What Year 9 will be learning about this year:

This is an overview of the content covered in Year 9 for 2026-27. You can find more detailed curriculum plans for all KS3 subjects here https://www.parliamenthill.camden.sch.uk/Learning--Curriculum/Curriculum-KS3/

Year 9 subjects	Lessons per 2 weeks	Autumn	Spring	Summer
Art	2	**Portraiture:** Explore portraiture as a form of personal expression, developing skills in observation, proportion, tone and colour. Inspired by artists including Josh Bryan, Chuck Close, Frida Kahlo and Kehinde Wiley.	**Movement & Mini GCSE Project:** Explore how artists communicate energy and movement through a range of materials and processes. The project develops into a Mini GCSE Project, introducing students to independent creative investigation and personal outcomes.	
Citizenship & PSHEE	3	**Law, Justice and Rights** To investigate how the law protects our rights and evaluate the role of the law in promoting justice and whether the principles of law are equally applied to everyone. **The Media and Democracy** To investigate how the media impacts our democracy and debate how free we should be to express ourselves. To examine the impact of fake news and conspiracy theories on democracy	**Terrorism** To examine what Terrorism is, how people are radicalised, why people may commit terrorist acts and what can be done to prevent terrorism. **Feminism today** To investigate what feminism is and explore feminist issues in modern Britain.	**Relationship and sex education** To identify what makes a healthy relationship, to understand the law in relation to sex and consent, to understand how to avoid risky behaviours and to identify different methods of contraception.
Dance	1	Developing both choreographic and performance skills to a high standard and choreograph a dance to a stimulus (Contemporary). • Complete scheme of work – i.e. musical theatre, contemporary and street dance. • Students build on knowledge of stimulus and choreographic intention- create their own in duet • How to effectively structure choreography • Create movement in relation to choreographic intention • Build upon knowledge of technical skills use to develop movement • Choreographic devices- recap and use more complex ones in choreography • Use of Expressive skills when performing In Dance, students will be assessed on their duet performance at the end of each half term. Performances will be assessed using relevant Dance assessment criteria, with feedback provided to support students in developing their performance, technical and creative skills.		
Design Technology	2	CAD/CAM- Creating layered moulds on laser cutter, Vacuum forming chocolate moulds & packaging design Design museum project- Designing a choice of 3 products for the design museum- Individual projects similar to GCSE NEA projects		

Drama	2	**<u>'Noughts and Crosses':</u>** Students will analyse and evaluate the production we watched. **<u>Verbatim Theatre and 'The Paper Birds':</u>** Students will learn about The Paper Birds Theatre Company and their methodologies.	**<u>Ancient Greek Theatre: 'Antigone'</u>** Students will learn the fundamental elements of Ancient Greek Theatre and explore the challenging text 'Antigone'. **<u>'Girls Like That':</u>** Students will debate and discuss the social issues that influenced the writing of the play.	**<u>'Girls Like That':</u>** Students will continue to explore the text from a practical perspective, using their knowledge of Ancient Greek theatrical techniques such as chorus to inform their practical explorations. **<u>Introduction to GCSE Drama:</u>** Students who choose GCSE Drama will be introduced to a variety of styles, genres and practitioners.
English	7	**Short Stories:** analysing a range of diverse stories and their structure **Creative Genre Writing:** developing creative writing in distinctive genre styles	**Shakespeare: 'Julius Cesar'** **Current affairs:** Non-fiction reading and writing incl. protest speeches and the power of persuasive rhetoric	**Modern Novel: The Giver** **GCSE Poetry: 'Worlds and Lives' -** starting the collection of diverse poems as part of the Literature GCSE
French	4	**Module 1: Tu as du temps a perdre?** (popular culture - life online, free time, sport) Talking about events, what you do online, making plans, taking part in an interview. Using regular and irregular verbs in the present tense, using the near future tense and the perfect tense. Using two tenses together	**Module 2**: **Mon clan, ma tribu** (popular culture – family, friends, describing celebrities and role models). Talking about your identity, describing friends, discussing who you like, do not like. Using reflexive verbs in the present tense, using connectives, understanding position of adjectives, using object pronouns, using the present, perfect and future tenses, recognising adverbs	**Module 6:** Notre planete (the world around us – geography and climate, environmental issues, protection of the environment, describing daily actions). Using numbers and percentages, using comparative adjectives, using all 3 tenses, improving pronunciation, using the imperfect tense, extending answers in writing, and speaking
Food and nutrition	1	**Theory:** Types and functions of fats and carbohydrates, micronutrients **Practical:** Cavatelli pasta, cottage pie	**Theory:** Gelatinisation, biological raising agents, denaturation and coagulation **Practical:** Macaroni cheese, homemade pizza	**Theory:** Food styling, moving to GCSE options **Practical:** Meringue kisses
Geography	3	**Topic 1:** Flooding & Climate Change: To what extent is climate change responsible for increased flooding around the world? **Topic 2:** Globalisation: Is globalisation making everyone richer?	**Topic 3:** Population & Migration: How is climate change influencing the UK's migration patterns? **Topic 4:** Energy & Climate: How is energy use changing? Are we creating a sustainable future?	**Topic 5:** Russia: How has Russia's Geography shaped its development? **GCSE Topic 6:** People & the Biosphere
History	3	Why did Britain go to war in 1914? How did the British public experience the first world war? How did the people of the British empire experience the First World war?	Were the seeds of WW2 sown in the long shadows cast by WW1? How did the treatment of the European Jewish community change over time?	What were the consequences of direct action on British values in the 20th Century? **<u>GCSE Course:</u>** Introduction to Crime and Punishment through the ages. What was crime and punishment like during the Saxon era? What was crime and punishment like during the Saxon era? What was crime and punishment like during the later Norman era?
Maths	8	Calculating; Visualising and constructing; Algebraic proficiency: tinkering; Proportional reasoning; Pattern sniffing; Solving equations and inequalities; Calculating space; Algebraic proficiency: visualising; Presentation of data; Conjecturing; Understanding risk; Investigating properties of shapes.		

Music	2	Music theory and listening practise for GCSE skills, Keyboard Skills, salsa performance.	Composition practise – creating rhythms using words. Longer melodic structure, how to harmonize a melody, melodic structures (ABAC) Logic – how to use logic. Recording their compositions from the last term into logic. Adding counter melody as an extension.	Band skills- creating a successful cover, consideration of style, level, skills in group
PE	3	Students follow a carousel model throughout the academic year, allowing them to experience a broad and varied range of sports and physical activities. HT1–4: selection of sports including; Athletics, Basketball, Dance, Dodgeball, Fitness, Football, Handball, Netball, Rounders, Trampolining, Badminton, Volleyball, Multi-sports and Sports Festival.		HT5: multi-sport programme HT6: Sports Festival, the festival provides an opportunity for students to apply the skills and knowledge developed throughout the year in a competitive and team-based environment, while promoting teamwork, sportsmanship and enjoyment of physical activity. Year 9 research project: provides students with an opportunity to develop their independent research skills while building their knowledge and understanding of key GCSE PE topics.
Religious Studies	2	HT1: Is religion sexist? HT2: How does Sikhi respond to inequality?	HT3: Is religion compatible with scientific progress? HT4: Do the similarities between religions and worldviews outweigh their differences?	HT5: Is the creation of New Religious Movements a good thing?
Science	7	Biology 1: Cells and Transport Chemistry 1: Atoms, elements, compounds Physics 1: Electricity	Biology 2: Genetics Chemistry 2: Rates of Reaction Physics 2: Energy	**GCSE Content**
Spanish	4	Unit 1 – **Mi Gente** (Socialising and family; describing people; social media; making arrangements; reading preferences; relationships with family and friends; present, present continuous and past tenses)	Unit 2 – **A Clase** (school life in Spain; your typical school day; your studies; changes you would make to school; students and teachers at school; a school trip; opinions, present tense, past tense, conditional tense)	Unit 3 – **Un mundo mejor para todos** (natural wonders of Hispanic world; your community; climate change; environment; social issues; future; 3 tenses, se debería and imperative