Curriculum Booklet

Year 9

2026 - 2027

Dear Parents/Carers and Students

As part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 9. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

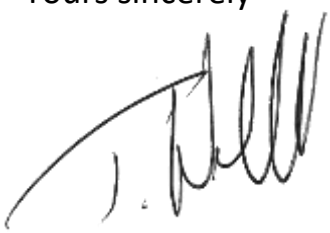
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The school librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2026/2027. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely



Mr T Webber
Headteacher

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

1. **Art and Photography are composed of Visual Elements**
   Composition, arranging of colour, texture, pattern, shape, tone, line, form
2. **The use of tone is important and creates realism in the artwork**
   3D, realism, texture
3. **The ability to use colour makes a difference to the artwork**
   Colour theory, primary and secondary colours – the colour wheel
4. **Drawing from observation is vital in developing artistic skill.**
   Drawing from direct and secondary sources
5. **The use of media & techniques broadens artistic skill**
   Drawing, painting, 3D, printmaking, digital manipulation and photography etc
6. **The use of technical drawing supports realism in the artwork**
   Facial and body proportions, distance and perspectives, enlargement
7. **Creating, expanding and realising ideas is crucial for the production of good artwork**
   Experimentation, idea development, planning, resulting outcomes
8. **The use of annotation is important to convey meaning and purpose**
   Explanation, reasoning, evaluation, opinions, critical Thinking
9. **Artists use many different sources for inspiration**
   Artists, art movements, cultures, current affairs, historical events, society
10. **It is vital to show the creative journey of the artwork**
    Creative journey, sketchbooking, presentation, communication, showing work progress



Art

Autumn Term

Layers

Students will create a variety of visual experimentations inspired by artists such as Taylor Sijan, Suzie Mackenzie and Christopher Relander, exploring layering techniques across Fine Art, Ceramics and Photography. Students will develop skills for Lino Printing; sgraffito glazing on to slab pots; and creating double exposure with Adobe Photoshop.

Spring Term

Texture

Students will create a variety of visual experimentations inspired by Artists such as Kate Malone and Dennis Wojtkiewicz; exploring texture techniques across Fine Art, Ceramics and Photography. Students will develop skills of drawing and mixed media; Incising textures on to pinch pots; and Adobe Photoshop layer mask techniques.

Summer Term

Pattern

Students will create a variety of visual experimentations based on the patterns and shapes of Islamic Mosaic Art and art of Halima Cassell and Cory Stevens, exploring composition and arranging patterns across Fine Art, Ceramics and Photography. Students will develop skills of mixed media and geli-printing; relief sculpting clay tiles; and creating kaleidoscopic patterns with Adobe Photoshop.

Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –
  In London - www.tate.org.uk ; www.saatchigallery.com ; www.nationalgallery.org.uk
  In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
  In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; www.guggenheim-bilbao.es/en

Possible enrichment activities at home

- Students should complete observation drawings at home to develop their skills.
- Students should experiment with a range of media to develop their skills.
- Students should research artists whose work inspires them.
- Students should visit our local Art Galleries including Southampton City Art Gallery and John Hansard to see the range of artwork from both traditional and contemporary artists.

Students may also like to take the opportunity to develop and practise art skills through our Art Club, Photography Club or Clay Club afterschool enrichment sessions that run throughout the year.

THE TOP 10 BIG IDEAS IN COMPUTER SCIENCE

TESTWOOD SCHOOL

1. The physical parts of a computer have specific functions.
2. Computers impact the world we live in.
3. The use of computers can present threats to our safety and wellbeing.
4. When talking about computing we use specific terminology.
5. Computer data is stored in a variety of ways.
6. Computers use binary code.
7. Problems can be decomposed to help solve them.
8. The technique of abstraction is helpful in finding solutions.
9. Algorithms are used in programming.
10. The ability to use computational thinking skills to use computers effectively.



Computer Science

Autumn Term 1 – Social Media & Data Protection

- Online threats
- Safeguarding
- Social Media
- Disinformation

Autumn Term 2 – Social Media & Data Protection

- Intelectual Property
- Data Protection Rights
- Computer Science links to Business

Spring Term 1 – Networking

- White, grey and black hat hackers
- Network Topologies
- Common Network Threats
- Prevention Methods

Spring Term 2 – Programming Concepts

- Integrated Development Environments
- Programming Fundamentals
- Arrays
- Boolean Logic

Summer Term 1 – Number Bases & Advanced Programming

- Binary & Hexadecimal
- Search & Sort Algorithms
- Application of programming techniques

Summer Term 2 – Advanced Computer Systems

- Understanding data - binary conversions, addition and shifts
- Hardware and Software
- Practical PC Components

Reading list

- BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
- Teach ICT: https://www.teach-ict.com/v/ks3/ks3_home.html
- Code Academy: https://www.codecademy.com/
- Cisco Binary Games: https://learningcontent.cisco.com/games/binary/index.html#
- Typing Club: https://www.typingclub.com/

Possible enrichment activities at home

- Virtual PC Building
- Python Mini-Project
- Cyber Security Gamification
- Binary & Hex Challenges

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

1. Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
2. Develop holistic skills to support work life including teamwork, leadership and communication.
3. Improve physical fitness to be able to complete everyday activities with ease.
4. Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
5. Develop tactical awareness and have the ability to develop strategies within a game.
6. Identify and understand the link between physical exercise and mental wellbeing.
7. Explore and develop creativity.
8. Develop knowledge of activities that are played around the world.
9. Develop a love or appreciation of physical activity to support lifelong participation.
10. Experience competitive activities to all and be aware of community links.



Dance

Autumn 1 – **Dance skills and safe dance practice**

- Developing dance skills and techniques in the contemporary dance style. Floor work, travelling, co-ordination and learning to be soft and controlled.
- Focus on core strength to aid balance and flexibility to improve range of movement.
- Learning technical and expressive terminology and definitions.

Autumn 2 – **A Linha Curva**, *Rambert Dance Company.* Choreographer – *Itzik Galili*

- Features of the production: staging/set, lighting, properties, costume, dancers, aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / performance videos

Spring 1 – **The Will Rogers Follies**, Broadway - *Tommy Tune*

- Features of the production: staging/set, lighting, properties, costume, dancers, aural settings, Dance for camera.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / performance videos.

Spring 2 – **Some Like it Hip Hop**. *Zoonation.* Choreographer - *Kate Prince*

- Features of the production: staging/set, lighting, properties, costume, dancers, aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / Performance videos.

Summer 1 – **Ghost Dances**, *Rambert Dance Company.* Choreographer – *Christopher Bruce*

- Features of the production: staging/set, lighting, properties, costume, dancers, aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / Performance videos.

Summer 2 – **Choreography**

- A look into how a dance is created, from the stimulus to the final piece.
- Choreography, costume and stage design.

Reading list

- Dance Tech Award Specification - https://qualifications.pearson.com/en/qualifications/btec-techawards/performing-arts-2022.html
- A Linha Curva, Swansong and Ghost Dances: Rambert Dance Company - http://www.rambert.org.uk/performances/a-linha-curva/
- Some Like it Hip Hop, ZooNation https://zoonation.co.uk/productions/some-like-it-hip-hop/

Possible enrichment activities

- It is strongly recommended that extra dance rehearsal occurs, either at an external dance school or during extra-curricular opportunities.
- YouTube searches of all Dance Anthology pieces.
- Stretching (yoga) and core exercise activities should occur every day for 30 minutes. This will improve overall dance performance and fitness.
- Participate in school productions and/or performing arts evening events.

THE TOP 10 BIG IDEAS IN DRAMA

TESTWOOD SCHOOL

1. Drama is about seeing the world from different perspectives to increase the awareness of your own.
2. Drama is the art of performing a live story to an audience.
3. Drama has been performed throughout history and all around the world.
4. Drama can be rehearsed or improvised on the spot.
5. Drama can be performed either solo, or in a group of infinite numbers.
6. Drama can be performed in many different styles and forms.
7. Drama is a form of physical, emotional and intellectual expression.
8. Drama can be experienced by an audience in many different settings and ways.
9. Drama has the ability to make audiences question, think and change their own personal lives.
10. Drama can encompass all forms of visual art, music for example.



Drama

Autumn Term 1

- **'Let him have it'-** Students will study the idea of capital punishment by looking at historically famous case that helped lead to its abolition in Britain.
- Students will devise a range of original scene work based on the facts of the case and covering skills such as - devising, split scene, cross cutting, performance skills and characterisation.

Autumn Term 2

- **'Noughts and Crosses' by *Malorie Blackman* -** Students will study this exciting play and dystopian world and will explore the main theme of discrimination in both scripted and devised work.
- Students will perform extracts of the text and build their understanding of scripted characters, theatre techniques that increase tension and emotive performance skills

Spring Term 1

- **'Theatre roles and responsibilities'-** Students will learn all of the roles linked to the theatre and their different responsibilities. They will experience activities linked to each role and prepare a presentation on a chosen theatre role for class.
- Students will focus on different staging types, theatre professionals and other theatre information.

Spring Term 2

- **Live theatre review -** Students will be introduced to a range of live performance work and build their analytical and evaluative skills.
- Students will focus on the 3 main elements of this component - description, analysis and evaluation.

Summer Term

- **Physical theatre- 'The Curious Incident of the Dog in the Night-time' -** Students will take part in a series of physical theatre workshops using different stimuli and scripted ideas from the play. They will devise, rehearse and develop their own group performance.
- Drama skills - Devising, communication, physical theatre, rehearsal, stimulus, concept, characterisation and performance skills.

Reading list

- 'Noughts and Crosses'- *Malorie Blackman*
- 'The curious incident of the dog in the night time' *Simon Stephens*

Possible enrichment activities at home

- After school rehearsals will be a necessity when preparing your own performances ready for assessment.
- Look for movies/films related to the topic to help with characterisation in lessons.
- Reading books relevant to the topic will help you with the context and setting of the work.
- Get involved in the whole school production 'Frozen' and after school clubs post-production.
- Apply to be a Testwood Drama captain.

THE TOP 10 BIG IDEAS IN ENGLISH

TESTWOOD SCHOOL

'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'

1. Reading and writing are two sides of the same coin. They are intricately linked.
2. Everything that is written has an intended purpose.
3. Reading is done for enjoyment, understanding and meaning.
4. Words shape meaning.
5. For writing to make sense and therefore provide understanding, technical accuracy is pivotal.
6. Communication requires effective listening and eloquent formation.
7. Decoding meaning leads to understanding.
8. Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.
9. Context places the content of written and spoken word.
10. A rich vocabulary leads to better understanding.



English

Autumn Term 1

- The Events of 9/11 Language Paper 1: Students will study narrative forms, using the events of September 11th to create a description.
- Cultural Novel Study: Simple: Inspire a love of reading in the students!

Autumn Term 2

- War Poetry: Students will study a full range of war poetry and consider the impact it has, both emotively and historically.
- Advert Evaluation: Students will explore seasonal media texts with a focus on evaluating how effective they are in engaging audiences. They will focus on a range of methods and analyse layers of meaning.

Spring Term 1

- Romeo and Juliet: students will explore how Shakespeare uses a range of dramatic devices to consciously construct characters and themes in this classic play.

Spring Term 2

- Classic Novel or Play Study: Students will aim to look at a classic text, ranging from Lord of the Flies to Animal Farm, to be able to understand the different contexts in time and how this affects concepts and ideas in literature.

Summer Term 1

- Documenting Points of View: Students will enhance their cultural capital through the exploration of a range of worldwide topics. They will be encouraged to explore a range of sources forming their own opinions and presenting them in a compelling way.
- Memories: Students will read a range of non-fiction texts exploring writers' perspectives.

Summer Term 2

- Short Stories: students will read a selection of carefully selected short stories with a focus on how they are structured to hook the reader.

Reading lists

- Extremely Loud and Incredibly Close - Jonathan Safran Foer
- The Collected Poems of Wilfred Owen
- Lord of the Flies - William Golding
- Animal Farm - George Orwell
- Romeo and Juliet - William Shakespeare
- Of Mice and Men - John Steinbeck
- Any books on film or media - understanding film theory

Possible enrichment activities at home

- Visit the Globe Theatre in London or Stratford upon Avon to understand Shakespeare's context and maybe even watch a production.
- Research any of the authors' backgrounds to understand intentions for writing and context. E.g. Research the true story of Captain Phillips – is the film accurate?
- Read a weekly newspaper or magazine to understand purpose, audience and genre within non-fiction writing.

THE TOP 10 BIG IDEAS IN PER

TESTWOOD SCHOOL

1. What it means to be religious is different for different people.
2. People understand the divine and the world around them in different ways.
3. Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.
4. We do not have to agree with other people to respect their views.
5. For some religious people, belief is more important than practice; for others, practice is more important than belief.
6. Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.
7. Religion can contribute both to global connectedness and global division.
8. A person's views on the afterlife will affect the way they live their life now.
9. All major world religions hold showing compassion to others in high regard.
10. The rules of a religion may not be compatible with the laws of a country.



Philosophy, Ethics & Religion

Autumn Term 1 - Ethics

- Absolutism vs Relativism
- Utilitarianism
- Situation Ethics
- Deontology
- Virtue Ethics
- Crime & Punishment
- Moral Dilemmas

Autumn Term 2 - Animal Rights

- Humans vs Animals
- Religious views on Animals
- Animal Rights Project

Spring Term 1 - Philosophy of Religion

- Introduction to Philosophy?
- Cosmological Argument
- Teleological Argument
- Via Negativa
- Religious Experience
- Soul

Spring Term 2 - Buddhism

- Siddhartha Gautama
- Three Marks of Existence
- Four Noble Truths
- Eightfold Path
- Meditation

Summer Term 1 - Alternative Religions

- Scientology
- Amish
- Jehovah's Witnesses
- Jediism
- Mormonism

Summer Term 2 - Humanism & Secularism

- Humanist Beliefs
- Humanist Rites of Passage
- Golden Rule
- Secularism
- Meaning of Life

Reading list

- Read BBC news online to keep on top of current events and ethical debates.
- https://www.bbc.co.uk/bitesize/examspecs/z68sjhv (BBC Bitesize Religious Studies Key Stage 4).
- The Pig That Wants to be Eaten - Julian Baggini
- Humanism website: https://humanists.uk/humanism/
- See the school's Librarian in the LRC for advice on appropriate material to support the topics being studied.

Possible enrichment activities at home

- Discussion and debate on the issues with people at home.
- Research the GCSE Religious Studies course

THE TOP 10 BIG IDEAS IN FRENCH

TESTWOOD SCHOOL

1. French has different phonics. To be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

2. Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

3. French word order in sentences follows a structure.
   A) Adjectives AFTER the noun they describe (Except BANGS)
   B) Adverbs AFTER the verb C) Negatives AROUND the verb
   D) Direct and Indirect Object pronouns BEFORE the verb

4. French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

5. Present tense verb endings and time expressions.

6. Past tense formation & time phrases.

7. Future tense endings & time expressions.

8. Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence
   je mange UN bonbon - *UN is needed so we know bonbon is a masculine noun*
   je mange DES bonbons - *DES is needed so we know I eat more than one sweet as the S at the end of bonbons is silent*

9. ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

10. Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

French

Autumn Term 1 - Histoire de famille

- Describing family and people
- Talking about friendships, discussing family relationships and dynamics
- Comparing what I am like with what I used to be like

Autumn Term 2 - Ma vie d'ado

- Family life - daily routine
- Discuss what you can / must / want to do (chores)
- What I do with family and friends
- What I did last weekend with friends / family

Spring Term 1 - La technologie

- Social media and technology
- Exchanging complex opinions and reasons
- Attitudes to the Internet
- Risks and Advantages
- Comparing life now with tech and before without tech

Spring Term 2 - La musique

- Talking about music
    - what instruments people play
    - genres of music
    - giving reasons for likes / dislikes
    - what effect music has on me
- Talking about your favourite musician / band

Summer Term 1 - Les festivals de musique

- Discussing music festivals
    - types of music / bands
    - what you can do at the festivals
    - past tense activities
    - past tense opinions
    - imperfect for descriptions of weather / issues

Summer Term 2 - La Famille Bélier

- Film study
    - Discussing characters and their relationships
    - Discussing disability
    - Expressing opinions about the film, characters and music genres

Reading lists

- Astérix et Obélix, Tintin, les Schtroumpfs, Le Petit Nicolas
- French films, series and cartoons on any streaming service with subtitles!

Possible enrichment activities at home

- Quizlet - all year 7 students are invited to join a Testwood virtual class on Quizlet to support vocabulary learning at home (no need to upgrade to 'plus' subscription!)
- Websites such as Memrise, Busuu or Babbel
- BBC bitesize KS3 French
- Phone applications such as Duolingo

THE TOP 10 BIG IDEAS IN GEOGRAPHY

TESTWOOD SCHOOL

1. We are part of an interconnected global community.
2. We are interdependent - we rely on each other and natural systems are connected.
3. Understanding one's place in the world.
4. Knowledge and understanding of how and why the world changes.
5. How other people across the world live and adapt to their surroundings.
6. Access to Geographical Information Systems.
7. Interpretation and understanding of Geographical Information Systems.
8. Understand how one's individual actions affect the human and natural environment.
9. Understand the need to live more sustainably and manage waste more effectively.
10. Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.



Geography

Autumn Term 1

- Development Investigation - zooming into our core text to create engaging presentations about eight different countries from around the world.
- Climate Change: Are We to Blame? – understanding both human and physical causes of climate change and taking a look at dominant global viewpoints on a gripping topic.

Autumn Term 2

- The Geography of Disease - Studying the geopolitical impacts of a defining moment in our generation: Covid-19, as well as a study of other infectious diseases.

Spring Term 1

- The Geography of Disease - Investigating the world's second largest continent, diving into misconceptions to create an accurate 21st century picture of Africa.

Spring Term 2

- A River's Journey - a unit that focuses closely on the use of GIS to understand the changes that take place to the River Test from source to mouth.
- A Global Community: Good or Bad? - studying the impacts of globalisation, with a close look at fast fashion, an industry many of us rely upon.

Summer Term 1

- Southampton: A Sustainable City? - studying change in our city and thinking about how Southampton can become more sustainable.

Summer Term 2

- GCSE Intro: Ecosystems - an introduction to the first topic of GCSE which has significant overlap with Science at KS4, looking into two biomes in particular: tropical rainforests and hot deserts.

Reading lists

- See the School Librarian in the LRC for advice on appropriate material to support the topics being studied.
- Development Investigation – The Power of Geography by Tim Marshall
- Climate Change – The New Climate War by Michael Mann
- The Geography of Disease – Stopping the Next Pandemic by Debora Mackenzie
- A River's Journey – The Flow by Amy-Jane Beer
- Global Community – Connectography by Parag Khanna
- Southampton - Southampton's Migrant Past and Present by Tony Kushner
- Ecosystems - The Secret Network of Nature by Paul Wohlleben
- Atlas of the World.
- Horrible Geography book series.

Possible enrichment activities at home

- BBC Bitesize - Keystage 3 Geography http://www.bbc.com/bitesize/levels/z4kw2hv
- Practise your map skills www.ordnancesurvey.co.uk/mapzone/
- Download and use the BBC news app
- Visit local areas with links to the topics being studied (River Test)
- Watching the news and reading newspapers to keep up to date with what is going on in the world (BBC news and Newsround)
- Visiting new and interesting places
- 'Geogglebox' - a weekly list of geographical related programmes on free-to-air TV/streaming services.

THE TOP 10 BIG IDEAS IN HISTORY

TESTWOOD SCHOOL

1. History is global and can be told from many perspectives.
2. History is a construct; there are different interpretations of the past.
3. The reasons for different interpretations of the past can be explained.
4. Some people, events and changes have been given more historical significance than others.
5. There are many reasons why things happen and there are many consequences of events.
6. Within time periods, and across time periods, some things change and some things stay the same.
7. Not everyone's experience of the past was the same.
8. The changing nature of beliefs has shaped societies over time.
9. The changing nature of conflict has shaped societies over time.
10. The changing nature of power has shaped societies over time.



History

Autumn Term 1

- What stories should we tell of women's suffrage?
- Why did Hitler rise to power
- How typical was Lien de Jong's experience of other European Jews in the twentieth century?

Autumn Term 2

- What stories should we tell of WW2?

Spring Term 1

- How did WW2 impact India?
- Why has Gaza been a long contested land?

Spring Term 2

- How far did Mao's revolution resonate in China?
- How was the British Empire decolonised?

Summer Term 2

- How did black British people struggle against injustice in 20th century Britain?
- Pop, politics and protest. How did LGBTQ+ people struggle for rights?
- How did Gypsy, Roma and Traveller people campaign for civil rights in 20th century Britain?

Reading lists

- The Diary of Anne Frank by *Anne Frank*
- When Hitler Stole Pink Rabbit by *Judith Kerr*
- A Second World War Soldier 1944 by *Bryan Perrett*
- The Book Thief by *Markus Zusak*
- After the war by *Tom Palmer*
- Mohinder's War by *Bali Rai*
- Refugee Boy by *Benjamin Zephaniah*
- The Boy at the Back of the Class by *Onjali Rauf*
- Oranges in No Man's Land by *Elizabeth Laird*
- Black and British: A Short, Essential History (Young Readers Edition) by *David Olusoga*
- Rainbow Revolutionaries by *Sarah Prager*
- Proud compiled by *Juno Dawson*
- Windrush Child by *Benjamin Zephaniah*

Films and Documentaries

- Auschwitz: The Nazis and the 'Final Solution' – BBC Series
- Sophie Scholl (BBFC: PG)
- Battlefield Britain: The Battle of Britain
- The Windermere Children
- Britain's Forgotten Army
- The Story of China (Michael Wood) – Mao episodes
- The Windrush Years
- Pride
- Black and British: A Forgotten History
- A Very British History: Romany Gypsies

Possible enrichment activities at home

- Churchill War Museums, London: www.iwm.org.uk/visits/churchill-war-rooms
- D-Day Museum, Portsmouth: www.ddaymuseum.co.uk/
- Imperial War Museum, London (Holocaust Exhibition): www.iwm.org.uk/visits/iwm-london
- Jewish Museum, London
- SeaCity Museum
- British Museum
- Tate Britain

THE TOP 10 BIG IDEAS IN MATHS KS3

TESTWOOD SCHOOL

1. Structural arithmetic - adding, subtracting, multiplying and dividing - including with decimals. (This must include facts of times tables up to and including 12 x 12)
2. Fluency changing between fractions, percentages and decimals
3. Calculations with fractions
4. Simplification - an understanding that algebra copies the structure of arithmetic for symbols and numbers.
5. Ratio and proportion
6. Geometric understanding of triangles
7. Statistics - mean, median and mode
8. Fluency with time calculations and real world applications.
9. Ability to solve worded problems - just 2 to 3 sentence problems. Where links are made between mathematical ideas and reasoning.
10. Use a calculator efficiently.



Mathematics KS3

Autumn KS3

- Percentages
- Algebraic Graphs
- Construction
- Plans and Elevations
- Volume and Surface Area

Spring KS3

- Transformations - Grids and coordinate grids.
- Maths and money - Understand bank statements
- Simple, Compound Interest, VAT
- Exchange rates
- Unit Pricing
- Polygons, angles and parallel lines
- Ratio and proportion. Best buys
- Pythagoras
- Trigonometry

Summer KS4

Higher

- Core Number Skills: Rounding, Estimation, Error Intervals, Factors, Multiples, Primes, Prime Factors, HCF, LCM, Standard Form, Laws of Indices, Surds
- Core Algebra Skills: Solving Equations, Substitution, Simplifying Algebra, Expanding, Factorising,
- Sequences: Continuing sequences, generating term to term rules, finding the nth term of linear and quadratic sequences
- Data: Different types of charts and graphs, calculating and working with averages.

Foundation

- Core Number Skills: Rounding, Estimation,, Factors, Multiples, Primes, Prime Factors, HCF, LCM, Laws of Indices
- Core Algebra Skills: Solving Equations, Substitution, Simplifying Algebra, Expanding, Factorising,
- Sequences: Continuing sequences, generating term to term rules, finding the nth term of linear sequences
- Data: Different types of charts and graphs, calculating and working with averages.

Reading lists

- As directed by teachers.
- Maths Curse by Jon Scieszka, The Math Inspectors by Daniel Kennedy, Maths Tricks and Number Magic by Chris Wardle.

Possible enrichment activities at home

- nrich.maths.org
- www.ukmt.org.uk
- Possibly, a visit to Bletchley Park to see how Mathematics was used to decode secret messages.
- Southampton University open days.
- BBC sounds have podcasts by Marcus Du Sautoy and Simon Sing. Also on BBC sounds More or less programmes from radio 4 where the programme tries to make sense of the statistics used by politicians or in TV programmes.

THE TOP 10 BIG IDEAS IN MUSIC

TESTWOOD SCHOOL

1. Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.
2. Music is a part of culture and reflects societies' and individuals' experience of life.
3. Attitude and practice are vital components of musical success.
4. Music can be transcribed and recorded using a variety of notations and recordings.
5. Performing requires a mixture of instrumental mastery, practice, flair and confidence.
6. Composing music is being creative within set parameters.
7. Music can inspire people on both an emotional and aesthetic level.
8. Familiarity with different genres, traditions and styles increases comfort.
9. Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.
10. Music is inclusive.



Music

Unit 1 - Using Cubase

- Using Cubase to create a cover version

Unit 2 - Blues / Noteflight Input

- 12-bar blues, walking bass, head melody
- Blues scale, blue notes, swung rhythm, improvisation
- Inputting parts into Noteflight: notation, rhythm, accuracy
- Rehearsal and performance skills
- Assessment: performance, Noteflight piece, short test

Unit 3 - Programme Music

- Programmatic writing, leitmotifs, diegetic/ non-diegetic
- Binary, ternary, through-composed forms
- Instruments of the orchestra, tritone, motif, ostinato
- Move from Noteflight to Soundtrap: sequencing, chords, rhythmic editing
- **Assessment:** Cubase composition

Unit 4 - Music from India & Pakistan

- Creating and composing Music inspired by Indian classical music and Bhangra

Unit 5 - Songwriting / Performance

- Preparing for GCSE through songwriting unit on Cubase and own instrument practical study

Extra-Curricular Opportunities

Throughout the year there are a number of opportunities to groups to get involved with including:

Frozen - Monday, Wednesday and Thursday afterschool

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

1. Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
2. Develop holistic skills to support work life including teamwork, leadership and communication.
3. Improve physical fitness to be able to complete everyday activities with ease.
4. Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
5. Develop tactical awareness and have the ability to develop strategies within a game.
6. Identify and understand the link between physical exercise and mental wellbeing.
7. Explore and develop creativity.
8. Develop knowledge of activities that are played around the world.
9. Develop a love or appreciation of physical activity to support lifelong participation.
10. Experience competitive activities and be aware of community links.



Physical Education

Throughout the year, the students will participate in a range of sporting activities to develop their core and technical skills to become more competent, confident and expert and apply them across different sports and physical activities. They will also be encouraged to use a range of tactics and strategies.

	9x/PE1 Tues4/Fri1 Tues1/Wed4	9x/PE2 Tues4/Fri1 Tues1/Wed	9x/PE3 Tues4/Fri1 Tues1/Wed4	9y/PE1 Tues1/Thurs2 Tues5 / Thurs4	9y/PE2 Tues1/Thurs2 Tues5 / Thurs4
01.09.26 – 02.10.26 (5 weeks)	Football *(Outside/Boots)*	Netball *(Trainers)*	(Tag) Rugby *(Outside/Boots)*	Football *(Outside/Boots)*	Netball *(Trainers)*
05.10.26 – 23.10.26 (3 weeks)	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*
02.11.26 – 27.11.26 (4 weeks)	Netball *(Trainers)*	Dance *(Trainers)*	Football *(Outside/Boots)*	Dance *(Trainers)*	Football *(Outside/Boots)*
30.11.26 – 17.12.26 (3 weeks)	Badminton *(Trainers)*	Football *(Outside/Boots)*	Dance *(Trainers)*	Badminton *(Trainers)*	Dance *(Trainers)*
04.01.27 – 21.01.27 (3 weeks)	TASTER SESSIONS GCSE PE/DANCE	TASTER SESSIONS GCSE PE/DANCE	TASTER SESSIONS GCSE PE/DANCE	TASTER SESSIONS GCSE PE/DANCE	TASTER SESSIONS GCSE PE/DANCE
25.01.27 – 12.02.27 (3 weeks)	Fitness *(Trainers)*	Badminton *(Trainers)*	Table Tennis *(Trainers)*	Table Tennis *(Trainers)*	Badminton *(Trainers)*
25.02.27 – 12.03.27 (3 weeks)	Dance *(Trainers)*	Table Tennis *(Trainers)*	Badminton *(Trainers)*	Netball *(Trainers)*	Handball *(Outside/Boots)*
15.03.27 – 25.03.27 (2 weeks)	Table Tennis *(Trainers)*	Fitness (Les Mills)	Handball *(Outside/Boots)*	Fitness (Les Mills)	Table Tennis *(Trainers)*
12.04.27 – 21.05.27 (6 weeks)	Athletics	Athletics	Athletics	Athletics	Athletics
24.05.27 – 02.07.27 (5 weeks)	Rounders Softball	Rounders Cricket	Cricket Softball	Rounders Cricket	Cricket Softball
05.07.26 – 21.07.27 (3 weeks)	L1 – S&F L2 – OAA	L1 – OAA L2 – S&F	L1 – S&F L2 – OAA	L1 – OAA L2 – S&F	L1 – S&F L2 – OAA

S&F – Striking & Fielding; Cricket, Rounders, Softball
OAA – Outdoor Adventurous Activities; Orienteering

Extra-Curricular Opportunities

After school clubs and teams.

Why not try setting yourself a daily step challenge?

Can you beat the number of steps a PE staff member completes?

Why not follow a workout session from YouTube?

How about a family cycling outing?

Out of School Opportunities

Waterside Table Tennis Club
www.watersidettc.ttclubs.co.uk

Tottonians Rugby Club
www.tottonians.com

Southampton Hockey Club
www.southamptonhc.org

Calmore Cricket Club
www.calmoresports.co.uk

New Forest Junior Athletics Club
www.newforestjuniors.co.uk

Testwood Gymnastics Club
www.testwoodgymnastics.co.uk

Totton & Eling Tennis Centre
www.servingtennis.net/totton.htm

Stagecoach
www.stagecoach.co.uk/totton

THE TOP 10 BIG IDEAS IN PDP

1. **Physical Health** - getting to know how to keep our bodies physically fit and cared for.
2. **Mental Health** - learning how to take care of our minds and emotional wellbeing.
3. **Growing and changing** - understanding that there will be physical and emotional changes as we grow.
4. **Personal Safety** - learning how to keep ourselves safe, online and offline.
5. **Relationships and Sex** - knowing how to build healthy, consensual relationships and boundaries with people.
6. **Inclusivity** - understanding that everyone is accepted in our community and how we can respect each other's differences.
7. **Digital Literacy** - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.
8. **Finance** - discovering how our finances may look in the future and how to keep these well-managed and secure.
9. **Careers** - Learning how to access various opportunities, and learn the pathways to future aspirations.
10. **Community and responsibility** - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



PDP

PDP (Personal Development Programme) is run on a rotation of 6 different topic areas; all based around the school values. Students will study one topic with a specialist teacher before changing to another specialist teacher for another topic.

Caring Unit 1

Students will explore how to stay safe in adult, sexual relationships with a focus on the unwanted consequences of sexual relationships and how to protect against this through contraception. Students will also explore the importance of consent and the dangers of sharing images online, including the application of AI and Deepfakes

Caring Unit 2

Students will explore how to positively manage poor mental health and some of the negative coping strategies people employ, and how to avoid these. Students will begin looking at nutrition and how to build a healthy lifestyle on a budget.

Inclusive Unit 1

Students will explore the democratic system in the UK, including how the government is elected, the processes through which they govern and the system that is set up around them. Students will explore what happens when democracy isn't in place and how that leads to poor outcomes for citizens.

Inclusive Unit 2

Students will continue to explore their own emotions and wellbeing with focus on how to avoid the negative impact of 'The Algorithm' that dictates much of our life online. Students will explore the negative impact of particular internet sub-cultures, including the manosphere, and explore how stigma surrounding the menstrual cylce negatively impacts women and girls.

Ambitious Unit 1

Students will continue their journey with our careers programme focussing on their soft skills and matching these to careers. Students will continue to work on our dedicated careers platform xello.co.uk. Students will also look ahead to work experience and how to get the most out of that opportunity.

Ambitious Unit 2

Students will continue to explore financial freedom before looking at some harmful activities such as smoking, vaping, alcohol use, drug use and gambling

Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

- Let's talk about it - www.letstalkaboutit.nhs.uk

Possible enrichment activities at home

- Discussing and exposing your child to the work family members are in
- Budgeting with your child
- Reading and discussing daily news

THE TOP 5 BIG IDEAS IN SCIENCE

TESTWOOD SCHOOL

1. **Cells** are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

2. **Interdependence** – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

3. **Forces** change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour or all objects from atoms to stars, galaxies and the entire universe.

4. **Energy** cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

5. **Particles** (atoms & molecules) are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.



KS 3 Science

Autumn Term 1

- Energy Changes
- Chemical Changes
- Resistance

Autumn Term 2

- Respiratory System
- Energy in Matter
- Photosynthesis

End of KS3 Course

Reading lists

- Key Stage 3 Science Revision Guide
- Wonders of the Solar System (Prof Brian Cox)
- A Beginners Guide to the Periodic Table (Gill Arbuthnot)
- Electricity and Magnetism Fundamentals (R.Wood)
- Wonders of the Natural World (Prof Brian Cox)
- Chemistry: Reactions of Metals (Oaka Books)
- What's Biology all about? What's Chemistry all about? What's Physics all about? (Usborne Books Collection)

Possible enrichment activities at home

- The Science Museum, London
- Winchester Science Centre and Planetarium
- Southampton University Open Days

Science (Triple)

Biology

Autumn Term 1

- Cell Structure and Transport (B1)

Autumn Term 2

- Cell Division (B2)

Spring Term 1

- Organisation and the Digestive System (B3)

Spring Term 2

- Organising Animals and Plants (B4)

Summer Term 1

- Communicable Diseases (B5)

Summer Term 2

- Preventing & Treating Disease (B6)

There are a series of 10 required practicals that will be covered across the entire course. *Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

Chemistry

Autumn Term 1

- Atomic Structure (C1)

Autumn Term 2

- The Periodic Table (C2)

Spring Term 1

- Structure and Bonding (C3)

Spring Term 2

- Chemical Calculations (C4)

Summer Term 1

- Chemical Changes (C5)

Summer Term 2

- Revision and End of Year Exam

There are a series of 8 required practicals that will be covered across the entire course. *Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

Physics

Autumn Term 1

- Conservation and Dissipation of Energy (P1)
- Energy Transfer by Heating (P2)

Autumn Term 2

- Energy resource (P3)

Spring Term 1

- Electric Circuits (P4)

Spring Term 2

- Electricity in the Home (P5)

Summer Term 1

- Molecules and Matter (P6)

Summer Term 2

- Revision and End of Year Exam

There are a series of 10 required practicals that will be covered across the entire course. *Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

Reading lists

- AQA 9-1 Core Science Revision Guide**
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Atoms and Elements (D.Bradley)
- Biology, Chemistry, Physics AQA Revision (mp3 download)
- Biology, Chemistry, Physics AQA Revision App
- www.samlearning.com
- www.bbc.co.uk/bitesize
- www.senecalearning.com
- www.freesciencelessons.co.uk

**The topics listed above match those in the AQA Revision Guide.

Possible enrichment activities at home

- Southampton University Open Days
- Winchester Science Centre and Planetarium
- General Hospital Open Days (Medicine)
- The Science Museum, London

Science (Trilogy)

Autumn Term 1

- Cell Structure and Transport (B1)
- Atomic Structure (C1)

Autumn Term 2

- Conservation and Dissipation of Energy (P1)
- The Periodic Table (C2)

Spring Term 1

- Cell Division (B2)
- Energy Transfer by Heating (P2)

Spring Term 2

- Organisation and the Digestive system (B3)
- Structure and Bonding (C3)

Summer Term 1

- Energy resources (P3)

Summer Term 2

- Organising Animals and Plants (B4)
- Electric Circuits (P4)

NB: This may vary a little between classes due to apparatus constraints. There are 21 required practical tasks that are spread over the whole course.

Reading lists

- CGP AQA 9-1 Double Science Revision Guide (not available yet)
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Atoms and Elements (D.Bradley)
- Biology Revision AQA (mp3 download)
- www.bbc.co.uk/bitesize
- www.senecalearning.com
- www.freesciencelessons.co.uk

Possible enrichment activities at home

- The Science Museum, London
- Winchester Science Centre and Planetarium
- Southampton University Open Days
- General Hospital Open Days (Medicine)

THE TOP 10 BIG IDEAS IN DESIGN & TECHNOLOGY

TESTWOOD SCHOOL

1. Understand how to work safely.
2. Learn how to work with a range of materials.
3. Development of confidence in executing skills.
4. Plan/Re-plan/Adapt.
5. Visualise and realise a design using creativity and imagination.
6. Troubleshoot and adapt.
7. Develop resilience and perseverance.
8. Evaluate the process.
9. Develop understanding of the role of professionals in industry, including career paths.
10. Develop understanding of the use of design and technology around the world.



Technology (Resistant Materials)

Autumn 1 – Safe Workshop Practices

- Health and Safety practises in the Workshop
- PPE
- Measuring and Marking Out
- Using Hand Tools safely and effectively
- Using Powered Tools safely and effectively

Autumn 2 – Working with Wood and Plastic

- Working with different Materials
- Research of existing products
- Creating design solutions to fulfil a given brief
- Using Hand and Powered Tools
- Testing and Improving a design solution
- Review / Evaluation

Spring 1 – Structures

- Working with different Materials
- Research and Testing of existing products
- Understanding how to strengthen and build support structures
- Bridge building
- Creating design solutions to fulfil a given brief
- Testing and Improving a design solution

Spring 2 – Marble Run Project

- Independent research Task
- Creating a design solution to fulfil a given design brief
- Using specialist equipment
- Testing and improving a design solution.
- Review / Evaluation

Summer 1 – CAD (Bluetooth Speaker Project – Research, Design, Model)

- Introduction to CAD (Computer Aided Design).
- Use 3D modelling and Slicing software
- Exploring 3D printers, how they work and how they are maintained.
- Researching existing products
- Design a speaker using CAD

Summer 2 – Bluetooth Speaker Project (Make, Test, Evaluate)

- Working with different Materials
- Use a range of specialist equipment
- Understand and be able to make a basic electrical circuit.
- Create a design solution (Bluetooth speaker).
- Testing and improved a design solution

Possible enrichment activities

- Technic Lego design and make projects
- Stem - Research online based projects
- Sustainability based projects - Energy production and conservation.
- 3D Printing - 3D model making.

Technology (Food and Nutrition)

Autumn Term

- Introduction to Food and Nutrition
- Health, Safety and Hygiene
- Healthy Balanced Diets
- Eat Well Guide
- Macro and Micronutrients
- Bacteria and Contamination
- Safe Food Storage
- Development of core practical skills and techniques
- An understanding and demonstration of different cooking methods.

Spring Term

- Health, Safety and Hygiene
- Nutritional Value linked to dishes
- Macro and Micronutrients
- Development of core practical skills and techniques
- An understanding and demonstration of different cooking methods
- Menu Planning
- Presentation Techniques

Summer Term

- Health, Safety and Hygiene
- Macro and Micronutrients
- Development of core practical skills and techniques
- An understanding and demonstration of different cooking methods
- Festival Project
- Exploring a range of specialist kitchen equipment
- Practical assessment and review

Possible enrichment activities

- Eatwell Guide (The Eatwell Guide - NHS (www.nhs.uk))
- Plan and make a dish for your family. Think about what nutrition they may require
- Research different cultural foods
- Watch ‘The Great British Bake Off’ or ‘Master Chef’

Reading List

- The Elements of Pop Up, A pop up book for aspiring paper engineers. By James Diaz, David A Carter
- KS3 Design and Technology Dictionary. By Peter Bull
- Working with Timber. By ANON
- Jony Ive: The Genius Behind Apple's Greatest Products. By Leander Kahney
- Building with Second Hand Stuff; How to reclaim, revamp, repurpose, and reuse salvaged and
- leftover building materials. By Chris Peterson
- Woodworking Manual. By Jackson Day
- Choosing and using hand tools. By Andy Rae
- Making It: Manufacturing Techniques for Product Design. By Chris Lefteri
- Process: 50 Product Designs from Concept to Manufacture. By Jennifer Hudson
- The Eco-Design Handbook. By Alastair Faud–Luke
- Designs of the Times. By Lakshmi Bhaskaran
- 7 ways. By Jamie Oliver
- How Food Works. By DK
- The Science of Cooking. By DK
- Borough Market: Edible Histories: Epic tales of everyday ingredients. By Mark Riddawa
- Hungry. By Grace Dent
- Conversation About Healthy Eating. By Dr Nicholas, A. Lesica
- Enough: How your food choices will save the planet. By Dr Cassandra Coburn
- Cook, Eat, Repeat: Ingredients, Recipes and Stories. By Nigella Lawson
- The Flavor Equation: The Science of Great Cooking Explained in More Than 100 Essential Recipes. By Nik Sharma
- The Big Fat Duck Cookbook. By Heston Blumenthal

THE TOP 10 BIG IDEAS IN TEXTILES

TESTWOOD SCHOOL

1. **Art is a Response**
   We design because we want to say something about the world.
2. **Textiles Speak**
   Fabric, colour, stitch and surface are a creative language
3. **Explore to Grow**
   New ideas come from testing techniques and materials
4. **Learn From Others**
   Artists, designers and cultures inspire our practice
5. **Record Your Journey**
   Sketchbooks, samples and photos show how your ideas develop
6. **Skills Build Power**
   The more techniques you learn, the more creative freedom you have
7. **Surfaces Tell Stories**
   Dye, print, embellishment and stitch transform fabric into art
8. **Design = Function + Aesthetics**
   Great textiles balance usefulness and beauty
9. **Be Sustainable, Be Creative**
   Responsible choices with materials spark innovation
10. **Show Your Voice**
    Your final outcomes reflect your style, values and creativity



Textiles

Autumn One

Year 9 students are exploring stitch based techniques in Textiles this term. They are developing a range of practical skills, including **geometric embroidery, parabolic stitching and multi media embroidery.** Their end-of-unit assessment, students will combine the skills they learn in stitching and printing and painting to create a final piece of textile art that reflects the underwater theme, showcasing their creativity and ability to combine multiple techniques in a cohesive and imaginative design.

Autumn Two

Year 9 students are exploring printing and painting based techniques in Textiles this term. They are developing a range of practical skills, including **lino printing, fabric painting, batik, ben day dots and stencil printing.** Their end-of-unit assessment, students will combine the skills they learn in stitching and printing and painting to create a final piece of textile art that reflects the underwater theme, showcasing their creativity and ability to combine multiple techniques in a cohesive and imaginative design.

Spring One

Year 9 students are exploring heat based techniques in Textiles this term. They are developing a range of practical skills, including **heat transfer paints, transfer dyes, mark making and fused fibres.** Their end-of-unit assessment, students will combine the skills they learn in heat and recycling to create a final piece of textile art that reflects the theme of Natural Form, showcasing their creativity and ability to combine multiple techniques in a cohesive and imaginative design.

Spring Two

Year 9 students are exploring recycling based techniques in Textiles this term. They are developing a range of practical skills, including **make do and mend, collage, plastics and boro stitching.** Their end-of-unit assessment, students will combine the skills they learn in heat and recycling to create a final piece of textile art that reflects the theme of Natural Form, showcasing their creativity and ability to combine multiple techniques in a cohesive and imaginative design.

Summer One & Two

Year 9 students will learn to use the sewing machines and learn a range of fabric manipulation skills including **pleating, ruffles and slashing** in Textiles this term**.** We will also look at a range of designers including Alexander McQueen, Issey Miyake and Molly Goddard. Their end-of-unit assessment, students will combine the skills they learn across the whole year to upcycle a garment into something new and current.

Reading List

- **Fashionopolis: The Price of Fast Fashion and the Future of Clothes – Dana Thomas**
  A fascinating look at how clothes are made, the impact of fast fashion, and the future of sustainable design.
- **How to Draw Like a Fashion Designer – Imogen Lloyd Webber**
  Step-by-step guide to sketching garments, experimenting with ideas, and thinking like a designer.
- **African Textiles: Colour and Creativity Across a Continent – John Gillow**
  Vibrant introduction to global textile traditions, pattern, and cultural meaning.
- **Loved Clothes Last – Orsola de Castro**
  Encourages students to value, repair, and reuse clothing — perfect for linking to sustainability and consumerism.
- **Alexander McQueen: Savage Beauty – Andrew Bolton**
  Explores the dramatic and conceptual side of fashion design, showing how textiles express identity and imagination.

Possible enrichment activities

Make & Create

- Upcycle an old T-shirt, bag, or jeans.
- Try visible mending – repair holes with colourful stitching.
- Make something small from fabric scraps (e.g. scrunchie, keyring, or mini cushion).
- Practise hand stitches like running, chain, and blanket stitch.

Design & Research

- Create a mood board using magazines or Pinterest.
- Research a designer or artist (e.g. Vivienne Westwood, Alexander McQueen).

Digital & Creative

- Make a digital inspiration board for a fashion theme.
- Create a mini design brief (e.g. “Festival outfit” or “Eco fashion”).

Reflect & Share

- Keep a small journal of sketches and samples.
- Set up a mini “textile exhibition” at home with your work.

Recommended Reading for Year 9

Wyrdwood by Curtis Jobling

A Murder Is Going Down by Kate Emery

We Three Witches by Rosie Talbot

A sister Like You by Sarah Hagger-Holt

The House of Horrors by Dan Smith

Break To You by Debra Young

Augusta Pine Does Not Exist by Emily Lloyd-Jones

Best Of All Worlds by Kenneth Oppel

Dead straight Line by Malcolm Duffy

Gaslit by Megan Davidhizar

Livia In Rome by Bruna De Luca

Darkest Night, Brightest Star by Barry Jonsberg

The Girl With The Red Boots by Alex Wheatle

Stealing Happy by Brian Conaghan

Augmented by Kenechi Udogu

Wolf Siren by Beth O'Brien

The Hive by Anna February

The Wycherleys by Annaliese Avery

Watch Your Back by Sue Wallman

Wintour's Game by Brian Dungan

Phoenix Brothers by Sita Brahmachari

Normal Women: 900 Years Of Making History by Philippa Gregory

Under The London Sky by Anna Woltz

Cloud Nine by Sue H. Cunningham

The Night House Files by Dan Smith

Lilia MacKay Is Very Misunderstood by Gill Sims