2026-2027

CEDARS
UPPER SCHOOL

2026-2027

CEDARS UPPER SCHOOL CURRICULUM OVERVIEW

KS3

ACHIEVING EXCELLENCE

CHILTERN LEARNING TRUST

Subject: English	Year: 9	HOD: Mr Thomas	Lessons per Fortnight: 8	
The intent of our curriculum is:				
The English Language and Literature curriculum at Cedars shapes students' understanding of identities and the wider world through the study of diverse and enriching texts. Our texts are carefully chosen to encompass canonical to contemporary styles allowing students to explore societal changes and diversity. This variety allows students to explore not only the relationships of characters but the relationship between texts and their possible intent. As students progress through the curriculum we will enable individuals to extract, synthesise and analyse information leading to the perceptive evaluation of a writer's craft and the impact they have on society. We promote and offer many opportunities to develop fluidity and precision in both fiction and non-fiction writing, including oracy, equipping our students for skills required in later life to be successful. Our focus on developing cohesive arguments is underpinned by the exploration of meaning and representation through relevant historical, social and critical contexts to secure an understanding of the power of language and its influence to narrate, argue and persuade.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
My Name is Leon *Language Paper 1*	My Name is Leon *Language Paper 2*	*The Time Machine* *Literature Paper 1*	*The Time Machine* *Literature Paper 1*	*Poetry Exploration* *Literature Paper 2*
How learning will be assessed:				
• Live marking • Verbal feedback • Build Tasks will be completed fortnightly (unless an end of unit assessment is scheduled) • End of unit assessments				
How parents/carers can support learning at home:				
• Foster and maintain an interest in reading • Ask students about what they are reading in school • Explore media versions of the texts we are studying • Remind students of the weekly homework tasks • Prompt students to reflect on what their current targets are				
Online resources that can support learning:				

https://sites.google.com/cedarsupper.co.uk/cedarsenglish/home

Suggested wider reading:

- My Sister Lives on the Mantelpiece
- Animal Farm
- Great Expectations
- Noughts and Crosses
- A Monster Calls
- Dracula
- The Curious Incident of the Dog in the Night-Time

Expected homework set over the year:

- Research tasks
- Quizzes
- Knowledge organisers
- Big idea generators
- Exploration of wider reading

Links to PLCs:

https://docs.google.com/document/d/1Cb0fcqIXcwAOwMFynv1ODQpQs1lH1xvTrQ9_JnFTioc/edit

https://docs.google.com/document/d/1yjx2SZY8DGiMWeYsouBOGeyqzZMxSQ9y9LlqMtNBqeg/edit

Links to specification and exam information:

https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF

https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF

Subject: Maths	Year: 9	HOD: Mr Monks	Lessons per Fortnight: 8	
The intent of our curriculum is:				
The KS3 curriculum in mathematics is carefully designed and sequenced to provide our students with an aspirational bridge between KS2 and KS4. We build on prior knowledge supporting students to develop deeper connections between the various disciplines of mathematics, enabling them to confidently and successfully apply their reasoning and problem solving skills in every-day life. By discovering the beauty and the power of mathematics students gain a deeper understanding of the wider world around them.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Higher 1.1 Number problems and reasoning 1.2 Place value and estimating 1.3 HCF and LCM 1.4 Calculating with powers (indices) 1.5 Zero, negative and fractional indices 1.6 Powers of 10 and standard form 1.7 Surds	**Higher** 2.1 Algebraic indices 2.2 Expanding and factorising 2.3 Equations 2.4 Formulae 2.5 Linear sequences 2.6 Non-linear sequences 2.7 More expanding and factorising 3.1 Statistical diagrams 1 3.2 Time series 3.5 Averages and range	**Higher** 3.3 Scatter graphs 3.4 Line of best fit 3.6 Statistical diagrams 2 4.1 Fractions 4.2 Ratios 4.3 Ratio and proportion 4.4 Percentages 4.5 Fractions, decimals and percentages	**Higher** 6.1 Linear graphs 6.2 More linear graphs 6.3 Graphing rates of change 6.4 Real-life graphs 6.5 Line segments 6.6 Quadratic graphs 6.7 Cubic and reciprocal graphs 6.8 More graphs	**Higher** 5.1 Angle properties of triangles and quadrilaterals 5.2 Interior angles of a polygon 5.3 Exterior angles of a polygon 5.4 Pythagoras' theorem 1 5.5 Pythagoras' theorem 2 5.6 Trigonometry 1 5.7 Trigonometry 2 8.1 3D solids 8.2 Reflection and rotation 8.3 Enlargement 8.4 Transformations and combinations of transformations
Foundation 1.1 Calculations 1.2 Decimal numbers 1.3 Place value 1.4 Factors and multiples 1.5 Squares, cubes and roots	**Foundation** 2.1 Algebraic expressions 2.2 Simplifying expressions 2.3 Substitution 2.4 Formulae 2.5 Expanding brackets	**Foundation** 3.1 Frequency tables 3.2 Two-way tables 3.3 Representing data 3.4 Time series 3.5 Stem and leaf diagrams	**Foundation** 7.1 Mean and range 7.2 Mode, median and range 7.3 Types of average 7.4 Estimating the mean 7.5 Sampling	**Foundation** 5.7 Generating sequences 5.8 Using the nth term of a sequence 11.1 Writing ratios 11.2 Using ratios 1

1.6 Index notation 1.7 Prime factors	2.6 Factorising 2.7 Using expressions and formulae	3.6 Pie charts 3.7 Scatter graphs 3.8 Line of best fit	5.1 Solving equations 1 5.2 Solving equations 2 5.3 Solving equations with brackets 5.4 Introducing inequalities 5.5 More inequalities 5.6 More formulae	11.3 Ratios and measures 11.4 Using ratios 2 11.5 Comparing using ratios
Cross over 1.3 Place value 1.1 Number problems and reasoning 1.2 estimating 1.6 Powers of 10 and standard form 1.3 HCF and LCM 1.4 Calculating with powers (indices) 1.5 Zero, negative and fractional indices	**Cross over** 2.1 Algebraic expressions 2.1 Algebraic indices 2.2 Simplifying expressions 2.5 Expanding brackets 2.6 Factorising 2.2 Expanding and factorising 2.3 Equations 5.6 formulae 5.7 Generating sequences 5.8 Using the nth term of a sequence 3.5 Averages and range	**Cross over** 7.5 Sampling 3.2 Two-way tables 3.6 Pie charts 3.5 Stem and leaf diagrams 3.4 Time series 3.3 Scatter graphs 3.4 Line of best fit 4.1 Fractions 4.2 Ratios 4.3 Ratio and proportion 4.4 Percentages 4.5 Fractions, decimals and percentages 5.2 Solving equations 2 5.3 Solving equations with brackets 2.4 Formulae 2.5 Linear sequences 2.6 Non-linear sequences	**Cross over** 6.4 Real-life graphs 9.5 Real-life graphs 6.3 Graphing rates of change 9.6 Distance-time graphs 9.1 Coordinates 9.2 Linear graphs 9.3 Gradient 9.4 y = mx + c 6.6 Quadratic graphs 6.7 Cubic and reciprocal graphs 6.8 More graphs circle graphs only	**Cross over** 6.1 Properties of shapes 6.2 Angles in parallel lines 5.1 Angle properties of triangles and quadrilaterals 5.2 Interior angles of a polygon 5.3 Exterior angles of a polygon 5.4 Pythagoras' theorem 1 5.5 Pythagoras' theorem 2
How learning will be assessed:				
At the end of each unit of work there will be a short in class test. Three times during the school year students will be assessed on a variety of topics based on what they learned in middle school and their time at Cedars. From this a student will be given a 'working at' grade indicative of if they sat their GCSE at that moment in time and a predicted grade for the end of year 11 will also be reported home.				
How parents/carers can support learning at home:				
By ensuring that your child has the correct equipment with them for every lesson and for the exam - a pen, pencil, ruler, protractor, a pair of compasses, a calculator and a rubber. Ensure that your child completes all maths homework on time.				

After each assessment a list of topics with links to mathswatch videos will be given to each student to target the gaps in their knowledge.
Please ensure your child engages with this material.
Buy revision materials on Parentmail and ask your child to let their teacher know a purchase has been made.

Revision materials available:

- revision guide
- flash cards

help videos and powerpoint about our online platforms

Online resources that can support learning:

- Cedars maths Google site
  - Students and parents can access this google site which provides all key information into 1 place
  - The site has links to useful revision websites as well as past papers with help videos
  - GCSE revision list

- www.drfrost.com
  - Students have individual logins and passwords - they can reset the password themselves if they cannot remember it, they will need to speak to their teacher if there are still issues.

- www.mathswatch.co.uk
  - Students have individual logins and passwords - they can access the site by clicking on the sign with google link, they will need to speak to their teacher if there are still issues.

- www.physicsandmathstutor.com
  - Edexcel revision by grade or topic

- www.mmerevision.co.uk
  - Edexcel revision or worksheets

Suggested wider reading:

Expected homework set over the year:

Homework is set once per week, usually via an online platform.

Links to PLCs:
Base assessment PLC Base assessment Higher PLC December foundation assessment PLC December Higher assessment PLC December intermediate assessment PLC April foundation assessment PLC April Higher assessment PLC April intermediate assessment PLC
Links to specification and exam information:
Scheme of work Specification

Subject: Science	Year: 9	HOD: Mr Beaumont	Lessons per Fortnight: 7	
The intent of our curriculum is:				
• In year 9 we cover any topics that aren't covered in depth in KS3 and then prepare them for the KS4 curriculum. **We have a focus on disciplinary knowledge** as well as **substantive knowledge** and take a baseline measurement and then build on what students know throughout year 9. This enables our learners to achieve excellence and be successful both in the short term and long term. • The three scientific disciplines (Biology, Chemistry and Physics) are taught in equal amounts. Students will be taught an engaging series of science lessons as an introductory unit in September of Year 9. This enables them to develop their scientific enquiry and academic writing skills.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Cell Structure & Transport Atomic Structure	Atomic Structure Continued The Periodic Table Conservation & Dissipation of Energy	Conservation & Dissipation of Energy Continued Cell Division	Energy Resources Organisation & the Digestive System	Organisation & the Digestive system continued Organising Animals & Plants
How learning will be assessed:				
Synoptic Tests throughout the year				
How parents/carers can support learning at home:				
Please refer to our Science Google Revision site for resources and suggestions as to how you can support your child.				
Online resources that can support learning:				
Suggested wider reading:				

Expected homework set over the year:
Homework will be set via Google Classroom and will involve a variety of activities including Educake assignments, worksheets, revision for assessments etc.
Links to PLCs:
Links to specification and exam information:
GCSE Combined Science: Trilogy 8464

Subject: Art & Design	Year: 9	HODs: Mrs Hanson & Mrs Hutchings	Lessons per Fortnight: 2	
The intent of our curriculum is:				
Art is for everyone. We aim to develop creative, engaged, and resilient students through an exciting curriculum designed to build your skills step-by-step. By establishing a solid foundation in a broad range of art techniques, we empower you to become an increasingly independent and confident creator. This journey prepares you perfectly for the next steps in your creative education. In our department, success comes in many forms—whether that means mastering a complex new technique or simply finding joy in discovering a new way to look at the world.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Natural Forms: Ceramics Focus on: Drawing through observation Research an artist - Alice Ballard Designing in the style of the artist for a ceramic piece - 'pods' Making a ceramic piece	Iconic Portraits: Focus on: Using Photopea to digitally alter a portrait Focus on skills with acrylic painting Research contemporary artists - Andy Warhol	Tools/Objects: Focus on: Recording skills in various media (biros, fineliners, watercolour paint etc.) Mark-Making techniques Layering an image & Typography Research artists - Molly Brose, Jim Dine & Michael Craig-Martin		Animals in Art: Oil pastel, Colouring pencil, pen Focus on: Colour blending Oil pastel skills Zentangle pattern Research an art movement - Expressionism, Franz Marc & Carolee Clarke
How learning will be assessed:				
Summative - Self-assessment PLCs, verbal or whole class feedback Formative - Unit assessment with teacher feedback Assessed against KS4 art curriculum standards set by examination boards; if they continued with art to GCSE level, the most likely grade outcome				

How parents/carers can support learning at home:
Check Google Classroom: All classwork and resources are updated regularly. If your child is absent, please ensure they check here to stay on track. **Start a Conversation:** Ask them about their artwork! Great conversation starters include: *What are you drawing at the moment? Which artists are inspiring you? What new techniques have you tried this week?* **Look Around:** Encourage your child to notice the world around them. Remind them that everything—from clothing to architecture—was created by a designer, craftsperson, or artist. **Experience Art:** If you can, take a trip to a local art gallery to see work in person. Many excellent exhibitions are completely free, or you can explore world-class museums together from the comfort of home via a virtual online tour!
Online resources that can support learning:
https://www.bbc.co.uk/bitesize https://www.tate.org.uk/kids Google Arts & Culture https://artboxkids.com/f/top-5-best-art-websites-for-kids https://www.educationquizzes.com/ks3/art-and-design/
Suggested wider reading:
50 Artists you should know by Thomas Koster (and other 50 ….. in the series) The Art Book by Phaidon 13 Modern Artists Children Should Know by Brad Finger
Expected homework set over the year:
One homework set per topic - this can be either a practical task or a research task. All homework will be set on Google Classroom. Watch - To support the understanding of a working ceramicists design process ‘Natural Forms: Pods’ unit: Alice Ballard
Links to PLCs:
Links to specification and exam information:
Pearson Edexcel GCSE (9-1) Art & design: See the Overview for specification.

Subject: Computer Science	**Year:** 9	**HOD:** Mr Williams	**Lessons per Fortnight:** 2	
The intent of our curriculum is:				
To equip our students with Computing, IT and Digital Literacy knowledge and skills, to enable them to become active participants in today's digital world and prepare them for their future life journey. We will engage them in diverse, inspirational learning inclusive to all. Our innovative curriculum is fully aligned to the National Curriculum, following a learning journey with resources from the most appropriate sources. We will adapt our curriculum to maximise learning benefit to our learners. Our teachers are subject specialists, fully supported by an active programme of CPD for teaching & learning. We will assess our students' learning on a regular basis at key points in the curriculum.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Google Workspace Skills	Introduction to Python programming	Physical Computing	Cisco introduction to Cybersecurity	Artificial Intelligence (AI)
How learning will be assessed:				
Baseline assessment at start of course. Occasional quiz-style tests on unit elements on a progression basis. Summative assessment at the end of each unit.				
How parents/carers can support learning at home:				
Parents should encourage set time for homework tasks, as well as providing internet access and encouraging the use of Chromebooks at home.				
Online resources that can support learning:				
Google Workspace skills unit content Oak Academy - Introduction to Python Programming Raspberry Pi Foundation - Getting started with the Raspberry Pi Pico Cisco NetAcad introduction to Cybersecurity online resources				

Suggested wider reading:
BBC Bitesize KS3 Computer Science - Programming
Expected homework set over the year:
Completion of class exercises throughout Year 9. Staying up to date with Cisco cybersecurity learning tasks.
Links to PLCs:
https://sites.google.com/cedarsupper.co.uk/y9-cs/revision/plc
Links to specification and exam information:
Cisco Networking Academy - Introduction to Cybersecurity

Subject: Dance	**Year:** 9	**HOD:** Ms Smith	**Lessons per Fortnight:** 3	
The intent of our curriculum is:				
We believe all students should have access to an aspirational and inclusive dance curriculum taught within core PE. In Year 9, students will enhance their creativity and confidence through various dance techniques and performance opportunities. Group workshops will foster collaboration, communication, and teamwork. Dance promotes skills valuable across the curriculum and beyond, encouraging students to reflect, evaluate, and build resilience. We aim for high commitment inside and outside lessons, offering extracurricular classes to develop technical and expressive skills, relationships, and self-esteem.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Introduction to Dance Students will be introduced to dance education, using "Just Dance" as their stimulus for the term. They will develop knowledge and practical skills in choreography, performance, and understanding choreographic devices. This exploration not only builds confidence, self-esteem, and teamwork abilities but also focuses on building skills in creativity as they learn to utilise choreographic devices. Additionally, students will engage in exercises and have fun, fostering a positive learning environment that enhances communication, problem-solving, and adaptability skills essential for personal and academic growth across different subjects.		**Choreography** This unit dives into the art of choreography. You'll learn to create unique movement by exploring various compositional devices, using diverse stimuli, and integrating aural accompaniment to spark ideas. Through structured exercises and improvisation, you'll develop your own distinct movement vocabulary, enhancing both your technical skills and artistic expression.		**Introduction to Dance GCSE course** Practical exploration and dance workshops - Exploring different dance genres - Developing knowledge of choreography - Developing technical and expressive skills - Developing the ability to work alongside others
How learning will be assessed:				
At the end of each unit, there will be an assessment using GCSE marking criteria. Throughout the school year, students will undergo three assessments covering various topics they have learned at Cedars. These assessments will determine a 'working at' grade, indicating the level they would achieve if they took their GCSE at that moment. Additionally, a predicted grade for the end of Year 11 will be reported to parents.				

How parents/carers can support learning at home:
Encourage students to actively participate in practical lessons, stepping out of their comfort zones to develop transferable skills in dance that enhance confidence. Parents and carers can support this by fostering a positive environment at home that encourages creativity and by showing interest in their child's dance activities and achievements.
Online resources that can support learning:
Students are encouraged to participate in a variety of dance workshops outside of school to further develop their skills. Students are encouraged to develop their dance appreciation by watching performances either online or attending the theatre.
Suggested wider reading:
Expected homework set over the year:
Links to KPI:
Year 9 Dance-Key Progress Indicator
Links to specification and exam information:
https://www.rslawards.com/creative-and-performing-arts/#capa-syllabus-download Level 1 & 2 in Tech Awards in Creative and Performing Arts
Extra Curricular:
Cedars Dance Company: Offers numerous opportunities for dancers to represent the school at various Chiltern Trust events, competitions, and awards evenings. School Production: Auditions for our annual school musical are in the Autumn Term

Subject: Drama	**Year:** 9	**HOD:** Ms Smith	**Lessons per Fortnight:** 1	
The intent of our curriculum is:				
We believe all students should have access to an aspirational and inclusive drama curriculum. In KS3, students will enhance their creativity and confidence through various drama techniques and performance opportunities. Group workshops will foster collaboration, communication, and teamwork. Drama promotes skills valuable across the curriculum and beyond, encouraging students to reflect, evaluate, and build resilience. We aim for high commitment inside and outside lessons, offering extracurricular classes to develop technical, expressive skills, relationships, and self-esteem.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
<u>Introduction to Drama</u> Students will be introduced to the various pathways within a Drama GCSE, developing knowledge and practical skills in acting, lighting, sound, and costume design. This exploration not only builds confidence, self-esteem, and teamwork abilities but also fosters transferable skills such as communication, creativity, problem-solving, and adaptability. These skills are valuable across different subjects enhancing overall personal and academic growth.		**<u>Devising</u>** Students will use their previous knowledge to create and perform original drama pieces in different styles. This process enhances their skills in directing, acting, and design, while also developing transferable abilities like collaboration, critical thinking, decision-making, and project management. These skills are valuable in academics and beyond, preparing students for various roles in their future endeavours.		**<u>Scripted</u>** Students will enhance their speaking and listening skills through the exploration of scripts from various drama texts. They will further develop their communication, creativity, and teamwork skills in preparation for commencing their GCSE studies.
How learning will be assessed:				
At the end of each unit, there will be an assessment using GCSE marking criteria. Throughout the school year, students will undergo three assessments covering various topics they have learned at Cedars. These assessments will determine a 'working at' grade, indicating the level they would achieve if they took their GCSE at that moment. Additionally, a predicted grade for the end of Year 11 will be reported to parents.				

How parents/carers can support learning at home:
Encourage students to actively participate in practical lessons, stepping out of their comfort zones to develop transferable skills in drama that enhance confidence. Highlight the variety of GCSE Drama options beyond acting, such as lighting, sound, and costume design, urging students to explore these avenues fully and potentially discover new interests. Parents and carers can support this by fostering a positive environment at home that encourages creativity and by showing interest in their child's drama activities and achievements.
Online resources that can support learning:
https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc https://www.bbc.co.uk/bitesize/groups/cr0r5883rj8t You could watch Live Theatre online or take a trip to the Theatre.
Suggested wider reading:
Blood Brothers by Willy Russell Bouncers and Shakers by John Godber I Love You Mum I promise I won't die by Mark Wheeler
Expected homework set over the year:
Homework is used to support in-class learning and progress. For example: - Bringing in resources for design challenges. - Practising their parts at home or within groups at lunchtimes - Reviewing or memorising what has been learned in class. Students are assigned homework in line with the homework policy
Links to KPI:
Year 9 Drama-Key Progress Indicator
Links to specification and exam information:
https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_keydocuments

Extra Curricular
Cedars Theatre Company - Lunchtimes: In a lunchtime drama club, students participate in activities like improvisation, script reading, role-playing, rehearsals, costume and prop design, and performance practice. These sessions foster creativity, teamwork, and confidence in a supportive and engaging environment. **Cedars Technical Club** - Lunchtimes: For students interested in learning more about lighting and sound design and training to use the equipment to support school events. **School Production** - Auditions for our annual school musical are in the Autumn Term

Subject: Engineering	Year: 9	HOD: Mr Williams	Lessons per Fortnight:1	
The intent of our curriculum is:				
• Provide opportunities for students to engage in learning through the practical application of engineering, scientific and mathematical knowledge. • Equip students with the necessary practical skills and theoretical knowledge to tackle technical challenges and manufacture engineered solutions. • Develop independence and resilience alongside adaptability, common sense and a willingness to take calculated risks. • Prepare students for future careers in engineering and/or enable them to make an educated contribution to determining how engineering can be best utilised for the future betterment of human-kind.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Engineering Project: The Spinning Top (3-4 Hrs) SOL Learning Objectives: To develop skills in interpreting graphical communications methods. To experience using machines to manufacture artefacts within defined tolerances.	Engineering Project: The Spinning Top (3-4 Hrs)	Electronics & Systems: Genie Project (3-4 Hrs) SOL Learning Objectives: To develop an understanding of basic electronic circuits and their construction. To develop an understanding of electronic control systems and associated programming skills.	Electronics & Systems: Genie Project (3-4 Hrs)	CADCAM Project: Laser Cutting/3D Printing/Casting SOL Learning Objectives: To develop an understanding of 2D and 3D CAD and associated applications. To develop the practical skills required to design and manufacture artefacts using 2D and 3D CAD and CAM.
How learning will be assessed:				
Students are assessed in terms of their engagement, resilience and willingness to engage with the tasks associated with practical engineering activity. Theory elements of the course are assessed through short on-line tests and verbal questioning in lessons.				
How parents/carers can support learning at home:				
Encourage students to engage with opportunities provided that may extend beyond normal ‘comfort’ zones.				

Preview lessons and the associated learning prior to the lesson and come with a basic understanding of what will be covered in the lesson. This will allow for much more rapid progress in the limited time available in the workshops.
Online resources that can support learning:
All lessons are fully supported with assignments based on Google Classroom.
Suggested wider reading:
Expected homework set over the year:
Links to PLCs:
Links to specification and exam information:

Subject: Fashion	Year: 9	HOD: Mr Williams	Lessons per Fortnight: 1

The intent of our curriculum is:

The fashion and textiles curriculum at Key Stage 3 is designed to offer students a comprehensive grasp of textiles and their many applications within fashion and design. Our educational approach seeks to equip students with a diverse range of skills and competencies. These skills not only empower students to excel in the world of fashion and textiles, but also cultivate creative thinking. Throughout their Key Stage 3 journey, students will embark on projects designed to help them develop research skills, creative ideas, technical abilities and ethical consciousness. Our aim is to inspire and nurture a passion for fashion and textiles within each student, whilst strategically preparing them for further studies and future career prospects within this field.

Topics taught:

Students will study Fashion twice a fortnight, over the course of one half term. Throughout this time they will cover the topics listed below:

1. Combining ideas: Using different sources to generate unique and functional designs
2. Skills development: Develop new textile skills and techniques, using them to enhance garments
3. Safety & Risk management: Following safety procedures in the Textiles workshop
4. Manufacturing techniques: Employing manufacturing techniques, including handcraft skills and machinery, to manufacture textile products
5. Fashion Illustration techniques

How learning will be assessed:

Our Key Stage 3 Fashion curriculum will be primarily assessed through practical projects, mirroring the criteria of the BTEC course that our students may choose to progress onto. Students will demonstrate their skills and creativity through hands-on tasks, portfolio development, and reflective evaluations and will receive quality feedback for this work, along with a holistic grade.

How parents/carers can support learning at home:

- Ensure your young person completes all homework set via the ‘homework’ tab in the Google classroom.
- Ensure your young person arrives at school each day with a fully charged chromebook so that they can engage fully with their lesson.
- Talk with your child about their current projects and ideas. Ask about their design choices and the processes they are using in lessons.
- Take trips to museums or exhibitions that feature fashion and textile arts to provide historical context and inspiration.

Online resources that can support learning:

All lessons/required resources will be posted onto Google Classroom

Suggested wider reading:
Artist/Designers we will be using as inspiration: ● Suzanne Almond (use of collage - specific focus on faces) ● Kim Thittichai (use of bondaweb in design) ● "Hot Textiles: Inspiration and Techniques with Heat Tools" by Kim Thittichai
Expected homework set over the year:
Homework is used to support in-class learning and progress. For example: ● Bringing in additional resources to further personalise practical work ● Researching the work of other creative practitioners in the field of fashion and textile design ● Completing outstanding tasks following a lesson Students are assigned homework in line with the homework policy
Links to PLCs:
Year 9 Fashion PLC
Links to specification and exam information:
● BTEC Tech Award in Art and Design (Fashion Textiles) BTEC Tech Award in Art and Design Practice (Fashion Textiles Specialism) is a creative and hands-on course that allows you to explore the exciting world of fashion and textiles. Through practical design and making activities, you will develop a strong understanding of materials, techniques, and the creative process used in the fashion industry. This qualification focuses on developing your personal style, experimenting with fabric and form, and building a portfolio that showcases your individual talents and design thinking.

Subject: Food	Year: 9	HOD: Mr Williams	Lessons per Fortnight: 1

The intent of our curriculum is:

Our curriculum provides a comprehensive understanding of food, nutrition and health, and enables young people to make informed dietary choices that promote lifelong health and well-being. Culinary skills, food safety and hygiene practices are at the heart of all our projects and are considered vital in developing confidence in the kitchen and in preparing students to create diverse and healthy meals. Students will be encouraged to think critically when exploring topics relating to food choice, food provenance and food science. Issues surrounding sustainability and food production will also be addressed, proving particularly beneficial for future studies or careers in food science, agriculture, or food marketing. The Key Stage 3 Food curriculum endeavours to develop a love for food based on knowledge, skills, and an appreciation for its role in our lives and society.

Topics taught:

Students will study Food and Nutrition twice a fortnight, over the course of one half term. Throughout this time they will cover the topics listed below:

1. Food hygiene & Safety
2. The science of Choux Pastry
3. Choux Pastry (practical)
4. Introduction to time Plans
5. Food Choice
6. Thai Green Curry/Spinach, Chickpea & Potato Curry (practical)
7. Costing
8. Food Labelling & Allergens
9. One pot tomato risotto (practical)
10. Environmental issues & Sustainability
11. Calzone: Adapted recipe (practical)

How learning will be assessed:

Our Key Stage 3 Food curriculum assessment will include a mix of formative techniques and reflective tasks, alongside summative methods such as exam questions. This varied approach will ensure a comprehensive evaluation of students' knowledge and skills. For reporting purposes, Food students will complete an end of topic written paper, in the style of the GCSE Food and Nutrition examination. This, along with students' practical skills development, will be taken into account when arriving at a grade.

How parents/carers can support learning at home:
● Ensure your young person completes all homework set via the ‘homework’ tab in the Google classroom ● Ensure your young person arrives at school each day with a fully charged chromebook so that they can engage fully with their lessons ● Encourage a general love of cooking and explore a variety of recipes and cooking skills with your young person at home
Online resources that can support learning:
All lessons/required resources will be posted onto Google Classroom
Suggested wider reading:
● Food a Fact of Life (useful for a variety of different food related topics) ● "The Science of Cooking: Every Question Answered to Perfect Your Cooking" by Dr. Stuart Farrimond ● "How Food Works: The Facts Visually Explained" by DK ● The BBC Good Food website offers a range of articles on nutrition and healthy eating: BBC Good Food - Healthy Eating ● NHS Change4Life: Provides resources and tips on healthy eating for families. It includes recipes, meal ideas, and advice on balanced diets: Change4Life - Food Facts
Expected homework set over the year:
Homework is used to support in-class learning and progress. For example: ● Bringing in food for practical lessons ● Completing outstanding tasks following a lesson ● Reviewing or memorising what has been learned in class. Students are assigned homework in line with the homework policy
Links to PLCs:
Year 9 Food and Nutrition PLC
Links to specification and exam information:
● AQA Food Preparation & Nutrition GCSE Specification GCSE Food Preparation and Nutrition is an exciting and creative course which includes practical cooking skills to ensure that you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on practical cookery skills to give you a strong understanding of nutrition.

Subject: French	Year: 9	HOD: Mrs Betts	Lessons per Fortnight:4	
The intent of our curriculum is:				
The Modern Foreign Languages Curriculum is designed to instil a love of language learning into all students, to raise awareness, inspire and improve understanding of the culture and identity of people and communities; providing a window to the wider world. Language-learning takes them out of their comfort zone and fosters new ways of thinking. We promote high quality acquisition of language skills and competence in listening, reading, speaking and writing, creating an aspirational bridge to fulfil their potential in external GCSE exams and beyond, and increase students' career choices, ambition and employability in later life. They practise the language in a variety of ways, such as role plays, group work and media presentations. Through regular interaction with teachers and peers, students speak with increasing confidence and fluency.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Moi, ma famille et mes amis ● revision of family members ● describing myself and others using the verbs avoir & être ● saying what I used to be like, using the Imperfect Tense	**Chez le médecin** ● parts of the body ● saying what hurts ● describing other symptoms and illnesses ● using the Perfect Tense to say what happened ● using 'il faut' and the imperative to give advice ● carrying out a role play at the doctor's	**Une vie saine** ● talking about what sport(s) you do and for how long ● saying what you do or don't do to live a healthy life ● discuss wider health concerns	**Les médias** ● saying what you use technology for ● describing favourite programmes ● talking about film genres; saying when you go to the cinema and with whom ● revisiting past and future tenses in context of social media, gaming, TV and film	**Ma ville** ● describing my region ● describing places in town ● asking for and following directions ● saying what I am going to do in my town ● research project on Francophone town/city
How learning will be assessed:				
● Regular checking for understanding in class, including live marking, MWBs and low stakes quizzes ● End of module tests				

How parents/carers can support learning at home:
• Check Google Classroom for homework and ensure that the work set is completed to a high standard and handed in on time. • Encourage your child to complete homework, ensuring there is a quiet place at home to work without any distractions. • Encourage your child to learn about French-speaking culture and find ways to further their learning outside the school. • Contact the classroom teacher if there is a reason for homework not being completed or if you have any questions or concerns.
Online resources that can support learning:
• Quizlet • Language Gym • Wordreference online dictionary • BBC Bitesize • Miss Daligand's website
Suggested wider reading:
French Super Curriculum
Expected homework set over the year:
• Low stakes quizzes • Learn vocab and grammar for tests • Assignments set on Language Gym • Assignments set on Google Classroom to practise specific vocab, grammar or skills
Links to PLCs:
Sentence Builders - in exercise books and on Google Classroom KPIs
Links to specification and exam information:
Edexcel French GCSE

Subject: Geography	Year: 9	HOD: Mrs Aiken	Lessons per Fortnight: 4	
The intent of our curriculum is:				
Studying Geography helps to provoke and answer questions about the world, encouraging students to develop a greater understanding of the environment and human interaction with it. It is by nature an investigative subject, which develops an understanding of concepts, knowledge and transferable skills such as problem solving, data analysis and critical thinking. We seek to develop engaged and aspirational students by inspiring a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We develop respectful and determined global citizens through promoting students' interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum provides opportunities for all students to successfully engage with the geographical world through exploring texts, wider reading, and the use of digital technology such as GIS. The Geography curriculum at all key stages provides students with a greater understanding of the world that helps students to find their place in an increasingly globalised job market and can lead to careers in international business and trade; jobs in the new 'green economy' as well as potential careers in government and the civil service.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Ecosystems	Development	Population change	Weather and Climate	Resources and Food Security
How learning will be assessed:				
Learning will be assessed both formatively through in class learning checks, quizzes, questioning and retrieval tasks and summatively through end of topic tests.				
How parents/carers can support learning at home:				
Ask your child about what they have been learning about in Geography and help them try to connect this to current affairs and the world around them by watching the news or documentaries together, this will make geographical topics more relevant. Many of the topics covered in Year 9 are current global issues such as population change, extreme weather and resource security.				

Online resources that can support learning:
The National Geographic website has a number of interesting articles that are up to date and accessible.
Suggested wider reading:
• The Incredible Ecosystems of Planet Earth' by Rachel Ignotofsky • How to Give Up Plastic: Simple Steps to Living Consciously on our Blue Planet' by Will McCallum • 'Plastic Sucks! You Can Make a Difference' by Dougie Poynter • 'The Plasticology Project' by Dr Paul Harvey • Weather' by DK • 'Map Your Planet: Climate Change' by Rachel Minay • 'Stormy Weather' by Anita Ganeri • 'You Wouldn't Want to Live Without Extreme Weather!' by Roger Canavan • 'Economic Development' by Peter Cramp • 'Population 10 billion' by Danny Dorling • 'Planet of Slums' by Mike Davis • 'The New Poverty' by Stephen Armstrong • 'The Great Escape' by Angus Deaton • 'Poverty' by Rachel Minay • 'Prisoners of Geography: Ten maps that tell you everything you need to know about global politics' by Tim Marshall Programmes: • 'Blue Planet' BBC • 'Planet Earth I/II/III' BBC • 'Britain's Wildest Weather' Channel 4 • 'Gathering Storm' National Geographic • 'Slum Survivors' BBC3
Expected homework set over the year:
Homework will be set once a fortnight, it will take a variety of formats including written tasks, revision for assessments, research, quizzes.
Links to PLCs:
Y9 PLC Ecosystems
Links to specification and exam information:
AQA | GCSE | Geography | Specification at a glance

Subject: German	Year: 9	HOD: Mrs Street	Lessons per Fortnight: 4	
The intent of our curriculum is:				
The Modern Foreign Languages Curriculum at Cedars Schools is designed to instil a love of language learning into all students, to raise awareness, inspire and improve understanding of the culture and identity of people and communities; providing a window to the wider world. Language-learning takes them out of their comfort zone and fosters new ways of thinking. We promote high quality acquisition of language skills and competence in listening, reading, speaking and writing, creating an aspirational bridge to fulfil their potential in external GCSE exams and beyond, and increase students' career choices, ambition and employability in later life. They practise the language in a variety of ways, such as role plays, group work and media presentations. Through regular interaction with teachers and peers, students speak with increasing confidence and fluency.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Unit 1- Hallo! Willkommen-Greetings Das Alphabet- German alphabet and phonics introduction Die Zahlen/Wie alt bist du?- Talking about my age and birthday" Meine Familie und Haustiere- My family and pets Wie bist du?- Describing personality. Wie siehst du aus? Describing appearance.	**Unit 2- Meine Schule** In meinem Etui- Items in your pencil case Im Klassenzimmer- classroom instructions Mein Klassenzimmer und Meine Schule- Classroom items and facilities in school Meine Schulfacher- School subjects and opinions. Wie spat ist es? - Telling the time and talking about your timetable Lehrer und Lehrerinnen- Describing teachers Weihnachten in Deutschland Christmas in Germany	**Unit 3- Mein Leben** Was spielst du normalerweise?- Ball sports and frequency Was machst du gern in deiner Freizeit? Opinions of a variety of hobbies Ich bin online Using the internet Was wirst du nächstes Wochenende machen? Using future tense to talk about your plans Was isst du gern zum Frühstück? Breakfast food and drink Mein Lieblingsessen Food preferences and eating habits Im Café	**Unit 3- Mein Leben cont** Isst du gesund? Healthy eating + recap of food and drink vocabulary. Wie lebt man gesund? Healthy living Ein gesundes Leben- Healthy lifestyle Ostern- Easter in Germany	**Unit 4- Wo ich wohne** Wo wohnst du?- Talking about where you live and your house. In meinem Haus- Describing the rooms in your house Was gibt es in deiner Stadt? What there is and isn't in your town Wie ist deine Stadt? Describing your town Was kann man in der Stadt machen? Talking about what you can do in town. Eine Stadt wo man Deutsch spricht- German speaking town/region research assignment

		Ordering food and drinks		

How learning will be assessed:

- **Autumn Term 1 -** Written assessment - Students will be required to answer basic questions on themselves and family in German.
- **Autumn Term 2 -** Reading and Listening assessment - Students will be required to answer comprehension questions using both reading and listening skills.
- **Spring Term -** Speaking assessment - Students will be interviewed in German by their teacher and will be required to respond in German to questions about their free time and lifestyle.
- **Summer Term -** Cultural research project (informally assessed). Students will complete a research project on a town/city or region of Germany (or another German speaking country) of their choice.

How parents/carers can support learning at home:

- Encourage and support students with vocabulary learning.
- Practise speaking skills with students to boost their confidence.
- Remind students to access lesson resources via Google classroom (posted regularly).
- Ensure students complete all homework tasks.

Online resources that can support learning:

- Quizlet https://quizlet.com/latest Students will join their class group and I will assign any sets of vocabulary I would like them to study.
- Blooket https://www.blooket.com/ We use this resource in class to consolidate vocabulary learning but students can also play solo games at home to recap any vocabulary they feel they need to revisit.
- Language gym https://uk.language-gym.com/ Students will be invited to join their class group and I will assign them tasks to do based on what we have been learning in class.
- German-games.net https://www.german-games.net/ Students can access a variety of topics and games to help them consolidate vocabulary.
- German vocabulary practice website https://sites.google.com/cedarsupper.co.uk/daligandgn/german/y9-gn

Suggested wider reading:

Short story books from Lesekiste and Lesezeichen in the red reading box in room 2.37.

Expected homework set over the year:

Homework will usually be set once a fortnight and tasks will include vocabulary learning, conversation practice, creative tasks, short written tasks, grammar practice worksheets and preparation for assessments.
Links to KPIs:
Year 9 German KPI document
Links to specification and exam information:
Edexcel GCSE German Specification from 2024

Subject: History	**Year:** 9	**HOD:** Mrs Podmore-Taylor	**Lessons per Fortnight:** 4	
The intent of our curriculum is:				
History lessons at Cedars will allow students to develop a strong understanding of the past by learning about significant events in British and world history. While they do this, they will develop the historical skills to be able to analyse the past, making sense of what happened using concepts like significance, cause, consequence, continuity and change. They will become adept at analysing historical sources, whilst also developing an appreciation of different historical interpretations and how the context that an historian writes in can influence their work. Students will become practised at communicating their ideas in writing and verbally. They will experience history 'first hand' through source analysis, high quality trips and through visits from external speakers. They will develop a sense of historical empathy and intellectual honesty about the past, whilst also becoming familiar with British values and an awareness of differences between groups/cultures and their experiences. Finally, they will be given the opportunity and support to develop their skills as independent thinkers and learners. We are passionate about preparing our students to become confident, responsible citizens who are able to make a positive contribution to society based on a strong understanding of how our history has shaped our present.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Introduction: Was Britain a powerful country in 1900? The First World War, 1914-18	The inter-war Years, 1920-1930	The Second World War, 1939-45	The Holocaust	The C20th; a century of creation?
How learning will be assessed:				
Learning is assessed through regular class assessments. Marked assessments will take place every half term. These assessments are designed to test the knowledge and historical skills of students.				
How parents/carers can support learning at home:				
During year 9 we study some of the most significant events of the 19th and 20th centuries. The more students can engage with what happened during this time period, the more secure their understanding will become. There are a number of different activities that parents and carers could do to help enhance the learning of their children. Some ideas include:				

- ***Visit a museum or historical place***: The Imperial War Museum (5 locations, including London and Duxford)
- ***Watch a documentary***: There are a number of good documentaries on BBC Iplayer. There are also a number on Netflix, which is a paid service. For both of these services, some of these documentaries will be a 15 rating, so please be sure to read the description before you start.
- ***Listen to a podcast***: History HIT has a large back catalogue of history podcasts that can be accessed through streaming sites like Spotify. BBC Podcasts also has a number of interesting podcasts.

Online resources that can support learning:

There are a large range of interesting resources on the events of the 20th Century. The Imperial War museum has some excellent information on the First World War and the Second World Wars. History.com also has some very interesting articles.

Suggested wider reading:

Students will be invited to subscribe to Hindsight Magazine at the start of the year. This is a termly magazine that gives students a range of different articles on different historical topics.
The school library also has a large number of books and DVDs on the topics that are taught in year 9. Some of these will be a challenging yet rewarding read for year 9 students.

Expected homework set over the year:

Students will be given 30 minutes of homework every fortnight.

Links to PLCs:

Year 9 PLC Tracker

Links to specification and exam information:

N/A

Subject: Music	**Year:** 9	**HOD:** Mrs Purcell	**Lessons per Fortnight:** 2	
The intent of our curriculum is:				
To promote a love of Music and give students the opportunity to critically listen, compose and perform, applying theoretical concepts to practical music-making.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Stomp! & Film Music	Film Music & Songwriting	Musical Futures	Musical Futures	Popular Music Styles
Introduction to Music Technology (schedule varies according to room availability)				
How learning will be assessed:				
Practical work is assessed in lessons, against marking criteria which is shared with students ahead of assessed pieces of work. Live feedback is used extensively to set individualised targets and help students make progress.				
How parents/carers can support learning at home:				
• Listen to a wide range of music with your child - share your favourite things to listen to! • Encourage and support your child's interest in Music • Get in touch if you are interested in instrumental music lessons - kpurcell@cedarsupper.co.uk				
Online resources that can support learning:				
Ableton Learning Music - Ableton Learning Music BandLab - BandLab				
Suggested wider reading:				
Cedars Music Spotify profile - cedarsmusicdept | Spotify				

Expected homework set over the year:
• Bring in a ‘junk percussion’ instrument for Stomp! project • Practise pieces/instruments outside of lessons
Links to PLCs:
Year 9 MUSIC KPI
Links to specification and exam information:
GCSE Music: GCSE Music 8271 | Specification | AQA BTEC Music Technology: Specification - Pearson BTEC Level 1/Level 2 Tech Award in Music Practice 2022

Subject: PE	**Year:** 9	**HOD:** Mrs Dunning	**Lessons per Fortnight:** 3	
The intent of our curriculum is:				
To develop physical literacy amongst all students, ensuring they have the motivation, competence and knowledge to pursue a healthy and active lifestyle.				
Topics taught: An example of a students rotation could be:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Badminton	Football / Netball / Rugby	Fitness	Handball	Athletics
How learning will be assessed: KPIs & continuous with verbal feedback				
Students are assessed based on their behaviour, efforts and attitudes within PE lessons.				
How parents/carers can support learning at home:				
Encourage students to be proactive in being organised for their PE lessons and extra-curricular clubs, and supporting positive choices with them participating in local clubs and being active. Encouraging lifestyle activity for example walking to school and going on family cycle rides.				
Online resources that can support learning:				
About us | Sport England Tiddenfoot Leisure Centre - Everyone Active				
Suggested wider reading:				
We recommend students engage with any literature relating to sports, whether this be an autobiography of an elite sports person, or reading blogs from personal trainers and nutritionists regarding positive choices which can lead to positive health.				
Expected homework set over the year:				
Get out and be active!				

Links to PLCs: :
Links to specification and exam information:
GCSE - Physical Education (9-1) - J587 Cambridge Nationals - Sport Studies Level 1/Level 2 – J829

Subject: Philosophy & Ethics	**Year:** 9	**HOD:** Mrs Salamone	**Lessons per Fortnight:** 3	
The intent of our curriculum is:				
Philosophy and Ethics helps students explore and understand the world around them as well as enabling them to develop their own personal identity. We aim to deepen their knowledge and understanding of different philosophies and theologies. In an ever evolving world students learn how to study topical issues, understand and consider different viewpoints and use evidence to form their own opinions.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
		World views What are the Big Philosophical Questions? Where does morality come from? Should animals and humans be treated equally? Did God design the world? Why do people think God doesn't exist? (9 lessons)	Is there life after death? Different world views (6 lessons)	
How learning will be assessed:				
Summative - Self-assessments, verbal or whole class feedback Formative - End of topic assessment with teacher feedback				
How parents/carers can support learning at home:				
Talk to them, at dinner ask about what they have been studying and engage in discussion and debate. Share your thoughts and feelings on the topics and take on board their perspective. Be encouraging of them exploring other worldviews to encourage respect and understanding.				

Online resources that can support learning:
BBC Bitesize, Ben Wardle on Youtube
Suggested wider reading:
Philosophy & Ethics Super-curriculum
Expected homework set over the year:
Students will be sent homework once a week to consolidate, practice or review their learning.
Links to PLCs:
GCSE PLCs
Links to specification and exam information:
https://www.cedarsupper.org.uk/docs/Year_11_-_Subject_Overviews_2024-26.pdf

Subject: RSHE	**Year:** 9	**HOD:** Miss Terry	**Lessons Per Fortnight:** 3	
The intent of our curriculum is:				
RSHE lessons in KS3 are dedicated to helping students explore and understand the complexities of relationships, sex and health education. We equip students with the knowledge and skills they need to be active and responsible citizens within our society, and to be able to form and maintain healthy relationships with others. We focus on encouraging students to feel more confident in managing their own physical and mental health and teach them the skills needed to make informed decisions about their safety and wellbeing, including in the digital world. Students will be better able to manage the risks that life may present and deepen their knowledge and understanding of potential risks whilst in a safe environment. RSHE content is age appropriate and important issues are revisited to ensure they are fully understood. We prepare our students to become confident, empathetic, responsible citizens who are able to be resilient when faced with adversity.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
RSHE - Respect and Keeping Safe ● Safeguarding at Cedars ● What is respect? ● Equality Act 2010 and Protected Characteristics ● Racism and Racist Language ● Coercive Relationships ● Child Criminal Exploitation ● Assertiveness	**RSHE- Health Education** ● Introduction to mental health and wellbeing ● Anxiety ● Depression ● Resilience ● Legal and Illegal Drugs ● Vaping Nicotine ● Peer Pressure ● Concept of Addiction ● Gaming Addiction ● Social Media and Phone Addiction ● Healthy Eating	**Philosophy & Ethics** Students complete a Philosophy and Ethics unit this half term.	**Philosophy & Ethics** Students complete a Philosophy and Ethics unit this half term.	**RSHE - Relationships and Sex Education** ● Marriage and Civil Partnership ● Healthy and Unhealthy Relationships ● Consent ● Safer Sex ● Inappropriate Sexualised Behaviour ● Online Grooming ● Image Based Sexual Abuse ● AI Chatbots ● Forced Marriage and Honour Based Violence ● FGM ● Divorce and Separation

How learning will be assessed:
There is no formal assessment in RSHE. Students self-assess through the use of confidence trackers to indicate their understanding of a topic prior to and after completing the unit. Students complete subject knowledge Google Form quizzes which are used to assess their gained knowledge learnt throughout each topic.
How parents/carers can support learning at home:
Parents and carers can support students by speaking about the topics being covered in the curriculum at home, allowing opportunities for discussion and sharing of opinions. We encourage students to be open with their parents and carers about concerns they may have or difficulties they are experiencing. We also signpost to a range of external sources of support in lessons for students who may feel uncomfortable speaking to someone known to them. These websites also contain information for parents and carers.
Online resources that can support learning:
We signpost to a wide range of websites / local organisations / in-school support in lessons to support students with a range of concerns. ChildLine - free and confidential support on a wide range of topics affecting young people: https://www.childline.org.uk/ Young Minds - mental health support for young people: https://www.youngminds.org.uk/ The Mix: support on a wide range of topics for those under 25 years: https://www.themix.org.uk/ FRANK - information and support with drug use: https://www.talktofrank.com/ CEOP - Child Exploitation and Online Protection - reporting and support with inappropriate online activity: https://www.ceop.police.uk/Safety-Centre/ Brook - sexual health and wellbeing: https://www.brook.org.uk/ Report Remove - removing child sexual images from the internet: https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/ Fearless - anonymous crime reporting for under 18s: https://crimestoppers-uk.org/fearless/give-information-anonymously
Suggested wider reading:
There are a number of books that students can access in the school library on a wide range of RSHE issues, a small sample is listed below: ● Anxiety is Really Strange by Steve Haines ● Be Resilient by Nicola Morgan ● You Got This by Bryony Gordon ● Blame My Brain: The Amazing Teenage Brain Revealed by Nicola Morgan ● The Anxiety Survival Guide for Teens by Jennifer Shannon

Subject: Spanish	**Year: 9**	**HOD: Mrs Betts**	**Lessons per Fortnight: 4**	
The intent of our curriculum is:				
The Modern Foreign Languages Curriculum is designed to instil a love of language learning into all students, to raise awareness, inspire and improve understanding of the culture and identity of people and communities; providing a window to the wider world. Language-learning takes them out of their comfort zone and fosters new ways of thinking. We promote high quality acquisition of language skills and competence in listening, reading, speaking and writing, creating an aspirational bridge to fulfil their potential in external GCSE exams and beyond, and increase students' career choices, ambition and employability in later life. They practise the language in a variety of ways, such as role plays, group work and media presentations. Through regular interaction with teachers and peers, students speak with increasing confidence and fluency.				
Topics taught:				
Y9 Autumn 1	Y9 Autumn 2	Y9 Spring 1	Y9 Spring 2	Y9 Summer 1
Me presento ● saying what you are called ● nos 1-31 + months of the year ● saying how old you are and when your birthday is ● saying how many brothers and sisters you have, what they are called and how old they are	**Me presento Cont'd** ● saying where you are from ● the Spanish-speaking world ● saying what pets you have *End of module test* Christmas in Spain	**My likes and dislikes** ● me gusta/no me gusta + reasons ● school subjects ● introduction to food ● present tense regular verbs *End of module test*	**Free time activities** ● sports & hobbies with time phrases ● suelo/me gusta + infinitive ● introduction to future tense ● plans for the weekend *End of module test* Easter in Spain	**Where I live** ● describing your town ● comparing your town to another place ● following & giving directions ● tourist information leaflet
How learning will be assessed:				
● Regular checking for understanding in class, including live marking, MWBs and low stakes quizzes ● End of module tests				
How parents/carers can support learning at home:				

- Check Google Classroom for homework and ensure that the work set is completed to a high standard and handed in on time.
- Encourage your child to complete homework, ensuring there is a quiet place at home to work without any distractions.
- Encourage your child to learn about Spanish-speaking culture and find ways to further their learning outside the school.
- Contact the classroom teacher if there is a reason for homework not being completed or if you have any questions or concerns.

Online resources that can support learning:

- Quizlet
- Language Gym
- Wordreference online dictionary
- BBC Bitesize
- Espanolextra.com

Suggested wider reading:

Spanish Super Curriculum resources

Expected homework set over the year:

- Low stakes quizzes
- Learn vocab and grammar for tests
- Assignments set on Language Gym
- Assignments set on Google Classroom to practise specific vocab, grammar or skills

Links to PLCs:

- Sentence Builders - see exercise books
- KPIs

Links to specification and exam information:

Edexcel Specification from 2024