

Year 9 Curriculum Overview 2025-2026

	Term 1 August – December	Term 2 January – March	Term 3 April – July
Themes	Land and Sea	Out of This World	Out of This World
GFA Values / Islamic Values	Children will learn about the value of Respect . Respecting themselves, their work, each other and the world around them. They will also focus on the value of Kindness at school and within the home. Furthermore, will focus on the values of Integrity and Honesty as well as compassion and resilience . They will learn about doing the right thing and using their strengths to support others. They will reflect on their achievements to date and identify when they have shown excellence and perseverance and set goals for these for the remainder of the year.		
Whole School Events/ Themed Days	<ul style="list-style-type: none"> UAE Flag Day National Day 	<ul style="list-style-type: none"> International Day World Book Day 	
UAE Agenda / Sustainability / SDGs	No poverty Zero hunger Good health and well-being Quality education Gender equality	Climate action Life below water Life on land Affordable and clean energy Decent work and economic growth Industry, innovation and infrastructure Reduced inequalities	Peace, justice and strong institutions Partnerships for the goals Sustainable cities and communities Responsible consumption and production
UAE National Identify Mark	Values 2.1 Respect 2.2 Compassion 2.3 Global Understanding	Citizenship 3.1 Belonging 3.2 Volunteering 3.3. Conservation	Culture 1.1 Arabic Language 1.2 History 1.3 Heritage
English	A, Newspapers and Media Literacy News articles, editorials, social media, Media literacy, inference, persuasive writing, News report & bias analysis	Modern and Contemporary Poetry, Poems by Dharker, Nichols, Armitage, Poetry analysis, PEEL writing, comparative, Unseen and comparison poetry task	Novel Study – dystopian literature (Extracts) Selected extracts from Fahrenheit 451 and other dystopian literature , Theme, character, dystopian

	<p>1B, Spoken Word Essay – Verbal Essay</p> <p>Spoken word videos, TED Talks, Verbal structuring, rhetorical devices, Performance & written reflection</p> <p>Weekly literacy lessons throughout the term: focus on spelling, grammar and punctuation.</p>	<p>2B, Shakespeare – Henry V (Extracts)</p> <p>Extracts from Henry V, Shakespearean analysis, rhetoric, essay skills, Extract-based essay</p> <p>Weekly literacy lessons throughout the term: focus on spelling, grammar and punctuation</p>	<p>analysis, Extract response & creative dystopian writing.</p> <p>3B, Writing for Different Purposes and Audiences</p> <p>Range of prompts, nonfiction formats, GCSE writing styles, functional writing, Paper 1 & 2 style assessments</p> <p>Weekly literacy lessons throughout the term: focusing on spelling, grammar and punctuation.</p>
Mathematics	<p>Unit 1 - Powers of 10, indices and standard form</p> <ul style="list-style-type: none"> • Powers of 10 • Calculating and estimating • Indices • Standard form • Calculating with standard form <p>Unit 2 - Properties of shapes</p> <ul style="list-style-type: none"> • Surface area and volume of prisms • Circumference and area of a circle • Cylinders • Pythagoras' theorem <p>Unit 3 - Algebra</p> <ul style="list-style-type: none"> • Arithmetic and quadratic sequences • Geometric Sequences • Expanding and factorising • Solving quadratic equations 	<p>Unit 5 - Algebra</p> <ul style="list-style-type: none"> • Substitution • Inequalities • Using index laws • Expressions, equations, identities and formulae • Solving equations • Changing the subject <p>Unit 6 - Analysing data</p> <ul style="list-style-type: none"> • Calculating averages and the range • Displaying and analysing data <p>Unit 7 - Multiplicative Reasoning</p> <ul style="list-style-type: none"> • Direct proportion • Translations and enlargements • Negative and fractional scale factors • Percentage change <p>Unit 8 - Scale drawings and measures</p> <ul style="list-style-type: none"> • Maps and scales 	<p>Unit 9 - Accuracy and measures</p> <ul style="list-style-type: none"> • Rates of change • Density and pressure • Upper and lower bounds <p>Unit 10 - Algebra/Graphical solutions</p> <ul style="list-style-type: none"> • Simultaneous equations • Graphs and simultaneous equations <p>Unit 11 - Trigonometry</p> <ul style="list-style-type: none"> • The tangent, sine and cosine ratio • Use trigonometry to find angles • Solving problems using trigonometry <p>Unit 12 - Probability</p> <ul style="list-style-type: none"> • Venn diagrams • Probability diagrams • Tree diagrams • Experimental and theoretical probabilities

	Unit 4 - Properties of shapes 2 <ul style="list-style-type: none"> • Constructions 1 • Constructions 2 	<ul style="list-style-type: none"> • Bearings • Scales and ratios • Congruent and similar shapes • Solving geometrical problems 	
Science	<p>Working scientifically</p> <ul style="list-style-type: none"> • Lab safety • Using Lab equipment • Bunsen burners • Graphs <p>9A- Genetics</p> <ul style="list-style-type: none"> • Environmental variation • Inherited variation • DNA • Genes • Natural selection <p>9F- Reactivity</p> <ul style="list-style-type: none"> • Types of explosion • Reactivity • Energy and reactions • Displacement reactions • Extracting metals <p>9I- Forces and motion</p> <ul style="list-style-type: none"> • Forces and movement • Energy for movement • Speed 	<p>9B- Plant growth</p> <ul style="list-style-type: none"> • Reactions in plants • Plant adaptations • Plant products • Growing crops • Farming problems <p>9E- Making materials</p> <ul style="list-style-type: none"> • Ceramics • Polymers • Composite materials • Problems with materials • Recycling materials <p>9J- Force fields and electromagnets</p> <ul style="list-style-type: none"> • Force fields • Static electricity • Current electricity • Resistance • Electromagnets 	<p>9C- Transition to further study (Bio)</p> <ul style="list-style-type: none"> • Diseases • Control Systems • Treating diseases • Ecology • Moving in and out of the cell <p>9G- Transition to further study (Chem)</p> <ul style="list-style-type: none"> • Ions • Bonding • Rates of reaction • Chemical equations • Equilibria <p>9G- Transition to further study (Phys)</p> <ul style="list-style-type: none"> • Differences • Fields • Cause and effect • Models • Links between variables

	<ul style="list-style-type: none"> • Turning forces • Machines 		
Sustainability	Sustainability & Ecosystems <ol style="list-style-type: none"> 1. Understanding nature's systems 2. Ecosystem services & biodiversity 3. Human impact on natural cycles 4. Local environmental limits 5. Reflecting on challenges (carbon, plastic, water use) 6. Researching local environmental issues 7. Designing sustainable actions 8. Developing change campaigns 	Sustainable Materials & Resources <ol style="list-style-type: none"> 1. Life cycle of materials 2. Types of waste and pollution 3. Plastic and recycling challenges 4. Community waste audit 5. Planning recycling systems at school 6. Propose solutions (reuse stations, eco-bricks) 7. Create posters or awareness tools 8. Develop material recovery campaigns 	Energy, Climate & the Future <ol style="list-style-type: none"> 1. Understanding nature's systems 2. Ecosystem services & biodiversity 3. Human impact on natural cycles 4. Local environmental limits 5. Reflecting on challenges (carbon, plastic, water use) 6. Researching local environmental issues 7. Designing sustainable actions 8. Developing change campaigns
History	<p>Key topic- Historical Skills</p> <p>Locational History</p> <p>What is History?</p> <p>How do you measure time in History?</p> <p>What is Chronology?</p> <p>Industrial Revolution</p>	<p>History</p> <p>World war 1</p> <p>Causes and effects.</p> <p>Short- and long-term impacts</p> <p>The peace treaties of 1919–23:</p> <p>– the roles of individuals such as Wilson, Clemenceau, and Lloyd George in the peace-making process</p> <p>League of nations</p> <p>Strengths and weaknesses in its structure The League of Nations:</p> <p>– strengths and weaknesses in its structure and organization: work of the League’s agencies/humanitarian work</p> <p>– Successes and failures in peacekeeping during the 1920s.</p> <p>– The impact of the World Depression on the work of the League after 1929.</p>	<p>Key topic- The Second world War</p> <ol style="list-style-type: none"> a. Ch-1: America enters the war b. the reasons behind America joining WW1. c. the different causes that led America into entering the war d. How the Treaty of Versailles led to WWII <p>Key Topic 2: WW2-Invasion</p> <ol style="list-style-type: none"> a. How WW2 started. b. Identify the parties who was to be blamed. c. Why Hitler wanted to invade Britain <p>Key Topic 3: The Battle of Britain / D-Day</p> <ol style="list-style-type: none"> a. What the Battle of Britain was and its importance. b. Describe really happened on D-Day. c. Assess how this invasion affected the men involved.

		– The failures of the League in the 1930s, including Manchuria and Abyssinia.	<p>Key Topic 4: WW2-Battle of the Atlantic</p> <ul style="list-style-type: none"> a. Explain what Enigma was and to evaluate how significant the breaking of it was for World War II. b. Assess and use evidence to justify who won the Battle of the Atlantic.
Geography	<p><u>An intro to Map skills</u></p> <p>Map Symbols</p> <p>Scale</p> <p>Cardinal points</p> <p>Grid references</p> <p>Key topic-</p> <p>Chapter 1- From Rocks to Soil.</p> <p>Chapter 2- Living off on earth resources.</p> <p>Chapter 3- Earning a living.</p>	<p>Key topic</p> <p>Chapter 4: International development</p> <p>Chapter 5: Our restless planet</p>	<p>Key topic</p> <p>Chapter 6: Russia</p> <p>Chapter 7: The middle East.</p>
Art	<p>Unit 1: Drawing</p> <p>To use drawing to develop and share ideas, experiences, and imagination.</p> <p>Unit 2: Painting</p> <ul style="list-style-type: none"> - To evaluate and analyse the detailed techniques used in painting. - To learn about the work of Sarah Graham and reflect on her painting style in the project. 	<p>Unit 1: Islamic Patterns</p> <ul style="list-style-type: none"> - To evaluate and analyze the detailed patterns we see in our environment. - To learn about the artist Jill Ricci and reflect on her work in a project. <p>Unit 2: Print Making</p> <ul style="list-style-type: none"> - To understand the basic principles of making prints. - To apply these principles with specific aesthetic intent. 	<p>Unit 1: Sculpture</p> <ul style="list-style-type: none"> - To use basic design principles with an emphasis on three-dimensional design. - Understanding the possibilities and limitations of various materials. <p>Unit 2: 3D Sculpture Project</p> <ul style="list-style-type: none"> - To create a 3D sculpture from a design that shows understanding of an artist's work.

Computing	<p>Unit 1: Search and Sort Algorithm</p> <ul style="list-style-type: none"> Algorithms and computational thinking Sorting algorithms Creating a bubble sort program Creating a merge sort program Linear search algorithms Binary search algorithms Comparing algorithms Error checking and testing <p>Unit 2: Sound and storage</p> <ul style="list-style-type: none"> Digitising sound Storage devices and storage media Portable storage User storage requirements Storage devices and storage media characteristics Storage needs of an organisation 	<p>Unit 3: Input, process, output</p> <ul style="list-style-type: none"> The computer input and output system Computer components High- and low-level programming languages RISC and CISC processors BIOS and ROM Random access memory Virtual memory Users' memory requirements <p>Unit 4: Computing for all?</p> <ul style="list-style-type: none"> Network types Network layouts Advantages and disadvantages of networks Network scenarios Types of software licence Remote working Copyright and ethics Cybercrime The digital divide 	<p>Unit 5: Databases</p> <ul style="list-style-type: none"> Databases and data types Setting up a database Creating a data entry form Data entry and database reports Relational databases Database queries Advanced reports Advanced database skills and problem solving <p>Unit 6: Web authoring</p> <ul style="list-style-type: none"> An introduction to HTML HTML basics Designing a simple web page Testing a web page WYSIWYG software Multimedia web content Designing a multiple-page website Building a multiple-page website –
French	<p>Module 1: Ma vie sociale d'ado</p> <p>Unit 1: Je suis comme ça ! L1: Describing yourself L2: Using the verbs 'Avoir' and 'Être'</p> <p>Unit 2: Planète facebook</p>	<p>Module 2: Bien dans sa peau</p> <p>Unit 1: Touché ! L1: Learning the parts of the body L2: Using à + the definite article</p> <p>Unit 2: Le sport et le fitness</p>	<p>Module 3: À l'horizon</p> <p>Unit1: Mon avenir L1: Discussing your future L2: Using the near future tense</p> <p>Unit 2: Le monde est un village</p>

	<p>L1: Talking about facebook L2: Using present tense verbs</p> <p>Unit 3: Tu veux y aller ? L1: Inviting someone out L2: Using the verb <i>'aller'</i></p> <p>Unit 4: Qu'est-ce que tu as fait samedi ? L1: Describing a date L2: Using the perfect tense</p> <p>Unit 5: Fou de musique! L1: Describing a music event L2: Using <i>'on'</i> in the perfect tense</p>	<p>L1: Learning about sport L2: Using <i>'Il faut'</i></p> <p>Unit 3: Manger sain L1: Learning about healthy eating L2: Using <i>'du', 'de la'</i> and <i>'des'</i></p> <p>Unit 4: Je vais changer ma vie ! L1: Making plans to get fit L2: Using the near future tense</p> <p>Unit 5: Es-tu en forme ? L1: Describing levels of fitness L2: Using two tenses together</p>	<p>L1: Learning languages L2: Using <i>'On peut'</i></p> <p>Unit 3: Du matin au soir L1: Talking about your job L2: More practice with common irregular verbs</p> <p>Unit 4: Mon boulot L1: Describing what your job involves L2: Asking questions</p> <p>Unit 5: Mes ambitions L1: Talking about your ambitions L2: Using masculine and feminine nouns</p>
Music	<p>Unit 1: Film Music Composition</p> <p>Key Contents:</p> <ul style="list-style-type: none"> • Role of music in films • Use of leitmotif and character themes • Tempo, dynamics, and instrumentation for mood • Use of Digital Audio Workstations (DAWs) <p>Outcomes:</p> <ul style="list-style-type: none"> • Students compose a soundtrack for a short film clip • Identify musical elements in existing film scores • Apply mood-setting techniques in their own compositions 	<p>Unit 3: African Drumming and Rhythm</p> <p>Key Contents:</p> <ul style="list-style-type: none"> • Polyrhythms, call and response • Djembe technique and ensemble playing • Layered textures in percussion music <p>Outcomes:</p> <ul style="list-style-type: none"> • Perform African drumming patterns in ensemble settings • Demonstrate rhythmic accuracy and timing • Understand cultural background of West African music 	<p>Unit 5: Songwriting and Structure</p> <p>Key Contents:</p> <ul style="list-style-type: none"> • Song form: verse, chorus, bridge • Lyric writing and themes • Chord progressions and melody writing <p>Outcomes:</p> <ul style="list-style-type: none"> • Write and perform an original song • Structure lyrics and melody to create meaning and impact • Collaborate with peers on creative songwriting projects

	Unit 2: Musicals and Stage Music Key Contents: <ul style="list-style-type: none">Structure of musicals (songs, scenes, transitions)Famous musicals (<i>The Lion King</i>, <i>Les Misérables</i>, etc.)Vocal and instrumental performance techniques Outcomes: <ul style="list-style-type: none">Perform a musical theatre song (individually or in a group)Understand how music communicates character and storyEvaluate the use of music in storytelling		Unit 4: Arabic and World Music Fusion Key Contents: <ul style="list-style-type: none">Arabic maqam scales and rhythmic patternsTraditional instruments (oud, qanun, darbuka)Fusion with Western music styles Outcomes: <ul style="list-style-type: none">Compose a short piece inspired by Arabic musical elementsIdentify key characteristics of Middle Eastern and world musicAppreciate and compare global musical traditions		Unit 6: Digital Music Production Key Contents: <ul style="list-style-type: none">Use of loops, samples, and MIDI in DAWsEffects: reverb, EQ, fade, panningMixing and mastering basics Outcomes: <ul style="list-style-type: none">Produce a fully mixed track using music softwareDemonstrate understanding of track layering and arrangementReflect on and evaluate their music production choices	
Physical Education	Unit 1: Health & Fitness Focus: Understanding and improving personal fitness Key Content: Components of fitness (cardiovascular endurance, strength, flexibility, etc.) Principles of training (FITT, progressive overload) Basic anatomy and physiology (muscles, heart rate, etc.)	Unit 2: Football Focus: Tactical and technical development Key Content: Advanced passing, dribbling, and shooting Team formations and positional roles Defensive and attacking strategies	Unit 3: Volleyball Focus: Net and wall games Key Content: Serving, digging, setting, and spiking techniques Rules and scoring Court positioning and rotation Team communication Outcomes:	Unit 4: Basketball Focus: Invasion games and coordination Key Content: Ball handling, shooting, lay-ups, and defense Fast breaks and transitions Zones vs. man-to-man marking Decision making under pressure	Unit 5: Athletics Focus: Individual performance improvement Key Content: Sprinting, middle-distance running, long jump, shot put, etc. Techniques and rules of various athletic events Personal best tracking and goal setting	Unit 6: Health & Fitness (Revisited) Focus: Consolidation and application Key Content: Review of fitness components and training principles Designing and leading mini fitness sessions

	<p>Personal fitness assessments and goal setting</p> <p>Outcomes:</p> <p>Develop personal exercise programmes</p> <p>Understand the effects of exercise on the body</p> <p>Reflect on own fitness levels and improvement areas</p>	<p>Communication and teamwork</p> <p>Outcomes:</p> <p>Apply tactical awareness in game situations</p> <p>Refine technical skills under pressure</p> <p>Evaluate own and others' performances</p>	<p>Demonstrate tactical awareness and positioning</p> <p>Improve coordination and reaction time</p> <p>Develop cooperation and leadership within a team</p>	<p>Outcomes:</p> <p>Apply strategies to overcome opponents</p> <p>Demonstrate control and precision in skill execution</p> <p>Reflect on team strategies and refine roles</p>	<p>Outcomes:</p> <p>Improve performance through technique refinement</p> <p>Understand biomechanics and pacing strategies</p> <p>Foster resilience and self-motivation</p> <p>Unit 6: Health & Fitness (Revisited)</p>	<p>Evaluating physical and mental health benefits of exercise</p> <p>Outcomes:</p> <p>Create and deliver peer fitness circuits or sessions</p> <p>Demonstrate improved personal fitness levels</p> <p>Articulate the role of lifelong fitness and well-being</p>
	<p>Curriculum Links to National Curriculum Aims</p> <p>This curriculum enables pupils to:</p> <p>Develop competence in a broad range of physical activities</p> <p>Be physically active for sustained periods of time</p> <p>Engage in competitive sports and activities</p> <p>Lead healthy, active lives</p>			<p>Assessment Overview</p> <p>Formative: Peer and teacher observation, skill drills, and performance analysis</p> <p>Summative: Fitness tests, personal targets, end-of-unit practical assessments</p> <p>Self & Peer Reflection: Evaluating individual progress and group contributions</p>		
<p>PSHE and Well-being</p>	<p>Taking care of the body</p> <ul style="list-style-type: none"> Sleep and nutrition Exercise Growth mindset <p>Taking care of the mind</p> <ul style="list-style-type: none"> Mindfulness Understanding emotions 		<p>Taking care of relationships</p> <ul style="list-style-type: none"> Positive relationships Kindness and gratitude Communication 		<p>Taking care of the self and the world</p> <ul style="list-style-type: none"> Identifying strengths Finding meaning Appreciating nature 	

	<ul style="list-style-type: none">Thinking optimistically		
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