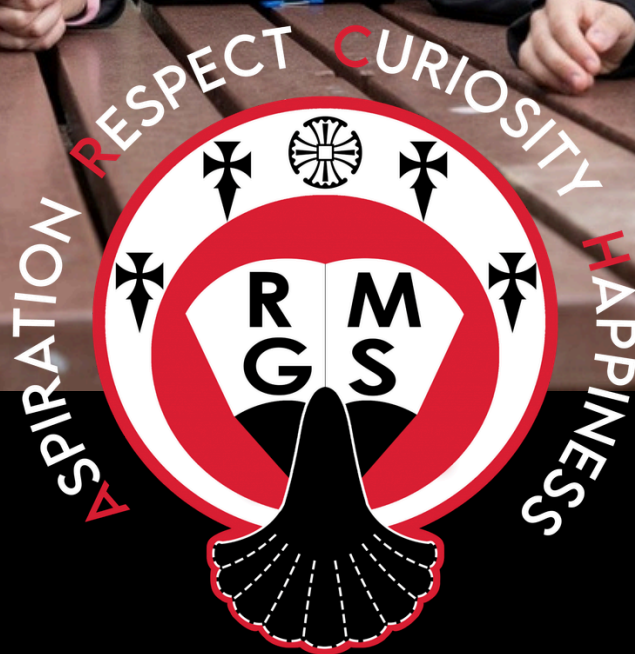




RAINHAM MARK GRAMMAR SCHOOL

Year 9 Curriculum

2026

Curriculum intent



At RMGS we want our students to be **ARCH** learners who are **A**spirational, **R**espectful, **C**urious, and **H**appy in their learning. As a selective school we aspire to use our curriculum to encourage students to be the best version of themselves, harnessing their intellect, their work ethic, their individuality, and their natural curiosity.



Our curriculum has been built on our **PROUD** principles. Running through our curriculum areas we create opportunities for students to **P**hilosophise, to **R**ead, to be **O**rators, to **U**nderstand the world around them, and to **D**ebate.

We aim to inspire a lifelong love of learning and reading by offering a broad curriculum that will both challenge and excite our students. Our world is constantly changing, and, through our curriculum, we aim to give our students opportunities to prepare for a future that has not yet been imagined. We believe that they need a strong academic knowledge base, and the resilience to adapt, the ability to debate, the confidence of strong oracy skills, and the respect and empathy needed to work with others.

Every RMGS student is important to us, and every RMGS student is an individual. We have a strong teaching staff and Inclusion team. We aim to ensure that our curriculum meets the needs of all of our students, and we work hard to understand our young people so that we can support them as they flourish as learners. Throughout their time at RMGS we ensure that they are well supported with guidance about their future choices in life.

Rainham Mark Grammar School

Curriculum implementation

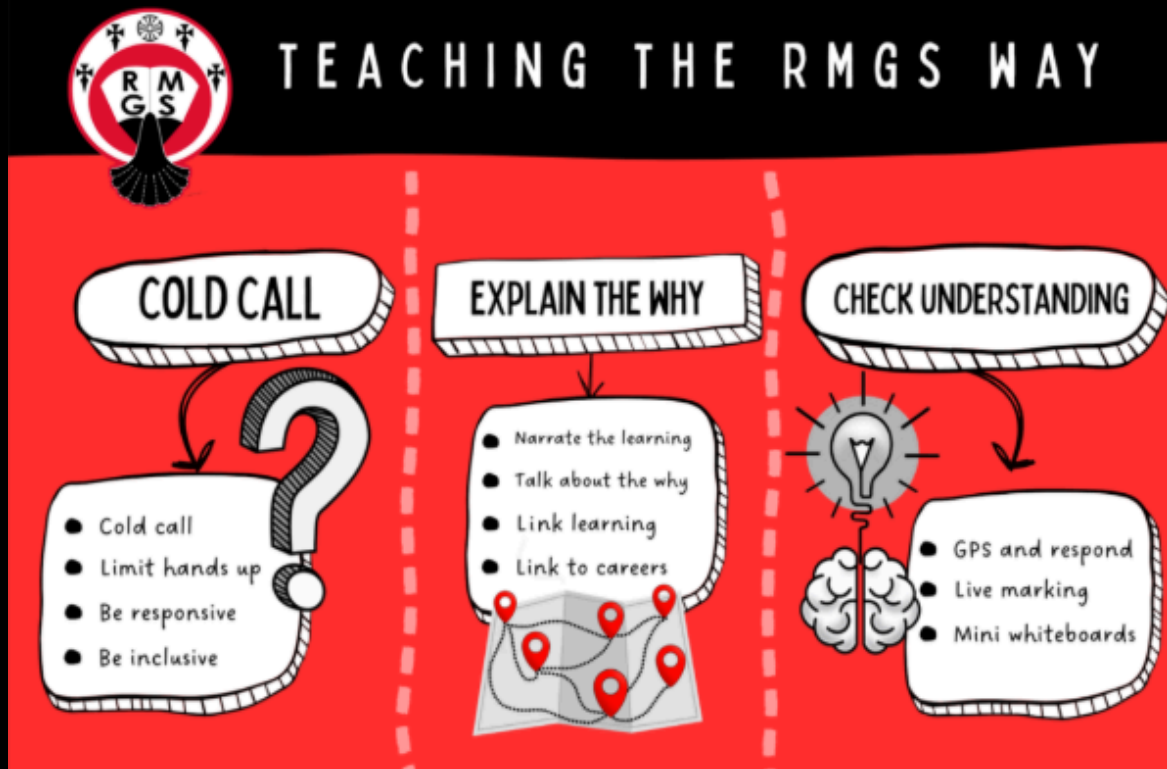


Our teachers are experts in their disciplines and their crafts. As a school, we are influenced by what we know about Cognitive Science, Sherrington's interpretation of Rosenshine's principles, and practice informed by research from reliable sources such as the EEF. We use The Teacher Standards as our rubric for what makes excellent teaching.

We teach "The RMGS Way" and our lessons will include:

- Do Now activities so that students are ready to learn;
- Narrating the learning so that students know why they are learning what they are learning, what their learning links to both in school and out of school;
- Thinking time so that students can think in depth and with curiosity, challenge themselves, and work towards mastering concepts;
- Opportunities for students to talk about their learning, and collaborate with others;
- Modelling processes and approaches in lessons so that students can learn from each other, from their teacher, and from strong examples of exemplary work;
- Scaffolding tasks so that students can build up to strong responses, and practise smaller sections;
- Opportunities for practice in lessons so that students can deliberately practice and embed their knowledge and skills;
- Formative assessment and feedback so that students know how to improve their work;
- Praise, positivity and rewards for students in lessons so that they know how well they are doing, building motivation

Curriculum implementation



We offer a three-year Key stage 3 curriculum that is broad and allows students to build on prior knowledge and interests whilst also introducing them to new subjects, new learning, and new ideas. We are proud to offer our students the opportunity to study two languages during key stage three, as well as a wide Expressive Arts offer. Reading is essential for excellent progress and for the development of empathy. Subsequently, habitual reading opportunities are built into our curriculum, and reading around topics in all subjects is expected. Our Maths curriculum is built around the concept of mastery and students are well supported to build on and master the knowledge gained at primary school. They are guided to make positive choices about their next steps.

Lesson hours



Number of hour lessons taught per fortnight in Year 9

Subject	Year 9
Art	2
Design Technology	3
Drama	3
English	6
Geography	3
History	3
Computing	2
Languages	6
Mathematics	6
Music	2
PE	3
PSHE	1
RE	2
Science	8

* Each tutor group starts with two languages in Year 9

Art

The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others



What is taught?

Term 1 : Printmaking

Different types of printmaking and the history of printmaking within the context of art and design (mono printing, relief printing, intaglio printing) Learning how to design and develop ideas for a purpose. Knowledge about printmakers and how the process of printmaking links to the creative industries today.

Term 2 : Printmaking and presentation

Approaches to printmaking, how to prepare grounds for printmaking on, experimental printmaking and how to effectively present and exhibit work. The importance of an understanding of aesthetics in relation to the presentation of work and ideas.

Term 3 : Islamic Art and graphics

Learning about the history of Islamic Art including a brief history of Islam. Learning Islamic pattern design through compass and ruler work. Preparing circle underlays such as the 'Flower of life' in order to find shapes on top in order to create symmetrical patterns on top. Colour theory such as triadic colour schemes. Compass and ruler skills. Creating symmetrical Islamic patterns using accurate measuring. Colour theory and applying it to Islamic patterns. Tessellations.

Term 4 : Islamic Art and 3D

Converting 2-D Islamic designs into 3-D Shapes. Designing and developing 3-d shapes for a purpose. Knowledge of how to measure and fold accurately so that the integrity of the shapes is not compromised. Paper and card cutting and folding. Accurate measuring.

Term 5 : Fashion and Textiles

Introduction to different hand sewing techniques and surface manipulation techniques: Applique, pleating, embroidery, smocking, cold dying, shashiko, shibori, batik blok. The importance of note taking for processes as well as presenting work in neat samples. Stuffed shapes collective sculpture.

Term 6 : Fashion and Textiles

Experimental approaches to textile design to push the boundaries of traditional techniques. Wax dipping and casting, paper dipped in plaster, weaving with recycled materials, organic materials, resin, latex, PVA, PVC, plastics. Creating a wall hanging.

Art



What is taught?

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Art

How is Art taught?



Term 1

Exploring initial ideas and designing for a purpose. Using other artists and imagery to influence the development of own ideas. Mono – printing. Poly – printing

Vino – printing, Collagraph printing Presenting and curating work appropriately and effectively

Term 2

Term 3

Gathering and presenting research. Selecting literary inspiration. Calligraphy. Photoshop edition. (cut and paste). Masking layers Presenting work in a clear sequence and annotated effectively for viewer

Making connections between art and numeracy. Converting 2D to 3D through exploration of media and materials. Developing confidence in the use of 3D materials and processes in art and design

Term 4

Term 5

Exploring fibrebased techniques within a theme. Research of both technique and textile designers to inform own ideas. Presentation of own sampling work professionally and creatively using technical terminology

To develop the ability to think about the materiality of different fibres and their properties as well as considering sensory and visual impact

Term 6

Personal Development

The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.

Art



Linking Art with Careers

There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event's organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer.

In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.

Art

Home Support



Start to notice how printmaking is still used today, through reproductions on t-shirts, clothing, soft furnishings, cards and so on. Take photographs which will assist in the drawing and development of ideas for the design of prints.

Observe the different ways in which people present and curate artworks. Visit a gallery or exhibition and observe the choice of frames, different ways of hanging work and the alternative choices available for displaying art.

Research Islamic modern poetry Research Islamic art festivals: biennale, Sharjah and Islamic art magazines. Take pictures of Nashir Mosque in Gillingham for inspiration Haykal al Noor, 'Bodies of Light' Soraya Syed, 'Hurriya'

Following the designing of a 3D structure, write a statement of intent – read other artists and designers 'statement of intents.' Observe and visit examples of 3D work in every day life. Photograph these where possible.

Explore fashion garments that incorporate surface manipulation techniques and photograph for inspiration file with annotations considering and hypothesising how they would have been made.

Gather organic material and recycled items for textile design for wall pieces



DT

Design and Technology (DT) is an inspiring, rigorous, and practical subject that prepares young people to live and work in the designed and made world.



What is taught?

Term 1 & 2 : Factors affecting Food Choice: Health and safety recap Eat well guide recap Shortening food science Nutrition through life Hidden sugars in food Factor affecting food choice Common labels and their meanings: Vegetarians and vegans, red lion egg symbol, fair trade, organic, red tractor Food labelling Consequences of a poor diet

Term 3 : Earthquake resistant structures
Types of structure. Triangulation, Tuned mass dampers and other methods employed by Civil Engineers and Architects

Term 4 : How can design and engineering provide shelter?
Why might people need emergency shelter. Learning about a diverse range of needs globally

Term 5 : Trophy – Sheet Metal
Classification of metals. Sources and origins of metals. Mechanical properties (hardness, ductility etc)

Term 6 : Inspired by Industry – sustainable furniture
How real companies approach design and prototyping. Design Thinking. (Empathise, Define, Ideate, Prototype, Test)

DT

How is DT taught?



Term 1 & 2

Practical lessons and focus: Jam tarts: sweet shortcrust pastry, rolling, shaping, depositing and use of oven Kofta kebabs and wedges: Shaping forming, vegetable preparation and using the oven Swiss roll: aeration, whisking, folding in, baking, rolling, filling and finishing Fajitas: making a marinade, vegetable preparation and knife skills, meat preparation and frying. Paneer curry: Vegetarian meals, making a reduced sauce, knife skills, and using the hob Pizza: Dough making.

Design : Planning for accuracy. Working to design requirements, budgeting, and planning Teamwork. Make : Working to plans, working accurately. Evaluate : Destructive Testing

Term 3

Term 4

Design : Analysing Needs and Wants. Developing a brief Generate ideas working to existing specifications. Make : Quick prototyping. Evaluate : Testing and refining their own ideas and products.

Design : Using iterative prototyping to refine ideas. Make : Cutting folding and finishing sheet metals. Evaluate : Testing and refining their own ideas and products.

Term 5

Term 6

Design : Identifying user's needs and wants. Develop primary research skills. Generate Ideas using more refined sketching and rendering techniques. Make : Develop Ideas and prototypes. Evaluate : Testing and refining their own ideas and products.

Home Support

Weighing and measuring ingredients at home ready for practical lessons, this is in place of written homework and must be carried out by the student. Practice washing drying and putting equipment away at home. Practice peeling and knife skills as well as presentation of food.

DT

Personal development

RSE
Online
safety
Enrichment



Safe searching websites and use of computers when booked to use the computer rooms. Explore how a range of beliefs influence food choice and habit Look at the benefits of organic food. Discuss dietary beliefs, such as kosher and vegetarianism.

Global awareness of others needs and challenges

Linking Subject to Career

Students will learn and understand how DT links to a wide range of careers such as : Hospitality & Catering (Chef, Catering Manager), Food Manufacturing & Science (Food Technologist, Quality Inspector, Product Developer), and Public Health & Nutrition (Nutritionist, Dietitian, Health Promotion Specialist) All units refer real world examples and application – Each year the inspired by industry units explicitly make the links between what students learn and experience in D&T and how these skills translate to real world design and engineering scenarios.



Computing

Encourages critical thinking that questions assumptions. The students watch a number of videos concerning technology and are asked to question the usage.



What is taught?

Term 1 : E-safety

Pornography. Impact on quality of life, physical and mental health and relationships Online vs. offline behaviours. Reputational damage How to stay safe online when gaming. Programming. Visual Basic. VB console application. Elself clause, Case statements Nested selection statements For loop While loop Do...Loop

Term 2 : Programming. Visual Basic. VB console application

Elself clause. Case statements Nested selection statements For loop While loop Do...Loop

Term 3 : Photography

The features of DSLRs. Practical projects. Manual mode – shutter speed, aperture and ISO. Manual focus. Composition rules.

Term 4 : Graphics

Creation of a character using a range of elements. The creature project. Cartoon portrait. Image editing. Removal of elements.

Term 5 : Theory

Network topologies. Star, Bus, Ring, Mesh. Network protocols. The Internet and the cloud. The Internet and the cloud. Network security threats. Weak points. SQL injection. Ethical and cultural issues. Computer legislation. Open source and proprietary software

Term 6 : Dreamweaver and sound editing

Create a podcast or sound-based advert using copyright-free media. Export Create two pages of a website using software. Add images and sound. Assessment End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate KS4 coursework or tests, depending on the subject Paper 1. Recap of exam topics. Compression. CPU. Legislation. Algorithms. Proprietary and open source software

Computing

How is Computing taught?



Term 1

As part of the department's vision, the students will learn how to stay safe online. This covers the steps needed to browse safe sites, identify misinformation and hoaxes and communicate safely. For more information, please see the planned topics above.

The students learn how to analyse problems and develop flowcharts whilst writing algorithms. Following this, they will use a range of languages to code solutions. End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate. End of year exam

Term 2

Term 3

The department teaches traditional office software including spreadsheets and databases so that the students have a fundamental understanding of data management. This then ties in with legislation in the theory unit(s). End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate. End of year exam

End of unit assessment – PowerPoint . Microsoft Teams quiz if appropriate. End of year exam

Term 4

Term 5

End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate. End of year exam

The students learn how to use manipulate photos, video and graphics across a variety of units. They also learn how to create games using events and actions in different packages. The students will use digital cameras, voice recorders and related equipment such as tripods and different lenses during some of the units. End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate End of year exam

Term 6

Computing

Home Support



- Encourage your child to write and test code regularly. Websites such as Codecademy, w3schools and freeCodeCamp offer interactive coding exercises.
- Suggest working on small projects or challenges to apply the learning.
- Read the Key Stage 3 Computer Science content on the BBC Bitesize website.
- Encourage the reading of the text books and electronic resources provided by the department
- Check the assignments and test scores that are visible on Teams
- Provide access to technology. Although technology can be expensive, there are a large number of second-hand computers available online and the software used is often free.
- Encourage your child to use flashcards, mind maps, and summary notes for key concepts and vocabulary.
- Act as a tester for their programs, helping them identify and fix bugs.
- Communicate with their computer science teacher to stay informed about their progress and any areas needing attention.
- Review progress periodically to ensure they stay on track.

Computing

Personal development

RSE
Online
safety
Enrichment



Studying Computer Science will provide enrichment in a range of ways:

- The students are taught, from Key Stage 3, how to stay safe online by following an expansive number of methods.
- It encourages critical thinking that questions assumptions. The students watch a number of videos concerning technology and are asked to question the usage.
- Problem-solving skills. The students are asked to analyse complex problems and break them down into smaller parts.
- It teaches the students to understand trends and patterns to aid in decision making and to help avoid bias and stereotypes.
- It boosts confidence through the ability to create, troubleshoot, and innovate using technology.
- Computer Science helps to foster a mindset that questions assumptions, evaluates evidence, and makes reasoned decisions. This is encouraged through the morals and ethics section of the curriculum.

Computing

Linking Computing to Careers

The Computer Science schemes of work at Key Stage 3 are designed to equip students with a blend of creative and technical skills relevant to the digital media and computing industries. They provide a strong foundation for various careers in computing and digital media. They include:

Graphic Design: Skills in creating and manipulating digital graphics prepare students for careers in graphic design, digital marketing, and advertising. The students are provided with a client brief which must be met, a situation which is common in industry.

Image Editing: Proficiency in image editing software such as Adobe Photoshop is essential for roles in digital content creation, multimedia design, and photo editing.

Project Planning: Understanding pre-production processes, such as storyboarding, scripting, and project management, is important for roles in media production, project management, and digital production coordination.

Concept Development: Skills in developing concepts and planning projects are crucial for creative roles in advertising, media planning, and content creation.

Video Editing: Proficiency in video editing software is essential for careers in video production, film editing, and digital media.

Sound Editing: Understanding sound editing and production prepares students for roles in audio engineering, podcast production, and multimedia design.

Digital Photography: Knowledge of digital photography techniques and editing is crucial for careers in photography, photojournalism, and visual content creation.

The Key Stage 3 Computer Science curriculum is designed to deepen students' understanding and skills in computing, further preparing them for a wide range of careers in the field. The links with careers are as follows:

Programming Languages: At KS3, students typically learn more complex programming languages, including Visual Basic, and concepts. This advanced knowledge is critical for careers in software development, mobile app development, and game development. Some may be encouraged to learn Python too as a second language. We also cover HTML and elements of JavaScript.

Algorithm Efficiency: KS3 Computer Science students learn about efficient algorithms and data structures, which are fundamental for roles in algorithm development and programming.

Complex Problem Solving: Enhanced problem-solving skills are applicable in roles such as operations research analysts, IT consultants, networking and systems analysts.

Drama

Studying Drama fosters essential life skills including enhanced confidence, improved communication, empathy, and teamwork, while promoting emotional intelligence and creative thinking.

What is taught?

Term 1 : Contemporary playwrights

What impact does the work of contemporary playwrights have on my own understanding of the world around me?

Term 2 : Play Text: 'DNA'

How does Kelly's social commentary translate into performance moments?

Term 3 : Core Drama Skills: Devising Drama

How can I use my theatre craft to create a performance for an audience?

Term 4 : Play Text: 'The Empress' Tanika Gupta

How can theatre be used to understand and explore historic events and their legacy in modern day Britain?

Term 5 : Live Theatre: NT Collection 'Barber Shop Chronicles'

To what extent does Ellams' play speak to young audiences? How can devised theatre be used to explore our connections to culture and place?

Term 6 : Core Drama Skills: Devising Drama

'Barber Shop Chronicles' How can devised theatre be used to explore our connections to culture and place?

Oracy in the Curriculum

How can I use my drama skills to develop oracy skills for the future?

3 lessons per half term exploring how Drama skills can help students to develop 'oratorical eloquence' in a variety of public speaking tasks.

Term 1: 'Letter to Self' – peer presentation

Term 2: 'Historical Speeches' – small group presentation

Term 3: 'Heritage Poems' – form group presentation

Term 4: 'Diversity & Inclusion' – large group / assembly presentation

Terms 5 & 6: Self-selection from T1-4 – local community, vlog or school website presentation

Drama

How is Drama taught?



Term 1

Scripted performance: Technical accuracy. Understanding of the text. Voice and movement skills. Characterisation. Character interaction

Scripted performance: Technical accuracy. Understanding of the text. Voice and movement skills. Characterisation. Character interaction

Term 2

Term 3

Devised performance: Confidence, The Drama Skills Toolkit, Audience awareness, Leadership and groupwork

Scripted performance: Technical accuracy, Understanding of the text, Voice and movement skills, Characterisation, Character interaction

Term 4

Term 5

Presentation: Oracy, Organisation, Collaboration, Professionalism Evaluation & analysis

Devised performance: Confidence. The Drama Skills Toolkit. Audience awareness. Leadership and groupwork

Term 6

Home Support

'Great' plays and playwrights span a large period of time; select a play from Michael Billington's list and complete some online research: <https://tinyurl.com/bdfxksp5>

Watch the following videos from the BBC and discuss the key themes and ideas of the play: <https://tinyurl.com/5ct9nfy9> <https://tinyurl.com/2b9fbzv5> <https://tinyurl.com/mr46zfse>

Visit a local art gallery (we recommend The Halpern Gallery at Nucleus Arts in Chatham) – select a piece of artwork on display which could be used as a stimulus in drama – discuss your ideas together for a new piece of drama
Visit the BBC pages on the play and study the background of the text together: <https://tinyurl.com/s34zfutx>

Visit The Guardian pages and read the interview with Inua Ellam's together – discuss the key themes and ideas: <https://tinyurl.com/mwrnt652>

Drama

Personal development

RSE
Online
safety
Enrichment



Term 1 : Culture, Belonging, Identity

Term 2 : Gang culture, Crime, Peer pressure, Relationships

Term 3 : *Stimulus dependent*

Term 4 : Colonisation, Family, Culture, Belonging, Identity

Term 5 : Culture, Belonging, Identity

Term 6 : Culture, Belonging, Identity

Linking Subject to Career

Read about the transferable skills that Drama can teach you:

<https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama>

'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: <https://www.thepaperbirds.com/navigate/>

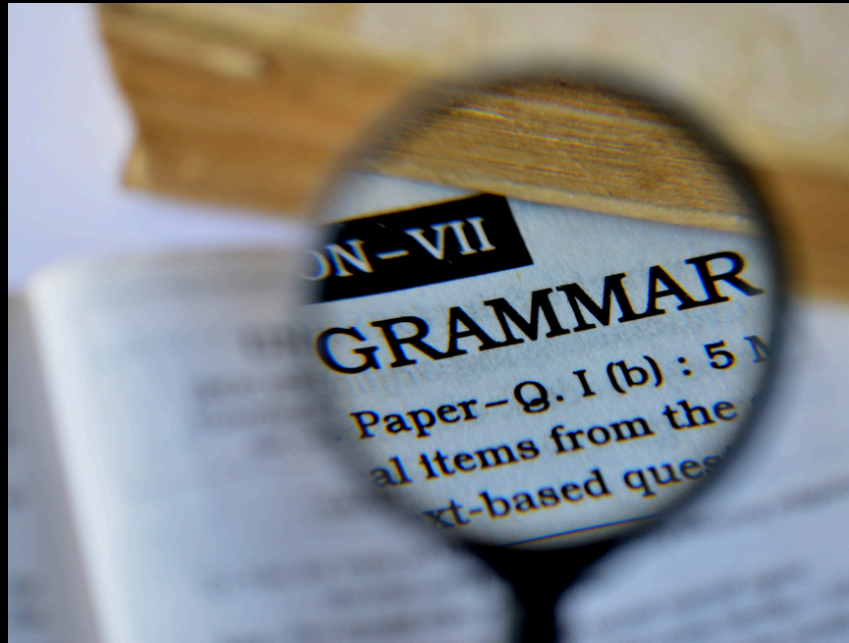
Read more about how you can work with prestigious Arts organisations to explore a future career: <https://www.nationaltheatre.org.uk/about-us/careers/>

Students access high quality enrichment opportunities taking on and replicating professional roles within the theatre



English

Studying English enhances critical thinking, communication, and cognitive abilities while providing access to global career opportunities, higher education, and diverse cultural media



What is taught?

Term 1 : Shakespeare's Speeches (Extract analysis)

Extract analysis. Figurative language. Symbolism. Characterisation. Inference. Tone. Evidence

Term 2 : Fahrenheit 451 (Extract analysis)

Extract analysis. Figurative language. Symbolism. Characterisation. Inference. Tone. Evidence

Term 3 : Fahrenheit 451 (Whole text analysis)

Whole text analysis. Extract analysis. Figurative language. Symbolism. Characterisation. Inference. Tone. Evidence

Term 4 : Immigration Writing (Creative writing)

Figurative language. Inference. Tone. Symbolism. Characterisation. Bias. Prejudice

Term 5 : A View from the Bridge (Whole text analysis)

Whole text analysis. Figurative language. Symbolism. Characterisation. Inference. Tone. Evidence. Dramatic techniques

Term 6 : Short Stories (Creative writing)

Story structure. Figurative language. Tone. Symbolism. Characterisation

English

How is English taught?



Term 1

Commenting on how a writer creates meaning in an extract
Selecting rich evidence for analysis Explaining and exploring ideas in detail

Commenting on how a writer creates meaning in an extract
Selecting rich evidence for analysis Explaining and exploring ideas in detail

Term 2

Term 3

Commenting on how an extract links to the whole of a text
Selecting rich evidence for analysis Explaining and exploring ideas in detail

Writing creatively and imaginatively Using symbolism and figurative language
Writing literature to demonstrate a belief or point of view

Term 4

Term 5

Commenting on how meaning is created across a whole text
Selecting rich evidence for analysis Explaining and exploring ideas in detail

Writing clearly and imaginatively Structuring a story clearly and creatively.
Commenting on how meanings is created in various texts

Term 6

Home Support

[Link to Vocabulary lists and homework for Year 9 using a range of tasks set](#)

English

Personal development

RSE
Online
safety
Enrichment



Discussion of relationships and different forms of prejudice (ableism, racism)

Discussion of how power might be abused by those with authority.

Discussion of drug use.

Discussions about equality, specifically regarding race.

Discussion of different identities.

Discussion of relationships, mental health and abuse in families.

Discussion about appropriate relationships (romantic and family).

Linking Subject to Career

Year 9 English continues to develop transferable skills valued across a wide range of professions:

- Critical thinking and analysis
- Persuasive and creative writing
- Public speaking and presentation
- Empathy and social awareness
- Independent research

Career pathways include journalism and media, law and politics, publishing, education, broadcasting, advocacy and the creative industries.

Geography

Geography is a highly versatile, interdisciplinary subject that bridges physical and social sciences to foster a deep understanding of global challenges like climate change, sustainability, and inequality.



What is taught?

Term 1 : Tectonics/seismology (Volcanoes and earthquakes)
How dangerous is our planet? Landscapes Processes and features

Term 2 : Resource management Food, water, energy
Is there enough for everyone? Sustainability. Management. Futures of Geography

Term 3 : Glaciology (Glaciers and Antarctica)
How does ice shape our world? Landscapes Processes and features Climate change

Term 4 : Globalisation Changing world
Why does the world keep changing so quickly? People and power

Term 5 : Global challenges. Climate change, Plastic pollution, Human health, Conflict.
How can we make our planet a better place for the future? Ecology and sustainability

Term 6 : Middle East and Russia. Politics of Geography
How are other places different to here? Place study. People and power. Futures of Geography

Geography



How is Geography taught?

Term 1

Management. Hazard Planning

Data interpretation, projection analysis. Understanding the futures of Geography

Term 2

Term 3

Management , Diagram and photo analysis.

Understanding the futures of Geography

Term 4

Term 5

Management. Understanding the futures of Geography

Synoptic assessment Exploring a range of resources and linking to previous topics.

Term 6

Home Support

Watch documentaries linked to topics

Visit places linked to case studies in lessons

Allow your young person to teach you at home, Creating models of features studied in class.

Research job roles linked to topics.

Rent or buy books on the recommended reading list.

Buy an Atlas.

Geography

Personal development

RSE
Online
safety
Enrichment



Exploring culture and place

Finding our place in the world

Discovering what we can do to make our world a better place.

Examining interconnections of people and place.

Evaluating the success or failure of management.

Linking Subject to Career

From KS3 we refer to topics by their formal title to emphasise they lead to careers e.g. meteorology, nephology, anthropology, demography. Decision making assessments, report writing, mimicking actual career roles. If you were an engineer you would have to.: Primary, Secondary, Tertiary and Quarternary sectors explained. Role of economics in levels of development. ROles associated with economic development. NGO's, provision of Aid. Medway council town planning department guest speakers. Planned trips.

Disaster management, logistics, aid work, glaciologist, climatologist, eco-entrepreneur, energy supply, UN, agriculturalist, Geo politics, military analyst.



History

Studying history develops critical thinking, research, and analytical skills while providing context for current events.



What is taught?

Term 1 : Impact of Empire

When did the Empire begin? How did the Empire enrich Britain? How did the Empire exploit its colonies? How have perceptions of Empire changed?

Term 2 : The Outbreak of the Great War and the Forgotten Armies.

The Struggle for Suffrage. What caused the outbreak of war? What can the Forgotten Armies of the War tell us about memory and remembrance? How did women win the vote?

Term 3 : The interwar period and the Second World War

Why was the interwar period a time of radical political change? What caused the Second World War?

Term 4 : Shoah and the Holocaust

What were the causes of the Holocaust? How should we remember the Holocaust?

Term 5 : The American West: The early settlement of the West, c1835-c. 1862

The Indigenous peoples of the Plains: Their beliefs and ways of life. Migration and early settlement. Conflict and tension

Term 6 : The American West: Development of the Plains, c1862-c1876

The development of settlement in the West. Ranching and the cattle industry
Changes in the ways of life of the Indigenous peoples of the Plains

History

How is History taught?

History teaches you a wide range of essential skills that are crucial for success in life. You'll learn how to analyse information critically, evaluating sources to determine their reliability and bias. You'll develop strong research skills, learning to gather information from different sources and organise it effectively. You'll also improve your writing and communication skills by learning to express your ideas clearly and persuasively. Additionally, history helps you understand the world around you by providing context for current events and shaping your perspective on global issues.

Personal development

RSE, Online, safety, enrichment

By studying the past, we gain valuable tools for personal development. We can learn from the successes and failures of others in areas like Relationships and Sex Education (RSE). Historical examples can illustrate healthy communication in past societies and the consequences of poor choices.

Similarly, exploring history can teach online safety by showing how past misinformation campaigns spread and how societies addressed them. Furthermore, history offers endless enrichment. Studying past cultures and innovations can spark curiosity and inspire us to pursue our own passions and goals. In short, history equips us with knowledge and critical thinking skills that empower us to navigate life's challenges and grow as individuals.

Linking Subject to Career

History equips you with a powerful set of transferable skills that are highly sought after in a diverse workforce. By analysing past events and trends, you develop critical thinking, research, and communication skills. These are essential for careers in business, where you need to analyse markets and present findings. Legal professions benefit from history's emphasis on evidence evaluation and constructing strong arguments. Understanding past social and political movements proves valuable in fields like education and social work. Ultimately, history fosters a broader perspective, allowing you to better understand the present and anticipate future challenges, an asset in any professional setting.

MFL – French

Studying French offers significant advantages, including enhanced career prospects in international business, diplomacy, and tourism, as it is a major global language spoken across five continents.



What is taught?

Term 1 : Là où j'habite (Where I live)

Talking about animals. Using higher numbers. Describing your family. Using the possessive adjectives 'my' and 'your'. Describing where you live. Using the nous form of -er verbs. Talking about places in a town or village . Saying where you go at the weekend using the verb aller à (to go to) Saying what you are going to do using the near future tense (aller + infinitive)

Term 2 : Les vacances (Holidays)

Talking about plans for a special weekend using two tenses together Talking about school holidays revising the verbs *avoir* and *être*. Saying what you did during the holidays using the perfect tense of regular -er verbs. Describing a visit to a theme park using the perfect tense of irregular verbs

Term 3 : Le monde est petit (The world is small)

Listening for negatives in the perfect tense and reading to spot the perfect tense in a text. Asking and answering questions using the present and perfect tenses together. Countries and weather. Describing where you live using pouvoir + infinitive use of devoir +. infinitive to talk about chores at home

Term 4 : Le sport en direct (Live sport)

Talking about daily routine using reflexive verbs. Talking about sports using jouer à and faire de. Giving opinions about sports using the comparative Asking the way and giving directions using the imperative Using il faut to say 'you must' Talking about injuries and illness

Term 5 : Mon monde à moi (My own world)

Talking about likes and dislikes using aimer (etc.) + noun or infinitive. Talking about after-school clubs and activities using verbs in the present tense. Describing your friends using reflexive verbs. Describing birthday celebrations using the perfect tense

Term 6 : Le passé et l'avenir (Past and future)

Discussing what you are going to wear. Talking about earning money using pouvoir and devoir. Talking about what you want to do when you are older using vouloir Talking about what you will do in the future using the future tense Describing what you used to be like using the imperfect tense. Comparing your primary and secondary schools using the comparative

MFL – French

How is French taught?

The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.

Personal development

RSE, Online, safety, enrichment

Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.

Linking Subject to Career

The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.

MFL - German

Studying German provides significant competitive advantages, including enhanced career prospects in engineering, science, and finance,



What is taught?

German Topics:

Where and how you go on holiday. Talking about a past holiday. The weather. Talking about my town and giving directions. Talking about my house and bedroom. Daily routines and chores. Talking about your future house. Daily life in the German speaking world. Making plans and excuses. Talking about healthy living. Talking about clothes and fashion. Talking about shopping. Talking about special occasions

Grammar:

Using the Infinitive. The Perfect tense with "haben". The Perfect tense with "sein". The Imperfect tense. The separable verbs. "es gibt" with the accusative. Using tenses together. Prepositions with the dative. The future tense with "werden". Reflexive verbs in the present tense. Modal verbs. Subordinate clauses with "weil" und "wenn". Using verbs with a vowel change in present tense. Using possessive adjectives in the accusative case. Using accusative adjective endings. Subordinate clauses with "weil" und "da". Using the time, manner, place -rule

Culture:

German holiday destinations. German Christmas markets. Modern Furniture and Bauhaus. German export articles. Football in Germany. Traditional clothing in German speaking countries. German youth parliament. German TV and Film. Berlin

Home Support

Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

MFL – German

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MFL – Spanish

Studying Spanish provides significant cognitive, career, and cultural advantages, including improved brain function, enhanced memory, and increased earning potential.



What is taught?

Term 1 : Mi familia y mis amigos (my family and friends)

Talking about your family. Describing people – Using the verbs ser and tener in the present tense. Talking about where you live. Using the verb estar

Term 2 : Mi ciudad (my town/city)

Describing what is in your town. Talking about what you do where you live. Ordering in a café – Using the near future tense to say what you are going to do

Term 3 : Mis vacaciones (my holidays)

Talking about a past holiday. Using the verb ir in the preterite. Using the preterite of regular verbs – Narrating events – Saying what something was like

Term 4 : Todo sobre mi vida (all about my life)

Present tense – Saying what you use your phone for – Giving opinions of music and TV. Using comparatives – Saying what you did yesterday. The preterite tense

Term 5 : A comer (let's eat)

Saying what food you like – Describing mealtimes. Using negatives. Ordering a meal – Saying what you're going to buy – Using the near future tense

Term 6 : ¿Qué hacemos? (What shall we do?)

Arranging to go out . Making excuses. Using modal verbs. Using reflexive verbs – Talking about clothes. Using this/these

Home Support

Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

MFL – Spanish

How is Spanish taught?

The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.

Personal development

RSE, Online, safety, Enrichment

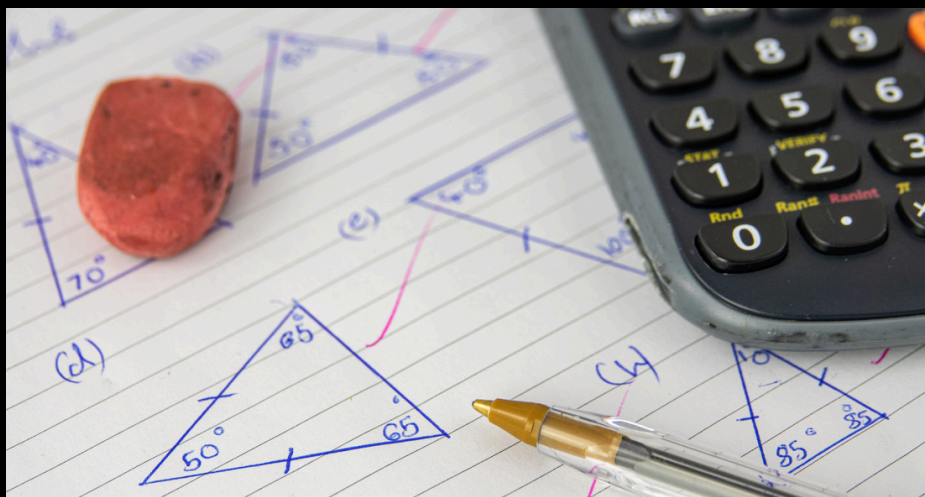
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Maths

Studying mathematics provides crucial, transferable skills, including enhanced logical reasoning, critical thinking, and advanced problem-solving abilities.



What is taught?

Term 1 : Compound measures. Changing the subject. Factorising /difference of 2 squares (DOTS). Solving by factorising/difference of 2 squares (DOTS)

Term 2 : Probability. Algebraic fractions. Angles & polygons. Loci & Constructions. Simultaneous equations – graphical.

Term 3 : Number – decimals, indices, significant figures, highest common factor/lowest common multiple (HCF/LCM), bounds. Converting units

Term 4 : Scale drawing. Statistics

Term 5 : IPythagoras. Similar triangles. Trigonometry

Term 6 : Trigonometry ctd. Transformations. Plans & elevations. Volume & surface area of cuboids. Volume & surface area of prisms

Home Support

Following each assessment, students will receive a feedback sheet that identifies their strengths and areas for improvement. Students are encouraged to utilise this feedback effectively and promptly address any gaps in their understanding. Students have access to the following online platforms for support: Sparx, Corbettmaths.

These platforms offer a range of resources and tools to help students revise and reinforce their understanding of mathematics at different levels of complexity. Students are shown in class how to use these tools effectively and match to their current learning needs. Revision lists and assessment feedback are linked to content on Sparx so students can direct their learning as needed.

Maths

How is Maths taught?



Term 1

Students will link their understanding of compound elements in science to compound measures in maths for speed, density and pressure, looking at the context of rates of pay to apply their knowledge to a real-world situation. This will be followed by a brief recap of algebraic skills in changing the subject of the formula from Year 8 to develop students' understanding further to include formulae with more complex terms. They will also need to work with formulae that involve factorising. The factorising unit will develop the students' understanding of algebra further to include factorising a quadratic expression by the difference of two squares, as well as factorising a quadratic expression with all three terms. These new skills are then applied in solving quadratic equations.

In the probability unit students will recap on their understanding of the probability scale being from 0 to 1, and will calculate simple probabilities. They will learn about mutually exclusive and exhaustive events, and create sample space diagrams and twoway tables. Venn diagrams will be used to calculate probabilities. Students will then extend their understanding of algebraic fractions to include multiplying and dividing algebraic fractions and to solve equations with algebraic fractions. In the loci and constructions unit students develop their skills in constructing a range of situations involving perpendicular bisector, angle bisector, line segments and perpendicular from a given point to a line. They will develop their understanding of the loci of points that are equidistant from a point, equidistant from two points, and equidistant from two lines. In the final unit of the term students are introduced to the concepts of simultaneous equations, learning how to solve them graphically by plotting on an xy coordinate grid.

Term 2

The focus this term is around elements of number as students develop further their skills and knowledge in working with decimals and indices. They will learn to write numbers in standard form and to multiply and divide numbers that are in standard form, drawing on their knowledge of the rules of indices. Venn diagrams will be used to find the highest common factor (HCF) and lowest common multiple (LCM) of two numbers, focusing on prime factor decomposition. Bounds will be considered, finding lower and upper bounds, and calculating with bounds using real-world applications. Students will learn the skill of truncation and apply to a range of different sized numbers. Finally, students convert between metric units of length, area and volume, covering a range of problem-solving questions with real-world examples.

Term 3

Maths

How is Maths taught?



Students will draw on their knowledge of ratio and measurements to work with scale drawings, interpreting and constructing them to model real-world situations in a variety of scales and different types of maps. The statistics unit covers a range of statistical skills such as calculating mean from a frequency table and estimating the mean from a grouped frequency table. They will create and interpret scatter diagrams and consider lines of best fit and possible correlation, as well as creating stem and leaf diagrams and box plots. Students will consider the usefulness of the interquartile range compared with the range, and the impact outliers can have on a set of data.

Term 4

Term 5

Students will develop their use of algebra and geometry further this term to consider the application of Pythagoras' theorem in right-angled triangles. They will use Pythagoras' theorem to determine if a triangle is right-angled, and will apply the theorem in a range of problem-solving contexts. 3D Pythagoras will be considered as well as questions that require a multi-step Pythagoras approach. In the similar triangles unit, students will learn the meaning of congruence compared with similarity. They will learn to find the length scale factor to find missing lengths. Understanding of similar triangles is then developed further to consider trigonometry in right-angled triangles. Trigonometry will be used to find missing lengths and to find missing angles.

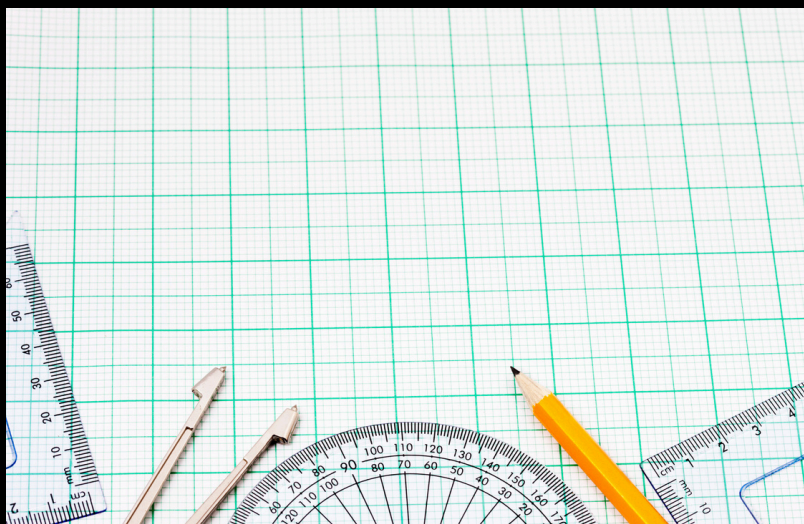
The trigonometry unit is continued this term. Multistep problems will be considered modelling real-life situations and the application of trigonometry for angles of elevation and depression. Students will also consider the four main types of transformations that can be applied to a given figure – translations, rotations, reflections and enlargements. Students will consider briefly the role of drawing plans and elevations to represent 3D objects on a 2D surface, enabling students visualise and understand a structure from different perspectives. They will use this knowledge to calculate the volume and surface area of cubes, cuboids and prisms, including cylinders.

Term 6

Maths

Personal development

RSE
Online
safety
Enrichment



Year 9 maths lessons help students to develop not only mathematical skills essential for functioning in society but also important life skills related to relationships, respect and ethical decision-making. The skills learnt support students in progressing academically in other subject areas as well as real-world application.

In maths lessons we encourage and facilitate respectful discussions, listen to other's viewpoints and provide constructive feedback. Students are encouraged to present their mathematical findings to the class and develop an environment of clear and respectful communication. Teachers actively work on building students' confidence in their mathematical abilities, positively impacting their overall self-esteem. We look for opportunities to link their learning to real-life scenarios related to relationships and personal finance, such as budgeting and understanding loans and interest rates. We encourage collaborative problem-solving and group work to promote teamwork and communication skills.

Enrichment opportunities: Pupils are offered the opportunity to take part in the Intermediate Mathematics Challenge run by UKMT and may qualify for subsequent rounds.

Linking Subject to Career

Key Stage 3 maths provides an understanding of mathematical concepts and skills which can support a wide range of careers including finance, computing and engineering. The skills learnt also promote and develop numeracy, problem-solving and analytical skills which are beneficial for an increasingly wide range of careers and areas of society.

Music

Studying music improves cognitive development, strengthens memory, and enhances academic performance in areas like math and language.



What is taught?

Term 1 : Chords and the Blues

Chord sequences. Context – musical and political. Texture

Term 2 : Ukulele and Guitar; the development of Pop music

Social and musical context. Musical elements

Term 3 : Gamelan

Global citizenship. Cultural awareness

Term 4 : Minimalism

Links to artistic movement. Development of technology. Links to Gamelan

Term 5 : Electronic Dance Music

Use of music technology. Links to Minimalism and Gamelan. Texture

Term 6 : Final creative project

All KS3 content could be relevant

Home Support

Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content. Engage with subject reading book list.

Music

How is Music taught?

Term 1 : Keyboard, Guitar, Appraising, Ensemble skills

Term 2 : Listening and appraising, Guitar, Ukulele, Chords, Structure, Harmony

Term 3 : Tuned percussion, Ensemble skills, Group composition, Cyclic patterns, Repetition

Term 4 : Keyboard skills, Solo and ensemble performing, Solo and group composition

Term 5 : Harmony, Texture, Melody, DAW, Composition

Term 6 : Solo or ensemble performance, Solo or group composition, Academic research, Use of technology, Podcasting

Personal development

RES & Online Safety :

Social and political awareness. Contextual awareness. Global, cultural, and contextual awareness. Personal choice for creative direction and content

Personal development and enrichment running throughout the year:

Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience. School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events.

School concerts raise money for charity.

Linking Subject to Career

Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving.

Aspirational display of alumni education / work destinations after leaving RMGS.

PE

Beyond just exercise, high-quality PE aims to develop a child's physical competence, confidence, and lifelong engagement in healthy activities



What is taught?

- Mastery of advanced techniques and strategies in both competitive and recreational settings.
- Introduction to principles of fitness and personal training.
- Insights into how sports can impact physical and mental well-being.

Home Support

- Encourage participation in leadership roles, such as team captaincy in local clubs. Provide resources for personal fitness routines or encourage outdoor activities. Discuss career aspirations related to sports and well-being.

PE

How is PE taught?

Year 9 focuses on the application of advanced techniques and strategies in competitive and recreational settings. Students are encouraged to take ownership of their learning, explore leadership roles, and reflect on personal fitness and well-being. This year bridges the gap between foundational learning and preparation for GCSE-level PE or lifelong participation in physical activities. Take responsibility for personal performance and independently plan practice sessions. Explore leadership roles, such as organizing team activities or acting as a captain. Evaluate tactics and adjust strategies during gameplay.

Personal Development

RSE. Online. Safety. Enrichment

- Foster independence and self-reflection in physical activity choices.
- Emphasize responsibility in maintaining fitness and mental health.
- Reinforce resilience and adaptability in challenging activities.

Linking Subject to Career

Highlight careers in sports psychology, fitness training, and sports management. Discuss how physical education supports roles in health and wellness industries.



PSHE

Personal, Social, Health, and Economic (PSHE) education equips students with vital life skills, promoting mental and physical wellbeing, resilience, and safety.



What is taught?

Term 1 : Drug use

Use of drugs and their effects.

Term 2 : Exploring Career Interests

Learning strengths, career options and goal setting as part of the GCSE options process

Term 3 : Respectful relationships

Healthy and unhealthy relationships and friendships, peer pressure, and dangers of gangs, CSE

Term 4 : Healthy lifestyle

Diet, exercise, lifestyle balance and healthy choices, and first aid

Term 5 : Intimate relationships

Relationships and sex education including consent, contraception, the risks of STIs, and dangers of pornography, including sharing nudes

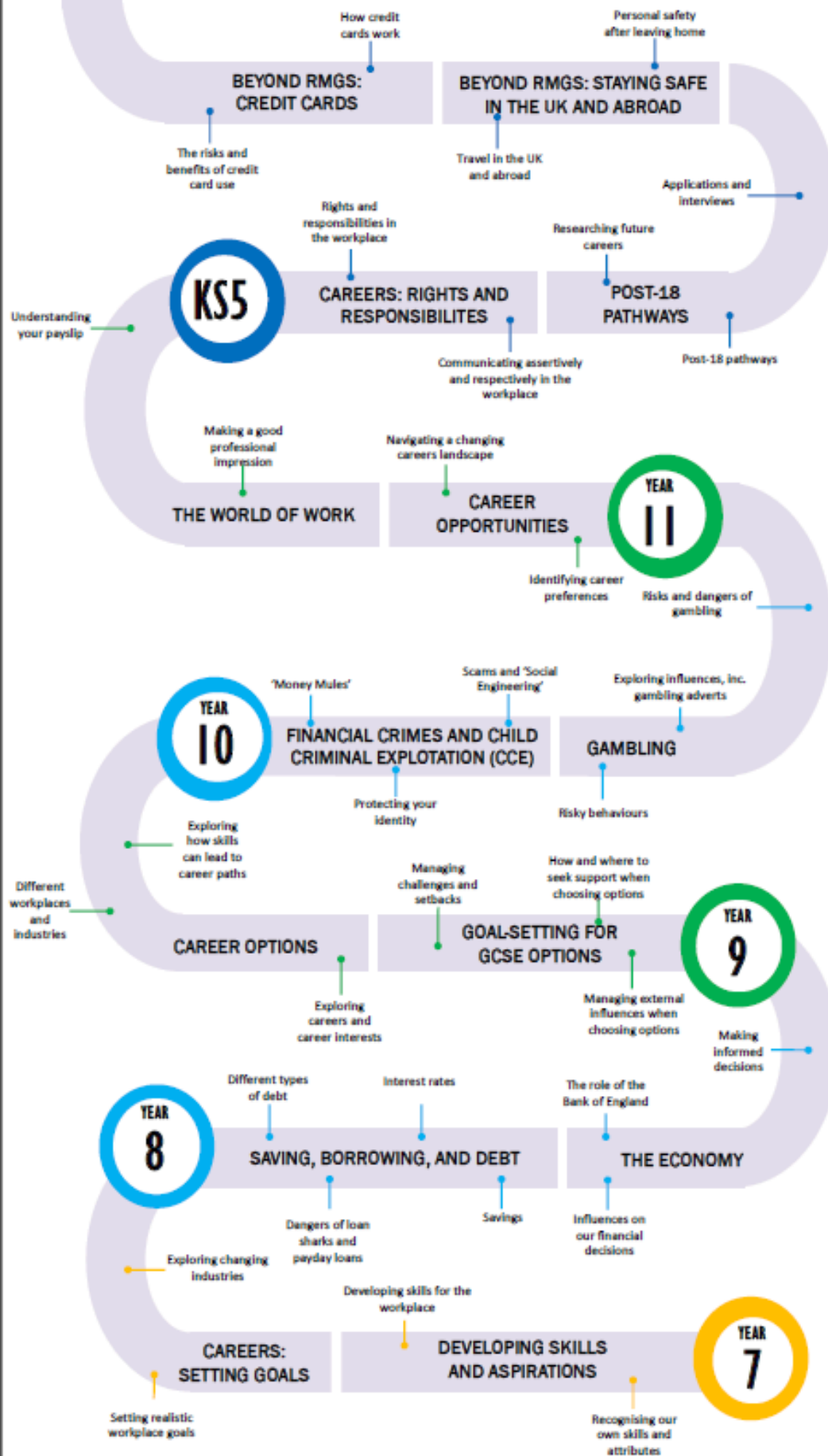
Term 6 : A changing world

AI, Cryptocurrency, privacy, and digital safety

Home Support

The focus of PSHE at RMGS is for a whole-school approach. This includes all teachers and pastoral leads playing a role, but also the vital input of parents and carers too. PSHE staff and parents/carers are all focused on the safety and wellbeing of students. Our first and last PSHE teachers are our families; everything from being taught to say “please” and “thank you” and how to brush our teeth, to advice on job interviews and on paying their first bills, all falls under PSHE education. Parents can support PSHE education from school by answering questions students may have. Some topics students may find particularly challenging and may wish to speak to family as well as school staff. All PSHE lessons also signpost additional support, such as helpful websites or local agencies, and parents can support us by helping students to access that additional support.

The PSHE Learning Journey: Living in the Wider World



PSHE

How is PSHE taught?



Case study analysis, individual and group mind-mapping, group discussion, evaluating and appraising situations, research, reflecting on our own understanding of topics

Personal development

PSHE meets statutory requirements of PSHE, RSE, and online safety throughout the curriculum for all Year 9 Students.

Linking Subject to Career

Term 3 has a specific focus on Careers and careers education. However, the PSHE coordinator also regularly meets with Careers coordinator to establish whole-school initiatives, including assemblies and form time activities.



RE

Religious Education (RE) fosters critical thinking, empathy, and religious literacy, enabling students to understand diverse beliefs, cultures, and global affairs.

What is taught?

Term 1 : Object

Key figures who have fought injustice; The Suffragettes, Dr Martin Luther King. Jr, Gandhi and Dietrich Bonhoeffer.

Term 2 : Prejudice and Discrimination

Sexism, homophobia, racism in the modern world, hate crimes, appearance prejudice, ageism and ableism.

Term 3 : Life after death

Christian and Hindu ideas about life after death, funeral rites, philosophical ideas around dualism, mind and body.

Term 4 : Too old, too young; age, consent and autonomy.

The concept of autonomy and freedom and it's application to work, voting, sexual relationships and fighting in the army.

Term 5 : The Buddha

The Life of Siddhartha. Gautama and the teachings that arise from this, such as the 3 marks of existence, the 4 noble truths, the middle way and the noble eightfold path.

Term 6 : Relationships and families

What makes a family, attitudes toward marriage and divorce, homosexuality and homophobia.

Home Support

Keep the talking channels open – developing the habit of discussing the less personal is a conduit to discussing the more personal issues that young people often struggle with. Researching family history. Talk about where family live and why they moved. Any interesting characters? Talking with older people about how life has changed for young people. Talking to grandparents about their early experiences of school/work/leisure activities/dating/holidays. This often leads on to interesting discussion about sexism, gender and shared values. How does the family celebrate or commemorate rites of passage (birth, marriage, death)? Family photos can be a catalyst for discussion. Religious ceremonies?

RE

How is RE taught?

Term 1 : Evaluating the relationship between beliefs and actions.

Consideration of whether laws should ever be broken.

Term 2 : Understanding of the law, empathy and understanding of different views and cultural relativism.

Term 3 : Knowledge of different ideas about mind, body and soul.

How these key ideas are interpreted in different belief systems and scenarios.

Term 4 : Research a chosen topic. Evaluative writing.

Term 5 : Knowledge and understanding of key Buddhist beliefs.

Application of a belief in a life situation – to what extent is this helpful / possible?

Term 6 : Understanding the diverse nature of family life.

Understanding of rights and responsibilities.

Personal development

RSE, Online, safety, enrichment

Role of the individual in society. Sexism and its implications. Research project – learning about crediting sources in written work. Dealing with and understanding beliefs about death, the afterlife and funerals across cultures. Discussions around autonomy, consent and the law on sexual relationships. Research project – learning about crediting sources in written work and appropriate searches for sensitive information. Understanding belief systems we may encounter in our community. Discussions around what makes a family, different types of family, the sensitivity of family difficulties, homosexuality and the difference between civil partnership and marriage.

Linking Subject to Career

Developing critical thinking, analytical and evaluative skills through philosophical thought processes. Empathy and understanding of other belief systems, cultures and viewpoints. Developing extended writing skills. Developing the ability to construct an ethical argument and consider counter argument.

Science – Biology

Studying science fosters critical thinking, problem-solving, and analytical skills while providing a deeper understanding of the natural world and technology. It cultivates curiosity, enables evidence-based decision-making, and prepares students for high-demand, diverse careers.

What is taught?

Unit 1

Microscopes (Required Practical). Animal and plant cells. Eukaryotes and prokaryotes. Cell division. Specialisation. Stem cells and their uses. Ethical dilemmas of stem cell use Diffusion. Osmosis (Required Practical). Active transport. Exchanging materials in living things. End of unit test

Unit 2

Organisation of tissues and organs. Digestive system structure and function. Macromolecule structure. Food tests (Require Practical). Enzymes. Effect of temperature on enzyme activity. Effect of pH on enzyme activity (Required Practical). Function of the liver and bile. Blood composition and function. Blood vessels. The heart. Problems with the heart and their solutions. Breathing and gaseous exchange. Tissues and transport in plants (leaf, xylem and phloem) Transpiration and the rate of transpiration End of unit test

Unit 4

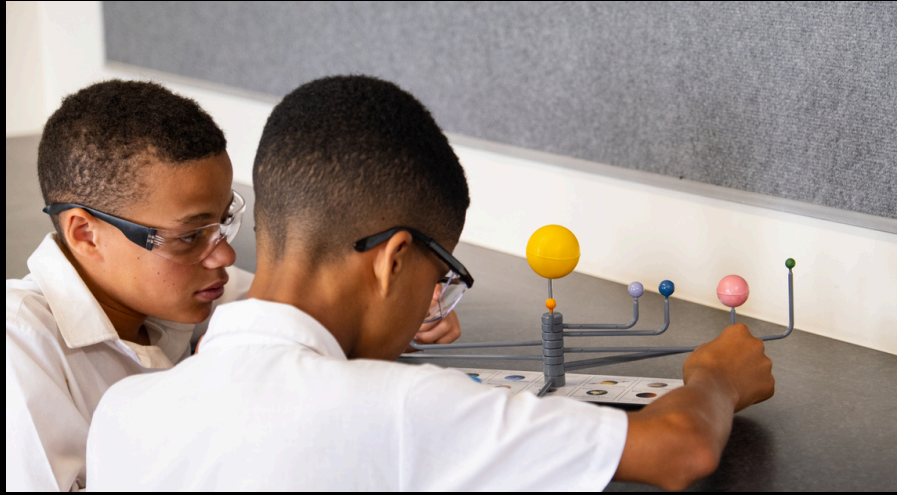
Photosynthesis. The rate of photosynthesis and limiting. factors (Required Practical) Glucose uses in plants. How to test a leaf for starch. Optimising photosynthesis for increased yields. Aerobic respiration. Response to exercise. Anaerobic respiration. Metabolism and the liver. End of unit test

Home Support

Revision resources on TEAMS
BBC bitesize
YouTube
Educake
Kerboodle (virtual textbook)

Biology

How is Biology taught?



Biological drawing. Using a microscope. Rearranging equations and using formulae. Graph drawing. Data analysis. Percentage change calculations. Evaluate question practice. Command word analysis. Applying more complex methodology. Graph drawing. Data analysis. Dissection. Graph drawing. Graph analysis

Personal Development RSE . Online safety. Enrichment

Ethical debates

Heart disease treatments

Discussion on exercise and healthy living

Linking Biology to Careers

Students get to understand the links with Biology and careers : Biology teacher, Microbiologist, Electron microscope technician, Stem cell researcher, Cell culture technician, Oncologist, Dietician, Food scientist, Gastroenterologist, Cardiologist, Perfusionist, Clinical cardiovascular researcher, Farmer, Horticulturalist, Botanist, Garden landscaper, Tree surgeon, Sports scientist, P.E. teacher, Personal trainer, Athlete, Brewer, Baker, Hepatologists

Science – Chemistry

Studying science fosters critical thinking, problem-solving, and analytical skills while providing a deeper understanding of the natural world and technology. It cultivates curiosity, enables evidence-based decision-making, and prepares students for high-demand, diverse careers.

What is taught?

Atomic Structure : Explain the structure of the atom. Explore the evidence used to obtain the current atomic model. Describe, explain processes of separation.

The Periodic Table : Explain why the elements in a group have similar properties. Explain why group 0 are 'inert'. Understand why the trend in reactivities in Groups 1 and 7. Describe the steps involved with the development of the modern periodic table. Contrast the properties of the transition metals with group 1. Explain Mendeleev's key contributions to the development of the periodic table.

Structure and Bonding : Explore states of matter. Explore ionic bonding. Explore covalent bonding, simple and giant structures. Explore metallic bonding. Explore nanoparticles and their unique uses/properties.

Chemical Changes : Understand the terms oxidation and reduction using electrons. Describe the reactions of metals with acids and water. Evaluate metals extraction processes. Predict products from neutralisation reactions. Deduce formulae of salts. Describe the preparation of a dry salt. Identify acids/bases on the pH scale. Describe how to carry out a titration (Chemistry). Explain strong/weak, dilute/concentrated when referring to an acid. Describe acidity/pH and hydrogen ion concentration.

Home Support

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Chemistry

How is Chemistry taught?



- Understand how scientific methods and theories develop over time.
- Recognise the importance of peer review of results and of communicating results to a range of audiences.
- Understand how scientific methods and theories develop over time.
- Use a variety of models to solve problems and to develop scientific explanations and understanding of familiar and unfamiliar facts.
- Safe use and careful handling of liquids, including careful mixing of reagents under controlled conditions, using appropriate apparatus to explore chemical changes.
- Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects.
- Recognise substances as small molecules, polymers or giant structures from diagrams showing their bonding.
- Use a variety of models such as representational, spatial, descriptive to solve problems and to develop scientific explanations and understanding of familiar and unfamiliar facts.
- Make order of magnitude calculations.
- Safe use of a range of equipment to separate chemical mixtures including evaporation, filtration and crystallisation.

Linking Chemistry to Careers

Students get to understand the links with Biology and careers including for example : Material Scientists, Nanotechnologists, Analytical chemists, Metallurgist, Hepatologists

Science – Physics

Studying science fosters critical thinking, problem-solving, and analytical skills while providing a deeper understanding of the natural world and technology. It cultivates curiosity, enables evidence-based decision-making, and prepares students for high-demand, diverse careers.

What is taught?

Term 1 : Forces

Representing Forces. Mass and Weight. Energy and Work. Forces and Elasticity. Hooke's Law

Term2 : Energy

Changes in Energy stores. Energy Dissipation. Energy and Efficiency. Heating and Insulating. Energy Demands Evaluating energy resources

Term 3 : Waves

Nature of Waves. Properties of Waves. Wave Speed and depth. Electromagnetic Spectrum and its uses. Communications Reflection and refraction

Term 4 : Electricity

Static electricity including Van der Graaf. Current and charge Potential difference and resistance Series Circuits

Term 5 : Particles

Method of determining density for regularly and irregularly shaped objects. States of matter. Changes of state. Internal energy

Term 6 : Motion

Vectors and Scalars Speed and distance time graphs. Investigating motion. Velocity and acceleration. Equations of motion Investigating acceleration

Home Support

Revision resources on TEAMS

BBC bitesize

YouTube

Educake

Kerboodle (virtual textbook)

Physics

How is Physics taught?



Term 1 : Direct Proportionality, Calculations, Experimental Procedure, Graphical analysis – calculating gradients and relating to formula.

Term 2 : Modelling, Calculations, Describing and evaluating processes, Critical Analysis of energy resources

Term 3 : Experimental procedure, Construct ray diagrams, Apply Scientific knowledge to real world scenarios, Standard form

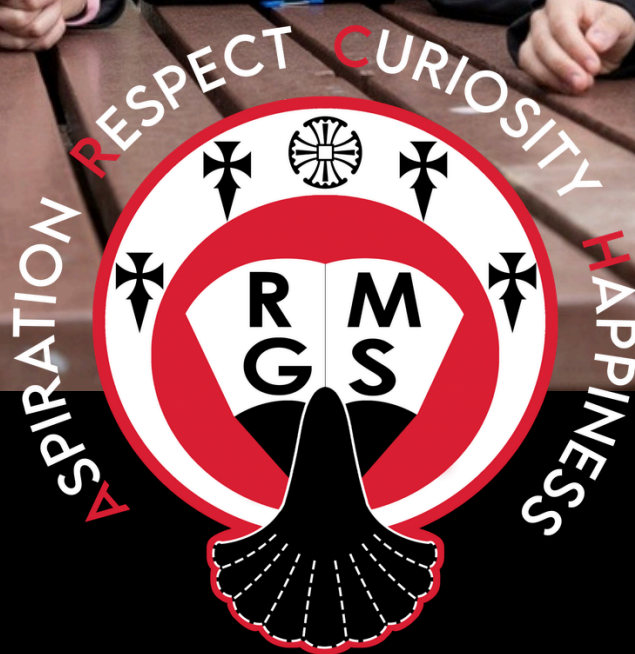
Term 4 : Building Circuits, Using electrical equipment and taking appropriate readings, Calculations, Determining relationships from experimental analysis

Term 5 : Experimental procedure, Written communication in describing experimental procedure, Considering resolution of instruments

Term 6 : Calculations, Graphical Analysis – gradients and area under graph, Calculations – rearrangement of complex equations, Evaluation of experimental procedure.

Linking Physics to Careers

Students get to understand the links with Physics and careers which span engineering, research, technology, and healthcare, utilising skills in modeling, data analysis, and problem-solving. Key roles include physicist, engineer (aerospace, nuclear, electronics), medical physicist, researcher, data analyst, and patent attorney.



RAINHAM MARK GRAMMAR SCHOOL

Year 9 Curriculum

2026