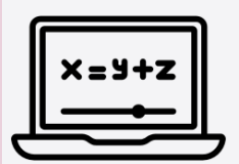
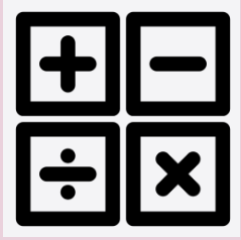
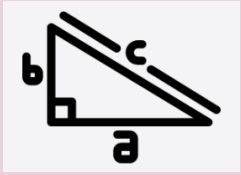
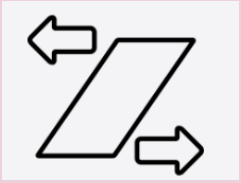
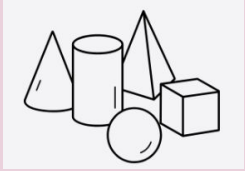
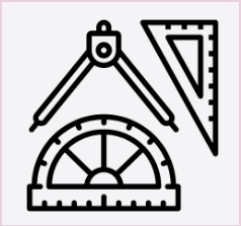
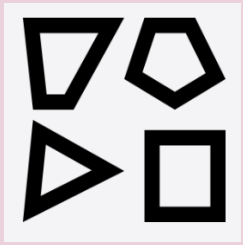
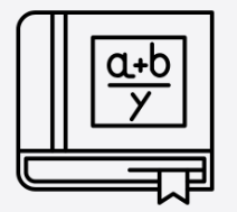
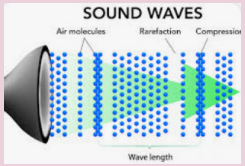
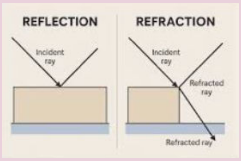
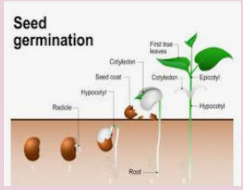
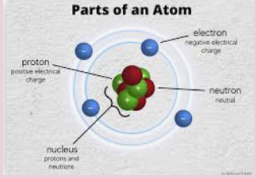
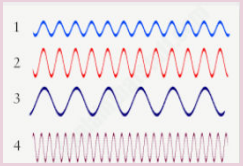
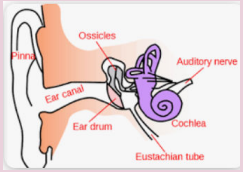
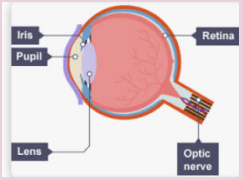
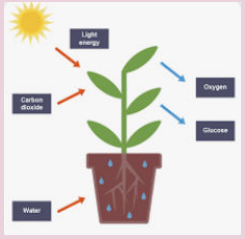
Bredon School

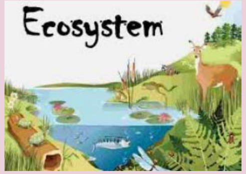
Year 9 Curriculum Map

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	**Properties of number** Pupils explore factors, multiples, primes, powers and place value to deepen their understanding of how numbers are structured and behave.  **Percentages** Pupils calculate percentages of amounts, percentage	**Equations and inequalities** Pupils solve linear equations and inequalities, representing solutions algebraically and on number lines.  **Fractions** Pupils simplify, compare and calculate with fractions, including operations and conversions between	**Four operations** Pupils apply addition, subtraction, multiplication and division accurately with integers, decimals and negatives.  **Maths and money** Pupils solve financial problems involving profit,	**Ratio and proportion** Pupils simplify ratios, share amounts and solve direct proportion problems using tables, bar models and equations.  **Constructions and congruence** Pupils use accurate geometric	**Pythagoras' theorem** Pupils apply Pythagoras' theorem to calculate missing lengths in right-angled triangles, including problem-solving contexts.  **Non-linear graphs** Pupils interpret and sketch quadratic and other non-linear	**Transformations** Pupils perform and describe transformations including reflection, rotation, translation and enlargement.  **Angles in polygons** Pupils calculate interior and exterior angles of polygons using known angle rules and formulas.

	change and reverse percentages, linking fractions, decimals and real-life contexts.  **Area and volume** Pupils calculate the area of 2D shapes and the volume of 3D shapes, including compound figures, using correct units and formulas.  Useful resources available at: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-9	fractions, decimals and percentages.  **Rates** Pupils interpret and calculate rates such as speed and unit rates, applying ratio and proportional reasoning to real-life problems.  **Standard form** Pupils write and calculate with numbers in standard form, developing confidence with very large and very small values.	loss, interest and budgeting in realistic contexts.  **Straight line graphs** Pupils plot and interpret linear graphs, identifying gradients and intercepts from equations and graphs.  Useful resources available at: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-9	constructions and identify congruent shapes based on matching lengths and angles.  **Similarity** Pupils explore similar shapes, calculating missing lengths using scale factors and proportional reasoning.  **Algebraic manipulation** Pupils expand, factorise and simplify algebraic expressions, including	graphs, identifying key features and patterns.  **Probability** Pupils calculate theoretical probability, list outcomes and interpret probability from experiments.  Useful resources available at: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-9	 **Angles in parallel lines** Pupils use angle relationships formed by parallel lines and transversals to find missing angles.  Useful resources available at: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-9

		 Useful resources available at: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-9		collecting like terms.  Useful resources available at: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-9		
Science	**Waves** **Sound**  What is a sound wave, how is it produced and how does sound travel. Describe the link between amplitude and	**Waves** **Light**  Reflection and refractions, what happens to light as it travels, why do we see eclipses. Name the parts of the eye and	**FameLab Academy** Created by Cheltenham Festivals, FameLab Academy is a science communication competition whereby 20+ Gloucestershire schools are participating.	**Flowers and Pollination** Describe methods of pollination and the process of fertilisation and germination.  How are seeds dispersed	**BTEC Level 2 Applied Science Chemistry and our Earth** Explore atomic structure and the periodic table Investigate chemical reactivity and bonding, properties of simple molecular, giant covalent and ionic substances Investigate the factors involved in the rate of chemical reactions simple balanced chemical equations 	

	loudness  Name and describe parts of the ear and how our hearing can be damaged  	describe how lenses may be used to correct vision.  **Ecosystems Part 1** **Interdependence** State what a food chain is and describe the difference between a predator and prey organism. What factors can affect the population of a species, and how does toxic materials accumulate in a food web. What is an ecosystem and what do organisms compete for	Only year 9 students are involved. Each student creates a 3 minute presentation (on any scientific, technological, engineering or mathematical concept). This is presented to your class and selected pupils take part in the school final! The Bredon winner will present at the final in March with other Gloucestershire schools! Visit the FameLab Academy website for more info	 **Ecosystems Part 2** **Respiration and Photosynthesis** Explain why plants and animals need to respire but only plants photosynthesise.  	

						
Catering	Those undertaking the catering rotation will work on a project to design and make their own hand held snack. They will prepare and cook a range of hand held snacks, modified to make them more appealing. The pupils will also undertake work that mirrors some of the practical elements that they will encounter on the GCSE. 	 The first work is a task on preparing and carrying out an investigation into what sugar(s) will make the best cookies. The second, a bigger second task of researching, developing, producing and serving a hand held snack that shows high levels of skill and creativity. 	Those undertaking the catering rotation will work on a project to design and make their own hand held snack. They will prepare and cook a range of hand held snacks, modified to make them more appealing. The pupils will also undertake work that mirrors some of the practical elements that they will encounter on the GCSE. 	 The first work is a task on preparing and carrying out an investigation into what sugar(s) will make the best cookies. The second, a bigger second task of researching, developing, producing and serving a hand held snack that shows high levels of skill and creativity. 	Those undertaking the catering rotation will work on a project to design and make their own hand held snack. They will prepare and cook a range of hand held snacks, modified to make them more appealing. The pupils will also undertake work that mirrors some of the practical elements that they will encounter on the GCSE. 	 The first work is a task on preparing and carrying out an investigation into what sugar(s) will make the best cookies. The second, a bigger second task of researching, developing, producing and serving a hand held snack that shows high levels of skill and creativity. 

<table>
<tr><td>Applied Arts</td><td colspan="6">The Functional Form Project
This Applied Arts rotation marks a deliberate shift away from traditional, formulaic DT and towards a creative, design-led approach where function meets craftsmanship. During this project, pupils undertake The Functional Form Project, designing and creating a bespoke artisan serving and presentation board, a refined object intended for real-world use, display, and pride of ownership.

 
Rather than focusing solely on construction, pupils are encouraged to think like designers and makers. The emphasis is on intentional design, material choice, surface detail, and finish, ensuring each piece is both practical and visually striking. The project begins with pupils developing initial design concepts through sketching, annotation, and material exploration. They consider form, proportion, edge treatment, surface pattern, and the purpose of their final piece, whether for presentation, sharing food, or decorative display.

Pupils then move into the practical phase, where they learn to safely and confidently use woodworking tools to cut, shape, etch, and refine their designs. Technical skills are developed alongside problem-solving, as pupils respond to the realities of materials and adapt their plans accordingly. Once construction is complete, pupils focus on surface design and finishing techniques, exploring decorative etching, texture, and pattern. They consider durability, food-safe finishes, and aesthetic impact, making informed choices about how their object will be used and experienced.

By the end of the 10 week rotation, pupils will have produced a high-quality, functional design object and developed a broad skill set that includes technical construction, creative thinking, design refinement, and reflective evaluation. The project promotes independence, teamwork, and pride in making, while reinforcing the value of craft and creativity in everyday objects.

 
As a rotational subject, this project is experienced once per academic year, ensuring all pupils engage with Applied Arts as a distinct and meaningful creative discipline within the curriculum.</td></tr>
<tr><td>Art</td><td><u>Drawing portraits</u></td><td><u>Deconstructed portraits</u></td><td><u>Words that POP</u></td><td><u>POP portraits</u></td><td><u>Colour mini-project</u></td><td><u>Final piece development</u></td></tr>
<tr><td>Graphics</td><td colspan="6">A day in my soles - Developing a brand
Students will develop a brand that links to their Converse boot product. They will consider brand name, logo and slogan, whilst considering how global brands have established</td></tr>
</table>

Textiles	A day in my soles - Customising Converse boots					
RE	**Human Rights & Social Justice 1** Students will learn various topics as an introduction to their thematic studies in the RE GCSE. - Universal Declaration of Human Rights - Prejudice & Discrimination - Case Study Stephen Lawrence  	**Human Rights & Social Justice 2** A continuation of study by looking at Christians and Muslim attitudes and views to key themes. - The role of women in the Bible - Different religious attitudes to sexuality. - Religious attitudes to wealth and poverty.  Students watch Comic Relief documentary - 'Famous, Rich and in the slums'	**Foundations of Belief & Study Skills** Students will spend a few weeks learning where religions come from and how they are practised. This will support their understanding and development in their writing skills in preparation for their GCSEs.  - Where did religion come from? - How is belief practised in Christianity? - How is belief practised in **Islam?**	**How can we trust our senses? 1** An introduction to Philosophy. Philosophy is all about asking **BIG** questions. Such as; what is knowledge? Students will be introduced to different philosophical debates about knowledge and reality.  	**How can we trust our senses? 2** Students will learn the philosophical beginnings of Plato, whether we can trust our senses through the films of; Horton Hears a Who and The Matrix. Students complete the topic learning about the problem of evil.  	

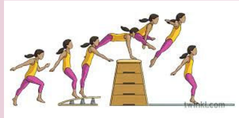
						
Geography	**Natural Hazards** Earthquakes, tsunamis and volcanoes are the main hazards studied. The causes and impacts of each hazard are investigated using the most relevant 'real life' examples.  Why people live near danger zones is also examined.	**The Earth's Natural Resources** We rely on natural resources to meet our needs. With the demands growing we are using more natural resources each year. Pupils will investigate our supply and use of fresh water. The UK is studied and the USA provides two further case studies, using an agriculture study and Las Vegas. Renewable energy in the UK is investigated. 	**Our River Study** An essential part of this topic is the pupils fieldtrip to the River Churn, Gloucestershire. Pupils will conduct research and collect data on the River Churn to assess if it behaves as a typical river. This includes, width, depth, velocity and sediment size and shape data collection. Pupils then present data collected, analyse and make valid conclusions. This experience provides further knowledge and	**International Development**	**International Development**	**GCSE Geography Skill Development**

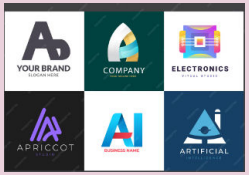
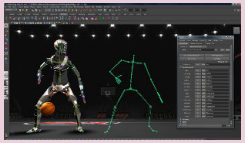
			understanding of how to complete an enquiry before undertaking GCSE Geography			
History	**Britain in 1900** The Suffragettes The Titanic Disaster. There will also be a prep project based on the Titanic. 	**World War One**  MAIN Causes Assassination of Franz Ferdinand Trench warfare The War in the air Tanks Victory and Remembrance	**Britain in the 1920s and 30s**  Different ways to run a country: democracy, communism and fascism The Rise of Hitler including watching the film Hitler: Rise of Evil.	**World War Two** In this topic, pupils will learn about: Appeasement Blitzkrieg and Dunkirk Battle of Britain Home Front D Day The Holocaust Pearl Harbor and the atomic bomb. 	**The post-war world**  Pupils will learn about: Britain in the 1950s, The Windrush and immigration, The Cold War, Decolonisation, The 1960s and the Space Race.	**Post-war world** Britain in the 1970s Britain in the 1980s Britain in the 1990s 9/11 and Terrorism 
Drama	**Status** Focus on how to	**Ancient Greek Theatre**	**FameLab - Public Speaking**	**Improvisation Skills**	**Small group script work** To complete the KS3 course, pupils will	

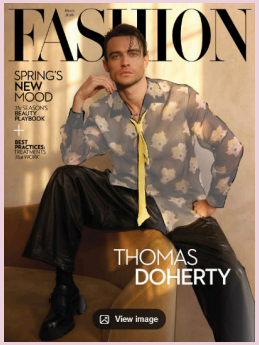
	“fake it til you make it” with confidence - interview situations etc. Looking at physicality, posture, gesture, eye contact, handshakes, gait, first impressions, through a series of short burst exercises. 	Taking what we have learnt in the first unit, pupils will look at dialogue in a range of Ancient Greek scripts in which power is under threat, help is being urged and status is everything. We will also explore basic stagecraft and terminology, but focus will continue to return to real-world situations in which these skills and understanding can be applied. 	 In collaboration with the Science department, working towards their FameLab speeches, pupils will look at what makes an effective public speaker. Focus on engaging vocal variety, eye contact, meaningful gesture, careful structure and balance of warmth and authority. Every pupil will have the chance to perform their speech and receive bespoke feedback before the final presentation.	Furthering focus on the world of work and interview skills, pupils will learn a range of improvisational skills that will be good fun but also build on collaboration, adapting and thinking creatively to problem solve. 	work in small groups on a section of script that they have chosen from a broad range, or a devised piece of their own. They will need to demonstrate a good understanding of status, skills that will engage the audience and intelligent reading of the dialogue to make the most of the scene, pulling together everything they have covered over the year. Pupils will learn a range of line-learning techniques to support them as they prepare but ultimately this is a test of collaborative skills. 	
Games	Our major team		As we move into		In the Summer	Whilst we continue

	sports in the Autumn term are rugby and hockey. All pupils will be learning core consents associated with the games.  		the Spring term we progress to football and netball as our major team sports.  		term our focus shifts towards cricket. Both hard ball and soft ball fixtures will be scheduled depending on the confidence of pupils within the group. 	our focus on cricket in the second half of the Summer term, we also take any spare opportunity within sessions to prepare pupils for the upcoming track and field events within Sports Day.  
Outdoor Education	Students begin the year by setting up and completing their The Duke of Edinburgh's Award profiles. They explore the different sections of the award, set personal goals, and learn how to log evidence and reflections. Time is spent understanding	The focus moves indoors as students are introduced to the fundamentals of navigation. They learn how to read maps accurately, interpret symbols, understand grid references, and use a compass. Emphasis is placed on developing	Students take their navigation skills outdoors, practising map reading within the school grounds and local area. They develop accuracy in setting bearings, orientating maps, and identifying landmarks. Activities are designed to build	Outdoor navigation continues with increasingly challenging routes and scenarios. Students refine their pacing, timing, and route planning skills while learning how to adapt to changing conditions.	Preparation for expedition season intensifies as students learn how to set up camp efficiently and safely. They practise pitching tents, organising equipment, maintaining personal kit, and understanding campsite responsibilities.	In the final half term, students focus on safe and effective expedition cooking. They plan simple, nutritious meals, learn how to use portable stoves responsibly, and consider hygiene and safety in outdoor settings. These skills prepare them fully for their assessed expedition, where

	commitment, organisation, and the expectations required to successfully complete the award. 	confidence with route planning and understanding key features before applying these skills in practical environments. 	independence, decision making, and teamwork while navigating short planned routes. 	Greater responsibility is placed on working collaboratively and making informed decisions as a group. 	Teamwork and effective communication are central to ensuring smooth camp routines. 	they demonstrate independence, resilience, and teamwork. 
Physical Education	In the first half term we look to develop confidence in how we can train our bodies to improve cardiovascular fitness, muscular endurance whilst also developing coordination and flexibility. 	As we progress to net sports we focus our efforts on developing coordination whilst also looking at how to overcome opponents through badminton. Throughout this unit we maintain a focus on including strengthening and mobility	Through gymnastics our efforts are to develop their technique and improve their performance in other competitive sports. Mastering new skills and overcoming challenges like vaulting are great for developing coordination and confidence.	Through striking and fielding games we prioritise developing the skills associated with batting, bowling and fielding. Some of these lessons will take place within the cricket nets enabling pupils the opportunity to hone their skills in preparation for the summer.	Through athletics we are looking to support pupils in analysing their performances across a range of events compared to previous best efforts to demonstrate improvement In their performance.	In the final half term of the academic year we move onto the tennis courts on the astroturf. During these lessons we do continue to allow those pupils that are preparing for sports day events the opportunities required for additional training.

		movements in every session. 				 
Animal Care	**Role of Animals in Society** Pupils will learn to understand the role animals play in our society and the different jobs that they do.  They will be able to identify basic animal needs, and signs of good and ill health in a range of species.	**Pet Care** With knowledge gained on animal health pupils will design a pet care leaflet on a pet of their choice giving information on the environment they live in, nutritional requirements, their daily routine and enrichment. They have a mix of theory and practical sessions including carrying out routine husbandry on a range of animals at school including rabbit, guinea pigs, bearded dragon and poultry.	**Role of Animals in Society** Pupils will learn to understand the role animals play in our society and the different jobs that they do.  They will be able to identify basic animal needs, and signs of good and ill health in a range of species.	**Pet Care** With knowledge gained on animal health pupils will design a pet care leaflet on a pet of their choice giving information on the environment they live in, nutritional requirements, their daily routine and enrichment. They have a mix of theory and practical sessions including carrying out routine husbandry on a range of animals at school including rabbit, guinea pigs, bearded dragon and poultry.	**Role of Animals in Society** Pupils will learn to understand the role animals play in our society and the different jobs that they do.  They will be able to identify basic animal needs, and signs of good and ill health in a range of species.	**Pet Care** With knowledge gained on animal health pupils will design a pet care leaflet on a pet of their choice giving information on the environment they live in, nutritional requirements, their daily routine and enrichment. They have a mix of theory and practical sessions including carrying out routine husbandry on a range of animals at school including rabbit, guinea pigs, bearded dragon and poultry.

	They will carry out health checks on a range of animals. 	 	They will carry out health checks on a range of animals. 	 	They will carry out health checks on a range of animals. 	 
Agriculture						
IT	**Jem & Benny's (Branding)** Students act as entrepreneurs to develop a unique product idea. They focus on building a cohesive brand identity, exploring how logos, color palettes, and messaging work together to appeal to a specific target audience. 	**Intro to Python** This unit deepens students' coding knowledge by focusing on core programming constructs. They move beyond basic scripts to master variables, selection (if-statements), and iteration (loops) to solve complex logic problems. 	**3D Animation** Using Blender, students enter the world of 3D modeling. They learn the basics of the 3D viewport, object manipulation, and keyframing to bring their own digital creations to life through movement. 	**Video Editing** Students explore professional editing techniques to meet a specific client brief. They learn about genre conventions, transitions, and pacing, while discovering how to cut footage effectively to tell a compelling story.	**Cyber Security** An introduction to the digital "arms race." Students explore the legal aspects of computing, including data protection laws, while learning how to identify and defend against common cyber threats like phishing and malware. 	**Photoshop (magazine)** Students master a range of professional image manipulation skills. They apply these tools to design and produce a high-quality magazine front cover, focusing on layout, typography, and advanced layering.

				 PROD.NO. SCENE TAKE ROLL DATE PROD.CO. SOUND DIRECTOR		 FASHION SPRING'S NEW MOOD THOMAS DOHERTY View image