is structured to ensure a balanced exploration of Christianity alongside other major world religions. Across Years 7, 8, and 9, approximately 20 weeks are dedicated to Christianity each year, providing continuity and depth. In addition, students engage with Hinduism in Year 7, Judaism in Year 8, and Islam in Year 9, with each receiving around 15 weeks of focused study. This approach supports both breadth and balance in religious understanding.</p> <p>However, due to recent timetable constraints, Religious Education in Year 9 has been reduced to one lesson per fortnight. As a result, the curriculum has been adapted to focus on foundational themes that will support progression into GCSE Religious Studies. The revised Year 9 programme includes:</p> <ul style="list-style-type: none"> • An introduction to ultimate questions, encouraging philosophical reflection and critical thinking. • A foundational overview of philosophy and ethics, laying the groundwork for future analytical skills. • Key Islamic beliefs and practices, ensuring students gain essential knowledge of Islam as one of the two religions studied at GCSE. <p>This streamlined curriculum ensures that, despite reduced contact time, students receive a meaningful and coherent RE experience that prepares them for further study.</p>
Curriculum Content	
Terms 1 – 2	Ultimate Questions: Origins, purpose, destiny, conscience and free will.
Terms 3 – 4	Introduction to Philosophy and Ethics: Sanctity of life, animal testing, capital punishment, abortion, God and suffering.
Terms 5 – 6	Afterlife: Heaven, hell, resurrection, judgement day, purgatory, reincarnation, moksha, nirvana and rapture. Islam: Beliefs, teachings and practices, influence and Islamophobia.
Additional Information	
Assessments	Students are assessed continuously throughout the different units, using expectations statements and level descriptors to level pieces of class and homework. Tasks are varied to consider varied learning styles, for example, written, verbal and visual.
Homework	Twice a term homework tasks include spellings, online research, revision and consolidation of knowledge
Enrichment	<p>Virtual Visit: Explore a mosque or temple through BBC 360° interactive videos to experience different places of worship from the classroom.</p> <p>Faith Assembly: Delivered as part of the whole-school assembly schedule to promote understanding and respect for different beliefs.</p> <p>Ask a Philosopher Box: Students anonymously submit big questions about life and morality, which are discussed briefly each week.</p>
Online resources	<p>https://www.thephilosophyman.com Free discussion resources, thought experiments, and stories to spark philosophical thinking.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zh3rkqt Reliable, clear overviews of moral and philosophical topics (sanctity of life, suffering, afterlife, Islam).</p> <p>https://www.bbc.co.uk/teach/ks3-religious-studies/zcnmy9q Short videos and classroom activities on topics like suffering, moral choices, and religion's purpose.</p>

	<p>https://understandingislam.uk/ Clear, balanced explanations of Islam from a faith-based perspective.</p> <p>https://www.bbc.co.uk/ethics/guide/ Detailed outlines of moral arguments with multiple perspectives.</p>
Extra reading	<p>Sophie's World by <i>Jostein Gaarder</i> – a classic introduction to philosophy, weaving major thinkers into a mystery narrative.</p> <p>The Pig That Wants to Be Eaten by <i>Julian Baggini</i> – 100 thought experiments that explore moral and philosophical puzzles.</p> <p>Big Ideas for Curious Minds (<i>The School of Life</i>) – beautifully presented guide to philosophical thinking, ideal for KS3–4 transition.</p> <p>The Ethics Toolkit by <i>Julian Baggini & Peter S. Fosl</i> – introduces key ethical principles in short, digestible sections.</p> <p>The Philosophy Files (Vol. 1 & 2) by <i>Stephen Law</i> – directly explores dilemmas around killing, punishment, and moral rules.</p> <p>The Kite Runner by <i>Khaled Hosseini</i> – explores redemption, faith and cultural identity through Afghan Islam (for mature readers).</p> <p>Does My Head Look Big in This? by <i>Randa Abdel-Fattah</i> – brilliant for exploring faith and Islamophobia in modern contexts.</p>



Year 9 MFL (French/German)

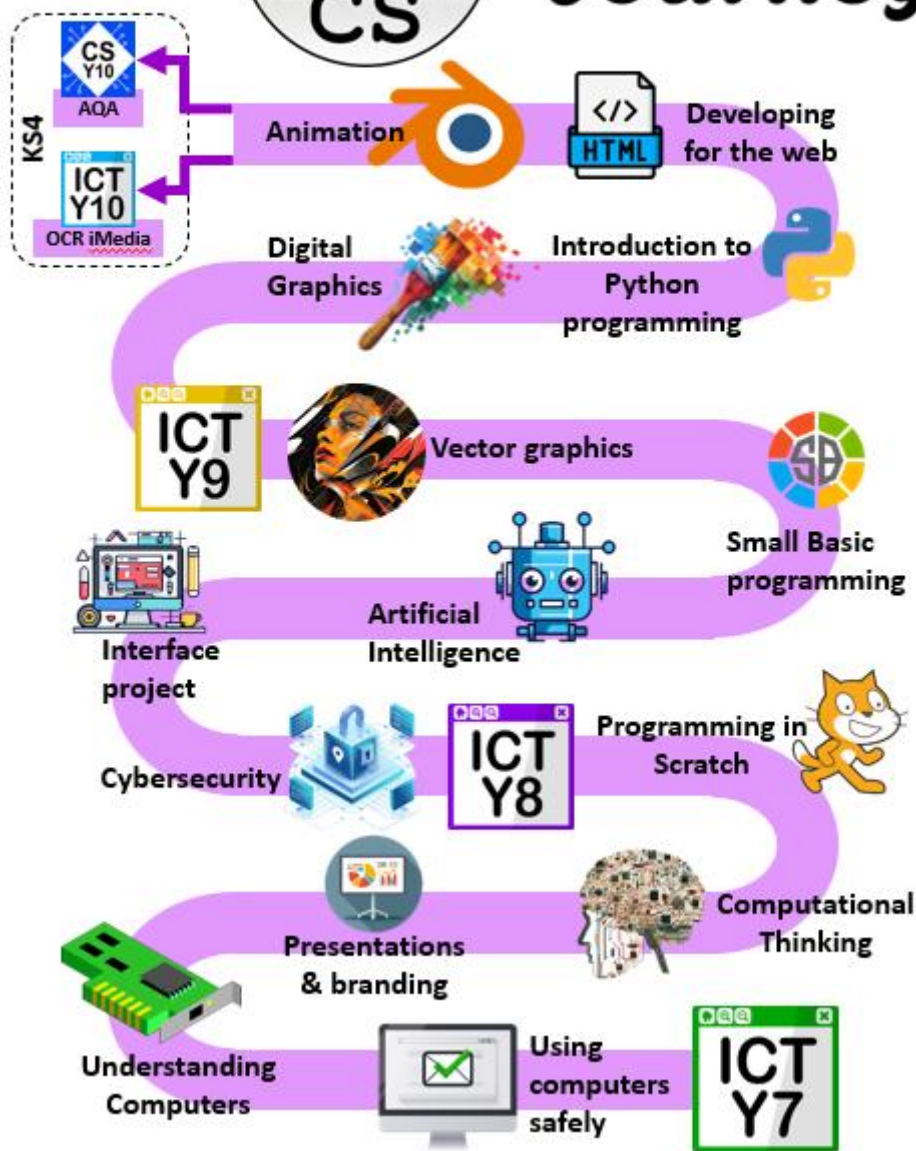
Subject Overview	4 lessons a fortnight are dedicated to Modern Foreign Languages, with students having chosen which language they want to continue with in. Students will continue to develop their language skills and they will also be able to engage more with the target country, deepening their understanding of the world through some cultural research. They will be learning more of the skills which will prepare them for GCSE study in languages.	
Curriculum Content		
	French	German
Term 1	La nourriture – Traditions, food and drink.	Das schuleben – School subjects and opinions.
Term 2	En forme – How to lead a healthy life.	Kleidung – What you wear and when.
Term 3	La vie scolaire – Describing school life.	Das Essen – Traditions, food and drink.
Term 4	L’avenir – Future plans and ambitions.	Gesundes leben - How to lead a healthy life.
Term 5	Culture Capital - Les choristes.	Culture Capital – Balloon
Term 6	La famille at les rapports – Family, replationships and plans.	Feste und traditionen – German festivals and traditions.
Additional Information		
Assessments	Students can be assessed in any of the 4 language skills: Listening, Reading, Speaking and Writing. Students will have 2 summative assessments over the course of the academic year, with smaller formative assessments taking place during each topic. They will also have regular vocabulary tests to check their recall of new language learnt.	
Homework	Students should be receiving one piece of homework per week. This might be the learning of new vocabulary, or activities to reinforce new vocabulary on Language Gym - Home (language-gym.com), which is a platform we use. Instructions to access the platform will be provided.	
Enrichment	There are options for students who speak another language (i.e. Polish, Italian etc.) to gain early GCSE’s in these subjects in conjunction with the EAL department. Students can learn Beginners G erman & Spanish in Electives.	
Online resources	Language Gym - Home (language-gym.com) school account https://www.duolingo.com/ many students set up their own accounts	
Extra reading		

Year 9 IT

Subject Overview	<p>IT & Computer Science promote safe, confident and independent users of IT. They make creative use of the different tools available to construct digital artefacts that can target familiar and diverse audiences.</p> <p>We explore different uses and allow students to bring their own interests into their work. They should be able to explore formal and professional uses of IT & Computer Science to understand how it is used internationally.</p> <p>The different skills that they make use of in the subject such as analysis, design, implementation, testing and evaluation that are core to a wide range of job roles both inside and outside of the IT sector.</p>
Curriculum Content	
Unit 1	<p>Unit 1. Digital graphics</p> <p>This unit follows on from the learning they started at the end of year 8. The unit explores how bitmap images are represented and stored by the computer. Students will understand the planning process behind image creation. There is also opportunity for pupils to practise skills in poster design, image-editing and manipulation using a suitable graphics package.</p>
Unit 2	<p>Unit 2. Introduction to Python</p> <p>Students will be introduced to the basic concepts in programming. They will use a language called Python to complete various tasks to build their skills and knowledge of programming as a step up from the learning they completed in their year 7 Scratch project.</p>
Unit 3	<p>Unit 2. Website development</p> <p>In this unit students learn about how web pages are styled and created using Rocket Cake. They look at how to design a basic website and include information and images that are accessible to a range of different users.</p>
Unit 4	<p>Unit 4. Animation</p> <p>In this unit pupils will learn basic graphic drawing and animation techniques such as frame-by-frame animation and tweening as well as working with layers. They will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations.</p>
Additional Information	
Assessments	Each unit has an electronic assessment completed consisting of multiple choice and written answers.
Homework	Each lesson will include a homework set on Teams.
Enrichment	Weekly lunchtime Computer Games Club
Online resources	BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
Extra reading	N/A



Learning Journey



Year 9 Visual Arts

Subject Overview	Students have three, one-hour lessons per fortnight. The key concepts of key stage 3 are built around the formal elements, with a curriculum tailored around creative development. During this key stage we explore landscapes, portraiture and still life. There is an emphasis on students building and mastering key artistic and creative skills, such as painting and drawing using a range of materials, sculpting, mixed media as well as carrying out contextual investigations through artist research. In year 9 students will study the Boyle family, in both a practical and theoretical sense, and the WPAP graphic designer, Toni Augustian.
Curriculum Content	
	Baseline assessment
Topic 1	Boyle family title page
Topic 2	Boyle textured drawing
Topic 3	Boyle artist research page
	Assessment point 2
Topic 4	Boyle cardboard structure
Topic 5	Boyle plaster of paris layering
Topic 6	Boyle surface painting
	Assessment point 3
Topic 7	Toni Augustian research page
Topic 8	Traditional portraiture
Topic 9	Josef Albers mixing acrylics
Topic 10	Toni Augustian portraits
	Assessment point 4
Additional Information	
Assessments	Students follow the Visual Arts Faculty key skills curriculum, and the course is delivered through projects which focus on exploring and developing a wide range of techniques and processes to build those key skills. There will be a baseline assessment at the start of the year for all students, following this at the end of each unit there will be an assessment to be completed (in total 3 assessment points in visual arts in year 8).
Homework	Homework is set using extended tasks, based around a theme or artist being covered in their art and design lessons. These are an opportunity for students to demonstrate and build on skills learnt in lessons and are assessed along with the completed project.
Enrichment	Students can attend after school sessions to work on their projects and prepare extra outcomes for art challenges. G&T Students have the opportunity to enter local and national competitions, and we also run enrichment art trips for all students, these have involved visits to Compton Verney Art Gallery and Park in Warwickshire and the Natural History Museum/ Pitt Rivers collection in Oxford.
Online resources	Videos of the Boyle family talking about their work and process. Also, pencil portrait example that shows how to use grids and get accurate proportions.
Extra reading	



Topic Overview

Year 9

Boyle family, Augustian and 3d insects

Still-life pencil drawing
Baseline Assessment



Boyle Family
title page



Boyle texture
drawing



Boyle artist
research page
Assessment
point 2



3D surface
Assessment
Point 3



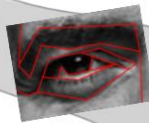
Close-up insect
pen drawing



Dry-point
etching



WPAP
portrait



WPAP
portrait
practise



Josef Albers
mixing acrylic



WPAP
drawing



WPAP
Portrait
Painting
Assessment
Point 4

Formal Elements

Tone	Texture
Line	Colour
Shape	Pattern



Kingsthorpe
College

Year 9 Dance

Subject Overview	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Dance, students explore a theme accompanied by a style every term. This maybe Disco with Cars, or a trip around the globe with World Dance. Every scheme ends with a performance assessment.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
Curriculum Content	
Term 1	Some like it Hip Hop
Term 2	Contact
Term 3	Nutcracker
Term 4	Social Media
Term 5	Hamilton
Term 6	Choreography project
Additional Information	
Assessments	Students' work is graded against the specifications.
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Students can attend after school sessions in dance in all year groups. We also have an elite dance company, Defined, who compete in the national Udance competition.</p> <p>There is an annual dance showcase every March, and we also attend Move It in London.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
Online resources	<p>Zoo nation</p> <p>https://www.new-adventures.net/nutcracker</p>
Extra reading	



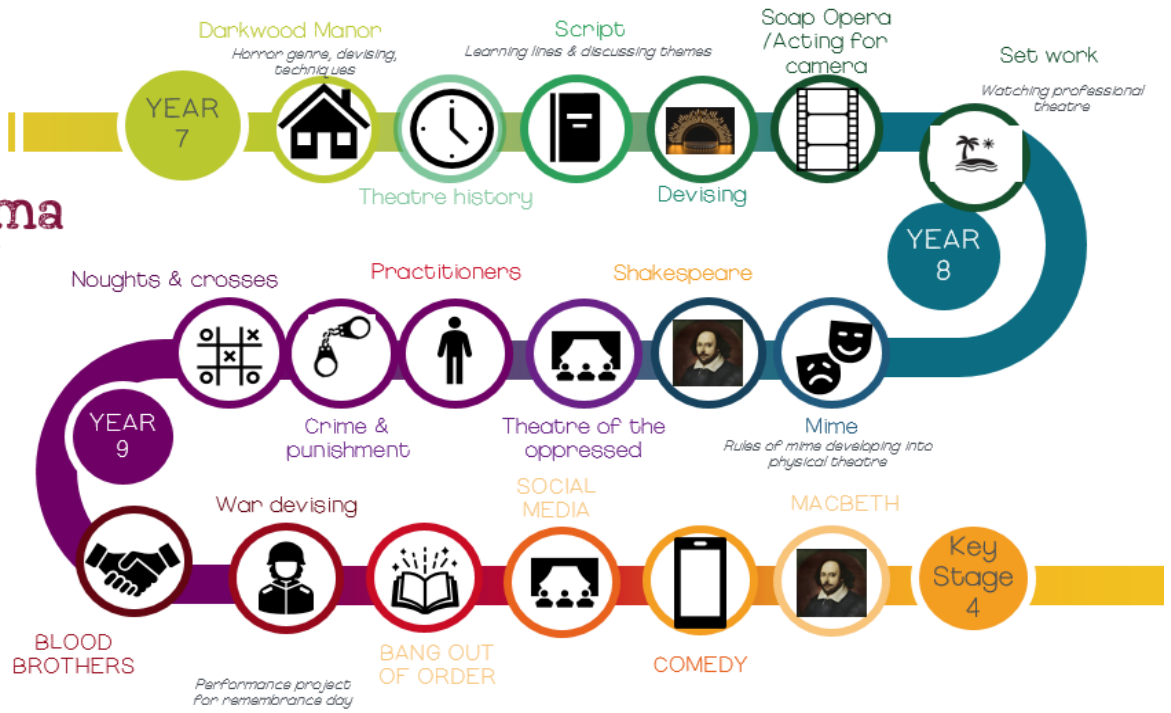
Year 9 Drama

Subject Overview	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Drama, students study skills, techniques and practitioners who have influenced theatre. They devise their own work and bring scripts to life.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
Curriculum Content	
Term 1	Blood Brothers
Term 2	War devising
Term 3	Bang out of order
Term 4	Social media
Term 5	Macbeth
Term 6	Macbeth continued
Additional Information	
Assessments	Students' work is graded against the specifications.
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Actors focus on the whole school production in the autumn term, before the return of Drama club from January. Our elite actors compete in National Theatre Connections.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
Online resources	
Extra reading	

KS3 Drama

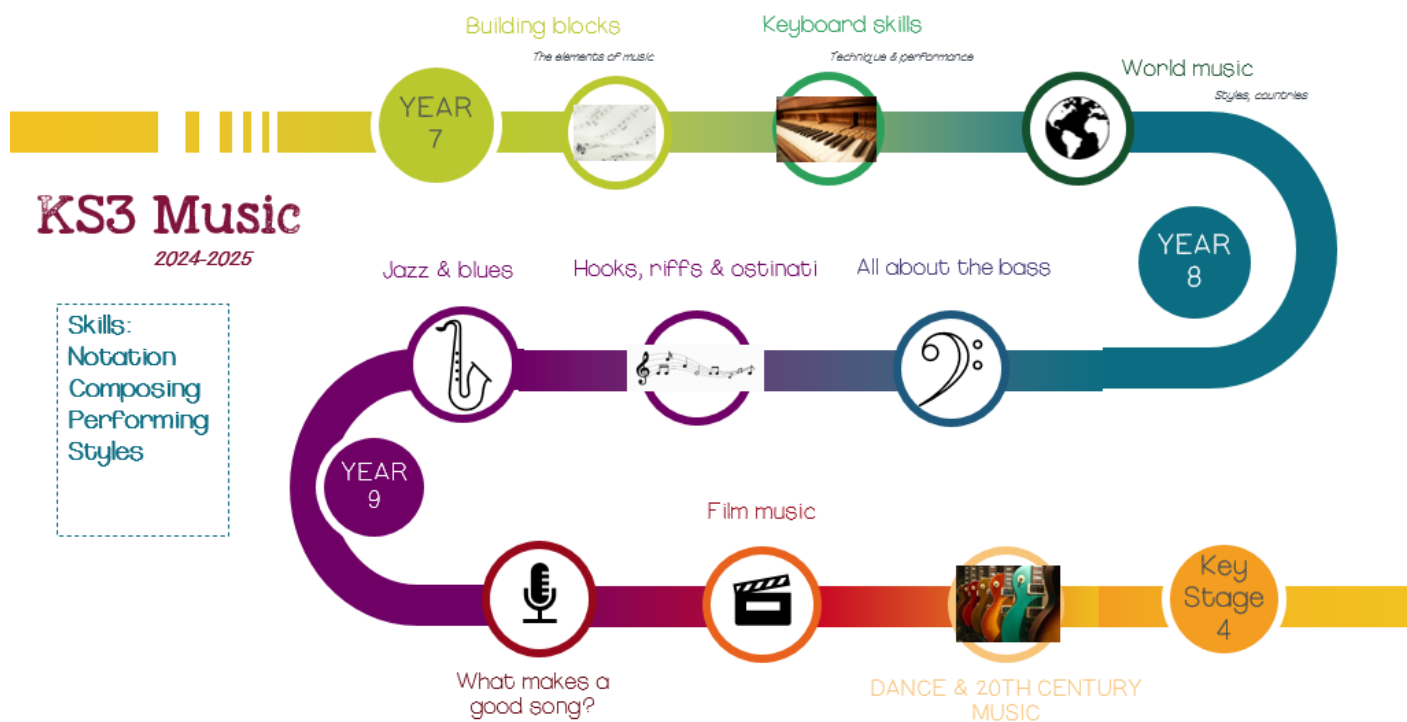
2024-2025

Skills:
Devising
Techniques
Styles
Script work



Year 9 Music

Subject Overview	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Music, they have a practical lesson in a specialist music room, supplemented by a variety of rehearsal rooms.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
Curriculum Content	
Unit 1	What makes a good song
Unit 2	Film music
Unit 3	Dance and 20 th century music
Additional Information	
Assessments	Students' work is graded against the specifications.
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	Musicians can attend, orchestra, choir and we have peripatetic lessons in Brass, Strings, Singing, Piano, Drums, Guitar and Woodwind.
Online resources	
Extra reading	



Year 9 PE

Subject Overview	<p>At Kingsthorpe College, the KS3 PE curriculum aims to develop students' physical, social, emotional and cognitive well-being through engaging physical activities.</p> <p>Physically, the curriculum aims to improve fundamental movement skills, physical competence, and fitness levels.</p> <p>Socially - there are opportunities for students to foster teamwork, communication, cooperation, and respect for others through physical activity.</p> <p>Emotionally, the activities help in building self-confidence, resilience, and positive attitudes towards physical challenges and competition.</p> <p>Cognitively - students should develop an understanding of tactics, strategies, rules, and the importance of healthy lifestyles.</p>
Curriculum Content	
Term 1-6	<p>Throughout each term of Year 7, students will focus on the following;</p> <p>Developing their physical, social, emotional and cognitive abilities.</p> <p>During the first 4 terms, students will focus on the above through the following activities;</p> <p>Invasion games, Health and Wellbeing, Gymnastic activities, OAA, Net/wall games.</p> <p>In terms 5 and 6, students will then move onto;</p> <p>Athletics and Striking and Fielding Activities.</p>
Additional Information	
Assessment	<p>Pupils will take part in a range of physical activities across the range and content of the National Curriculum.</p> <p>Pupils will be regularly assessed throughout each activity block. Activity blocks will usually be 4 weeks in duration. During these activity blocks, pupils will be assessed against the following themes;</p> <p>Move (physical ability), think (knowledge and understanding), feel (following rules, dealing with emotions, approach to learning), connect (working with others)</p> <p>All activities will be standardised to ensure that all teaching staff are making accurate and reliable judgements.</p>
Homework	<p>Homework may be set, at times, to aid in developing student knowledge and understanding of key concepts that are being covered.</p>
Enrichment	<p>All pupils will be actively encouraged to take part in recreational activities and competitive sports, at lunchtime and after-school through extra-curricular clubs and/or through community links. We offer a range of extra-curricular sports clubs and participate in a number of competitions across a range of sports. The extra-curricular programme is continually being developed and refined to ensure that all pupils are provided with the opportunity to participate in a range of activities. Activities that we usually offer are: Football, Rugby, Netball, Basketball and Trampolining after school during the first 2 full terms. This then turns to Summer sports such as; rounders, cricket, athletics and tennis in the third full term. We also offer a range of lunch time sports clubs, including; Basketball, Table Tennis, Badminton and Indoor Football. Participation in extra-curricular sport is an important feature of school sport at Kingsthorpe College as it provides students with the opportunity to succeed and excel in a competitive environment.</p>

Year 9 PSHE

Subject Overview	<p>Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.</p>
Curriculum Content	
Term 1	<p>Health and Wellbeing - Peer Influence, Substance Use and Gangs:</p> <ul style="list-style-type: none"> • How to distinguish between healthy and unhealthy friendships • How to assess risk and manage influences, including online • About 'group think' and how it affects behaviour • How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • To manage risk in relation to gangs • About the legal and physical risks of carrying a knife • About positive social norms in relation to drug and alcohol use • About legal and health risks in relation to drug and alcohol use, including addiction and dependence
Term 2	<p>Living in the Wider World – Setting Goals:</p> <ul style="list-style-type: none"> • About transferable skills, abilities and interests • How to demonstrate strengths • About different types of employment and career pathways • How to manage feelings relating to future employment • How to work towards aspirations and set meaningful, realistic goals for the future • About GCSE and post-16 options • Skills for decision making
Term 3	<p>Relationships – Respectful Relationships:</p> <ul style="list-style-type: none"> • About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • About positive relationships in the home and ways to reduce homelessness amongst young people • About conflict and its causes in different contexts, e.g. with family and friends • Conflict resolution strategies • How to manage relationship and family changes, including relationship breakdown, separation and divorce • How to access support services
Term 4	<p>Healthy and Wellbeing – Healthy Lifestyle:</p> <ul style="list-style-type: none"> • About the relationship between physical and mental health • About balancing work, leisure, exercise and sleep • How to make informed healthy eating choices • How to manage influences on body image • To make independent health choices

	<ul style="list-style-type: none"> • To take increased responsibility for physical health, including testicular self-examination
Term 5	Relationships – Intermate Relationships: <ul style="list-style-type: none"> • About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • About facts and misconceptions relating to consent • About the continuous right to withdraw consent and capacity to consent • About STIs, effective use of condoms and negotiating safer sex • About the consequences of unprotected sex, including pregnancy • How the portrayal of relationships in the media and pornography might affect expectations • How to assess and manage risks of sending, sharing or passing on sexual images • How to secure personal information online
Term 6	Living in the Wider World – Employable Skills: <ul style="list-style-type: none"> • About young people’s employment rights and responsibilities • Skills for enterprise and employability • How to give and act upon constructive feedback • How to manage their ‘personal brand’ online • Habits and strategies to support progress • How to identify and access support for concerns relating to life online
Additional Information	
Homework	Research from some elements for discussion. Look at websites / networks for support.
Enrichment	SMSC, building cultural capital, links to debate elective group, links to British Values, Protected Characteristics, links to What’s in the News? In form time & assembly themes, various academic opportunities/trips offered.
Online resources	PSHE Association
Extra reading	https://pshe-association.org.uk/

PSHE Curriculum Map



Next Steps

Application processes, and skills for further education, setting SMART targets, revision techniques and strategies, post 16 options, CV, personal statement and interview technique, employment and career progression.

Communication in Relationships

Personal values, gender identity, sexual orientation, assertive communication (including in relation to contraception, consent and sexual health), unwanted online attention, sexual harassment, stalking, abuse relationships, unhealthy relationships, relationship challenges and abuse.



Independence

Responsible health choices, emergency first aid, assessing emergency and non-emergency, lifestyle choices and health, the importance of screening, vaccinations and immunisations, how to register at health services, managing body image, donations in blood, organ and cells and safety in independent contexts.



Families

Different families and parental responsibilities, fertility, managing change and loss pregnancy, marriage and forced marriage and changing relationships



POST 16

Building for the Future

Self-efficacy, stress management, stereotyping, self-efficacy and self-concept, effects of stress, stress management, resilience and perseverance, online safety, managing work life balance and future opportunities.

YEAR 11

Financial Decision Making

The impact of financial decisions, budgeting and debt, gambling (including online) and the impact of advertising on financial choices, cybercrime and fraud.



Addressing Extremism and Radicalisation

Communities, Equalities Act, managing beliefs, opinions and misleading information, challenge discrimination, diversity and values, belonging - Challenging extremism and radicalisation.



Exploring Influence

The influence and impact of drugs, gangs, positive and negative role models and the media. The impact of drugs and alcohol and keeping self and others safe (including exit strategies).

Healthy Relationships

Expectations, challenges, forming relationships, the media and pornography. Ethical and legal implications linked to consent including manipulation, coercion and capacity to consent. Reporting and responding to coercion, victim blaming and asexuality, abstinence & celibacy.



Healthy Lifestyle

Diet, exercise, lifestyle balance and healthy choices, first aid, managing influence and prevention of disease.



Intimate Relationships

Relationships and sex education including consent, contraception, pregnancy, the risks of STIs, and attitudes to pornography. Online safety and managing risks.



Employability Skills

Employability and online presence. Employment law and protected characteristics.

YEAR 10

Mental Health

Changes in adolescents, reframe negative thinking, promote Mental health and emotional wellbeing, mental ill health and how to access support, stigma and the media, safeguarding health, including during periods of transition or change



Work Experience

Preparation for work experience and readiness, overcoming challenges and adversity in the workplace, responsibility in the workplace, health and safety, positive personal presence online.

Respectful Relationships

Families and parenting, healthy relationships, conflict resolution, relationship, family changes and support services.



Setting Goals

Learning strengths, transferable skills, employment and career options and goal setting as part of the GCSE options process.



Peer influence, substance use and gangs

Healthy and unhealthy friendships, peer influence, risk management, knife crime and the law, assertiveness, substance misuse and gang exploitation.



Digital Literacy

Online safety: grooming, exploitation, extremism, radicalisation and the law, digital literacy, media reliability, finance and gambling hooks.



YEAR 8

Drugs and Alcohol

Alcohol and drug misuse and pressures relating to drug use and the risks associated with these.



Community and Careers

Equality of opportunity in careers and life choices, challenging stereotypes and discrimination in the workplace and different types and patterns of work as well as employment.



Discrimination

Discrimination in all its forms including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.



Emotional Wellbeing

Mental health and emotional wellbeing, managing emotions, digital resilience, body image and coping strategies.



Identity & Relationships

Gender identity, sexual orientation, Healthy relationships, consent, 'sexting', and an introduction to contraception.



Financial Decision Making

Saving, borrowing, budgeting and making financial choices



Building Relationships

Self-worth, romance, healthy & unhealthy relationships, friendships (including online) and relationship boundaries (including consent).

Health & Puberty

Healthy lifestyles and Healthy living - diet, exercise, sleep & hygiene, influences, managing caffeine, risks of smoking & drinking alcohol, puberty, unwanted contact and FGM



Diversity

Diversity, prejudice, bullying, rights & responsibilities, stereotypes, discrimination and bullying.

Developing skills and aspirations

Careers, teamwork, enterprise skills and raising aspirations



Transition & Safety

School transition, friendship, identity, managing emotions and personal safety (online and offline) in and outside school & first aid



YEAR 7