

YEAR 9

CURRICULUM

EVENING 2025/26



THE HAMBLE SCHOOL
ACHIEVING EXCELLENCE TOGETHER

CONTENTS

| | |
|------------------------------------|----|
| Introduction..... | 3 |
| English..... | 4 |
| Mathematics | 6 |
| Science..... | 8 |
| Geography..... | 9 |
| History | 11 |
| MFL - French..... | 12 |
| MFL - Spanish | 13 |
| Art & Photography | 14 |
| Business Studies..... | 17 |
| Dance..... | 19 |
| Design Technology (DT)..... | 22 |
| Drama..... | 24 |
| Food Preparation & Nutrition | 26 |
| ICT & Computing | 28 |
| Media Studies..... | 31 |
| Music..... | 33 |
| Physical Education (PE) | 35 |
| Religious Education (RE)..... | 38 |

INTRODUCTION

WELCOME to The Hamble School's Curriculum Evenings for 2025-2026.

We are sure you will agree that Year 9 is a crucially important year for your child. With this in mind, we want to empower you with the knowledge of what to expect this year with the intention of raising your child's attainment at the end of Year 9.

Within this booklet you will find a detailed overview for each subject. In particular, you will see the topics studied at each stage throughout the year, support available to your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have learning conversations with your child.

Should you have further questions, or require further detail on each course, please contact your child's tutor or class teacher in the first instance. Alternatively, contact the Head of Department for the subject who can re-direct your queries on to the relevant teacher. Please send all enquiries to general@thehambleschool.co.uk

ENGLISH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|--|---|
| Autumn | Exploration of the theme of 'Class' across various texts and poems. With a key focus on 'A Christmas Carol' staves 1-3. | Exploration of the theme of 'Change' across various texts and poems. With a focus on 'A Christmas Carol' staves 4-5. |
| Spring | Exploration of the theme of 'Relationships' across various texts and poems. With a key focus on 'Romeo and Juliet'. | Exploration of the theme of 'Love' across various texts and poems. With a key focus on 'Romeo and Juliet'. |
| Summer | Exploration of the theme 'Social Responsibility' across various texts and poems. With a key focus on 'An Inspector Calls'. | Exploration of the theme 'Crime and Punishment' across various texts, whilst re-visiting all texts studied across the year. |

SKILLS DEVELOPED

Students will continue to refine their reading skills through exposure to a wide range of fiction and non-fiction. This exposure to challenging texts will prepare them for KS4 as they continue to refine their comprehension skills, including vocabulary, inferences and referring to evidence in the text. They will continue to develop their critical reading skills, including knowing how figurative language, vocabulary choice and text structure creates meaning in a text. Students will also refine their writing skills, adapting their skills for different purposes and audiences.

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|--|
| Websites | www.spellzone.co.uk www.GCSEPOD.CO.UK |
| Homework Support | Class Charts, Homework Club (T2) |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | <ul style="list-style-type: none">• Establish a suitable time and place for completing homework.• Discuss homework.• Monitoring the completion of weekly homework tasks. |
| Resources | <p>Students need access to Class Charts via a device that has internet. This is the only resource required.</p> <p>Use of the above websites to support understanding and practise.</p> <p>Access The Hamble School website Parents section.</p> |

MATHEMATICS

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Curriculum Overview |
|-----------------------|--|
| Topics Covered | Unit 1: Number 1 - 4 Operations Unit 2: Shape 1 - Area and Volume Unit 3: Number 2 - Special Numbers and Rounding Unit 4: Algebra 1 - Simplifying Unit 5: Handling Data - Representing Data Unit 6: Number 3 - Fractions, Decimals, Percentages Unit 7: Algebra 2 - Equations and Sequences Unit 8: Shape 2 - Angles and Construction Unit 9: Ratio and Proportion Unit 10: Algebra 3 - Coordinates and Linear Graphs Unit 11: Shape 3 - Measurement and Transformations Unit 12: Probability |

SKILLS DEVELOPED

| |
|--|
| Through the mathematics curriculum, students are taught to: 1. Develop fluency 2. Reason mathematically 3. Solve problems |
|--|

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|--|
| Websites (Video Lessons and online practise) | www.mathswatch.co.uk www.corbettmaths.co.uk www.oaknationalacademy.co.uk |
| Homework Support | All MathsWatch questions have paired videos that link with the questions, and MathsWatch marks student answers “live” as they answer. Teachers are available to help with homework at students request in advance of the due date. |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Monitoring the completion of weekly homework tasks. Ensuring students watch the videos on the above websites if unsure. |
| Resources | Use of the above websites to support understanding and practise. |

SCIENCE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | |
|---------------|---|
| Autumn | Powering the Modern World Staying Alive Fuels |
| Spring | How energy transfers The living cell Atomic structure |
| Summer | Processes in plants Particle Model and Kinetic Theory Chemical Analysis |

SKILLS DEVELOPED

Working Scientifically. Skills are practised and developed year on year. These include thinking scientifically, planning investigations, lab safety, drawing graphs, evaluating results, writing conclusions.

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|--|
| Websites | BBC Bitesize KS3 Science - BBC Bitesize Focus eLearning Focus eLearning by Focus Educational Software Ltd. Seneca Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) |
| Homework Support | Speak to teacher in class or via Class Charts. QR codes in Homework Booklets |

GEOGRAPHY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|---|--|
| Autumn | Why is our climate emergency vital to our existence? Exploring climate change | How does crime shape our society (and Geography)? Exploring geography of crime |
| Spring | Why might our earth surprise us yet? Exploring our restless earth | Will we have enough resources to survive? Exploring the geography of resources |
| Summer | Why is the world the smallest (and most interconnected) than ever? Developing a sense of globalisation | What is the geography and importance of the Middle East? Exploring a topical place: Middle East |

SKILLS DEVELOPED

To be confident to interpret and use information from different types of graphs and charts.

To be able to answer geographical questions in detail using data and geographical language (and a range of key terms).

To be able to use a range of sources confidently.

To have a good understanding of how to complete a fieldwork enquiry and collect data using a range of techniques.

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|---|
| Homework | Homework focuses on knowledge retention. Students will be expected to complete homework to improve their recall of the core skills needed for Geography. Homework will include spelling and reading tasks, as well as creative tasks. Class teachers will give feedback in class and use the information to inform future teaching in order to fill gaps in students' knowledge. |
| Websites | https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/ https://www.ordnancesurvey.co.uk/mapzone/ |
| Homework Support | Class Charts Homework Club |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | <ul style="list-style-type: none">• Establish a suitable time and place for completing homework.• Discuss homework.• Monitoring the completion of weekly homework tasks.• Ensure that students are keeping up to date with world news – and discussing the geography of this news. (Consider the impacts to people, the economy and the environment)• Encourage your child to explore – and practice their map skills. (What direction are they going? Could they plan the route you will take?) |
| Resources | <p>Students need access to Class Charts via a device that has internet. This is the only resource required.</p> <p>Our school library has a wonderful selection of geographical literature that will help broaden students' understanding.</p> |

HISTORY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|--|--|
| Autumn | Why does Genocide happen? | How did the USA develop, 1910 - 1975? |
| Spring | How did the Cold War impact the world? | How have people fought for their rights, c.1000-Present Day? |
| Summer | How has the role of religion and the church changed, c.1000 - Present Day? | How has migration impacted Britain, c. 1000 - Present Day? |

SKILLS DEVELOPED IN HISTORY

- Chronological understanding
- Disciplinary Skills – Change & Continuity, Cause & Consequence, Source analysis, Interpretations, Significance
- Key historical themes and knowledge

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP

| | |
|-----------------|---|
| Websites | https://spartacus-educational.com/ https://www.historylearningsite.co.uk/ https://www.bbc.co.uk/bitesize/subjects/zk26n39 |
| Homework | This is set once per week. Homework on Class Charts which will involve a range of different activities to enrich and deepen students' knowledge. |
| Reading | Parents can help by encouraging students to regularly read. The websites have short and long sections enabling variation for the students. Our school library has a wonderful selection of historical literature that will help broaden students' understanding. |

FRENCH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|--|--|
| Autumn | <ul style="list-style-type: none">Talking about your town/city, describing what there is and what you can do. | <ul style="list-style-type: none">Describing your house and activities you do in your house. |
| Spring | <ul style="list-style-type: none">Talking about your daily routine with reflexive verbs and times. | <ul style="list-style-type: none">Describing your family and friends and your relationships with them. |
| Summer | <ul style="list-style-type: none">Describing your school facilities comparing them with your primary school and talk about the school rules. | <ul style="list-style-type: none">Talking about festivals in French speaking countries. |

SKILLS DEVELOPED

| |
|---|
| Reading, listening, writing and speaking. |
|---|

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|---|
| Websites (Video Lessons and online practise) | www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zgdqxn |
|---|---|

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Monitoring the completion of weekly homework tasks. Checking spellings of “Total Recall” vocabulary on Class Charts and Seneca. |
| Resources | Use of the above websites to support understanding and practise. |

SPANISH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|--|--|
| Autumn | <ul style="list-style-type: none">Talking about your town/city, describing what there is and what you can do. | <ul style="list-style-type: none">Describing your house and activities you do in your house. |
| Spring | <ul style="list-style-type: none">Talking about your daily routine with reflexive verbs and times. | <ul style="list-style-type: none">Describing your family and friends and your relationships with them. |
| Summer | <ul style="list-style-type: none">Describing your school facilities comparing them with your primary school and talk about the school rules. | <ul style="list-style-type: none">Talking about festivals in Spanish speaking countries. |

SKILLS DEVELOPED

| |
|---|
| Reading, listening, writing and speaking. |
|---|

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|---|
| Websites (Video Lessons and online practise) | www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zfckjxs |
|---|---|

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Monitoring the completion of weekly homework tasks. Checking spellings of “Total Recall” vocabulary on Class Charts and Seneca. |
| Resources | Use of the above websites to support understanding and practise. |

ART AND PHOTOGRAPHY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|--------|--|--|
| Autumn | Theme- Food <ul style="list-style-type: none"> Layered compositions with mixed media Coloured monochromatic acrylic painting Collaged food photography Acrylic painting of collaged outcomes What makes a good photograph Still life photography Successful composition in photography | Theme- Food <ul style="list-style-type: none"> Responding to contextual sources (Sardine illustration): <ul style="list-style-type: none"> -Acrylic markers -Dry rolling -Monoprinting -Paper collage Georgina Luck – watercolour and continuous line drawing Vivien Perenyi – close up photography Flat lay photography |
| Spring | Theme – Food <ul style="list-style-type: none"> Coloured pencil drawing Polyprinting using complimentary colours Photographing primary sources Valeriia Kumachenko – oil pastel on text background Mark making with paint Clare Youngs collaged fruit and vegetables | Theme – Natural Forms <ul style="list-style-type: none"> Moodboards and mindmaps Biro drawing – shells Karl Blossfeldt tonal pencil and photography Karl Blossfeldt black and white flat lay Sam Cannon ammonites – experimental mark making Natural forms still life photography Photoshop skills referencing Alan Bur Johnson |

| | | |
|---------------|--|---|
| Summer | Theme- Natural Forms <ul style="list-style-type: none"> • Artist mindmaps • Oil pastel Monoprinting • Yellena James/Angie Lewin – resist methods • Yayoi Kusama pattern • Watercolour pencil • Erin McIntosh – dry rolling, watercolour, acrylic markers • Shadow photography referencing Elena Dijour | Theme- Natural Forms <ul style="list-style-type: none"> • Acrylic markers (Laurel MacDonald, Melissa Gomez, Kate & Laurel Sylvie) • Dip pen and ink – Sophie Munns • Acrylic painting recall • Design units and repeat patterns • Mandala construction • Mandalas in photoshop |
|---------------|--|---|

SKILLS DEVELOPED

| |
|---|
| <p>Biro drawing, dip pen and ink, coloured pencils, oil pastels, acrylic painting, collage, photography, acrylic markers, artist analysis, dry roll printing, Monoprinting, watercolour, ink, continuous line drawing, polyprinting, repeat patterns, mark making with paint, collaging with found papers, using secondary imagery, tonal pencil drawing, black and white photography, experimental mark making, mixed media, photoshop (ellipse tool, opacity, layers, repeat units), shadow photography, dry rolling, watercolour, repeat patterns, mandalas, dip pen and ink, resist methods</p> |
|---|

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|---|
| Websites | Tate Kids - www.tate.org.uk/kids BBC Bitesize - www.bbc.co.uk/bitesize/subjects/z6hs34j YouTube drawing tutorials (various topics) Student Art Guide - www.studentartguide.com/ Art2Day – www.art2day.co.uk |
| Homework Support | Access to art rooms at break, lunch and after school (by prior arrangement) if specialist equipment is needed to complete tasks. |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Monitoring the completion of weekly homework tasks. Monitoring the completion of larger project homeworks to ensure students are on track for the deadline. |
| Resources | Supply students with specialist art equipment where possible. Advice available from art staff as to where this can be bought. |

BUSINESS STUDIES

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|--|--------------------------|
| Autumn | What is Enterprise? Pop Up Business | Planning Events |
| Spring | Ethical Considerations Dragon's Den | The Economy |
| Summer | Personal Finance | Recruitment Festivals |

SKILLS DEVELOPED

- Understanding entrepreneurial concepts
- Market Research
- Creative thinking and innovation
- Team Collaboration
- Identifying business opportunities
- Presenting and pitching skills
- Risk assessment

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|---|
| Websites (Video Lessons and online practise) | <ul style="list-style-type: none">• https://www.bbc.co.uk/bitesize/examspecs/z98snbk |
| Homework Support | Staff can be messaged through Class Charts or email for support. |

HOW PARENTS CAN HELP

| | |
|------------------|---|
| Homework | Homework will range from a continuation of lesson content, flipped learning and knowledge retrieval quizzes. Pupils will see the details of homework on Class Charts. If they are required to access Teams, they should do this through www.office.com , and signing in using their school email address (username@thehambleschool.co.uk) and their normal school password. |
| Resources | Use of the above websites to support understanding and practise. |

DANCE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|--------|--|--|
| Autumn | Topic: Back to Basics <ul style="list-style-type: none">• Know and demonstrate the core principles of dance; Action, Space, Dynamics, Relationship• Develop a Motif• Choreograph work from a Stimulus.• Demonstrate creativity• Describe some of the key conventions of specific dance styles | Topic: Contact Work <ul style="list-style-type: none">• Use basic contact work skills, such as weight sharing, lifting, and counterbalance.• Execute safe and effective partnering techniques with my classmates.• Collaborate with my peers• Perform with confidence and precision.• Reflect on my own contact work practice and identify areas for improvement. |

| | | |
|---------------|--|--|
| Spring | <p>Topic: Musical Theatre</p> <ul style="list-style-type: none"> • Recognize and describe different styles and genres within musical theatre. • Demonstrate basic dance techniques commonly used in musical theatre. • Use facial expressions and body language to convey character and emotion in my performance. • Create a short dance sequence inspired by a musical theatre piece. • Perform a musical theatre routine with confidence, energy, and expressiveness. • Reflect on my own performances and identify areas for improvement in dance, acting, and singing | <p>Topic: Contemporary Dance</p> <ul style="list-style-type: none"> • Recognise influential contemporary dancers and choreographers and their contributions to the art form. • Create a short contemporary dance piece that explores a theme or idea. • Collaborate with peers to develop and refine a contemporary dance performance. • Perform with fluidity, precision, and expressiveness. • Provide constructive feedback to my peers on their contemporary dance performances. • Reflect on my own performances and identify areas for improvement in technique and expression. |
| Summer | <p>Topic: Professional Works</p> <ul style="list-style-type: none"> • Explain what contemporary dance is and its key characteristics. • Create a short contemporary dance piece that explores a theme or idea. • Collaborate with my peers • Perform with fluidity, precision, and expressiveness. • I can reflect on my own and peers' performances and identify areas for improvement in technique and expression. • Adapt my movements to different musical rhythms and dynamics. • Use space, levels, and dynamics effectively in my choreography and performances. • Take steps to ensure my own safety. | |

SKILLS DEVELOPED

| |
|--|
| Choreography, Expressive Skills, Technical Skills. |
|--|

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|---|
| Websites | https://www.bbc.co.uk/bitesize/topics/zw2h34j |
| Homework Support | Class Charts, Homework Club (T2) |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Vocabulary quizzes, Rehearsal Logbooks, Research Tasks |
| Resources | Use of the above websites to support understanding and practise. |

DESIGN TECHNOLOGY

2025 - 2026

TOPICS TO BE COMPLETED THIS YEAR

| | |
|---|--|
| Material world Fabrics Hats | Designers and how they influence our designs How to create patterns for sewing materials together Pattern making on fabric using screen printing Paper pattern manipulation |
| Material world CAD Living hinge box | Designing for a user and how this influences the design of the product CAD drawings creating your own templates Laser cutting, how to convert files and use the correct codes Finishing techniques for timber |
| Material world Engineering Oil Burner | Existing products and how we can use this to help our designs Orthographic drawings and 3D drawing presentations Timber and Metal tools and processes Timber and metal finishing techniques Tolerances |
| Material world Materials Bug hotel | Lamination of timbers Planning of manufacturing Standard components Mixing materials |

SKILLS DEVELOPED

CAD, different materials, practical skills, finishing, designing, construction, evaluating

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|--|
| Websites (Video Lessons and online practise) | https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/subjects/z23vkhv |
| Homework Support | The websites above and speaking with or messaging your teacher on Class Charts. |

HOW PARENTS CAN HELP

| | |
|------------------|---|
| Homework | Monitoring the completion of the project-based homework to expand on knowledge learnt in lesson |
| Resources | Use of the above websites to support understanding and practise. |

DRAMA

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|--------|---|---|
| Autumn | Topic: Naturalism <ul style="list-style-type: none"> Sustain a range of physical and vocal skills Communicate relationships and status using space and interaction Identify subtext in my performance Perform a section of the play with conviction Use a range of naturalistic rehearsal strategies to interpret a scene | Topic: Physical Theatre <ul style="list-style-type: none"> Communicate the aims and conventions of physical theatre Create and perform stylised movement to tell a story Use a range of dynamics within my movement Explore rhythm and pace to my movement piece Work collaboratively within a group to reach performance aims and intentions |
| Spring | Topic: Epic Theatre <ul style="list-style-type: none"> Understand and define the aims and conventions of epic theatre Use a range of alienation techniques in my performance embed the use of Gestus and V-effect in my performance use multi-role effectively in performance considering the use of physical and vocal skills Perform an epic theatre style play confidently work in a group collaboratively by offering ideas and developing/refining them | |
| Summer | Topic: Devising From a stimulus (Performance and Logbook) <ul style="list-style-type: none"> Create a devised performance in a specific style(s) Respond creatively to a stimulus Set out my personal and group dramatic intentions Conduct research to develop my ideas Work in a group collaboratively by offering ideas and developing/refining them using feedback Structure my devised performance in my chosen theatre style | |

SKILLS DEVELOPED

| |
|---|
| Characterisation Skills, Theatre Styles Knowledge (aims and conventions), Devising Skills, Evaluation skills |
|---|

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|--|
| Websites | https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt https://www.youtube.com/@NationalTheatre |
| Homework Support | Class Charts, Homework Club (T2) |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Homework focuses on either the development of descriptive, analytical or evaluative language and may involve researching theatrical styles, writing logs of their progress in lessons or reflecting on their own or others' work. Students are expected to use the videos and links provided within the homework task to support if they need help. Class teachers will check homework, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching |
| Resources | Use of the above websites to support understanding and practise. |

FOOD PREPARATION AND NUTRITION

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | |
|--------------------------------------|---|
| Food safety | Bacteria, temperatures, cross contamination, storage |
| Principles of nutrition | Eatwell, nutritional requirements, vitamins and minerals, balanced diet |
| Science of food | Heat transfer, methods of cooking, functions of ingredients |
| Food provenance | Seasonal food, food waste, food miles, packaging, farming |
| Factors effecting food choice | Availability, culture and religion, ethics, medical |
| Technological developments | New technologies, environmental factors, GMO and GMF, new foods |
| Practical skills | Weighing, measuring, cooking, preparing, washing up |

SKILLS DEVELOPED

| |
|--|
| Technical knowledge, recipe planning, time plans, analysing and evaluating |
|--|

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|--|
| Websites (Video Lessons and online practise) | https://www.foodafactoflife.org.uk/11-14-years/ https://www.thenational.academy/teachers/lessons/cooking-techniques-and-preparing-food-safely-68r3ct?sid-022e42=bp1kMG8VO2&sm=0&src=5 |
| Homework Support | The websites above and speaking with or messaging your teacher on Class Charts. |

HOW PARENTS CAN HELP

| | |
|------------------|---|
| Homework | <p>Monitoring the completion of weekly homework tasks to be completed in the homework book.</p> <p>Prompting students to organise their ingredients for the practical lessons</p> |
| Resources | <p>Use of the above websites to support understanding and practise.</p> |

ICT AND COMPUTING

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|---|--|
| Autumn | <p>Python programming– Manipulating strings and lists. Creating a programming project</p> <p>Media: Animations – Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles.</p> | <p>Spreadsheets – Use functions, formulas, and formatting in a spreadsheet. Develop a spreadsheet for a given scenario.</p> <p>Representations: Going Audio-visual – Representing images and sound using binary digits</p> |
| Spring | <p>Game project – Developing and creating a game.</p> | <p>Online Safety – Recognise ways to build a positive online reputation. Discuss the ethics surrounding big data. Identify fake news and explain why it exists. Describe the laws governing online content. Recognise illegal content and describe how to report it.</p> |
| Summer | <p>Media project – Create pre-production planning materials. Create raster and vector graphics.</p> | <p>Introduction to Cybersecurity – Identifying how users and organisations can protect themselves from cyberattacks.</p> <p>Artificial Intelligence 101 – Learning about machine learning and how AI is impacting the world around us.</p> |

SKILLS DEVELOPED

- Throughout KS3 the ICT and Computing program of study covers each of the 10 areas below in years 7, 8, and 9.
 - **Algorithms** – Be able to comprehend, design, create, and evaluate algorithms
 - **Computer networks** – Understand how networks can be used to retrieve and share information, and how they come with associated risks.
 - **Computer systems** – understand what a computer is, and how its constituent parts function together as a whole
 - **Creating media** – select and create a range of media including text, images, sounds, and video
 - **Data and information** – understand how data is stored, organised, and used to represent real-world artefacts and scenarios
 - **Design and development** – understand the activities involved in planning, creating, and evaluating computing artefacts
 - **Effective use of tools** – use software tools to support computing work
 - **Impact of technology** – understand how individual systems, and society as a whole interact with computer systems
 - **Programming** – create software to allow computers to solve problems
 - **Safety and security** – understand risks when using technology, and how to protect individuals and systems.

RESOURCES AVAILABLE TO SUPPORT

| | |
|---|---|
| Websites (Video Lessons and online practise) | <ul style="list-style-type: none">• https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/computing• https://www.bbc.co.uk/bitesize/subjects/zvc9q6f |
| Homework Support | Staff can be messaged through Class Charts or email for support. |

HOW PARENTS CAN HELP

| | |
|------------------|---|
| Homework | Homework will range from a continuation of lesson content, flipped learning and knowledge retrieval quizzes. Pupils will see the details of homework on Class Charts. If they are required to access Teams, they should do this through www.office.com , and signing in using their school email address (username@thehambleschool.co.uk) and their normal school password. |
| Resources | Use of the above websites to support understanding and practise. |

MEDIA STUDIES

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|--|--|
| Autumn | Intro to Media Studies & Technical Elements: <ul style="list-style-type: none"> • Cinematography • Sound • Editing • Mise en scene | Representational areas and Key Theories through film posters: <ul style="list-style-type: none"> • Uses and Gratifications • Semiotic analysis • Audience theory • Genre theory • Photoshop skills |
| Spring | Promoting Media: Advertising Campaign: <ul style="list-style-type: none"> • The Lego Movie posters (main poster and individual poster) • The Lego Movie ad break • The Lego Movie Video Game | Practical Project: Magazines: Magazine front cover creation: <ul style="list-style-type: none"> • Recreating of a video game music magazine • Photoshop Skills |
| Summer | The Study of Context Through TV Programmes: <ul style="list-style-type: none"> • Exploring 1960s context and applying understanding to The Avengers • Exploring modern context through the Equality Act of 2010 and applying understanding to Cuffs | Practical Project: Recreation Task: <ul style="list-style-type: none"> • Exploring a range of tasks to convey application of the Equality Act of 2010 • Recreation tasks include: modernising cast, scenario, story boarding, Photoshop |

SKILLS DEVELOPED

Understanding the fundamentals of media studies through the Autumn term (technical elements and key theories), developing practical skills through Photoshop workshops throughout the year.

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|--|
| Websites | For advertising: https://www.bbc.co.uk/bitesize/guides/z2p4qty/revision/1 For film: https://www.bbc.co.uk/bitesize/guides/z9hrwxw/revision/1 For genre: https://www.bbc.co.uk/bitesize/topics/zxfcp39 For representation: https://www.bbc.co.uk/bitesize/topics/z97pwxw For audiences: https://www.bbc.co.uk/bitesize/topics/zcjt82p |
| Homework Support | Homework is structured by applying the PiXL unlock vocabulary strategy. Vocabulary tasks will enable students to explore a better understanding of key Media terms that they will then be able to apply to their learning across both KS3 and KS4. Students can access and amend their homework tasks via Class Charts or they can print off a hard copy in lesson to take home and complete. Each task is numbered and organised that students start off by defining a key term, linking the term to the curriculum and then digging deeper by responding to a bigger question. Feedback will be given in lessons; students will receive their homework back marked and we will start a lesson each week discussing key areas taken from the homework task. |

HOW PARENTS CAN HELP

| | |
|------------------|---|
| Homework | Monitoring the completion of weekly homework tasks |
| Resources | Students need access to Class Charts via a device that has internet YouTube videos are used to embed meaning and for exemplars – access is required but can be monitored |

MUSIC

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|---|---|
| Autumn | <p>Film Music To explore the use of music in film so that pupils can understand what a film score contributes to a film and how it achieves this through the manipulation of musical elements. Pupils will analyse the use of musical elements in film scores and the cultural context, as well as recognising key composers. They will explore and use leitmotifs, underscore and ostinato to compose their own film score.</p> | <p>Minimalism To explore modern western classical music from 1900 onwards so that pupils can identify and describe minimalism. Pupils will analyse the use of musical elements in this period and the cultural context, as well as recognising key composers.</p> |
| Spring | <p>The Music Industry To continue the teaching of harmony, melody, instrumentation and music technology– developing tech and compositional skills through the technique of remixes and covers. To increase understanding of popular music in the UK music industry. To help pupils link their learning to prior knowledge from year 7 and year 8.</p> | <p>Reggae To explore the use and creation of Reggae music. Pupils will analyse the various processes in the production of a song and the cultural context, as well as recognising key composers and performers. Pupils will produce a performance of a well-known Reggae song.</p> |

| | | |
|---------------|---|---|
| Summer | <p>Remixes To explore what a remix is so that pupils can recognise remixes and describe the techniques used. To analyse the elements of music used in a remix such as sampling, DAW's, synthesizers and drum loops so that pupils understand how to recognise and use these musical features. To compose using harmonic, rhythmic and structural techniques, applying their knowledge of remix techniques.</p> | <p>Western Classical Traditions To explore western classical music so that pupils can identify and describe baroque, classical and romantic music and composers. To analyse the elements of music within each musical period so that pupils understand how these periods used and developed musical elements. To compose using melodic and harmonic techniques to understand how these were used in western classical music.</p> |
|---------------|---|---|

SKILLS DEVELOPED

| |
|---|
| Developing performing, composing and listening skills within a range of different musical genres. |
|---|

RESOURCES AVAILABLE TO SUPPORT

| | |
|-------------------------|---|
| Websites | https://www.bbc.co.uk/bitesize/subjects/zmsvr82 |
| Homework Support | Class Charts, Homework Club (T2) |

HOW PARENTS CAN HELP

| | |
|------------------|--|
| Homework | Monitoring the completion of weekly homework tasks. |
| Resources | Use of the above websites to support understanding and practise. |

PE

2024-2025

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|--------|---|--------|
| Autumn | <p>Students will rotate across the following 4 topics:</p> <p>Gymnastics – Thinking and Physical ME</p> <ul style="list-style-type: none">Students build on their aspects of flight and apply to different types of vault; students to use the shapes they've been perfecting in flight for movement across, over and on a vault. <p>Net/Wall – Mindset and Physical ME</p> <ul style="list-style-type: none">In all net and wall games the main objective is to win points, games and ultimately matches. Students will need to have an understanding of a variety of shots, attacking strategies and considerations to outwit opponents to win a rally. Encouraging healthy competition, an emphasis on fair play, opportunities for students to experience the thrill of winning rallies but also to cope with challenges and losing as part of a positive and rewarding PE experience. | |
| Spring | <p>OAA – Social and Thinking ME</p> <ul style="list-style-type: none">Students will be provided with different problem-solving techniques that require communication, collaboration and leadership; whilst using their analytical skills to solve the problems <p>Invasion Games – Mindset and Physical ME</p> <ul style="list-style-type: none">Develop ball handling; attacking and defensive principles through hockey | |

| | |
|----------------------|--|
| <p>Summer</p> | <p>Students will rotate across the following 3 topics:</p> <p>Athletics – Thinking and Physical ME</p> <ul style="list-style-type: none"> Students apply the sprint start to the acceleration and drive phases of the sprinting technique; students apply the different phases of the sprint technique over different races. In relays students build upon knowledge of the changeover techniques and start to look at the strategies of the changeover (and potentially running different distances, depending on where the changeover takes place). Students apply learnt knowledge of pacing over longer distances. In throwing students, look to, apply the glide technique in shot put and a 5-step run-up in javelin <p>Net/Wall (Tennis) – Mindset and Physical ME</p> <ul style="list-style-type: none"> In all net and wall games the main objective is to win points, games and ultimately matches. Students will need to have an understanding of a variety of shots, attacking strategies and considerations to outwit opponents to win a rally. Encouraging healthy competition, an emphasis on fair play, opportunities for students to experience the thrill of winning rallies but also to cope with challenges and loosing as part of a positive and rewarding PE experience. <p>Striking and Fielding Games – Social and Physical ME</p> <ul style="list-style-type: none"> Develop complex fielding, batting and bowling skills through the striking and fielding game of cricket and rounders. Students will develop fluent batting techniques and stance, start to further develop a cricket and rounders bowling action and understand the importance of fielding within these games. |
|----------------------|--|

SKILLS DEVELOPED

| |
|------------------------------------|
| Physical ME – Linking Basic Skills |
| Social ME – Leadership |
| Mindset ME – Sportsmanship |
| Thinking ME – Analysis |

RESOURCES AVAILABLE TO SUPPORT

| | |
|-----------------------------------|---|
| Websites | https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education |
| Extra-Curricular Timetable | https://www.thehambleschool.co.uk/extra-curricular-activities/ |

HOW PARENTS CAN HELP

| | |
|------------------|---|
| Resources | Encourage participation in extra-curricular activities to develop and build key skills. |
|------------------|---|

RELIGIOUS EDUCATION

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

| | Term 1 | Term 2 |
|---------------|---|---|
| Autumn | <p>Philosophy and Ethics</p> <p>This unit focuses on the ‘big questions’ of life such as truth, reality, and the nature of knowledge - whilst also exploring how we make moral choices. Students will study major philosophical thinkers and theories, developing critical thinking skills and applying reasoned arguments to ethical and real-world issues.</p> | <p>Philosophy and Ethics</p> <p>In this half-term students will continue to develop their skills as scholars of philosophy, critiquing the arguments of others and adding their own voices and ideas to this 2600-year-old field of study.</p> |
| Spring | <p>Theological Perspectives</p> <p>An in-depth study of Christian understandings of God; exploring key beliefs, scripture, and tradition. Students will develop their skills of textual analysis and learn to study a range of sources through a theological lens.</p> | <p>Theological Perspectives</p> <p>Further exploration of human understandings of God including those from other world religions, as well as non-religious approaches to theology.</p> |

| | | |
|---------------|--|--|
| Summer | <p>Religion and Society</p> <p>This unit examines the relationship between religion and the wider world, exploring how religious beliefs influence social issues, ethics, and community life. Students will consider diverse perspectives and the impact of religion on culture, politics, and moral decision-making.</p> | <p>Religion and Society</p> <p>In this unit exploration continues into how religious beliefs and practices interact with contemporary society. Students will examine religious and non-religious views on culture, politics, and current social issues, such as the impact of AI and big tech, the benefits and challenges of social media, and advances in DNA sequencing.</p> |
|---------------|--|--|

SKILLS DEVELOPED

- Expertly describe the variety of religious and non-religious traditions that make up our local, national and global community.
- Formulate theories about the impact of beliefs on individuals and communities based on both prior and new knowledge.
- Take part in sophisticated discourse and dialogue, confidently expressing personal views and responding from a place of maturity and understanding to the views of others.

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP

| | |
|-----------------|--|
| Websites | <p>Philosophy and Ethics - Morals, ethics and philosophy - KS3 Religious Studies - BBC Bitesize</p> <p>Religious Studies - KS3 Religious Studies - BBC Bitesize</p> |
| Homework | Engage in discussions relating to homework tasks in order to draw out the deeper meanings of topics. |
| Reading | <p>Encourage an approach to reading materials with the aim of understanding the worldview of their author and intended audience. Ask your child to consider, too, the views that they bring with them when reading.</p> <p>Reading lists will be made available with each unit of study.</p> |

NOTES

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



T: 023 8045 2105 • general@thehambleschool.co.uk
www.thehambleschool.co.uk
www.facebook.com/thehambleschool • x.com/TheHambleSchool

The Hamble School, Satchell Lane, Hamble, Southampton SO31 4NE

Reception is open during the school term from 8am until 4pm from Monday to Thursday and 8am until 3:30pm on Friday.