



UNIVERSITY ACADEMY HOLBEACH

Curriculum Map 2024-2025

INTENT: Our curriculum is designed to provide an education that is enriching, ambitious and engaging and one that ensures all pupils have the opportunity to encounter a breadth of experiences.

Year 9	Autumn Term		Spring Term		Summer Term	
	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	Year 9 – Novel Study – I Am Malala / The Boy Who Harnessed The Wind Pupils in set 1-5 study I Am Malala while sets 6-9 study The Boy Who Harnessed the Wind. Through exposure to these texts, pupils expand their knowledge of the wider world which prepares them for the themes of their GCSE Power and Conflict Poetry anthology as well as equipping them with a broader knowledge of global	Year 9 – Novel Study – I Am Malala / The Boy Who Harnessed The Wind Pupils in set 1-5 study I Am Malala while sets 6-9 study The Boy Who Harnessed the Wind. Through exposure to these texts, pupils expand their knowledge of the wider world which prepares them for the themes of their GCSE Power and Conflict Poetry anthology as well as equipping them with a broader knowledge of global issues for their unseen GCSE texts.	Year 9 – Poetry – Life In Year 9, pupils extend their ability to analyse poetry by implementing the element of comparison. Pupils study a range of post and Pre-1914 poetry exploring the theme of Life. This prepares students for the GCSE poetry unit by exploring some of the named poets but widening their understanding through the study of different perspectives. Pupils	Year 9 – Play Text - The Curious Incident of the Dog in the Night-Time In Year 9, pupils analyse and explore a playwright's messages and intentions and pupils analyse theme and context such as social class, social division, discrimination, and prejudice. This unit reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th Century Drama text	Year 9 – Themed Fiction - Crime Short Stories In Year 9, pupils read and analyse short crime stories exploring the crime genre. Pupils will understand the plot and the narrative structure. Pupils will explore the context of crime writing across time. Pupils will consolidate their previous knowledge of the genre, exploring the conventions of the crime genre. Pupils will analyse	Year 9 – Crime Themed Unit In Year 9, the thematic approach to literature study continues with analysis of fiction and non-fiction related to the theme of crime. Pupils are exposed to the challenging language of 19th century fiction and non-fiction in preparation for GCSE Language Paper 2. Pupils experience a wide range of literature from the crime genre across time. Pupils

	<p>issues for their unseen GCSE texts.</p> <p>Non-fiction Writing – Students learn about the features of rhetoric under ethos, logos and pathos both through analysis and writing their own rhetorical pieces. The writing of speeches within the Scheme of Work allow practice for pupils’ GCSE Spoken Language examination. The texts forge a love of literature, as with the text choices in Years 7 and 8 and the text was chosen as it is engaging, ambitious and accessible. Literary techniques and skills will be revisited and developed thoroughly in preparation for the demands of GCSE.</p> <p>Literacy – Punctuation and spelling</p>	<p>Non-fiction Writing – Students learn about the features of rhetoric under ethos, logos and pathos both through analysis and writing their own rhetorical pieces. The writing of speeches within the Scheme of Work allow practice for pupils’ GCSE Spoken Language examination. The texts forge a love of literature, as with the text choices in Years 7 and 8 and the text was chosen as it is engaging, ambitious and accessible. Literary techniques and skills will be revisited and developed thoroughly in preparation for the demands of GCSE.</p> <p>Literacy – Punctuation and spelling</p>	<p>explore and analyse the themes of birth, death, relationships and conflict. Pupils implement the skill of comparing poems using specific language of comparison. Pupils are introduced to and analyse the specific form of poetry such as a ballad. Pupils in Year 9 will be able to identify and analyse poetic techniques such as anaphora, caesura, ambiguity, assonance, alliteration, semantic field and contrast.</p> <p>Literacy – Word classes and grammatical terms</p>	<p>to prepare students for GCSE Modern Drama study. Pupils will explore the significance of context.</p> <p>Literacy – Organisation and structure</p>	<p>characterisation, narrative conventions, structural choices and language choices. Pupils will implement crime conventions in their own writing and analyse the conventions or subversion of conventions on a range of crime fiction.</p> <p>Literacy – Text types and purpose</p>	<p>develop reading skills by analysing and exploring the conventions of crime literature. Pupils explore how writers create meaning in a range of fiction and non-fiction texts and explain how language is used for effect, ensuring they use the conventions of narrative and specific contextual information relating to the genre in their analysis. Pupils develop writing skills by writing in a style that is appropriate, using the conventions explored in the reading texts.</p> <p>Literacy – Creative writing</p>
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Maths

	<p>Number 1</p> <p>To be able to use the 4 rules of arithmetic with Fractions, Decimals and Negative Numbers.</p> <p>.</p> <p>Shape, Space and Measure 1</p> <p>Explore angles in regular Polygons and the application of Trigonometry (Higher groups)</p> <p>Algebra 1</p> <p>Developing a further understanding of simplifying Algebraic expressions.</p>	<p>Data Handling 1</p> <p>Exploring Averages in various formats including Group Frequency Tables.</p> <p>Progress Tests</p> <p>.</p> <p>Revision for Progress Tests.</p> <p>Household Finance</p> <p>Understanding Mortgage repayments and Compound Interest. Looking at best buy problems in real life.</p> <p>My Career Project</p> <p>Students develop an understanding of budgeting and take home pay after Tax/Pension/National Insurance Payments</p>	<p>Number 2</p> <p>Develop understanding of rounding to various degrees of accuracy and explore the basics of Proportion and develop understanding of Ratio.</p> <p>Algebra 2</p> <p>Plotting Linear and Quadratic graphs and exploring $y=mx+c$. Researching different types of sequences and real life examples.</p>	<p>Functional Skills</p> <p>Students spend a week revising and then sit their first external Maths exam aiming to achieve a Level 1/Level 2 qualification dependent on groups.</p> <p>Shape space and measure 2</p> <p>To be able to find the Volume and Surface Area of various shapes including Cones and Pyramids.</p> <p>Revision and Progress Test</p> <p>This assessment will be a review of the whole year so far.</p>	<p>Number 3</p> <p>To be able to find Reverse Percentages and Percentage Change</p> <p>Data Handling 2</p> <p>Developing understanding of Probability through Sample Space and Venn Diagrams.</p>	<p>Shape space and measure 3</p> <p>To be able to find Angles in Parallel lines and start constructing Bisectors</p> <p>Enrichment Week</p> <p>Various activities around the school.</p> <p>Algebra 3</p> <p>Solving linear equations in various forms.</p>
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Science

Science	A rotation between:	A rotation between:	A rotation between:	A rotation between:	A rotation between:	A rotation between:
	Alive and Kicking	Alive and Kicking	Alive and Kicking	Ecosystems	Ecosystems	Ecosystems
	Aerobic and Anaerobic respiration, Diffusion in cells, types of drugs DNA structure, classification and variation	Aerobic and Anaerobic respiration, Diffusion in cells, types of drugs DNA structure, classification and variation	Aerobic and Anaerobic respiration, Diffusion in cells, types of drugs DNA structure, classification and variation	Photosynthesis, Transpiration, Osmosis, Selective Breeding and Cloning	Photosynthesis, Transpiration, Osmosis, Selective Breeding and Cloning	Photosynthesis, Transpiration, Osmosis, Selective Breeding and Cloning
	Earth Rocks	Earth Rocks	Earth Rocks	Fizz, Whizz, Bang	Fizz, Whizz, Bang	Fizz, Whizz, Bang
	Pure and impure substances, separation techniques, atmosphere, acid rain and the carbon cycle,	Pure and impure substances, separation techniques, atmosphere, acid rain and the carbon cycle,	Pure and impure substances, separation techniques, atmosphere, acid rain and the carbon cycle,	Thermal decomposition, Oxidation, Acids Reactions, Catalysts	Thermal decomposition, Oxidation, Acids Reactions, Catalysts	Thermal decomposition, Oxidation, Acids Reactions, Catalysts
	Fairground Attraction	Fairground Attraction	Fairground Attraction	Rocket Science	Rocket Science	Rocket Science
	Light, ray diagrams, different types of energy	Light, ray diagrams, different types of energy	Light, ray diagrams, different types of energy	Stretch and compression, magnets, the motor effect, space	Stretch and compression, magnets, the motor effect, space	Stretch and compression, magnets, the motor effect, space

History	China How did China change from the emperors who built the Great Wall to Mao and his little red book?	Extreme ideologies Why did extreme ideologies gain support in the 20th century? Case Study: Russia and German	World War One Women's Suffrage What caused the First World War? What was life like in the trenches? How did the First World War end? How did women in Britain get the right to vote?	World War Two Was WW2 the same adventure or nightmare for everyone? Holocaust How could the Holocaust happen in modern society?	American West How did the 'land of the free' develop from the Wild West?	Iconic Images of the 20th century What is the story behind iconic 20th century images?

Geography

	Climate Change & Glaciation The first unit studied is on Climate Change & Glaciation. Students look at causes of Climate Change and how we can reduce the effects of it. We look at which areas of the world could be the most affected. Students identify areas of the world which have glaciers. We look at how glaciers are formed.	The Middle East We learn where The Middle East is located and explore the physical and human geography of the region, such as the weather and climate of the area and how this affects where the population is distributed. We conclude the unit by investigating the global connections the Middle East has and conflicts in the region.	Development We learn what the term development means and how it is measured across the globe. We explore inequalities across the globe and understand how actions by individual governments and communities can help encourage development	Natural Hazards We shall study the theory of plate tectonics and explore how earthquakes and volcanoes are linked to plate tectonics, and how they are hazards for people living nearby. We shall discover how scientists attempt to predict, manage and prevent these hazards.	Europe This unit has been devised in response to Pupil Voice and some students said they would like to find out more about Europe. We learn where Europe is located and explore the physical and human geography of the continent, such as the weather and climate of the area and how this affects where the population is distributed. We conclude the unit by focusing on a country in Europe and investigating it.	Europe This unit has been devised in response to Pupil Voice and some students said they would like to find out more about Europe. We learn where Europe is located and explore the physical and human geography of the continent, such as the weather and climate of the area and how this affects where the population is distributed. We conclude the unit by focusing on a country in Europe and investigating it.
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	Fauna or Flora	Fauna or Flora	Natural World	Natural World	Identity	Identity
	<p>Line, Shape, Tone, Form, Texture & Colour</p> <p>A wide range of graphite pencils Biro on newspaper Charcoal Pencil crayon on off white paper A wide range of mark making. Pen and watercolour. Pen and Soft pastel Charcoal mark making Using an erasure with charcoal. Indian Ink and Dip pens Watercolour Watercolour blending Watercolour wet into wet Watercolour dry brush</p>	<p>Mono printing with printing ink.</p> <p>Collect secondary images and take their own primary images of natural objects. The students are to use with assistance their ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing.</p> <p>Students are to be introduced to the Artists: Mark Powell - Birds Carolee S. Clark - Birds Georgia O'Keefe – Chicken or Flowers Susannah Blaxill – Flowers Jonathan Machen – Flowers</p> <p>They are then to produce an artist study on their preferred artists.</p>	<p>Line, Shape, Pattern, Form, Texture & Colour</p> <p>A wide range of media to increase confidence in drawing abilities. Photomontage Collage</p> <p>Some teachers may want to incorporate Ceramics –combine pinch pot and coil pot methods to make a head.</p> <p>A wide range of mark making. Pen and watercolour Pencil crayon Hatching, Cross Hatching. Blending with a tortillon.</p> <p>Collect secondary images of tropical Fish or colourful exotic fruits. They are also encouraged to take their own primary photos of fish at pet shops or fruits at home.</p>	<p>Students are to be introduced to the Artists: Karin Zeller – Funny Fish Frank Tschakert – Pineapple Yayoi Kusama – Fruits Ron Mages – Avacado on Blue J Vincent Scarpace – Vivid Fish Brad McMinn – Fish Angela Faustina – Dragon fruit Derek DeYoung – Brown Trout Patricia Awapara - Crazy Avocado WPAP - Fruit</p> <p>They are then to produce an artist study on their preferred artists.</p>	<p>Line, Shape, Tone, Form, Texture & Colour</p> <p>Graded pencils Charcoal Coloured Pencil Hatching, Cross Hatching. Blending with a tortillon. Acrylic Paint Accuracy of painting with a brush Painting with a palate knife. Mono printing with graphite, oil pastel and printing ink. Polystyrene/quick printing.</p> <p>Collect secondary images of celebrities. They are also encouraged to take their own primary photos of themselves, Identity family members or friends.</p>	<p>The students are to use with assistance their ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing.</p> <p>Students are to be introduced to the Artists: Pablo Picasso (Cubist movement) Julian Opie (New British Sculpture Movement) Monica Lee (Hyperrealistic movement) Hermann Scherer (German Expressionist movement) Alessio B Wedha Abdul Yashid</p> <p>They are then to produce an artist study on their preferred artists.</p>

	<p>Year 9 - Resistant Materials –Plastic (acrylic) Night Light:</p> <p>To build upon pupils' prior knowledge of Resistant Materials and. To give pupils experience in working in a practical environment with tools and materials they have not used before. To gain health and safety knowledge of working in a practical environment Gaining a basic understanding of the properties of Plastic.</p>	<p>Year 9 Food Preparation and Nutrition</p> <p>Food Hygiene and the 4C's recap – Preparing, cooking & serving food Food safety, hygiene and food poisoning bacteria Food labelling & marketing influences</p> <p>Practical lessons: · Chicken/Halloumi/Vegetable kebabs & potato wedges Spaghetti bolognese or Chilli con carne Curry or Sweet and sour</p>	<p>Year 9 – Graphics Architectural Design</p> <p>To give pupils experience of working in a practical environment with specialist equipment and materials. To gain health and safety knowledge of working in a practical environment. To develop knowledge of technical drawing skills and techniques. To continue to develop understanding using CAD/CAM – Google Sketch-Up and PowerPoint</p>	<p>Year 9 Hospitality and Catering</p> <p>Nutrients in the diet, the EWG & diet analysis The Environmental Health Officer Nutritional needs of specific groups of people</p> <p>Practical lessons: Fajitas Chocolate Brownies Cheese and vegetable pasties Fresh pasta production</p>	<p><u>Year 9 Textiles – Batik pencil case with zip</u></p> <p>Learners recap</p> <p>Health and safety. Are introduced to the design brief, task analysis and design specification</p> <p>Initial designs in relation to the cultural research</p> <p>Final design, introduction to batik technique and health and safety</p> <p>Batik surface embellishment practical</p> <p>Construction of pencil case including zip</p> <p>Sewing machine health and safety, evaluation and self-assessment of the finished product.</p>	<p>Pupils undertaken a term long programme enquiring into an area of Philosophy, Religion, and Ethics as part of their rotational studies at UAH. In year 9 pupils undertake an exploration of religious life journeys. We take this concept rather than from a singular point of view from one religion but instead from the perspective of different religions. For example, offering the pupils to consider a range of rites of passages including baptism, bar mitzvahs, and Amrit ceremonies. We also consider the diversity in belief regarding gender roles, marriage, and teachings surrounding death and dying to highlight the range of views concerning matters brought about through life journeys.</p>
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Social Studies	Careers The next foray into careers education covers a variety of skills and seeks them to engage with their ideas of what they wish to do in the future, placed in order to prepare them for GCSE choice topics include; <ul style="list-style-type: none"> · Choosing careers · Options · Skills and qualities · Hidden roles in work · Social media skills · Personal presentation 	Sex education Pupils in the second half of spring term will learn the major features of sex education this builds on prior learning concerning healthy friendships and helps them to apply these to relationships, content will cover; Consent Sharing images Pornography Sexually transmitted illnesses Contraception Pregnancy options	Curriculum Changes January 2026	Curriculum Changes January 2026	Curriculum Changes January 2026	Curriculum Changes January 2026

Music

	<p>Band Skill</p> <p>Students will experience what it's like to play as part of a band or ensemble. They will learn how to rehearse and perform collaboratively, focusing on key musical elements such as timing, listening, dynamics, and balance between parts. Students will be assigned different instrumental or vocal roles and will work together to prepare pieces of music for performance. Emphasis will be placed on communication, teamwork, and musical responsibility, helping students understand how their individual part contributes to the overall sound. This unit is perfect for building confidence, stage presence, and ensemble awareness.</p>	<p>Rap Music</p> <p>Students will be introduced to the history, culture, and structure of rap music, from its origins in hip-hop to its influence on modern music today. Students will analyse famous rap lyrics, explore rhyme schemes, rhythm, and flow, and learn how to write and perform their own original verses. They'll also gain an understanding of how rap can be a powerful tool for storytelling, expression, and social commentary. Students will be able to perform and record an iconic piece of rap</p>	<p>Video Game Music Performance</p> <p>Students will learn the history of Video Game Music and how it has evolved over the decades. They will listen to a variety of music created for different video games and learn different repertoire on their chosen instruments.</p>	<p>Video Game Music Composition</p> <p>Using their knowledge of the various styles of video game music, students will create an original video game and compose its music. They will make decisions about use of rhythm, instrumentation and harmony to evoke mood and excitement.</p>	<p>DJ Skills</p> <p>Students will be introduced to DJing, covering both the technical and creative aspects of mixing music. They will learn about beatmatching, cueing, EQing, and how to transition smoothly between tracks using software. They will also explore different genres of dance music and consider how DJs read a crowd, build a set, and create energy through music. Students are encouraged to experiment with different songs in order to develop a strong sense of rhythm, timing, and musical structure. By the end, students will have created their own short DJ sets to showcase their skills.</p>	<p>Solo Artist</p> <p>Students will take on the role of a performer and develop their individual musical identity and performance style. They will choose an instrument or voice and work on performing solo pieces, whether covers or original songs. Students will work independently to explore aspects like stage presence, interpretation, and personal expression. By the end of the unit, they will have built the confidence to present themselves as solo musicians and reflect on their growth as artists.</p>
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Computing

Computer networks Understanding the fundamental differences between wired and wireless networks. o Introduction to common topologies, including bus, star, ring, mesh, and hybrid topologies, and their characteristics. Understanding how data is broken down into packets for efficient transmission across networks and reassembled at the destination. Introduction to potential network threats, such as unauthorized access, malware, and denial of service (DoS) attacks.	Programming in Python and Advanced Algorithms Learning core commands in Turtle (e.g., forward, backward, left, right) helps pupils understand programming language structures. Applying loops to create regular shapes (e.g., polygons, stars) and more complex patterns. Using Python's pencolor and fillcolor functions to adjust Turtle's colours. Using Turtle to create a themed scene, such as a holiday design, helps pupils combine creativity with technical skills	Software Understanding the OS as the fundamental software that manages hardware, software, and user interactions on a computer or mobile device. Understanding utility software such as antivirus, disk cleanup, and backup software. Identifying user needs and selecting appropriate software tools to meet specific goals.	Impacts of Digital technology on Wider Society Legal vs ethical issues (difference between what is legal and what is ethical). Understanding the basics of intellectual property and copyright laws. E-waste and its effects on the environment. Personal data and privacy (importance and methods of protecting it). Overview of key digital laws (e.g., Data Protection Act, UK GDPR, Computer Misuse Act).	Careers in Digital Technology High-demand skills in the digital economy (e.g., coding, data literacy, digital communication). The importance of creativity, branding, and communication in content creation.	Careers in Digital Technology Creating engaging content for social media or digital platforms. The importance of creativity, branding, and communication in content creation. Basic principles of AI, machine learning, robotics, and VR.
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French	Les vacances (<i>Travel and Tourism</i>) Discussing holiday activities we enjoy doing. Planning a future holiday using the near future tense	Les vacances (<i>Travel and Tourism</i>) Discussing a holiday we have been on recently using the perfect tense.	Le monde du travail (<i>Studying and my future</i>) Discussing jobs and places of employment, qualities needed to do a certain job. Talking about ideal jobs. Discussing life plans in the future tense.	Le monde du travail (<i>Studying and my future</i>) Discussing what we do to help at home and giving opinions about these tasks. Discussing what did to help (using the perfect tense)	Une vie saine (<i>Lifestyle and wellbeing</i>) Discussing the topic of health – describing the different food groups and give advice about healthy living. Talking about resolutions to be healthier using the future tense.	Une vie saine (<i>Lifestyle and wellbeing</i>) Describing health habits in the present and in the past tense Le monde francophone (<i>My neighbourhood</i>) Discussing the French-speaking world. Discussing preferences for a future visit. Describing a past visit to a French-speaking country.
	Game/Fitness Outwitting opponents Football/Badminton/ Netball/Benchball/ Touch Rugby/Multi-Skill Fitness Games	Outwitting opponents Health Based Physical Education Basketball/ Table Tennis/ Football/Hockey/ Fitness	OAA Teamwork Aesthetic Performance Problem Solving/Dance Gymnastics(Vault)	Competitive Games Outwitting opponents Basketball/ Table Tennis/Hockey/ Crazy Catch	Athletics- Skills, Technique and Competition Athletics	Striking and field games Athletics/Softball/ Rounders/Cricket