

# Year 9: Spring

|                                       | <b>Spring 1</b>  | <b>Spring 2</b>   |
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| <b>Dread Wood by Jennifer Killick</b> |  |   |
| <b>English</b>                        | <p>This term in English, students will study <i>Dread Wood</i> by Jennifer Killick, a fast-paced horror novel filled with mystery, humour and suspense. As part of our genre study, pupils will explore the key conventions of horror and suspense writing, analysing how tension, character and setting are used to engage the reader. Through close reading, discussion and creative responses, students will develop a wide range of skills in reading comprehension, analytical writing, imaginative writing and oracy, building confidence in expressing ideas clearly and thoughtfully.</p> <p>For students following a bespoke learning course, an alternative novel will be studied that reflects similar themes. This ensures all learners can access the curriculum meaningfully while continuing to develop the same core reading, writing and speaking and listening skills alongside their peers.</p> |   |
| <b>Maths</b>                          | <b>Number and Measure</b><br><br><b>Proportion and ratio</b> – scaling and sharing in a given ratio<br><br><b>Scale drawing</b> – draw to scale, find actual size<br><br><b>Probability</b> – expressing probability in words/figures<br><br>Problem solving using money   | <b>Number</b><br><br>Decimals<br><br>Percentage Applications<br><br>Data Handling<br><br>Measures of Average  |
| <b>Science</b>                        | <b>Cells</b> <ul style="list-style-type: none"> <li>• Microscopy</li> <li>• Cell structures</li> <li>• Observing plant and animal cells</li> <li>• Prokaryotic and Eukaryotic cells</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Osmosis in plant cells</li> <li>• Active Transport</li> <li>• DNA</li> <li>• Mitosis</li> <li>• Cell cycle</li> <li>• Meiosis</li> <li>• Cell specialization</li> <li>• Stem cells</li> </ul>   | <b>Chemical Quantities and Systems in the body</b> <ul style="list-style-type: none"> <li>• Chemical formulas</li> <li>• Balancing equations</li> <li>• Conservation of mass</li> <li>• Explaining observed changes in mass</li> <li>• Relative formula mass</li> <li>• Concentration in solutions</li> <li>• Respiration</li> <li>• Anaerobic respiration</li> <li>• Exchange surfaces</li> <li>• The heart</li> <li>• Human circulatory system</li> <li>• Blood cells</li> <li>• The digestive system</li> <li>• Food tests</li> <li>• The nervous system</li> <li>• Reflex arc</li> <li>• The endocrine system</li> <li>• Effects of adrenaline</li> </ul> |



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| <b>Computing</b> | <b>Word processing</b>   | <ul style="list-style-type: none"><li>ICT and the workplace</li></ul>   | <b>Presentations</b>          | <ul style="list-style-type: none"><li>Data protection</li><li>Legislation</li><li>Digital footprint</li><li>Rights and responsibilities</li></ul>  |  |
|                  | <b>Online safety message</b>   |   |                               |  |  |
|                  | <ul style="list-style-type: none"><li>Safer Internet day 10/2/26</li><li>Smart tech, safe choices – Exploring the safe and responsible use of AI</li></ul> |   |                               |  |  |
| <b>RE</b>        | <b>Introduction to world religions</b>   | The key symbols of the 6 world religions<br><br>Key words in context such as places of worship etc.<br><br>Judaism – who was Abraham and Isaac/<br><br>Some rules for Jews such as Kosher, and Barmitzvah.  | <b>Islam and Christianity</b> | The 5 K's in Sikhism<br><br>Story of Guru Nanak<br><br>The other 9 Gurus and why there are no more gurus<br><br>Famous teaching stories from Sikhism – Holy man and the well, The donkey and the lion<br><br>Why do Sikhs try to live a good life?   |  |
| <b>Geography</b> | <b>Ice worlds</b>  | Year 9 will look at the ice age and learn about the various time periods and research into evidence that we know the ice age existed. Then, looking at how Britain landscapes were formed from the glaciers and learning about animal survival. Ending with how glaciers are still important in our modern world and discusses whether they are a hazard or a resource. | <b>Russia</b>                 | Students will be considering all aspects of the country of Russia. Learning about the varying climates across the largest country in the world and how different areas survey in isolated locations in rural and urban areas. Also, researching into the Chernobyl disaster and how this impacted Russia and the neighbouring countries. |  |



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| <b>History</b> | <b>World War 1</b>  | Students will begin by learning about Germany becoming a new state in the early 1900's. They will then develop their knowledge on the events that happened in the build-up of the First world war and the actual trigger of the war. Looking in depth of the allies and the central powers and how the war spread across the world and the colonies.  | <b>World War 2</b>                             | Students will be researching into why Germany were preparing for a second world war and how the Treaty of Versailles influenced this. The top allows students to investigate the success of the German military and the beginning of the war and how Britain survived the war. Concluding with the impact this had in Britain on the Homefront.  |
| <b>PSHE</b>    | <b>Employability skills</b>   | Students will learn; <ul style="list-style-type: none"><li>• about young people's employment rights and responsibilities</li><li>• skills for enterprise and employability</li><li>• how to give and act upon constructive feedback</li><li>• how to manage their 'personal brand' online</li><li>• habits and strategies to support progress</li><li>• how to identify and access support for concerns relating to life online</li></ul> | <b>Peer influence, substance use and gangs</b> | Students will learn; <ul style="list-style-type: none"><li>• how to distinguish between healthy and unhealthy friendships</li><li>• how to assess risk and manage influences, including online</li><li>• about 'group think' and how it affects behaviour</li><li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li><li>• to manage risk in relation to gangs</li><li>• about the legal and physical risks of carrying a knife</li><li>• about positive social norms in relation to drug and alcohol use</li><li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li></ul> |
| <b>PE</b>      | During this term students will aim to further develop their skills and aim to reflect and evaluate their performance. Students will have the opportunity to access different sports this term with the introduction of cricket and volleyball. There will be particular focus on assessment areas of catching and throwing alongside strategy. Students will also have the opportunity to participate in sports such as basketball and touch rugby. |   |  |  |



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| <b>Art</b> | <b>Op Art</b>  |
|            | Students will be exploring Op art. Researching artists and practitioners to develop their use of and understanding of Op art.  |
| <b>DT</b>  | <b>CAD/CAM Unit, introduction to 3d printing technologies</b>  |
|            | How 3d printing is used in manufacturing industry<br>What are the benefits and downsides to 3d printing?<br>The types of printers available<br>3d Modelling Software |