Curriculum Overview: YEAR 9

BUDMOUTH ACADEMY WEYMOUTH
AN ASPIRATIONS ACADEMY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Budmouth Values	Respect		Excellence		Determination	
Guiding Principles	Self Worth		Engagement		Purpose	
Conditions of Success	Belonging, Fun & excitement	Heroes	Spirit of Adventure, Sense of accomplishment	Curiosity & Creativity	Leadership & Responsibility	Confidence to Take Action
Driving Question	How can we learn to communicate and feedback effectively to develop a sense of belonging in our inclusive community?	How can we learn to emulate our heroes by thinking critically and solving complex problems in the real world?	How can we learn to embrace the spirit of adventure and to work collaboratively to maximise our accomplishments in the future?	How can we learn to nurture our curiosity to become creative collaborators in a challenging and ever-changing world around us?	How can we learn to become self-regulated leaders that will think critically to solve 21st Century problems?	How can we learn to be resilient when we reflect on our ideas and have the confidence to take action into the real world?
Power Skills	Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving	
Applied Learning Outcome	Students will experience a range of feedback methods to communicate their progress, resilience and next steps across all subjects.	Students will experience a range of problem solving strategies across all subjects to enable them to make connections and to identify and explain patterns.	Students will experience a range of group/team activities to enable them to work collaboratively to evaluate and navigate through real world situations.	Students will experience a range of situations where they will learn to manage team dynamics within a variety of intercultural audiences.	Students will experience simulation exercises that will allow them to develop skills to take responsibility over their own learning and future opportunities.	Students will experience tasks that will enhance their resilience by acting upon constructive feedback to take action.
Employability focus	Linking curriculum learning to careers - subject areas should make explicit links between the skills developed (and the content learned) within lessons and their use in the real world, including employers, employees interacting with the students in the classroom (see BM for support with this)		Learning from career and labour market information (LMI) - subject areas should liaise with BM to include LMI data such as wages, job demand, location, qualifications, skill demands etc. as part of above.		Encounters with employers, business owners and worker representatives - subject areas should invite in guests to make these links more explicit. (see BM for support)	
Careers Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Able to talk about a range of careers in depth outside the 'top 10' (BM 4 and 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 and 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 and 5) Develop an equitable network to support career and business (BM 5 and 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 and 7)	
	Power Skills 1 **1a.** Skills Introduction **Purpose 2** **2a.** What is the Purpose of Skill Development and Learning?	**Power Skills 2** **2a.** Communication **2b.** Collaboration **2c.** Critical Thinking and Problem Solving	**Power Skills 3** **3a.** Creativity **3b.** Learning to Learn	**Applications 1** **1a.** CV Writing	**Routes Knowledge 2** **2a.** KMC Presentation and Review **2b.** Future Skills Survey **2c.** My Future Thoughts Survey	**Enterprise Knowledge and Skills 3** **3a.** Product Design and Marketing **Product Presentations 1** **1a.** Launch Product
English	**Unit 1: SPaG-hetti Junction - Dystopia** *How do writers portray social issues around the world?* A focused study of dystopian fiction, developing control of vocabulary, sentence craft and structural choices to create tension and atmosphere.	**Unit 2: The Yellow Wallpaper** *How do writers create meaning through ambiguity and the conventions of* A focused study of the Victorian short story The Yellow Wallpaper, exploring how writers use structural choices, symbolism and ambiguity to shape meaning. Students revisit key analytical skills including subtext, figurative language, themes and motifs, inference and context, developing clarity and precision in What-How-Why writing.	**Unit 3: Midsummer Night's Dream** *How does Shakespeare present the conventions of Comedy?* A development of the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation	**Unit 4: Power of Love** How do writer's use poetic techniques to shape and create meanings? A development of the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation	**Unit 5: Heroes** *How do writers portray trauma and conflict in texts?* An introduction to the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation	**Unit 6: Modern Non-Fiction, Global Issues and Career Writing** *How do writers portray social issues around the world?* Exploration of global non-fiction texts exploring how writers present social issues through language and viewpoint. Students analyse real-world examples and apply these techniques to their own writing, culminating in clear, purposeful personal statements linked to future careers.
Maths	**Reasoning with Algebra** Straight Line Graphs, Forming and Solving Equations, Factors Multiples and Primes	**Constructing in 2 and 3 Dimensions** Three Dimensional Shapes, Construction and Congruency, Number	**Reasoning with Number** Number, Using Percentage, Maths and Money, Deduction	**Reasoning with Geometry** Rotation and Translation, Pythagoras and Trigonometry	**Reasoning with Proportion** Enlargement and Similarity, Ratio and Proportion, Rates	**Representations** Probability, Algebraic Representations
Science	**Cell Structures** Students explore the structure and function of prokaryotic and eukaryotic cells, learning how key components like the nucleus, mitochondria, ribosomes, and cell membranes support life processes. **Atomic structure** Students explore the structure of atoms, including protons, neutrons, and electrons, and learn how atomic number, mass number, and isotopes help explain the properties of elements. **Molecules and Matter** Students study the particle model of matter, learning how molecules behave in solids, liquids, and gases, and how changes in temperature and pressure affect their state and movement.	**Cell Division** Students learn how cells reproduce through processes like mitosis, understanding its role in growth, repair, as well as the importance of maintaining genetic stability. **The Periodic Table** Students learn how elements are organized in the periodic table based on their atomic number and properties, and how this arrangement helps predict the behaviour and reactivity of different elements. **Energy Conservation and Dissipation** Students learn that energy can be transferred usefully, stored, or dissipated, but is always conserved overall, and explore how energy dissipation leads to less efficient systems.	**Cellular Transport** Students explore how substances move in and out of cells through processes like diffusion, osmosis, and active transport, and understand how these mechanisms maintain cellular balance. **Rates of reaction** Students investigate how factors such as temperature, concentration, surface area, and catalysts affect the speed of chemical reactions and learn how to measure and interpret reaction rates. **Energy Transfer by Heating** Students explore how energy is transferred through conduction, convection, and radiation, and learn how these processes affect temperature changes in solids, liquids, and gases.	**Plant Structures and Photosynthesis** Students study the key structures of plants, such as roots, stems, and leaves, and learn how photosynthesis in chloroplasts converts light energy into chemical energy to produce glucose and oxygen. They also explore factors that affect the rate of photosynthesis, including light intensity, carbon dioxide concentration, and temperature. **Rates of reaction** Students investigate how factors such as temperature, concentration, surface area, and catalysts affect the speed of chemical reactions and learn how to measure and interpret reaction rates. **Energy Resources** Students investigate different sources of energy, including renewable and non-renewable resources, and consider their advantages, disadvantages, and	**Digestive System** Students learn how the human digestive system breaks down food into nutrients through mechanical and chemical processes, and how these nutrients are absorbed into the bloodstream to provide energy and support growth. **Quantitative Chemistry** Students learn how to use chemical equations and calculations to determine the amounts of reactants and products, including concepts like moles, relative formula mass, and percentage composition. **Electrical Circuits** Students learn how electrical circuits work by studying components like cells, resistors, and switches, and explore how current, voltage, and resistance affect circuit behaviour.	**Enzymes** Students explore how enzymes act as biological catalysts to speed up chemical reactions in the body, including factors that affect enzyme activity such as temperature and pH. **Energy Changes in Reactions** Students learn how chemical reactions can release energy (exothermic) or absorb energy (endothermic), and how to represent these changes using energy profiles. **Electricity in the Home** Students explore how electrical energy is supplied and used safely in homes, including the role of circuits, fuses, circuit breakers, and the importance of electrical safety.
History	**Unit 1A - Holocaust** The causes of the **Unit 1B - The Cold War** Was Communism a threat to democracy? To investigate the threat of communism to European democracies	**Unit 1B - The Cold War** Democracies Vs Dictatorships To investigate the growth in tension between western democracies & the USSR and the consequences of major events	**Unit 3 - The Weimar Republic : A failed democracy** What makes a democracy fail? Looking at the creation of the Weimar Republic and the causes of its failure just 15 years later	**Unit 4 - The Rise of Hitler** Why did people vote for Hitler? The focus now shifts onto Germany - with the failure of a democracy in Germany & our first dictator voted into power	**Unit 5 - Life Under Nazi Rule** Did the Germans truly support Hitler? The methods Hitler used to consolidate power - and their effects on individuals living in Germany in the run-up to WWII	**Unit 6 - Life Under Nazi Rule** Did the Germans truly support Hitler? The methods Hitler used to consolidate power - and their effects on individuals living in Germany in the run-up to WWII
Geography	**Unit 1: Russia and the Middle East** These regions play a major role in global geography, politics, culture, and economics. Russia is the largest country in the world, with a wide range of climates, landscapes, and natural resources. P**hysical geography**; like vast forests, mountain ranges, and harsh climates affects where people live, work, and how the country connects with the rest of the world. It also offers insight into population distribution, regional differences, and environmental challenges such as permafrost and resource extraction.	**Unit 2: Mineral security** Minerals such as copper, aluminium, cobalt, and in line with development and wealth, students are taught where minerals come from, how they are extracted, and the geopolitical and environmental challenges involved.	**Unit 3: Climate Hazards** Climate change affects every aspect of geography, linking physical processes with human activity on local, national, and global scales. Students learn about the science behind global warming, including the greenhouse effect, carbon emissions, and feedback loops, as well as the social, economic, and environmental consequences of a warming planet.	**Unit 4: Global Urbanisation** Over half of the world's population now lives in urban areas, and this figure continues to grow rapidly, in emerging and developing countries. Studying global urbanisation enables students to explore the causes and consequences of this growth, including rural-to-urban migration, economic development, and population change.	**Unit 5: Africa** Africa is a diverse and dynamic continent with 54 countries, rich cultural heritage, varied physical landscapes, and rapidly growing economies. Studying Africa challenges outdated stereotypes and misconceptions by highlighting its complexity, resilience, and global significance.	**Unit 1: Hydrology and Water supply** As global demand for water increases due to population growth and development, students explore how water is sourced, distributed, and managed to ensure sustainability and equity. This topic provides a context for investigating the uneven distribution of water resources and the growing pressures caused by climate change, pollution, and overuse.
Religious Studies	**What is Islam?** Exploring the key beliefs in Islam and how this impacts Islamic practices.	**What is Islam?** Exploring the key beliefs in Islam and how this impacts Islamic practices.	**How do religious believers value life? (3 Lessons)** Religious beliefs and responses to: animals; the sanctity of life; abortion.	**How do religious believers value life? (2/3 Lessons)** Religious beliefs and responses to: euthanasia; origins of the universe; origins of humanity.	**How should we punish criminals? (3 lessons)** An introduction to the philosophy of religion: philosophical questions; qualities of God. *This term will include a revision lesson.*	**How should we punish criminals? (3/4 lessons)** An introducion to the philosophy of religion: the challennge of natural evil; the challenge of moral evil; responses to evil. *This term will include an EOY assessment.*
Personal Development	**How can we stay safe in sexual relationships?** An examination of the key knowledge needed to prepare students for romantic and sexual relationships in adulthood. - Communication - Active listening - Working with external bodies.	"What are the risks of drugs and alcohol? An examination of the physical, psychological and legal risks of drugs and alcohol.- Communication (discussion, think pair share) - Critical thinking - Active listening"	**What are the risks to personal safety?** - Communication - Critical thinking - team work	**How does democracy work?** A series of lessons building on students' prior learning on the UK political system through an exploration of democracy on a local, regional and national level.	**What practical steps can we take to maintain good mental health?** A development of students' prior learning on mental health and wellbeing, focusing on enabling students to make well-informed, positive choices to support themselves, wellbeing and emotions.	Whole School project
Modern Foreign Languages (MFL)	**School:** recap of vocabulary, three tenses, rules, justified opinions	**Town:** recap of vocabulary, three tenses, modal verbs, justified opinions, GCSE practice questions	**Identity, family and relationships:** recap of family vocab, present tense, word order, justified opinions, GCSE practice questions	**Freetime 1:** three tenses, what you and others do during freetime and why, GCSE practice questions	**Freetime 2:** three tenses, what you and others do during freetime and why, GCSE practice questions	**Celebrations and festivals:** vocabulary recap, three tenses, project based work
Art	**Theme: Mini Projects (Materials, Techniques and Processes)** Skills: covering all 4 assessment objectives for GCSE through a series of shorter projects. Knowledge: understanding of a range of media and techniques, the AQA assessment criteria and GCSE course Application: create a series of outcomes using wet and dry media with a focus on the 4 assessment objectives used in GCSE.		**Theme: Experimentation** Skills: basic digital photography skills and manipulation, collage and montage, printmaking using Lino and or dry point etching Knowledge: understanding of the basics of digital photography, light writing, collage Application: create a series of personal outcomes relating to photography and printmaking		**Theme: GCSE style project : Natural forms?** Skills: uses of different wet and dry media media, application of techniques and processes, Knowledge: understanding or time management for completing a GCSE project. Taking students through the process of completing a unit ready for year 10. Application: creating a more finished sketchbook and final outcome that could be used towards a GCSE portfolio.	
Physical Education (Rotation)	**Pillar 2: Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities** **Invasion Games:** Principles of attack and defence. Using deception to create space and opportunities for others. Decision making for skill execution. Working effectively as a team while applying a set of game rules. **Striking & Fielding:** **Net/Wall:** Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body. Understanding of a range of ground and overhead strokes in competitive contexts. Use of deception and more complex strategies to outwit opposition. Understanding of sequences of play. Understanding of terminology and accurate application of game rules. **Athletics:** To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events. To develop an understanding of the immediate effects of exercise and fatigue factors. **Health Related Exercise:** Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body. Motor competency. Skill related fitness/Training methods. Muscular Endurance/fitness suite. Muscular Strength/ circuit. Effects of exercise on body cardio/respiratory/muscular.					
Expressive Arts (Rotation)	**Dance:** Rotation 1: Emancipation of Expressionism - Focusing on performance skills. Rotation 2: Use of Stimulus - Focusing on choreography skills **Drama:** Rotation 1: Devising Theatre - Naturalism and Brechtian Theatre. Rotation 2: Blood Brothers Naturalisitc scripted. **Music:** Rotation 1: Film Music. Students are to create the music for a clip of film using their knowledge of instruments and time. Rotation 2: Popular Song performance - Students will put together a performance of a chosen pop song in small ensembles to ensure listening and performance skills are developed.					
DT, Computer Science & Creator Space (Rotation)	**Product Design 1:** How are we influenced by designers? . Students will develop knowledge and understanding of how designers generate ideas and how design movements influence design.. They will identify and evaluate design features such as shape, colour, style and use of materials & develop your own design that clearly shows influence from a chosen design movement/style. Students will demonstrate your modelling abilities to produce a prototype of your design and evaluate it against a specification. **Product Design 2:** In this module you will design a product worth £10 that improves everyday life, to be sold in the Design museum. You will identify the needs and wants of customers before making decisions based on your feedback. Students will analyse a variety of products that have been made by students and won past competitions to help inspire a new design idea. **Textiles:** Students will explore a key design movement (such as Pop Art, Art Deco, Bauhaus, etc.) and use its distinctive visual style to inspire a repeat fabric print. They will create a stencil design based on their research, and transfer it onto fabric to produce a custom mug wrap, developing skills in surface decoration, pattern design, and textile techniques. **Food 1:** Meeting the needs of others, adapting recipes. Students will learn how to adapt recipes to meet the dietary needs, preferences, and cultural requirements of others, developing skills in meal planning and inclusive cooking. **Food 2**: Independent Recipes. Students will build their confidence by choosing and preparing recipes independently. They will plan, organise, and cook a dish of your choice, showing your understanding of ingredients, cooking methods, and kitchen safety. **Computer Science:** How is codeing used in the reall world to solve problems? Students will learn how coding is used in the real world to solve problems by exploring practical applications such as automation, data handling, and creating digital solutions for everyday challenges.					
	Light Inspired: The Designer Influence Project Students will explore how design movements and influential designers shape the products we use and the world around us. By investigating how ideas evolve through creativity, culture, and materials, students will analyse design features such as shape, colour, style, and material use before developing their own lamp design that reflects the influence of a chosen designer or movement. Through sketching, modelling, and prototyping, they will bring their concept to life and evaluate it against their design specification - demonstrating creativity, critical thinking, and craftsmanship. **Everyday Innovation: The £10 Design Brief** Students will take on the role of real-world designers and innovators by responding to the Design Ventura brief - to design a product worth £10 that improves everyday life and could be sold in the Design Museum shop. Working in collaborative teams, they will research customer needs and wants, analyse past winning entries, and develop their own creative solution through iterative design thinking, prototyping, and feedback. This project develops enterprise, communication, and creative problem-solving skills, empowering students to see how design can make a genuine difference in the world. **Design in Repeat: The Textile Print Challenge** Students will become creative textile designers by exploring how design movements such as Pop Art, Art Deco, and Bauhaus have shaped visual culture. Drawing inspiration from their chosen movement, they will develop their own repeat pattern through research, sketching, and stencil-based printing techniques. By transferring their design onto fabric to create a custom mug wrap, students will apply practical textile and surface decoration skills while gaining an understanding of how artistic ideas evolve into commercial design products. This project nurtures creativity, design literacy, and attention to detail through expressive, hands-on making.					

- RESPECT - EXCELLENCE - DETERMINATION -