



FARNEY CLOSE SCHOOL
Whole School Curriculum Overview
KS2, KS3 & KS4
2023-24

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Year 5 & 6

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English Year 5 & 6 Cyclical programme CYCLE A 2022-2023 | Belonging and The World at War Text: Belonging (Picture Book) & Friend or Foe Fiction texts, picture book, contrasting settings & diaries. Narrative & character. Word classes. Verb prefixes. Synonyms and antonyms. | The Vile Victorians Text: Usbourne Guides & A Christmas Carol Biography, descriptive writing, playscript & dialogue. Devices to build cohesion including adverbials of time, place, and number. Recognise vocabulary and structures that are appropriate for formal speech and writing. | Guardians of the Globe Text: A Planet full of Plastic Leaflet, explanation, persuasive writing & fact and opinion. Use expanded noun phrases to convey complicated information concisely. Further cohesive devices such as grammatical connections and adverbials. | Fizz, Pop, Bang! Text: The Sound Collector By Roger McGough Poetry – Rhyming and Non-Rhyming. Composing own poetry. Convert nouns or adjectives into verbs. Synonyms and antonyms. | Crime and Punishment Text: The Highwayman By Alfred Noyes Narrative – beginnings/middles/ends, linking ideas through narrative. Diary. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. | Ticket to Ride Text: Coming to England By Floella Benjamin Newspaper Report. Use passive verbs to affect the presentation of information in a sentence. Differences in informal and formal language. |
| English Year 5 & 6 Cyclical programme CYCLE B 2022-2023 | Belonging Text: The Lost Thing & The Barnabus Project Fiction texts, letters, diaries & narratives. | Festivals Text: Light the Light By Margaret Moorman, The Story of Hannukah & The Story of Divali | Extreme earth Text: The Rhythm of the Rain Fiction illustrated text with a non-fiction emphasis, | Is there anybody out there? Text: The Race to the South Pole (Comic Book) & | Hear! Hear! Text: Flotsam (Picture Book) Surreal fictional text – illustrated. Writing to entertain, narratives, | Marvellous Mayans Text: The Chocolate Tree & Rain Player Folktale, myths and legends. |

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| | <p>Persuasive writing. Word classes. Verb prefixes. Differences in informal and formal language.</p> | <p>Non-fiction Information texts, web sites. Fictional narrative text. Recount and discursive writing. Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> | <p>comic-style graphic non-fiction. Speaking and listening. Explanation, fact and opinion, biography. Use relative clauses. Differences in informal and formal language.</p> | <p>Shackleton's Journey Travel journal – illustrated. Diaries, newspaper report to include an interview, reported and direct speech. Use modal verbs or adverbs to indicate degrees of possibility.</p> | <p>descriptive writing, stimulus for poetry. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely.</p> | <p>Storyboard recount, creative writing narrative, character descriptions. Using Brackets, dashes or commas to indicate parenthesis.</p> |
| <p>Maths Year 5</p> | <p>Number Skills and Money: Decimals Place Value Fractions Skills: Enquiry Assessment: Baseline test, Classroom based activities, Teacher</p> | <p>Geometry of Shapes: Shape BASIC NUMBER WORK Skills: Enquiry Assessment: Baseline test, Classroom based activities, Teacher</p> | <p>Algebra: GRAPHS AND MAPPINGS: Position & Direction Sequences/ patterns Skills: Enquiry, recall and knowledge Assessment: Baseline test, Classroom</p> | <p>PROBABILITY & NUMBER: Converting Units Fractions Decimals Probability Skills: Recall and knowledge Assessment: Baseline test,</p> | <p>Statistics: Statistics Money Skills: Enquiry, recall and knowledge, real world scenarios Assessment: Baseline test, Classroom based activities, Teacher assessment</p> | <p>NUMBER & MEASURE: Perimeter & Area Volume Negative numbers Skills: Enquiry Assessment: Baseline test, Classroom based activities, Teacher assessment</p> |

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| | assessment | assessment | based activities, Teacher assessment | Classroom based activities, Teacher assessment | | |
| Maths: Extra essential work | | Addition & Subtraction | Addition & Subtraction Multiplication | Addition & Subtraction Multiplication & Division | Addition & Subtraction Multiplication & Division | Y6 focus when transferred to Upper school. For the more able students: Ratio Algebra |
| Maths Year 6 | Number Skills and Money: Place Value Fractions Decimals Skills: Enquiry, deeper understanding, recall and knowledge. Assessment: Baseline test, Classroom based activities, Teacher assessment. | Geometry of Shapes: Shape BASIC NUMBER WORK Skills: Enquiry, deeper understanding, recall and knowledge. Assessment: Baseline test, Classroom based activities, Teacher assessment. | Algebra: GRAPHS AND MAPPINGS Position & Direction Sequences/ patterns Skills: Enquiry, deeper understanding, recall and knowledge. Assessment: Baseline test, Classroom based activities, Teacher assessment. | PROBABILITY & NUMBER: Converting Units Fractions Decimals Probability Skills: Enquiry, deeper understanding, recall and knowledge. Assessment: Baseline test, Classroom based activities, Teacher assessment. | Statistics: Statistics Money Skills: Enquiry, recall and knowledge, real world scenarios, deeper understanding. Assessment: Baseline test, Classroom based activities, Teacher assessment. | NUMBER & MEASURE: Perimeter & Area Volume Negative numbers Ratio Skills: Enquiry, deeper understanding, recall and knowledge. Assessment: Baseline test, Classroom based activities, Teacher assessment. |

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| <p>Science</p> <p>Year 5 & 6 Cyclical programme CYCLE A 2022-2023</p> | <p>Forces: Compare how things move on different surfaces</p> <p>Understand that magnets attract some materials but not others.</p> | <p>Environments, Food webs & Evolution:</p> <p>Group living things- Use classification Keys.</p> | <p>Rocks & Soil and the water cycle:</p> <p>Observe changes of state.</p> | <p>The Earth in Space Describe the planets in the solar system:</p> <p>Describe the movement of the moon.</p> <p>Explain day and night.</p> | <p>Sound: Understand that sound is created by vibrations:</p> <p>Understand how sound travels to the ear.</p> <p>Recognise the relationship between sound and distance.</p> | <p>Life cycles of humans – links with PSHE Explain how humans have changed through time:</p> |
| <p>Science</p> <p>Year 5 & 6 Cyclical programme CYCLE B 2022-2023</p> | <p>Light:</p> <p>How we see, how light travels, Refraction, Reflection and Diffraction. Explore Shadows.</p> <p>Electricity, power and circuits.</p> | <p>Explore our local Environment:</p> <p>Humans and other animals - Digestion Construct basic food chains. Identify parts of the digestive system Identify different types of teeth and their functions.</p> | <p>Understand evaporation and condensation:</p> <p>Describe the stages in the water cycle.</p> <p>Properties of Materials.</p> | <p>Changing Materials:</p> <p>Change of state, reversible and irreversible changes.</p> | <p>Forces:</p> <p>Floating and sinking. Matter, size and volumes.</p> | <p>Understand the human life stages:</p> <p>Predict how humans will change over time.</p> |

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| <p>Art</p> <p>Year 5 & 6</p> | <p>3-D modelling & sculpture</p> <p>Artist Study – Picasso. Exploring Dazzle Camouflage.</p> | <p>Collage (dragons)</p> <p>Printing – Repeating patterns, tessellations, Escher and Block printing.</p> | <p>Art artists:</p> <p>Hokusai – The Great Wave</p> <p>Peter Goldsworthy – Environmental Art.</p> | <p>Textiles:</p> <p>Peter Thorpe, mixed media</p> <p>Ceramics.</p> | <p>Art artists:</p> <p>Ximoa Badia – Exploring an artist's work.</p> | <p>Design:</p> <p>DT focus - Masks</p> |
| <p>DT & Food Tech</p> <p>Year 5 & 6</p> | <p>Cookery Construction</p> | <p>Cookery Construction</p> <p>Designing & Making decorations.</p> | <p>Cookery Construction</p> <p>Joining materials.</p> | <p>Cookery Construction</p> <p>Designing Cards.</p> | <p>Cookery Construction</p> <p>Making Instruments.</p> | <p>Cookery Construction</p> <p>Mask Making.</p> |
| <p>Humanities</p> <p>Year 5 & 6 Cyclical programme CYCLE A 2022-2023</p> | <p>Where in the World – Identifying Continents & Countries</p> <p>Belonging – Historical skills personal chronology key life events.</p> <p>History - World War 2 – Key figures [including Turing] Causes of war, Chronology, propaganda, evacuation, rationing, Blitz</p> | <p>Victorian Life and significant Victorians</p> <p>Darwin, Florence Nightingale, Brunel.</p> <p>Festivals</p> <p>Historical origins of Winter celebrations: Halloween/ Day of the Dead, Bonfire</p> | <p>Physical Geography (climate zones, volcanoes, earthquakes)</p> | <p>Shackleton – Timelines and Mapping</p> | <p>Exploring history of crime and punishment in England from Romans to Present day</p> | <p>Mayan and Aztec cultures</p> <p>Where have we travelled? how do we get there? Why do we travel?</p> |

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| | and Battle Britain or Dunkirk. | Night, Thanks Giving, Yule and Saturnalia. | | | | |
| Humanities Year 5 & 6 Cyclical programme CYCLE B 2022-2023 | Geography -Map reading: Identifying countries involved in war, physical and human impact of war on locations comparison of Coventry and Dresden. | Chronology: Oldest to most modern festivals & chronology in year. Geography – Where in the world are these festivals celebrated? Map work. Comparing themes in winter festivals. Generating questions. Seeking answers using range sources. | Rainforests: Location on globe. Impact of deforestation on people and environment. | Significant scientists: Mendeleev and the periodic table, Life of Isaac Newton. | Comparing and contrasting: Noting historical changes in history. | Link to Colonial history and Windrush: Mapping, Chronology, comparing and evaluating, asking questions. |
| Computing Year 5 & 6 | E-Safety & basic computer skills Internet safety, word processing, editing and revising, Minecraft and Code.org. | E-Safety & basic computer skills Internet safety, word processing, editing and revising, Minecraft and Code.org. | E-Safety & spreadsheets and Data bases Internet safety, word processing, editing and revising. Effective searching, | E-Safety & spreadsheets and Data bases Internet safety, word processing, editing and revising. | E-Safety & Coding Internet safety, word processing, editing and revising, coding using scratch, Minecraft and Code.org. | E-Safety & Coding Internet safety, word processing, editing and revising, coding using scratch, Minecraft and Code.org. |

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| | | | Spreadsheets & Data bases, Minecraft and Code.org. | Effective searching, Spreadsheets & Data bases, Minecraft and Code.org. | | |
| Music Year 5 & 6 | Developing Rhythm Songs and Music of the period – listening and comparing. | Exploring Musical Arrangements Exploring Rhythms – recognising, repeating and extending rhythms using percussion instruments Introducing musical notation. | Listen and respond Debussy- La Mer. Identifying emotions provoked by music, explaining preferences. | Composing sound pictures Exploring using instruments to compose a response to paintings. Pictures at an Exhibition by Mussorgsky as a starting point. | Exploring Singing games | Developing a performance |
| PE Year 5 & 6 | Outdoor: Adventurous & throwing, catching & passing. | Outdoor: Adventurous & Fitness Circuits Indoor Tennis Badminton | Outdoor: Adventurous games, Team skills Tag rugby | Outdoor: Adventurous games, Swimming | Outdoor: Adventurous & Swimming Cricket | Outdoor: adventurous & Athletics |
| PSHE Year 5 & 6 | Relationships Education: Behaviour and respect, Friendship lesson, Friendships and feeling left out Families security | Relationships Education: Bullying Introduction, Respect disagreement and differences, | Health & Wellbeing: Understanding our emotions, Self-esteem and self-worth, Sleep hygiene, Healthy Habits, First Aid | Health & Wellbeing: Body image introduction, Hormones and emotions, Living a healthy active | Living in the Wider World: Independence and responsibility, Age restrictions online and media content, Careers and | Living in the Wider World: Diversity in the UK, Identity and community-British Values, Keeping safe, Attitudes to money, Money - |

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| | <p>love and stability, Peer pressure</p> <p>Skills: Enquiry, Skills, Empathy, Speaking and Listening.</p> <p>Assessment: Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills</p> | <p>Bullying or just teasing, Family and Commitment, Online gaming safety</p> <p>Skills: Recall and knowledge, empathy, personal wellbeing, basic understanding of First Aid skills, S&L Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills.</p> | <p>Skills: Recall and knowledge, empathy, personal wellbeing, basic understanding of First Aid skills, S&L Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills.</p> | <p>life, Oral and Dental Hygiene, Healthy living</p> <p>Skills: Recall and knowledge, empathy, personal wellbeing, body image and hygiene skills, S&L Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills.</p> | <p>stereotypes, Environment and climate change</p> <p>Extension: Year 6 only-Boy's and Girl's Puberty and Body Development</p> <p>Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.</p> <p>Assessment: Individual learning preferences identified. Pupils own learning strategies agreement.</p> | <p>Cost of living</p> <p>Extension: Year 6 Only -Transition new class or new school</p> <p>Skills: Knowledge of diversity and British values. Knowledge and recall keeping safe, money and the cost of living, Empathy and S&L skills.</p> <p>Assessment: Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.</p> |
| <p>RE</p> <p>Year 5 & 6</p> | <p>Recognising different World Religions</p> <p>Judaism – Beliefs and Practices</p> | <p>Christian story of Christmas</p> <p>Festivals of Light in world faiths</p> | <p>Origin stories from different religions</p> | <p>Celebrations Easter, Passover, Ramadan & Eid</p> | <p>Special Books: The Bible and other sacred books.</p> <p>Special books -The Koran</p> | <p>Places of Worship and ways of worshipping</p> <p>Rites of passage in different faiths: Births, coming of age, marriage and death</p> |

Year 7

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Core text: Harry Potter and the Philosophers Stone. Ghosts Monsters and Wizards</p> <p>Skills: Speaking and Listening. Harry Potter Comprehension, character and plot analysis. Writing to describe and inform</p> <p>Assessment: Baseline test, Classroom based activities, Teacher assessment, S&L Skills.</p> | <p>Core text: Ghosts Monsters and Wizards, Harry Potter</p> <p>Skills: Recall and knowledge Writing to inform. S&L Skills.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills Written activities, End of topic tests.</p> | <p>Core text: Harry's Mad</p> <p>Skills: S&L Skills. Reading Sentence construction. Literacy skills. Developing organisation for creative Writing.</p> <p>Assessment: Pupils own learning strategies agreement. Topic test.</p> | <p>Core text: Harry's Mad</p> <p>Skills: Literacy, S&L skills Class based worksheet</p> <p>Assessment: Teacher assessment Speaking and Listening skills. Class based worksheet Presentation, peer marking.</p> | <p>Core text: Stories from other cultures</p> <p>Skills: Knowledge of Different cultures, writing to explain S&L Skills – Body language.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.</p> | <p>Core text: Poetry- past and present. (Pre 20th and Post Century.</p> <p>Identifying specific features – rhyming couplets, simile, metaphor</p> <p>Skills: Poetic techniques. Comparison of poems.</p> <p>Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.</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> |

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| <p>Science</p> | <p>Biology & Physics:</p> <p><u>Being a Scientist:</u> Health and safety; planning and practical work; Lab safety and Bunsen's; Equipment and Risk; Planning experiments; Measuring and recording; Using results and representing data</p> <p><u>Cells:</u> - Observing plant and animal cells; specialist cells; movement of substances; unicellular organisms.</p> | <p>Biology & Chemistry:</p> <p><u>Space:</u> - The night sky; solar system; the Earth; the Moon.</p> <p><u>Particles:</u> Particle Model; States of Matter; Melting and Freezing; Diffusion; Gas Pressure.</p> | <p>Biology & Chemistry:</p> <p><u>Reproduction:</u> - Adolescence; Reproductive systems; Fertilisation; 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>Chemistry & Physics:</p> <p><u>Acids & Alkalis:</u> What are Acids and Alkalis; Hazards; 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>Biology & Chemistry:</p> <p><u>Body Systems:</u> Organ Systems; Gas Exchange; Breathing; Skeleton; Joints; Muscles</p> <p><u>Sound:</u> Waves; Energy Transfer; Loudness and Pitch; Detecting Sound; Echoes and Ultrasound.</p> <p>Revision - End of Year Assessment.</p> | <p>Physics & Chemistry:</p> <p><u>Light:</u> Light; Reflection; Refraction; The Camera; The Eye; Colour.</p> <p><u>Chemical Reactions:</u> Reactions; Word Equations; Burning Fuels; Thermal Decomposition; Conservation of Mass; Exothermic and Endothermic.</p> |
| <p>Art</p> | <p>Elements of Art:</p> <p>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</p> | <p>Elements of Art:</p> <p>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</p> | <p>What's in a building?</p> <p>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</p> | <p>What's in a building?</p> <p>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</p> | <p>Recreating a Landscape:</p> <p>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</p> | <p>Recreating a Landscape:</p> <p>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> |

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| | <p>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 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.</p> | <p>with Rembrandt.</p> <p>Progressing with the theme of painting and colour mixing to create Van Gogh style portraits</p> <p>With expressive mark making.</p> <p>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.</p> | <p>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 experimenting with materials and techniques</p> | <p>Architecture.</p> <p>Being inspired by architects work to design and make their own 3d models using card and clay construction skills. Environmental issues through use of space and sustainability in architecture. Display and evaluation of final designs</p> | <p>artists styles and influences.</p> <p>Observational studies of the school's landscape in colour. Using the five senses to record moods and reaction to the landscape</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> |
| DT | <p>Graphic Communication Skills: A focus on simple 2D & 3D communication techniques.</p> | <p>Wood Based Heroes Project: Design and make of a heroic character from timber. First use of hand tools and workshop machinery.</p> | <p>Endangered Animal Puzzle Project: Looking at endangered wildlife, cause and effect. Design and make of a puzzle product highlighting awareness.</p> | <p>Endangered Animal Puzzle Project: Exploring product packaging from aesthetic and informative points. Design and make of a package suiting the puzzle product.</p> | <p>Clock and frame Project: A focus on using computer aided design and manufacture to create a clock face.</p> | <p>Clock and frame Project: A focus on preparing timber joints to create a clock frame.</p> <p>Assembly using standard components.</p> |

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| <p>Food Tech</p> | <p>To understand importance of Food Safety and Health and Safety. State and understand units of measurement:</p> <p>Skills: Knowledge of how to prevent bacterial, physical, and chemical contamination. Application of knowledge- safe and efficient knife grips and cutting. Weighing and measuring.</p> <p>Making: Fresh Fruit Salad. Healthy biscuits. Fairy Cakes.</p> <p>Assessment: Teacher assessment of Food Safety and Health and Safety during practical lessons. End of topic Assessment.</p> | <p>To evaluate products using Sensory Analysis. To modify recipes:</p> <p>Skills: Perform sensory analysis on their cooked products. Application of knowledge of how sensory analysis can inform improvements and modifications.</p> <p>Making: Focaccia, Pizza, Bombay Potatoes, Egg Fried Rice.</p> <p>Assessment: Completion of star profile identifying WWW, EBI and how to modify a product. End of topic Assessment.</p> | <p>To identify functions of all macronutrients:</p> <p>Skills: State and give examples of Protein, Carbohydrates and Fats. Explain the function of each of the Macronutrients. Know the RDA of each according to Healthy Eating Advice.</p> <p>Making: Shortbread, Fruity Muffins, Pasta in Tomato Sauce.</p> <p>Assessment: Teacher assessment Macronutrients.</p> | <p>To understand importance of Healthy Eating:</p> <p>Skills: Identifying the benefits of a healthy diet. Knowledge of how diet can be related to negative health outcomes.</p> <p>Making: High Fibre Apple Crumble, Egg experiments, Macaroni Cheese.</p> <p>Assessment: Multiple choice questions.</p> | <p>How to produce a Timeline QCP:</p> <p>Skills: Completion of timeline/production plan. Identifying processes and quality control.</p> <p>Making: Banoffee Pie, Potato Bravas, Quesadilla.</p> <p>Assessment: Teacher assessment completion of production plan with full quality control.</p> | <p>Identifying factors affecting Food Choice :</p> <p>Skills: To identify the factors that affect Food Choice. Exploring social justice and the principles of Fairtrade.</p> <p>Making: Swiss Roll, KFC Chicken, Savoury Scones.</p> <p>Assessment: End of Year Test.</p> |
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| Humanities | 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. | 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. | Geography Plan and Map Skills: Interpreting plans and maps Map symbols Using Keys Using a compass Grid references, Longitude, Latitude, distance, scale, topographical maps. | 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. | 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. | History Medieval England: The Medieval village Christianity in the UK Life in a monastery Pilgrimage Why was the church so important? Thomas Becket. |
| ICT | 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, | 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. | 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. | 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. | 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 simple use of symbols or | 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 |

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| | and digital footprints. It aims to increase student's awareness of the issues surrounding computer viruses, poor password security and their ever-increasing digital footprint. | | | | 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. 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. | blocks that they intend to use 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. |
| Music | Class 1 Music Elements 1: Exploration of the Elements of Music through riffs, ostinatos, melody, and accompaniments | Class 2 Music Elements 1: Exploration of the Elements of Music through riffs, ostinatos, melody, and accompaniments | Class 1 Musical Structures: Exploration of how music can be structured and notated within different genres – with main focus on Samba | Class 2 Musical Structures: Exploration of how music can be structured and notated within different genres – with main focus on Samba | Class 1 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. | 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 choice of instrument. |

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| <p>PE</p> | <p>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.</p> | <p>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.</p> | <p>Personal Fitness, Speed Agility & Quickness: Understanding how certain parts move during exercise. Building blocks of developing a range of specified movements.</p> | <p>Ball Skills, Gymnastics & Team Building Games: 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> |
| <p>PSHE</p> | <p>What is PSHE? E-Safety, Bullying or Banter, Keeping safe and positive relationships, Positive-relationships, Falling in love.</p> <p>Skills: Enquiry, Skills, Empathy, Speaking and Listening.</p> <p>Assessment: Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.</p> | <p>Personal Identity (British Values), Family relationships, What are radicalisation and extremism? What are wants and needs? How does self-esteem help us achieve?</p> <p>Skills: Recall and knowledge, empathy, personal wellbeing, Citizenship, & citizenship skills, S&L Skills.</p> <p>Assessment: Teacher assessment</p> | <p>Health & Wellbeing: Consequences of not eating healthily, Healthy living exercise, How can I eat responsibly? - labels and nutrition, How can I keep healthy? - food groups, How can we manage our anger?</p> <p>Skills: Knowledge of physical and emotional changes in adolescence, Empathy, Skills & Body confidence.</p> <p>Assessment: Teacher</p> | <p>Health & Wellbeing: Puberty, Periods, The dangers of smoking and second hand smoking, What are drugs? Mental health</p> <p>Skills: Importance of personal hygiene during puberty, introduction of physical attraction and appropriate relationships,</p> | <p>Living in the Wider World: Personal budgeting, How can we budget our money? How can we shop ethically? Savings, loans and interest rates, Different financial products, Different financial transactions.</p> <p>Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.</p> <p>Assessment: Individual learning preferences identified. Pupils own</p> | <p>Living in the Wider World: Being a resilient student, How can we be aspirational students? Self-esteem, Prejudice and discrimination – racism, Social media - safe and private.</p> <p>Skills: Knowledge of basic first aid. Knowledge and recall of healthy eating, benefits of exercise, Empathy and S&L skills.</p> <p>Assessment: Teacher</p> |

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| | | Speaking and Listening Skills Written activities, End of topic tests. | assessment Speaking and Listening Skills. Written activities. End of topic test. | Empathy, and enquiry skills. Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test. | learning strategies agreement. Learning to learn assessment. | assessment Speaking and Listening skills. Class based worksheet End of topic tests. |
| RE | Intro to RE and Religious Festivals: Skills: Self enquiry. | Intro to RE and Religious Festivals: Key Areas of Study: QCA Unit 7B: What does justice mean to Christians? Skills: Recall and knowledge of Historical/Religious accounts. | Intro to Christianity: Key Areas of Study: QCA Unit 7B: What does justice mean to Christians? Skills: Historical and Biblical interpretation - Knowledge, Empathy, and enquiry skills. | Intro to Christianity: Key Areas of Study: QCA Unit 7B: What does justice mean to Christians? Skills: Impacts of the practice of religion - Knowledge, Empathy, and enquiry skills. | World Religions - Belief and Philosophy: Key Areas of Study: QCA Unit 7C: Religious figure. Skills: Philosophical enquiry. | Sikhism, Buddhism & Hinduism: Sikhism and the Five K's, The Golden Temple, Sikhism in Britain, Buddhism, Hinduism, Hinduism and Buddhism assessment. Key Areas of Study: Who was Buddha? Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills. |

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Year 8 Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Core Text: The Daydreamer</p> <p>Skills: Knowledge of Surrealism. Organised, imaginative, and clear writing</p> <p>Comprehension skills- locating and retrieving information from a text. Writing to describe.</p> <p>Teacher Assessment: S&L Skills, Topic Test</p> | <p>Core text: The Daydreamer</p> <p>Skills: Knowledge, S&L skills, Paper 1 question 4</p> <p>Assessment: Teacher Assessment Speaking and Listening Skills. Assessment: Q4 paper 1 Language</p> | <p>Core text: MacBeth</p> <p>Skills: 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>Assessment: Teacher Assessment Speaking and Listening Skills. Written activities. End of topic test.</p> | <p>Core Text: Newspapers</p> <p>Skills: Knowledge of 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. Visualisation of text. To consider how meanings are changed when ideas or stories, are adapted to different media. Writing to inform. Assessment S&L. End of topic assessment.</p> | <p>Core text: Dracula</p> <p>Skills: Knowledge of gothic genre. Writing to describe, inform and advise. Sentence level and SPAG. 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>S&L skills Assessment: Teacher assess S&L skills.</p> | <p>Core text: Dracula</p> <p>Skills: Knowledge of Responding to fiction and using the text as support for answering Understanding subject matter and the nature of the writer's craft.</p> <p>Hot seating and role play Sharing imagined scenarios. Contextualising story and imagining the dramatic situation</p> <p>End of year exam</p> |

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| <p>Maths</p> | <p>Number Skills and Money: Integers, powers and roots, multiples, factors, primes. Fractions, decimals, and percentages. Calculations: problem solving and money calculations.</p> | <p>Geometry of Shapes: 2D Shapes, Angles, symmetry, Tessellations, Transformations, 3D shapes, Constructions.</p> | <p>Algebra: GRAPHS AND MAPPINGS: Sequences and functions. Plot graphs of linear functions. Equations, expressions, and formulae.</p> | <p>Probability: Experimental probability, notation, event not occurring, mutually exclusive outcomes, estimates, experimental vs Theoretical</p> | <p>Statistics: The Data cycle</p> | <p>UNITS OF MEASURE & NUMBER: Units of measurement length, area, volume, capacity, mass, time, and angle. Calculations: Consolidate and extend working with decimals. estimations.</p> |
| <p>Science</p> | <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>Adaptation & Inheritance:</u> Competition & Adaptation; Adapting to Change; Variation; Continuous & Discontinuous; Inheritance; Natural Selection;</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>Health & Lifestyle:</u> Nutrients; Food Tests; Unhealthy Diet; Digestive Systems; Bacteria & Enzymes; Drugs; Alcohol; Smoking</p> | <p>Chemistry & Physics:</p> <p><u>Metals and Acids:</u> Acids & Metals; Metals and Oxygen; Metals & Water; Displacement Reactions; Extracting Metals; Ceramics; Polymers; Composites.</p> <p><u>Electricity & Magnetism:</u> Charging up; Circuits & Currents; Potential Difference; Series and Parallel; Resistance; Magnets & Magnetic Fields; Electromagnets; Using Electromagnets</p> | <p>Physics & Biology:</p> <p><u>Motion & Pressure:</u> Speed; Motion Graphs; Gas Pressure; Liquid Pressure; Solid Pressure; Weight and pressure; Moments.</p> <p><u>Ecosystems:</u> Photosynthesis; Leaves; Plant Minerals; Chemosynthesis; Aerobic respiration; Anaerobic respiration; Food Chains & Webs; Disruption of Food</p> | <p>Biology & Physics:</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>Revision - End of Year Test</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>Revisiting areas of misconceptions</p> |

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| | Extinction. | | | Chains; Ecosystems Checkpoint | | |
| Art | <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, Picasar 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> |

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| DT | <p>Graphical Communication Skills and Modelling 1: A focus to develop communication techniques further, using internationally recognised drawing techniques.</p> | <p>Desk Organiser Project: Building on Year 7 timber skills.</p> <p>Thoughts and observations on users want and needs in their environment.</p> <p>Experimental modelling of early ideas.</p> | <p>Desk Organiser Project: A focus on identifying common timber joints.</p> <p>Marking and preparing to cut the timber.</p> | <p>LED Mood Light Project: Exploration of lighting products and classification of polymers.</p> <p>Research and design of a mood light that satisfies the design brief.</p> | <p>LED Mood Light Project: Focus in understanding simple electronics and learning to create a circuit by soldering. Assembly of components to create a functional product.</p> | <p>Shop Front Project: Exploration into shopfront design and its text and image based graphical choices.</p> <p>Understanding themes and planning of a successful layout.</p> |
| Food Tech | <p>Functions of ingredients: To research the Functions of Ingredients.</p> <p>Skills: Application of knowledge of Functions of ingredients in Bread making. Exploring biological raising agents and gluten developments. How to develop recipes and make modifications. Evaluate products made using sensory analysis.</p> <p>Making: Focaccia, Pizza, Chelsea Buns.</p> | <p>Multicultural Foods and Environmental effects. To analyse Food trends and evaluate environmental impact associated with imported foods.</p> <p>Skills: Application of knowledge of how and why multicultural foods have gained popularity. Analysing the environmental issues concerned with imported foods.</p> <p>Making: Egg Fried Rice, Bombay Potatoes Quesadilla.</p> <p>Assessment: Food Miles essay. Practical</p> | <p>International Cuisine: To research, plan, prepare and evaluate a range of dishes from around the world.</p> <p>Skills: Conducting purposeful research, technical making skills.</p> <p>Making: Students to choose 2 multicultural dishes and one traditional British food.</p> <p>Assessment: Practical assessment using GSCB practical grade framework.</p> | <p>Religious Diets: To identify how religion may affect diet and to research, plan, prepare and evaluate a dish suitable for a chosen religion.</p> <p>Skills: Conducting purposeful research, technical making skills.</p> <p>Making: Students informed by research to choose 3 dishes suitable for 3 different religions</p> | <p>Heat Transferences To list and explain the 3 methods of heat transfer.</p> <p>Skills: List and explain Conduction, Convection, and Radiation. Understand how cooking methods change nutritional values and sensory appeal.</p> <p>Making: Egg experiment, Victoria Sandwich, Savoury Scones.</p> <p>Assessment: Summative Assessment on Heat transferences.</p> | <p>Food Labelling: To analyse what is required by law when labelling foods.</p> <p>Skills: Evaluate dishes high in salt, sugar, and fat.</p> <p>Making: Burger, Pasta Bake, Rocky Road .</p> <p>Assessment: Summative assessment End of Year Test.</p> |

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| | <p>Assessment: Teacher assessment functions of ingredients test. Annotated Pizza design.</p> | Assessment. | | <p>Assessment: Teacher assessment research task.</p> | | |
| Geography | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Economic Activities Primary Industries: How farming differs around world – focus on Kerala India. Alternative farming methods. Challenges of meeting needs a growing world population.</p> | <p>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.</p> | <p>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.</p> |
| History | <p>Henry and reformation: Who was Henry? Henry and Religion Catholics V Protestants Henry and the break with Rome Martin Luther The Reformation.</p> | <p>The Tudor Dynasty: Tudor timeline: - Henry VII Edward VI Mary Tudor Elizabeth I The Armada</p> | <p>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.</p> | <p>Rats and Rebellions: Gun Powder Plot Peasant's revolt The Plague Jacobite Risings Boston Tea Party French Revolution.</p> | <p>The Slave Trade: Britain and the slave trade Life of a slave The Middle Passage The life of a Slave William Wilberforce/Abraham Lincoln Abolition Emancipation.</p> | <p>The British Empire: Introduction to the British Empire Industrial Revolution Key Inventions The Victorians.</p> |

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| <p>ICT</p> | <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 identify 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> |
| <p>Music</p> | <p>Digital Music: Exploring digital music making and editing using the software programs</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>Song / Rap Writing: Composing and creating songs/raps individually and as</p> | <p>Film and Stage Music: Listening and composing music for film tracks.</p> | <p>Musical Futures: Students select their choice of music to learn to play together as a band and perform</p> |

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| | Mixcraft and Audacity. | | | a class (including seasonal song option). | | own choice of music 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>Relationships: Body image - male focus, Sexting and image share danger, Domestic conflict - running away from home, Prejudice and discrimination – religion, British Values - tolerance anti racism.</p> | <p>Relationships: Who are the extreme groups? Where does extremism come from – leaders, How can we prevent radicalisation and extremism? Extremism - do all Muslims want sharia law, How do extreme leaders attract converts?</p> <p>Skills: Knowledge,</p> | <p>Health and Wellbeing: Emotional literacy and self-awareness, Managing my behaviour to achieve, Personal Development and target setting, Personal safety and first aid.</p> <p>Skills: Application of knowledge,</p> | <p>Health and Wellbeing: Self-confidence and goals, Teen pregnancy and parenting, What is mindfulness? Vaping, nicotine and addiction.</p> <p>Skills: Knowledge of physical and emotional changes, parental responsibilities,</p> | <p>Living in the Wider World: Discrimination teens and media, Homophobia, Internet safety, Prejudice + Stereotypes - disability</p> <p>Skills: Knowledge of a variety of relationships, prejudices. S&L skills Empathy. Assessment: Teacher</p> | <p>Living in the Wider World: Careers focus - communication skills, Entrepreneurs, Teamwork skills, Finance - tax and NI, How can we care for the environment? How is tax spent? - public services</p> <p>Skills: Knowledge of business types and purpose. Influence</p> |

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| | <p>Skills: Knowledge, Empathy, S&L skills, and enquiry skills.</p> <p>Assessment: Teacher Assessment S&L Skills</p> | <p>Empathy, S&L skills, and enquiry skills.</p> | <p>independent inquiry. S&L skills.</p> <p>Assessment: Teacher Assessment Speaking and Listening Skills. Written activities.</p> | <p>unhealthy additions.</p> <p>S&L skills, empathy personal safety.</p> | <p>assess S&L skills. Online assessment.</p> | <p>analysis of media and advertising.</p> <p>Assessment: Teacher assess S&L skills.</p> |
| 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: Skills: Independent Research, Historical interpretation, Impact analysis with link with religious beliefs.</p> | <p>The Mosque: Skills: Introduction to philosophical skills.</p> | <p>Jewish festivals & The Synagogue: Skills: Philosophical enquiry.</p> | <p>Religion and the Afterlife: Heaven and Hell, Islam Christianity and Death, Life after death, Reincarnation, what is the soul? Assessment.</p> <p>Skills: Introduction to philosophical skills.</p> |
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Year 9

Curriculum Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | <p>Core text: Poetry Anthology Power and Conflict</p> <p>Skills: Knowledge of different types of poems, sounds, rhythms, structure, themes Questioning, Speaking, listening, debating.</p> <p>Assessment: Teacher Assessment S&L Skills. Topic assessments.</p> | <p>Core Text: Poetry Anthology Power & Conflict</p> <p>Skills: Knowledge of poetic techniques, Imagery</p> <p>Assessment: Teacher Assessment S&L Skills. Presentation.</p> | <p>Core text: KS3 GCSE Language Pack</p> <p>Skills: Knowledge of GCSE question paper1 Questions. Writing to describe.</p> <p>Assessment: Teacher Assessment S&L. Written task.</p> | <p>Core text: Revision of Poetry</p> <p>Skills: Knowledge of poetry questions.</p> <p>Debating and S&L skills.</p> <p>Assessment: Teacher Assessment S&L.</p> | <p>Core text: Paper 2 Language</p> <p>Skills: Figurative language skills. Comparison of two simple texts.</p> <p>Assessment: Teacher assessment Questions</p> | <p>Core text: Week on each of previous terms work</p> <p>Skills: Revision of [poetic techniques, figurative language and paper1 questions</p> <p>Assessment: End of year test.</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> |
| Science | <p>Biology: Health and safety in the Science lab.</p> <p>Biology: B1 Cell structure</p> | <p>Biology: Biology: B3 Organisation and digestive system: tissues and organs; human digestive</p> | <p>Biology: GCSE Content</p> <p>Biology: B5 Communicable diseases; Health and</p> | <p>Physics: Physics: P1 Conservation of energy: Energy stores; energy and work; GPE; Kinetic and elastic</p> | <p>Physics: <u>GCSE Content</u></p> <p>Physics:</p> | <p>Physics: <u>GCSE Content</u></p> <p>P5 Electricity in the home: Alternating</p> |

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| | <p>and transport: The microscope; animal and plant cells Eukaryotic and prokaryotic cells; specialist cells; diffusion; osmosis; active transport; exchanging materials.</p> <p>Required Practical's (B1.2) – Using a light microscope (B1.8) – Investigating Osmosis through concentrations of salt or sugar</p> <p>B2 Cell division: growth and differentiation; stem cells and dilemmas.</p> | <p>system and how it works; catalysts and enzymes; making digestion efficient.</p> <p>Required Practical's</p> <p>(B3.3) – Using standard food tests to identify food groups</p> <p>(B3.6) – Investigating the effect of pH on rate of reaction – Amylase enzyme</p> <p>B4 Organising animals and plants: the blood and blood vessels; the heart; helping the heart; breathing and gas exchange; tissues and organs; transport systems</p> | <p>disease; Pathogens and disease; Preventing infections; Viral diseases; Bacterial diseases; Diseases caused by fungi and protists; Human defence response.</p> <p>B6 Preventing and treating disease: Vaccination; Antibiotics and pain killers; Discovering drugs; Developing drugs.</p> <p>Revision – Looking at Paper 1 and 2</p> | <p>energy; energy and efficiency; Electrical appliances; energy and power.</p> <p>P2 Energy by Transfer: Conduction; convection; radiation; specific heat capacity; heating and insulating buildings.</p> <p>Required Practical (P2.2) – Determining specific heat capacity</p> | <p>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>Physics: P4 Electrical Currents: Current and charge; Potential difference and resistance; Series and parallel circuits</p> <p>Required Practical's (P4.2-P4.5) – Investigating resistance of a wire</p> <p>(P4.3) – Investigating electrical components</p> <p>Revision – Looking at Paper 1 and 2</p> | <p>currents; Cables and plugs; Power and potential difference; electrical currents and energy transfer; appliances and efficiency</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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| <p>Art</p> | <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 a 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> |
| <p>DT</p> | <p>Graphical Communication Skills and Modelling 2: A focus to develop communication techniques further, using modelling materials.</p> | <p>Model Design by Redesign Project: Students analyse successful and historical design products, before redesigning and modelling using appropriate materials.</p> | <p>Illuminated Photo Frame Project: Combining simple concepts, in this case displaying photos with focused lighting. A focused approach to understand and interpret a working drawing.</p> | <p>Illuminated Photo Frame Project: Stepped construction of the light unit and frame part using a working drawing to guide manufacture.</p> | <p>Music Dock Project: Exploration into a standard amplifier building circuit and its components and technical abilities. Research into designs for the casing of the amplifier circuit,</p> | <p>Music Dock Project: Circuit building, testing, and troubleshooting if required. Practical steps in creating the casing from a range of given materials and tools & machines.</p> |

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| | | | | | including inputs, outputs, and power. | |
| Food Tech | <p>Health and diet Eating advice:</p> <p>Skills: To research current Government Healthy Eating Advice. Application of knowledge of diet related diseases. State Recommend guidelines for a healthy diet; identify how nutritional needs change due to age, lifestyle choices and state of health.</p> <p>Making: Vegetable stir fry, Quesadilla, Chicken Goujons.</p> <p>Assessment: Teacher assessment Research on Healthy Eating.</p> | <p>Saturated and Unsaturated fat:</p> <p>Skills: To understand the function of fat in the diet and cooking. To plan a balanced diet; sound awareness of other common dietary issues including coronary heart disease (CHD),</p> <p>Making: Homemade Burger experiment, Fatless sponge, Fruit Flan.</p> <p>Assessment: Summative assessment on Fats.</p> | <p>Cake making methods:</p> <p>Skills: To explain different cake making methods. To analyse the function of Fat in cooking, how fat changes sensory appeal and nutritional values. Explore how to modify recipe to increase nutritional values.</p> <p>Making: Victoria Sandwich, Swiss Roll, Brownies, Scones.</p> <p>Assessment: Summative assessment on Cake making methods.</p> | <p>Raising agents:</p> <p>Skills: To explain the characteristics of the 3 classifications of raising agents Application of knowledge of Chemical, Biological and Mechanical Raising Agents.</p> <p>Making: Chelsea Buns, Strawberry Roulade, Carrot cake.</p> <p>Assessment: Summative assessment on raising agents</p> | <p>Food provenance:</p> <p>Skills: To explore where food comes from. Ethical and moral beliefs Farm to Fork Grow your own, GM Foods, plant proteins.</p> <p>Making: Vegetarian foods using plant protein.</p> <p>Assessment: Practical assessment.</p> | <p>Food choice:</p> <p>Skills: To explain what influences Food Choice.</p> <p>Apply reasons for choice principles.</p> <ul style="list-style-type: none"> •Awareness of the impact advertising can have on food choices. •Ethical purchasing <p>Making: Pizza.</p> <p>Assessment: End of Year Test.</p> |

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| <p>Geography</p> | <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.</p> <p>AC1.1 – Outline some features of one tectonic event.</p> <p>AC1.2 Identify and name areas of the world vulnerable to tectonic events.</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 or NGO that provides aid to people in affected areas.</p> <p>AC3.4 Give ways in which the risks associated with tectonic events may be reduced</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>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>AC2.1 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: 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> |
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| <p>History</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>WJEC British Society in the Past Humanities Pathway Unit: 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 Historical change over time Humanities Pathway Unit: 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>AC1.2 Outline the major changes that happened in a theme or society during the period studied.</p> | <p>WJEC Historical change over time Humanities Pathway Unit: 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: 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>ICT</p> | <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 responsibly and securely, including protecting their online identity and privacy.</p> | <p>Spreadsheets: Opportunity for spiralized learning (from previous years 7 & 8). Students are given 2 scenarios. A school fete. They will need to interrogate the model to answer questions to seek various solutions. 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</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 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.</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 recognising it.</p> | <p>Data use and misuse: 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 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.</p> | <p>Impact of ICT on society & social networking: Digital safety, online presence, taking care when communicating online... How to stay safe... personal information.</p> |
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| | | investigate the use of if. then formula. | | | | |
| Music | 12 Bar Blues: Exploration of the roots of jazz and blues that use 12 bar blues, how 12 bar blues has been used in music from later decades: 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) | Computer and Video Game Music: Exploration of how music can be used, within some computer and video game from different times, exploring and creating character themes and sound effects. | 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. |
| PE | 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. | 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. | 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. | 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. | 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. |

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| <p>PSHE</p> | <p>Relationships: Body image - girls focus, Body image, media and eating disorders, British community, religion and culture - display lesson, Domestic violence and abusive relationships.</p> <p>Skills: Knowledge, Life Skills, and Inquiry. Questioning, Speaking, listening, debating.</p> <p>Assessment: Teacher Assessment S&L Skills.</p> | <p>Relationships: How can we deal with peer pressure? How does child sexual exploitation happen? Immigration the UK and diverse communities, Who are the LGBT community?</p> <p>Skills: Application of knowledge, Inquiry, empathy, and evaluation.</p> <p>Assessment: Teacher Assessment S&L Skills. Presentation.</p> | <p>Health and Wellbeing: Alcohol awareness, Behaving to achieve – rules, Developing interpersonal skills, Discrimination and The Equality Act 2010, Drugs and the law.</p> <p>Skills: Application of knowledge, Life Skills, Wellbeing empathy and evaluation.</p> <p>Assessment: Teacher Assessment S&L.</p> | <p>Health and Wellbeing: Growth Mindset to achieve, How can we manage anxiety? How do we cope with stress? Why are people selfie obsessed? Why can't some people access education?</p> <p>Skills: Knowledge, Life Skills, Sexual Health, Wellbeing, Empathy debating and S&L skills.</p> <p>Assessment: Teacher Assessment S&L.</p> | <p>Living in the Wider World: How can I avoid debt? How does knife crime impact on our lives? How does the law treat young offenders? Human rights - charity focus Unicef, Human Rights abuses - genocide + trafficking</p> <p>Skills: Research, Interpretation of information, decision making, teamwork.</p> | <p>Living in the Wider World: Employability - applying and preparing, Enterprising qualities and personality – workskills, Our rights as consumers, Self-discipline to achieve, Sustainability for all, Workplace skills</p> <p>Skills: Knowledge, Interpretation of information and Life Skills.</p> <p>Assessment: Rights and Responsibilities Test.</p> |
| <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</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</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</p> | <p>Religion and Human Rights: Religion and Social Justice, Religion and Gender, Religion and freedom of expression, Religion and community, Religion and Animal Rights, Assessment.</p> |

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| | Inquiry. Questioning. | evaluation. | | | ethical decision making. | Skills: Interpretation of information and ethical decision making. |
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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</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:</p> |

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| | | | | | <p>Listening: Did Lennie have to die? Writing assessment: (Use the S&L assessment to analyse the factors which contributed to the death of Lennie.)</p> | <p>: A letter to the editor, A newspaper article for a broadsheet. e.g., poor TV and film choices every 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.</p> |
| Maths | <p>Number & Money Management and ELC revision: Proportion, Fractions, Decimals, Percentages, 4 rules of number, Number patterns, Ratio, Place value, Interest & compound interest.</p> | <p>Geometry and Measures and ELC revision: Area & Perimeter, circumference. Pythagoras theorem Properties of polygons. Angles Co-ordinates, Transformations.</p> | <p>Algebra and Graphs and ELC revision: Algebraic manipulation, Graphs, graph properties and graphical functions. Formulae & Equations.</p> | <p>Probability and ELC revision: Vocabulary, Prob scale, notation, Theoretical, Experimental, Predicted outcomes, mutually exclusive events, successive events, All possible outcomes.</p> | <p>Statistics and ELC revision: Averages: Discrete & grouped data, comparisons. Collecting, Interpreting & Representing data.</p> | <p>Number: Properties of number, Squares, cubes, roots and powers, Standard form, Inequalities, Special sequences, Calculator skills, Estimation, approximation & Rounding. Trigonometry.</p> |

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| <p>Science</p> | <p>Biology:</p> <p>Health and safety in the Science lab.</p> <p><u>Biology:</u> B7 Non-communicable disease: Cancer; smoking and the risk of disease; Diet, exercise and disease; Alcohol and other carcinogens.</p> <p>B8 Photosynthesis; The rate of photosynthesis; How plants use glucose; making the most of photosynthesis.</p> <p>Required Practical (B8.2) – Investigating effect of light intensity - photosynthesis</p> | <p>Biology:</p> <p><u>Biology:</u> B9 Respiration: Aerobic respiration; The response to exercise; Anaerobic respiration; metabolism and the liver.</p> <p>B10 - The human nervous system; Principles of homeostasis; The structure and function of the human nervous system. Reflex actions.</p> <p>Required Practical (B10.2) – Investigate the effect of human reaction times. Looking at Paper 1, 2 and required practical's</p> | <p>Biology:</p> <p><u>Biology:</u> B11 Hormonal coordination: Principles of hormonal control; the control of blood glucose levels; Treating diabetes; The role of negative feedback; Human reproduction; Hormones and the menstrual cycle; The artificial control of fertility; Infertility treatments.</p> <p>B12 Reproduction: Types of evolution; Cell division in sexual reproduction; DNA and the genome; Inheritance in action; More about genetics; Inherited disorders; Screening for genetic disorders.</p> | <p>Physics:</p> <p><u>Physics:</u> P6 - Molecules and matter; Density; States of matter; Changes of state; Internal energy; Specific latent heat; Gas pressure and temperature.</p> <p>Required Practical (P6.1) – Calculating densities</p> <p>P7 - Radioactivity: Atoms and radiation; the discovery of the nucleus; Changes in the nucleus; More about alpha, beta and gamma radiation; Activity and the half-life.</p> <p>Revision – Looking at Paper 1, 2 and required practical's</p> | <p>Physics:</p> <p><u>Physics:</u> P8 Forces in balance: Vectors and scalars; Forces between objects; Resultant forces; Centre of mass; The parallelogram of forces; Resolution of forces.</p> <p>Require Practical (P10.5) – Investigate relationship of force and extension for a spring</p> <p>(P10.1) – Investigate the relationship between force and acceleration</p> <p>P9 Motion: Speed and distance-time graphs; Velocity and acceleration; More about</p> | <p>Physics:</p> <p><u>Physics:</u> P10 Forces and motion: Forces and acceleration; Looking at Paper 1, 2 and required practical's</p> <p>Linking ELC modules: Examination techniques and methods of revision using past papers and mark schemes</p> |
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| | | Linking ELC modules: | | | velocity-time graphs; Analysing motion graphs. | |
| Humanities | <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 or NGO that provides aid to</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</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 historical 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</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> |

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| | | <p>people in affected areas.</p> <p>AC3.4 Give ways in which the risks associated with tectonic events may be reduced.</p> | <p>society in the past and their own time.</p> | | <p>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>AC3.2 Outline how governments and or global organisations can protect a threatened ecosystem.</p> |
| <p>Media: GCSE</p> | <p>Graphic design unit: To research company logos and create an original graphic logo design. Researching graphic design practises and principles. Analysing what makes successful logos, visual communication, annotation of ideas and gathering of resources. Creating visual storyboards.</p> | <p>Graphic design unit- creating a company logo: Completing the graphic design element with a successful series of designs for a company promotional graphics, such as a music company logo or phone logo. Evaluating successes.</p> | <p>Analysing Film Genres: Students research the different types of film genres such as comedy, horror, family films, Sci-fi and action films. Analysis of their chosen films, in relation to character, story, setting, music and camera work.</p> | <p>Analysing Film Genres: To create your own film from a particular genre such as action movies.</p> <p>Designing storyboards, characters, storyline, script, setting, music and camera angles. Evaluation of successes.</p> | <p>Advertising unit: To research the work of famous advertising brands and products, studying product placement and the psychology of advertising and its techniques.</p> | <p>Advertising unit: To study target audiences such as teenage, male and female markets. Designing storyboards for an advertising campaign such as clothing, music, technology, transport, food. Creating a finished promotion.</p> |
| <p>Food Preparation and Nutrition: GCSE</p> | <p>Food safety. Nutritional Needs: Skills: Application of knowledge of the relationship between diet and health. Major diet-</p> | <p>Food Science. Preparation for NEA 1: Skills: Application of knowledge of heat transfer. Functional and</p> | <p>NEA 2. Food Choice: Skills: Personal, social and economic factors, medical reasons. Religious and cultural beliefs. Ethical and moral</p> | <p>Food Provenance: Skills: Food Sources, Food and the environment, Sustainability of food, Food production. security Nutritional</p> | <p>NEA 2 Using Design Brief practice: Skills: How to research using design briefs. How to generate and justify design ideas.</p> | <p>NEA 2 Using Design Brief practice: Skills: Application of knowledge how to compile NEA 2 portfolio of</p> |

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| | <p>related health issues. Nutritional needs when selecting recipes for different groups of people. Conditions and control for bacterial growth. Growth conditions and control for mould growth and yeast production .Signs of food spoilage .Helpful properties of microorganisms in food production Modifying recipes and meals to follow current dietary guideline.</p> <p>Making: Chicken Goujon, Shepherd's Pie, Victoria Sandwich, Carbonara, Ravioli.</p> <p>Assessment: Each Practical graded as per GSCE framework. Multiple choice questions from GCSE. 6 mark questions on Food Safety and Nutrition.</p> | <p>chemical properties of Food Acids and Alkalis Shortening Plasticity Emulsification Gelatinisation Dextrinisation Gluten Formation Coagulation Acid denature Foam formation.</p> <p>Making: Profiteroles, Quiche, Lattice Apple Pie, Lasagne. Roulade, Food Science investigations as per NEA 1 practice brief.</p> <p>Assessment: Each Practical graded as per GSCE framework. Multiple choice questions from GCSE. 6 mark questions on Food science. NEA 1 marked (worth 15%).</p> | <p>beliefs. How to perform sensory analysis. Technological advances in Food-GM Foods Nanotechnology.</p> <p>Making: Dishes containing plant proteins, Suitable dishes to reflect medical and religious beliefs.</p> <p>Assessment: Each Practical graded as per GCSE framework. Multiple choice questions from GCSE. 6-mark questions on Food Choice.</p> | <p>Fortification. Food additives, Allergies, and intolerances. NEA 2.</p> <p>Making: Modified selected recipes chosen by students.</p> <p>Assessment: Each Practical graded as per GSCE framework. Multiple choice questions from GCSE. 6-mark questions on Food Provenance.</p> | <p>Making: Chosen dishes as per practice design brief.</p> <p>Assessment: Each Practical graded as per GSCE framework. Multiple choice questions from GCSE. 8-mark questions on Nutrition.</p> | <p>evidence. How to research, design plan and make following design brief. How to evaluate and demonstrate analytical skills.</p> <p>Making: Chosen dishes as per practice design brief.</p> <p>Assessment: Food Practical Mock. GCSE Food theory paper mock.</p> |
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| <p>Art: GCSE</p> | <p>Portfolio Unit 1 for GCSE Natural forms: An introduction to GCSE art and natural forms as inspiration to artists work such as Ar 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>Ao3-Recording what they see and imagine.</p> <p>Ao4-Producing final ideas for the theme.</p> <p>Assessment of 60% portfolio grade.</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 self- portraits and 3d responses.</p> | <p>Portfolio unit 2 Myself, My identity: Completion of this unit with Ao4 final ideas and exhibition of work in the art area.</p> <p>Final criticism of work and assessing according to GCSE criteria.</p> <p>Producing large final 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>ICT</p> | <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 images and text appropriate to the pp message.</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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| <p>Motor Vehicle</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Construction</p> | <p>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.</p> | <p>Tools, Materials, Equipment & Their Uses, Basic Bricklaying: Learning the Tools, Materials and equipment needed. Learning the Techniques used in the trade. (V-shaped trough, Laying the first brick, stretcher bond, Jointing, etc.)</p> | <p>Basic Bricklaying: Using prior learning to create basic constructions from brick. Build a half brick wall three courses high four bricks long.</p> | <p>Basic Bricklaying: Using prior learning to create basic constructions from brick. Build a half brick wall with a corner.</p> | <p>Complex Bricklaying: Using prior learning to create basic constructions from brick. Build a half brick, three brick square, six courses high hollow pillar.</p> | <p>LASER award units of work: Group discussions re the units covered and the student's ability to complete these. Looking at the Worksheets, workbooks, write-ups, and examples.</p> |
| <p>PE</p> | <p>Team Building Games & Personal fitness Challenges: For those students that have been with the PE programme</p> | <p>Gymnastics Activities. & Modified Team Games: Modified team games relate to</p> | <p>Personal Fitness & Basketball: Greater reliance that in personal fitness some student will be required to lead</p> | <p>Team Building Games, Badminton & Table Tennis: The game play of table tennis and badminton will focus where possible</p> | <p>Athletic Activities & Striking Games: In athletic activities understanding the role of personal best. How to</p> | <p>Net Games & Personal Fitness: Revisit hand and eye skills from a previous term. Revisit some</p> |

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| | 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. | 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 teaching and learning. | many of the sessions. | on how to manage as an individual participant How to manage defeat and victory. | record information relating to a task. | aspects of personal fitness work from a previous term. |
| PSHE | <p>Relationships: Community cohesion, Conflict Management, Forced and arranged marriages, Gender and Trans Identity, Harassment and Stalking.</p> <p>Skills: Knowledge. Personal Wellbeing and Health. Empathy. Speaking and Listening</p> <p>Assessment: Classroom based activities. Teacher</p> | <p>Relationships: Parenting, Relationships with role models, Revenge Porn, Same Sex Relationships, Sexism and gender prejudice.</p> <p>Skills: Recall and knowledge, decision making, empathy, personal wellbeing and safety, S&L and debating Skills.</p> <p>Assessment: Teacher assessment</p> | <p>Health and Wellbeing: Hate Crime, Homelessness, How harmful is binge drinking? Living sustainably, Managing Social Anxiety.</p> <p>Skills: Recall and knowledge, Reasoning, Citizenship Skills, Empathy, and enquiry skills & S&L Skills.</p> <p>Assessment: Teacher Assessment S&L Skills.</p> | <p>Health and Wellbeing: Managing Time Effectively, Screen time - how much is too much? Social Media and Self Esteem, Study Skills.</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>Living in the Wider World: Anti-Social Behaviour, Crime, gangs and county lines, How does the criminal justice system work? Money Laundering, Overt and Covert Racism</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>Living in the Wider World: Preparing for Work Experience, Rights and responsibilities in the workplace, The right career for me, What are employers looking for in CVs, Why do we need an International Women's Day? Why pursue a STEM career?</p> |

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| | assessment S&L Skills. | Speaking and Listening Skills. | | | Assessment: Teacher assessment Speaking and Listening Skills. | Skills: Recall of Knowledge. Research. Formulation of argument and opinion. Empathy and enquiry skills. Assessment: Teacher assessment Speaking and Listening Skills. Debating Skills. Presentation. |
| 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>Skills: Historical evaluation. Empathy and Inquiry. Questioning.</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 expression of faith through. Religious festivals, art, music, and food.</p> <p>Skills: Application of knowledge and data. Analysis,</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- Knowledge, Empathy, and enquiry skills.</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 looks at Sufism and Sufi worship.</p> <p>Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.</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 Christians bring up their children.</p> <p>Skills: Interpretation of information and ethical decision making.</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 affect Christian beliefs and opinions</p> <p>Skills: Interpretation of information and ethical decision making.</p> |

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| | | empathy, and evaluation. | | | | |
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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: Reading Comprehension. Studying the Assessment objective for Paper 1 AQA: AO1, AO2, AO3, AO4 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. Comparative and standalone extracts which cover 19th 20th and 21st century writers. Writing focus 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. Entry Level Topic tasks- preparation revision and practice and then 4x1 hour units: reading and writing</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: Mocks in both GCSE and Entry level. (Usually in early January- Paper 2) 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</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: 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.</p> | <p>AQA final exam practice – demonstration exam technique in front of all pupils. EL final exam practice – past papers and revision techniques: Timed questions. Immediate feedback. Plugging gaps. Looking at mis- conceptions. Spiral curriculum work. Using folders as revision aids – reviewing past examples of letters, essays, speeches, articles, and leaflets. Entry Level “additional endorsements” – tasks and activities to prepare them for next steps – speeches to the school at the leaver’s assembly</p> | <p>Revision and rehearsal of timings and looking at folders: Timed questions. Immediate feedback. Plugging gaps. Looking at mis- conceptions. Spiral curriculum work. Actual exams.</p> |

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| | | foci. Revision for the January mocks. | focus on Past paper practice; Report writing, and letters and explanations. Part 1 of the speaking and listening assessment for the exam. World of work. | Extend abilities to 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 | and college preparation. Invitations and reading for pleasure / guided reading. 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 Revision: Graphical interpretation, Algebraic manipulation – Formulae and equations. | Geometry and Measures. GCSE Revision: Angles and Lines, congruence, area, perimeter & volume. Transformations, Converting units, Properties of shape, Trigonometry, Pythagoras. | Geometry and Measures. GCSE 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 practical and Exams. |

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| <p>Science</p> | <p>Biology:</p> <p>Dependant on route taken GCSE or ELC</p> <p><u>Biology:</u></p> <p>B13 - Variation and evolution: variation; Evolution by natural selection; Selective breeding; Genetic engineering; Ethics and genetic technologies.</p> <p>B14 - Genetics and evolution: Evidence for evolution; Fossils and extinction; More about extinctions; Antibiotic resistant bacteria; Classification New systems of classification</p> <p>B15 - Adaptation, interdependence, and competition: The importance of communities; Organisms in their</p> | <p>Biology:</p> <p><u>Biology</u></p> <p>B16 Organising an ecosystem: Feeding relationships; Materials cycling; the carbon cycle.</p> <p>B17 Biodiversity and ecosystems: The human population explosion, Land, and water pollution; Air pollution; Deforestation and peat destruction; Global warming; Maintaining biodiversity.</p> <p>Revision for Mock Exams: - Looking at Paper 1 and 2</p> <p>Linking ELC modules:</p> | <p>Physics:</p> <p>Dependant on route taken GCSE or ELC</p> <p>P11 - Waves and properties: The nature of waves; the properties of waves; Reflection and refraction; More about waves.</p> <p>Required Practical</p> <p>(P11.4) – Investigating waves in a ripple tank and waves in a solid</p> <p>P12 Electromagnetic waves: The electromagnetic spectrum; Light, infrared, microwaves, and radio waves; Communications; Ultraviolet waves, x-rays, and gamma rays; X-rays in medicine</p> <p>Required Practical</p> | <p>Physics:</p> <p>Revision for Mock Exams: - Looking at Paper 1, 2 and required practical's</p> | <p>Physics:</p> <p>Examination techniques and methods of revision using past papers and mark schemes</p> <p>Revision; Required practical's and Exams</p> | <p>Physics:</p> <p>Examination techniques and methods of revision using past papers and mark schemes</p> <p>Revision; Required practical's and Final Exams</p> |
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| | <p>environment; Distribution and abundance; Competition in animals; Competition in plants; Adapt to survive; Adaptations in animals; Adaptations in plants.</p> <p>Required Practical</p> <p>(B15.3) – Measure population size of common species</p> | | <p>(P12.2) – Investigating infrared radiation</p> <p>.</p> <p>P13 Electromagnetism: Magnetic fields; Magnetic fields and electric current; The motor effect</p> | | | |
| Humanities | <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</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>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>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>AC2.1 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.</p> <p>AC3.1 Outline how people can protect threatened ecosystems.</p> | <p>Individuals outstanding work to be completed this half term – Study Leave:</p> |

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| | <p>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>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 or NGO that provides aid to people in affected areas.</p> <p>AC3.4 Give ways in which the risks associated with tectonic events may be reduced.</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>AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people.</p> | <p>AC3.2 Outline how governments and or global organisations can protect a threatened ecosystem.</p> | |
| Media: GCSE | <p>Printed media: Students to research the world of printed media both hard copy and digitally created.</p> <p>Researching examples of good products such as flyers, newspapers,</p> | <p>Printed Media: Designing and making a finished printed media product such as a music flyer, promoting an event or digital media campaign for a watch, clothing, food product, holiday, or insurance products for adults.</p> | <p>Audio Visual sequence: For students to analyse the work of Audio -sequencing Films that are accompanied by music such as, promotional trailers, advertising short films. Researching camera shots such as zoom,</p> | <p>Audio Visual sequence: Designing and creating your own Audio-visual film, using photoshop, audio packages and film making in the studio and outside.</p> <p>Students creating storyboards of camera shots and appropriate music clips.</p> | <p>Photography: Studying the techniques used in successful photography such as lighting, camera angles, framing. Depth of field, location, and setting.</p> <p>Students gaining a good grounding in</p> | <p>Photography: Taking a range of photographs on the theme of connections this year. Using figures, objects, buildings, weather, and nature as inspiration. To produce a display to promote the course and celebrate success of the work.</p> |

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| | <p>magazines, tickets. Digital advertising, Spotify and pop-up promotional graphics through phones and PCs.</p> <p>Studying demographics and age-appropriate advertising to meet advertising standards Looking at the ethical responsibility of printed media.</p> | | <p>panning, up- shooting and wide angle.</p> <p>Gathering information on successful short film such as music films and film trailers for quick editing.</p> | <p>Combining the best elements to create a completed short film which may include animation techniques, green screen.</p> | <p>photography both in the studio and around the school grounds. Work can be linked to a school's photography competition this year it is Connections.</p> | |
| <p>Food Preparation and Nutrition: GCSE</p> | <p>Food Science Skills: (NEA 1):</p> <p>Analyse the task, experiments and investigations -Analyse and interpret results of the investigative work -Evaluate hypothesis with justification A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Assessment.</p> | <p>NEA 2:</p> <p>Skills: Researching the task -Demonstrating technical skills - Generating design ideas Planning for the final menu.</p> <p>Making: Range of technical dishes as per NEA chosen design brief.</p> <p>Assessment: NEA 2 - section A Mock Theory paper.</p> | <p>NEA 2 –</p> <p>Skills Technical/complex making skills. Presentation skills, evidence of Food safety, working to a time plan, dove tailing section B -Making 3 dishes in 3 hours.</p> <p>Making: Assessment: Practical exam (Element of NEA 2).</p> <p>Assessment: NEA 2 - section A and B Partial Mock Theory paper.</p> | <p>NEA 2 –</p> <p>Skills section C -Analysis and evaluation Prepare, cook and present a menu which assesses the learner's knowledge skills and understanding in relation to the Choser NEA 2 design brief.</p> <p>Making: Range of technical dishes as per NEA chosen design brief (Completing any outstanding practical required for NEA 2).</p> <p>Assessment: Completion of NEA 2</p> | <p>Revision</p> <p>Skills All skills revisited in preparation for the written exam (see below).</p> <p>Making: Dishes made to Contextualizing theory: Function of ingredients Food Science Food Provenance Food Safety.</p> <p>Assessment: Mock GCSE Theory paper</p> | <p>Revision</p> <p>Skills This component consists of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and</p> |

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| | <p>Making: Choice of complex/high level skills dish. (NEA 1 and 2).</p> <p>Assessment: NEA 1 marking using AQA framework.</p> | | | portfolio. | | <p>nutrition.</p> <p>Assessment: GCSE Theory paper.</p> |
| ICT | <p>Staying Safe online: Brief into staying safe online (all the topics from KS3 & year 10 discussed as a reminder to the students).</p> <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Spreadsheet software: Amend, Edit, interrogate, and annotate the spreadsheet. Demonstrate awareness of appropriate graph selection. Evaluation of the product and fitness for purpose.</p> | N/A | N/A |
| Motor Vehicle | <p>Practical for assessment: Completing workbook for unit WJC274.</p> | <p>Practical for assessment: Completing workbook for unit WJC643.</p> | <p>Practical for assessment: Completing workbooks for unit WJC431 and WJC327.</p> | <p>Practical for assessment: Completing workbook for unit WJC283.</p> | <p>Practical for assessment: Completing workbook for unit WJC758.</p> | <p>Practical for assessment: Completing workbook for unit WJC533.</p> |

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| | | | | | | Completing any outstanding work in workbooks/folders. |
| Construction | Recap, Begin Construction unit WJC350: Brickwork: Practical for assessment. Completing workbook for unit WJC350. | Move onto Construction unit WJC454: Building and Construction: Practical for assessment. Completing workbook for unit WJC454. | Begin Construction unit WJC722, Brickwork: Building a Half Brick Wall: Practical for assessment. Completing workbook for unit WJC722. | Move onto Construction unit WJC616, Brickwork, Assisting Workshop Practice: Practical for assessment. Completing workbook for unit WJC616. | Construction unit WJC245, Brickwork, Building a Three Brick Square Hollow Pillar: Practical for assessment. Completing workbook for unit WJC245. | Complete any unfinished work in their folders: 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 | Core Subjects: Why do we need them? : Careers in English, Careers in Maths, Careers in Science, Healthy Eating Quiz. Skills: Knowledge, Numeracy, S&L skills, and enquiry skills. Assessment: Teacher Assessment S&L Skills. Worksheet Activities. | Relationships: Bullying body shaming, Happiness and Positivity, Relationship break ups, Types of relationships. Skills: Knowledge Recall, Life skills, S&L skills, and enquiry skills. Assessment: Teacher Assessment | Health and Wellbeing: Why is PSHE so important? Perseverance and Procrastination, Personal safety wider world, The importance of sleep, Why do we take risks? Skills: Application of knowledge economic wellbeing, work skills | Health and Wellbeing: Digital Footprints, Gambling and Online gaming, How does privilege affect us? Identity and Diversity, Obesity and body positivity. Skills: Knowledge recall, work skills, S&L skills, empathy personal safety. | Living in the Wider World: GCSE Revision and study skills, Animal Rights and Sustainability, Globalisation, Internet Safety The Dark Web, Pollution, plastic + our environment Skills: Knowledge recall, work skills S&L skills, Empathy. Assessment: Teacher assess S&L skills | Living in the Wider World: Independent Living, How do we prepare for job interviews? How do trade unions protect us at work? |

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| | | Speaking and Listening Skills. | independent inquiry. S&L skills. Assessment: Teacher Assessment Speaking and Listening Skills. | Assessment: Teacher assessed S&L contributions. | | |
| RE | <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> |