



Farney Close School  
Whole School Curriculum Map  
2024-2025

# Curriculum Map

Art & Design KS3 & KS4

Construction KS4

Design Technology (DT) KS3 & KS4

English KS2, KS3 & KS4

Food Technology KS3 & KS4

Humanities KS3 & KS4

Information Communication Technology (ICT) KS3 & KS4

Music KS3

Maths KS2, KS3 & KS4

Mechanics KS4

Physical Education (PE) KS3 & KS4

Personal, Social, Health and Economic (PSHE/RSE) KS2, KS3 & KS4

Science KS3 & KS4



<p>BRIEF DESCRIPTOR/ KEY AREAS OF STUDY</p>	<p>Critical studies, looking at the portraits of Van Gogh, Picasso, Frieda Kahlo and Peter Blake. 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>Progressing with the theme of painting and colour mixing to create Van Gogh style portraits With expressive mark making. Experimenting with the theme of identity with Frieda Kahlo and producing colour studies of how the face changes with age. Students can work in a range of materials such as clay to make 3d heads and to construct personal objects.</p>	<p>Studying the work of Antonio Gaudi and Hundertwasser to compare 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>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>Studying the work of Van Gogh, Andre Derain. Making comparisons of the artists styles and influences. 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>
<p>CROSS CURRICULAR (Interleaving)</p>	<p>Work with the History department on post modernism and modern art its connection with surrealism, cubism and Futurism. Use of Maths for</p>	<p>Historical reference to what was happening when the artists were alive. Use of Science in colour theory Newton`s division of light.</p>	<p>Reference to History and architecture from different genres e.g. classical compared to modern. Use of Maths in measuring structures and vanishing points.</p>	<p>Design and technology through construction techniques. Measuring in maths and perspective. Historical reference to Architecture.</p>	<p>English through creative writing in response to the school`s grounds. Maths in relation to measurements and depth of field. PSHE our spiritual and moral</p>	<p>English through annotation of ideas. Measurements in maths, space and depth. PSHE relationship to nature and environmental issues.</p>

	measurements and structure and improving English skills Through annotation. PSHE. Links to professional jobs in media and the creative arts such as photography, digital animation, designers.	English skills for critical thinking and analysis. Use of design and technology with drawing and design packages. PSHE.	Use of English through annotation, critical studies and reflections. Links to jobs in building and Architecture PSHE spiritual enrichment through creativity. ICT for word-processing.	PSHE ethical consequences of buildings.	relationship to the landscape. Use of ICT for word processing / photography.	Discuss further education and links to profession of teaching, set design, professional artist.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	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.	Objects and Viewpoints Explore the theme of cubism, experimenting with multi point perspective and constructing cubist guitars.	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.	Animating art Storyboards to explore an animation design and create a completed short animation sequence.	Shared view Ideas of Aboriginal Australian art and culture. Identity shared beliefs of ecology, spiritualism, mystery and sacred art that are site specific.	Shared view Continuing ideas influenced by Aboriginal artists and culture. Including rock painting, musical instruments and straw sculptures.

Assessment Criteria	SIR marking PS levels	Written comments and student reflection	SIR marking	SIR marking	SIR marking	SIR marking
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	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.	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. Researching, analysing and comparing skills.	Studying the work of Tim Burton, Wallace and Gromit, Nick Park, anime, Pixar and Disney animation. making flick books, moving figures, zoetrope's plasticine animation with cameras and films cameras.	Using the work of surrealism, modern animation, pop art, fauvism or futurism. Students to design and create their own short, animated film with sound using ICT.	Research of the Aboriginal dot paintings, maps and sculptures. Creating drawings, prints and paintings inspired by the aboriginal artist`s culture. Sketchbook work and ideas in clay.	Students constructing a temporary 3d sculpture, relief work and clay to communicate meaning in a design incorporating symbolism. Extension works to make musical instruments out of recycled materials
CROSS CURRICULAR (Interleaving)	English written ideas and critical reference personal opinions. Maths with measuring and construction. Science colour theory History with reference to cubism and modernism.	History of the 1920s great depression and the rise of modernist art in Paris with Picasso. English research skills. Maths measuring, shape and construction.	Media and photography of the twentieth century. Science of animation. English analysis and ideas. Maths for measuring the moving figure. Music linked to sound and	Science theories of movement Muybridge. English written ideas. Maths repeats patterns. Music for backing sound. Careers in Science, research and development.	PSHE spiritual; and moral. Geography of Australia. Literacy skills. Collaborative work and social skills Set designers, archaeologist correspondents travel writers.	Spiritual and moral as well as ethics linked to our environment. Science and ecology. English through written reflection and comparison. History of the Aboriginal people.

	Discussing Discuss professions in the creative world, designers, painters, set design, animators.	Professions in maths and engineering.	backing tracks.jobs in the creative media, arts and photography.			
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Life Events Self-exploration of ideas and events in life for image making A range of visual information e.g. photojournalism.	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.	Changing your style Investigating the influence of art from different cultures and traditions on fashion and design.	Changing your style Investigating fashion designers such as Art Nouveau and Art Deco as well as African fabric design.	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.	Personal places/ Public Spaces Developing from the ideas stage to create site specific work that could be placed in the school grounds.
Assessment Criteria	SIR marking in books	Students' reflective comments	Teachers suggested improvements	PS levels linked to B-squared	Current grade	aspirational grad
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Development of a "life Events" Box that explores a particular event using appropriate	Studying the work of the WW 1 artists such as Percy Wyndham Lewis and	Research the ideas of fashion to create an image of themselves as	Synthesise ideas from term Spring 1 to design and make fashion garments and	Researching the work of public art such as sculpture, lighting effects	Studying the work of Andy Goldsworthy to make art in the school grounds





## Art and Design

The art department teaches its students the National curriculum programme of the study of Art and Design and the GCSE art and Design course. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core art and creative skills. To possess an understanding of themselves so that they can communicate their ideas through visual language. Images and key themes are adapted where appropriate to meet the needs of individual groups. Throughout key stage four all students benefit from engagement with a wide range of artists designed to enable them to both acquire knowledge and build upon previous knowledge. Work is of a thematic nature with a cross-curricula themed approach to their learning, incorporating stimulating themes that build greater understanding of themselves and the world around them, incorporating life – skills opportunities and practical tasks. Throughout the two-year course all students are taught an understanding of the need to reinforce all visual work, incorporating artist research, experimentation, recording and producing final outcomes to their planning. Extended art opportunities are built into all schemes such as gallery visits and organising exhibitions and a chance to then reflect upon their learning. In addition, assessment opportunities are identified to monitor and develop progress. Groups move through the programme at an appropriate pace to maximise learning with differentiated planning and flexibility is built into the following curriculum. The course is divided into the portfolio which is 60% of the final grade and an end of course exam which counts as the remaining 40%.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Portfolio unit 1 Art in Nature An introduction to the GCSE course and its structure.	Portfolio unit 1-Art in Nature Begin A02 objective, experimenting with a range of materials and techniques, inspired by the artist research.	Portfolio unit 1- Art in Nature Begin A03 objective- recording from ideas and experiences. Working from firsthand experience of the natural world.	Portfolio unit 1- Art in Nature Completing A03 recording ideas and observation, collecting resources from the natural world.	Portfolio unit 1 Art in Nature Begin studying A04 presentation of final ideas for the theme.	Portfolio unit 1 – Art in Nature Completion of final ideas in a range of medium, concluding learning.
Assessment Criteria	GCSE assessment levels 1-9 and assessment grid for A01- in sketchbooks.	GCSE assessment levels relating to A02- experimentation	GCSE assessment targets relating to A03 recording	GCSE assessment targets relating to A03 levels 1-9.	GCSE assessment targets relating to A04 final ideas.	GCSE assessment objectives and a final grade received from 1-9

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Students begin A01 – critical studies of artists such as Andy Goldsworthy, Matisse, Georgia O` Keefe, Aboriginal art, and Japanese art. Researching, analysing, and commenting upon the work.	A02- Studying a range of materials and disciplines such a painting, printmaking, sculpture, mixed- media, collage, textiles, found materials and photography.	A03- Recording from observation of natural objects and the natural world around the students. Drawing painting, and sculpting outside, by using natural materials and being inspired by Japanese art and the work of sculptors such as Andy Goldsworthy and Henry Moore.	A03- refining observation work through sketchbook studies, note taking and progression of ideas. Developing the sophistication of the work from sketches to drawings and more time spent refining work in planning for A04.	A04- Planning final ideas from the best of the work already produced. Preparing work on a larger scale which can be drawing, painting, sculpture, textiles or photography and accompanying ideas with notes and planning.	A04- producing large scale final pieces of work to conclude the theme. Using materials and techniques that are unfamiliar to move students out of their “comfort zone”. Displaying completed work for final assessments and self-group criticism. When complete begin unit 2 project below.
CROSS CURRICULAR (Interleaving)	Incorporating maths skills through measurement, literacy skills through annotation, science with colour theory, Humanities through environmental issues.	Use of ICT skills through research and typing, use of the paint package for design work.	Science in relation to the study of nature, CDT in terms of sculpture, form, and materials.	Science in relation to anatomical study and the structure of natural forms. PE in terms of our relation to the physical world and movement.	Mathematics through measurement and planning. Food in terms of mixing different materials, natural dyes for example.	Looking at different cultures and experiences understanding how Artist sees the world differently, tolerance Group work and social understanding.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Portfolio unit 2- Me, Myself, and I Building on previous skills for A01 and A02.	Portfolio unit 2- Me, Myself, and I Progress with A03 and A04 skills to complete the portfolio.	Final exam Preparation Exam questions presented to students for planning.	Final exam preparation Planning for chosen theme A01, A02 and A03	Final exam and moderation A04- sitting the final 10-hour exam.	Course completed by end of May. Revision time.
Assessment Criteria	GCSE assessment targets and levels	GCSE criteria levels 1-9	GCSE assessment criteria	GCSE assessment-feedback to students	GCSE final grade assessment for June moderation	completed
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Studying A01 and A02- the work of artist and designers who have used themselves as their subject- such as Ya Yoi Kusama, Van Gogh, Rembrandt, Hannah Hock, Ron Mueck, Alison Lambert. Experimenting with materials.	Studying A03 and A04- observing and recording the world around you learning to select relevant stimulus linked to students' personal interests. Producing final portraits about themselves and their lives, using personal interests and collections.	Comprehending the question paper, choosing a relevant question, and brainstorming ideas. A01- begin artist study suggested by the paper and analyse their work. A02- begin experimenting with materials relevant to the task.	A03- Recording ideas, observations, and insights relevant to the student intentions as work progresses. Including drawings, photographs, collage, rubbings, paintings. Refer to artists for techniques and inspiration.	A04- producing the final exam piece in chosen materials during a ten-hour exam culminating in the best ideas form previous study.	completed

CROSS CURRICULAR (Interleaving)	Cross curricula with Humanities and the culture, lives, and ideas of artists. Historical, political, and Geographical references.	Cross curricula with mathematics through measurements, English through themes and literature, personal thoughts through writing.	Cross curricula with CDT through design, planning and use of materials.	Cross curricula with music, composition, form, mood, and tone.	PE self-discipline, remain calm under a pressured situation.	
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	

## Construction Department

In the Construction Faculty it teaches its students the Farney Close programme of study for LASER's Learning, Employability and Progression (LEAP) qualification in Construction. This programme has been designed with flexibility in mind. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In year 10 option groups students benefit from learning about the tools, equipment and materials used and the techniques needed to tackle the practical tasks before being faced with the majority of the Theory work in year 11. This is to enable them to grasp an understanding of Construction at their own pace and without the added pressure of the theory aspect. Year 11 option groups students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. Groups work with a cross-curricular (in particular Science and Mathematics) themed approach to their learning incorporating stimulating worksheets/workbooks that fit with the themes and build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each year group all students are taught with an understanding of the need to reinforce all practical tasks incorporating individual learning styles and communication methods. Extended learning opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Health & Safety. Tools, Materials, Equipment & their uses.	Tools, Materials, Equipment & Their Uses. Basic Bricklaying.	Basic Bricklaying.	Basic Bricklaying.	Complex Bricklaying.	Start of LASER units
Assessment Criteria	Health & Safety Test SIR Questions	Tools & Materials worksheet SIR Questions	Laying one course of four bricks SIR Questions	Building a Four-brick wall Three courses high SIR Questions	Building a three-brick hollow pillar, three courses high SIR Questions	End of year Test SIR Questions
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Discussions and test re: Health & Safety. Learning the Tools, Materials and equipment	Learning the Tools, Materials and equipment needed.	Using prior learning to create basic constructions from brick. Build a half brick	Using prior learning to create basic constructions from brick. Build a half brick	Using prior learning to create basic constructions from brick.	Group discussions re: the units covered and the student's

	needed. Learning the Techniques used in the trade.	Learning the Techniques used in the trade. (V-shaped trough, Laying the first brick, stretcher bond, Jointing, etc.)	wall three courses high four bricks long.	wall with a corner.	Build a half brick, three brick square, six courses high hollow pillar.	ability to complete these. Looking at the Worksheets, workbooks, write-ups and examples.
CROSS CURRICULAR (Interleaving)	Mathematics – Measuring, angles. Science – Viscosity/consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/consistency. Geography/Science – weather impact	English/literacy ICT Science Mathematics
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Recap. Begin Construction unit WJC350: Brickwork.	Move onto Construction unit WJC454: Building and Construction.	Begin Construction unit WJC722: Brickwork: Building a Half Brick Wall.	Move onto Construction unit WJC616: Brickwork: Assisting Workshop Practice.	Construction unit WJC245: Brickwork: Building a Thee Brick Square Hollow Pillar.	Complete any unfinished work in their folders.
Assessment Criteria	Tools & Materials Test SIR Questions	Housekeeping SIR Questions	Building a half-brick wall, three	Dismantle a small section of wall SIR Questions	Build a half brick, three brick square,	Laser Assessment.

			courses high, four bricks long. SIR Questions		six courses high hollow pillar. SIR Questions	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Practical for assessment. Completing workbook for unit WJC350.	Practical for assessment. Completing workbook for unit WJC454.	Practical for assessment. Completing workbook for unit WJC722.	Practical for assessment. Completing workbook for unit WJC616.	Practical for assessment. Completing workbook for unit WJC245.	Completing any outstanding work in workbooks/folders.
CROSS CURRICULAR (Interleaving)	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 6, 7	4, 5, 7	4, 5, 7

## Design Technology

The Design Technology Department teaches its students the National Curriculum programme of study for DT. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core art skills and understanding of themselves so that they can communicate their ideas through visual language. Images and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4 students benefit from engagement with a wide range of FPT (Focused Practical Tasks) designed to enable them to acquire both knowledge and build on what they already know. Thematic groups work with a cross-curricular themed approach to their learning incorporating stimulating themes that build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all visual work incorporating research into design problems, development of ideas and prototyping, recording and producing final outcomes. Extended design and manufacture opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. Groups move through the programme at an appropriate pace to maximise learning with differentiated planning and flexibility is built into the following programme.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Endangered Animal Puzzle Project	Endangered Animal Puzzle Project	Graphic Communication Skills 1	Graphic Communication Skills and Prototyping 1	Clock and frame Project	Clock and frame Project
Assessment Criteria	Final design outcome (AO1, AO3)	Manufactured product outcome (AO2, AO4)	Independent drawing task 1 (AO4)	Prototype product outcome (AO2, AO4)	Design analysis & Evaluation (AO1, AO3)	Manufactured product outcome (AO2, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3 Looking at endangered wildlife, cause and effect. Design and make of a puzzle product highlighting awareness.	AO2, AO3, AO4 Exploring product packaging from aesthetic and informative points. Design and make of a package suiting the puzzle product.	AO4 A focus on simple 2D & 3D communication techniques. Computer Aided Design skills for quick prototyping.	AO2, AO4 Exploring the introduction of new products to a market. Designing and making a CAD-CAM based promotional item to launch a new product.	AO1, AO2, AO3 A focus on using computer aided design and manufacture to create a clock face.	AO2, AO3, AO4 A focus on preparing timber joints to create a clock frame with standard components to support.



CROSS CURRICULAR (Interleaving)	PSHE (SMSC)	Art, Maths (measurement)	Art, ICT	PSHE (SMSC)	ICT, Maths (space)	Art, Maths (measurement)
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Desk Organiser Project	Desk Organiser Project	Graphic Communication Skills 2	Graphic Communication Skills and Prototyping 2	Shop Front Project	Shop Front Project
Assessment Criteria	Final Design Outcome (AO1, AO3)	Manufactured Product Outcome (AO2, AO4)	Independent drawing task 1 (AO4)	Prototype product outcome (AO2, AO4)	Design analysis & Evaluation (AO1, AO3)	Manufactured Product Outcome (AO2, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3 Building on Year 7 timber skills. Thoughts and observations on users' want and needs in their environment.	AO2, AO3, AO4 A focus on identifying common timber joints. Marking and preparing and finishing of timber. Use of CAD-CAM.	AO4 A focus to develop communication techniques further, using internationally recognised drawing techniques.	AO2, AO4 Use of materials suitable for prototypes / mock-ups. Construction of a prototype product suitable for basic testing.	AO1, AO2, AO3 Opportunity to apply graphic skills to creating a mixed material shop front Descriptive analysis of existing buildings.	AO2, AO3, AO4 Use of available materials and processes. Further 2D-Design application experience.
CROSS CURRICULAR (Interleaving)	PSHE (SMSC), English	Art, Maths (measurement)	Art, Maths (shape & space)	Art	English, Art, ICT, Maths (space)	Art, ICT, Maths (space)



## Design Technology

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In terms of the four Assessment Objectives used in the GCSE programme: • AO1: Identify, investigate and outline design possibilities to address needs and wants. • AO2: Design and make prototypes that are fit for purpose. • AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology. • AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles. These objectives are used in each design project to highlight and spiralise the expected learning from Key Stage 3.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Theoretical learning - 3.1 Core Technical Principles	Theoretical learning - 3.1 Core Technical Principles	Theoretical learning 3.2	Theoretical learning 3.2	Theoretical Learning 3.3	Theoretical Learning 3.3
Assessment Criteria	Manufactured product outcome (AO2, AO4)	Examination paper mixed questions – 30 marks (AO3, AO4)	Research and design work (AO1)	Examination paper mixed questions – 30 marks (AO3, AO4)	Outcome quality of practical processes (AO2, AO4)	Examination paper mixed questions – 30 marks (AO3, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO4 -New and emerging technologies	AO2, AO3, AO4 -Systems approach to designing	AO1, AO2, AO3, AO4	AO2, AO3, AO4 -Using and working with materials	AO1, AO2, AO4 -Investigation, primary and secondary data	AO4 -Selection of materials and components

	-Energy generation and storage -Developments in new materials Practical Skills: mixed timber design and make project.	-Mechanical devices -Materials and their working properties.  Practical Skills: mixed timber design and make project.	-Selection of materials or components -Forces and stresses -Ecological and social footprint -Sources and origins  Practice NEA style project. Learning iterative thinking. Investigation of a given theme.	-Stock forms, types and sizes -Scales of production -Specialist techniques and processes -Surface treatments and finishes. Practice NEA style project. Learning iterative thinking. Investigation.	-Environmental, social & economic challenge -The work of others -Design strategies -Communication of design ideas -Prototype development Short focused practical skills	-Tolerances -Material management Short focused practical skills
CROSS CURRICULAR (Interleaving)	Art, Maths, PSHE (SMSC), Science	Art, Maths, PSHE (SMSC), Science, Construction	Art, Maths, ICT, Science	Art, PSHE (SMSC), Maths, Construction	Art, PSHE (SMSC), ICT, Maths	Art, PSHE (SMSC), Maths, Construction
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Non-examination Assessment	Non-examination Assessment	Non-examination Assessment	Non-examination Assessment	Examination Preparation	Examination Preparation
Assessment Criteria	Investigation of Design Brief - NEA (AO1)	Generation of Final Design solution – NEA (AO1)	Prototype of product outcome - NEA (AO2)	Evaluation of final product outcome - NEA (AO3)	Response to 4-8 mark graphic based question (AO4)	Response to 4-8 mark analysis question (AO3,AO4)

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO3, AO4 Exploring the brief -Specialist tools and equipment  -Specialist techniques and processes.	AO2, AO3, AO4 Creating ideas and Development.	AO2, AO4 Prototyping and Manufacturing.	AO3 Evaluation of project and finishing up.	AO4 Examination Revision & Technique.	AO3, AO4 Examination Revision & Technique.
CROSS CURRICULAR (Interleaving)	PSHE (SMSC), English	Art, English, Maths, ICT	Art, Maths, Construction, ICT	Art, English, PSHE (SMSC), ICT	Art, English, Maths	PSHE (SMSC), English, Construction, Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## English

In Primary we use the National Curriculum as the basis for our teaching. We seek to provide a broad and balanced programme of study that will engage students and develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts are chosen to engage and stimulate and to meet individual needs. We make links to reading, writing and speaking and listening objectives from the National Curriculum, via and explicitly from our chosen texts. Language skills are essential to participating fully as a member of society and therefore these skills are prioritised. Pupils work with a cross-curricular themed approach to their learning encompasses stimulating texts that fit with the themes and build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all written tasks incorporating individual learning styles and communication methods. Extended writing opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress.

AO1: Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken Standard English effectively in speeches and presentations.

[See the English Department Curriculum Statement and Aims for further information]

YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	The Lost Thing By Shaun Tan	The Lost Thing By Shaun Tan  A Christmas Carol By Charles Dickens	Scott of the Antarctic's Deadly Race to the South Pole (Graphic Novel)	Scott of the Antarctic's Deadly Race to the South Pole (Graphic Novel)	Rain Player By David Wisniewski	Rain Player By David Wisniewski
Assessment Criteria	Paper 1 Question 2 Writer's use of language	Paper 2 Question 4 Comparison – Victorian/Modern Christmas	Paper 1 Question 5 (Description) Speaking Assessment	Paper 2 Question 1 True or False	Paper 1 Question 1 Info Retrieval	Paper 2 Question 5 Non-Fiction (Water Cycle)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3	AO1, AO9	AO1, AO4, AO9	AO1, AO8	AO1, Ao4, AO8	AO1, AO4, AO5, AO6, AO7
CROSS CURRICULAR (Interleaving)			Geography	Geography	History	Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Coming to England by Floella Benjamin	Coming to England by Floella Benjamin	I Had a Dream by Martin Luther King (non-fiction)	Barack Obama's inauguration speech (non-fiction) And	The Highwayman by Alfred Noyes And The Highway Rat by Julia Donaldson	The Highwayman by Alfred Noyes And The Highway Rat by Julia Donaldson

				Donald Trump's inauguration speech (non-fiction)		
Assessment Criteria	Paper 1, Question 1 Info retrieval	Paper 1, Question 2 How does the writer use language	Paper 2, Question 5 Non-fiction (DAFORREST)	Speaking assessment (performance) Paper 2, Question 4 Comparison	Paper 2, Question 1 True or false	Paper 1, Question 5 Story or description (SHAMPOO)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2	AO1, AO2, AO4	AO1, AO2, AO4, AO7, AO8	AO1, AO2, AO3, AO4, AO7, AO8, AO9	AO1, AO2, AO4	AO1, AO2, AO4
CROSS CURRICULAR (Interleaving)	Geography, History	Geography, History	History	History		
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

### English

In the ENGLISH Department it teaches its students the National Curriculum programme of study for English. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3, and 4, students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. We teach a love of language and literature through key texts and reading both whole texts and extracts to the year groups from them. We make links to reading, writing and speaking and listening objectives from the National Curriculum; via and explicitly from our chosen texts. Language skills are essential to participating fully as a member of society and therefore these skills are prioritised. Pupils work with a cross-curricular themed approach to their learning encompasses stimulating texts that fit with the themes and build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all written tasks incorporating individual learning styles and communication methods. Extended writing opportunities are



built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. [See the English Department Curriculum Statement and Aims for further information.]

AO1: Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken Standard English effectively in speeches and presentations.

[See the English Department Curriculum Statement and Aims for further information]

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Harry potter and the philosopher's stone	Harry potter and the philosopher's stone	Introduction to Poetry Talking turkeys and other poems	Introduction to Drama Blood Brothers	Blood Brothers	Gothic literature The Raven
Assessment Criteria	Paper 1 question 1	Paper 1 question 2 (Paper 2 question 3)	Speaking assessment (performance poetry)	Speaking assessment (performance)	Literature character question (open text)	Literature extract question (open text)

<p>BRIEF DESCRIPTOR/ KEY AREAS OF STUDY</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the</p>
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CROSS CURRICULAR (Interleaving)	PSHE	PSHE	Geography, History, PSHE, Art, Music	Geography, History, PSHE	Geography, History, PSHE	History, PSHE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Animal Farm	Animal Farm	A Midsummer night's dream	A Midsummer night's dream	Creative writing fiction	Poetry Medusa River God Horse Whisperer

Assessment Criteria	Paper 1 question 3	Paper 1 question 4	Passage & question	Whole text question	Paper 1 question 5	Individual poem question
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed,</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different text</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed,</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>

	across two or more texts  AO4: Evaluate texts critically and support this with appropriate textual reference.	across two or more texts  AO4: Evaluate texts critically and support this with appropriate textual references	AO3: Show understanding of the relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO3: Show understanding of the relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	AO3: Show understanding of the relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
CROSS CURRICULAR (Interleaving)	PSHE, History	PSHE, History	PSHE, History	PSHE, History		Geography, History, PSHE, Art, Music
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Of Mice and Men	Persuasive writing and other Non-fiction	Macbeth	Macbeth	Creative writing non-fiction	Poetry Anthology London Ozymandias My Last Duchess
Assessment Criteria	Paper 1 reading section	Paper 2 reading section	Passage & question	Whole text question	Paper 2 Question 5	Individual poem question

<p>BRIEF DESCRIPTOR/ KEY AREAS OF STUDY</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the</p>	<p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the</p>
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	AO4: Evaluate texts critically and support this with appropriate textual references	AO4: Evaluate texts critically and support this with appropriate textual references.	relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	must constitute 20% of the marks for each specification as a whole.)	relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
CROSS CURRICULAR (Interleaving)	Geography, History, PSHE		PSHE, History	PSHE, History		History, Geography, PSHE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## English

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YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Poetry Anthology Checking out me History Kamikaze Charge of the Light brigade Remains	An Inspector Calls JB Priestly	Paper 1 skills and practice	Paper 2 skills and practice	Poetry Anthology Exposure Bayonet Charge The Emigree War Photographe Poppies	Speaking and Listening / Macbeth
Assessment Criteria	Comparison question	Exam style question (open book)	Mock paper	Mock paper	Comparison question	NEA speaking and listening external exam
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.  AO2: Analyse the language, form and structure used	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.  AO2: Analyse the language, form and structure used	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.  AO2: Analyse the language, form and structure used	AO7: Demonstrate presentation skills in a formal setting.  AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.  AO9: Use spoken Standard English effectively in speeches and presentations.

	<p>by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and</p>	<p>support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and</p>	<p>by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
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			<p>grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (This requirement must constitute 20% of the marks for each specification as a whole).</p>	<p>grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (This requirement must constitute 20% of the marks for each specification as a whole).</p>		
CROSS CURRICULAR (Interleaving)	History, Geography, PSHE	History, PSHE, RE			History, Geography, PSHE	History, PSHE, RE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Macbeth	A Christmas Carol	Poetry Anthology Storm on the Island Extract from the prelude Tissue	Literature revision	Language revision	Final exam preparation
Assessment Criteria	Exam style question (closed book)	Exam style question (closed book)	Exam style question (closed book)	Literature Mock Paper 1 and 2	Language Mock Paper 1 and 2	Final exam
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	

	<p>create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support</p>	
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					<p>coherence and cohesion of texts.</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>(This requirement must constitute 20% of the marks for each specification as a whole).</p>	
CROSS CURRICULAR (Interleaving)	History, PSHE, RE	History, PSHE, RE	History, Geography, PSHE	History, Geography, PSHE, RE		
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## Food Technology

During Key stage 3 students learn to make a variety of savoury and sweet dishes. They develop essential knife skills which enable them to prepare fruit, vegetables and meat safely and hygienically. Students also learn how to operate the hob and oven safely and effectively to produce good quality dishes. Students are encouraged to adapt existing recipes which enable them to create new and imaginative products while considering nutrition, sustainability, cost and dietary needs. To develop and foster an interest in and love of food that equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. Key stage 4 focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The following Assessment Objectives will be used.

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Topics on GCSE Specification

1. Food, nutrition and health
2. Food Science
3. Food safety
4. Food choice
5. Food Provenance.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Food safety. Health and Safety	Evaluation skills	Macronutrients	Healthy Eating	Timelines	Food choice
Assessment Criteria	AO1 and AO3 To demonstrate importance of Food Safety. State the 3 types of contamination.	AO4 and AO3 To evaluate products using Sensory Analysis. Explain how to modify recipes.	AO4, AO2 and AO3 List the functions main sources effects of deficiency and excess of Protein,	AO1 and AO3 State the current guidelines for a healthy diet e.g. Eatwell plate. Analyse how diet can affect	AO2, AO3 and AO4 Demonstrate how quality control can be identified throughout making task. Evidence dovetailing.	AO3 and AO4 Explain how Food choice related to religion, culture, ethical and moral beliefs

	Demonstrate Health and Safety showing compliance with knife techniques. State and understand units of measurement to be applied during making task.		Fat, Carbohydrates. List the RDA for each	health and how nutritional needs change in relation to medical conditions e.g. Diabetes.		and medical conditions.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge of how to prevent bacterial physical, and chemical contamination. Application of knowledge- safe and efficient knife grips and cutting. Weighing and measuring Making: Fresh Fruit Salad. Healthy biscuits. Fairy Cakes.	Plan, prepare and make Christmas Cake Skills: Perform sensory analysis on their cooked products. Application of knowledge of how sensory analysis can inform improvements and modifications. Making: Focaccia, Pizza, cheese and basil quiche.	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. Making: Shortbread, Fruity Muffins, Pasta in Tomato Sauce	Skills: Identifying the benefits of a healthy diet. Knowledge of how diet can be related to negative health outcomes. Making: High Fibre Apple Crumble, Egg experiments, Easter Cakes	Skills: Completion of timeline/production plan. Identifying processes and quality control. Making: Banoffee Pie, Potato Bravas, Quesadilla	Skills: To identify the factors that affect Food Choice. Exploring social justice and the principles of Fairtrade. Making: Roasted vegetable cous cous, KFC Chicken, Savoury Scones
CROSS CURRICULAR (Interleaving)	Science	Science	Science, PE, PSHE	Science	Maths	PSHE



Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7
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YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Functions of ingredients	Multicultural Foods and Environmental effects	British and International Cuisine	Religious Diets	Heat Transferences	Food Labelling
Assessment Criteria	AO1 and AO3 Explain the scientific principles underlying the processes when preparing and cooking food Explain the working characteristics, functional and chemical properties of carbohydrates.	AO3 and AO4 Explain the benefits of seasonal foods. Explain the term Food Miles and the effect of an increased carbon footprint with imported foods.  Analysis of food waste in the home/food production/retailers.	AO3 and AO4 Evaluate different aspects, distinctive features and characteristics of British and international cuisine.  Analysis of traditional and modern variations of recipes.	AO3 and AO4 Explain religious factors that link food choice concerning the to the following religions and cultures: Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism and Sikhism.	AO2 and AO3 Explain the reasons why food is cooked Explain the different methods of heat transfer. Analyse the effect of conduction, convection, radiation when cooking food.	AO3 and AO4 List mandatory information included on food packaging in accordance with current European Union and Food Standards Agency (FSA) legislation  Interpret nutritional labelling  Explain how food marketing can influence food choice.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Functions of ingredients:	Plan, prepare and make Christmas Cake	To research, plan, prepare and evaluate a	To identify how religion may affect diet and to research,	Heat Transferences To list and	Food Labelling: To analyse what is required by

	<p>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>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>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>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>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>law when labelling foods.</p> <p>Skills: Evaluate dishes high in salt, sugar, and fat.</p> <p>Making: Burger, Pasta Bake, Rocky Road</p>
CROSS CURRICULAR (Interleaving)	Science	PSHE, Geography	PSHE, Geography, Art,	RE	Science, PSHE	PSHE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Health and Diet	Saturated and Unsaturated fat	Cake making methods	Raising agents	Food provenance	Food choice Allergies/intolerance
Assessment Criteria	AO1 and AO3 Evaluate nutritional needs for the different life stages. Investigate factors which affect the BMR, such as age, gender and PAL. Plan, make and modify dishes calculating energy and nutritional values	AO1 and AO3  State the differences between saturated and unsaturated fats. (monounsaturated and polyunsaturated)  Modifying recipes to reduce saturated fat content.  Explain the health impact of a high fat diet	AO2 and AO3  Explain the scientific principles underlying the processes when preparing and cooking food.  Explaining and comparing the difference between chemical, biological and mechanical raising agents  Evaluation of how making techniques and processes effect sensory appeal of foods.	AO2 and AO3  Explain the working characteristics, functional and chemical properties of raising agents  Explaining and comparing the difference between chemical, biological and mechanical raising agents  Evaluation of how making techniques and processes effect sensory appeal of foods.	AO3 and AO4  Investigate and compare farming methods  free range  intensive farming  sustainable fishing  Explaining the advantages and disadvantages of local produced foods, seasonal foods and Genetically Modified (GM) foods.  Modify recipes to include plant proteins	AO3 and AO4  Explain factors that affect food choice linked to food intolerances (gluten and lactose) and the following allergies: nuts, egg, milk, wheat, fish and shellfish.  Select, modify and make recipes for different dietary groups
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Health and Diet Skills: To research	Saturated and Unsaturated fat	Cake making methods Skills:	Raising agents Skills: To explain the	Food provenance Skills:	Food choice Skills: To explain

	<p>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>Plan, prepare and make Christmas Cake</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>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>characteristics of the 3 classifications of raising agents</p> <p>Application of knowledge of Chemical, Biological and Mechanical Raising Agents</p> <p>Making: Chelsea Buns, Strawberry Roulade, Carrot cake.</p>	<p>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>what influences Food Choice</p> <p>Apply reasons for choice principles. Awareness of the impact advertising can have on food choices. Ethical purchasing.</p>
CROSS CURRICULAR (Interleaving)	PSHE	Science, PSHE	Science	Science	Geography, PSHE	Geography
Gatsby Benchmarks	4,7	4,7	4,7	4,7	4,7	4,7

## Food Preparation and Nutrition

The GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

### Assessment Objectives AQA Specification Food Preparation and Nutrition

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

### Topics on GCSE Specification

1. Food, nutrition and health
2. Food Science
3. Food safety
4. Food choice
5. Food Provenance.
6. Food preparation and cooking techniques

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Food Safety Nutritional Needs	Food Science Preparation for NEA1	Food Choice	Food Provenance	NEA 2 Using Design Brief practice	NEA 2 Using Design Brief practice
Assessment Criteria	AO1 Explain how life stages affect nutritional needs (Teenager project) Research Design and Plan working with set design briefs.	AO1 Explain through investigation function of ingredients. Understand how to conduct accurate research	AO4 Explain how factors can influence Food choice. Analysis of cultural, religious, moral, ethical beliefs in relation	AO4 Explain environmental impact and sustainability of food. Explain seasonal foods	AO2 and AO3 Practice NEA 2 Students will produce a concise portfolio. Students will prepare, cook and present a	AO2 and AO3 Practice NEA 2 Students will produce a concise portfolio. Students will prepare, cook and present a

	AO4: Analyse and evaluate suitability of dishes to meet the demands of the design brief.	using a set design brief. Explore the working properties of food that have been tested in a fair unbiased way. Understand how to create a hypothesis. Demonstrate how experiments can be fair using control variables. Analysis and evaluation of the results to inform if the hypothesis has been proven/disproven	to Food choice. Explain how lifestyle and particular medical needs can affect choice Explain what is a food allergy and a food intolerance. Understand sensory testing methods-how taste receptors and olfactory systems work when tasting food	sustainability e.g. fish farming compare organic foods and non organic foods. Identify the reasons for buying locally produced food. Evaluate how to reduce food waste in the home/food production/retailers . Explain the notion of carbon footprint linking to food behaviour and production. Demonstrate knowledge of technological advances in Food production e.g. GM Foods, Plant proteins.	final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis costing and identify improvements to their dishes. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.	final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis costing and identify improvements to their dishes. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Application of knowledge of the relationship	Skills: Application of knowledge of heat transfer. Functional and	Skills: Personal, social and economic factors, medical reasons.	Skills: Food Sources, Food and the environment,	Skills: How to research using design briefs. How to	Skills: Application of knowledge how to compile

	<p>between diet and health. Major diet-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. Making: Chicken Goujon, Shepherd's Pie, Victoria Sandwich,</p>	<p>chemical properties of Food Acids and Alkalis Shortening Plasticity Emulsification Gelatinisation Dextrinisation Gluten Formation Coagulation Acid denature Foam formation. Making: Profiteroles, Quiche, Lattice Apple Pie, Lasagne. Roulade, Food Science investigations as per NEA 1 practice brief.</p>	<p>Religious and cultural beliefs. Ethical and moral beliefs. How to perform sensory analysis. Technological advances in Food- GM Foods.. Making: Dishes containing plant proteins, Suitable dishes to reflect medical and religious beliefs.</p>	<p>Sustainability of food, Food production. security Nutritional Fortification. Food additives, Allergies, and intolerances. NEA 2 Making: Modified selected recipes chosen by students</p>	<p>generate and justify design ideas. Making: Chosen dishes as per practice design brief</p>	<p>NEA 2 portfolio of evidence. How to research, design plan and make following design brief. How to evaluate and demonstrate analytical skills. Making: Chosen dishes as per practice design brief.</p>
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	Carbonara, Ravioli.					
CROSS CURRICULAR (Interleaving)	PE, Science	Science, Maths	Humanities, PSHE, RE	Humanities	Humanities, PE, Science	Humanities, PE, Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Food Science Actual GCSE NEA 1 Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'.	Food preparation Actual GCSE NEA 2 Students will produce a concise portfolio. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and	NEA 2 As for Autumn 2	NEA 2 As for Autumn 2	Revision: Food, nutrition and health Food Science Food safety Food choice Food Provenance. Food preparation and cooking techniques	Revision: Food, nutrition and health Food Science Food safety Food choice Food Provenance. Food preparation and cooking techniques



		<p>evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.</p>				
Assessment Criteria	AO2, AO3, AO4 NEA 1 marking using AQA framework	AO2, AO3, AO4 NEA 2 marking using AQA framework	AO2, AO3, AO4 NEA 2 marking using AQA framework	AO2, AO3, AO4 NEA 2 marking using AQA framework	AO1, AO2, AO4	AO1, AO2, AO4
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>Skills: 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</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</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:</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 Chosen NEA 2 design brief</p>	<p>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>Revision 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</p>

	<p>learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p>Making: Choice of complex experiments to test hypothesis (NEA 1) Assessment</p>	chosen design brief	Practical exam (Element of NEA 2)	Making: Range of technical dishes as per NEA chosen design brief (Completing any outstanding practical required for NEA 2)		<p>stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition</p> <p>Making: Assessment: GCSE Theory paper</p>
CROSS CURRICULAR (Interleaving)	PE, Science	Science, Maths	Humanities, PSHE, RE	Humanities	Humanities, PE, Science	Humanities, PE, Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## Humanities

History is a subject that requires students to develop a range of skills, including the ability to analyse and evaluate historical sources, construct well-reasoned arguments, and communicate their ideas effectively. To assess these skills, the exam boards have four assessment objectives (AOs) that are used to mark and grade GCSE History exams. These are:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts e.g. causation, change and continuity.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

For KS3 Geography, there is emphasis on locational and place knowledge, human and physical processes, and some technical procedures, such as using grid references. The use of maps and written communication are key skills required. The study of geography equips pupils with knowledge about diverse places, people, resources, and natural and human environments, together with an understanding of the Earth's key features. Assessment objectives for Geography are:

- AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- AO4: Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Geography Basic Skills	What is History/Basic Skills The Romans	Interpreting plans and maps	Claimants to the Throne & Norman Invasion	Medieval Towns & Village Life The Black Death & Peasants Revolt	Christianity's influence, Beckett's Murder King John v Barons
Assessment Criteria	Geography base line	What was the lasting impact of	Map Skills Assessment – 4 and 6 grid	Why did William win the Battle of Hastings?	AO1, AO2 and AO3: Evaluation	AO3: Sources on Beckett's murder

	assessment & map quiz	Roman influence on Britain? AO1 and AO2, AO3	references and compass directions.	AO1 and AO2	of the causes and impact of the Black Death using sources	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Baseline Assessment  What is Geography introduction of physical, environmental, human geography Continents Oceans Countries Capitals  Key features: rivers, mountains, lakes etc	The Roman Empire and its spread  Roman invasion of Britain  Roman Roads  Boudicca's rebellion Gods and Goddesses & Roman Baths.	Map symbols. Using Keys Using a compass Grid references, Longitude, Latitude, distance, scale, topographical maps. Changes in land use Both rural and urban – including London, Madrid, and Rio de Janeiro Problems and solutions – settlements.	The Battle of Stamford Bridge  The Battle of Hastings  Why did William win?  The Feudal system  Castles  Domesday Book.	Medieval Towns and medieval medicine  Why were towns so dirty?  The Black Death – causes and consequences.  Impact of the Black Death/ Peasants Revolt	Thomas Becket and Henry II: conflict between Church and State  King John: conflict between the state and nobility
CROSS CURRICULAR (Interleaving)	Biology; ecosystems and food chains					
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Geography – weather and climate	Henry VIII and the reformation, Elizabeth I	Geography – Economic Activities	Britain –Atlantic Slave trade	The British Empire: Case study on India	The Victorian/Edwardian World
Assessment Criteria	Climate graph interpretation AO1, AO2, AO 3	Was Elizabethan England a golden age? AO1 and AO2	Which site is best for car manufacturing? AO1, AO2	How did the triangular trade change the world? AO1, AO2, AO3, AO4	How did the East India Company help Britain take control of India? A03, AO4	How did Louis Pasteur change the world? Assessment of public health over time AO1, AO2
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	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 processes impact on climate.	Henry and reformation:  Who was Henry?  Henry and Religion  Catholics V Protestants  Henry and the break with Rome  Martin Luther  The Reformation.  Elizabeth I	Primary, Secondary, Tertiary, Quaternary Industries in the UK and global case studies.  What is the tourist industry?  Where do tourists travel and why?  Investigate high tech industries.  Factors that govern the location of high-tech industry	The Atlantic slave trade.  Lincoln, Wilberforce, and the abolition movement  Emancipation	AO2: Why the British wanted to colonise India.  The experience of Indians under British Raj  Amritsar Massacre  Indian Independence movement (Gandhi)	What were workers' living conditions like in Industrial towns?  What was the water supply like in the 19th century?  Reactions to cholera  Why were women willing to die for the vote?

	Explore weather patterns in the UK – Summer, Winter,  Explore rainfall patterns in UK – link to topology of UK					
CROSS CURRICULAR (Interleaving)	Biology; climate and ecosystems					Biology; medicine and diseases
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	US Civil War: A Nation Divided	Geography – Natural Hazards	Industrial Revolution & Medicine  Natural Hazards continued	Weathering and Erosion  WW1	World War 1 continued	Fragile Environments Interwar Years
Assessment Criteria	What were the lasting impacts of the American Civil War? AO1 and AO2	Responding to an Earthquake in LIC and HIC AO1, AO2, AO3	How did the Industrial Revolution transform transport, communication, and medical knowledge?	What were the causes of World War One? AO1 and AO2	Were the soldiers of WW1 'lions led by donkeys'? Source question.	How did the Nazis use propaganda to gain power? AO1, AO2, AO3

<p>BRIEF DESCRIPTOR/ KEY AREAS OF STUDY</p>	<p>Why was the Civil War fought?</p> <p>Historical context revolution in Haiti</p> <p>Union vs Confederacy &amp; other key terms</p> <p>Key battles; Antietam and Gettysburg</p> <p>Key Figures; Lincoln and Grant</p> <p>Technological developments</p>	<p>Tsunamis, Volcanoes, Earthquakes, Hurricanes</p>	<p>Living conditions in Victorian Britain</p> <p>Cholera and John Snow</p> <p>Pasteur and Germ Theory</p>	<p>Factors in weathering and erosion</p> <p>Erosion in the UK case study; Holderness coastline</p> <p>Life in the trenches</p> <p>Conscientious Objectors</p> <p>Shellshock &amp; treatments</p>	<p>Key battles; The Somme, Gallipoli, Ypres, Passchendaele</p> <p>Technology and medicine in WW1</p> <p>Case study Indian soldiers in WW1</p>	<p>Flu Pandemic 1918</p> <p>Suffragette/Suffragist movement</p> <p>Stock market crash 1929 &amp; Great Depression</p> <p>The Rise of the Nazi Party 1920-1933</p>
<p>CROSS CURRICULAR (Interleaving)</p>					<p>English Conflict Poetry</p>	
<p>Gatsby Benchmarks</p>	<p>4, 7</p>	<p>4, 7</p>	<p>4, 7</p>	<p>4, 7</p>	<p>4, 7</p>	<p>4, 7</p>

## Humanities

History is a subject that requires students to develop a range of skills, including the ability to analyse and evaluate historical sources, construct well-reasoned arguments, and communicate their ideas effectively. To assess these skills, the exam boards have four assessment objectives (AOs) that are used to mark and grade GCSE History exams. These are:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts e.g. causation, change and continuity.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

For Geography, there is emphasis on locational and place knowledge, human and physical processes, and some technical procedures, such as using grid references. The use of maps and written communication are key skills required. The study of geography equips pupils with knowledge about diverse places, people, resources, and natural and human environments, together with an understanding of the Earth's key features. Assessment objectives for Geography are:

- AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- AO4: Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Germany; Race and Youth	Germany; Democracy and Dictatorship	Britain at War: Turning Points	Britain at War: Turning Points	Cold War Crises; Cuba, Korea	Cold War Crises; Vietnam
Assessment Criteria	How did the Nazi Party control the	How did the Nazis use propaganda to	How did the Commonwealth	What were the key turning points of WW2?	Why did North Korea invade South Korea?	Why did the USA lose the war in Vietnam?



	lives of people in Germany?	keep power throughout the 1930s and 40s?	mobilise to fight fascism?	Stalingrad and D-Day focus		
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Hitler's rise to infamy in the 1930s  Nazi Youth organisations and the Nuremberg Laws	Propaganda in schools, news, film, etc.  'Lebensraum' and expansion east  Nazi Racial theory and eugenics  The role of the Gestapo and SSD	Role of the Commonwealth soldiers in WW2; India, South Africa, Canada focus	Battle of Britain  Battle of the Atlantic  Battle of Stalingrad  D-Day and the months of liberation  The Holocaust	Cuban Missile Crisis and Kennedy's response  North and South Korea	Vietnam and France  Key Figures  Key Battles and offensives – Dien Bien Phu, Ilo Drang Valley, Tet Offensive  The first televised war  Strategy of the Viet Cong and NVLA
CROSS CURRICULAR (Interleaving)						
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	20 <sup>th</sup> Century Medicine; Major world religions	The Norman Invasion, revision	Medicine in WW1 and WW2 revision	Revision of Medieval, Renaissance, Industrial medicine over time	Revision of WW1 Conflict	Revision of WW1 Conflict / World Religions

Assessment Criteria	How did antibiotics revolutionise healthcare?	Why did William win the Battle of Hastings?	How did reconstructive surgery advance from WW1 to WW2?	How did John Snow identify the Cholera outbreak in London?	Were the soldiers of WW1 really 'Lions led by donkeys?'	What similarities are there between Christian and Muslim understandings of the Afterlife?
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>Modern medical inventions including antibiotics, transplants, antiviral drugs, etc.</p> <p>World Religions including Buddhism, Christianity, Islam, Hinduism</p>	<p>William's use of cavalry and feigned retreat</p> <p>Life in Anglo Saxon England</p> <p>Rebellions against William</p>	<p>The 'Guinea Pig Club' in East Grinstead WW2</p> <p>Mental health and PTSD/Shell shock</p> <p>How did war lead to better medical understanding?</p>	<p>The Broad Street Pump, disease mapping and cholera</p> <p>1918 flu pandemic revision</p>	<p>General Haig and the 'lions led by donkeys' theory</p> <p>Revision of key WW1 battles and key medical breakthroughs</p>	<p>How do major world religions understand the afterlife? What are the similarities and differences</p>
CROSS CURRICULAR (Interleaving)	Science		PSHE, Science	Science		
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## Information Communication Technology (ICT) & Computing

The department of Digital Literacy and Computing, the core components we study are designed to support our students in enhancing existing skills identified through baseline assessments upon entering Farney Close school. We then enhance and expand on core knowledge, skills and understanding by providing a very specific set of skills and understanding. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible.

There is an emphasis based on Digital literacy and we examine the benefits of online use with the dangers and how to keep oneself safe and indeed being able to recognise dangers and perhaps help others who are unable to deal with inappropriate activities or contact online. This is studied and spiraled in each year group. We aim to provide a broad and well-balanced curriculum equipping the students with the necessary skills to be successful in school, their lives outside school and their next steps after 16. We study Digital literacy, computing which encompasses aspects of computer Science.

These units are adapted to reflect the needs and ability of the young people and provide opportunities for visits outside of the classroom into real life business who depend on efficient and well-designed IT systems for the smooth running of their business. Language development skills are adapted where appropriate to meet the needs of individual groups. Language skills are essential to participating fully as a member of society and therefore these skills are prioritised.

Their work builds on skills developed through Early Years Foundation Stage. Throughout each key stage all students are taught with are taught to review and assess theirs and their peer groups work as this builds confidence and resilience and provides them with the necessary skills in order to make progress by knowing what to do next to improve. The student's work is frequently marked with comments and feedback requires that the student make comments. By facilitating this student involvement in their own learning, it gives them the opportunity to take ownership of their own progress.

In addition, assessment opportunities are identified to monitor progress. The scope and periods of time allocated to studying and completing each unit can vary due to the requirements for Sir which can be time consuming. The students have just one lesson a week.

Each unit has built in assessments, a tick list with an associated level attached. All students complete a portfolio of work on each unit. Each year group have a trip built in (IT in the real world).

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	E-safety & introduction to Digital literacy and computing  1.Presentation about:	Spreadsheets & Modelling Creating a spreadsheet model 1. demonstrating	Presentations Plan, design and create a presentation in PowerPoint about Endangered animals.	Presentations 2 Demonstrate understanding of end user needs. Adapt existing presentation for a new end user.	Touch typing program ach student is set up with a specific set of tasks (skills needed to	Programming 1 & 2

	viruses, worms, Trojan horses and spyware. 2. Creating an uncrackable password (online activity)	basic formulae and formatting. 2.To include charts 3.Cell referencing 4.Planning and prediction of model outcomes.	Demonstrating evidence of. Relevant research and planning. Good use editing, formatting & Reflection skills.	Evidence reasoned thinking in decision making.	demonstrate touch typing).	
Assessment Criteria	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	These tasks have inbuilt assessments.	Formative assessment in each lesson via questions. End of unit summative Questions (digital)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	This scheme of work aims to increase students' awareness of the issues surrounding  1.computer viruses  2poor password security  3.digital footprint.	This scheme of work aims to introduce students to Spreadsheet software using fun and familiar literacy topics.  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	This scheme of work aims to introduce students to presentation software. 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.	In this scheme the students 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	This scheme focuses on introducing students to touch typing at an early age. It is an opportunity for learners to work independently.	There are two programming units  Programming A Variables with Scratch  This unit explores the concept of variables in programming through Scratch. Programming B Sensing This unit is the final year 7 programming

		spreadsheets and create graphs from the data, they put there.				unit and brings together elements from programming.
CROSS CURRICULAR (Interleaving)	PHSE Staying safe online	Maths & Literacy Numeracy key words. PHSE working with money Literacy (Harry potter Literacy books)	Geography (global warming) PHSE & RE "Stewardship of our planet	Geography (global warming) PHSE & RE "Stewardship of our planet	English	Maths
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	E-Safety Online safety & grooming, & cyberbullying.	Spreadsheets Create spreadsheets (Chimp Andy & Gansta zoo) to demonstrate previous learning and the development of more advanced and complex formulae ( absolute referencing, averaging etc	Desk top publishing (logos) Create a booklet about a bespoke topic. The assessment will assess against a List of requirements which be provided to each student and must be evidenced in	Desk top publishing (continued) Series of tasks designed to identify if the work has been adapted sufficiently and effectively for a new audience It involves self and peer evaluation and amendment.	Hardware and computers  What are computers? Word building game. 10 questions about CPU. Peer mark. 12 online multichoice questions about memory and storage. Research and write up the	Binary coding  A series of 4 questions asking the students to covert numbers to binary numbers. 2 questions about binary coding tables. 2 questions regarding converting to binary then using a binary table

		and conditional formatting).	the assignment work.		differences between a pc and a gaming pc	convert to a denary. A series of fun pirate questions converting into binary and denary.
Assessment Criteria	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment	Teacher assessment support through S.I.R and formative assessment	Teacher assessment support through S.I.R and formative assessment	Teacher assessment support through S.I.R and formative assessment	Teacher assessment support through S.I.R and formative assessment
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>This unit re introduces some of the key aspects of cyberbullying.</p> <p>It reviews previous knowledge about online safe practice but extends further by helping students to identify what to do and how to help others.</p>	<p>During this unit, pupils will spiralize their learning. Focusing on previous learning writing basic formula and creating charts. Then learn to sort data in tables, to write absolute cell references to use tools such as conditional formatting.</p>	<p>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 a professional document. From the visual layout to placement, to the use of editing and formatting of information and colour.</p>	<p>The unit requires the students to now take on board the needs of a new end user.</p> <p>The students will now need to illustrate what adaptations will need to take place to make their publishing work more fit for purpose for their new audience.</p>	<p>Understand the hardware and computer components that make up computer systems and how they communicate with one another and other systems</p> <p>Understand how instructions are stored and executed within a computer.</p>	<p>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.</p>
CROSS CURRICULAR	PHSE staying safe online	Maths	Art	English	Technology	Technology

(Interleaving)						
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	E-Safety (Spiralized learning from year 7 & 8) Password protection, computer viruses, online grooming and cyberbullying. The selfie generation & sexting.	Spreadsheets Opportunity for spiralized learning (from previous years 7 & 8). To produce a spreadsheet model which demonstrates key criteria: Accurate formulae, Can model correctly.	Cryptography (historical) Tasks: encryption based on three different kinds of encryption. Students asked to design own cypher.	Cryptography Modern encryption methods QR codes etc SSR, E-commerce SSL	Data use and misuse Scenarios where GDPR may or may not have been infringed. Research GDPR what does it mean. Who does it protect user or business?	Impact of ICT on society & social networking click Presentation on Artificial Intelligence. Primary research important here. Variety of topics can be used. Is AI a benefit or a curse?.
Assessment Criteria	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.	Teacher assessment support through S.I.R and formative assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Students should understand a range of ways to use technology safely,	Students given the opportunity to review the functionality and formulae of	During this unit students will learn about the use, history and purpose of	2 <sup>nd</sup> half of the unit Bringing the importance of Encryption into the modern world	In the unit pupils investigate the large-scale use of data by	Through a series of studies, we look at how society is changing

	respectfully responsibly and securely, including protecting their online identity and privacy. Particular focus on sexting and selfies and the consequences of inappropriate use.	spreadsheet software Students are given the scenario of a breakfast menu.	cryptography and encryption.	of online shopping. How we shop today.  Understanding the importance of making sure that Website have security and recognising it	commercial organisations.	through its dependence on technology.
CROSS CURRICULAR (Interleaving)	Impact of ICT on society & social networking	Cooking (Healthy Eating) & Maths	History (Bletchley Park trip)	Maths, PSHE	PHSE Privacy v protection	PHSE link with online safety
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

### Information Communication Technology (ICT) & Computing

Using ICT The young people post KS3 have the opportunity to continue their Digital skills journey into KS4 & KS5. The course the students will follow is designed to further develop their knowledge, skills and understanding in digital technology. The skills learned will enhance their ability to access the KS4 and KS5 studies. The course Using ICT is a course designed upon continuous assessment as the five chosen areas of studies will require intense study and production of five portfolios. The studies will embed further learning but will also help the students in their IT journey through school, college, third level education and or the world of work.

INTRODUCTION AND RATIONALE The WJEC suite of Entry Level Certificates, Awards and Diplomas are designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements.

These Entry Level qualifications aim to be:

- inclusive – recognising the achievements of all learners at Entry Level through a standard currency of awarding credit
- responsive – enabling individuals and centres to establish routes to achievement that are appropriate to their needs and facilitate progression



- accessible – based on clear design features that are easy for all users to understand

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	E-safety Spiralized learning (from years 7,8, & 9)	Presentation software (spiralized learning) (year 7) Spiralized learning on from previous learning. (Shakespeare)	Presentation Software	Publishing Spiralized learning (year 8) DTP 2 documents Constable etc Formal and informal Storage document	Publishing	Email Poster Email information
Assessment Criteria	Create a publisher document which illustrates safety when working online.	Creating a portfolio of presentation software. Exam portfolio	Creating a portfolio of presentation software. Exam portfolio	Creating a portfolio of Publishing software. Exam portfolio	Creating a portfolio of Publishing software. Exam portfolio	Creating a portfolio of electronic mail. Exam portfolio
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	LO1. To demonstrate how to stay safe online. To demonstrate understanding of cyberbullying, what it is, how to respond to it & how to help others. LO2. How to respond to sexting what to do not to do.	LO 1: Input and combine text and other information within presentation. LO2 use presentation software tools to structure, edit and format slides. LO3 prepare slides for presentation to meet needs.	LO 1: Input and combine text and other information within presentation. LO2 use presentation software tools to structure, edit and format slides. LO3 prepare slides for presentation to meet needs.	LO1 use appropriate page designs and layouts for a publication LO2 input text and other information into a publication LO3 Use desktop publishing software to edit and format a publication.	LO1 use appropriate page designs and layouts for a publication LO2 input text and other information into a publication LO3 Use desktop publishing software to edit and format a publication.	LO1 Use email software tools and techniques to compose and send messages Lo2 Manage incoming email effectively.

	LO3. To protect your data/ password security.					
CROSS CURRICULAR (Interleaving)	PHSE	English, (Shakespeare) & Media		English, Art (Constable) & Media		English
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Database software	Database software	Spreadsheet software	Spreadsheet software	Revisions and refining of exam portfolios	
Assessment Criteria	Creating a portfolio of Database software. Exam portfolio	Creating a portfolio of Database software. Exam portfolio	Creating a portfolio of Spreadsheet software. Exam portfolio	Creating a portfolio of Spreadsheet software. Exam portfolio		
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	LO 1. Enter, edit and organise structure information in a database.  LO2.Use database software tools to extract	LO 1. Enter, edit and organise structure information in a database.  LO2.Use database software tools to extract	LO1 Use a spreadsheet to enter, edit and organise numerical and other data.  LO2 Use appropriate formulas and tools to summarise and display	LO1 Use a spreadsheet to enter, edit and organise numerical and other data.  LO2 Use appropriate formulas and tools to summarise and display		

	information and produce reports.	information and produce reports.	spreadsheet information.  LO3 Select and use appropriate tools and techniques to present spreadsheet information effectively.	spreadsheet information.  LO3 Select and use appropriate tools and techniques to present spreadsheet information effectively.		
CROSS CURRICULAR (Interleaving)	PE Database of student's speeds		Maths cooking			
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## Music

In music we will look to develop students' understanding, enjoyment and confidence in music. This will start off in the shape of a platform of theory and keyboard. Being able to read and understand basic music elements are key to the success of the students. This will allow students to progress in their performance skills and confidence.

Students will also be completing relevant listening tasks which is also key to success in GCSE music. Being able to listen to music of different cultures and starting to understand elements of it is key and we will be focusing on 7 key elements of music which will be used consistently and are our keywords to go by. These are: Dynamics, Rhythms and tempo, Structure, Melody, Instrumentation, Texture and Harmony and Tonality. In all of our modules of work students will be learning about these key terms and how to effectively use them when talking about music. For some students without realising it they will use the correct terminology naturally after a while.

There are plenty of cross curricular opportunities, Maths, IT, English, Languages, Dance and Drama. Students will be creating their own compositions using technology and writing lyrics in a poem style.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Theory/ keyboard	I-pad/ composing	Ukulele	Musical theatre ensemble performance	Keyboard and Ukulele	Performance prep
Assessment Criteria	Performing a selected piece of music or own composition.	2-minute pop song	Performance of selected song	Performance of selected song	Improvisation of chords and matching keyboard and Ukulele together	Group Ensemble prep or solo prep
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1- students will start to develop a sound grounding in theory. How to read notes on a stave and then transfer reading those notes to playing them on a keyboard.	AO1- Using technology safely and appropriately. Getting to know GarageBand.  AO2- understanding pop music. Understand the structure of pop	AO1- Using the ukulele. How to hold and strum the Ukulele.  AO2- How to read tab music and chords  AO2- Understanding the difference	AO1- students to gain an understanding and appreciation for the importance of musical theatre. To be able to sing dance and act at the same time.	AO1-Starting to look into different instruments and how they can be used together.  AO2 Chords- lyrics and singing.	AO1- Students are to work on individual instrumental or skill development for summer concert  AO2- performance

	<p>AO2- keyboard skills- good hand placement- playing simple melodies and then developing on to more challenging melodies.</p> <p>AO3- Combining theory knowledge and keyboard skills. Creating a melody with different rhythms to then perform.</p> <p>AO4- Performance- students will continually performing to the staff in the room or if brave enough other students. This is to help build confidence in their own musical abilities</p>	<p>music and its place in society. How has it changed and developed over time.</p> <p>AO3- Looking at key elements of Pop and using chords to good effect.</p> <p>AO4- Students will be creating their own pop song following the given instructions/ success criteria. Have they included the set key elements of pop.</p>	<p>between tab and chords. Reading tab and chords.</p> <p>AO3- Develop playing rhythmically and in time with the songs given. Transitioning between chords.</p> <p>AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.</p>	<p>AO2- students will look to learn a solo or group performance and develop their singing and acting skills. They will select a song from a musical and develop this and adjust it to suite them.</p> <p>AO3- Students to develop an understanding of performance what is good practise and what does it look like the musical theatre, what challenges do they need to overcome and how will they do so.</p> <p>AO4- Assessment- students be expected to perform just to the teacher and TA in the room. They will look to fit their</p>	<p>Performance and theory.</p> <p>AO3- students to work in pairs to develop chords on the piano and ukulele. To experiment and see how it works. What can they create.</p> <p>AO4- Performance and improvisation using chords in partners.</p>	<p>techniques and teamwork skills.</p> <p>AO3- developing good practise skills.</p> <p>AO4 performance. Putting into practise everything they have learnt across the year.</p>
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				performance with given assessment criteria above.		
CROSS CURRICULAR (Interleaving)	English, Maths	IT, English, Maths	Maths	English, Drama, Dance	Maths, English	English, Maths, IT, Drama, Dance.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Theory/ keyboard	Samba	Marches	Boom Whackers	Ukulele	Performance prep
Assessment Criteria	Performing a selected piece of music or own composition.	Whole class performance	Performance of march and showing potential marching skills	Creating own composition and performance on boom whackers	Performance of selected piece of music.	Group ensemble performance or solo prep
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1- students will start to develop a sound grounding in theory. How to read notes on a stave and then transfer reading those notes to playing them on a keyboard.  AO2- keyboard skills- good hand	AO1- Performance, students will be devising their own performance after some whole class work.  AO2-looking to develop rhythmical understanding	AO1- Composing/ performing.  AO1- Students will understand the background of performance and setting marching bands are used in.  AO2- Students will be using	AO1- Students will be composing and creating their own performance after trying out different songs. Students will be taught how to handle and treat boom whackers.	AO1- Using the ukulele. How to hold and strum the Ukulele.  AO2- How to read tab music and chords  AO2- Understanding the difference between tab and	AO1- Students are to work on individual instrumental or skill development for summer concert  AO2- performance techniques and teamwork skills.

	<p>placement- playing simple melodies and then developing on to more challenging melodies.</p> <p>AO3- Combining theory knowledge and keyboard skills. Creating a melody with different rhythms to then perform.</p> <p>AO4- Performance- students will continually performing to the staff in the room or if brave enough other students. This is to help build confidence in their own musical abilities</p>	<p>and other musical cultures.</p> <p>AO3- working as an ensemble (whole class look to develop key understanding of ensemble group work and practise.</p> <p>AO4- Assessed as a whole group on effort and engagement. Looking for accuracy and fluency.</p>	<p>tuned percussion and composing skills developed in term one.</p> <p>AO3- They will then compose their own march and perform.</p> <p>AO4- marked on performances. This work can be done in pairs or individually. Students will also try out some marching.</p>	<p>AO2 students will be writing down their composition on manuscript paper writing out music in the traditional fashion.</p> <p>AO3- Students to practice effectively and work well as pair or group. They will use the techniques developed earlier in the year for this.</p> <p>AO4- Performance and proofing of composition. Students will write up their reflection of their performance and work. Looking at what went well and how they could improve.</p>	<p>chords. Reading tab and chords.</p> <p>AO3- Develop playing rhythmically and in time with the songs given. Transitioning between chords.</p> <p>AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.</p>	<p>AO3- developing good practise skills.</p> <p>AO4 performance. Putting into practise everything they have learnt across the year.</p>
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CROSS CURRICULAR (Interleaving)	Maths, English, languages	Languages, Maths	History, Maths	Maths, English	Maths	Maths, Languages, History, English
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Keyboard/ Theory	Ukulele	Samba	Marches	I-pad Hip-hop composition	Performance prep
Assessment Criteria	Students to perform from selected pieces of music or own composition.	Students to perform whole songs paying attention to technique and accuracy	Performance independently as a class, Come up with own composition.	Performance of own composition which will be over a minute long	Create a Hip Hop rap and composition using I-pads. 2 minutes long.	Group ensemble prep or solo prep
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>AO1- students will start to develop a sound grounding in theory. How to read notes on a stave and then transfer reading those notes to playing them on a keyboard.</p> <p>AO2- keyboard skills- good hand placement- playing simple melodies and then developing</p>	<p>AO1- Using the ukulele. How to hold and strum the Ukulele.</p> <p>AO2- How to read tab music and chords</p> <p>AO2- Understanding the difference between tab and chords. Reading tab and chords.</p> <p>AO3- Develop playing</p>	<p>AO1- Performance, students will be devising their own performance</p> <p>AO2- after some whole class work and looking to develop rhythmical understanding and other musical cultures.</p> <p>AO3-This performance may be added to</p>	<p>AO1- Composing / Performing. Students will understand the background of performance and setting marching bands are used in</p> <p>AO2-They will then compose their own march and perform.</p> <p>AO3- They will also try some marching for themselves in an American band</p>	<p>AO1- Students will study what makes Hip-hop the genre that is and the origins of the music.</p> <p>AO2- Students will try writing their own hip-hop appropriate rap</p> <p>AO3- design the music using GarageBand focusing on elements of hip hop and how to record yourself.</p>	<p>AO1- Students are to work on individual instrumental or skill development for summer concert</p> <p>AO2- performance techniques and team work skills.</p> <p>AO3- developing good practise skills.</p>



	<p>on to more challenging melodies.</p> <p>AO3- Combining theory knowledge and keyboard skills. Creating a melody with different rhythms to then perform.</p> <p>AO4- Performance- students will continually performing to the staff in the room or if brave enough other students. This is to help build confidence in their own musical abilities</p>	<p>rhythmically and in time with the songs given. Transitioning between chords.</p> <p>AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.</p>	<p>summer concert and conjoined with other classes.</p> <p>AO4- performance- making sure to put everything in practise and showing effective practise techniques.</p>	<p>style getting into different shapes</p> <p>AO4- can you march and play at the same time (extremely challenging)</p>	<p>AO4 Final composition and reflection on work done. WWW and EBI.</p>	<p>AO4 performance. Putting into practise everything they have learnt across the year.</p>
CROSS CURRICULAR (Interleaving)	English, Maths, Languages	Maths and English, performance	Maths, PSHE, History.	Maths, English, History.	Maths, English, History	
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7



<p>BRIEF DESCRIPTOR/ KEY AREAS OF STUDY</p>	<p>Money</p> <p>Understanding the concept of money.</p> <p>Being secure with how amounts of money are made up.</p> <p>Place Value</p> <p>Being secure with values up to 3 digits.</p> <p>Fractions</p> <p>Being secure with halves and quarters</p> <p>White rose- place value addition and subtraction multiplication and division fractions AO1, AO2, AO3</p>	<p>Shape</p> <p>Securing the names of 2D shapes and understanding their properties</p> <p>Secure knowledge of regular shapes (properties)</p> <p>Angles</p> <p>Secure the understanding of a right angle, acute angle and obtuse.</p> <p>Understand how to find a missing angle.</p> <p>Understanding tessellation</p> <p>White rose- shape Perimeter and area AO1, AO2</p>	<p>Position &amp; Direction</p> <p>Secure compass directions (N,E,S,W)</p> <p>Secure co-ordinates in 1 quadrant.</p> <p>Understanding simple number sequences.</p> <p>White rose- Position and direction AO1, AO2, AO3</p>	<p>Unit of Measure</p> <p>Secure an understanding of mm, cm and m</p> <p>Understanding how to convert between units</p> <p>Time</p> <p>Understand a 24hr clock</p> <p>Understand an hour and half hour</p> <p>White rose- Converting units AO1, AO2, AO3</p>	<p>Statistics</p> <p>Secure knowledge of Tally charts</p> <p>Secure an understanding of pictograms</p> <p>Understand converting data to a bar graph</p> <p>Understanding keys in pictograms</p> <p>Understanding how to interpret data (mode)</p> <p>White rose- statistics AO1, AO2, AO3</p>	<p>Perimeter &amp; Area</p> <p>Secure perimeter of quadrilateral and composite shapes</p> <p>Understand area of quadrilaterals</p> <p>Understanding 3D shapes</p> <p>White rose- Shape Perimeter and area AO1, AO2</p>
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CROSS CURRICULAR (Interleaving)	PSHE, PE, DT, science, ICT, Construction, English	PE, Art, DT, Science, ICT, Construction, English	Geography, Science, PE, English, ICT, Construction	PSHE, Geography, ICT. Construction, Science, English	ICT, Science, PE, Geography, English	Construction, PE, Science, English
Gatsby Benchmarks	2, 4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number Skills and Money  Compulsory number work: Addition & Subtraction Times Table	Geometry of Shapes  Compulsory number work: Addition & Subtraction Division	Algebra: Graphs and Mappings  Compulsory number work: Addition & Subtraction Times Table	Number and Time and Probability  Compulsory number work: Addition & Subtraction Division	Statistics  Compulsory number work: Addition & Subtraction Times Table	Number & Measure  Compulsory number work: Addition & Subtraction Division
Assessment Criteria	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Money  Understanding the concept of money.  Being secure with how amounts of money are made up.	Shape  Securing the names of 2D shapes and understanding their properties  Securing the names of 3D shapes and	Position & Direction  Secure compass directions (N,E,S,W). (Redo and increase up to 8pts). Secure co-ordinates in 1 quadrant.	Unit of Measure  Secure an understanding of mm, cm and m. Understanding how to convert between units. Time. Secure a 24hr clock.	Statistics  Secure knowledge of Tally charts. Secure an understanding of pictograms. Secure converting data to a bar graph.	Perimeter & Area  Secure perimeter of quadrilateral and composite shapes.  Understand area of quadrilaterals.

	<p>Using money in context. Place Value. Being secure with values up to 3 digits. Being secure in using decimals up to 3 dp Fractions. Being secure with halves and quarters. Understanding simple equivalents. Understanding a whole. White rose- place value addition and subtraction multiplication and division fractions. AO1, AO2, AO3</p>	<p>understanding their properties. Secure knowledge of regular shapes (properties). Understanding of irregular shapes. Angles. Secure the understanding of a right angle, acute angle and obtuse. Secure how to find a missing angle. Understanding tessellation and symmetry White rose- shape Perimeter and area. AO1, AO2</p>	<p>Secure co-ordinates in 4 quadrants. Understanding simple number sequences. Understanding simple pictorial sequences. White rose- Position and direction AO1, AO2, AO3</p>	<p>Secure an hour and half hour. Understanding of a quarter to and quarter past. Probability. Understanding simple probability.  White rose- Converting units AO1, AO2, AO3</p>	<p>Secure keys in pictograms. Secure how to interpret data (mode). Understanding of averages.  White rose- statistics AO1, AO2, AO3</p>	<p>Understanding negative numbers. Understanding volume.  White rose- Shape Perimeter and area Perimeter, area and volume AO1, AO2, AO3</p>
CROSS CURRICULAR (Interleaving)	PSHE, PE, DT, science, ICT, Construction, English	PE, Art, DT, Science, ICT, Construction, English	Geography, PE, Science, English, ICT, Construction, History.	PSHE, Geography, ICT. Construction, Science, English, History.	ICT, Science, PE, Geography, English	Construction, PE, Science, English
Gatsby Benchmarks	2, 4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## Mathematics

The Mathematics Department teaches its students the National Curriculum programme of study for Mathematics. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. The Mathematics department also aims to develop the use of maths to be useful and understood in real life situations. Key materials are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4, students benefit from engagement with a wide range of topics designed to enable them to both acquire knowledge and build on what they already know. Numerical skills are essential to participating fully as a member of society in a conscious manner and therefore these skills are developed. This will allow students to build a greater understanding of themselves and the world around them, incorporating life - skills opportunities and practical tasks where possible. Their work builds on skills developed through Early Years Foundation Stage. Throughout each key stage all students are taught with an understanding of the need to reinforce and build on all topics each year. The mathematics department aims to fill gaps in knowledge & skills to enable students to progress. In addition, assessment opportunities are identified to monitor progress throughout the taught curriculum.

NB. Groups and individuals move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number and algebra	Number	Number	Number	Geometry	Number and Probability
Assessment Criteria	YEAR 7 Whiterose Autumn A Assessment (foundation)	YEAR 7 Whiterose Autumn B Assessment (foundation)	YEAR 7 Whiterose Spring A Assessment (foundation)	YEAR 7 Whiterose Spring B Assessment (foundation)	YEAR 7 Whiterose Summer A Assessment (foundation)	YEAR 7 Whiterose Summer B Assessment (foundation)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Sequences Introduction algebra AO1, AO2, AO3	FDP Place value AO1, AO2, AO3	Problem solving Introduction to percentages AO1, AO2, AO3	BIDMAS Negative numbers Fractions AO1, AO2	Simple constructions using rules and protractors	Basic probability Introduction to Venn diagrams Prime and squared numbers

					Developing geometric reasoning AO1, AO2, AO3	AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	PE, DT, science, ICT, Construction, English	DT, Science, Construction, Mechanics, English	Geography, Science, PE, English, ICT, Construction, mechanics	Geography, ICT. Construction, Science, English	ICT, Science, PE, Geography, English	Construction, PE, Science, English, food tech
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Ratio and Number	Data and Probability	Algebra and Number	Number	Angles and Area	Data
Assessment Criteria	YEAR 8 Whiterose Autumn A Assessment (foundation)	YEAR 8 Whiterose Autumn B Assessment (foundation)	YEAR 8 Whiterose Spring A Assessment (foundation)	YEAR 8 Whiterose Spring B Assessment (foundation)	YEAR 8 Whiterose Summer A Assessment (foundation)	YEAR 8 Whiterose Summer B Assessment (foundation)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Ratio Multiplication Division Fractions AO1, AO2, AO3	Representing data probability AO1, AO2, AO3	Sequences Indices Equations and inequalities AO1, AO2	FDP Standard form AO1, AO2, AO3	Areas of shapes  Parallel lines  Angles AO1, AO2, AO3	Data handling cycle averages AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	PE, DT, science, ICT, Construction, English, food tech	DT, Science, Construction, Mechanics, English	PE, Geography, Science, English, ICT, Construction, Mechanics,	Geography, ICT. Science, English	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech	Construction, PE, Science, English, construction, Mechanics, food tech

Gatsby Benchmarks	2, 4, 7	4, 7	4, 7	4, 7	2, 4, 7	4, 7
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YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Graphs and Algebra	Shape	Number	Pythagoras and Transformations	Transformations, Ratio	Probability Geometry
Assessment Criteria	YEAR 9 Whiterose Autumn A Assessment (foundation)	YEAR 9 Whiterose Autumn B Assessment (foundation)	YEAR 9 Whiterose Spring A Assessment (foundation)	YEAR 9 Whiterose Spring B Assessment (foundation)	YEAR 9 Whiterose Summer A Assessment (foundation)	Mock paper (non- calculator paper 1 only)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Straight line graphs  Form and solve equations AO1, AO2, AO3	Three dimensional shapes congruency AO1, AO2	Number Percentages money AO1, AO2, AO3 (real life graphs)	Rotation and translation Pythagoras AO1, AO2, AO3	Enlargement and reflection Ratio and proportion AO1, AO2, AO3	Probability Polygons and circles AO1, AO2, AO3 (introduction to real life Pythagoras)
CROSS CURRICULAR (Interleaving)	PE, DT, science, ICT, English	DT, Science, Construction, Mechanics, English	Geography, Science, PE, English, ICT, Construction, mechanics	Geography, ICT. Construction, Science, English, mechanics, DT	ICT, Science, PE, Geography, English, DT	Construction, PE, Science, English, food tech, DT
Gatsby Benchmarks	4, 7	4, 7	2, 4, 7	4, 7	2, 4, 7	4, 7



## Mathematics

The Mathematics Department teaches its students the National Curriculum programme of study for Mathematics. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. The Mathematics department also aims to develop the use of maths to be useful and understood in real life situations. Key materials are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4, students benefit from engagement with a wide range of topics designed to enable them to both acquire knowledge and build on what they already know. Numerical skills are essential to participating fully as a member of society in a conscious manner and therefore these skills are developed. This will allow students to build a greater understanding of themselves and the world around them, incorporating life - skills opportunities and practical tasks where possible. Their work builds on skills developed through Early Years Foundation Stage. Throughout each key stage all students are taught with an understanding of the need to reinforce and build on all topics each year. The mathematics department aims to fill gaps in knowledge & skills to enable students to progress. In addition, assessment opportunities are identified to monitor progress throughout the taught curriculum.

NB. Groups and individuals move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number & Money Management and ELC revision	Geometry and Measures and ELC revision	Algebra and Graphs and ELC revision	Probability and ELC revision	Statistics and ELC revision	Number
Assessment Criteria	First 15 questions non calculator  ELC mock x 2	First 15 questions calculator  ELC mock x2	Mock paper (non- calculator 1 paper only)  ELC assessments	First 15 questions non calculator  ELC mock x3	First 15 questions calculator  ELC assessments	Mock paper (non- calculator 1 paper only)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Proportion, Fractions, Decimals, Percentages, 4	Area & Perimeter, circumference. Volume,	Algebraic manipulation, Graphs, graph properties and	Vocabulary, Prob scale, notation, Theoretical, Experimental,	Averages: Discrete & grouped data, comparisons.	Properties of number, Squares, cubes, roots and powers, Standard

	rules of number, Number patterns, Ratio, Place value, Interest & compound interest. AO1, AO2, AO3	Pythagoras theorem Properties of polygons. Angles Co-ordinates, Transformations. AO1, AO2, AO3	graphical functions. Formulae & Equations. Forming & solving Equations. AO1, AO2, AO3	Predicted outcomes, mutually exclusive events, successive events, All possible outcomes. AO1, AO2, AO3	Collecting, Interpreting & Representing data. AO1, AO2, AO3	form, Inequalities, Special sequences, Calculator skills, Estimation, approximation & Rounding. Trigonometry AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, food tech,	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE
Gatsby Benchmarks	2, 4, 7	2, 4, 7	2,4, 7	4, 7	2, 4, 7	2, 4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number	Algebra and Graphs	Algebra, Graphs & GCSE Exam Practice	Geometry and Measures. GCSE Exam Practice	Geometry and Measures, GCSE Exam Practice	
Assessment Criteria	Mock paper (non- calculator paper 1)	Mock paper (non- calculator and calculator exam)	Mock paper (non- calculator and calculator exam)	Mock paper (non- calculator and both calculator)	Exam time	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	4 operations with Decimals and fractions. Perform calculations with density, mass and volume. AO1, AO2, AO3	Algebraic Manipulation, Plotting graphs, sequences.  Working on topics that need	Graphical interpretation, Algebraic manipulation – Formulae and equations.	Angles and Lines, congruence, area, perimeter & volume.  Past papers and	Transformations, Converting units, Properties of shape, Trigonometry, Pythagoras.	

		strengthening from the data of mocks AO1, AO2, AO3	Number work to ensure strength for the GCSE AO1, AO2, AO3	questions constantly going over in preparation for the GCSE AO1, AO2, AO3	Past papers and questions constantly going over in preparation for the GCSE AO1, AO2, AO3	
CROSS CURRICULAR (Interleaving)	ICT, Science, PE, Geography, English, DT, food tech, PSHE	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT,	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, food tech, PSHE	
Gatsby Benchmarks	4, 7	4, 7	4, 7	2, 4, 7	2, 4, 7	

## Mechanics Department

In the Mechanics Faculty, it teaches its students the Farney Close programme of study for LASER's Learning, Employability and Progression (LEAP) qualification in Mechanics. This programme has been designed with flexibility in mind. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In year 10 option groups students benefit from learning about the tools, equipment and materials used and the techniques needed to tackle the practical tasks before being faced with the majority of the Theory work in year 11. This is to enable them to grasp an understanding of Mechanics at their own pace and without the added pressure of the theory aspect. Year 11 option groups students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. Groups work with a cross-curricular (in particular Science and Mathematics) themed approach to their learning incorporating stimulating worksheets/workbooks that fit with the themes and build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each year group all students are taught with an understanding of the need to reinforce all practical tasks incorporating individual learning styles and communication methods. Extended learning opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. [See Mechanics Faculty Curriculum Statement and Aims for further information.]

NB. Groups move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Health & Safety. Tools, Materials, Equipment & their uses.	Tools, Materials, Equipment & Their Uses. Basic Vehicle Maintenance.	Basic Vehicle Maintenance	Basic Vehicle Maintenance. Intermediate Vehicle Maintenance.	Intermediate Vehicle Maintenance.	Look at/start LASER units
Assessment Criteria	Tools & Equipment Test SIR Questions	Labelling Worksheet SIR Questions	Create a Daily Vehicle Check Sheet SIR Questions	'How To' Write-Up SIR Questions	Labelling (Engine) Worksheet SIR Questions	End of year Test SIR Questions
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Discussions and test re: Health & Safety.	Learning the Tools, Materials and equipment needed.	Using prior learning to complete basic tasks.	Using prior learning to complete basic	Using prior learning to complete intermediate	Group discussions re: the units covered and the student's ability

	Learning the Tools, Materials and equipment needed. Learning the Techniques used in the trade.	Learning the Techniques used in the trade. Pupils will learn to be able to safely use appropriate materials and equipment.	Select and safely use fluids and materials when checking and maintaining fluid levels, safely raising and supporting a vehicle, etc.	and intermediate tasks such as: Removing a roadwheel. Identify and locate basic external car parts. Remove, inspect, refit brake pads.	tasks such as: Know the location of major engine and chassis components. Know the major internal engine components. Know the major cooling system components.	to complete these. Looking at the Worksheets, workbooks, write-ups and examples.
CROSS CURRICULAR (Interleaving)	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography /Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	English/literacy, ICT, Science, Mathematics
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Recap. Begin Mechanics unit WJC274: Checking and maintaining fluid levels on a car.	Move onto Mechanics unit WJC643: Checking and Maintaining Car Tyre Pressure and Tread.	Begin Mechanics units WJC431: Routine Wheel and Tyre Checks. WJC327: Routine Vehicle Checks.	Move onto Mechanics unit WJC283: Motor Vehicle Workshop Tools and Equipment	Mechanics unit. WJC758: Identification of Basic External and Internal Car Parts.	Mechanics Unit WJC533: Valeting a Car Interior. Complete any outstanding work in pupils portfolios.

Assessment Criteria	Servicing A Car	Checking Tyre Pressure & Tread	Daily Vehicle Check	Re-Test, Autumn 1 Yr10.	Create A Diagram - Internal Car Parts	Laser Assessment
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Practical for assessment. Completing workbook for unit WJC274.	Practical for assessment. Completing workbook for unit WJC643.	Practical for assessments. Completing workbooks for unit WJC431 and WJC327.	Practical for assessment. Completing workbook for unit WJC283.	Practical for assessment. Completing workbook for unit WJC758.	Practical for assessment. Completing workbook for unit WJC533. Completing any outstanding work in workbooks/folders.
CROSS CURRICULAR (Interleaving)	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 6, 7	4, 5, 7	4, 5, 7

Physical Education (P.E)

Commentary The intent of our PE curriculum at Farney is to provide all students with high quality PE and School Sport. It is our vision for every student to take the opportunity to succeed and achieve their potential, as well as to lead physically active lifestyles. We seek to inspire our students through PE lessons which are enjoyable, challenging and accessible to all. We want our students to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for students to develop values and transferable life skills such as leadership, working as part of a team, fairness and respect as well as providing them with opportunities to take part in a comprehensive enrichment programme with morning and lunch clubs and competitive sporting fixtures. All students have two lessons of core sport each week which enables them to participate in physical activity and supports their wellbeing.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games  Futsal	Invasion Games  Basketball	Net and Wall  Badminton	Striking and Fielding  Cricket	Net and Wall  Tennis	Track and Field  Athletics
Assessment Criteria	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Movement with the ball – Dribbling, Receiving & Turning To be able to perform the basic dribbling movements with control. To be able to	Ball familiarisation + passing to be able to replicate basic ball handling skills. To be able to perform these in a small, sided game to maintain ball	Introduce the grip and ready position to be able to demonstrate & use the correct grip. To be able to recognise the flight of the shuttle and to be able to	Ball familiarisation/catching to accurately replicate a basic throwing and receiving technique. To take part in conditioned games showing an understanding of basic tactics. To develop understanding the laws	Racket & Ball familiarisation to be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a	Introduce running style (100) To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and





Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7
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YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net Games Badminton	Striking/Fielding Cricket	Net Games Tennis	Track/Field Athletics
Assessment Criteria	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Developing Core Skills - Passing To be able to perform core passing skills in a variety of situations. To be able to perform these techniques in a small, sided game to outwit opponents.	Develop Passing/Pivoting & Dribbling/Triple Threat  To be able to perform passing and receiving techniques and use to outwit opposition. To be able to perform these in a small, sided game with success. To use dribbling technique	Ready position  To be able to demonstrate & use the ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket consistently. To develop the ability to outwit	Fielding practice To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents with the placement of the ball. To develop a deeper understanding the laws and	Basic ground strokes To be able to demonstrate & use forehand and backhand shots in a rally. To develop the ability to outwit opponents with a combination of shots. To understand the basic scoring and rules of a double game play. To develop strategic and	Introduce running style (100/200/400m) To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be

		correctly and understand what constitutes a double dribble and traveling.	opponents with movement of the shuttle.	terminology of cricket.	tactical play during a rally.	improved. To understand components of fitness for sprint races.
CROSS CURRICULAR (Interleaving)	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net Games Badminton	Striking/Fielding Cricket	Net Games Tennis	Track/Field Athletics
Assessment Criteria	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Passing, Control & Turning To understand variations in passes and where different types of passes should be used. To be able to use the	Attacking/Outwitting an opponent. To be able to perform passing, receiving, dribbling, shooting techniques to outwit opposition. To be able to perform a combination of these skills in a small,	Movement and forehand rallying to develop the ability to outwit opponents with movement of the shuttle. To	Fielding fundamentals to make accurate decision about outwitting opponents as batsmen or fielders. To accurately	Ground strokes/ Outwitting opponents to confidently outwit opponents using learnt strokes and techniques. To	Sprint running technique (100/200/400m/relays) To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint, start to

	different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and passes.	sided game with success.	understand the different lines and areas on the court and be able to move around between them quickly. To identify strengths and weaknesses when playing & adapt strategies where necessary.	replicate a full range fielding techniques in response to a competitive environment. To recognise and use the laws of cricket and officiate correctly.	be able to demonstrate & use forehand and backhand shots competently in a rally. To accurately return the ball with a combination of shots. To begin to develop coaching ideas & suggest ways to improve peer performance.	create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.
CROSS CURRICULAR (Interleaving)	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

### Physical Education (P.E)

Commentary The intent of our PE curriculum at Farney is to provide all students with high quality PE and School Sport. It is our vision for every student to take the opportunity to succeed and achieve their potential, as well as to lead physically active lifestyles. We seek to inspire our students through PE lessons which are enjoyable, challenging and accessible to all. We want our students to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for students to develop values and transferable life skills such as leadership, working as part of a team, fairness and respect as well as providing them with opportunities to take part in a comprehensive enrichment programme with morning and lunch clubs and competitive sporting fixtures. All students have three lessons of core sport each week which enables them to participate in physical activity and supports their wellbeing.

At Key Stage 4 students also have the opportunity, as part of their Pathway options, to select GCSE PE.

GCSE Physical Education is for students who have a love of sport and are keen to achieve a deeper understanding. The course introduces key sporting ideas and shows how they interact with practical performance. The current GCSE in Physical Education has been designed to offer greater challenge and, for the first time, the majority of the assessment will be through written exam papers. A GCSE in Physical Education is for students who are interested in the theory behind sports performance and health, fitness and wellbeing. Students selecting GCSE Physical Education will be expected to be involved in after-school sports clubs and, ideally, sport outside school because the majority of GCSE PE lessons will be classroom-based.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net and Wall Badminton	Striking and Fielding Cricket	Net and Wall Tennis	Track and Field Athletics
Assessment Criteria	Links to AQA practical Assessment  Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	The use of width  To understand and replicate attacking principles through the use of width and	The Use of reverse and left-hand lay ups  To be able to use either hand to dribble and score. To be able	Recap Badminton Basics  To be able to set up and remove equipment. To be able to demonstrate &	Fielding/Slip catching  To accurately replicate a full range fielding techniques in response to a	Fundamentals/O utwitting opponents  To confidently outwit opponents using groundstrokes in	Sprint running (100/200/400m)  To accurately replicate sprinting technique from a sprint start. To

<p>speed. To be able to perform angled runs to create opportunities to outwit opponents. To analyse the tactical benefits of using space.</p> <p>Attacking as a unit/team</p> <p>To be able to outwit opponents using dummies &amp; fakes. To understand the importance of width and playing into space in order to attack. To understand how to commit defender and implement strategic and tactical play.</p> <p>Defending and defensive roles.</p>	<p>to outwit opponents using techniques at speed and with accuracy. To develop and implement strategic and tactical play.</p> <p>Strategies for attack screens, blocks, high and low posts.</p> <p>To be able to replicate strategies for attack. i.e. screens, posts. To understand the benefits of using strategic and tactical plans to produce a successful attack</p> <p>To appreciate the need to make adjustments and adaptations when performing in order to outwit opponents.</p>	<p>use the correct grip and use of basic shots. To appreciate how to outwit opponents with movement of the shuttle. To understand the value of co-operation &amp; teamwork. Develop Overhead clear</p> <p>To develop the skill of outwitting an opponent using a combination of overhead clears.</p> <p>To be able to accurately replicate a range of shots in a small, sided game implementing strategies and tactics. To understand court markings and scoring systems.</p> <p>Serves long and short</p>	<p>competitive match. To understand the slip positioning, their role and importance of reaction time. To make accurate decision about outwitting opponents as batsmen or fielders. To play a full game in while applying successful strategies.</p> <p>Development of bowling</p> <p>To incorporate pace and spin into bowling delivery maintaining control &amp; accuracy. To understand how spin is created. To understand the effect, it will have on the balls bounce. To apply to a competitive match and outwit</p>	<p>a rally. To demonstrate ability to apply the use the correct shot execution under pressure. To begin to develop coaching ideas &amp; suggest ways to improve peer performance.</p> <p>Service development</p> <p>To accurately replicate a legal tennis serve with increasing power and placement.</p> <p>To perform a different 1<sup>st</sup> and 2<sup>nd</sup> serve and understand the reason for this. To develop the ability to coach peer and offer advice about how to improve.</p> <p>Topspin/Slice</p>	<p>improve overall performance/recorded times. To use peer assessment to improve performance. To understand the different phases of a race.</p> <p>Middle distance running – 800m</p> <p>To accurately replicate and maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils times. To understand how athletics can promote a healthy and active lifestyle.</p> <p>Long jump</p> <p>To accurately replicate the technique for long/triple jump. To perform and record</p>	
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<p>To be able to replicate defensive skills. To understand the benefits of strategic and tactical approach to defending. To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them.</p> <p>Formations and roles in a team</p> <p>To develop their understanding and knowledge of how to stop attack effectively using different formations. To develop basic strategic and tactical play</p>	<p>Develop shooting – Jump shots</p> <p>To be able to replicate shooting core skills. To understand the need to create space to shoot and begin to work on this in a game situation. To demonstrate an ability to analyse performances with sound/accurate information.</p> <p>The attacking Role</p> <p>To understand and perform attacking movements as a unit incorporating the use of width and speed. To be able to perform angled runs to create</p>	<p>To understand the rules of service and to perform a range of short and long serves. To recognise opponent's strengths and change game plan based on this information. To confidently score a game of singles.</p> <p>Backhand Clear</p> <p>To be able to accurately replicate backhand clear shot and to develop accuracy in shuttle direction. To develop understanding of how to adjust shot selection based on opponents positioning.</p> <p>Doubles and singles game play</p>	<p>fielders with ball placement.</p> <p>Batting- straight drive</p> <p>To accurately replicate the straight bat drive. To encourage quick decision making in order to outwit fielders or a batsman. To develop leadership skills as a batting pair during game situation. To begin to coach each other and suggest ways to improve technique.</p> <p>Batting – pull shot</p> <p>To encourage movement and timing to produce an effective batting execution.</p>	<p>To accurately replicate the technique for a forehand/ backhand topspin or slice. To understand the effect topspin/slice has on the balls flight &amp; bounce. To select &amp; refine shot selection based on opponents positioning. To be able to use a variety of spin during a game rally.</p> <p>Singles Play Tactics/strategies</p> <p>To develop knowledge of singles laws and apply them in a game. To understand the type of shots to use and when to</p>	<p>the distance achieved. To adhere to the competition rules. To use bounding techniques and basic 'plyometrics training'. To set an achievable goal and meet it.</p> <p>Shot putt</p> <p>To perform and accurately replicate the glide technique for shot putt. To correctly record distance achieved. To understand all competition shot putt rules. To breakdown, adapt and refine individual elements of the full technique</p> <p>Javelin</p> <p>To perform and accurately replicate the technique for</p>
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<p>with a range of roles.</p> <p>Corners, Free kicks and strategies</p> <p>To perform necessary skills and techniques to attack from set plays and corners to outwit an opposition. To be able to evaluate how well it has been achieved and find ways to improve strategies.</p> <p>The Role of the Referee</p> <p>To understand the importance of effective communication with others. To be able to adapt when working individually, in</p>	<p>opportunity to outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies.</p> <p>The defensive role</p> <p>To perform defensive strategies including man to man and zone. To develop creativity in developing new strategies from set plays in attack. To understand techniques to stop opponents outwitting them and accurately replicate.</p> <p>The role of the referee</p>	<p>To develop decision making ability around the choice of shot in relation to opponent. To develop teamwork and cooperation skills as a doubles pair. To be able to assess &amp; evaluate own performance and weaknesses.</p> <p>Doubles and singles game play</p> <p>To demonstrate knowledge and understanding of the rules in badminton. To know and understand the importance of communicating and identifying opponents strengths and weaknesses. To be able to communicate, rotate and use their strengths to beat opposition.</p>	<p>Competitive matches</p> <p>To accurately replicate a full range cricket techniques in response to situations arising for a competitive match. To play a full game in while applying successful strategies. To develop knowledge of fielding positions and correct terminology.</p> <p>Role of umpire/coaching</p> <p>To be able to identify faults/weaknesses in peers technique. To be able to offer informed feedback regarding peers play, &amp; suggest ways of</p>	<p>use them. To encourage creative thinking in strategy development during rallies. To develop the skill of anticipation and court coverage.</p> <p>Doubles Tactics/strategies</p> <p>To develop knowledge of doubles laws and apply them in a game. To encourage creative thinking in strategy development during rallies. To be able to identify strengths and weaknesses in positional play and technique.</p> <p>Role of coach/umpire</p> <p>To assume the role of the</p>	<p>javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules.</p>
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<p>BRIEF DESCRIPTOR/ KEY AREAS OF STUDY</p>	<p>Keeping possession</p> <p>To be able to perform basic skills to retain ball possession. To understand the benefits of strategic and tactical approaches to outwit the opponent. To appreciate the need to make adjustments and adaptations when performing in order to beat the opposition.</p> <p>Attack/Beating an opponent</p> <p>To be able to outwit opponents in a pressured situation. To understand the use of width and space in order to attack. To improve decision making and skill</p>	<p>Shooting techniques</p> <p>To perform advanced shooting techniques to outwit opposition. To understand the benefits of strategic and tactical approaches to outwit the opponent. To appreciate the need to make adjustments and adaptations when performing in order to beat the opposition</p> <p>Ball control and outwitting opponents</p> <p>To be able to perform basic skills to retain ball possession. To be able to</p>	<p>Recap range of shots</p> <p>To perform and replicate a range of badminton shots with control, power and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To understand the value of co-operation &amp; teamwork.</p> <p>Serves</p> <p>To be able to accurately replicate the correct service technique. To outwit opponents using a variety of serves based on tactical awareness. To develop strategic and tactical play</p>	<p>Fielding/Slip catching</p> <p>To accurately replicate a full range fielding techniques in response to a competitive match. To understand the slip positioning, their role and importance of reaction time. To make accurate decision about outwitting opponents as batsmen or fielders. To play a full game in while applying successful strategies.</p> <p>Development of bowling</p> <p>To incorporate pace and spin into bowling delivery maintaining control &amp; accuracy. To understand how</p>	<p>Fundamentals/Outwitting opponents</p> <p>To confidently outwit opponents using groundstrokes in a rally. To demonstrate ability to apply the use the correct shot execution under pressure. To begin to develop coaching ideas &amp; suggest ways to improve peer performance.</p> <p>Service development</p> <p>To accurately replicate a legal tennis serve with increasing power and placement. To perform a different 1<sup>st</sup> and 2<sup>nd</sup> serve and understand the reason for this. To develop the ability to coach peer and offer</p>	<p>Sprint running (100/200/400m)</p> <p>To accurately replicate sprinting technique from a sprint start. To improve overall performance/ recorded times. To use peer assessment to improve performance. To understand the different phases of a race.</p> <p>Middle distance running – 800m</p> <p>To accurately replicate and maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils times. To</p>
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<p>execution in response to opposition.</p> <p>Ball control</p> <p>To be able to replicate control technique in isolation and under pressure. To understand how to use these core skills to advance a team forward.</p> <p>Shooting</p> <p>To perform angled shots to outwit opponents and disguise attacking strategies. To understand and replicate attacking principles and evaluate the success rates.</p>	<p>outwit opponents using dummies, fakes &amp; screens at speed and with accuracy. To understand the importance of angled passes and driving into space in order to attack.</p> <p>Tactics and analysis of strengths</p> <p>To understand and perform attacking principles and strategies found in basketball e.g. shot selection and effective decision making in a game situation.</p> <p>Attacking play</p>	<p>during a rally. To confidently score a game of doubles. To be able to accurately score and officiate a game.</p> <p>Tactics and analysis of strengths</p> <p>To know and understand the need to place shuttle in areas of court based on opposition movement. To develop strategic and tactical play during a rally. To evaluate own strengths of performance and suggest a weakness to improve.</p> <p>Doubles and singles tactics</p>	<p>spin is created. To understand the effect it will have on the balls bounce. To apply to a competitive match and outwit fielders with ball placement.</p> <p>Batting- straight drive</p> <p>To accurately replicate the straight bat drive. To encourage quick decision making in order to outwit fielders or a batsman. To develop leadership skills as a batting pair during game situation. To begin to coach each other and suggest ways to improve technique.</p> <p>Batting – pull shot</p> <p>To encourage movement and</p>	<p>advice about how to improve.</p> <p>Topspin/Slice</p> <p>To accurately replicate the technique for a forehand/ backhand topspin or slice. To understand the effect topspin/slice has on the balls flight &amp; bounce. To select &amp; refine shot selection based on opponents positioning. To be able to use a variety of spin during a game rally.</p> <p>Singles Play Tactics/strategies</p> <p>To develop knowledge of singles laws and apply them in a game. To understand the</p>	<p>understand how athletics can promote a healthy and active lifestyle.</p> <p>Long jump</p> <p>To accurately replicate the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic 'plyometrics training'. To set an achievable goal and meet it.</p> <p>Shot putt</p> <p>To perform and accurately replicate the glide technique for shot putt. To correctly record distance achieved. To understand all competition shot</p>
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	<p>Organising a small sided tournament</p> <p>To create and run small sided games in a tournament format. To encourage decision making skills and develop reflective learners</p>	<p>To perform necessary skills and techniques to attack from set plays to outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies.</p> <p>Organising a small sided tournament To create and run small sided games in a tournament format. Pupils will make decisions and plan tournament layout encouraging creativity.</p>	<p>To understand the importance of attacking and defensive formations to outwit opposition. To develop accuracy in shuttle direction. To understand singles game badminton court markings and to confidently score a game.</p> <p>Organising a small sided tournament To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To develop their knowledge and understanding of the rules in badminton. To understand the</p>	<p>timing to produce an effective batting execution.</p> <p>Competitive matches</p> <p>To accurately replicate a full range cricket techniques in response to situations arising for a competitive match. To play a full game in while applying successful strategies. To develop knowledge of fielding positions and correct terminology.</p> <p>Role of umpire/coaching</p> <p>To be able to identify faults/weaknesses in peers technique. To be able to offer informed</p>	<p>type of shots to use and when to use them. To encourage creative thinking in strategy development during rallies. To develop the skill of anticipation and court coverage.</p> <p>Doubles Tactics/strategies</p> <p>To develop knowledge of doubles laws and apply them in a game. To encourage creative thinking in strategy development during rallies. To be able to identify strengths and weaknesses in positional play and technique.</p> <p>Role of coach/umpire</p>	<p>putt rules. To breakdown, adapt and refine individual elements of the full technique.</p> <p>Javelin To perform and accurately replicate the technique for javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules.</p>
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			importance of effective communication with others.	feedback regarding peers play, & suggest ways of improving both technique/tactics. To encourage the use of leadership & communication in all game roles.	To assume the role of the umpire. To be able to identify faults and weaknesses in peers techniques. To offer informed feedback regarding a partners play.	
CROSS CURRICULAR (Interleaving)	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

PSHE/RSE

Personal, social, health and economic education (PSHE) is a school curriculum subject that teaches pupils and young people, through all key stages, knowledge and skills for life during and after education. PSHE consists of education on personal and health related matters, such as Relationship and Sex Education, as well as preparation for post-education life, such as economic sustainability and careers advice.

YEAR 5 & 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships Education: Behaviour and respect, Friendship lesson, Friendships and feeling left out, Families security love and stability, Peer pressure	Relationships Education: Bullying Introduction, Respect disagreement and differences, Bullying or just teasing, Family and Commitment, Online gaming safety	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 life, Oral and Dental Hygiene, Healthy living	Living in the Wider World: Independence and responsibility, Age restrictions online and media content, Careers and stereotypes, Environment and climate change  Extension: Year 6 only-Boy's and Girl's Puberty and Body Development	Living in the Wider World: Diversity in the UK, Identity and community-British Values, Keeping safe, Attitudes to money, Money - Cost of living  Extension: Year 6 Only -Transition new class or new school
Assessment Criteria	Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.	Teacher assessment Speaking and Listening Skills.	Teacher assessment Speaking and Listening Skills.	Teacher assessment Speaking and Listening Skills.	Individual learning preferences identified. Pupils own learning strategies agreement.	Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Enquiry, Empathy, Speaking and Listening.	Skills: Recall and knowledge, empathy, personal relationships, family & citizenship skills, S&L Skills.	Skills: Recall and knowledge, empathy, personal wellbeing, basic understanding of First Aid skills, S&L Skills.	Skills: Recall and knowledge, empathy, personal wellbeing, body image and hygiene skills, S&L Skills.	Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.	Skills: Knowledge of diversity and British values. Knowledge and recall keeping safe, money and the cost of living, Empathy and S&L skills.
CROSS CURRICULAR (Interleaving)	Personal Development	Personal Development & ICT	Personal Development & Science	Science	Humanities, ICT & Science	Maths
Gatsby Benchmarks	3	3			3	3

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships Education: What is PSHE? E-Safety, Bullying or Banter, Keeping safe and positive relationships, Positive-relationships, Falling in love.	Relationships Education: Personal Identity (British Values), Family relationships, What are radicalisation and extremism? What are wants and needs? How does self-esteem help us achieve?	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?	Health & Wellbeing: Puberty, Periods, The dangers of smoking and second hand smoking, What are drugs? Mental health	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.	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.

Assessment Criteria	Assessment: Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.	Assessment: Teacher assessment Speaking and Listening Skills Written activities, End of topic tests.	Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.	Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.	Assessment: Individual learning preferences identified. Pupils own learning strategies agreement. Learning to learn assessment.	Assessment: Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Enquiry, Skills, Empathy, Speaking and Listening.	Skills: Recall and knowledge, empathy, personal wellbeing, Citizenship, & citizenship skills, S&L Skills.	Skills: Knowledge of physical and emotional changes in adolescence, Empathy, Skills & Body confidence.	Skills: Importance of personal hygiene during puberty, introduction of physical attraction and appropriate relationships, Empathy, and enquiry skills.	Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.	Skills: Knowledge of basic first aid. Knowledge and recall of healthy eating, benefits of exercise, Empathy and S&L skills.
CROSS CURRICULAR (Interleaving)	Personal Development	Personal Development	Personal Development, P.E & Science	P.E & Science	Humanities, ICT & Science	Personal Development & ICT
Gatsby Benchmarks	3	3			3	3

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships: Body image - male focus, Sexting and image share	Relationships: Who are the extreme groups? Where does extremism come	Health and Wellbeing: Emotional literacy and self-awareness,	Health and Wellbeing: Self-confidence and goals, Teen pregnancy and	Living in the Wider World: Discrimination teens and media,	Living in the Wider World: Careers focus - communication skills,

	danger, Domestic conflict - running away from home, Prejudice and discrimination – religion, British Values - tolerance anti racism.	from – leaders, How can we prevent radicalisation and extremism? Extremism - do all Muslims want sharia law, How do extreme leaders attract converts?	Managing my behaviour to achieve, Personal Development and target setting, Personal safety and first aid.	parenting, What is mindfulness? Vaping, nicotine and addiction.	Homophobia, Internet safety, Prejudice + Stereotypes - disability	Entrepreneurs, Teamwork skills, Finance - tax and NI, How can we care for the environment? How is tax spent? - public services
Assessment Criteria	Assessment: Teacher Assessment S&L Skills		Assessment: Teacher Assessment Speaking and Listening Skills. Written activities.		Assessment: Teacher assess S&L skills. Online assessment.	Assessment: Teacher assess S&L skills.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Empathy, S&L skills, and enquiry skills.	Skills: Knowledge, Empathy, S&L skills, and enquiry skills.	Skills: Application of knowledge, independent inquiry. S&L skills.	Skills: Knowledge of physical and emotional changes, parental responsibilities, unhealthy additions.	Skills: Knowledge of a variety of relationships, prejudices.	Skills: Knowledge of business types and purpose. Influence analysis of media and advertising.
CROSS CURRICULAR (Interleaving)	Personal Development, P.E & Science	Personal Development	Personal Development, P.E & Science	Personal Development, P.E & Science	Personal Development & ICT	Personal Development Maths, & ICT
Gatsby Benchmarks	3	3	3	3	3	3 & 4



YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships: Body image - girls focus, Body image, media and eating disorders, British community, religion and culture - display lesson, Domestic violence and abusive relationships.	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?	Health and Wellbeing: Alcohol awareness, Behaving to achieve – rules, Developing interpersonal skills, Discrimination and The Equality Act 2010, Drugs and the law.	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?	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.	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.
Assessment Criteria	Assessment: Teacher Assessment S&L Skills.	Assessment: Teacher Assessment S&L Skills. Presentation.	Assessment: Teacher Assessment S&L.	Assessment: Teacher Assessment S&L.		Assessment: Rights and Responsibilities Test.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Life Skills, and Inquiry. Questioning, Speaking, listening, debating.	Skills: Application of knowledge, Inquiry, empathy, and evaluation.	Skills: Application of knowledge, Life Skills, Wellbeing empathy and evaluation.	Skills: Knowledge, Life Skills, Sexual Health, Wellbeing, Empathy debating and S&L skills.	Skills: Research, Interpretation of information, decision making, teamwork.	Skills: Knowledge, Interpretation of information and Life Skills.
CROSS CURRICULAR (Interleaving)	Personal Development, P.E & Science	Personal Development	Personal Development, P.E & Science	Personal Development, P.E & Science	Personal Development, Humanities & ICT	Personal Development Maths & ICT

Gatsby Benchmarks	3	3	3	3	3	3, 4, 5, 6, 7 & 8
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YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships: Community cohesion, Conflict Management, Forced and arranged marriages, Gender and Trans Identity, Harassment and Stalking.	Relationships: Parenting, Relationships with role models, Revenge Porn, Same Sex Relationships, Sexism and gender prejudice.	Health and Wellbeing: Hate Crime, Homelessness, How harmful is binge drinking? Living sustainably, Managing Social Anxiety.	Health and Wellbeing: Managing Time Effectively, Screen time - how much is too much? Social Media and Self Esteem, Study Skills.	Living in the Wide World: Anti-Social Behaviour, Crime, gangs and county lines, How does the criminal justice system work? Money Laundering, Overt and Covert Racism.	Living in the Wide 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?
Assessment Criteria	Assessment: Classroom based activities. Teacher assessment S&L Skills.	Assessment: Teacher assessment Speaking and Listening Skills.	Assessment: Teacher Assessment S&L Skills.	Assessment: Teacher assessment Speaking and Listening skills. Online topic assessment/quizzes.	Assessment: Teacher assessment Speaking and Listening Skills.	Assessment: Teacher assessment Speaking and Listening Skills.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge. Personal Wellbeing and	Skills: Recall and knowledge, decision making,	Skills: Recall and knowledge, Reasoning, Citizenship Skills,	Skills: Recall and Knowledge. Personal wellbeing and safety.	Skills: Knowledge of components of a healthy diet	Skills: Recall of Knowledge. Research. Formulation of

	Health. Empathy. Speaking and Listening.	empathy, personal wellbeing and safety, S&L and debating Skills.	Empathy, and enquiry skills & S&L Skills.	Empathy and S&L skills.	for personal wellbeing. First Aid – CPR. Personal Health. Awareness. Empathy S&L Skills.	argument and opinion. Empathy and enquiry skills.
CROSS CURRICULAR (Interleaving)	Personal Development & Science	Personal Development & Science	Personal Development, P.E, & Science	Personal Development, Maths, P.E, & Science	Personal Development, Humanities. Maths & ICT	Personal Development Maths & ICT
Gatsby Benchmarks	3	3	3	3	3	3, 4, 5, 6, 7 & 8

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Core Subjects: Why do we need them? Careers in English, Careers in Maths, Careers in Science, Healthy Eating Quiz.	Relationships: Bullying body shaming, Happiness and Positivity, Relationship break ups, Types of relationships.	Health and Wellbeing: Why is PSHE so important? Perseverance and Procrastination, Personal safety wider world, The importance of sleep, Why do we take risks?	Health and Wellbeing: Digital Footprints, Gambling and Online gaming, How does privilege affect us? Identity and Diversity, Obesity and body positivity.	Living in the Wider World: GCSE Revision and study skills, Animal Rights and Sustainability, Globalisation, Internet Safety The Dark Web, Pollution, plastic + our environment.	Living in the Wider World: Independent Living, How do we prepare for job interviews? How do trade unions protect us at work?
Assessment Criteria	Assessment: Teacher Assessment S&L Skills. Worksheet Activities.	Assessment: Teacher Assessment Speaking and Listening Skills.	Assessment: Teacher Assessment Speaking and Listening Skills.	Assessment: Teacher assessed S&L contributions.	Assessment: Teacher assess S&L skills.	Assessment: Teacher assess S&L skills.

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Numeracy, S&L skills, and enquiry skills.	Skills: Knowledge Recall, Life skills, S&L skills, and enquiry skills.	Skills: Application of knowledge economic wellbeing, work skills independent inquiry. S&L skills.	Skills: Knowledge recall, work skills, S&L skills, empathy personal safety.	Skills: Knowledge recall, work skills S&L skills, Empathy.	Skills: Knowledge recall, work skills S&L skills, Empathy.
CROSS CURRICULAR (Interleaving)	Personal Development	Personal Development & Science	Personal Development, P.E & Science	Personal Development, Maths, P.E, & Science	Personal Development, Humanities. Maths & ICT	Personal Development Maths & ICT
Gatsby Benchmarks	1, 2, 3, 4, 5, 6, 7 & 8	3	3	3	3	3, 4, 5, 6, 7 & 8

## Science

In the Science Department we teach students the National Curriculum programme of study for Science (Biology, Physics and Chemistry).

Our aim is to provide a broad and balanced programme of study that engages all students to gain an appreciation of the scientific world around them. Scientific vocabulary is prioritised through the use of key words, which are revisited throughout the KS3 and KS4 course.

In Key Stage 3, & 4 students benefit from engagement with a wide range of subjects designed to enable them to both acquire knowledge, building on what they already know, including paths for progression and career options in science.

Throughout each key stage all students are taught with an understanding of the need to reinforce all written texts incorporating individual learning styles and communication methods. Extended writing opportunities are built into schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress.

Using AO1, AO2 and AO3 criteria.

AO1: Demonstrating knowledge and understanding of scientific ideas, techniques, and procedures.

AO2: Applying knowledge and understanding of scientific ideas, enquiry techniques and procedures.

AO3: Analyse information and ideas to interpret and evaluate, make judgements, and draw conclusions including developing and improving experimental procedures.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Being a Scientist Biology - Cells	Physics - Space Chemistry - Particles	Biology - Reproduction Chemistry - Elements, Atoms and Compounds	Chemistry - Acids & Alkalis Physics - Forces	Biology - Body Systems Physics - Sound	Physics - Light Chemistry - Chemical Reactions
Assessment Criteria	Baseline Assessment Cells: AO1; AO2 (Paper B1)	End of topic tests as above: AO1; AO2; AO3 (Paper P2 / C1)	End of topic tests as above: 6 Mark Qs (Paper B2 / C1)	End of topic tests as above AO1; AO2; AO3 (Paper C1/ P2)	End of topic tests as above: AO1; AO2; AO3 (Paper B1 / P1)	End of topic tests as above AO1; AO2; AO3 (Paper P2 / C1)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Being a Scientist; Health and safety; planning and practical work; Lab safety and Bunsen's; Equipment and	Space: - The night sky; solar system; the Earth; the Moon.  Particles: Particle Model; States of	Reproduction: - Adolescence; Reproductive systems; Fertilisation; The Foetus; Life in the Womb;	Acids & Alkalis: What are Acids and Alkalis; Hazards; Indicators and pH;	Body Systems: Organ Systems; Gas Exchange; Breathing; Skeleton; Joints; Muscles	Light: Light; Reflection; Refraction; The Camera; The Eye; Colour

	<p>Risk; Planning experiments; Measuring and recording; Using results and representing data</p> <p>Cells: - Observing plant and animal cells; specialist cells; movement of substances; unicellular organisms.</p>	<p>Matter; Melting and Freezing; Diffusion; Gas Pressure</p>	<p>Menstruation; Puberty; Flowers and Pollination; Germination; Seed Dispersal.</p> <p>Elements, Atoms and Compounds: - Elements; Periodic table; Atoms; Compounds; Formulae</p>	<p>Neutralisation; Making Salts</p> <p>Forces: Introduction; Squashing and Stretching; Drag and Friction; Gravitational; Balanced and Unbalanced forces</p>	<p>Sound: Waves; Energy Transfer; Loudness and Pitch; Detecting Sound; Echoes and Ultrasound.</p> <p>Revision - End of Year Assessment</p>	<p>Chemical Reactions: Reactions; Word Equations; Burning Fuels; Thermal Decomposition; Conservation of Mass; Exothermic and Endothermic</p>
CROSS CURRICULAR (Interleaving)	<p>Maths: magnification multiplication; measurement of planets and distance; Graphs</p> <p>English: layout, presentation, Reading LOs; Oral presentations.</p> <p>ICT: Posters, PowerPoint presentations</p>	<p>Art: Drawings; Diagrams</p> <p>English: layout, presentation, practical write ups</p> <p>ICT: Posters, PowerPoint presentations</p>	<p>Maths: Multiplication; Formulae</p> <p>English: layout, presentation, practical write ups; Reading</p> <p>Art: Drawings; Diagrams of flowers and elements.</p> <p>Drama: Acting as atoms</p>	<p>Maths: Addition; Subtraction; Multiplication in forces. Graphs</p> <p>English: layout, presentation, practical write ups</p> <p>Art: Drawings; diagrams. colours</p>	<p>Numeracy: Measuring waves.</p> <p>English: layout, presentation, practical write ups</p> <p>ICT: Posters, PowerPoint presentations.</p>	<p>Numeracy: Measurement of angles.</p> <p>Art: mixing colours in light</p> <p>English: layout, presentation, written work; writing equations.</p>
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Being a Scientist Chemistry - Separating techniques Biology - Adaptation & Inheritance	Chemistry – The Periodic Table Biology - Health & Lifestyle	Chemistry - Metals and Acids Physics - Electricity & Magnetism	Physics - Motion & Pressure Biology - Ecosystems	Chemistry - The Earth	Physics - Energy
Assessment Criteria	Baseline Assessment Cells: AO1; AO2 (Paper C1 / B2)	End of topic tests as above: AO1; AO2; AO3 (Paper C1/ B1)	End of topic tests as above: 6 Mark Qs (Paper C1 / P1)	End of topic tests as above AO1; AO2; AO3 (Paper P2 / B2)	End of topic tests as above: AO1; AO2; AO3 – 6 Mark Question (Paper C2)	End of topic tests as above AO1; AO2; AO3 (Paper P1)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Being a Scientist; Health and safety; planning and practical work Separating techniques: - Mixtures; Solutions; Solubility; Filtration; Evaporation; Distillation; Chromatography. Adaptation & Inheritance: Competition & Adaptation; Adapting to Change; Variation;	The Periodic Table: Metals & Non- metals; Groups & Periods; Elements in Group 1; Elements in Group 7; Elements of group 0. Health & Lifestyle: Nutrients; Food Tests; Unhealthy Diet; Digestive Systems;	Metals and Acids: Acids & Metals; Metals and Oxygen; Metals & Water; Displacement Reactions; Extracting Metals; Ceramics; Polymers; Composites. Electricity & Magnetism: Charging up; Circuits & Currents; Potential	Motion & Pressure: Speed; Motion Graphs; Gas Pressure; Liquid Pressure; Solid Pressure; Weight and pressure; Moments. Ecosystems: Photosynthesis; Leaves; Plant Minerals; Chemosynthesis; Aerobic respiration; Anaerobic respiration; Food Chains &	The Earth: Earth & Earth's Atmosphere; Sedimentary Rocks; Igneous Rocks; Metamorphic Rocks; The Rock Cycle; The Carbon Cycle; Recycling.  Revision - End of Year Test	Energy: Foods & Fuels; Energy Adds Up; Temperature; Particles; Conduction; Convection; Radiation; Energy Resources; Energy & Power; Work Energy & Machines Revisiting areas of misconceptions

	Continuous & Discontinuous; Inheritance; Natural Selection; Extinction.	Bacteria & Enzymes; Drugs; Alcohol; Smoking	Difference; Series and Parallel; Resistance; Magnets & Magnetic Fields; Electromagnets; Using Electromagnets	Webs; Disruption of Food Chains; Ecosystems Checkpoint		
CROSS CURRICULAR (Interleaving)	Maths: Volumes, Quantities English: layout, presentation, practical write ups; reading LOs Art: Drawings; Diagrams of apparatus Drama: Acting as circuits	Maths: Addition, subtraction for electronic configuration English: layout, presentation, practical write ups; key words Art: Drawings; Diagrams of plants ICT: PPT class presentations	Maths: writing of chemical reactions with formulae English: layout, presentation, practical write ups; Reading Art: Drawings; diagrams of apparatus	Maths: Addition, multiplication, graphs English: layout, presentation, practical write ups; reading Los, key words. Art: Drawings; Diagrams of apparatus	English: layout, presentation, practical write ups; Reading Art: Drawings; Diagrams of apparatus; posters	Maths: Tables, results, graphs English: layout, presentation, practical write ups; reading Art: Drawings; Diagrams of apparatus PSHE: Reflecting on self, growth, hormones, personal info
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	BIOLOGY & CHEMISTRY Working scientifically along with practical skills (Incorporated into lessons)	Physics & CHEMISTRY Working scientifically along with practical skills	BIOLOGY Working scientifically along with practical skills	PHYSICS Working scientifically along with practical skills	Biology Working scientifically along with practical skills	CHEMISTRY Working scientifically along with practical skills



		(Incorporated into lessons)	(Incorporated into lessons)	(Incorporated into lessons)	(incorporated into lessons)	(Incorporated into lessons)
Assessment Criteria	Baseline Assessment. End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>Health and safety in the Science lab</p> <p>Biology: B1 Cell structure 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</p>	<p>GCSE Content</p> <p>Physics: P1 Conservation of energy: Energy stores; energy and work; GPE; Kinetic and elastic 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>GCSE Content – Biology:</p> <p>B2 Cell division: growth and differentiation; stem cells and dilemmas.</p> <p>B3 Organisation and digestive system: tissues and organs; human digestive system and how it works; catalysts and enzymes; making digestion efficient.</p> <p>B4 Organising animals and plants: the blood and blood vessels; the heart; helping</p>	<p>GCSE Content - Physics: P3 Energy resources: energy demands; energy from wind and water; power from sun and the Earth; energy and the environment; Big energy ideas</p> <p>Physics: P4 Electrical Currents: Current and charge; Potential difference and resistance; Series and parallel circuits</p> <p>P5 Electricity in the home: Alternating currents; Cables</p>	<p>GCSE Content</p> <p>Biology: B5 Communicable diseases; Health and 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;</p>	<p>GCSE Content</p> <p>Chemistry: C3 Structure and Bonding: States of matter; atoms into ions; ionic bonding; giant ionic structures; covalent bonding; structure of simple molecules; Giant covalent structures; metallic bonding</p> <p>C4 Chemical calculations: Relative masses and moles; equations and calculations; from masses to equations, concentration</p>

	<p>or sugar</p> <p>Chemistry: C1 Atomic Structure: Atoms; chemical equations; history of the atom; structure of the atom; electronic structures</p>	<p>Required Practical (P2.2) – Determining specific heat capacity.</p> <p>Chemistry: C2 The Periodic Table: Development of the periodic table;; electronic structure; Group 1; Group 7; trends</p>	<p>the heart; breathing and gas exchange; tissues and organs; transport systems.</p> <p>Required Practical's (B3.3) – Using standard food tests to identify food groups. (B3.6) – Investigating the effect of pH on rate of reaction – Amylase enzyme.</p>	<p>and plugs; Power and potential difference; electrical currents and energy transfer; appliances and efficiency</p> <p>Required Practical's (P4.2-P4.5) – Investigating resistance of a wire (P4.3) – Investigating electrical components.</p>	<p>Developing drugs. More about plant diseases and plant defence responses. Monoclonal antibodies.</p>	<p>Required Practical's C5 Making a salt – fits well with C3 and C4</p> <p>Examination techniques and methods of revision using past papers and mark schemes</p>
CROSS CURRICULAR (Interleaving)	<p>Maths: magnification; graphs and charts; calculations English: layout, presentation, practical write ups reading Art: Diagrams of apparatus</p>	<p>Maths: balancing equations, charts and graphs; algebra for rearranging equations English: layout, presentation, practical write ups; reading LOs</p>	<p>Maths: equations; charts; graphs English: layout, presentation, practical write ups; reading LOs Art: Drawings and diagrams ICT: presentations</p>	<p>Maths: graphs and charts English: layout, presentation, practical write ups; reading LOs Art: Drawings; diagrams; story boards</p>	<p>Maths: charts and graphs English: layout, presentation, practical write ups; reading LOs PSHE: Self-image; puberty; relationships</p>	<p>Maths: scientific equations; addition; subtraction English: layout, presentation, practical write ups; reading LOs Art: Drawings and diagrams</p>
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

## Science

In the Science Department we teach students the National Curriculum programme of study for Science (Biology, Physics and Chemistry).

Our aim is to provide a broad and balanced programme of study that engages all students to gain an appreciation of the scientific world around them. Scientific vocabulary is prioritised through the use of key words, which are revisited throughout the KS3 and KS4 course.

In Key Stage 3, & 4 students benefit from engagement with a wide range of subjects designed to enable them to both acquire knowledge, building on what they already know, including paths for progression and career options in science.

Throughout each key stage all students are taught with an understanding of the need to reinforce all written texts incorporating individual learning styles and communication methods. Extended writing opportunities are built into schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress.

Using AO1, AO2 and AO3 criteria.

AO1: Demonstrating knowledge and understanding of scientific ideas, techniques, and procedures.

AO2: Applying knowledge and understanding of scientific ideas, enquiry techniques and procedures.

AO3: Analyse information and ideas to interpret and evaluate, make judgements, and draw conclusions including developing and improving experimental procedures.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	BIOLOGY Working scientifically along with practical skills (Incorporated into lessons)	BIOLOGY Working scientifically along with practical skills (Incorporated into lessons)	BIOLOGY Working scientifically along with practical skills (Incorporated into lessons)	PHYSICS Working scientifically along with practical skills (Incorporated into lessons)	BIOLOGY Working scientifically along with practical skills (Incorporated into lessons)	PHYSICS Working scientifically along with practical skills (Incorporated into lessons)
Assessment Criteria	Baseline Assessment. End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Health and safety in the Science lab.	Physics: P6 - Molecules and matter; Density; States of	Biology: B9 Respiration: Aerobic respiration; The	Physics: P8 Forces in balance: Vectors and	Biology: B11 Hormonal coordination: Principles of	Physics: P10 Forces and motion: Forces

	<p>Biology: 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>matter; Changes of state; Internal energy; Specific latent heat; Gas pressure, volume 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. Nuclear radiation in medicine; nuclear fission and fusion.</p>	<p>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. The brain. The eye and common problems of the eye</p> <p>Required Practical (B10.2) – Investigate the effect of human reaction times</p> <p>Looking at Paper 1, 2 and required practical's</p>	<p>scalars; Forces between objects; Resultant forces; Centre of mass; The parallelogram of forces; Resolution of forces.</p> <p>Required Practical (P10.5) – Investigate relationship of force and extension for a spring (P10.1) – Investigate the relationship between force and acceleration</p> <p>P9 Motion: Speed and distance-time graphs; Velocity and acceleration;</p>	<p>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. Plant hormones and responses. Homeostasis – controlling body temperature; removing waste products; the human kidney and dialysis.</p> <p>B12 Reproduction: Types of evolution; Cell division in sexual reproduction; DNA and the genome;</p>	<p>and acceleration;</p> <p>Looking at Paper 1, 2 and required practical's</p> <p>Linking ELC modules:</p> <p>Examination techniques and methods of revision using past papers and mark schemes</p>
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		Revision – Looking at Paper 1, 2 and required practical's	Linking ELC modules	More about velocity-time graphs; Analysing motion graphs.	Inheritance in action; More about genetics; Inherited disorders; Screening for genetic disorders. DNA structure and protein synthesis.	
CROSS CURRICULAR (Interleaving)	Maths: Graphs and Interpretation, English: layout, presentation, practical write ups; key words Art: Storyboards ICT: PPT class presentations	Maths: Graphs and Interpretation and tables English: layout, presentation, practical write ups; key words	English: layout, presentation, practical write ups; key words ICT: PPT class presentations Geography: Extraction of metals, ores and where they come from	Maths: Date, time English: layout, presentation, practical write ups; key words Art: Story boards PSHE: Genetics and inheritance	Maths: English: layout, presentation, practical write ups; key words History: Discovery of the atom; famous scientists ICT: PPT class presentations	Maths: Graphs, tables and interpretation English: layout, presentation, practical write ups; key words
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	BIOLOGY Working scientifically along with practical skills (Incorporated into lessons)	PHYSICS Working scientifically along with practical skills (Incorporated into lessons)	BIOLOGY Working scientifically along with practical skills (incorporated into lessons)	REVISION Working scientifically along with practical skills (Incorporated into lessons)	REVISION Working scientifically along with practical skills (Incorporated into lessons)	REVISION Working scientifically along with practical skills (Incorporated into lessons)

Assessment Criteria	Baseline Assessment. End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<p>Dependant on route taken GCSE or ELC</p> <p>Biology:</p> <p>B13 - Variation and evolution: variation; Evolution by natural selection; Selective breeding; Genetic engineering; Ethics and genetic technologies; Cloning and adult cell cloning</p> <p>B14 - Genetics and evolution: Evidence for evolution; The history of genetics;</p>	<p>P11 - Waves and properties: The nature of waves; the properties of waves; Reflection and refraction; More about waves. Light and colour; Lenses; More about waves; Uses of ultrasound.</p> <p>Required Practical (P11.4) – Investigating waves in a ripple tank and waves in a solid</p> <p>P12 Electromagnetic waves: The electromagnetic spectrum; Light, infrared,</p>	<p>Biology</p> <p>B15 - Adaptation, interdependence, and competition: The importance of communities; Organisms in their environment; Distribution and abundance; Competition in animals; Competition in plants; Adapt to survive; Adaptations in animals; Adaptations in plants.</p> <p>Required Practical (B15.3) – Measure population size of common species</p> <p>B16 Organising an ecosystem: Feeding relationships;</p>	<p>P13 Electromagnetism: Magnetic fields; Magnetic fields and electric current; The motor effect</p> <p>B17 Biodiversity and ecosystems: The human population explosion, Land, and water pollution; Air pollution; Deforestation and peat destruction; Global warming; Maintaining biodiversity; Trophic levels and biomass; biomass transfers; factors affecting food security; sustainable food production.</p> <p>P16 Space:</p>	<p>Examination techniques and methods of revision using past papers and mark schemes</p> <p>Revision; Required practical's and Exams.</p>	<p>Examination techniques and methods of revision using past papers and mark schemes</p> <p>Revision; Required practical's and Final Exams</p>

	<p>theories of evolution; evolution and speciation; Fossils and extinction; More about extinctions; Antibiotic resistant bacteria; Classification New systems of classification.</p>	<p>microwaves, and radio waves; Communications; Ultraviolet waves, x-rays, and gamma rays; X-rays in medicine</p> <p>Required Practical (P12.2) – Investigating infrared radiation.</p>	<p>Materials cycling; the carbon cycle. Rates of decomposition</p> <p>Required Practical B16 Rates of decomposition</p> <p>Revision for Mock Exams: - Looking at Paper 1 and 2</p>	<p>Formation of the solar system; Life history of a star; Planets, satellites and orbits; The expanding universe; The beginning and future of the universe</p> <p>Revision for Mock Exams: - Looking at Paper 1, 2 and required practical's</p>		
CROSS CURRICULAR (Interleaving)	<p>Maths: graphs; charts and reading data English: layout, presentation, practical write ups; reading LOs Art: Drawings; cartoon strips</p>	<p>English: layout, presentation, practical write ups; reading LOs Art: Drawings; posters; story boards</p>	<p>Maths: graphs and charts; extracting data English: layout, presentation, practical write ups; reading LOs Art: story board; cartoon strips.</p>	<p>Maths: Angles, addition; subtraction; weight English: layout, presentation, practical write ups; reading LOs</p>	<p>Maths: scientific equations English: layout, presentation, practical write ups; reading LOs Art: colours in waves and EMS</p>	<p>Maths: scientific equations English: layout, presentation, practical write ups; writing revision cards</p>
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7