

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Portraiture & Identity Students explore portraiture through artists such as Julian Opie, Jean-Michel Basquiat, and Picasso, learning to express character and emotion through line and colour.	Portraiture & Identity Cont. Students respond to the contextual research by developing ideas, exploring media and refining before creating a final outcome.	Close Up Project: Observation & Texture Pupils begin a GCSE-style project, developing detailed observational studies and experimenting with texture, materials, and close-up composition.	Development & Refinement Students build on their “Close Up” project with research, experimentation, and refinement to create sustained, personal outcomes.	Storytelling Learners explore illustration and printmaking techniques to visualise stories and ideas inspired by text, narrative, or personal experiences.	History of Art Timeline An engaging exploration of major art movements from pre-1700 to modern day, culminating in a creative visual timeline or mixed-media response.
Computer Science	Internal Hardware Key components (CPU, primary memory, secondary storage) Binary & Logic recap	Cyber security Social engineering Cracking passwords Malware Cybercrime law & careers Encryption DDoS & Firewalls	Computational Thinking skills Decomposition, abstraction, pattern recognition. Basic sorting & searching algorithms	Python Programming Mini projects, functions	Independent project & presentation e.g. game, research, website	Independent project & presentation e.g. game, research, website
Dance	Set Dance This unit focusses on safe dance practice, physical, technical and expressive skills. Students learn to create and lead their own warm up sequences, equipping them to take more responsibility of their studio practice. They learn one of the GCSE Set Phrases as a real test of their performance skills.	Ensemble Performance Each class will prepare a whole class ensemble performance for the NS Evening of Dance. Through this project, they will learn how RADS are utilised in a large ensemble setting, developing their advanced. choreography skills. They will also gain valuable experience as part of a larger ensemble, and spend time understanding how dancers need to adapt their performance and rehearsal skills to ensure the success of the ensemble.	Anthology Students will study one of the GCSE professional dances and develop their analytical skills, analysing RADS and features of production to infer meaning. They will study the work holistically, learning repertoire from the dance and replicating the choreographers choreography process by creating dance in the style of the choreographer.	Personal Project The culmination of KS3 Dance study at NS, students will create a final choreography on a stimulus of their choice. They will demonstrate their understanding of choreography and performance in a independent, student led project. Final outcomes will be performed at NS Fest.		

DT	Project 1 – Food Preparation & Nutrition <ul style="list-style-type: none"> • Food safety – bacillus cereus • Function of eggs • Mechanical denaturation • Gelatinisation • Practical dishes – Rice salad, Meringues, Mac & greens, Savoury biscuits 	Project 2 – LED Light <ul style="list-style-type: none"> • Electronic circuits – parallel & series • Electronic component & symbols • Designing through CAD • Use of CAM – using the laser cutter • Virtual modelling using SolidWorks • Multi materials – manufactured boards, plastics & electronic components 	Project 3 – Footwear <ul style="list-style-type: none"> • History of shoe making • Reverse Engineering • Creating a pattern – textiles template & surface decoration • Researching Design movements • Hand & machine sewing • Multi materials – Papers, boards & textiles fabrics 	Project 4 – Careers <ul style="list-style-type: none"> • Teamwork – paired • Research skills – ‘where can Design Technology take you in the future?’ • Presentation skills – visual, written & verbal 	Project 5 – House Competition <ul style="list-style-type: none"> • Smart materials • Teamwork – grouped • Innovation • SolidWorks – virtual modelling Multi components – for a liquid container (bottle, pouch, box, advertising)
Drama	Ignite- County Lines Working as a company, building blocks of frantic assembly, movement as a metaphor to bring the words on the page to life on the stage.		Twisted tales (Short play) Applying the building blocks learned in term one to devising a piece of theatre, in the style of Frantic Assembly.		Ensemble scripted performance - full play A culmination of the skills learned across KS3. Students will apply all they have learned to this final project. Using a scripted as a starting point for their own devised ensemble work.
English	Noughts and Crosses and Protest Poetry Students study the Royal Shakespeare Company’s adaptation of Malorie Blackman’s young adult novel, exploring modern stagecraft, language analysis and characterisation. Alongside this, they study powerful American and English poems about political activism.	Noughts and Crosses and Villains through Literature Students consolidate their study of the play, exploring how playwrights structure their texts. Alongside this, students focus on a range of famous literary villains across time: mythology, Shakespeare, detective and modern dystopian. Students develop the core skills needed for GCSE Language paper 1	Dystopian Literature and Creative Writing Students study The Giver by Lois Lowry, exploring authorial language/structure choices and conventions of the genre. Alongside this, students also explore dystopian extracts as inspiration for their own creative writing	Dystopian Literature and The Art of Rhetoric. Students consolidate their understanding of the dystopian genre and whole-novel study. Alongside this, students explore powerful speeches from leaders/visionaries across time, studying the art/skill of rhetoric.	Macbeth and SLE Students begin their GCSE study of Macbeth, building on their knowledge of two other Shakespeare plays studied in previous years, now encountering the tragic form. The focus is on plot, context, character and structure at this point in year 9. Alongside this, students write and deliver their own speech, both as their recorded GCSE Spoken Language Endorsement (SLE), graded as Pass, Merit or Distinction – and entered as part of the NSB Trust’s ‘Find Your Voice’ Oracy competition.
Geography	Tick, Tick, Boom!	Trade, Globalisation and Economics	Development Dynamics	Urbanisation and Megacities - Examines the causes and consequences of rapid urban	The Middle East

	<ul style="list-style-type: none"> - Explores the structure of the Earth and the theory of plate tectonics. - Examines different plate boundaries and the processes that cause earthquakes and volcanic activity. - Investigates the impacts and responses to tectonic hazards through case studies of the Nepal earthquake and the Indian Ocean tsunami (Indonesia). - Considers preparation, prediction, and protection strategies in countries at different levels of economic development. - Analyses the advantages and risks of living in tectonically active areas, such as countries like Iceland. - Includes a Montserrat decision-making exercise focused on management, vulnerability, and long-term recovery. 	<ul style="list-style-type: none"> - Explores how trade links connect countries and shape global interdependence. - Examines the processes and impacts of globalisation on people, places, and economies. - Investigates economic sectors and how they change as countries develop. - Considers inequality in global trade and the role of organisations such as the WTO and Fairtrade. - Includes case studies of global supply chains, TNCs, and the impacts of trade on emerging and developing countries, such as Ghana 	<ul style="list-style-type: none"> - Examines global inequalities in development and how they are measured. - Investigates causes and consequences of uneven development. - Explores the role of globalisation, trade, aid, and investment in development. - Focuses on India as a case study of an emerging economy and its pathway to growth. 	<p>growth in developing countries.</p> <ul style="list-style-type: none"> - Explores the social, economic, and environmental challenges of life in megacities. - Focuses on slums and informal settlements, with a detailed case study of Dharavi in Mumbai, India. - Considers strategies to improve urban living conditions and promote sustainable city development. - Looking at the reverse effect in the United Kingdom for counter-urbanisation post-Covid. 	<ul style="list-style-type: none"> - Explores the strategic importance of the Middle East in global geography. - Examines the region's oil resources and their role in shaping global trade and power. - Focuses on Saudi Arabia and the UAE as examples of rapidly developing economies. - Investigates geopolitical tensions and conflicts in Yemen and Syria. - Considers how natural resources, politics, and culture influence the region's economic and environmental challenges. 	
<p>History</p>	<p>WW2</p> <ul style="list-style-type: none"> - Overview for chronology - Weapons - Dunkirk - Battle of Britain and Blitz - Operation Barbarossa - Pearl Harbour - Impact on Empire - Home Front - D-Day - VE Day - Atomic Bombs 	<p>Holocaust and other genocides</p> <p>Holocaust Speaker from Holocaust Education Trust (HET)</p> <ul style="list-style-type: none"> - Nazi beliefs and Legal persecution - Kristallnacht and ghettos - Persecution of minorities - Einsatzgruppen and camps - Kindertransport - Death camps 	<p>America 1920s-30s</p> <ul style="list-style-type: none"> - Overview of America - Impact of WW1 - Car industry - Causes of the Boom - Politics – ideologies - Stocks and shares - Social Impact of the Boom - Life for women 	<p>American 1920s-30s</p> <ul style="list-style-type: none"> - Prohibition - Wall Street Crash - Great Depression - FDR - New Deal - Isolationism 	<p>Conflict and Tension in Europe</p> <ul style="list-style-type: none"> - What is a Cold War? - Ideologies - Yalta and Potsdam conferences - Truman Doctrine - Marshall Aid - Berlin Blockade - NATO - Warsaw Pact - Division of Germany 	<p>Conflict and Tension in Asia</p> <ul style="list-style-type: none"> - Korean War - Vietnam War

		<ul style="list-style-type: none"> - Liberation - Nuremburg Trials - Cambodia 1975-1979 - Rwanda 1994 - Bosnia 1995 - Darfur 2003-2005 				
Maths	<p>Number Indices/Powers/Roots</p> <ul style="list-style-type: none"> • Rounding • Fractions • Error Intervals and Bounds <p>Algebra</p> <ul style="list-style-type: none"> • Expanding and Factorising • Linear/Quadratic Equations <p>Geometry</p> <ul style="list-style-type: none"> • Problems with Bounds 	<p>Number</p> <ul style="list-style-type: none"> • Percentages (All Calculator Skills) <p>Ratio/Proportion</p> <ul style="list-style-type: none"> • Ratio Skills <p>Algebra</p> <ul style="list-style-type: none"> • Rearranging Formulae <p>Geometry</p> <ul style="list-style-type: none"> • Pythagoras and Trigonometry • Similarity • Angles in Polygons 	<p>Algebra</p> <ul style="list-style-type: none"> • Equations of Lines (Interpreting, Parallel and Perpendicular) • Quadratic Graphs • Simultaneous Equations (inc. quad) • Completing the Square <p>Probability/Statistics</p> <ul style="list-style-type: none"> • Probability • Probability Trees (Independent and Conditional) 	<p>Number</p> <ul style="list-style-type: none"> • Standard Form • Estimation • Decimals to Fractions <p>Algebra</p> <ul style="list-style-type: none"> • Sequences • Rearranging Formulae <p>Ratio/Proportion</p> <ul style="list-style-type: none"> • Direct Proportion • DT Graphs • Density Mass Volume • Distance Speed Time <p>Geometry</p> <ul style="list-style-type: none"> • Area (Incl. Sectors) • Transformations • Exact Trig Values Angle Facts <p>Probability/Statistics</p> <ul style="list-style-type: none"> • Relative Frequency 	<p>Probability/Statistics</p> <ul style="list-style-type: none"> • Venn Diagrams and Set Notation • Averages from Tables • Cumulative Frequency and Box Plots • Stem and Leaf • Histograms • Frequency Polygons <p>Geometry</p> <ul style="list-style-type: none"> • Volume and Surface Area of Prisms • Volume and Surface Area of Cones and Spheres 	<p>Number</p> <ul style="list-style-type: none"> • Introduction to Surds Prime factors <p>Algebra</p> <ul style="list-style-type: none"> • Sequences (Linear/Quadratic) • Linear Inequalities • Functions (Notation, Composite) <p>Geometry</p> <ul style="list-style-type: none"> • Pythagoras and Trigonometry • Sine and Cosine Rule • Area of any Triangle • Circle Theorems
Music	<p>Unit 1 – Drumming from West Africa Students explore the traditions and techniques of West African drumming through listening, performance, and composition, developing rhythmic, cultural, and ensemble skills before culminating in a group performance.</p>	<p>Unit 2 – Music Around the World: Building Composition Skills Students develop advanced composition techniques through three cultural contexts: Chinese pentatonic music, Indian raga, and Gamelan. Each stage builds melodic, rhythmic, and textural skills, culminating in layered compositions that explore global traditions.</p>	<p>Unit 3 – Film Music Students explore how music enhances mood, character, and narrative in film, focusing on John Williams’ iconic Star Wars score. Through listening, performance, and composition, learners develop skills in using leitmotifs, harmony, and orchestration to create dramatic effects, culminating in an original film music composition.</p>	<p>Unit 4 – Arranging and Composing Pop Songs Students explore what makes a successful pop song by analysing riffs, hooks, melodies, chord sequences, lyrics, and structure in case studies. They learn to interpret lead sheets and perform short arrangements. The unit culminates in students composing and performing a</p>	<p>Unit 9 – Composing and Remixing EDM Students explore the characteristics of Electronic Dance Music through listening, analysis, and practical tasks. They learn how texture, layering, and rhythmic patterns create energy and drive in EDM tracks. Using DAWs such as Cubase, pupils experiment with loops, samples, and MIDI</p>	

	<ul style="list-style-type: none"> • Develop cultural understanding of the social and musical significance of West African drumming and its role in community and communication. • Expand listening and analysis skills by identifying key features such as polyrhythms, syncopation, cyclic rhythms, and call and response, using Tier 3 vocabulary. • Enhance performance skills by mastering djembe techniques (bass, tone, slap), playing rhythmic cycles, and creating polyrhythmic textures. • Strengthen creative skills by composing original rhythmic cycles and call-and-response patterns, incorporating improvisation and group arrangement using djembes and own instruments. • Improve evaluation skills by reflecting on and refining performances through structured teacher-, self-, and peer-assessment. 	<ul style="list-style-type: none"> • Expand listening and analysis skills by identifying key features of Chinese, Indian, and Indonesian music, including scales, melodic movement, texture, and cultural context. • Develop melodic writing skills by composing pentatonic melodies with devices such as sequence, retrograde, and repetition, and by creating raga-based improvisations using Vadi and Samvadi notes. • Enhance rhythmic and structural awareness through tasks involving cyclic rhythms, syncopation, and improvisatory forms such as Alap, Jor, and Jhala. • Strengthen creative skills by composing and arranging pieces that incorporate cultural techniques, including drone patterns, ornamentation, and contrasting themes. • Explore Gamelan music, focusing on texture, harmonic layering, and ensemble coordination to create balanced, interlocking patterns. • Improve evaluation and commentary writing skills by reflecting on how compositional choices 	<ul style="list-style-type: none"> • Expand listening and analysis skills by identifying how the elements of music can be used to create mood and character in film scores, using Tier 3 vocabulary. • Develop performance skills by learning and performing Star Wars leitmotifs on keyboards. • Strengthen compositional skills by creating music for specific moods (sad, excited, terrified) and applying variation techniques. • Build harmonic and interval awareness by studying chord sequences, chromaticism, dissonance, and intervallic techniques. • Enhance understanding of orchestration and instrumentation by exploring how timbre and texture convey emotion and narrative in film music. • Improve evaluation skills by reviewing compositions against assessment criteria and refining work through structured teacher- and self-assessment. 	<p>group composition of their own original pop song.</p> <ul style="list-style-type: none"> • Expand listening and analysis skills by identifying hooks, riffs, and structural elements in popular songs, using Tier 3 vocabulary. • Develop performance skills by playing riffs, chord progressions, and vocal lines from lead sheets in ensemble settings. • Strengthen creative skills by arranging and composing a popular song, manipulating texture, instrumentation, and style, and composing additional material such as intros, bridges, and codas. • Enhance understanding of melodic motion and harmonic structure by applying concepts of conjunct/disjunct movement, primary and secondary chords, and common pop progressions (I–V–vi–IV). • Improve evaluation skills by reviewing arrangements and performances through structured teacher-, self-, and peer-assessment. 	<p>sequencing to remix existing material and compose original tracks, culminating in a complete EDM composition.</p> <ul style="list-style-type: none"> • Expand listening and analysis skills by identifying key EDM features such as build-ups, drops, rhythmic loops, and textural layering, using Tier 3 vocabulary. • Develop technology-based performance skills by sequencing beats, bass lines, and melodies using MIDI and audio loops. • Strengthen creative skills by remixing existing tracks and composing original EDM pieces that incorporate structural elements like breakdowns, drops, and dynamic contrast. • Enhance understanding of harmony and texture by layering chord progressions, bass lines, and melodic hooks to create depth and variation. • Improve evaluation skills by refining compositions through structured teacher-, self-, and peer-assessment, focusing on balance, energy, and stylistic authenticity.
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		express mood and cultural identity, using structured teacher- and self-assessment.				
PE	Rotation of sports including- <ul style="list-style-type: none"> Badminton Football Rugby Netball Flag football Health and Fitness Basketball Games 		Rotation of sports including- <ul style="list-style-type: none"> Badminton Football Rugby Netball Flag football Health and Fitness Basketball Games 		Rotation of sports including- <ul style="list-style-type: none"> Striking and fielding Athletics Cricket Tennis 	
PSHE	Personal Safety <ul style="list-style-type: none"> Smoking Vaping Drugs & the Law Knife Crime Online Safety 	Equalities <ul style="list-style-type: none"> Discrimination Racism Anti Racism Sexual Violence Harassment 	Wider World <ul style="list-style-type: none"> Change in Life Study Skills Resilience Stress at work 	Careers <ul style="list-style-type: none"> Pathways to future High Expectations Goal Setting Financial decisions 	Wellbeing/Body <ul style="list-style-type: none"> Internet Influence Body Image Puberty Periods 	Relationships <ul style="list-style-type: none"> Developing Sexuality Contraception Consent Sexual Health` STIs
RE	Difficult God: <ol style="list-style-type: none"> Changes in society. Problem of evil Theodicies Different forms of evil 	Philosophy: <ol style="list-style-type: none"> What is our world view? Plato and Aristotle Descartes Empiricism Deontology Aestheticism Nihilism Was God the cause? 	Islam: <ol style="list-style-type: none"> What is Islam How did Islam begin? Sunni and Shia split. Allah Islamic codes Golden age of Islam Pilgrimage and festivals 	Medical Ethics: <ol style="list-style-type: none"> What is it? Personal choice Examples of medical practice and different views surrounding it. 	Origins Purpose and Destiny: <ol style="list-style-type: none"> Identity and decisions Coming of age Marriage Day of the Dead Religious views and death. 	Religion and the Future: <ol style="list-style-type: none"> Predicting the future. Genetic engineering Robotics AI Nano-technology and quantum technology The world without us Space.
Science	B2.1 Health and lifestyle C2.3 Metals and other materials	C2.4 The Earth P2.1 Electricity and magnetism	GCSE: B16 Adaptations, interdependence and competition GCSE C12: Chemical analysis	GCSE: P3 Energy Resources	GCSE: C13 The Earth's atmosphere GCSE: B17 Organising an ecosystem	GCSE: B18 Biodiversity and ecosystems GCSE: P1 Conservation and dissipation of energy

<p style="text-align: center;">Spanish</p>	<p>Phonics Body parts Sports Healthy diet Healthy lifestyle Daily routine <u>Key grammar points:</u></p> <ul style="list-style-type: none"> • Verb Doler + the + body part • Stem changing verbs (jugar, hacer, preferir) • Present v Preterite • Direct/Indirect objects • Se debe + infinitive • Alternatives: se debería/hay que/tienes que • Negative structures • Reflexive verbs • Question words 	<p>Phonics Work in the future Future plans What you did yesterday at work A typical day at work <u>Key grammar points:</u></p> <ul style="list-style-type: none"> • Opinion verbs • Present v Conditional • Present v Near future tense • Present- Preterite- Conditional tense • To + professions • Así que v por eso • Adjective agreements • Future timeframes • Present continuous 	<p>Phonics Kids of the world Rights Fair Trade Creating a better world <u>Key grammar points:</u></p> <ul style="list-style-type: none"> • Adjective agreements • 3rd person singular focus • 3rd person plural focus • Tengo que/puedo + infinitive • Negative structures • Comparatives • Nouns v Verbs • Verbs with different meanings • Present – Preterite – Conditional – Near Future tenses 	<p>Phonics Life online Activities with family/friends Arranging to go out Saying what you did last weekend <u>Key grammar points:</u></p> <p>Present (-AR/-ER-IR) Stem changing verbs Timeframes Opinion verbs (sing.&plural) + noun v infinitive Pronouns Irregular verbs Near future Preterite (regular & Irregular) 'ago' structures Adjective agreements Direct object pronouns Negative structures</p>	<p>Phonics Travel plans Spanish speaking world Account of a past holiday Latin AMERICA <u>Key grammar points:</u></p> <ul style="list-style-type: none"> • Impersonal verbs • Comparative structures (regular & irregular) • Conditional tense • Prepositions • Superlative structures • If clauses • Hay v est á • Opinion verbs + nouns v verbs • Acabar de + infinitive • Lo + adjectives • Timeframes • Sequencers • Soler + infinitive 	<p>Phonics Families Celebrities Friendships and relationships What matters to me Problems and advice <u>Key grammar points:</u></p> <ul style="list-style-type: none"> • Possessive adjectives and structures • Estar + location • Present continuous • Adjective agreements • Desde hace + time + present • Personal a • Preterite • Direct object pronouns • Reflexive verbs • Opinion verbs • Para + infinitive • Estar + feelings • Extended negative structures • Should & could + infinitive (Conditional tense)
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