

National curriculum or specification coverage

KS3 Physics: energy transfer, waves, electricity
KS3 Physics: forces, electricity, energy, particle model

From January onwards Y9 begin studying the AQA GCSE Combined Science Curriculum (8464)

6.1 Energy

- 6.1.1 Energy changes in a system, and the ways energy is stored before and after such changes
- 6.1.2 Conservation and dissipation of energy
- 6.1.3 National and global energy resources

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		P9 Waves · Light is a transverse wave · Different materials affect light by transmitting it, scattering it, or blocking it · Light changes speed and bends during refraction, and lenses use this to focus or spread out light rays. · The eye focuses light using a convex lens and forms an inverted image on the retina which the brain interprets. · White light contains all colours, and objects appear coloured based on which wavelengths they reflect or absorb.	9P9 End of Unit Assessment
07/09/26			
14/09/26			
21/09/26			
28/09/26			
05/10/26			
12/10/26			
19/10/26			
26/10/26		HALF TERM	
02/11/26		P10 Static Electricity · Static electricity is caused by electrons transferring between insulating materials when they are rubbed together. · Opposite charges attract and like charges repel, causing non-contact forces between charged objects. · Electric fields are regions around charged objects where they exert a force · Static electricity can be useful or dangerous, and earthing safely removes excess charge to prevent shocks and sparks.	9P10 End of Unit Assessment
09/11/26			
16/11/26			
23/11/26			
30/11/26			
07/12/26			
14/12/26			

Year 9 Long Term Scheme of Learning 2026-2027

Subject: Physics

21/12/26	CHRISTMAS HOLIDAY		
28/12/26			
04/01/27		Laws of Conservation of Energy & Energy Stores - Recall and identify the 8 energy stores - Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed. - Students should be able to describe with examples where there are energy transfers in a closed system, that there is no net change to the total energy. - Students should be able to describe, with examples, how in all system changes energy is dissipated, so that it is stored in less useful ways. This energy is often described as being 'wasted'.	KS3 Assessment
11/01/27	Y9	KS3 Assessment – See KS3 curriculum	
18/01/27	Y9		
25/01/27		P3 (6.1.3) -> Energy Resources The main energy resources available for use on Earth include: fossil fuels (coal, oil and gas), nuclear fuel, bio-fuel, wind, hydro-electricity, geothermal, the tides, the Sun and water waves. A renewable energy resource is one that is being (or can be) replenished as it is used. Students should be able to:	
01/02/27		- describe the main energy sources available - distinguish between energy resources that are renewable and non-renewable - compare ways that different energy resources are used (transport, electricity generation and heating)	
08/02/27		- understand why some energy resources are more reliable than others - describe the environmental impact arising from the use of different energy resources - explain patterns and trends in the use of energy resources. - show that science has the ability to identify environmental issues arising from the use of energy resources but not always the power to deal with the issues because of political, social, ethical or economic considerations.	
15/02/27	HALF TERM		
22/02/27	P3	P3 (6.1.3) – Assessment & Feedback	P3 (6.1.3) – Core Task
01/03/27		P1.1 – P1.5 (6.1.1) – Energy Stores & Transfers	
08/03/27		- Students should be able to describe all the changes involved in the way energy is stored when a system changes	
15/03/27		- use calculations to show on a common scale how the overall energy in a system is redistributed when the system is changed.	
22/03/27		- Calculate kinetic, elastic and gravitational potential energy and manipulate equations.	
29/03/27	SPRING BREAK		
05/04/27			
12/04/27		- Combining and manipulating energy equations.	

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19/04/27	P1	P1 (6.1.1) – Assessment & Feedback	P1 (6.1.1) – Core Task
26/04/27		P1.3 (6.1.1) – Energy, Work, Power	
03/05/27		- Power is defined as the rate at which energy is transferred or the rate at which work is done.	
10/05/27		- Calculate Power and manipulate equations - Give examples that illustrate the definition of power	
17/05/27		P2.1 & P2.5 – Conduction, Convection, Radiation	
24/05/27		- Explain ways of reducing unwanted energy transfers, for example through lubrication and the use of thermal insulation. - The higher the thermal conductivity of a material the higher the rate of energy transfer by conduction across the material. - Describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls.	
31/05/27		HALF TERM	
07/06/27	Y9	P1, P2 & P3 Assessment (excluding SHC)	End of Year Assessment
14/06/27	Y9	- GCSE Questions	
21/06/27		P1.2 (6.1.1.3) – Specific Heat Capacity	
28/06/27		- The amount of energy stored in or released from a system as its temperature changes can be calculated using the equation	
05/07/27		- Required practical activity 14 : an investigate ion to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.	
12/07/27		Respect for Difference Day & Futures Day – Off timetable.	