



FARNEY CLOSE SCHOOL
Curriculum Overview
2021-22

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| Review Due | Spring Term 2 2022 |

Year 7

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Ghosts Monsters and Wizards: Harry Potter and the Philosophers Stone or The BFG Reading Writing, Speech & Language (S&L):</p> <p>Core Text: Harry Potter and The Philosopher's Stone (JK Rowling) Comprehension and character and plot analysis.</p> | <p>Ghosts Monsters and Wizards: Harry Potter and the Philosophers Stone or The BFG Reading Writing, S&L:</p> <p>Creative writing, writing to inform. Vocabulary and literacy skills. S&L, Presentations.</p> | <p>Someone New/Somewhere new Harry's Mad Reading Writing S&L:</p> <p>Core Texts: Harry's Mad (DK Smith) or Danny the Champion of the World (R Dahl) Comprehension skills, character and plot analysis, S&L, Myself.</p> | <p>Complete Harry's Mad Comprehension skills and Literacy skills, Reading Writing S&L:</p> <p>Sentence construction. Literacy skills.</p> <p>Developing organisation for creative writing.</p> | <p>Stories from other cultures. Haroun and the Sea of Stories by Salman Rushdie. Reading Writing S&L:</p> <p>Core text: Poetry- past and present. (Pre 20th and Post Century. Identifying specific features – rhyming couplets, simile, metaphor.</p> | <p>Poetry, past and present– A varied selection from the Oxford Poetry Book series (Books 1-4). Reading Writing S&L:</p> <p>Writing to inform and describe. Comprehension skills.</p> <p>End of year exams</p> |
| Maths | <p>Number Skills and Money: Place value, Money, Calculations, Fractions, Decimals & Percentages</p> | <p>Geometry of Shapes: 2-D shapes, units of measurement Angles. Symmetry Tessellations, 3-D models.</p> | <p>Algebra: GRAPHS AND MAPPINGS: Co-ordinates in first quadrant with geometry. Sequences & functions. Formulae expressions & equations</p> | <p>PROBABILITY & NUMBER: 4 basic operations, Vocabulary of probability, Probability scale, collect and record data</p> | <p>Statistics: Simplified Data cycle.</p> | <p>NUMBER & MEASURE: Units of measure, Area and perimeter of shapes, constructing 3D shapes. Multiplication, Fraction's decimals, and percentages.</p> |
| Science | <p>Biology & Physics: <u>Being a Scientist:</u> Health and safety; planning and practical work.</p> | <p>Biology & Chemistry: <u>Body Systems:</u> Organ Systems; Gas Exchange; Breathing;</p> | <p>Biology & Chemistry: <u>Reproduction:</u> Adolescence; Reproductive systems; Fertilisation;</p> | <p>Chemistry & Physics: <u>Acids & Alkalis:</u> What are Acids and Alkalis; Hazards;</p> | <p>Physics & Chemistry: <u>Sound:</u> Waves; Energy Transfer; Loudness and Pitch; Detecting</p> | <p>Physics & Chemistry: <u>Light:</u> Light; Reflection; Refraction; The Camera; The Eye; Colour.</p> |

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| | <p><u>Cells</u>: Observing plant and animal cells; specialist cells; movement of substances; unicellular organisms.</p> <p><u>Space</u>: The night sky; solar system; the Earth; the Moon.</p> | <p>Skeleton; Joints; Muscles.</p> <p><u>Particles</u>: Particle Model; States of Matter; Melting and Freezing; Diffusion; Gas Pressure.</p> | <p>The Foetus; Life in the Womb; Menstruation; Puberty; Flowers and Pollination; Germination; Seed Dispersal.</p> <p><u>Elements, Atoms and Compounds</u>: - Elements; Periodic table; Atoms; Compounds; Formulae.</p> | <p>Indicators and pH; Neutralisation; Making Salts.</p> <p><u>Forces</u>: Introduction; Squashing and Stretching; Drag and Friction; Gravitational; Balanced and Unbalanced forces.</p> | <p>Sound; Echoes and Ultrasound.</p> <p><u>Revision</u> - End of Year Assessment.</p> | <p><u>Chemical Reactions</u>: Reactions; Word Equations; Burning Fuels; Thermal Decomposition; Conservation of Mass; Exothermic and Endothermic.</p> |
| Art | <p>Elements of Art: An introduction to the Art course to teach the Formal elements of line, shape, form, tone, texture, pattern, and colour. Producing a self-portrait using a range of materials and techniques and supporting studies carried out in Sketchbooks.</p> <p>Critical studies, looking at the portraits of Van Gogh, Picasso, Frieda Kahlo, and Peter Blake</p> <p>Studying the artists` techniques and ideas. Using a range of</p> | <p>Elements of Art: Continuing with the theme of Portraiture and identity to develop ideas inspired by the work of famous artists. Studying Van Gogh`s painting style, the ideas of Frida Kahlo on identity and the ageing of the Face with Rembrandt.</p> <p>Progressing with the theme of painting and colour mixing to create Van Gogh style portraits</p> | <p>What`s in a building? Study a range of architectural movements, past, present, and future, consider environmental impact-observational study of architectural features.</p> <p>Studying the work of Antonio Gaudi and Hundertwasser to compare and contrast different architectural styles and ideas. Using perspective drawing, first-hand observation of the school. 3d shape and form. As well as</p> | <p>What`s in a building? Developing ideas of architecture from previous term. Using construction skills to make 3d models in card and recycled materials. Making clay models inspired by Hundertwasser and Gaudi`s Architecture.</p> <p>Being inspired by architects work to design and make their own 3d models using card and clay construction skills. Environmental issues</p> | <p>Recreating a Landscape: Comparison of different styles and techniques in Landscape painting Working in the local environment for observational studies.</p> <p>Studying the work of Van Gogh, Andre Derain. Making comparisons of the artists styles and influences.</p> <p>Observational studies of the school`s landscape in colour. Using the</p> | <p>Recreating a Landscape: Being inspired by the work of Van Gogh, Cezanne and Japanese printmaking in landscape art. A sense of place and our relationship with nature.</p> <p>Producing painting outside in the school grounds and back in the art room. Creating lino prints of the lakes and woods, using an imaginative response. Working in clay as extension work to make small landscapes in Relief.</p> |

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| | materials to increase student self-confidence. Learning about the proportions and structure of the head. Experimenting with different materials and producing a final self-portrait study. | With expressive mark making. Experimenting with the theme of identity with Frieda Kahlo and producing colour studies of how the face changes with age. Students are able to work in a range of materials such as clay to make 3d heads and to construct personal objects. | experimenting with materials and techniques | through use of space and sustainability in architecture. Display and evaluation of final designs | five senses to record moods and reaction to the landscape | |
| DT | Health and Safety: Spinning tops. Select and use tools, equipment and processes to shape and form materials safely and accurately and finish them appropriately. | Coat hooks/Christmas trees: Take account of the working characteristics and properties of materials. | Design ideas/ manufacturing a small shop with internal details: Use of a wide range of materials and making choices as to the appropriateness to the task. | CAD/CAM Planter: That materials and components can be combined and processed and finished to create more useful properties and particular aesthetic effects. | Snooker tables: Respond to design briefs. Generate design proposals. Consider aesthetics. | Simple electronics: Join and combine materials. Evaluate and test. |
| Food Tech | Health and Safety in the Food Room: Identify hazards in the Food room. Identify personal hygiene. | Measuring and Making: Learning to weigh ingredients and select the correct equipment for basic dishes. | The Eat Well Guide: Recognize the areas of the Eat well Guide and implement it into recipes chosen. | Planning and Organising: Learning how to follow a simple recipe and work to a time plan. | Nutrition: Identify different nutrients, their functions, and sources. | Celebrations: Looking at the role of food in celebrations and making simple party food. |

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| <p>Humanities</p> | <p>Geography Basic Skills: Baseline Assessment What is Geography- introduction of physical, environmental, human geography Continents Oceans Countries Capitals Key features: rivers, mountains, lakes etc Introduce compass points Hemispheres Great Britain/Unit Kingdom/British Isles.</p> | <p>History What is History/Basic Skills The Romans: What is History/History skills The Roman Empire and its spread Roman invasion of Britain Roman Roads Boudicca's rebellion Hadrian's Wall Gods and Goddesses & Roman Baths.</p> | <p>Geography Plan and Map Skills: Interpreting plans and maps Map symbols Using Keys Using a compass Grid references, Longitude, Latitude, distance, scale, topographical maps.</p> | <p>History Normans: Claims to the throne The Battle of Stanford Bridge The Battle of Hastings Why did William win The Feudal system Castles Domesday Book.</p> | <p>Geography Settlements: Settlement types, hierarchy Where and why settlements originated Factors that influence location Patterns of land use – simple models Changes in land use Both rural and urban – including London, Madrid, and Rio de Janeiro Problems and solutions – settlements.</p> | <p>History Medieval England: The Medieval village Christianity in the UK Life in a monastery Pilgrimage Why was the church so important? Thomas Becket.</p> |
| <p>ICT</p> | <p>E-safety & introduction to Digital literacy and computing: Pupils learn about safe use of technology in the classroom. (log in's passwords. How to access the network and saving protocols Pupils learn how to understand the issues related to computer viruses, secure passwords, and digital footprints. It aims to increase student's awareness</p> | <p>Spreadsheets & Modelling: Entering, editing, and formatting data on spreadsheets as well as graphing data at the end of this course students should be able to set up basic spreadsheets and create graphs from data.</p> | <p>Presentations: Plan and create presentations about endangered pupils. Pupils will explore the concept of fitness for purpose when using images, text, colour, and sound to enhance their presentation.</p> | <p>Presentations continued: They will consider how to match and adapt their presentation to a given audience and purpose. Finally, they will evaluate the suitability of their work for different audiences and purposes.</p> | <p>Flowcharts & Pseudocodes: Flowcharts focus on everyday situations, so they learn the concepts using ideas with which they are familiar. They will be introduced to the different shapes and what process they represent. By the end of the unit students should be able to create a flowchart showing</p> | <p>Scratch: This introduces students to programming with code using blocks of scratch. By end of the unit All students will have created a simple design plan for their game (including, the background, sprites, aims of the game, some coding following their plan. Create a clear design plan with some examples of code blocks that they intend to use</p> |

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| | of the issues surrounding computer viruses, poor password security and their ever-increasing digital footprint. | | | | <p>simple use of symbols or comprehensive flowchart. To be able to use the input/output and delay symbols in a flowchart. To be able to convert an algorithm into a flowchart.</p> <p>Pseudocodes Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. To know what a pseudocode is, why it's used & write it to solve a problem. To increase confidence, using if, then, else & while. Some with support others independently.</p> | <p>Include efficient code such as forever loops. Then conditions etc. They will use a limited number of techniques in their code (collision detection, wait commands etc. Some students will create a detailed design plan which shows a clear understand of their game concept. Sketches are annotated well with examples of collision detection, random numbers, good use of wait commands. codes.</p> |
| Music | <p>Class 1 Music Elements 1: Exploration of the Elements of Music through riffs, ostinatos, melody,</p> | <p>Class 2 Music Elements 1: Exploration of the Elements of Music through riffs, ostinatos, melody, and accompaniments</p> | <p>Class 1 Musical Structures: Exploration of how music can be structured and notated within different genres – with main focus on</p> | <p>Class 2 Musical Structures: Exploration of how music can be structured and notated within different genres – with main focus</p> | <p>Class 1 Futures: Students select their choice of music to learn to play together as a band. Also, opportunity to</p> | <p>Class 2 Futures: Students select their choice of music to learn to play together as a band. Also, opportunity to perform their own choice of music on their</p> |

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| | and accompaniments | | Samba | on Samba | perform their own choice of music on their choice of instrument. | choice of instrument. |
| PE | Team Building Games & Introduction to personal fitness: Understanding the early concepts of working together. Early fundamentals of how some parts of the body work during exercise. | Gymnastics, Activities & Modified Team Games: Understanding backward and forward movement of the body. How games are played and the importance of each individual skill and its development. | Personal Fitness, Speed Agility & Quickness: Understanding how certain parts move during exercise. Building blocks of developing a range of specified movements. | Ball Skills, Gymnastics & Team Building Games: Development of hand/eye coordination using a range of different size ball. Revisit some of the aspect of gymnastics from the previous term. | Net Games: Basketball Bronze, Silver and Gold skill assessments, keywords relating to Basketball, personal learning and thinking skills assessments, and exploring and communicating ideas concepts and emotions. Cross-curricular links to Science focusing on Physics and Biology. | Athletic Activities & Striking Games: Bronze, Silver and Gold skill assessments, keywords relating to athletics, personal learning and thinking skills assessments, and exploring and communicating ideas concepts and emotions. Cross-curricular links to Science focusing on Physics and Biology. |
| PSHE | REPECT- Getting on together, Introducing Citizenship: Skills: Enquiry, Citizenship, Skills, Empathy, Speaking and Listening. Assessment: Baseline test, Classroom based activities, Teacher assessment, S&L Skills. | Emotional Wellbeing– including Bullying, Discrimination, Stress, Image, Confidence: Skills: Recall and knowledge, empathy, personal wellbeing, citizenship skills | Learning to Learn, how we learn, How the brain works, Learning preferences: Skills: Identify Personal Learning Preference Knowledge, Empathy and enquiry skills, S&L Skills. Assessment: Individual learning | Physical Health: Skills: Knowledge of basic first aid. Knowledge and recall of healthy eating, benefits of exercise, Empathy and S&L skills. Assessment: Teacher assessment Speaking and Listening skills. Class based | Growing Up -Body Changes: Skills: Knowledge of physical and emotional changes in adolescence, Empathy, S&L Skills & Body confidence. Assessment: Teacher assessment Speaking and | Growing Up: Skills: Importance of personal hygiene during puberty, introduction of physical attraction and appropriate relationships, Empathy, and enquiry skills. Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test. |

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| | | <p>S&L Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills</p> <p>Written activities, End of topic tests.</p> | <p>preferences identified. Pupils own learning strategies agreement.</p> <p>Learning to learn assessment.</p> | <p>worksheet End of topic tests.</p> | <p>Listening Skills. Written activities. End of topic test.</p> | |
| RE | <p>Looking for God: Key Areas of Study: QCA Unit 7A: Where do we look for God?</p> <p>Skills: Self enquiry.</p> | <p>Mother Teresa: Key Areas of Study: QCA Unit 7B: What does justice mean to Christians?</p> <p>Skills: Recall and knowledge of Historical/Religious accounts.</p> | <p>Justice & The Teachings of Jesus and St Paul: Key Areas of Study: QCA Unit 7B: What does justice mean to Christians?</p> <p>Skills: Historical and Biblical interpretation - Knowledge, Empathy, and enquiry skills.</p> | <p>Martin Luther King: Key Areas of Study: QCA Unit 7B: What does justice mean to Christians?</p> <p>Skills: Impacts of the practice of religion - Knowledge, Empathy, and enquiry skills.</p> | <p>Muhammed Seal of the Prophets: Key Areas of Study: QCA Unit 7C: Religious figure.</p> <p>Skills: Philosophical enquiry.</p> | <p>Gotama Buddha Founder of Buddhism: Key Areas of Study: QCA Unit 7D: Who was Gotama Buddha?</p> <p>Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.</p> |

Year 8

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Surrealism-The Daydreamer. Reading Writing S&L:</p> <p>Use a variety of dramatic techniques to explore ideas. Appreciate how the structure and organisation of plays contribute to dramatic effect. Organised, imaginative, and clear writing.</p> | <p>Surrealism-The Daydreamer. Reading Writing S&L:</p> <p>Comprehension skills- locating and retrieving information from a text. Writing to inform.</p> | <p>Modern Literature- Great Uncle Stilton. Reading Writing and S&L:</p> <p>Written and verbal responses to texts. Comprehension questions based on texts. Empathising with fictional characters. Identifying good and evil characters – written work reviewing/analysing.</p> | <p>Media- Newspapers & Reports. Reading Writing S&L:</p> <p>How ideas, values and emotions are explored and portrayed - reading for meaning. Re-telling a story – understanding why the text has been influential and significant.</p> <p>Visualisation of text. To consider how meanings are changed when ideas or stories, are adapted to different media.</p> | <p>Stories from other cultures- Holes by Louis Sachar. Reading Writing S&L:</p> <p>Comprehension skills. Introduce inference and deductive skills Writing to advise.</p> | <p>Poetry: Expressing opinions. Taken from Oxford English Programme Books 1&2 and other sources. Reading Writing S&L:</p> <p>Listening skills. Group working. Written and verbal responses to texts. Comprehension questions based on texts. Empathising with fictional characters. Identifying good and evil characters – written work reviewing/analysing.</p> <p>End of year exams.</p> |
| Maths | <p>Number Skills and Money:</p> <p>Integers, powers and roots, multiples, factors, primes. Fractions,</p> | <p>Geometry of Shapes:</p> <p>2D Shapes, Angles, symmetry, Tessellations, Transformations,</p> | <p>Algebra: GRAPHS AND MAPPINGS:</p> <p>Sequences and functions. Plot graphs of linear functions. Equations,</p> | <p>Probability:</p> <p>Experimental probability, notation, event not occurring, mutually exclusive</p> | <p>Statistics:</p> <p>The Data cycle</p> | <p>UNITS OF MEASURE & NUMBER:</p> <p>Units of measurement length, area, volume, capacity, mass, time, and angle.</p> |

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| | decimals, and percentages. Calculations: problem solving and money calculations. | 3D shapes, Constructions. | expressions, and formulae. | outcomes, estimates, experimental vs Theoretical | | Calculations: Consolidate and extend working with decimals. estimations. |
| Science | <p>Chemistry & Physics:</p> <p><u>Being a Scientist:</u> Health and safety; planning and practical work.</p> <p><u>Separating techniques:</u> Mixtures; Solutions; Solubility; Filtration; Evaporation; Distillation; Chromatography.</p> <p><u>Electricity & Magnetism:</u> Charging up; Circuits & Currents; Potential Difference; Series and Parallel; Resistance; Magnets & Magnetic Fields; Electromagnets; Using Electromagnets.</p> | <p>Chemistry & Biology:</p> <p><u>The Periodic Table:</u> Metals & Non-metals; Groups & Periods; Elements in Group 1; Elements in Group 7; Elements of group 0.</p> <p><u>Ecosystems:</u> Photosynthesis; Leaves; Plant Minerals; Chemosynthesis; Aerobic respiration; Anaerobic respiration; Food Chains & Webs; Disruption of Food Chains; Ecosystems.</p> | <p>Chemistry & Biology:</p> <p><u>Metals and Acids:</u> Acids & Metals; Metals and Oxygen; Metals & Water; Displacement Reactions; Extracting Metals; Ceramics; Polymers; Composites.</p> <p><u>Health & Lifestyle:</u> Nutrients; Food Tests; Unhealthy Diet; Digestive Systems; Bacteria & Enzymes; Drugs; Alcohol; Smoking.</p> | <p>Physics:</p> <p><u>Motion & Pressure:</u> Speed; Motion Graphs; Gas Pressure; Liquid Pressure; Solid Pressure; Weight and pressure; Moments.</p> <p>Checkpoint</p> | <p>Biology & Physics:</p> <p><u>Adaptation & Inheritance:</u> Competition & Adaptation; Adapting to Change; Variation; Continuous & Discontinuous; Inheritance; Natural Selection; Extinction.</p> <p><u>The Earth:</u> Earth & Earth's Atmosphere; Sedimentary Rocks; Igneous Rocks; Metamorphic Rocks; The Rock Cycle; The Carbon Cycle; Recycling.</p> | <p>Physics & Biology:</p> <p><u>Energy:</u> Foods & Fuels; Energy Adds Up; Temperature; Particles; Conduction; Convection; Radiation; Energy Resources; Energy & Power; Work Energy & Machines.</p> <p>Revision - End of Year Test</p> <p>Relationships; Puberty; Optimal Nutrition; Eating Disorders; Drugs; Smoking.</p> |

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| <p>Art</p> | <p>Objects and Viewpoints: Explore and experiment with a range of familiar objects, observed and recorded directly from still-life. Research Cubist ideas of multi point perspective to represent shape, form, and space.</p> <p>Studying the work of Picasso and Juan Gris, comparing their different styles in Cubism. Producing observational drawings of musical instruments in a range of recycled materials. Working in collage and annotating findings.</p> | <p>Objects and Viewpoints: Explore the theme of cubism, experimenting with multi point perspective and constructing cubist guitars.</p> <p>Studying the work of George Braque and Picasso to design and make large cubist guitars in card and recycled materials inspired by the 1920s cubist movement.</p> <p>Researching, analysing, and comparing skills.</p> | <p>Animating art: Explore impact and composition of the moving image. Analysis of paintings, film, cartoons, digital and other images from contemporary visual culture e.g., CGI.</p> <p>Studying the work of Tim Burton, Wallace and Gromit Nick park, anime, Picsar and Disney animation.</p> <p>Making flick books, moving figures, zoetropes plasticine animation with cameras and films cameras.</p> | <p>Animating art: Storyboards to explore an animation design and create a completed short animation sequence.</p> <p>Using the work of surrealism, modern animation, pop art, fauvism, or futurism</p> <p>Students to design and create their own short, animated film with sound using.</p> | <p>Shared view: Ideas of Aboriginal Australian art and culture. Identity shared beliefs of ecology, spiritualism, mystery, and sacred art that are site specific.</p> <p>Research of the Aboriginal dot paintings, maps, and sculptures.</p> <p>Creating drawings, prints and paintings inspired by the aboriginal artist`s culture. Sketchbook work and ideas in clay Creating African masks from recycled materials.</p> | <p>Shared view: Continuing ideas influenced by Aboriginal artists and culture. Including rock painting, musical instruments, and straw sculptures.</p> <p>Students constructing a temporary 3d sculpture, relief work and clay to communicate meaning in a design incorporating symbolism. Extension work to make musical instruments out of recycled materials</p> <p>Researching African art to produce a power point.</p> |
| <p>DT</p> | <p>Health and safety Sunglasses: Select and use tools, equipment and processes to shape and form materials safely and accurately and finish them appropriately. Recognise and use structures and how to</p> | <p>Animal construction: Forces of compression, tension, torsion, and shear produce different effects.</p> | <p>Flight (Hovercraft)/planes: Select and use tools, equipment and processes to shape and form materials safely and accurately and finish them appropriately.</p> | <p>Flight (Rockets): Take account of the working characteristics and properties of materials.</p> | <p>Marble run: Select and use tools, equipment, and processes.</p> | <p>Money boxes: Join and combine materials. Evaluate and test.</p> |

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| | support and reinforce them. | | | | | |
| Food Tech | Functions of ingredients Seasonality: To research the Functions of Ingredients To discuss seasonality. | Food Science: To discuss Gelatinisation. To examine raising agents. | International Cuisine: To research, plan, prepare and evaluate a range of dishes from around the world. | Religious Diets: To identify how religion may affect diet and to research, plan, prepare and evaluate a dish suitable for a chosen religion. | Food Labelling: To analyse what is required by law when labelling foods. | Packaging: To compare food packaging. To create an example of Food packaging. |
| Geography | Weather and Climate: Define climate. Define weather. Introduce weather terminology and keywords. Explore weather patterns in the UK – Summer, Winter, Explore rainfall patterns in UK – link to topology of UK. | Weather and Climate: Frontal, Relief and Convectional rainfall. Water cycle. Predicting weather using clouds – types of clouds. Wind direction and force. Global climate regions. How human and physical process impact on climate. Microclimates. | Economic Activities Primary Industries: Define and identify types of economic activity. Farming: Types of farming in UK – links to topology and weather conditions. How UK countryside is changing. | Economic Activities Primary Industries: How farming differs around world – focus on Kerala India. Alternative farming methods. Challenges of meeting needs a growing world population. | Economic Activities – Secondary: Best sites for manufacturing Needs of the car industry Team project relocation of primary, secondary, tertiary, and quaternary sectors – presentation to the board. | Economic Activities – Tertiary and Quaternary: What is the tourist industry? Where do tourists travel and why? Investigate high tech industries. Factors that govern the location of high-tech industry Summative economic activity enquiry. |
| History | Henry and reformation: Who was Henry? Henry and Religion Catholics V Protestants Henry and the break with Rome Martin Luther The Reformation. | The Tudor Dynasty: Tudor timeline: - Henry VII Edward VI Mary Tudor Elizabeth I The Armada | The Stuarts: Who were the Stuarts? James I and II Charles I and II Cromwell and the Civil War The Great Fire of London Witchcraft and King. | Rats and Rebellions: Gun Powder Plot Peasant's revolt The Plague Jacobite Risings Boston Tea Party French Revolution. | The Slave Trade: Britain and the slave trade Life of a slave The Middle Passage The life of a Slave William Wilberforce/Abraham Lincoln | The British Empire: Introduction to the British Empire Industrial Revolution Key Inventions The Victorians. |

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| | | | | | Abolition Emancipation. | |
| ICT | <p>E-Safety: Online safety & grooming, & cyberbullying. (spiralized learning opportunity) Recap on password security, computer viruses). During this unit students will understand the effects that cyberbullying can have on someone. To have the knowledge of what to do in the event of cyberbullying. Be responsible for my own behaviour online by thinking about what impact it could have. The students should understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy.</p> | <p>Spreadsheets: Spiralized review of previous knowledge from year 7. During this unit, pupils will spiralize their learning. Focusing on previous learning writing basic formula and creating charts. They will then learn to sort data in tables, to write absolute cell references to use tools such as conditional formatting.</p> | <p>Desk top publishing: Logos- Students are going to design a booklet about a literary topic or free choice. This unit will focus on acquiring the skills and the knowledge necessary for the creation of bespoke logos. The unit places a considerable emphasis on evaluation and fitness for purpose.</p> | <p>Desk top publishing (continued): Creating booklets- The 2nd part of the unit focuses on the correct selection of a layout for the booklet. The planning of the booklet and its ultimate creation. It also requires an end user evaluation of the finished product.</p> | <p>Hardware and Software: Understand the hardware and software components that make up computer systems and how they communicate with one another and other systems. Understand how instructions are stored and executed within a computer.</p> | <p>Binary numbers: Understand how numbers can be represented in binary and be able to carry out simple operations on binary numbers (binary addition and conversation between binary and decimal) This unit introduces binary numbers. Students will learn How the binary number system works and become confident at converting between denary and binary and then from binary back to denary. Students will also learn to accurately perform binary addition.</p> |
| Music | <p>Digital Music: Exploring digital music making and editing using the software programs Mixcraft and Audacity.</p> | <p>Song / Rap Writing: Composing and creating songs/raps individually and as a class (including</p> | <p>BBC Ten Pieces: Using Western Art music to inspire creative music making.</p> | <p>Recycled Rhythms: Exploring world rhythms through junk instruments.</p> | <p>Musical Futures: Students select their choice of music to learn to play together as a band and perform own choice of music</p> | <p>Film and Stage Music: Listening and composing music for film tracks.</p> |

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| | | seasonal song option). | | | on their choice of instrument. | |
| PE | <p>Team Building Games & Introduction to personal fitness: Building on the earlier foundations of understanding the early concepts of working together. Early fundamentals of how some parts of the body work during exercise.</p> | <p>Gymnastics Activities & Modified Team Games: The relevance of rules and their impact on everyone playing the game. What to look for when trying to develop skills and tactics.</p> | <p>Personal Fitness, Speed Agility Quickness & Gymnastics: Understanding how certain parts move during exercise. Building blocks of developing a range of specified movements</p> | <p>Team Building Games. & Ball Skills: Development of hand/eye coordination using a range of different size ball. Revisit some of the aspects of gymnastics from the previous term.</p> | <p>Net Games: Basketball Bronze, Silver and Gold skill assessments, keywords relating to Basketball, personal learning and thinking skills assessments, and exploring and communicating ideas concepts and emotions. Cross-curricular links to Science focusing on Physics and Biology.</p> | <p>Athletic Activities & Striking Games: Bronze, Silver and Gold skill assessments, keywords relating to athletics, personal learning and thinking skills assessments, and exploring and communicating ideas concepts and emotions. Cross-curricular links to Science focusing on Physics and Biology.</p> |
| PSHE | <p>REPECT-Drug Education, Legal Drugs, and Illegal Drugs: Skills: Knowledge, Empathy, S&L skills, and enquiry skills. Assessment: Teacher Assessment S&L Skills, Drug's knowledge Test 1. Consequences story.</p> | <p>Drug Education – Illegal Drugs: Skills: Knowledge, Empathy, S&L skills, and enquiry skills. Assessment: Teacher Assessment Speaking and Listening Skills. Illegal Drugs Assessments. Drugs Project.</p> | <p>Careers: Skills: Application of knowledge, independent inquiry. S&L skills. Assessment: Teacher Assessment Speaking and Listening Skills. Written activities. End of topic test.</p> | <p>Puberty: Skills: Knowledge of physical and emotional changes, consent, contraception, parental responsibilities S&L skills, empathy personal safety. Assessment: Teacher assessed</p> | <p>Relationships: Skills: Knowledge of a variety of relationships, healthy and unhealthy – family-romantic-sexual. S&L skills Empathy. Assessment: Teacher assess S&L skills. Online assessment.</p> | <p>Business: Skills: Knowledge of business types and purpose. Consumer Rights. Influence analysis of media and advertising. Recognition of scams and cons. Assessment: Teacher assess S&L skills. Online assessment.</p> |

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| | | | | S&L contributions Written activities. End of topic assessment. | | |
| RE | <p>Christian Love & The Messiah: Key Areas of Study: QCA Unit 8A: What does Jesus' incarnation mean for Christians today?</p> <p>Skills: Understanding Knowledge, Empathy, and enquiry skills.</p> | <p>The Church & Resurrection: Key Areas of Study: QCA Unit 8B: What does the Resurrection of Jesus mean for Christians today?</p> <p>Skills: Historical and scriptural interpretation - Knowledge, Empathy, and enquiry skills.</p> | <p>Islamic Beliefs: Key Areas of Study: QCA Unit 8C: Beliefs and practice.</p> <p>Skills: Independent Research, Historical interpretation, Impact analysis with link with religious beliefs.</p> | <p>The Mosque: Key Areas of Study: QCA Unit 8E: A visit to a place of worship.</p> <p>Skills: Introduction to philosophical skills.</p> | <p>Jewish festivals & The Synagogue: Key Areas of Study: QCA Unit 8E: A visit to a place of worship.</p> <p>Skills: Philosophical enquiry.</p> | <p>The Mandir & The Vihara: Key Areas of Study: QCA Unit 8E: A visit to a place of worship.</p> <p>Skills: Introduction to philosophical skills.</p> |

Year 9

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Core Text: Oliver Twist-Pre 1900's literature (Charles Dickens) Reading Writing, S&L:</p> <p>Basic understanding of the Victorian Era. Develop emotive language. Drama.</p> <p>Developing understanding of themes, events, and characters. Ability to respond verbally and in graded comprehension.</p> <p>Awareness of 'invented' language.</p> | <p>Core Text: Oliver Twist, literature (Charles Dickens) Reading Writing, S&L:</p> <p>Written and verbal responses to texts.</p> <p>Comprehension questions based on texts.</p> <p>Empathising with fictional characters. Identifying good and evil characters – written work reviewing/ analysing.</p> | <p>Core Text: The Tempest or Macbeth (Shakespeare Play) Reading Writing, S&L:</p> <p>Shakespearean studies - plot, character, and theme analysis. Shakespeare's language.</p> <p>Contextualising Shakespeare.</p> <p>Note making/ discussion.</p> <p>Empathising with the dilemma facing Macbeth or e.g., Prospero.</p> | <p>Macbeth or The Tempest. Reading Writing S&L:</p> <p>Using imagination – projecting</p> <p>Listening and responding to ideas.</p> <p>Identifying key features, themes, and characters, learning to select sentences, phrases, and ideas.</p> <p>Understanding the play, its implications and relevance and being able to understand Shakespeare's language and the use of linguistic devices.</p> | <p>Core texts: Dracula (B. Stoker) or Room 13 (R. Swindells). Reading Writing S&L:</p> <p>Horror genre. Writing to describe, inform and advise. Sentence level and SPAG.</p> <p>Discussion and close comprehension work linked to the text. Differentiated worksheets. Express opinions about major events in the story. Read independently establishing meaning.</p> | <p>Dracula (B. Stoker). Reading Writing S&L:</p> <p>Responding to fiction and using the text as support for answering. Understanding subject matter and the nature of the writer's craft. Hot seating and role play. Sharing imagined scenarios. Contextualising story and imagining the dramatic situation</p> <p>Exam revision.</p> <p>End of year exams</p> |
| Maths | <p>NUMBER: Fractions, decimals, percentages, ratio, and proportion.</p> | <p>Transformation Geometry: Transformations, Pythagoras, Constructions.</p> | <p>ALGEBRA: GRAPHS AND MAPPINGS: Solving linear equations. Sequences, functions, and graphs.</p> | <p>PROBABILITY: Notation, prob of event not, mutually exclusive outcomes, successive outcomes.</p> | <p>Statistics: Surveys, experiments, Representing data Compare Distribution, Compare averages.</p> | <p>UNITS OF MEASURE AND NUMBER: Area of shapes, Volume of shapes, Pythagoras.</p> |

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| <p>Science</p> | <p>Biology & Physics: Health and safety in the Science lab.</p> <p><u>Biology:</u> 9A - Inheritance; Different Species; Fertilisation; Inheritance; Selective Breeding; Cloning.</p> <p>9B – Fit and Healthy: How fit are you; Respiration; Lungs and Smoking; Nutrition; Muscles; Drugs including caffeine.</p> <p>Health: Reproductive System; Relationships; Contraception; STIs (<i>Sexually Transmitted Diseases</i>); Safe Sex; Teenage Pregnancy; Alcohol.</p> | <p>Chemistry & Physics: <u>Chemistry:</u> 9E - Metals: Metals and Acids; Metal Oxides; Metal carbonates. Practical work incorporated.</p> <p>C2 - The Periodic table: History of periodic table; Electronic structure; Groups 1 and 7 in the periodic table; explaining trends.</p> <p>9F - Reactivity: Reactivity of the elements; Displacement reactions</p> <p>Revision – Looking at Exam Questions</p> | <p>Physics & Chemistry: <u>Pre-GCSE Content</u></p> <p><u>Physics:</u> 9I Energy and Electricity: Energy Transformations; Electricity transformations; Power; Fruit Batteries; Generating electricity; Sankey Diagrams.</p> <p>9J - Space: Definitions and key words; Mass and weight; Geocentric model; Satellites.</p> | <p>Biology & Health: <u>Biology:</u> 9C – Plants and Photosynthesis: Plants; Data; Photosynthesis; The role of the leaf; Uses of Glucose; Roots.</p> <p>9D – Plants for Food; Where does food come from; Fertilisers and plant growth; Herbicides and Pesticides; DDT; Perfect environments.</p> <p>Revision – Looking at Exam Questions</p> | <p>Biology & Physics: <u>Pre-GCSE Content</u></p> <p><u>Biology:</u> 9G Environmental Chemistry: Soil Types; Acid Rain; Global Warming (Climate change); The Ozone.</p> <p>9H – Using Chemistry: Making new Materials; Endothermic reactions; Exothermic reactions; Reactivity; Displacement; Conservation of Mass.</p> <p>Physics: P3 Energy resources: energy demands; energy from wind and water; power from sun and the Earth; energy and the environment; Big energy ideas.</p> | <p>Chemistry & Physics: <u>Pre-GCSE Content</u></p> <p><u>Physics:</u></p> <p>9K - Speed: Racing; Measuring Speed; Changing Speed; Forces; Streamlining.</p> <p>Physics: 9I – Pressure and Moments; Under Pressure; Hydraulics; pressure in Gases; Levers.</p> <p>Revision - End of Year Test</p> <p>Examination techniques and methods of revision using past papers and mark schemes</p> |
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| | | | | | Revision – Looking at Exam Questions | |
| Art | <p>Life Events: Self-exploration of ideas and events in life for image making A range of visual information e.g., photojournalism.</p> <p>Development of a "life Events" Box that explores a particular event, using appropriate mix of media, work carried out in sketchbooks and creating a 3d personal box with artwork. In reference to Peter Blake`s work and Marcel Duchamp.</p> | <p>Conflict in art: Study of the first world war artists and the vorticist movement. Comparison of the shelter drawings of henry Moore during the blitz.</p> <p>Studying the work of the WW 1 artists such as Percy Wyndham Lewis and German expressionism. Producing sketchbook ideas of battlefield art. Printmaking, 3d work and painting. Studying the work of Henry Moore`s shelter studies.</p> | <p>Changing your style: Investigating the influence of art from different cultures and traditions on fashion and design.</p> <p>Research the ideas of fashion to create an image of themselves as part of a different tribe</p> <p>Design ideas, artist research, experimenting with fabrics and found materials.</p> | <p>Changing your style: Investigating fashion designers such as Art Nouveau and Art Deco as well as African fabric design.</p> <p>Synthesise ideas from term Spring 1 to design and make fashion garments and body adornment using traditional block printing techniques onto fabric. Students to wear outfits.</p> | <p>Personal places/ Public spaces: Explore experiences of public art. Explore different ways that ideas, beliefs, and values are represented from different cultures in public art.</p> <p>Researching the work of public art such as sculpture, lighting effects and sustainable art. designing sculptural ideas and creating maquettes.</p> | <p>Personal places/Public Spaces: Developing from the ideas stage to create site specific work that could be placed in the school grounds.</p> <p>Studying the work of Andy Goldsworthy to make art in the school grounds with only natural materials to create work that is uplifting and of aesthetic.</p> |
| DT | <p>Health and safety Jewellery boxes: Select and use tools, equipment and processes to shape and form materials safely and accurately and</p> | <p>Modelling/Moquette's: That materials and components can be combined and processed and finished to create more useful</p> | <p>Bird boxes/Planning: Focused practical task that develops a range of techniques, skills, processes, and knowledge.</p> | <p>Vacuum forming: Select and use tools, equipment and processes to shape and form materials safely and accurately and finish them appropriately.</p> | <p>A child's toy: Focused practical task that develops a range of techniques, skills, processes, and knowledge.</p> | <p>Bedroom light: Take account of the working characteristics and properties of materials.</p> |

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| | finish them appropriately. | properties and particular aesthetic effects | | | | |
| Food Tech | <p>Cross Contamination: Critical temperatures, Food poisoning: To classify the causes of cross contamination. To state the critical temperatures when cooking and storing food. To research and identify the main types of food poisoning, their sources, and symptoms.</p> | <p>Practical Kitchen and personal Hygiene: To prepare range of dishes in a safe and hygienic manner.</p> | <p>Savoury New Product Development: To adapt, design, plan, make, package and evaluate a dish.</p> | <p>Sweet New Product Development: To adapt, design, plan, make, package and evaluate a dish.</p> | <p>Healthy eating: To discuss the importance of a balanced diet both in relation to themselves and others.</p> | <p>Afternoon Tea: To research, plan, prepare and serve an Afternoon Tea to customers as part of a team using Hospitality facilities.</p> |
| Geography | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit: LO1 Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events. AC1.1 – Outline some features of one tectonic event. AC1.2 Identify and name areas of the</p> | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit: LO2 Know how tectonic events may impact on people's health and well-being and the infrastructure and economy of the area affected. AC2.1 Give some effects of a tectonic event on people's health and well-being.</p> | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit: LO3 Know how people organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards. AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit: LO1 Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered. AC1.1 Identify one threatened ecosystem in the UK and one on a global scale. AC1.2 Outline a range of features of both threatened ecosystems.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit: LO2 Know how people endanger the continued existence of threatened ecosystems at a national and global scale. AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit: LO3 Know how threatened ecosystems can be protected at both national and global scales. AC3.1 Outline how people can protect threatened ecosystems. AC3.2 Outline how</p> |

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| | world vulnerable to tectonic events. | <p>AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area.</p> <p>AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event.</p> | <p>AC3.2 Outline a range of aid that can be given by the British Government.</p> <p>AC3.3 Outline the work of a British Charity of NGO that provides aid to people in affected areas.</p> <p>AC3.4 Give ways in which the risks associated with tectonic evens may be reduced</p> | AC1.3 Give reasons why both ecosystems are endangered. | AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people. | governments and or global organisations can protect a threatened ecosystem. |
| History | <p>WJEC British Society in the Past Humanities Pathway Unit:</p> <p>LO1 Know features and characteristics of a particular British society in the past.</p> <p>AC1.1 Outline features and characteristics of a particular British society in the past.</p> | <p>WJEC British Society in the Past Humanities Pathway Unit:</p> <p>LO2 Know similarities and difference between aspects of a particular British society in the past and their own life.</p> <p>AC2.2 Outline how people's lives in a particular British society in the past</p> | <p>WJEC British Society in the Past Humanities Pathway Unit:</p> <p>LO3 Be able to use historical sources to find out about a particular British society in the past.</p> <p>AC3.1 Categorise different types of historic sources from a particular British society in the past.</p> | <p>WJEC Historical change over time Humanities Pathway Unit:</p> <p>LO1 Know about major changes which happened in a particular theme or society – Health and medicine or Crime and Punishment.</p> <p>AC1.1 Outline the features of a theme or society at the beginning of the period studied.</p> | <p>WJEC Historical change over time Humanities Pathway Unit:</p> <p>LO2 Know reasons for major changes in a particular theme or society.</p> <p>AC2.1 Give reasons why major changes occurred in a theme or society.</p> | <p>WJEC Historical change over time Humanities Pathway Unit:</p> <p>LO3 Know how major changes in a particular theme or society affected people's lives.</p> <p>AC3.1 Outline how changes in a theme or society affected people's lives.</p> |

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| | <p>AC1.2 Outline the importance of certain people in a particular British society in the past.</p> <p>LO2 Know similarities and difference between aspects of a particular British society in the past and their own life.</p> <p>AC2.1 Identify similarities between a particular British society in the past and their own time.</p> | were different from life today. | AC3.2 Use historical sources to make observations about a particular British society in the past. | AC1.2 Outline the major changes that happened in a theme or society during the period studied. | | |
| ICT | <p>E-Safety: Spiralized learning from year 7 & 8. Password protection, computer viruses, online grooming, and cyberbullying. The selfie generation & sexting. Students should understand a range of ways to use technology safely, respectfully</p> | <p>Spreadsheets: Opportunity for spiralized learning (from previous years 7 & 8). Students are given 2 scenarios.</p> <p>A school fete. They will need to interrogate the model to answer questions to seek various solutions.</p> | <p>Cryptography: Historical background to encryption. Crack codes. Introduce the importance of more modern cryptography. Enigma and WW2 & Alan Turing. During this unit students will learn about the use and purpose of cryptography and encryption. Learning about the purpose and</p> | <p>Cryptography: Modern encryption methods Barcodes, check digits QR codes etc SSR, E-commerce SSL. 2nd half of the unit. Bringing the importance of Encryption into the modern world of online shopping. How we shop today. Understanding the importance of making sure that Website have security and</p> | <p>Data use and misuse: Opportunity to view IT systems in the real world through external trips with a large local supermarket (staff numbers permitting) In the unit pupils investigate the large-scale use of data by commercial organisations. The</p> | <p>Data use and misuse: Opportunity to view IT systems in the real world through external trips with a large local supermarket (staff numbers permitting) The unit introduces pupils to the ways in which organisations collect data, (Data protection Act) and the different ways</p> |

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| | responsibly and securely, including protecting their online identity and privacy. | A scenario of a breakfast menu for a girl called Alex. They are asked to construct a model to ascertain whether her breakfast meets a set of nutritional requirements. They are then asked to use this model to check a different breakfast. Students are expected to make and test a prediction by using their model Presentation of information using different formats is required. More able students will investigate the use of if. then formula. | use of cryptography in everyday society and understand how the use of computers has enabled ever more secure and sophisticated methods of cryptography to be developed. | recognising it. | unit is based around the use of IT in the retail industry and pupils find out about electronic stock control systems, including the use of bar codes and electronic point of sale (Epos) systems and loyalty cards. The social implications of loyalty cards and EPOS cards are emphasized. The unit introduces pupils to the ways in which organisations collect data, (Data protection Act) and the different ways data can be protected from misuse or damage. | data can be protected from misuse or damage. |
| Music | Jazz and Blues: Exploration of the roots of jazz and blues, composing/improvising using the blues scale and the 12 bar blues | Serialism and Minimalism: Exploration of how Western Art Music was developed in 20th century through Serialism (Arnold Schoenberg) and minimalism (Philip Glass and Steve Reich) | BBC Ten Pieces: Using Western Art music to inspire creative music making (not studied in Y8 due to Covid-19) | Music from Around the world: Exploration of the music of India, Japan, British Isles, Caribbean, and America, with a focus on tonalities, scales, and other musical devices | Musical Futures: Students select their choice of music to learn to play together as a band. Also, opportunity to perform their own choice of music on their choice of instrument. | Musical Futures: Students select their choice of music to learn to play together as a band. Also, opportunity to perform their own choice of music on their choice of instrument. |

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| <p>PE</p> | <p>Team Building Games & Introduction to personal fitness: With the foundations laid in the earlier part of KS3 the students are extended by the range of team building challenges. In personal fitness the introduction of pair work is introduced.</p> | <p>Gymnastics Activities & Modified Team Games: In gymnastics a greater emphasis is on sequencing. However, there may be some students still who are unable to move on to this. Therefore, some elements will need to be revisited.</p> | <p>Personal Fitness & Speed Agility Quickness: Understanding how repetition of specific drills can promote muscle memory and therefore some tasks become automatic. This is commonplace in SAQ drills.</p> | <p>Team Building, Games Modified & Team Games: Greater time is spent on aspects of tactical awareness in team games. However, with many ASD students this aspect can be tricky. Patience is required.</p> | <p>Net Games: Basketball Bronze, Silver and Gold skill assessments, keywords relating to Basketball, personal learning and thinking skills assessments, and exploring and communicating ideas concepts and emotions. Cross-curricular links to Science focusing on Physics and Biology.</p> | <p>Athletic Activities & Striking Games: Bronze, Silver and Gold skill assessments, keywords relating to athletics, personal learning and thinking skills assessments, and exploring and communicating ideas concepts and emotions. Cross-curricular links to Science focusing on Physics and Biology.</p> |
| <p>PSHE</p> | <p>REPECT- Personal Finances – budgeting, tax, debt, loans, and skimming: Skills: Knowledge, Life Skills, and Inquiry. Questioning, Speaking, listening, debating. Assessment: Teacher Assessment S&L Skills. 3 x topic assessments.</p> | <p>Global Issues: Skills: Application of knowledge, Inquiry, empathy, and evaluation. Assessment: Teacher Assessment S&L Skills. Online Assessment. Presentation.</p> | <p>Sex Education and Hygiene Consent and the law: Skills: Application of knowledge, Life Skills, Sexual Health, Wellbeing empathy and evaluation. Assessment: Teacher Assessment S&L. Online assessment. Written task.</p> | <p>Contraception and STI: Skills: Knowledge, Life Skills, Sexual Health, Wellbeing, Empathy debating and S&L skills. Assessment: Teacher Assessment S&L. Online assessment.</p> | <p>Enterprise: Skills: Research, Interpretation of information, decision making, teamwork. Assessment: Assessment. Enterprise endeavour.</p> | <p>Rights and Responsibilities at Work Health and Safety at Work: Skills: Knowledge, Interpretation of information and Life Skills. Assessment: Rights and Responsibilities Test.</p> |

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| <p>RE</p> | <p>Science vs. religion: Key Areas of Study: QCA Unit 9B: Where did the universe come from?</p> <p>Skills: Historical evaluation. Empathy and Inquiry. Questioning.</p> | <p>Jerusalem: Key Areas of Study: QCA Unit 9D: Why are some places special to religious believers?</p> <p>Skills: Application of knowledge and data. Analysis, empathy, and evaluation.</p> | <p>Religious diversity: Key Areas of Study: QCA Unit 9D: Why are some places special to religious believers?</p> <p>Skills: Application of knowledge & data. Empathy and evaluation.</p> | <p>Suffering: Key Areas of Study: QCA Unit 9C: Why do we suffer?</p> <p>Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.</p> | <p>Rites of passage- Birth ceremonies & Coming of age: Key Areas of Study: QCA Unit 9A: Where are we going?</p> <p>Skills: Interpretation of information and ethical decision making.</p> | <p>Rites of passage- Dealing with Death: Key Areas of Study: QCA Unit 9A: Where are we going? Rites of passage.</p> <p>Skills: Interpretation of information and ethical decision making.</p> |
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Year 10

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Romeo and Juliet Shakespeare Play Pre 1914: Background to Shakespeare. Historical context. Plot. Themes. Writer's effects. Speaking and Listening – role play, hot seating, turn taking, using persuasive language, making a point. Agreeing and disagreeing with others.</p> | <p>Romeo and Juliet Shakespeare Play: Character studies. Inference and deduction. Word, sentence, and text level analysis. Speaking and Listening – assessment: Who was to blame for the deaths of Romeo and Juliet? Reading Assessment: Describe a key scene – Act 3 Scene 5. How is tension built and why were there two deaths?</p> | <p>Autobiography Core texts: “Boy” R Dahl “Plug in the baths” P. Howells: Preparation for the Entry Level mock (Always early January) Walk throughs and explanation of the question types and styles. Reading – examining the genre of self-life writing. Writer’s effects/perspectives – humour, sequences of events, subtle hints, Comprehension tasks linked to short texts. Inference and deduction.</p> | <p>Autobiography Core texts: Ann Frank’s Diary “May I have your attention please?” J Cordon: Speaking and Listening “Myself” or “A moment I will never forget” Reading – examining the genre of self-life writing. Writer’s effects/perspectives – humour, sequences of events, subtle hints, Comprehension tasks linked to short texts. Sharing a chronological sequence and explaining ideas and opinions. Responding to peer group questions. Using rhetorical devices and humour.</p> | <p>Multicultural 20th century Core text: “Of Mice and Men” J Steinbeck: Reading, Character setting and narrative sequence. Actions and consequences. Drama skills exploring character roles to gain greater understanding. Widening vocabulary – American terms and their meaning. Context historically: America during the Wall St crash and great depression. Migration and poverty. Reading assessment – Was Curley’s wife a victim or did she deserve what happened to her? Speaking and Listening: Dd Lennie have to die? Writing assessment: (Use the S&L assessment to analyse the factors which contributed</p> | <p>Media texts – Modern times Core texts. Newspapers (articles) magazines, radio, TV/advertising, leaflets, letters, electronic communication. The web: Comprehension, inference, and deduction. Word, sentence, and text level analysis. Writer’s perspectives and writer’s effects. Bias, opinion, fact. Persuasive, arguing, explaining, and entertaining language techniques. Comparing broadsheets and tabloids – specific reference to articles Writing assessment: : A letter to the editor, A newspaper article for a broadsheet. e.g., poor TV and film choices every</p> |

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| | | | | | to the death of Lennie.) | Christmas e.g., Social media – friend or foe? Radio as a communication channel. Visit to a local radio station. Speaking and Listening where each member of the class presents a desert island disk. |
| Maths | Number & Money Management: Proportion, Fractions, Decimals, Percentages, 4 rules of number, Number patterns, Ratio, Place value, Interest & compound interest. | Geometry and Measures: Area & Perimeter, circumference. Pythagoras theorem Properties of polygons. Angles Co-ordinates, Transformations. | Algebra and Graphs: Algebraic manipulation, Graphs, graph properties and graphical functions. Formulae & Equations. | Probability: Vocabulary, Prob scale, notation, Theoretical, Experimental, Predicted outcomes, mutually exclusive events, successive events, All possible outcomes. | Statistics: Averages: Discrete & grouped data, comparisons. Collecting, Interpreting & Representing data. | Number: Properties of number, Squares, cubes, roots and powers, Standard form, Inequalities, Special sequences, Calculator skills, Estimation, approximation & Rounding. Trigonometry. |
| Science | Biology: Health and safety in the Science lab. <u>Biology:</u> The Human Body-Component 1.1 – What is the body made of: Animal cells; Looking at cells and | Biology: <u>Biology:</u> Component 1.3 - How the body fights disease: Infectious disease; Vaccination; Medical drugs; | Chemistry: <u>Chemistry:</u> Component 3.8 – Atoms, Elements and Compounds: Atoms and periodic table; Groups and | Chemistry: <u>Chemistry:</u> Component 3:10 – Metals and Alloys: Metals; Alloys; Extracting metals; Recycling metals; The reactivity series; | Physics: <u>Physics:</u> Component 5:15 - Energy Changes in energy stores; Energy conservation; Energy transfer by | Physics: <u>Physics:</u> Component 5:17 – Speed and stopping distances: Speed; Breaking distances; |

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| | <p>Microscopes; Levels of Organisation; Circulatory System; Digestive System.</p> <p>Plant and animal cells; Transport in cells; Blood Vessels; Enzymes.</p> <p>Component 1.2 – How the Body Works: Respiration; Healthy diet; Lifestyle and disease; Investigating pulse rate; Aerobic and Anaerobic respiration; Increasing the risk of disease.</p> <p>Each unit to include: Checkpoint and Vocab Builder including Exam questions.</p> | <p>Testing the effects of antibiotics; Bacteria and viruses; Preventing the spread of disease; Testing new drugs.</p> <p>Component 1.4 – How the body is co-ordinated: Nervous system; Testing reactions; Hormones and the menstrual cycle; Controlling fertility; Contraception; Homeostasis.</p> <p>Looking at Paper 1, 2 and required practical's - Exam questions.</p> <p>Linking GCSE modules:</p> | <p>periods; Making compounds; The model atom; Metals, Non-metals, and the periodic table.</p> <p>Component 3.9; States of matter; Mixtures; Chromatography; Structure of carbon; Polymers; Pure substances and formulation; Concentration; Covalent molecules; Ionic compounds.</p> <p>Each unit to include: Checkpoint and Vocab Builder including Exam questions.</p> | <p>Electrolysis; Investigating Electrolysis; Sustainability.</p> <p>Revision – Looking at Paper 1, 2 and required practicals.</p> <p>Linking GCSE modules and Practical work.</p> | <p>heating; Energy resources; Energy efficiency; Energy and the environment.</p> <p>Component 5:16 – Forces and Work: Forces; Work done; Weight; Work done and power; Forces and elasticity.</p> <p>Each unit to include: Checkpoint and Vocab Builder including Exam questions.</p> | <p>Distance and time graphs; Investigating acceleration; Speed and time graphs.</p> <p>Component 5: 18 – Atoms and Nuclear Radiation: Atoms and radiation; Alpha, Beta and Gamma radiation; Using radiation; Half-life; Radioactive contamination.</p> <p>Looking at Paper 1, 2 and required practicals.</p> <p>Linking GCSE/ELC modules:</p> <p>Examination techniques and methods of revision past papers and mark schemes.</p> |
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| <p>Humanities</p> | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit: LO2 Know how tectonic events may impact on people's health and well-being and the infrastructure and economy of the area affected.</p> <p>AC2.1 Give some effects of a tectonic event on people's health and well-being.</p> <p>AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area.</p> <p>AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event.</p> | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit: LO3 Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.</p> <p>AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events.</p> <p>AC3.2 Outline a range of aid that can be given by the British Government.</p> <p>AC3.3 Outline the work of a British Charity of NGO that provides aid to people in affected areas.</p> <p>AC3.4 Give ways in which the risks associated with</p> | <p>WJEC British Society in the Past Humanities Pathway Unit: LO1 Know features and characteristics of a particular British society in the past.</p> <p>AC1.1 Outline features and characteristics of a particular British society in the past.</p> <p>AC1.2 Outline the importance of certain people in a particular British society in the past.</p> <p>LO2 Know similarities and difference between aspects of a particular British society in the past and their own life.</p> <p>AC2.1 Identify similarities between a particular British society in the past and their own time.</p> | <p>WJEC British Society in the Past Humanities Pathway Unit: LO2 Know similarities and difference between aspects of a particular British society in the past and their own life.</p> <p>AC2.2 Outline how people's lives in a particular British society in the past were different from life today.</p> <p>LO3 Be able to use historical sources to find out about a particular British society in the past.</p> <p>AC3.1 Categorise different types of historic sources from a particular British society in the past.</p> <p>AC3.2 Use historical sources to make observations about a particular British society in the past.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit: LO1 Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered.</p> <p>AC1.1 Identify one threatened ecosystem in the UK and one on a global scale.</p> <p>AC1.2 Outline a range of features of both threatened ecosystems.</p> <p>AC1.3 Give reasons why both ecosystems are endangered.</p> <p>LO2 Know how people endanger the continued existence of threatened ecosystems at a</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit: LO2 Know how people endanger the continued existence of threatened ecosystems at a national and global scale.</p> <p>AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people.</p> <p>LO3 Know how threatened ecosystems can be protected at both national and global scales.</p> <p>AC3.1 Outline how people can protect threatened ecosystems.</p> <p>AC3.2 Outline how governments and or global</p> |
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| | | tectonic evens may be reduced. | | | national and global scale. AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people. | organisations can protect a threatened ecosystem. |
| L1 and 2 Hospitality | <p>To know how food can cause ill health.</p> <p>Food-related causes of ill health</p> <ul style="list-style-type: none"> • common types of food • symptoms of food induced ill health • food safety hazards in different situations • risks to food safety • control measures • food safety regulations | <p>To be able to cook dishes using a range of high skills.</p> <p>Practice skills such as:</p> <p>knife skills e.g., soups, salads, vegetable cuts</p> <ul style="list-style-type: none"> • methods of cake making • yeast doughs • pastry making • sauces | <p>To understand the importance of nutrition when planning meals</p> <p>To use commodities to create high skilled dishes.</p> <p>describe the functions of nutrients</p> <ul style="list-style-type: none"> • compare the nutritional needs of specific groups • explain what happens if you don't have a balanced diet • know how the different cooking methods impact on the nutritional value of foods • know the factors to consider when | <p>To understand menu planning.</p> <p>Producing dishes using a range of:</p> <p>commodities: meat</p> <ul style="list-style-type: none"> • fish • poultry • eggs • dairy • vegetarian alternatives | <p>To produce dishes to be served on a range of different menus.</p> <p>Look at presentation techniques and accompaniments for a range of dishes including vegetarian, vegan dishes, dairy free, gluten free, ow fat diets, healthy school meals</p> | <p>To produce dishes to be served on a range of different menus.</p> <p>Look at presentation techniques and accompaniments for a range of dishes including vegetarian, vegan dishes, dairy free, gluten free, ow fat diets, healthy school meals</p> |

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| | | | <ul style="list-style-type: none"> planning menus • be aware of environmental issues when cooking • explain how the dishes meet the customer needs • produce time plans for practical outcomes • be aware of how to check ingredients are of good quality | | | |
| Art | <p>Portfolio Unit 1 for GCSE Natural forms: An introduction to GCSE art and natural forms as inspiration to artists work such as Art Nouveau, Georgia O'Keeffe's painting.</p> <p>Work can be produced in a range of media. Students must complete the four assessment targets.</p> <p>Ao1-Critical studies and artist research.</p> <p>Ao2-Experimenting with different materials.</p> | <p>Portfolio Unit 1 for GCSE Natural forms: Developing ideas and experiments for painting and prints inspired by natural forms.</p> <p>Students working in their sketchbooks to experiment with collage, photography, pattern making and painting. continuing to research artists work and ideas. Working on larger paintings and work with batik</p> | <p>Portfolio Unit 1 for GCSE Natural forms: Completing unit 1 and completing a mock exam inspired by natural forms. All work to be assessed according to GCSE marking.</p> <p>Students producing a 2d piece in relief inspired by sketchbook ideas that feature the natural elements, working in card and acrylic with found materials.</p> | <p>Portfolio unit 2 Myself My identity Alternative theme of Icon design: Focus on painting, drawing and composition- process involves recording observations, and analysing sources, developing ideas, realising intentions.</p> <p>Students being inspired by artists such as Andy Warhol, Chris Offili, Frieda Kahlo and Anthony Gormley who have base their work on the theme of myself. Working ideas in sketchbook to cover Ao1 and Ao2.</p> | <p>Portfolio unit 2 Myself, My identity: Process involving experimenting with a range of materials and art techniques. Annotating personal response and progressing with personal ideas.</p> <p>Students developing ideas about their own identity influenced by artists ideas such as Peter Blake`s fan-based work and pop art. Experimenting with paint, photography, and ICT skills to create</p> | <p>Portfolio unit 2 Myself, My identity: Completion of this unit with Ao4 final ideas and exhibition of work in the art area. Final criticism of work and assessing according to GCSE criteria.</p> <p>Producing large find piece either in 2d or 3d with a range of mixed materials and found objects.</p> <p>Completion of four assessment objective for final unit grade.</p> |

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| | <p>Ao3-Recording what they see and imagine.</p> <p>Ao4-Producing final ideas for the theme.</p> <p>Assessment of 60% portfolio grade.</p> | | | | self- portraits and 3d responses. | |
| ICT | <p>E-safety: Spiralized learning (from years 7,8, & 9). Review and reintroduce safe practices when working and socialising online.</p> | <p>Presentation software (spiralized learning) (year 7) Spiralized learning on storage devices from previous learning. Creating 2 bespoke Presentations. (Shakespeare & free choice) Demonstrate key skills and knowledge. Following convention on saving and version mgt. Creating a well-structured and saved unit of work. Good and bad presentation skills. Researching and locating appropriate resources to enhance the PowerPoint message. Editing and amending the work. amending</p> | <p>Presentation Software: Recording the show and Making critical evaluations of peer work. Amending and editing work based on feedback from peer reviews.</p> | <p>Publishing: Spiralized learning (year 8) DTP. Review previous learning from KS3 (good and bad logos). 2 bespoke publications. Constable and a free choice. Good and bad layout choices. Researching and saving appropriate choices for message. Learning and presenting key necessary skills.</p> | <p>Publishing: Demonstrating more advanced skills. Reviewing of others work. Critical analysis of work Amending work if necessary, depending on feedback from peer reviewers.</p> | <p>E-mailing: The etiquette of working online. Opportunity to learn about the etiquette of working online. What is acceptable and not. Mechanics of sending emails. Setting up address lists, attaching files to single or multiple recipients</p> |

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| | | images and text appropriate to the pp message. | | | | |
| Motor Vehicle | Health & Safety. Tools, Materials, Equipment & their uses: Discussions and test re: Health & Safety. Learning the Tools, Materials and equipment needed. Learning the Techniques used in the trade. | Tools, Materials, Equipment & Their Uses: Basic Vehicle Maintenance. Learning the Tools, Materials and equipment needed. Learning the Techniques used in the trade. Pupils will learn to be able to safely use appropriate materials and equipment. | Basic Vehicle Maintenance: Using prior learning to complete basic tasks. Select and safely use fluids and materials when checking and maintaining fluid levels, safely raising, and supporting a vehicle, etc. | Basic Vehicle Maintenance: Intermediate Vehicle Maintenance. Using prior learning to complete basic and intermediate tasks such as: Removing a roadwheel. Identify and locate basic external car parts. Remove, inspect, refit brake pads. | Intermediate Vehicle Maintenance: Using prior learning to complete intermediate tasks such as: Know the location of major engine and chassis components Know the major internal engine components. Know the major cooling system components. | Look at/start LASER units: Group discussions re the units covered and the student's ability to complete these. Looking at the Worksheets, workbooks, write-ups, and examples. |
| PE | Team Building Games & Personal fitness Challenges: For those students that have been with the PE programme for some time, where possible student led sessions will be more commonplace. For the students that may join us as a Year 10, then there will be a need to revisit some of the aspects that would have been covered in the earlier years. | Gymnastics Activities & Modified Team Games: Modified team games relate to most invasion games that I have adapted to meet the physical, gender and numerical needs of our students. The basics of tactical understanding, team play, and mutual respect for those that they work with will underpin the | Personal Fitness & Basketball: Greater reliance that in personal fitness some student will be required to lead many of the sessions. | Team Building Games, Badminton & Table Tennis: The game play of table tennis and badminton will focus where possible on how to manage as an individual participant. How to manage defeat and victory. | Athletic Activities & Striking Games: In athletic activities understanding the role of personal best. How to record information relating to a task. | Net Games & Personal Fitness: Revisit hand and eye skills from a previous term. Revisit some aspects of personal fitness work from a previous term. |

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| | | teaching and learning. | | | | |
| PSHE | <p>Making Sense of Relationships, Sex Education, STIs, PID & HPV & Teenage Pregnancy:</p> <p>Skills: Knowledge. Personal Wellbeing and Health. Empathy. Speaking and Listening</p> <p>Assessment: Classroom based activities. Teacher assessment S&L Skills.</p> | <p>Sex Education, Unplanned pregnancy, Contraception, Abortion, Adoption, Sexual offence & Trafficking:</p> <p>Skills: Recall and knowledge, decision making, empathy, personal wellbeing and safety, S&L and debating Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills. Case Study.</p> | <p>Drug Education- Physical effects & dangers of alcohol, smoking, drug use. Addiction, substance abuse, safety:</p> <p>Skills: Recall and knowledge, Reasoning, Citizenship Skills, Empathy, and enquiry skills & S&L Skills.</p> <p>Assessment: Teacher Assessment S&L Skills. Guide for teenagers.</p> | <p>Emotional and Psychological Health:</p> <p>Skills: Recall and Knowledge. Personal wellbeing and safety. Empathy and S&L skills.</p> <p>Assessment: Teacher assessment Speaking and Listening skills. Online topic assessment/quizzes.</p> | <p>Physical Health:</p> <p>Skills: Knowledge of components of a healthy diet for personal wellbeing. First Aid – CPR. Personal Health. Awareness. Empathy S&L Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills. End of topic quizzes.</p> | <p>Global Issues:</p> <p>Skills: Recall of Knowledge. Research. Formulation of argument and opinion. Empathy and enquiry skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills. Debating Skills. Presentation.</p> |
| RE | <p>Christianity Part 1: Philosophy of Religion and the Nature of Belief.</p> <p>Unit 1- Nature of God</p> <p>Key Areas of Study: Christian beliefs about God and the Holy Trinity.</p> | <p>Christianity Part 1: Philosophy of Religion and the Nature of Belief.</p> <p>Unit 2- Worship, Celebration and Expression</p> <p>Key Areas of Study: Christian celebration and</p> | <p>Islam Part 1: Philosophy of Religion and the Nature of Belief.</p> <p>Unit 1- Nature of God</p> <p>Key Areas of Study: what Islam teaches about God.</p> <p>Skills: Historical and cultural impact-</p> | <p>Islam Part 1: Philosophy of Religion and the Nature of Belief.</p> <p>Unit 2- Worship, Celebration and Expression</p> <p>Key Areas of Study: Explores how Muslim’s worship both in public and in private. It also</p> | <p>Christianity Part 2: Ethics and Moral Issues.</p> <p>Unit 1: Human Relationships</p> <p>Key Areas of Study: The teachings of the Bible concerning family life and how</p> | <p>Christianity Part 2: Ethics and Moral Issues.</p> <p>Unit 2: Medical Ethics and the Right to Life.</p> <p>Key Areas of Study: The Christian teachings on life and how these</p> |

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| | <p>Skills: Historical evaluation. Empathy and Inquiry. Questioning.</p> | <p>expression of faith through. Religious festivals, art, music, and food.</p> <p>Skills: Application of knowledge and data. Analysis, empathy, and evaluation.</p> | <p>Knowledge, Empathy, and enquiry skills.</p> | <p>looks at Sufism and Sufi worship.</p> <p>Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.</p> | <p>Christians bring up their children.</p> <p>Skills: Interpretation of information and ethical decision making.</p> | <p>affect Christian beliefs and opinions</p> <p>Skills: Interpretation of information and ethical decision making.</p> |
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Year 11

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Core Text: AQA Sunlight on the Grass. An anthology of modern and culturally rich short stories:</p> <p>Reading Comprehension. Studying the Assessment objectives for Paper 1 AQA: AO1, AO2, AO3, AO4.</p> <p>Developing deduction and inferencing skills. Locating and extracting information for a variety of purposes. Identifying character, setting, narrative sequence and making predictions. Extend abilities to express thoughts and ideas through spoken tasks.</p> | <p>AQA Paper 2 GCSE Core text: 19th and 20th century literary non-fiction. Several linked by theme short texts – AQA materials</p> <p>Comparative and standalone extracts which cover 19th 20th and 21st century writers. Writing focus:</p> <p>Looking at the requirements for Questions 1-5 Exam technique and maximising marks: AO5, AO6. Paper 2 Themed topics of poverty, crime, technology, pollution, plastics, animal rights, weather, sports, sea journeys.</p> <p>Entry Level Topic tasks- preparation revision and practice and then 4x1hour units: reading and writing foci. Revision for the January mocks.</p> | <p>AQA Paper 1 – Writing focus. Much teacher modelling and shared writing tasks linked to picture and” hook stimuli”. Use of past papers for resources. Speaking and Listening key assessments GCSE and EL:</p> <p>Mocks in both GCSE and Entry level. (Usually in early January- Paper 2)</p> <p>GCSE – Paper 1 focus on core assessment objectives: AO5 AO6(SPAG) Particular emphasis on narrative writing. Picture/ sentence hook stimuli to be used for developing creative writing from a starter prompt. GCSE focus on the speaking and listening endorsement NEA. Topics to be chosen by the candidates and recorded. Entry Level focus on Past paper practice; Report writing, and letters</p> | <p>AQA Paper 2 – Reading focus. Use of past papers for resources. Rehearsing timed writing about reading – questions 1-4. Speaking and Listening key assessments GCSE and EL:</p> <p>GCSE Paper 2. Understanding the core skills and knowledge for the key objectives: AO1, AO2, AO3, AO4. Paper 2: Themed topics of poverty, crime, technology, pollution, plastics, animal rights, weather, sports, sea journeys. Developing deduction and inferencing skills. Locating and extracting information for a variety of purposes. Identifying key language features DAFOREST and how they demonstrate intended effects. Writer's craft. Structural features and comparative writing. Extend abilities to</p> | <p>AQA final exam practice – demonstration exam technique in front of all pupils. EL final exam practice – past papers and revision techniques:</p> <p>Timed questions. Immediate feedback. Plugging gaps. Looking at mis- conceptions. Spiral curriculum work.</p> <p>Using folders as revision aids – reviewing past examples of letters, essays, speeches, articles, and leaflets</p> <p>Entry Level “additional endorsements” – tasks and activities to prepare them for next steps – speeches to the school at the leaver's assembly and college preparation. Invitations and reading for pleasure / guided reading.</p> | <p>Revision and rehearsal of timings and looking at folders:</p> <p>Timed questions. Immediate feedback. Plugging gaps. Looking at mis- conceptions. Spiral curriculum work. Actual exams.</p> |

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| | | | and explanations. Part 1 of the speaking and listening assessment for the exam. World of work. | express thoughts and ideas through spoken tasks linked to texts. Entry Level focus on Past paper practice; Reading three short texts and answering graded levels of comprehension questions. Proof reading and cloze exercises. Entry Level focus on Past paper practice and part 1 of the speaking and listening assessment for the exam. Planning a presentation | Filling in forms e.g., passport / driving license. | |
| Maths | Number: 4 operations with Decimals and fractions. Perform calculations with density, mass, and volume. | Algebra and Graphs: Algebraic Manipulation, Plotting graphs, sequences. | Algebra, Graphs & GCSE/ELC Revision: Graphical interpretation, Algebraic manipulation – Formulae and equations. | Geometry and Measures. GCSE/ELC Revision: Angles and Lines, congruence, area, perimeter & volume. Transformations, Converting units, Properties of shape, Trigonometry, Pythagoras. | Geometry and Measures. GCSE/ELC Revision: Transformations, Converting units, Properties of shape, Trigonometry, Pythagoras. | Examination techniques and methods of revision using past papers and mark schemes Dependant on route taken GCSE or ELC: Revision; Required practicals and Exams. |

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| <p>Science</p> | <p>Biology:</p> <p><u>Biology: Environment, Evolution, and Inheritances</u></p> <p>Component 2 - 5:1 – Feeding relationships; Photosynthesis; Adaptations; Food chains and food webs; decay; Interdependence; Factors affecting photosynthesis; Investigating the rate of photosynthesis; The carbon cycle.</p> <p>Component 2 - 6: - Organisms and the Environment: Competition; Living and non-living factors; Investigating plant distribution; Pollution; Loss and maintaining biodiversity.</p> <p>Each unit to include: Checkpoint and Vocab Builder</p> | <p>Biology:</p> <p><u>Biology: Environment, Evolution, and Inheritances</u></p> <p>Component 2 -7 – How life developed on Earth: Genetic material; Asexual and Sexual reproduction; Investigating variation; Evolution and natural selection; Artificial selection; Genetic engineering; Dominant and recessive alleles; Genetic crosses.</p> <p>Revision for Mock Exams: - Looking at Paper 1, 2 and required practical's - Exam questions.</p> <p>Linking GCSE modules:</p> | <p>Chemistry:</p> <p><u>Chemistry: Chemistry in our world</u></p> <p>Component 4:11 Reactions of Acids: Neutralisation; Metals and acids; Investigating acids and carbonates; The pH scale; Balanced symbol equations.</p> <p>Component 4 -12: Energy and the rate of reactions</p> <p>Energy transfers; Rate of reaction; Monitoring rate of reaction; Reaction profiles; Measuring the rate of reaction.</p> <p>Each unit to include: Checkpoint and Vocab Builder including Exam questions</p> | <p>Chemistry:</p> <p><u>Chemistry: Chemistry in our world:</u></p> <p>Component 4:13 Fuels and the atmosphere: Development of our atmosphere; Crude oil; Fuels and combustion; Air pollution; Climate change; Cracking; Carbon footprint.</p> <p>Component 4: 14 Water for drinking: Drinking water; Investigating water; Water treatment.</p> <p>Revision for Exams: - Looking at Paper 1, 2 and required practical's - Exam questions.</p> <p>Linking GCSE modules.</p> <p>Linking ELC modules: Keeping Health; Electricity.</p> | <p>Physics:</p> <p><u>Physics: Electricity, Magnetism and Waves:</u></p> <p>Component 6: 19 – Electrical current. Electrical current; Types of current; Resistance; Investigating components; Series and parallel Circuits.</p> <p>Component 6: 20 – Domestic Electricity: Wiring a plug; Fuses and Earth wires; Transferring energy; Power; The national grid.</p> <p>Component 6: 21 – Magnetism and Electromagnetism: Magnetic fields; Electromagnets; Plotting magnetic fields.</p> | <p>Biology, Chemistry & Physics:</p> <p><u>Physics: Electricity, Magnetism and Waves:</u></p> <p>Component 6: 22 – Different types of waves: Longitudinal and transverse; Properties of waves; Wave measurements.</p> <p>Component 6: 23 – Electromagnetic waves: Electromagnetic spectrum; ELM waves 1 and 2; Density; Kinetic Theory; Changes of state.</p> <p>Required practicals and Exam revision.</p> <p>Completion of modules.</p> <p>Dependant on route taken GCSE</p> |
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| | including Exam questions. Dependant on route taken GCSE or ELC. | | Dependant on route taken GCSE or ELC | | | or ELC, examination techniques and methods of revision using past papers and mark schemes. |
| Humanities | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit:</p> <p>LO2 Know how tectonic events may impact on people's health and well-being and the infrastructure and economy of the area affected.</p> <p>AC2.1 Give some effects of a tectonic event on people's health and well-being.</p> <p>AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area.</p> | <p>WJEC Responding to a major tectonic event – Humanities Pathway Unit:</p> <p>LO3 Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.</p> <p>AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events.</p> <p>AC3.2 Outline a range of aid that can be given by the British Government.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit:</p> <p>LO1 Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered.</p> <p>AC1.1 Identify one threatened ecosystem in the UK and one on a global scale.</p> <p>AC1.2 Outline a range of features of both threatened ecosystems.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit:</p> <p>LO2 Know how people endanger the continued existence of threatened ecosystems at a national and global scale.</p> <p>AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people.</p> <p>AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people.</p> | <p>WJEC Threatened Ecosystems – Humanities Pathway Unit:</p> <p>LO3 Know how threatened ecosystems can be protected at both national and global scales.</p> <p>AC3.1 Outline how people can protect threatened ecosystems.</p> <p>AC3.2 Outline how governments and or global organisations can protect a threatened ecosystem.</p> | <p>Individuals outstanding work to be completed this half term – Study Leave:</p> |

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| | AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event. | AC3.3 Outline the work of a British Charity of NGO that provides aid to people in affected areas. AC3.4 Give ways in which the risks associated with tectonic events may be reduced. | AC1.3 Give reasons why both ecosystems are endangered. | | | |
| Construction | Practical for assessment: Completing workbook for unit WJC350. | Practical for assessment: Completing workbook for unit WJC454. | Practical for assessment: Completing workbook for unit WJC722. | Practical for assessment: Completing workbook for unit WJC616. | Practical for assessment: Completing workbook for unit WJC245. | Completing any outstanding work in workbooks/folders: |
| DT | Health and safety. Design proposals from GCSE paper: Select and use tools, equipment and processes to shape and form materials safely and accurately and finish them appropriately. To manage their environment to ensure the health and safety of themselves and others. | GCSE questions. Portfolio. Manufacturing project: Context and design brief. Research. Reasons for research. Analysis and investigation. Reasons for analysis Specification. | GCSE questions. Portfolio. Manufacturing of project: Chosen idea. Developing the chosen idea. Final idea. Parts list. Templates. | GCSE questions. Portfolio. Manufacturing of project: Modifications. Industrial processes. Evaluation. | GCSE questions. Portfolio. Manufacturing of project: Compete context and portfolio. Internet search, catalogue search etc. Analyse research material. Build mind map. Explanation of specification. | Exam 2 hours: Revision work for GCSE exam including past papers. |

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| Food Tech | NEA 1: To choose a Food Science brief provided by AQA to research, create and hypothesis, experiment using research and evaluate. | NEA 1: To choose a Food Science brief provided by AQA to research, create and hypothesis, experiment using research and evaluate. | NEA 2: To choose a Food Preparation brief provided by AQA to research a topic, research dishes suitable for chosen topic, practice four dishes, adapt three of the dishes, plan the making of the dishes and evaluate the dishes. | NEA 2: To choose a Food Preparation brief provided by AQA to research a topic, research dishes suitable for chosen topic, practice four dishes, adapt three of the dishes, plan the making of the dishes and evaluate the dishes. | NEA 1 and NEA 2 Review Final exam Revision: To review all coursework and send to external examiner. To revise using revision resources provided. To complete and exam paper under exam conditions. | Final exam Revision Exams: To revise using revision resources provided. To complete and exam paper under exam conditions. |
| ICT | Database software: School library DB, & fitness model. Creation of a DB. Recognising the key components of a DB. Importance of validation and verification. Using it tools to create a software model which is fit for purposes Testing of model for end user needs. | Database software: Using it tools to create a software model which is fit for purposes. Testing of model for end user needs. Understanding the advantages & disadvantages of DB. | Spreadsheet software (Spiralized learning) School sweet shop & fitness model. Creation of a bespoke Sweet shop model. Identify the main components of a spreadsheet. Using It tools adapt and edit the model. Demonstrating basic and advanced skills and functions. Changing variables and rules, explaining the rules regarding amendments and changes e.g., predicted outcomes. | Spreadsheet software: Amend, Edit, interrogate, and annotate the spreadsheet. Demonstrate awareness of appropriate graph selection. Evaluation of the product and fitness for purpose. | N/A | N/A |

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| Motor Vehicle | Practical for assessment: Completing workbook for unit WJC274. | Practical for assessment: Completing workbook for unit WJC643. | Practical for assessment: Completing workbooks for unit WJC431 and WJC327 | Practical for assessment: Completing workbook for unit WJC283. | Practical for assessment: Completing workbook for unit WJC758. | Practical for assessment: Completing workbook for unit WJC533. Completing any outstanding work in workbooks/folders. |
| PE | Gymnastics & Basketball: Relating to the WJEC Sports and Healthy Pathways | Personal Fitness & Preparation for moderation: Relating to the WJEC Sports and Healthy Pathways. | Team Building Games & Preparation for moderation: Relating to the WJEC Sports and Healthy Pathways. | Personal Fitness, Badminton/table tennis: WJEC Sports and Healthy Living External moderation | All tasks completed: Students are now in knowledge recall and exam revision. | All tasks completed: Students are now in knowledge recall and exam revision. |
| PSHE | Making Sense of Relationships Personal Finance: Skills: Knowledge, Numeracy, S&L skills, and enquiry skills. Assessment: Teacher Assessment S&L Skills. Worksheet Activities. | Careers: Skills: Knowledge Recall, Life skills, S&L skills, and enquiry skills. Assessment: Teacher Assessment Speaking and Listening Skills. Online Career Assessment. | Enterprise: Skills: Application of knowledge economic wellbeing, work skills independent inquiry. S&L skills. Assessment: Teacher Assessment Speaking and Listening Skills. Personal Statement w/s. CV Template. Application Form. | Learning to Learn: Skills: Knowledge recall, work skills, S&L skills, empathy personal safety. Assessment: Teacher assessed S&L contributions. SMART targets. Revision timetable. | Safety in the workplace: <ul style="list-style-type: none"> • Responsibilities • Rights • Risks • Discrimination • Bullying • Sexual Harassment Skills: Knowledge recall, work skills S&L skills, Empathy. Assessment: Teacher assess S&L skills. Online assessments. | |

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| <p>RE</p> | <p>Islam Part 2: Ethics and Moral Issues.</p> <p>Unit 1: Human Relationships</p> <p>Key Areas of Study: Muslim teachings concerning the importance and role of the family, as well as exploring the support offered to families by the mosque.</p> <p>Skills: Interpretation of information and ethical decision making.</p> | <p>Islam Part 2: Ethics and Moral Issues.</p> <p>Unit 2: Medical Ethics and the Right to Life.</p> <p>Key Areas of Study: The Muslim teachings on life and moral issues and how these affect Muslim beliefs and opinions</p> <p>Skills: Interpretation of information and ethical decision making.</p> | <p>Christianity Part 2: Ethics and Moral Issues .</p> <p>Unit 3: Conflict, Crime and Punishment and Forgiveness.</p> <p>Key Areas of Study: Christian teachings concerning punishment and forgiveness, and explores the debate concerning capital punishment.</p> <p>Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.</p> | <p>Islam Part 2: Ethics and Moral Issues .</p> <p>Unit 3: Conflict, Crime and Punishment and Forgiveness.</p> <p>Key Areas of Study: Defines Shari'ah law and examines the principles of law and punishment within Islam.</p> <p>Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.</p> | <p>Christianity Part 2: Ethics and Moral Issues .</p> <p>Unit 4: Justice, Equality and Social Responsibility.</p> <p>Key Areas of Study: Looks at the teachings of the Bible concerning money and helping others and how this shapes Christian attitudes towards poverty. It also presents examples of Christian organizations working worldwide to prevent poverty.</p> <p>Skills: Interpretation of information and ethical decision making.</p> | <p>Islam Part 2: Ethics and Moral Issues .</p> <p>Unit 4: Justice, Equality and Social Responsibility.</p> <p>Key Areas of Study: Examines Muslim teachings on wealth and poverty and explores the ways in which Muslims work to combat poverty and suffering.</p> <p>Skills: Interpretation of information and ethical decision making.</p> |
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