

ACHIEVING EXCELLENCE PROGRAMME MODULE 1 - YEAR 9



THE HAMBLE SCHOOL
ACHIEVING EXCELLENCE TOGETHER

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INTRODUCTION

WELCOME to The Hamble School's Achieving Excellence Programme – Module 1 for 2026-2027.

The aim of the Achieving Excellence Programme is that students become confident in answering the question “how do I revise?” and will involve students being taught skills that foster their independence and encourage responsibility in their own learning. By explicitly teaching vital study skills in every year group, we believe that when students get to KS4, they will be confident, independent learners who are ready for their next few years studying for and completing their GCSEs.

For students to get the most out of the Achieving Excellence Programme, they will require parents' / carers' support at home, which is why our programme includes a three-part parent course that is designed to complement students' learning in school. The parent course will be made up of three modules, the dates for which are outlined below. Each module will briefly outline the key elements of the study skills curriculum students have been focusing on in school and will be bespoke to each year group. Each session will provide both parents/ carers and students opportunities to practice using the revision strategies together, where appropriate.

Module 1	• Year group journey • Setup of books and folders • Assessment and feedback in Year 9	5pm Monday 14 September 2026
Module 2	• How do I revise effectively in core subjects?	5:30pm Tuesday 24 November 2026
Module 3	• Getting the most out of homework • End of Year exam preparation	5:30pm Tuesday 23 March 2027

HOW TO USE THIS BOOKLET

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 module, 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

2026-2027

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

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.GCSEPOD.CO.UK https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	• Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks.
Resources	Students need access to class charts via a device that has internet. This is the only resource required. Use of the above websites to support understanding and practise. Access The Hamble School website Parents section.

Mathematics

2026-2027

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)	drfrost.org/login www.corbettmaths.co.uk www.oaknationalacademy.co.uk
Homework Support	All Dr Frost questions have paired videos that link with the questions, and Dr Frost 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

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

Autumn	Powering the Modern World (Waves and Electricity) Staying Alive (Cells, Circulation, Health) Fuels (Separating Mixtures, Combustion, Pollutants)
Spring	Start fundamentals to prepare for GCSE Science 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

HOW PARENTS CAN HELP

Homework	Homework will focus on knowledge retention and key scientific vocabulary. Students will receive a homework booklet for each term with a specific page set once a week. This will consist of 3 tasks to complete. 1. Questions to talk about at home. This is to promote students to talk at home about what they have been learning and includes a go further questions to extend knowledge. 2. A Summary of the weeks learning. Students should use their exercise books to write 3-5 bullet points summarising learning. 3. A task to complete: This will often be a task based around a specific key word and they will need to complete a Frayer Model for this word. They will be taught how to do this in school. Other tasks might involve learning key information, labelling diagrams or looks at practical work. At the end of each topic in the booklet there will be a list of revision questions which can be used to prepare for the review assessment weeks. Along with a list of key words and content to learn – we recommend that these are made into cue cards.
Resources	Use of the above websites to support understanding and practise. Also encouraging your child to read Science books that interest them, or watch science documentaries.

Geography

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Why is our climate emergency vital to our existence? <i>Exploring climate change</i>	What causes natural hazards and disasters? <i>Exploring why natural hazards and disasters occur</i>
Spring	Why might our earth surprise us yet? <i>Exploring our restless earth</i>	Will we have enough resources to survive? <i>Exploring the geography of resources</i>
Summer	What are the key Geographical skills needed to be a successful Geographer? <i>Developing a sense of key Geographical skills and systems</i>	What is the geography and importance of the Middle East? <i>Exploring a topical place : Middle East</i>

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.
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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/zrw76sq https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/ https://www.ordnancesurvey.co.uk/mapzone/ https://www.bbc.co.uk/newsround
Homework Support	Class Charts Homework Club

HOW PARENTS CAN HELP

Homework	• 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	Students need access to class charts via a device that has internet. This is the only resource required. Our school library has a wonderful selection of geographical fiction that will help broaden students understanding.

History

2026-2027

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 fiction that will help broaden students' understanding.

MFL – French

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Music	Jobs and future plans
Spring	Tourism	Relationships
Summer	Festivals and celebrations	Film project

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
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HOW PARENTS CAN HELP

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

MFL – Spanish

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Music	Jobs and future plans
Spring	Tourism	Relationships
Summer	Festivals and celebrations	Film project

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
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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

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Theme: Sweet Treats • Responding to Maïke Thoma using acrylic marker • Oil pastel blending – monochromatic • Acrylic painting – monochromatic • Accurate typography • Close up photography – manual focus on the DSLR cameras	Theme: Sweet Treats • Rule of thirds in photography • Responding to Andy Warhol using polyprinting processes and photoshop • Flat lay photography • Responding to Joel Penkman using watercolour pencil and watercolours • Sheet presentation
Spring	Theme: Sweet Treats • Responding to Georgina Luck using expressive fine liner drawing and ink/watercolour • Screen printing with stencils • Paper collage using block colour • Dry rolling • Monoprinting	Theme: Beach • Moodboards • Black and white photography • Continuous line drawing • Responding to Sophie Munns using dip pen and ink • Responding to Kate and Laurel Sylvie using acrylic marker • Responding to Emma Whitelaw using acrylics • Scanography

Summer	Theme: Beach • Responding to Anglue Lewin/Yellena James using resist methods • Cyanotypes • Joby Carter: Fairground patterns and typography • Responding to Tabitha Corbett using watercolour and fineliner	Theme: Beach • Tonal pencil • Monoprinting • Watercolour • Digital mandalas/repeat units • Mandala designs • Mandala production
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SKILLS DEVELOPED

Screen printing, Monoprinting, dry roll, oil pastel blending, watercolour, colouring pencil, polyprinting, acrylic marker, collage, flat lay photography, close up photography, rule of thirds, photoshop, acrylic painting, repeat patterns, resist methods, dip pen and ink, continuous line, Moodboards, black and white photography

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	Art packs available via Scopay Presentation packs of sketchbooks, folders and card available via Scopay

Business Studies

2026-2027

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	What is Enterprise? - Students will learn what enterprise means by exploring how people identify opportunities, take risks and use creativity to start or improve a business. Pop Up Business - Students will investigate how pop-up businesses work and consider how businesses use temporary locations to test ideas, attract customers and make a profit.	Planning Events - Students will learn how businesses plan successful events by considering aims, budgets, target audiences, marketing and the resources needed.
Spring	Ethical Considerations - Students will explore how businesses make responsible decisions by considering the impact of their actions on customers, employees, suppliers, the environment and wider society. Dragon's Den - Students will develop their own business idea and pitch it to others, explaining the product or service, target market, costs and potential profit.	The Economy - Students will explore how the economy affects businesses and consumers
Summer	Personal Finance - Students will learn how to manage money effectively by looking at budgeting, saving, borrowing, banking and making informed financial decisions.	Recruitment - Students will investigate how businesses recruit staff, including job adverts, applications, CVs, interviews and the skills employers look for. Festivals - Students will explore how festivals are planned and run as business events, considering costs, revenue, staffing, promotion, health and safety, and customer experience.

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)	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

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<u>Topic: Back to Basics</u> Students will develop the fundamental skills of dance, learning how to create, perform and analyse movement. They will explore key dance concepts, create their own choreography and build confidence in performance.	<u>Topic: Contact Work</u> Students will learn how to work safely and effectively with others through partner and group dance. They will develop trust, communication and performance skills while exploring lifts, balances and weight-sharing techniques.
Spring	<u>Topic: Musical Theatre</u> Students will explore dance within musical theatre, learning how movement, character and storytelling work together. They will create and perform their own musical theatre-inspired choreography.	<u>Topic: Zoonation 'Into the hoods'</u> Using Into the Hoods as a stimulus, students will develop street dance technique, explore characterisation and create original choreography inspired by professional performance work.
Summer	<u>Topic: Professional Works</u> Students will study contemporary dance and professional choreographers, developing their understanding of how dance communicates ideas. They will create, perform and evaluate contemporary dance pieces while refining their technical and expressive skills.	

SKILLS DEVELOPED

Students will develop creativity, resilience, teamwork and confidence, alongside their ability to perform, choreograph and evaluate dance using appropriate subject vocabulary.

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

2026-2027

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 Skills	Casting 3D printing Electronics CAD/CAM Living hinges
Material world Sustainability project based on a NEA	Research Target audience Design ideas Modelling
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.thenational.academy/teachers/programmes/design-technology-secondary/units 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

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Topic: Naturalism - 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 - 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 - 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	<u>Topic: Devising From a stimulus</u> - Respond creatively to a stimulus - Set out dramatic intentions - Conduct research - Work collaboratively - Develop/refine work using feedback	<u>Topic: Blood Brothers</u> - Practically explore selected scenes from a performance text - Explore the use of stage types - Develop understanding of the roles of theatre makers.

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

2026-2027

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	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
Hospitality and catering	How professional kitchens are set up and run, customer experience and business operations

SKILLS DEVELOPED

Technical knowledge, recipe planning, time plans, analysing and evaluating
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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	Monitoring the completion of weekly homework tasks to be completed in the homework book. Prompting students to organise their ingredients for the practical lessons
Resources	Use of the above websites to support understanding and practise.

ICT and Computer Science

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Artificial Intelligence and Machine Learning – Learning about machine learning and how AI is impacting the world around us	Media: Animations – Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles.
Spring	Spreadsheets – Use functions, formulas, and formatting in a spreadsheet. Develop a spreadsheet for a given scenario. Representations: Going Audio-visual – Representing images and sound using binary digits	Game project – Developing and creating a game.
Summer	Introduction to Cybersecurity – Identifying how users and organisations can protect themselves from cyberattacks.	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. Python programming– Manipulating strings and lists. Creating a programming project .

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 individuals' 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)	• 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

2026-2027

YEAR 9 TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Intro to Media Studies & Technical Elements: • Cinematography • Sound • Editing • Mise en scene	Representational areas and Key Theories through film posters: • Uses and Gratifications • Semiotic analysis • Audience theory • Genre theory • Photoshop skills
Spring	Promoting Media: Advertising Campaign: • The <i>Lego</i> Movie posters (main poster and individual poster) • The <i>Lego</i> Movie ad break • The <i>Lego</i> Movie Video Game	Practical Project: Magazines: Magazine front cover creation: • Recreating of a video game music magazine • Photoshop Skills
Summer	The Study of Context Through TV Programmes: • 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: • 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/z9hrwxs/revision/1 For genre: https://www.bbc.co.uk/bitesize/topics/zxfcp39 For representation: https://www.bbc.co.uk/bitesize/topics/z97pwxs 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 studies 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 of 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 You tube videos are used to embed meaning and for exemplars – access is required but ca be monitored

Music

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	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.	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.
Spring	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	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.

Summer	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.	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.
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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

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Throughout the Autumn and Spring terms, students will take part in a half-termly rotation of sports and physical activities. In Year 9, students move into single-sex groupings, allowing a wider range of sports and activities to be offered in line with National Governing Body guidance. This approach enables students to further develop sport-specific skills, tactical understanding and confidence within a variety of learning environments.	
Spring	As students' progress through Key Stage 3, there is a greater emphasis on refining techniques, applying tactics and strategies, and taking increased responsibility for their own learning and performance. Alongside developing their physical abilities, students will continue to strengthen their social, emotional and cognitive skills through a range of challenging and engaging learning experiences. Student progress will be assessed using the Head, Heart and Hands model: • Head – Decision-making, tactical awareness, analysis and problem-solving skills • Heart – Leadership, resilience, communication and personal responsibility • Hands – Physical performance, technical proficiency and skill execution <u>Students will rotate around the following sports:</u> Gymnastics: Students will develop more advanced gymnastic skills, focusing on flight, rotation and control both on and off apparatus. They will perform vaulting techniques using a range of equipment and create more complex sequences that demonstrate fluency, precision and creativity. Students will evaluate and refine performances using peer and self-assessment. Students will need: <i>White socks for all gymnastics lessons.</i> Rugby: Students will begin by developing the core principles of tag rugby, focusing on passing, support play, movement and attacking	

	tactics. As confidence and understanding increase, students will progress to more advanced aspects of the game, including rucking and the safe introduction of tackling where appropriate. Throughout the unit, students will develop their tactical awareness, communication and decision-making in both attacking and defensive situations. Students will need: <i>A navy round-neck PE sweatshirt or jumper (no hoods or zips). Base layers may be worn underneath during colder weather. Gum shields are strongly recommended.</i> Handball: Students will develop and refine passing, catching, shooting and defending skills while applying tactical principles in competitive game situations. They will learn how to create and exploit space, transition quickly between attack and defence, and make effective decisions under pressure. Students will need: <i>A navy round-neck PE sweatshirt or jumper (no hoods or zips). Base layers may be worn underneath during colder weather.</i> Badminton: Students will develop a wider range of shots, including net shots, drop shots, clears, smashes and defensive returns. They will apply tactical awareness to outmanoeuvre opponents and improve consistency during singles and doubles play. Students will need: <i>Full PE kit and suitable indoor trainers.</i>
Summer	Summer Term: Throughout the Summer Term, students will take part in a 3-4-week rotation of sports and physical activities. As student's progress through Year 9, there is a greater emphasis on refining techniques, applying tactical understanding and performing skills consistently in competitive situations. Alongside developing their physical abilities, students will continue to strengthen their social, emotional and cognitive skills. Student progress will be assessed using the Head, Heart and Hands model: • Head – Thinking, problem-solving and decision-making skills • Heart – Social, emotional and personal skills • Hands – Physical skills and performance Students will rotate through the following four activities: Athletics: Students will refine running, jumping and throwing techniques across a range of track and field events. They will develop

	more effective sprint starts, relay changeovers and pacing strategies while applying event-specific techniques with greater consistency. Outdoor Adventurous Activities (OAA): Students will take part in challenging problem-solving and team-building activities that develop communication, leadership, decision-making and teamwork skills. Tennis: Students will develop a wider range of tennis skills, including serving, rallying, volleys and court positioning. They will apply attacking and defensive tactics during singles and doubles games while developing greater tactical awareness. Rounders: Students will develop and refine batting, bowling and fielding skills while applying the rules and tactics of the game in competitive situations. They will demonstrate effective communication, teamwork and decision-making to create and prevent scoring opportunities. Students will need: <i>Full PE kit, suitable trainers and a water bottle.</i>
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SKILLS DEVELOPED

Physical – Movement competence, fitness, sport specific techniques
Social – Teamwork, communication, leadership and respect
Emotional - Confidence, resilience, motivation, self-control
Cognitive - Decision-making, tactics, analysis, problem-solving

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	Parents play a vital role in supporting their child's success and enjoyment in PE. You can help by: • Ensuring your child arrives at school with the correct PE kit and appropriate footwear for every lesson. • Encouraging a positive attitude towards physical activity and participation. • Supporting healthy routines, including regular exercise, good nutrition and adequate sleep. • Communicating with PE staff if there are any medical, physical, emotional or other factors that may affect participation, so that appropriate support can be provided. • Encouraging resilience, effort and a willingness to try new activities, rather than focusing solely on performance or results. • Celebrating progress and achievements, helping students to build confidence and develop a lifelong enjoyment of physical activity.
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RELIGIOUS EDUCATION

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Philosophy and Ethics 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.	Philosophy and Ethics 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.
Spring	Theological Perspectives 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.	Theological Perspectives Further exploration of human understandings of God including those from other world religions, as well as non-religious approaches to theology.

Summer	Religion and Society 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.	Religion and Society 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.
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SKILLS DEVELOPED IN RELIGIOUS EDUCATION:

• 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	Philosophy and Ethics - Morals, ethics and philosophy - KS3 Religious Studies - BBC Bitesize Religious Studies - KS3 Religious Studies - BBC Bitesize
Homework	Engage in discussions relating to homework tasks in order to draw out the deeper meanings of topics.
Reading	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. Reading lists will be made available with each unit of study.

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.



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