



SUBJECT: ENGLISH GCSE

CURRICULUM THIS HALF TERM:

This half term prepares learners for Functional Skills and GCSE pathways by developing reading and writing for real-life purposes. Reading focuses on identifying audience, purpose and format, comparing viewpoints and recognising bias within a range of authentic texts.

Writing includes emails, letters, reports, articles and instructions. Pupils learn to adapt tone for formal and informal situations, organise information logically and communicate clearly for different audiences.

Grammar teaching secures punctuation, spelling accuracy and sentence clarity while independent editing encourages learners to take responsibility for the accuracy and effectiveness of their writing.

VOCABULARY:

audience	Who the writing is for.
purpose	Why something was written.
format	The layout or type of text.
bias	A one-sided opinion.
formal	Serious and professional language.
informal	Relaxed, everyday language.
compare	Identify similarities and differences.
justify	Support an idea with evidence.
analyse	Explore something in detail.
tone	The writer's attitude.

RECOMMENDED TALKING POINTS:

- What text are you studying at the moment?
- Which new vocabulary have you learnt this week?
- Can you explain the writer's message?
- What evidence supports your answer?
- How did you adapt your writing for your audience?
- What English skill have you improved most this half term?





SUBJECT: ENGLISH FUNCTIONAL SKILLS

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SUBJECT: MATHEMATICS GCSE

CURRICULUM THIS HALF TERM:

This half term, pupils will develop their algebraic skills and explore one of the most important ideas in geometry: Pythagoras' Theorem. The unit begins with algebraic manipulation, where pupils will learn how to expand and simplify expressions involving brackets, factorise expressions and work with algebraic identities. As their confidence grows, they will explore quadratic expressions, expanding double brackets and solving increasingly complex algebraic problems. These skills form an important foundation for future GCSE study and help pupils develop logical reasoning and problem-solving strategies.

Pupils will then move on to Pythagoras' Theorem, a mathematical rule used to calculate unknown lengths in right-angled triangles. They will learn how to identify the hypotenuse and apply the theorem to find missing side lengths. Through a variety of problems, pupils will investigate whether triangles are right-angled and use square numbers and square roots to support their calculations.

The unit also explores more advanced applications of Pythagoras' Theorem, including finding distances on coordinate grids and solving problems involving three-dimensional shapes. Throughout the half term, pupils will develop their mathematical reasoning, accuracy and confidence in applying algebraic and geometric techniques to a range of contexts.

VOCABULARY:

- Expression – a mathematical statement containing numbers, symbols and operations
- Factorise – writing an expression as a product of its factors
- Quadratic expression – an algebraic expression that contains a squared term
- Identity – an equation that is true for all values of a variable
- Bracket expansion – multiplying terms to remove brackets from an expression
- Pythagoras' Theorem – a rule used to calculate missing lengths in right-angled triangles
- Hypotenuse – the longest side of a right-angled triangle
- Square root – a value that, when multiplied by itself, gives the original number
- Coordinate grid – a system used to locate positions using coordinates
- Right-angled triangle – a triangle that contains one angle of 90 degrees

RECOMMENDED TALKING POINTS:

Why is algebra useful for solving problems when exact values are unknown?

Where might people use Pythagoras' Theorem in real life?

Why is the hypotenuse always the longest side of a right-angled triangle?

How can mathematical rules help us solve problems more efficiently and accurately?





SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore the chemistry topic The Periodic Table, Elements Mixtures and Compounds. In this topic, learners will discover that an element is a pure substance made of only one type of atom. They will begin to identify different elements by their chemical symbols and learn what the numbers on the Periodic Table tell us about individual elements. They will study how all known elements are organized on the Periodic Table into columns called groups and rows called periods and what this can tell us about the reactivity. Learners will investigate how different elements chemically bond together to create a compound with completely new properties, and contrast this with a mixture, where substances are physically mingled but not chemically joined. Finally, learners will master various separation techniques to sort these mixtures, including using filtration for insoluble solids, evaporation and simple distillation for dissolved solids and liquids, fractional distillation for liquids with different boiling points, and chromatography to separate soluble dyes and inks.

VOCABULARY:

- Atom: The smallest, most basic building block of matter that cannot be broken down any further by chemical means.
- Element: A pure substance made entirely from one type of atom.
- Periodic Table: A chart that systematically organises all known elements into vertical columns called groups and horizontal rows called periods.
- Compound: A substance formed when two or more different elements are chemically joined together in fixed proportions.
- Mixture: A combination of two or more substances that are physically mingled together but not chemically bonded, meaning they can be easily separated.
- Solute: The solid substance that dissolves into a liquid (e.g., salt or sugar).
- Solvent: The liquid substance that does the dissolving to break down a solid (e.g., water).
- Solution: The clear mixture formed when a solute completely dissolves into a solvent.
- Soluble: A characteristic describing a substance that can dissolve in a particular liquid.
- Insoluble: A characteristic describing a substance that cannot dissolve in a particular liquid.
- Filtration: A separation technique used to separate an insoluble solid from a liquid using filter paper and a funnel.
- Evaporation: A separation technique where a liquid is heated until it turns into gas, leaving behind a dissolved solid.
- Simple distillation: A separation technique used to separate and collect a liquid from a solution by boiling it into steam and then cooling it back into a liquid using a condenser.
- Fractional distillation: A separation technique used to separate a mixture of multiple liquids with different boiling points.
- Chromatography: A separation technique used to split up a mixture of soluble substances, like food dyes or inks, as they travel up chromatography paper at different speeds

RECOMMENDED TALKING POINTS:

How would you separate a mixture of sand and salt water to get the dry sand back?
If you want to separate salt from water but you actually want to keep the water rather than letting it evaporate away, what technique should you use?



How does the Periodic Table help scientists when they are looking at different elements?

Why can chromatography be used to find out if a black felt-tip pen is made of just one ink or a mixture of different colours?

ANY OTHER KEY INFORMATION:

Teaching will support learning by grounding abstract chemical concepts by using hands-on lab experiments as a direct vehicle for learning. Teaching will guide students through practical investigations, such as making copper sulphate crystals or analyzing ink, so they physically experience filtration, evaporation, distillation, and chromatography. To bridge the gap between the macro and microscopic worlds, teaching will utilize physical molecular model kits to visually distinguish between single atoms, bonded compounds, and mixed elements. Teaching will anchor these theories to real-world applications, linking separation techniques to forensic ink analysis, water treatment facilities, and the fractional distillation of crude oil.





SUBJECT: SCIENCE FUNCTIONAL SKILLS

CURRICULUM THIS HALF TERM:
VOCABULARY:

RECOMMENDED TALKING POINTS:





CURRICULUM THIS HALF TERM:

This half term, Year 9 pupils will begin their introduction to GCSE History through the Pearson Edexcel course. Students will be given a clear overview of the four units they will study across the GCSE programme, as well as an introduction to the overall structure of the examinations. They will also learn how the exam marking structure works, including how historical knowledge is assessed, how explanations are developed and what is required to achieve higher-level responses.

The class will begin Unit 1: Medicine in Britain, 1250-present day. This unit explores how understanding of medicine, disease and treatment has changed over time, and how new ideas have been developed, challenged and improved.

Medieval Medicine

Pupils will study medieval ideas about the causes of illness, focusing on the theories of Hippocrates and Galen. They will consider the treatments available to people in the medieval period, including herbal remedies, prayer, purging and bloodletting. The role of the medieval hospital will also be explored, with particular attention given to care, religion and charitable support rather than cure. This section will be followed by a case study on the Black Death, examining its symptoms, spread, impact and the responses of medieval society.

The Renaissance Period

Pupils will then move on to the Renaissance period, where they will study important medical advances made by William Harvey, Thomas Sydenham and Andreas Vesalius. These figures helped challenge older beliefs and improved understanding of the human body, blood circulation and observation-based medicine. Students will complete a case study on the Great Plague of London, considering causes, treatment, prevention and the extent to which people understood the disease.

The Age of Enlightenment

The final part of the half term will focus on the Age of Enlightenment. Pupils will study the contributions of Edward Jenner and the development of vaccination against smallpox. They will also learn about Louis Pasteur and the germ theory, as well as Joseph Lister and the use of antiseptics in surgery. In addition, they will examine James Simpson and the introduction of anaesthetics, considering how these developments transformed medical practice and improved survival rates.

VOCABULARY:

- Plague: A serious infectious disease, often used to describe the Black Death.
- Vaccination: Protection against disease by introducing a weakened or safe form of the infection.
- Germ theory: The idea that tiny living organisms cause disease.
- Antiseptic: A substance that kills germs and helps prevent infection.
- Anaesthetic: A drug used to prevent pain during medical treatment or surgery.



RECOMMENDED TALKING POINTS:

What do you think were the biggest differences between medieval and modern medicine?

How did the Black Death affect society as well as individual people?

Why was the Great Plague of London so difficult to control?

Why was the germ theory such an important breakthrough in medicine?

Which of the developments in the Age of Enlightenment do you think had the greatest impact on surgery, and why?





SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit explores rivers as dynamic physical features that shape landscapes and affect human activity. Pupils begin by studying the long profile of a river, learning how a river changes from source to mouth. They develop an understanding of how gradient, width, depth and the speed of flow vary along a river's course.

Children then investigate the features of the upper and lower course. In the upper course, they learn about steep valleys, waterfalls and interlocking spurs, while in the lower course they explore wider valleys, floodplains and deltas. This helps pupils to see how erosion, transportation and deposition work together to form different river landscapes.

A key focus of the unit is the formation of meanders and oxbows. Pupils learn how rivers erode the outside of bends and deposit material on the inside, creating meanders over time. They also explore how oxbow lakes are formed when a meander is cut off. These processes help children understand how rivers change and reshape the land.

The unit also examines factors contributing to flood risks, including heavy rainfall, snowmelt, urban development, deforestation and impermeable surfaces. Pupils consider how both natural and human factors can increase the likelihood of flooding. They then study ways of managing flood risks, such as flood barriers, embankments, flood warnings, river straightening and sustainable drainage systems. This encourages them to think about balancing protection, cost and environmental impact.

A case study on Sheffield and the River Ouse gives pupils the opportunity to apply their learning to real places in the UK. They examine how flooding has affected communities and how river management has been used in response. This deepens their understanding of the interaction between physical processes and human settlement.

VOCABULARY:

- river
- source
- mouth
- long profile
- upper course
- lower course
- erosion
- deposition
- transportation

RECOMMENDED TALKING POINTS:

How does a river change from its source to its mouth?

Why do some places have a greater flood risk than others?

Which flood management methods do you think work best, and why?





SUBJECT: COMPUTER SCIENCE

CURRICULUM THIS HALF TERM:

In this unit, students will explore how computers represent and store data using binary, hexadecimal, and character encoding systems. As computers can only understand electrical signals that are either on or off, all forms of data must ultimately be converted into binary (0s and 1s). Students will learn why binary is used and how binary numbers can be converted to and from denary (decimal) numbers. They will also perform simple binary arithmetic and understand how binary is used to represent different types of information within a computer system.

Students will then be introduced to hexadecimal, a number system that provides a more compact way of representing binary values. They will learn how to convert between binary, denary, and hexadecimal, and understand why hexadecimal is widely used by computer scientists when working with memory addresses, machine code, colour values, and error messages. By comparing the different number systems, students will develop confidence in selecting the most appropriate representation for different computing tasks.

The unit also explores how text is stored using character sets. Students will investigate why computers require standardised coding systems to represent letters, numbers, symbols, and special characters. They will learn about the purpose of ASCII and Unicode, understanding why Unicode has become increasingly important in supporting the wide range of languages, symbols, and emojis used across modern digital devices.

Throughout the unit, students will develop their mathematical reasoning, logical thinking, and problem-solving skills through a variety of practical conversion activities and exam-style questions. They will gain a deeper understanding of the fundamental principles that underpin all digital technology, recognising that everything from images and music to programs and web pages is ultimately stored as binary data. These concepts provide an essential foundation for later topics in GCSE Computer Science, including computer architecture, programming, and cybersecurity, while also preparing students for success in their final examinations.

VOCABULARY:

- Convert
- Represent
- Calculate
- Compare
- EncodeBinary
- Denary
- Hexadecimal
- ASCII
- Unicode

RECOMMENDED TALKING POINTS:

How does your phone store photos, music and messages using only 0s and 1s?

Why do computer programmers and engineers use hexadecimal instead of long strings of binary?

How can computers display thousands of different languages and emojis on websites and apps?





SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore the work of Georgia O’Keeffe, focusing on her detailed and expressive paintings of natural forms. Students will investigate how O’Keeffe transformed flowers and other organic subjects through close observation, enlarged scale and striking composition. They will develop an understanding of how artists can use everyday objects from nature to create powerful and engaging artworks.

The unit will focus on developing students’ observational drawing, tonal shading and painting skills. Pupils will begin by creating large-scale drawings of natural forms, carefully observing shape, proportion and detail. They will learn and apply tonal techniques to create depth and realism through shading, blending and smooth transitions between light and dark areas.

Students will also explore colour theory and watercolour techniques, experimenting with washes, gradients and colour blending to create vibrant and expressive studies. They will investigate how colour choices can influence mood and visual impact within an artwork.

A key aspect of the project will be understanding composition and cropping, examining how O’Keeffe used close-up viewpoints to focus attention and create dramatic images. Pupils will experiment with viewfinders and planning sketches before developing a final piece inspired by her style and working methods.

Throughout the unit, students will refine their artistic techniques, respond to peer feedback and evaluate their own progress. This project encourages creativity, technical development and a greater appreciation of how artists interpret and celebrate the natural world.

VOCABULARY:

- Natural Forms – Objects and shapes found in nature, such as flowers, leaves and plants.
- Tone – The lightness or darkness of a colour or shade.
- Shading – Using different tones to create depth and realism.
- Blending – Smoothly merging colours or tones together.
- Watercolour Wash – A thin, transparent layer of watercolour paint.
- Gradient – A gradual transition from one colour or tone to another.
- Composition – The arrangement of elements within an artwork.

RECOMMENDED TALKING POINTS:

What techniques have you used to make your natural form look realistic?

How does tonal shading help create depth in a drawing?

What have you learned about colour theory and watercolour painting?





SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This unit introduces pupils to film music and the important role it plays in shaping how audiences experience a story. Through listening, discussion, composition and performance, pupils explore how composers use music to create mood, atmosphere, tension and excitement, and to support the action on screen. They also learn how music can help tell a story more effectively by highlighting characters, events and emotions.

Across the six lessons, pupils build their understanding of a range of film music techniques. They begin by considering how music shapes film and influences audience response. They then look at the use of music in early silent movies, especially in action and chase scenes, and explore how composers created tension and suspense without dialogue or recorded sound. Pupils are given opportunities to create their own music for these kinds of scenes, developing practical composition skills.

As the unit progresses, pupils move towards more sophisticated ideas such as leitmotifs, where a specific musical idea is used to represent a character. They listen to examples, identify how composers use recurring themes, and create their own simple leitmotif for a character. Finally, they explore motivic transformation, learning how a leitmotif can be changed to reflect developments in a character's personality, role or situation within a story.

By the end of the unit, pupils will have developed both their musical understanding and their creative skills. They will be better able to explain how music supports film narratives and will have experience composing and performing music in response to visual prompts. The unit provides a strong foundation in using music imaginatively to enhance storytelling, while also encouraging pupils to think like composers and make purposeful musical choices.

VOCABULARY:

- **Tonality** - the key that the music is in, such as major or minor
- **Leitmotif** - a musical idea that represents a specific character, place or idea
- **Title theme** - the main musical theme of a film that is usually heard in the opening titles/credits
- **Silent movie** - a film that has no recorded sound, common between the 1890s and 1920s
- **Chase scene** - a scene in which a character is chased
- **Mickey-mousing** - a technique in which the film music copies movement on screen (e.g. ascending notes in time with a character ascending stairs)
- **Diminished seventh** - a chord containing four notes that is useful for creating a feeling of sudden drama
- **Dissonance** - a combination of notes which create a harsh or tense sound - opposite of consonance
- **Vamp** - a repeated musical pattern, often based on chords
- **Opera** - an important genre of theatre and music through the 17th-19th century

RECOMMENDED TALKING POINTS:

Can you think of any examples of music or songs from films which create a certain atmosphere?

Which ones?

What atmosphere does it create? How?





SUBJECT: BTEC CONSTRUCTION

CURRICULUM THIS HALF TERM:

In this unit, pupils will develop their practical construction skills, technical knowledge and understanding of the built environment. They will be introduced to the construction industry and begin to explore the core trades involved in building and maintaining homes, workplaces and public spaces.

A strong emphasis is placed on health and safety. Pupils will develop an understanding of the importance of personal protective equipment (PPE), hazard awareness and risk assessment, as well as how to work safely in a workshop or practical setting. They will also learn about the correct use of tools and equipment and the expectations for safe working practice.

Throughout the unit, Pupils will be encouraged to understand the role of the construction industry, explore a range of construction trades, identify hazards and manage risk, use PPE appropriately, work safely with tools and equipment, follow workshop routines and safe practice and begin developing the skills needed for further study or employment.

This unit supports the development of important learning skills, including practical application, independence, attention to detail, safe working, problem solving, industry awareness and employability skills.

By the end of the unit, pupils will have a stronger understanding of the construction sector, the importance of safety, and the basic knowledge needed to continue developing their skills for future study or industry pathways.

VOCABULARY:

- Tier 1: Build, work, safe, tools, trade, job, site, house, wall, roof, floor, wear, check, risk, help.
- Tier 2: Construction, industry, equipment, hazard, awareness, practice, process, role, develop, pathway, workplace, maintain, identify, manage, employability.
- Tier 3: Personal protective equipment (PPE), risk assessment, built environment, workshop, safe working practice, construction trades, carpenter, bricklayer, plumber, electrician, site safety, hard hat, hi-vis, safety boots, hazard.

RECOMMENDED TALKING POINTS:

Why is health and safety so important in construction?

What does PPE mean, and why do construction workers need it?

What kinds of jobs and trades are involved in the construction industry?

How does safe workshop practice help people work effectively and responsibly?





SUBJECT: PE

CURRICULUM THIS HALF TERM:

Curriculum this half term: Young people will focus on developing their tag rugby skills by using a range of tactics and strategies to overcome opponents in direct competition. They will also engage in self-reflection, analysing their performances compared to previous ones to demonstrate improvement and strive to achieve their personal best. This aims to enhance their physical abilities while fostering a spirit of competition and personal growth.

VOCABULARY:

- Tag belt
- Try line
- Backward pass
- Knock-on
- Turnover
- Side-step
- Dummy pass
- Attacking
- Defender
- Communication
- Speed
- Stamina
- Decision making
- Awareness

RECOMMENDED TALKING POINTS:

What are the rules of tag rugby?
How does it differ from rugby league or union?
How does your team stay organised?
What makes a team successful in tag rugby?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle





SUBJECT: BTEC HOME COOKING

CURRICULUM THIS HALF TERM:

The BTEC Level 1 Home Cooking Skills qualification is designed to help learners develop essential cooking skills that they can use at home and in everyday life. It aims to build confidence in the kitchen while promoting healthy eating, meal planning and an understanding of cooking as an important life skill.

Throughout the course, pupils will explore the basics of preparing meals, following recipes and using simple cooking techniques to make a range of dishes. They will also learn how to plan meals carefully, taking into account both budget and nutritional value, so that they can make informed and practical choices about food.

A key part of the course is learning about food safety and hygiene. Pupils will develop an understanding of how to handle, prepare and store food safely, as well as how to maintain good hygiene in the kitchen.

The qualification also includes learning about nutrition, helping pupils understand how food supports a healthy lifestyle and how to make better choices when planning and preparing meals.

Throughout the course, Pupils will be encouraged to develop basic cooking skills and techniques, follow recipes to prepare simple dishes, plan meals that are both nutritious and cost-effective, understand the importance of food safety and hygiene, apply their skills to a variety of dishes and build confidence and independence in the kitchen.

This course supports the development of important life skills including independence, confidence, problem solving, organisation, healthy decision making and practical cooking skills.

By the end of the qualification, Pupils will be able to cook a range of simple dishes, plan meals more effectively and apply their learning to everyday home cooking.

VOCABULARY:

- Tier 1: Cook, food, meal, eat, wash, safe, clean, recipe, budget, healthy, hot, cold, boil, bake, mix.
- Tier 2: Nutrition, plan, prepare, skills, method, choice, value, cost-effective, independence, confidence, hygiene, safety, variety, outcome, transfer.
- Tier 3: Food safety, food hygiene, meal planning, budgeting, ingredients, portion, nutrition, balanced meal, recipe, preparation, cross-contamination, cookery, utensils, storage, shelf life.

RECOMMENDED TALKING POINTS:

Why is cooking an important life skill?

How can meal planning help us save money and eat well?

What are the most important food safety and hygiene rules in the kitchen?

How can learning to cook at home help with confidence and independence?





SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

Mental health and wellbeing

Building on their learning from previous years, this unit helps students develop a deeper understanding of mental health and wellbeing. As young people grow and face new experiences, they may encounter more complex situations that can affect their thoughts, feelings, and behaviour. This unit provides students with the knowledge and skills needed to manage these challenges in a healthy and positive way.

Students will explore how mental health can change over time and learn that everyone experiences ups and downs. They will examine factors that can influence wellbeing, including relationships, school pressures, social media, physical health, and life events. Through discussion and reflection, students will gain a greater understanding of how thoughts, emotions, and actions are connected.

A key focus of the unit is developing self-regulation skills. Students will rehearse and strengthen strategies that help them recognise, understand, and manage their emotions. These may include mindfulness techniques, positive self-talk, problem-solving, seeking support, and managing stress effectively. By practising these strategies, students can build resilience and confidence when facing new or difficult situations.

The unit also encourages students to recognise the importance of healthy relationships and support networks. They will learn when and how to seek help for themselves or others, and understand that asking for support is a positive step towards maintaining wellbeing.

VOCABULARY:

- **Mental health** – A person's emotional, psychological, and social wellbeing.
- **Self-regulation** – The ability to recognise and manage thoughts, emotions, and behaviour effectively.
- **Mindfulness** – Paying attention to the present moment in a calm and focused way.
- **Resilience** – The ability to recover from setbacks and adapt to challenges.
- **Positive self-talk** – Using encouraging and constructive thoughts to support wellbeing.
- **Support network** – People and organisations that provide help, advice, and encouragement.
- **Stress management** – Strategies used to cope with pressure and maintain wellbeing.
- **Emotional regulation** – The ability to understand and manage emotions in healthy ways.
- **Wellbeing** – The overall state of a person's physical, mental, and emotional health.
- **Adolescence** – The stage of development between childhood and adulthood.

RECOMMENDED TALKING POINTS:

How do relationships, school pressures, social media, and life experiences influence our mental health and wellbeing?

What self-regulation strategies can we use to manage emotions, cope with stress, and build resilience in challenging situations?

Why are healthy support networks important, and how can seeking help improve wellbeing for ourselves and others?





SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

This half term, Year 9 students will explore how heritage, identity and values can influence future career choices, workplace expectations and professional relationships. Lessons will support pupils to reflect on the skills, interests and personal qualities they bring to learning and work, while developing an understanding of how individual backgrounds can shape ambition, motivation and decision-making. Students will consider how respect for difference, inclusion and self-awareness are important in the world of work, and how personal values such as teamwork, reliability and resilience can support success across a range of career pathways.

A key focus of the half term is the importance of learning, skills and qualifications in future careers. Students will examine how employers value both academic achievement and transferable skills, including communication, problem-solving, adaptability and organisation. They will also begin to understand the role of qualifications, work experience and further education in opening up different opportunities after Key Stage 3. This will help pupils make informed choices about subjects, post-16 pathways and long-term career planning.

VOCABULARY:

- **Career:** the series of jobs, roles and learning experiences a person has over time
- **Pathway:** the route a person takes towards a chosen career or goal
- **Qualification:** an official award gained through study, training or assessment
- **Transferable skills:** skills that can be used in many different jobs
- **Employer:** a person or organisation that hires staff
- **Apprenticeship:** a training programme that combines paid work with study
- **Values:** the beliefs and principles that guide behaviour and choices
- **Identity:** the qualities and characteristics that make a person who they are.

RECOMMENDED TALKING POINTS:

How do your interests, values and personal strengths influence the kinds of jobs you might enjoy?
Why are qualifications and skills both important when planning for future careers?
What can you learn from speaking to employers and training providers at a careers fair?
How can your heritage and identity be seen as strengths in the workplace?
Which subjects, experiences or skills do you think will matter most for your future options?



SUBJECT: RE



CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 9 students will explore how Christians understand and interpret the concept of the Kingdom of God. They will examine Jesus' teachings in the Gospels, including parables and sermons, to investigate what the Kingdom of God means and why it is central to Christian belief. Students will consider different Christian perspectives on whether the Kingdom of God is a present reality, a future hope, or both. Through discussion, analysis of religious texts and reflection on contemporary issues, they will explore how belief in the Kingdom of God influences the lives, values and actions of Christians today.

VOCABULARY:

- **Parable** – A story told by Jesus to teach a moral or spiritual lesson.
- **Disciple** – A follower of Jesus.
- **Salvation** – Being saved from sin and brought into a relationship with God.
- **Justice** – Fairness and righteousness in society.
- **Compassion** – Showing kindness and concern for others.

RECOMMENDED TALKING POINTS:

What do Christians mean by the term *Kingdom of God*?

How did Jesus teach people about the Kingdom of God?

How might belief in the Kingdom of God influence a Christian's actions today?

