

14th January 2026

Dear Parents/Carers,

Re: Year 9 Spring Curriculum

I hope you and your families had a restful and enjoyable Christmas break. As we begin the spring term, I would like to extend a warm welcome back to all our students and thank you for your continued support.

The spring term is always a busy and purposeful time in our school calendar. For Year 9 students, assessments will take place between 19th and 30th January. Class teachers will ensure students are informed in advance of the specific dates and expectations for each subject.

We are also very much looking forward to our school show, which will take place on 3rd, 4th and 5th February. This is always a highlight of the year and a wonderful opportunity to celebrate the creativity, talent, and hard work of our students. Further details regarding performances and tickets will be shared nearer the time.

In addition, we encourage parents and carers of Year 9 students to attend the GCSE Options Evening on 5th March. This important event will provide key information and guidance to support students as they begin to make decisions about their future study pathways.

This term also offers a wide range of extra-curricular activities, clubs, and personal development opportunities, and we strongly encourage students to get involved. These experiences play an important role in building confidence, skills, and a sense of belonging within our school community.

Thank you, as always, for your continued partnership and support. We look forward to a positive and successful spring term ahead. Please find details of what your child will be learning in school this term below.

Subject	Spring 1	Spring 2
Art	People/places/identity	Seminal artists of the 20 th century
Biology	The Human Body	The Human Body Review
Chemistry	The Atmosphere	The Atmosphere & Energy Changes
Design & Technology	Contextual Challenge – How might products be used to entertain people when travelling? Design Explore design risks/ refine Technical drawing, CAD CAM, models innovative creative design development	

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Drama	DNA	
English	Telling stories: Creative writing	The Woman in Black
Food Technology	Factors Affecting Food Choice including Dietary Needs Contextual Challenge: Menu Makeover – Eat for everybody	
French	Musical tastes	My impact on the environment
Geography	Who rules the world? Is the world shrinking?	What is the problem of gentrification?
History	What was life like behind the Iron Curtain? (COLD WAR) How successful were the USA in stopping the spread of Communism? (COLD WAR)	How successful were the USA in stopping the spread of Communism? (COLD WAR) Why did the Cold War end and was the impact on modern Russia?
Mathematics	<ul style="list-style-type: none"> • Coordinates and Graphs • Solving Equations • 2D Shapes 	<ul style="list-style-type: none"> • Angle Facts • 3D Shapes
Music	Ground Bass: Developing an understanding of the links between melody, harmony, and basslines in diatonic music, and exploring textures such as homophony, canon and polyphony. Synoptic Assessment, w/c 19th Jan 2026	EDM (Electronic Dance Music): Exploring the use of texture to create contrast in individual EDM compositions using music technology.
PE	Tag Rugby Basketball	Handball Volleyball
Physics	Eco Homes	Waves
PSHE	GCSE Options preparation; pathways reminder, use of Unifrog	Sex Education Consent and the law
Religious Studies	How do we respond to wrongdoing? (Atheism, Judaism, Christianity). Is it ever right to take life?	Is it ever right to take life? (range of worldviews)
Spanish	Healthy and unhealthy life	Global issues

Yours faithfully



Mr M Watton
Assistant Head Teacher