



ST LAURENCE SCHOOL
YEAR 9 CURRICULUM MAP
2026-27

St Laurence School
Care • Inspire • Succeed

Contents

Art.....	3
Dance	5
Design and Technology	7
Drama.....	9
English	10
French.....	12
Geography.....	13
German.....	15
History	16
Maths	17
Music.....	18
Physical Education.....	20
PSHE	22
RE.....	23
Science	24

Art

Term 1		Term 2	Term 3
Pop Art – Portraiture During this term, pupils will learn how to draw proportions of the face and features to gain confidence in portraiture. They will also be taught how to mix skin tones. Pupils will create a mood board based on their own hero or icon so that when they create a Pop Art portrait piece they can use these as a reference. Pupils will widen their art history knowledge by looking at the works of Julian Opie, Roy Lichtenstein and Andy Warhol.		Pop Art – Portraiture This term, pupils will develop sketchbook work resulting in planning for a final piece based on portraiture. They will explore typography and text that can be included in their work. Photoshop sessions will be used for pupils to develop their work digitally through simple line drawings and blocks of colour.	Identity through Objects Pupils will be exploring the theme of identity and what it means to them on a personal level. They will look at a range of artists that deal with their own identity, this may be sensitive subject matter. Artists we will research include Joseph Cornell, Michael Craig Martin, Georgia Marandi, Jon Burgerman, and the Vanitas Movement. Pupils we be encouraged to work from direct observation; they will create their own still life and work closely from this to start to begin to explore a range wet and dry materials.
Term 4		Term 5	Term 6
Identity through Objects Pupils will explore and develop their work further through the use of a wider range of media such as photography and Photoshop. Here, they will look at the work of Hattie Stewart. They will use their sketchbook to plan and draw out their ideas in order to develop a more sustained, substantial piece of work that is personal and suits their own identity and choice of materials within both digital art and also fine art. Students will be shown the work of GCSE Art and Graphics students to help them with their option choices.		Expressionism /Music 20th Century Art Pupils will understand the important of music in art. They will research into Expressionism and Abstract Expressionism, focussing on Kandinsky and his use of shapes and mark making. They will also look at Kathe Kollwitz for her work depicting war and poverty. Students will listen to a range of music and create artwork in response. They will also look into colour theory and how this effects not only how a person feels, but also how it can affect the viewer when looking at a piece of art.	Expressionism /Music 20th Century Art Pupils will explore colour and refinement of ideas through a wider range of materials and techniques such as carbon drawing, oil pastels, soft pastels, print making, fine liner and watercolour. This will then be developed using Photoshop, or into a larger scale fine art mixed media piece. The aim will be to focus on balance and contrast in the composition and students will choose their own music and emotions to inspire their work.
Text book	Students are provided with a sketchbook. All materials needed will be provided by school.		
Setting	Students are work in mixed ability learning groups		
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term		
Trips and expenses	None		

[Click here to return to the contents page.](#)

Home Learning	We set homework twice per term (6 week block); one is assessed and one to support the learning in class which is research, revising or gathering resources or taking photos.
Extension work	Art club runs every other term which is an opportunity to work with a teacher improving specific skills
Careers	Industry standard software (Photoshop) used in Year 9. Students complete a project “Careers in art, why art?” with links to jobs.

Dance

Term 1	Term 2	Term 3
Contemporary phrase based on phobias and fears. Developing technique and physical skills. Introduction to stimulus for set phrase. Learning a contemporary dance phrase. Motif development and use of choreographic devices. Performance Assessment	The study of black history in dance. Developing technique and physical skills. Black history in dance and cultural awareness. Study of professional work Alvin Ailey dance <i>Revelations</i> . Motif creation Motif development. Choreography assessment	The study of a contemporary dance work <i>Shadows</i>. Developing technique and physical skills. The study of professional work <i>Shadows</i> . Working on expression and sensitivity as performance skills. Developing relationship work in dance. Choreography assessment
Term 4	Term 5	Term 6
The study of a contemporary dance work <i>Swan Song</i>. Developing technique and physical skills. The study of professional work <i>Swan Song</i> Working on expression as performance skill Developing contact work in dance. Structure. Choreography assessment	Commercial Pop Dance - this may continue to term 6 Developing technique and physical skills. Pop and commercial dance history. Learning commercial pop dances. Developing movement memory and pop technique. Developing motif using choreographic devices. Performance assessment	Set contemporary phrase <i>Breathe</i> Developing technique and physical skills. The study of a contemporary dance set phrase. Set by the exam board Development of contemporary technique and physical skills. Development of expressive skills. Performance assessment
Text book	KS3 Dance theory work booklet provided by the teacher.	
Equipment	Water bottled filled up for each lesson.	
Kit	St Laurence blue PE tops, PE shorts or plain black or navy thick (not see through) leggings or joggers. Joggers must be close fitting to the leg with elasticated ankles. Joggers should not have drawstrings, open hems, or excess fabric around the ankle. Hair tied back and removal of all jewellery. Bare feet.	

Setting	Year 9 are divided into mixed ability learning groups.
Assessment	There will be regular class performance assessments. All students also complete skills assessments at the end of each term. These test physical, technical, expressive and mental skills or choreography skills. The students will also be tested in theory, through knowledge and understanding of dance vocabulary and appreciation of professional dance works.
Trips and expenses	While there are no set trips, one-off dance trips may occur, and students are actively encouraged to go to the theatre to watch dance as much as possible.
Home Learning	Practical home learnings set to develop movement memory through rehearsal outside the lessons.
Extension work	Students will have the opportunity to be part of extra-curricular Senior dance club. Students thinking of GCSE are encouraged to take up these opportunities.
Careers	Develop a broader understating of the main learning pathways (e.g. university, college and apprenticeship) and how to reach them. Be aware that different jobs and careers will bring a different challenges and rewards and understand these will influence the choices they make. Be aware of the influence of external factors on their choices. Specific case studies of choreographers that influenced change in dance. Dance trips and workshops. Discussions about next steps in dance – showing BBC bitesize video of “what’s the point in dance”

Design and Technology

Food*		Textiles*	Resistant Materials*
Special Diets Students learn about groups in the community with specific dietary needs e.g. coeliac, diabetics, elderly, vegetarian etc. Practical skills are developed further e.g. learning to make a variety of breads and pastries. Students then design and make a dish suitable for someone with a chosen special dietary requirement.		Hoodies Students learn about the use of textiles in Industry and how to produce synthetic fibres, modern and technical materials e.g. recycling plastic bottles to produce fleece fabric. Decorative techniques can be introduced, including the use of CAD / CAM to personalise the hoodie. Consideration is given to the care and labelling of Textile items.	Finger joint vanity box Students learn about how sound waves can be amplified without the use of electronics. Wood is used as the main material along with the laser cutter which is used to engrave their own design/ pattern. Finishing and working towards a higher level of accuracy is key within this project.
After rotating through Food, Textiles and RM for two thirds of the year, students will then revisit ONE of the following areas of DT to complete an extended project.			
Food Students will cook a range of technical dishes which involve key skills required for further studying at GCSE. They will also undertake mini food investigations and explore different properties of food ingredients.			
Textiles Students will design and make a Tote bag using recycled fabrics. They will work through several skills such as lining the bag, creating pockets and adding straps/ handles. Students who opt for this subject at GCSE will be able to focus on developing and extending their skills in preparation for year 10.			
RM Students investigate making products with more complex joining methods. Students are introduced to the table router (GCSE piece of equipment). Similarly to the first unit, students are required to work to a high level of accuracy to produce a successful product.			
Text book	N/A		
Setting	Students are taught in mixed ability teaching groups, rotating throughout the year to cover the Food, Textiles and RM projects. *Students rotate (approx. every 9 weeks) to complete all modules during the course of the academic year. They have two 1-hour lessons per fortnight		

Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term. Assessments focus on generating ideas, planning, making and evaluating.
Trips and expenses	Voluntary contributions for RM and Textiles via parent pay. Cost of ingredients for practical food work (The Food teacher should be notified if this presents any difficulties as help can be sought for the school to provide these ingredients).
Home Learning	Food - Sourcing, weighing and preparing of ingredients is considered to be homework for all students and this will be set once a fortnight. On the odd occasion, students will have tasks to complete at home. This will be completing design ideas, completing time plans or carrying out a piece of research. This will be set once per term. DT and Textiles - Students will be set one piece of assessed homework per term which will go towards their current project.
Extension work	KS3 STEM club. Students are encouraged to extend their interest in DT-related issues e.g. in the news or websites such as: www.foodafactoflife.org.uk www.nutrition.org.uk www.nhs.uk www.food.gov.uk www.dwell.co.uk www.aram.co.uk
Careers	Food – In year 9 students gain a stronger understanding of special diets and allergies/ intolerances therefore careers are linked to this theme. Careers such as dieticians and nutritionists are introduced to the students. We also investigate food scientists and industry roles which explore careers focusing on making sure food is safe for consuming across all catering establishments. Textiles – Students base their choices on the materials available, and their preferred choice of colour based on trend and design preference. Individual design approaches are encouraged to all. Resistant Materials – This rotation focuses on Carpentry skills. Students are introduced to a selection of complex wood joints when working through the stages required to make their wooden passive speaker.

Drama

Term 1		Term 2	Term 3
Baseline Assessment Dulce Et Decorum Est by Wilfred Owen Core Skills Subject Skills Stage fighting - unarmed combat		Core Skills Subject Skills Comedy & Physical Theatre	Subject Skills Exploring script – Teechers by John Godber
Term 4		Term 5	Term 6
Knowledge and Understanding/Subject Skills Introduction to Design Exploring design elements including set, costume, lighting and sound		Knowledge and Understanding/Subject Skills Writing About Live Theatre	Knowledge and Understanding/Subject Skills Verbatim play 'I Love You Mum' by Mark Wheeller
Text book	None used. Students have an activity booklet which stays in school		
Setting	Students taking Drama will be in mixed ability groups		
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.		
Trips and expenses	Optional trip to local theatre		
Home Learning	Home learning is set only occasionally eg in order to prepare for assessment		
Extension work	Extra-curricular Drama including a summer term production		
Careers	There is a display outside the Drama area regarding career choices. Students are shown a powerpoint on apprenticeships in term 3. Live theatre opens up discussions on all elements of production		

English

Terms 1 & 2		Terms 1 & 2	Terms 3 & 4
Inequality		Inequality	Conflict
Engaging with non-fiction texts about topical issues of inequality, such as gender, race, and class; analysing writers' purpose and tone, how they structure a piece of non-fiction writing, and how they use persuasive techniques to create an argument. Students will complete a piece of persuasive writing about an aspect of inequality in which they are interested.		A Christmas Carol Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist develops character and close analysis of mood and atmosphere; whole text essay response.	War Poetry Developing a critical understanding of a range of war poems from 20 th century; exploring different perspectives on warfare and the role of context in text production.
Term 3 & 4		Term 5 & 6	Terms 5 & 6
Conflict		New Worlds	New Worlds
Journey's End Showing appreciation of the techniques and language used by Sherriff; key scene analysis; developing an understanding of the presentation of character and theme in drama texts. Students will write an essay about the presentation of conflict in <i>Journey's End</i> and war poetry of their choice.		The Tempest Analysing the techniques and language used by Shakespeare; writing a critical essay on how a character is presented; considering the impact of context and different readings of a text.	Maggot Moon Reading a contemporary dystopian novel and tracking dystopian features through the novel; developing skills needed for GCSE Literature exams, including relating the novel to its historical and generic contexts; writing an imaginative and effective narrative – a section of a dystopian story.
Text book	Students will study a range of non-fiction texts throughout the year, and various poems (some war poems are decided by individual teachers, though there are common poems that every student reads), as well as the plays <i>Journey's End</i> and <i>The Tempest</i> . Students will study <i>A Christmas Carol</i> and <i>Maggot Moon</i> .		
Setting	Year 9 are in mixed ability, mixed gender sets.		
Assessment	There is at least one summative assessment per short term with a final end of year exam and we assess a range of reading and writing skills. Schemes of learning are designed to enable students to develop the knowledge and skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.		
Trips and expenses	There are no extra expenses or trips in Year 9. However, the English department runs writing clubs some students may choose to attend.		
Home Learning	Students will have at least one English home learning task a week. Occasionally, students will be given a longer task to complete over an extended period of time.		

[Click here to return to the contents page.](#)

Extension work	Both classwork and homework should be accessible, but also differentiated, so that there is an opportunity for students to be appropriately challenged. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has many wider reading texts that complement the scheme of learning that is being studied.
Careers	A Christmas Carol: Wealth vs job satisfaction Inequality: University access schemes to local students from state sector for heavily subscribed courses Maggot Moon: Dystopian world – impact of AI on employment Journey's End: Armed Forces and mental health services sector employment The Tempest: Job prospects abroad and point entry schemes and what it will involve to move abroad.

French

Term 1		Term 2	Term 3
Ma famille, moi et les autres • Self introduction • Family and describing people • Friends and what makes a good friend • Family relationships • Life when you were younger • Role models		La vie culturelle • Arranging to go out • Sport • Music, describing a music event • Technology and life online; social media • Films and actors • TV and TV programmes • Books and reading	Mon travail, mes études et mon avenir 1 • Why learn languages? • School subjects • Future career plans • Plans, hopes and wishes • Applying for jobs • Jobs and work preferences • Career choices
Term 4		Term 5	Term 6
Les vacances 1 • What to take on holiday • Discussing holidays • What you normally do on holiday • Booking and reviewing hotels • Travel and tourist transactions		Les vacances 2 • A past holiday • Holiday disasters • A holiday in the future • Your ideal holidays	Les thèmes mondiaux • The environment • Volunteering and good causes • Global events • Priorities • Rights and responsibilities
Resources	We follow the Studio 3 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class.		
Setting	Students study languages in mixed ability groups according to the language they selected to pursue in Year 8.		
Assessment	All students also complete common assessments at the end of each unit which test listening, speaking, reading, translation and writing skills. Not all skills are assessed at the end of each unit.		
Home Learning	Home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.		
Careers	By continuing to build on the language skills from Years 7 and 8, as part of a curriculum which spirals through KS3 and into KS4, students are exposed to words, phrases and grammar which would enable them to build on these later in real-world situations where relevant. In addition, explicit reference is made to the importance of developing linguistic skills in the modern, increasingly interconnected world. There are also careers-specific lessons in the build-up to the Options process which highlight the value of pursuing careers with an emphasis on using foreign languages.		

Geography

Term 1		Term 2	Terms 3 & 4
Why do some places suffer from tectonic hazards?		Are all hazards natural?	What is the geography of China?
A detailed study of the causes, effects and responses of volcanoes and earthquakes, along with the theory behind plate tectonics before focussing on and comparing case studies of their choice. Developing key skills such as interpreting different maps or satellite images.		A detailed study of the geography behind the different evidence and views associated with climate change. By considering flood risk here in Bradford on Avon, students will develop important fieldwork and research skills.	An in-depth study of the worlds like next great superpower, this topic will bring together lots of themes taught across all of KS3. We will consider levels of develop, the role of globalisation, population change and potentiality for surpassing the USA as the world’s only superpower.
Term 5		Term 6	
What is the geography of the Middle East?		What are the challenges and opportunities facing Africa?	
This topic looks at the relatively under studied and little know area of the Middle East. We will study how the physical and human geography has led to a legacy of great variety of cultures, levels of development and of course, conflict.		Building on the knowledge, understanding and skills of the previous two topics, we will study how the geography of Africa is causing severe issues for large numbers on the continent but also that its future has great potential.	
Text book	While we may use certain pages for various topics, we do not use one text book at KS3 Geography.		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students’ progress.		
Trips and expenses	While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use maps regularly – Geography is all around you!		
Homework	Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child’s progress in lessons.		

[Click here to return to the contents page.](#)

Extension work	Students should always try to keep an eye on the various news outlets. Useful websites include the following: - http://www.bbc.co.uk/science/earth - http://www.bbc.co.uk/science/earth/natural_disasters - http://www.bbc.co.uk/newsround/ - http://www.boston.com/bigpicture/
Careers	Our curriculum includes a minimum of one career related homework each topic in KS3 where students are tasked with researching careers that relate to that individual topic.

German

Term 1		Term 2	Term 3
Meine Familie, meine Freunde und ich		Die Schule und meine Kindheit	Arbeit und Zukunft
• Role models • Describing family, friends and pets • Family relationships • What makes a good friend		• Childhood and childhood activities • Comparing secondary and primary school • Childhood and when I was younger • School subjects and school day • School rules • Education in Germany	• Ambitions • Part-time and holiday jobs • Future plans • Places of work
Term 4		Term 5	Term 6
Musik		Globale Themen 1	Globale Themen 2
• Types of music • Music instruments and playing in a band • Describing music festivals		• The environment • Volunteering and good causes	• Priorities • Rights and responsibilities • “Das Wunder von Bern” – film study
Resources	We follow the Stimmt 3 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class.		
Setting	Students study languages in mixed ability groups according to the language they selected to pursue in Year 8.		
Assessment	All students also complete common assessments at the end of each unit which test listening, speaking, reading, translation and writing skills. Not all skills are assessed at the end of each unit.		
Home Learning	Home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.		
Careers	By continuing to build on the language skills from Years 7 and 8, as part of a curriculum which spirals through KS3 and into KS4, students are exposed to words, phrases and grammar which would enable them to build on these later in real-world situations where relevant. In addition, explicit reference is made to the importance of developing linguistic skills in the modern, increasingly interconnected world. There are also careers-specific lessons in the build-up to the Options process which highlight the value of pursuing careers with an emphasis on using foreign languages.		

History

Term 1		Term 2	Term 3
EQ1: Should the British Empire be a source of national pride? EQ2: Was the story of the twentieth century simply one of things getting better?		EQ3: How did the First World War cast a long shadow over the 20th century?	EQ4: How far is ‘Suffragette’ a true picture of the campaign for female suffrage?
Term 4		Term 5	Term 6
EQ5: What was Britain like during the inter-war years? EQ6: How similar were Joseph Stalin and Adolf Hitler?		EQ7: What was the most important turning point of the Second World War? EQ8: How did the Holocaust happen and in what ways was it resisted?	EQ9: Did Britain provide a welcoming home for migrants in the 20 th century? EQ10: Was religion the main cause of the 9/11 attacks? EQ11: What were the consequences of the Falklands War?
Text book	Courses are taught using resources created within the department and a rich variety of film, documentary and other sources from the periods studied		
Setting	Mixed ability learning groups		
Assessment	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Four of the 10 end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.		
Trips and expenses	A First World War reenactor will be visiting the school in Term 2 to run a workshop with Year 9. The cost of this experience is £5 per student.		
Home Learning	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 1 hour on this homework. Whilst this will not be explicitly marked, it will be used to support your child’s progress in lessons		
Extension work	Students are encouraged to extend their studies through visits, film, documentaries and fiction and engaging in their own family history.		
Careers	The focus on careers education in Year 9 is relating the skills we developed in lessons e.g. evaluation, analysis, critical to the workplace. Teachers will spend time explaining how these skills will enhance the skill set of students as the progress into further education and into the workplace. We will focus on specific careers such as journalism, law and the diplomatic service.		

Maths

Terms 1 – 3	
(topics taught in a variable order and depth dependent on group) Geometrical Properties 1 – Angle facts, angles in parallel lines and investigating angles in polygons. Constructions – constructing triangles and bisectors, using properties of shapes to accurately construct quadrilaterals, applying constructions to loci. Area, Perimeter & Volume – Circumference and area of circles and part circles, composite shapes. Volumes and surface area of prisms and cylinders. Geometrical Properties 2 – Understanding and proving congruent shapes, investigating similar shapes, understanding and applying Pythagoras theorem. Number and Algebraic skills will also be interwoven within the above topic areas.	
Terms 4 – 6	
(topics taught in a variable order and depth dependent on group) Statistics – Investigate, calculate and apply probabilities. Algebra – Investigating Sequences(non-arithmetic), expanding binomial expressions, rearranging formulae, graphical representations. Number – Interpret and compare numbers in standard form $A \times 10^n$, $1 \leq A < 10$ Geometry – Understand trigonometrical functions and apply them to solve geometrical problems.	
Setting	Students are taught in streamed groups according to mathematical ability with five sets in each half of the year. Setting is fluid and assessed at regular intervals throughout the year.
Assessment	All students complete written end of topic tests. They will also complete formal written assessments in terms 2, 4 and 6.
Trips and expenses	N/A
Home Learning	Maths home learning is approximately 40 minutes per week and may include online tasks via the Mymaths website, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
Extension work	Mymaths, Corbett Maths and Maths Genie are good online resources for use throughout KS3
Careers	Geometrical properties feature in product design, engineering & construction. Volumes feature in manufacturing, packaging, marketing and retail. Sequences support patterns in data and business analysts, probability supports statistical and data analysts, marketing and actuary. Whereas algebra and graphs support careers in engineering design, solving problems and manipulating formulae in a wide range of careers.

Music

Theme 1		Theme 2		Theme 3	
Blues Exploring the history of traditional Blues music and its roots in African culture. • Call and response, 12 bar blues, blues scale, ‘blue’ notes • Performing, both as a soloist and in an ensemble • Composing and improvising using a range of instruments		Rock ‘n’ Roll Exploring the phenomenon of Rock ‘n’ Roll and its continuing influence on the popular music of the 20th and 21st centuries. • Developments from the Blues, social context and technological progress • Composing lyrics to fit a typical rock ‘n’ roll verse structure • Performing as part of an ensemble		India Exploring the conventions of the music of the Indian sub-continent. • Raga and Tala, traditional instruments, classical Indian structures • Modern styles including Bhangra and Bollywood • Performing as part of a whole class ensemble • Developing improvisations, both as a soloist and in an ensemble	
Theme 4		Theme 5		Theme 6	
Part of an Ensemble 1 Rehearsing and performing music as part of a whole class ensemble. • Learning to sing a song/set of songs • Learning to accompany on ukulele/keyboard/guitar • Developing rehearsal techniques • Performing and recording		Song Writing Exploring the relationship between words and music, and developing both musical and lyrical creativity by composing and performing a song. • Writing lyrics as part of an ensemble • Agreeing on decisions on style/mood • Creating chord accompaniments and melodies • Performing and recording		Part of an Ensemble 2 Forming a band and preparing a performance of a cover OR an original song. • Opportunity for both solo and ensemble performing either as an instrumentalist or a vocalist • Using a range of instruments as appropriate • Developing rehearsal techniques • Performing and recording	
Text book	None used.				
Setting	Students taking Music will be in mixed ability groups.				
Assessment	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance or a recording of their work.				
Trips and expenses	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.				

Home Learning	N/A
Extension work	Extra-curricular Music ensembles; Grade V Theory; attend a concert in the WMC; instrumental or singing lessons OR on-line resources developing instrumental skills. It is strongly recommended that students who are interested in pursuing Music at KS4 and/or KS5 engage with these activities, as both GCSE and A Level courses require minimum levels of specialist performance skills which need additional time to that which is available in classroom lessons at KS3.
Careers	Developing listening and ensemble (teamwork) skills; developing the ability to be self-aware; developing the ability to give and receive constructive feedback; developing the ability to practise (persevere); understanding the progression from KS3 to KS4 (and beyond); being aware of the advantages of music qualifications both in Higher Education and in the workplace.

Physical Education

Term 1		Term 2	Term 3
Activities: Rugby Netball Handball Badminton Table Tennis Basketball Inter house cross country		Activities: Rugby Netball Handball Football Gymnastics Badminton Fitness Trampolining Table Tennis	Activities: Football Gymnastics Badminton Fitness Basketball Trampolining Table Tennis
Assessment: Physical ME Social ME		Assessment: Physical ME Social ME	Assessment: Physical ME Personal ME
Term 4		Term 5	Term 6
Activities: Football Gymnastics Badminton Fitness Basketball Trampolining Table Tennis Football/Netball Interhouse		Activities: Athletics Interhouse relays	Activities: Cricket Rounders
Assessment: Physical ME Personal ME		Assessment: Physical ME Thinking ME	Assessment: Physical ME Thinking ME
Kit	Please see the kit list found using the link below: School Uniform St Laurence School (st-laurence.com)		
Setting	Students are grouped into performance and participation classes. Activities are tailored to suit their learning needs and requirements.		

Assessment	Pupils are assessed on their performance throughout each term using the ME in PE approach. This is an assessment process that looks at all aspects of the student, not just their practical ability but also their knowledge and understanding. This complements the departments drive to develop physical literacy.
Trips and expenses	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.
Home Learning	N/A
Extension work	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures. Use the knowledge organisers to support understanding before and during each activity.
Careers	Knowledge organisers will have information linked to specific careers within the field of sports and physical activity. Staff will discuss career pathways linked to areas of study where appropriate; for example about personal trainer qualifications when completing the fitness unit. Staff will link career information to the ME in PE assessment structure within KS3 PE. Wet weather lessons, cover lessons and occasional homework in Year 9 will guide students to research and explore careers within PE.

PSHE - Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Mrs Charlotte Bryer, Head of PSHE.

Term 1		Term 2	Term 3
Mental Health Managing strong emotions Managing distractions Managing disappointments and setbacks Unhealthy coping strategies Body modifications-Influences and self-expression Smoking and Vaping- exploring attitudes Drugs project-IT Alcohol Managing influence		Knife Crime Crime prevention Gangs and county lines Exploitation Child sexual exploitation Serious and organised crime The justice system	Careers- exploring career interests, work patterns and workplaces, managing pressure and seeking support Preparing for KS4options Positive masculinity Exploring harms and misconceptions Responding to misogyny Types of prejudice HBT Run, hide, tell
Term 4		Term 5	Term 6
Cybercrime- cause of and effects of Online Safety- Tackling deepfakes and AI Wellbeing online Feelings about sharing nudes Social Media Sexual Content Online Sextortion Sleep Grief		Equality Healthy Relationships Consent- freedom and capacity Peer on peer abuse Contraception	Revision strategies Contraception STI's Teenage parents Pregnancy options Money, budgeting and saving Sexism Racism in modern Britain
Text book	N/A		
Setting	Taught in learning groups		
Assessment	Through verbal contributions, assessment tasks and termly progress review sheets.		
Trips and expenses	There are no set visits.		
Home Learning	One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary		
Extension work	As part of differentiated work in class.		
Careers	Embedded learning through our curriculum. Planned absence will use Unifrog Platform for lessons		

RE

Term 1	Term 2	Term 3
What does it mean to be Human? Religious views of humanity Scientific views of humanity Different interpretations of humanity and the difference between humans and animals	What does it mean to be Human? Religious arguments for and against vegetarianism Non-religious arguments for and against vegetarianism	What does it mean to be moral? What is morality? Where do non-religious people find morality? Where do religious people find moral guidance?
Term 4	Term 5	Term 6
What does it mean to be moral? What is the difference between absolute and relative morality? How does history affect our views on morality?	Frankenstein technologies World view responses to . . . Fertility treatment Saviour siblings Surrogacy	Frankenstein technologies World view responses to . . . Reproductive cloning Franken foods Designer Babies
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be an explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument	
Home Learning	Home learning will be set twice a term. These tasks are supported through the student drive, where there are many resources to help with home learning	
Extension work	The library and the student drive will have many resources that can allow a student to deepen their understanding of the topic.	
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	
Careers	Philosophy and religion in Year 9 encourages students to think deeply about what it means to be human, and to explore ethical issues like vegetarianism, morality, and bioethics. These topics help students develop critical thinking, empathy, and the ability to make reasoned decisions—skills that are useful in many careers, including medicine, science, law, and public service. By examining real-world dilemmas and different viewpoints, students learn to reflect on their own values and how they might contribute to a fairer, more thoughtful society.	

Science

Terms 1 & 2		Terms 3 & 4	Terms 5 & 6
Light - How does light travel? Reflection and refraction, colour and the eye. Adaptation and inheritance – Competition between organisms, inheritance and adaptation, evolution and natural selection. Metals and Reactions – Acids and metals, reactivity of metals, extracting metals and polymers.		Motion and Pressure – Measuring and calculating speed, distance – time graphs, pressure, turning forces. Revision of Key concepts from Key Stage 3. Preparing for GCSE – Key scientific skills and language required for GCSE.	GCSE Transition and GCSE Content – Classes will begin a cycle to include the first chapters of Biology, Physics and Chemistry GCSE Science as part of a transition to Y10 and GCSE. Topics include: • Cell biology • Atomic Structure • Energy
Text book	We use the Oxford University Press Activate course as a guide for our scheme of work. For the GCSE course we follow AQA Science Trilogy or Separate Science and both revision guides and text books can be purchased if required. Textbooks and resources may be accessed using the kerboodle login. Kerboodle		
Setting	None – students are taught in mixed ability learning groups		
Assessment	Students will have assessments for the topics in Terms 1 and 2, a test on all aspects of Key Stage 3 Science during Term 3/4 and assessments of GCSE learning in terms 5 and 6.		
Trips and expenses	STEM opportunities vary each year with minimal or no cost involvement.		
Home Learning	All homework will be set via Bromcom. This will include: • Learning Journey Tasks in the Learning Journey Topic booklets. This is a set resource across the year group including checklists, keywords, knowledge organisers and extended response questions. There is a learning journey for each topic which includes the topic's homework's. These will be stuck in to exercise books but also posted on Bromcom. In the first couple of homework's students will be asked to complete the topic checklist and learn the keywords for an in-class quiz. Students will then be asked in the following homework, to complete the extended response question and in the final homework, use the knowledge organiser and all they have learnt to revise for an end of topic test.		
Extension work	BBC Bitesize has recently been updated with key topics for Key Stage 3. Students should always try to keep an eye on the various news outlets. Useful websites include the following: - http://www.sciencemuseum.org.uk/onlinestuff.aspx - http://www.nasa.gov/audience/for_kids/kidsclub/flash/ - http://www.rsc.org/learn-chemistry/ - http://www.bbc.co.uk/newsround/		

[Click here to return to the contents page.](#)

Careers	Careers posters in labs. Some scenarios/context given to big tasks including Science Week tasks. Reflection on careers after end of topic assessment. Careers links made in Last time, This time, Next time topic starter slides.
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