

**Year 9 Curriculum Overview 2024-2025**

Subject	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)		Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	
English	<p><b>Embedding</b> – Year 9 students continue to develop and embed their English skills through a range of challenging topics and texts. Their writing skills become embedded through topics of creative writing (Dystopian/Strange Worlds) and non-fiction (The Language of Protest). They, also, learn to compare texts and enhance their cultural capital in the ‘London Across Time’ unit. They also study a range of challenging literature texts: Shakespeare’s <i>Much Ado About Nothing</i> or <i>Twelfth Night</i> and <i>American Literature: Of Mice and Men</i>.</p>	<p><b>Exploration of Creative Writing: Dystopian/Strange Worlds</b> Students study a range of extracts from Dystopian texts. They develop an understanding of key conventions of the genre and embed these by creating their own piece of Dystopian fiction.</p>	<p><b>Prose Study: Animal Farm</b> Students embed their understanding of writer’s methods to create meaning when studying this text. They will develop their knowledge of the impact of historical context and authorial intent. Students will embed these ideas into their analytical writing.</p>	Assessment	<p><b>Shakespeare Study: Macbeth</b> Students embed their understanding of Shakespeare’s plays by studying Macbeth. They develop their knowledge of context and writer’s methods used in plays.</p>	<p><b>Non-Fiction: The Power of Protest</b> Students study a range of non-fiction texts with a thematic link of protest. From Martin Luther King’s infamous <i>I have a Dream</i> speech to the Suffragette movement of the early 20<sup>th</sup> century. Pupils learn how to write persuasively and embed their writing skills into their own ‘protest’ speech.</p>	<p><b>Literature Study: Love and Hate</b> Students study a range of poems linked to the concepts of love and hate. They embed their reading skills of how writers’ use both language and structure in their poems and make comparisons of how this is done.</p>	<p><b>Language Comparison: London Across Time</b> Students study both fiction and nonfiction texts which have a setting of London, from Medieval to Modern day. Pupils draw upon their reading skills and develop their understanding of how to compare texts, as well as improving their understanding of how our capital city has changed over time.</p>	Assessment

<b>Mathematics</b>	<p>During year 9, students will bring together knowledge over the past two years. Students start with probability. This is an underlying theme sequenced across the year to allow students to make connections to wider mathematical techniques. Furthermore, during year 9 students will start to explore different types of mathematical problems, including the concept of conjecture and deduction.</p>	<p><b>Sets and Probability</b></p> <ul style="list-style-type: none"> <li>Understand and use set notation.</li> <li>Draw and interpret Venn diagrams.</li> <li>Understand and use the language of probability.</li> <li>Calculate the probability of a single event.</li> <li>Use the sum of probabilities of an event is 1.</li> </ul> <p><b>Tables and Probability</b></p> <ul style="list-style-type: none"> <li>List outcomes using sample space diagrams for one and two events.</li> <li>Find probabilities using tables and Venn diagrams.</li> </ul> <p><b>Constructions and Congruence</b></p> <ul style="list-style-type: none"> <li>Construct 3-D shapes from nets and construct the net of a given 3-D shape.</li> <li>Construct and use scale drawings.</li> <li>Construct perpendiculars and bisectors</li> <li>Understand congruency.</li> <li>Exploring congruency via construction</li> </ul>	<p><b>Pythagoras' Theorem</b></p> <ul style="list-style-type: none"> <li>Identify the hypotenuse of a right-angled triangle.</li> <li>Determine whether a triangle is right-angled.</li> <li>Calculate missing sides in right-angled triangles.</li> </ul> <p><b>Indices</b></p> <ul style="list-style-type: none"> <li>Form expressions using indices.</li> <li>Understand and use the addition and subtraction rules.</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>Relative frequency</li> <li>Expected number of outcomes</li> <li>Independent events</li> </ul> <p><b>Algebraic Representation</b></p> <ul style="list-style-type: none"> <li>Drawing and reading from quadratics</li> <li>Interpreting other graphs e.g., reciprocal, piecewise</li> <li>Representing inequalities</li> </ul>	<b>Assessment</b>	<p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>Describe and continue sequences in diagram and number forms, both linear and non-linear</li> <li>Compare numerical and graphical forms.</li> </ul> <p><b>Standard index form</b></p> <ul style="list-style-type: none"> <li>Convert between numbers in ordinary and standard form.</li> <li>Compare numbers given in standard form.</li> <li>Calculate with numbers given in standard form, with and without a calculator.</li> </ul> <p><b>Testing Conjectures</b></p> <ul style="list-style-type: none"> <li>Test conjectures in a wide range of context e.g. <ul style="list-style-type: none"> <li>Sums and products of odd and even numbers</li> <li>Is a given number in a sequence?</li> <li>Is this shape...?</li> <li>Are these lines parallel?</li> <li>What would happen if...?</li> </ul> </li> </ul> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Revisit types of number – extend to include rational and real numbers.</li> <li>Revisit fraction arithmetic</li> <li>Extend knowledge of HCF and LCM</li> <li>Revisit standard form</li> </ul>	<p><i>(Conclude Numbers, then move to the next unit)</i></p> <p><b>Using percentages</b></p> <ul style="list-style-type: none"> <li>Revisit percentage increase and decrease.</li> <li>Use percentages over 100%</li> <li>Find percentage changes.</li> <li>Use multipliers in a variety of contexts.</li> <li>Solve “reverse percentage” problems.</li> </ul> <p><b>Maths and Money</b></p> <ul style="list-style-type: none"> <li>Explore financial mathematics including: <ul style="list-style-type: none"> <li>Bills and bank statements</li> <li>Interest</li> <li>Unit pricing (best buys)</li> </ul> </li> </ul> <p><b>Deduction</b></p> <ul style="list-style-type: none"> <li>Revisit angles rules, including within special quadrilaterals.</li> <li>Find angles using algebraic methods.</li> <li>Use chains of reasoning to evaluate angles.</li> </ul>	<p><i>(Conclude Deduction, then move to the next unit)</i></p> <p><b>Rotation and Translation</b></p> <ul style="list-style-type: none"> <li>Identify the order of rotational symmetry of a shape.</li> <li>Find the result of rotating a shape.</li> <li>Translate points and shapes by a given vector.</li> <li>Understand variance and invariance in the context of transformations.</li> </ul> <p><b>Enlargement and Similarity</b></p> <ul style="list-style-type: none"> <li>Enlarge shapes by a positive scale factor, including from a given point.</li> <li>Calculate the lengths of missing sides in similar shapes.</li> </ul> <p><b>Solving ratio and proportion problems</b></p> <ul style="list-style-type: none"> <li>Direct proportion problems and graphs</li> <li>Conversion graphs</li> <li>Solve ratio problems given the whole or a part.</li> <li>Simple inverse proportion</li> <li>Unit pricing problems (‘best buys’)</li> </ul>	<p><i>(Conclude Solving ratio and proportion problems, then move to the next unit)</i></p> <p><b>Rates</b></p> <ul style="list-style-type: none"> <li>Work with speed, distance, time</li> <li>Solve problems involving density.</li> <li>Work with compound units</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Teachers to choose topics bases on assessment throughout the Key Stage</li> </ul>	<b>Assessment</b>

<p style="text-align: center;"><b>Science</b></p>	<p>Year 9 students explore key aspects of the 3 different Sciences:</p> <p><b>Biology:</b> Cells and transport; Organization; Communicative disease and preventing disease.</p> <p><b>Chemistry:</b> Atomic structure and the periodic table; Structure and bonding, the atmosphere, and resources; Chemical reactions and change.</p> <p><b>Physics:</b> Energy; Particle model of matter; Atomic structure and radiation.</p>	<p><b>Biology: Communicative disease and preventing disease</b> – Understand the different forms of disease that can affect humans and how our bodies fight the infections.</p> <p><b>Chemistry: Chemical reactions and energy changes</b> – Investigate the different types of chemical reaction and the energy changes associated with them.</p> <p><b>Physics: Energy</b> – Investigate the energy transfers that take place in the world around us and the impact they have on our society.</p>	<p><b>Biology: Communicative disease and preventing disease</b> – Understand the different forms of disease that can affect humans and how our bodies fight the infections.</p> <p><b>Chemistry: Chemical reactions and energy changes</b> – Investigate the different types of chemical reaction and the energy changes associated with them.</p> <p><b>Physics: Energy</b> – Investigate the energy transfers that take place in the world around us and the impact they have on our society</p>	<p><b>Assessment</b></p>	<p><b>Biology: Organisation</b> – Looking at the large-scale organisation of the key organ systems in our bodies and how they work.</p> <p><b>Chemistry: Structure and bonding, the atmosphere, and resources</b> – Investigate how compounds form and the properties compounds. Investigate the composition of our atmosphere and how we use the Earth as a resource.</p> <p><b>Physics: Particle model of matter</b> – Explore how materials behave at the particular level.</p>	<p><b>Biology: Organisation</b> – Looking at the large-scale organisation of the key organ systems in our bodies and how they work.</p> <p><b>Chemistry: Structure and bonding, the atmosphere, and resources</b> – Investigate how compounds form and the properties compounds. Investigate the composition of our atmosphere and how we use the Earth as a resource.</p> <p><b>Physics: Particle model of matter</b> – Explore how materials behave at the particular level.</p>	<p><b>Biology: Cells and Transport</b> – Investigate the internal structures of cells and how materials are transported across the cell membrane.</p> <p><b>Chemistry: Chemical reactions and change</b> - Explore the details of the different chemical reactions and the processes that are required to facilitate them.</p> <p><b>Physics: Atomic structure</b> – Explore the evidence for atomic structure and radioactivity.</p>	<p><b>Biology: Cells and Transport</b> – Investigate the internal structures of cells and how materials are transported across the cell membrane.</p> <p><b>Chemistry: Chemical reactions and change</b> - Explore the details of the different chemical reactions and the processes that are required to facilitate them.</p> <p><b>Physics: Atomic structure</b> – Explore the evidence for atomic structure and radioactivity.</p>	<p><b>Assessment</b></p>
<p style="text-align: center;"><b>Geography</b></p>	<p>Students will build on earlier topics by investigating climate change impacts in the Middle East and how the challenges of natural resources are changing the landscape there. Push and pull factors are revisited through the lens of conflict in Syria. Students’ earlier learning about Asia is developed throughout Year 9 as it is a thread that weaves through our topics. We will investigate a Transnational Corporation that operates on the continent and examine the associated push and pull factors that lead to migration. Our sustainability unit builds on students’ understanding of global challenges such as increasing population, climate change impacts and limited resources. Students then move on to learn about two types of natural hazard: tectonic and weather, each with specific examples in Asia. Students will look at physical processes and systems, how they change and how people interact with them on a range of scales and in a range of places.</p>	<p><b>The Middle East</b> Students will explore the changing political, environmental, and economic landscapes in the Middle East.</p> <p><b>Economic</b> – To explain the rapid development and globalisation of the UAE alongside the necessity to diversify away from oil as a source of income. We will assess tourism as an alternative economy.</p> <p><b>Political</b> – To investigate causes of conflict and the impacts on affected Middle Eastern countries and the wider international community.</p> <p><b>Environmental</b> – To explain how climate change and conflict over resources is affecting the Dead Sea.</p>	<p><b>Globalisation</b> Students will explore the role of globalisation in today’s world and the part played by Transnational Corporations (TNCs). They will consider the role of development, technology, and infrastructure. Students will learn about the reasons for the locations of TNCs and the local and global impacts. Students will explore a specific case study of a TNC in Asia.</p>	<p><b>Assessment</b></p>	<p><b>Sustainability</b> We will examine the Sustainable Development Goals and investigate the impacts of fast fashion and plastic pollution.</p> <p>Students will investigate different methods used to create a sustainable future at a local, national, and global level through evaluation of specific sustainability models, such as sustainable tourism or sustainable cities or projects.</p>	<p><b>Our Violent Planet: Volcanoes</b> Students will be able to recognise features of volcanoes and make comparisons between them. They will understand the effects and responses to volcanic hazards and understand why people still live there. This will include: What is a hazard? What factors affect hazards?</p> <p>Theory of plate tectonics. Structure of the earth. Plate boundaries. Structure of volcanoes and the different types. Distribution of volcanoes. Impacts of volcanic hazard and responses.</p>	<p><b>Our Violet Planet: Earthquakes</b> Students will apply their knowledge of plate tectonic theory to explain the global distribution of earthquakes. We will then examine the impacts of earthquakes in countries of contrasting levels of development and wealth, through case studies of Chile and Nepal.</p> <p>We will assess how responses differ in these countries and evaluate why people continue to live in high-risk areas. Students will then learn about ways that risk can be mitigated through prediction, planning and protection strategies.</p>	<p><b>Our Violent Planet: Tropical Storms</b> This unit develops students’ earlier learning about weather and climate as we examine how global atmospheric circulation affects global weather patterns.</p> <p>Students will learn where tropical storms form and explain their formation. Drawing on their knowledge about Asia, students will evaluate the impacts of and responses to Typhoon Haiyan in the Philippines then assess the strategies of risk management for tropical storms.</p> <p>Developing their skills of comparing countries, they will assess how high-income countries are better able to prepare and respond.</p>	<p><b>Assessment</b></p>

<p style="text-align: center;"><b>History</b></p>	<p>By the end of the year, Year 9 students will have a sense of the challenges which faced Modern Britain, Europe and the wider world. Students will also understand the political, economic, military, religious, cultural and social nature of the period. Furthermore, students will be able to analyse the usefulness of historical sources' content and provenance, make a judgement about interpretations of the past and construct their own analytical and narrative accounts around disciplinary concepts. Year 9 students explore causes and consequences of challenges facing Modern Britain, Europe, and the wider world 1901-39. They investigate both World Wars and their impact. They also explore post war events including the division of Germany and the Cold War.</p>	<p>Students will explore key events of World War 1 and the Interwar Years.</p> <p><b>World War 1:</b> Students study the causes of war, the assassination of Franz Ferdinand, the Schlieffen Plan, propaganda, life in the trenches, the Battle of the Somme, changing technology in war and the role of the empire.</p> <p><b>The Interwar Years:</b> Students study the Treaty of Versailles and the conditions it imposed on Germany, the impact of war including hyperinflation, the Wall Street Crash and Great Depression and the early rise of Hitler.</p>		<p style="text-align: center;"><b>Assessment</b></p>	<p>Students will explore the key events of the Second World War – the causes, events and impact.</p> <p><b>Second World War:</b> Students study the causes of the Second World War including Hitler's foreign policy and appeasement, remilitarisation of the Rhineland, invasion of Czechoslovakia and Poland. Students will also study key turning points in the Second World War - Blitzkrieg, Dunkirk, the invasion of the USSR, D-Day, the launching of the atomic bomb and the impact of Second World War. Students investigate the impact of the war on the local area and the role Great Yarmouth played in the war.</p> <p>Students will also study events of the Holocaust.</p>	<p>Students will explore the key events post World War Two.</p> <p><b>Modern World Depth Study Cold War</b> - Post-war division of Germany, the Cold War, Cuban Missile Crisis, Space Race, conflicts in Korea and Vietnam.</p> <p><b>Thematic Study – Medical developments over time. Greek medical ideas</b> – Students study early Greek medical beliefs including the work of Hippocrates and Galen and their theories on the Four Humours and the Theory of Opposites. Students will also study living conditions in medieval London, and medical beliefs at the time of the Black Death.</p>	<p style="text-align: center;"><b>Assessment</b></p>	
<p style="text-align: center;"><b>French</b></p>	<p>By the end of the year students will be confident with the comprehension and use of at least 3 tenses and opinions and be able to give reasons and justify them using complex language. They will take responsibility for their own learning, recognise strengths of their ability in the language and request help to strengthen areas for development. They will have a toolbox of strategies and techniques for memorising and applying the language that will equip them to be successful at GCSE.</p>	<p><b>Mon monde à moi</b> Giving opinions on extra- curricular activities Describing friends &amp; birthday celebrations, clothing, and style</p> <p>Present tense of reflexive verbs, Perfect tense, Near future tense.</p>	<p><b>Projets d'avenir</b> Describing how to earn money, discussing future career &amp; 'life' plans</p> <p>Modal verbs, simple future tense, Asking &amp; answering questions in 3 tenses.</p>	<p style="text-align: center;"><b>Assessment</b></p>	<p><b>Ma vie en musique</b> Higher level: Describing musical tastes Describing your former self Comparing secondary and primary schools</p> <p><b>Foundation level:</b> Describing musical taste Describing a trip to a concert Interviewing a young musician</p> <p>Direct object pronouns Adjectival agreement Comparative structures Imperfect tense /Perfect tense</p>	<p><b>Le meilleur des mondes</b> Describing food and eating habits Animals &amp; the natural world Plastic &amp; the environment</p> <p>The present tense Negative structures Comparative structures Superlatives</p>	<p><b>Le monde Francophone</b> Describing famous French-speaking countries, world sites &amp; monuments</p> <p>Articles, Adjectival agreement Comparative structures, Consolidation of verb tense conjugation – present, near future, perfect, imperfect.</p>	<p style="text-align: center;"><b>Assessment</b></p>

<p style="text-align: center;"><b>German</b></p>	<p>By the end of the year pupils will be confident understanding and producing sentences in at least 3 tenses. Pupils will be able to recognise irregular verbs in a range of tenses and will be confident with present tense modal verbs. They will be able to state and justify opinions using complex language and a range of structures. They have developed skills and techniques to complete GCSE style questions and will have developed strategies for memorizing and applying the language that will equip them to be successful at GCSE. They will be able to independently research vocabulary and use the dictionary to check how to conjugate verbs.</p>	<p><b>Vorbilder</b></p> <p>Discussing your role models, life experiences, body parts, overcoming misfortune.</p> <p>Using perfect, present and future tenses, imperative.</p>	<p><b>Meine Ambitionen</b></p> <p>Talking about your ambitions, jobs and reasons for doing different jobs, saying which job you'd like and why, describing work experience.</p> <p>Conditional tense, Ich würde gern, verb second rule, um...zu..., in and auf with cases, perfect tense separable verbs.</p>	<p style="text-align: center;"><b>Assessment</b></p>	<p><b>Musik</b></p> <p>Discussing types of music and preferences, discussing bands, describing music festivals in present and perfect tense.</p> <p>Using verbs with a range of subject pronouns, direct object pronouns, seit, comparisons, asking and answering questions, switching between present and perfect tense, perfect tense separable verbs.</p>	<p><b>Die Kindheit</b></p> <p>Talking about your childhood, childhood activities, comparing primary and secondary school, literary texts (Grimm's fairy tales).</p> <p>als, imperfect tense, modal verbs in the imperfect, superlative.</p>	<p><b>Rechte und Pflichten</b></p> <p>Age limits and laws, saying what's important to you and why, comparing life now and in the past, discussing how to make a difference in your school / community.</p> <p>Word order with conjunctions, weil, understanding and using past, present, and future tenses, um...zu..., developing ideas and justifying opinions, modal verbs.</p>	
<p style="text-align: center;"><b>French</b></p>	<p>By the end of the year students will be confident with the comprehension and use of at least 3 tenses and opinions and be able to give reasons and justify them using complex language. They will take responsibility for their own learning, recognise strengths of their ability in the language and request help to strengthen areas for development. They will have a toolbox of strategies and techniques for memorising and applying the language that will equip them to be successful at GCSE.</p>	<p><b>Mon monde à moi</b></p> <p>Giving opinions on extra-curricular activities Describing friends &amp; birthday celebrations, clothing and style</p> <p>Present tense of reflexive verbs, Perfect tense, Near future tense</p>	<p><b>Projets d'avenir</b></p> <p>Describing how to earn money, discussing future career &amp; 'life' plans</p> <p>Modal verbs, simple future tense, Asking &amp; answering questions in 3 tenses</p>	<p style="text-align: center;"><b>Assessment</b></p>	<p><b>Ma vie en musique</b></p> <p>Higher level: Describing musical tastes Describing your former self Comparing secondary and primary schools</p> <p>Foundation level: Describing musical taste Describing a trip to a concert Interviewing a young musician</p> <p>Direct object pronouns Adjectival agreement Comparative structures Imperfect tense /Perfect tense</p>	<p><b>Le meilleur des mondes</b></p> <p>Describing food and eating habits Animals &amp; the natural world Plastic &amp; the environment</p> <p>The present tense Negative structures Comparative structures Superlatives</p>	<p><b>Le monde Francophone</b></p> <p>Describing famous French-speaking countries, world sites &amp; monuments</p> <p>Articles, Adjectival agreement Comparative structures, Consolidation of verb tense conjugation – present, near future, perfect, imperfect.</p>	



<b>Spanish</b>	By the end of this programme of study, Students will be able to talk about a variety of topics in Spanish, preparing them for GCSE Spanish in year ten. They will be able to express likes/dislikes using a wider variety of language. Students will also revise all three main tenses, in the context of work and careers, healthy lifestyles and wider world issues.	Somos así  Students will be able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils will revise all three main tenses.  Me gusta(n)/chifla(n) + noun Present tense of ir, hacer, ser Present tense of regular verbs Near future tense Preterite tense of regular verbs Preterite tense of hacer and ser Using three tenses together	¡Oriéntate!  Students will be able to talk about their hopes for the future, to coincide with options evenings time of year.  Emphasis will be made on the importance of languages for future careers.  tener que + infinitive Near future tense Three tenses together Adjectival agreement	<b>Assessment</b>	En forma  Students will discuss the importance of a healthy lifestyle.  They will be introduced to talking about wider issues and will have the opportunity to use new verbs.  Stem changing verbs (jugar, preferir) Reflexive verbs Se debe/no se debe Me duele(n) The imperative Direct object pronoun	En forma  Students will discuss the importance of a healthy lifestyle.  They will be introduced to talking about wider issues and will have the opportunity to use new verbs.  Stem changing verbs (jugar, preferir) Reflexive verbs Se debe/no se debe Me duele(n) The imperative Direct object pronoun	Jóvenes en acción  Students will have an opportunity ahead of GCSE to talk about wider, global issues and to develop language for expressing their beliefs. Also, they will be introduced to the imperfect. Plus, their cultural capital will be developed by reading two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale.  Stem-changing verbs (poder) Present tense verbs in the 3rd person (s/p) Se debería Imperfect tense	Una aventura en Madrid  Students will develop language they would need for arriving in Spain and to learn more about Spain's capital city. Also they will be introduced to the simple future.  Expressions with tener Simple future tense The superlative The comparative	<b>Assessment</b>

**Further reading:****English:**

- To Kill a Mockingbird by Harper Lee
- Mortal Engines by Philip Reeve
- Nineteen Eighty-Four by George Orwell
- Between Shades of Gray by Ruta Sepetys
- Once by Morris Gleitzman
- The Book Thief by Markus Zusak
- The Boy in Striped Pyjamas by John Boyne
- Neverwhere by Neil Gaiman
- How to Stop Time by Matt Haig
- The Knife of Never Letting Go by Patrick Ness
- Royal Shakespeare Company: [www.rsc.org.uk](http://www.rsc.org.uk)

**Mathematics:**

- The Number Devil, by Hans Magnus Enzensberger
- The Code Book, by Simon Singh
- Alex's Adventures in Numberland, by Alex Bellos
- Cabinet of Mathematical Curiosities, by Ian Stewart

**History:**

- Michael Morpurgo, 'War horse'
- Michael Morpurgo, 'Private peaceful'
- Michelle Magorian, 'Goodnight Mr Tom'
- Thomas Kenealy, 'Schindler's Ark'

**Science:**

- Year 9 Knowledge organisers term 1
- KS4 Homework support guide
- Current 'Science journals for kids'

**Geography:**

- <https://sdgs.un.org/goals>
- <https://www.bbc.co.uk/bitesize/topics/zvwtsbk>
- <https://www.bbc.co.uk/bitesize/topics/zcmfb9q>
- <https://www.bbc.co.uk/bitesize/topics/zn476sg>
- Revision Flashcards

**History:**

- Michael Morpurgo, 'War horse'.
- Michael Morpurgo, 'Private peaceful'.
- Michelle Magorian, 'Goodnight Mr Tom'
- Thomas Kenealy, 'Schindler's Ark'

**French:**

- BBC Bitesize KS3 French
- <https://www.duolingo.com/enroll/fr/en/Learn-French>
- <https://www.thefrenchexperiment.com/learn-french>
- <https://www.french-games.net/>
- <https://www.digitaldialects.com/French.htm>
- <http://www.hello-world.com/languages.php/?language=French>
- <https://quizlet.com/gb/topic/languages/french/>
- <https://uk.language-gym.com/>

**Suggested family trips/activities to reinforce learning:****English:**

- The Globe Theatre – London
- Charles Dickens Museum – London
- Theatre productions – Norwich Theatre Royal

**Maths:**

- Science Museum London
- STEM Centre in York
- Bletchley Park
- Royal Observatory at Greenwich

**Science:**

- Harry Potter Studios

**History:**

- Norwich Castle KS3 First World War: Virtual Trail <https://www.museums.norfolk.gov.uk/-/media/museums/downloads/norwich-castle/ks3-first-world-war---virtual-trail.pdf>
- RAF Air Defence Radar Museum Neatishead
- RAF Marham Aviation Heritage Centre

**Geography:**

- Check labels in clothes, stationery, items around the home. Where was the item made? Suggest reasons for this.
- Follow the news, particularly about any natural hazards such as earthquakes or hurricanes.
- Consider how much plastic you use. Look at supermarket packaging – could it be reduced?
- Sustainable energy – when you are out, look for any examples of renewable energy such as solar panels on homes and businesses, solar farms or wind turbines.

**French:**

- Trip to Cinema City, Norwich, to watch a film in French.
- Watching age-appropriate French series on Netflix.
- Watching French sporting events online, such as Ligue 1.
- Listening to French bands and singers on YouTube.

**German:**

- Trip to Cinema City, Norwich, to watch a film in French.
- Watching age-appropriate French series on Netflix.
- Watching German sporting events online, such as the Bundesliga.
- Listening to German bands and singers on YouTube.

**Spanish:**

- Trip to Cinema City, Norwich, to watch a film in French.
- Watching age-appropriate French series on Netflix.
- Watching Spanish sporting events online, such as LaLiga.
- Listening to Spanish bands and singers on YouTube.

**German:**

- Duolingo.com
- Quizlet.com
- BBC Bitesize KS3 German
- <https://www.german-games.net>
- Senecalarning.com
- <https://ukgermanconnection.org/kids>
- <http://gut.languageskills.co.uk/index.html>
- <https://uk.language-gym.com/>

**Spanish:**

- BBC Bitesize KS3 Spanish
- <https://www.duolingo.com/enroll/fr/en/Learn-Spanish>
- <https://www.spanish-games.net/>
- <https://www.thespanishexperiment.com/learn-spanish>
- <https://uk.language-gym.com>