

Year 7

Subject	Autumn	Spring	Summer		
English	19th Century Texts A Christmas Carol Victorian society, critiques and criticisms. Dickens' life and times. Narrative voice. Religion, morality, altruism, redemption, transformation, Christianity, parable, gratitude, apathy + tier two. Three sentence types. Word-class. Tenses. Narrative voice. Senses. Listing. Symbolism. Simile, metaphor and sound patterning.	Shakespeare Plays Twelfth Night Genre: Shakespeare's comedies, Gender, Puritans, Stagecraft, Heretics Iambic pentameter, dramatic irony, stage directions, repartee, zoomorphism, joke, authorial voice, tone, bias, omniscience, text marking. PEE structure. Newspaper writing: malapropism, imperatives, aptronyms, hyperbole, , alliteration, idiom, prepositions, parenthesis, active voice, passive voice, anaphoric referencing, cataphoric referencing, semi-colon, colon, embedded clauses.	Poetry Anthologies Romantics and Romanticism. Texts: Wordsworth 'Daffodils', Coleridge 'Frost at Midnight' & Blake 'London'. Sonnet forms. Figurative description. SEIZE structure. Language of films analysis. Freytag's pyramid. Motif. Analysis and interpretation.		
Maths	What Matters: Build a Deep Understanding Deeply into Number and Algebra Number The number line: infinity and symmetry; Prime Factors as building blocks of integers; Fundamentals of multiplication (and division) Algebra The fundamentals of algebra; Algebraic Notation; Expressions, substitute, simplify and factorise; Equations, form and solve.; Algebra as a tool to explore and explain Geometric Reasoning Understanding Lines and Angles; Reasoning about angles and polygons; Constructing and measuring Ratio and Proportion Comparing numbers between 0 and 1; Constructing Fractions - link to angles; Fractions of an amount; Extending fractions to mixed numbers; Calculating with fractions; Algebraic Fractions; Reciprocals				
Science	What Matters? Exploring How Science Works Biology Cells; Reproduction; Structure and function of body systems Chemistry Particles and their behaviour; Atoms, elements and compounds; Periodic Table; Acids and Alkalis Physics Sound; Light; Forces; Space				
Religious Education	Introduction to RE- All religions Assessment- Baseline test What is RE? RE skills & attitudes Signs & Symbols 6 main World religions	Religious Festivals Christian, Islam & Buddhist festivals comparative study with links to key festivals such as Christmas and Eid.	Buddhism Buddhist beliefs Buddhism is and is not a religion. Life of the Buddha Buddhist precepts Eightfold path. Karma Buddhists life	Religion in Cornwall Cornish Saints The importance of Methodism for Cornwall John Wesley Non-Christian religions in Cornwall Dor Kemmen- a common ground for all Cornish religions	Art in Heaven Students will explore religious and spiritual themes through art and creative means as part of a National Competition for RS students.
Citizenship and Personal Development	Debating An introduction to debating Planning performing and practising The Balloon Debate Speech writing The Big Debate Careers- with Job Centre workshops Career pilot & Why Work What have I learnt & reflect & progress		Human Rights An introduction to Human Rights- The Island The nature and purpose of Human Rights Child Labour Active Citizenship Project What have I learnt & reflect & progress	Healthy Living Sun safety Smoking Healthy eating and exercise Puberty Road Safety What have I learnt & reflect & progress	

Physical Education	<p>Students will take part in 3x 75minutes lessons over their two week timetable. PE in year 7 builds on the knowledge, skills and understanding of our students' Key Stage 2 experience. Students will build on and embed the physical development and skills learned becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students will be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, for example, badminton, basketball, cricket, football, netball, rounders, fitness, rugby and tennis. Students will also be given the opportunity to develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics.</p> <p>Assessment Pupils will learn key terminology of individual sports as well as the components of fitness required within a variety of sporting activities. Students will sit a multiple choice, online test once a term as well as being assessed practically.</p>					
History	<p><u>Autumn 1: Folder 1 - 1066 and Hastings</u></p> <p>L1 Introductions, expectations and 'find someone who' activity – idea of detectives</p> <p>L2 and 3 1066 intro and contenders to throne (2 lessons if do group work or 1 lesson)</p> <p>L4 and 5 Events of 1066 and Battle of Hastings (skills – utility of evidence)</p> <p>L6 Why did William win? Types of soldiers and video –what happened?</p> <p>L7 Why did William win? Causation and card sort (preparing for assessment)</p> <p>L8 Baseline Assessment</p> <p>L9 Feudal System (method of control)</p> <p>L10 King's Dream</p>	<p><u>Autumn 2 – Spring 1: Folder 2 - Medieval Depth Study</u></p> <p>L1 King John</p> <p>L2 Magna Carta (skill – significance)</p> <p>L3 and 4 Black Death</p> <p>L5 Black Death sources assessment</p> <p>L6 and 7 Peasants' Revolt (causes and event)</p> <p>L8 Events at Smithfield and interpretations (legs and crowns)</p> <p>L9 Becket lesson</p> <p>L10 Review of King's Dream and medieval period – interpretations exercise using sources – The measly Middle Ages?</p>	<p><u>Spring 2: Folder 3 - Tudor Challenges</u></p> <p>L1 Tudor intro and Henry's 'great matter' (problems and solutions)</p> <p>L2 Role of Monasteries</p> <p>L3 Abbot of Glastonbury – source skills</p> <p>L4 Elizabeth I and Rainbow Portrait (interpretations)</p> <p>L5 Causes of Armada</p> <p>L6 Events and chronology exercise</p> <p>L7 Why did Spain lose? PEE challenge</p> <p>L8 Assessment - exam</p>	<p><u>Summer 1: Folder 4 - Stuart Challenges</u></p> <p>L1 - 2 James I and GP – Were the Catholics framed?</p> <p>L3 Causes of ECW (decision making exercise)</p> <p>L4 Soldiers/events of Civil War</p> <p>L5 Charles I and execution – sources/interpretations or trial (MA)</p> <p>L6 Pendennis – local study</p> <p>L7 Plague</p> <p>L8 Compare BD and Plague</p>	<p><u>Summer 2: Folder 5 – Slavery</u></p> <p>L1 Mystery activity and introduction to topic – What is Slavery?</p> <p>L2 Carousel/overview of the trade triangle</p> <p>L3 Middle Passage</p> <p>L4 and 5 Sources assessment based on the Middle Passage (utility)</p> <p>L6 Plantation life</p> <p>L7 and 8 resistance and abolition</p> <p>L9 Modern slavery?</p>	
Geography	<p>Can you use survive the Zombie apocalypse using your Geography skills?</p> <p>Geography Atlas Skills World map locations-focus on Asia UK map Literacy skills Latitude & longitude Choropleth maps OS maps Grid references Scale DME skills</p> <p>Skills assessment</p>	<p>Fieldwork skills Land use survey of school EQS Traffic count</p> <p>Statistical Skills assessment</p> <p>Why do people pay £5000 to visit Svalbard?</p> <p>What is an ecosystem? Global Biomes- Locations and characteristics</p>	<p>Why do people pay £5000 to visit Svalbard? cont...</p> <p>Cold environments location & characteristics Svalbard: Food chains Plant/Animal adaptations Challenges Opportunities Climate graphs</p> <p>Extended Writing Assessment</p>	<p>How can we protect Penzance from the sea?</p> <p>Different types of rocks Different types of waves Weathering and soils Erosion and transportation Coastal defences in Penzance</p> <p>DME assessment</p>	<p>Which is the most important river in the world?</p> <p>The Water Cycle/Hydrology Fluvial processes-Erosion & Transportation World famous rivers and their features</p> <p>Rivers Fieldwork Skills Hayle River Sediment size</p> <p>Year 7 exam-skills, rivers</p>	<p>How can chocolate help people in LICs?</p> <p>What is development LIC/HIC/NEEs-Brandt line HDI Focus Russia & Asia Urban-rural development Major cities Population pyramids Chocolate industry in Asia Fairtrade</p> <p>Summer project-earthquake in a box</p>

French	<p>Topics Personal information and introductions; Family and pets; Where I live; Transport and travel; Education and future plans</p> <p>Implicit Learning Focus Photo card; Greetings/feelings; Role plays; Translation; 40 word tasks</p> <p>Cultural Awareness Why study Languages and look at ways we communicate; Francophone comparison; Francophone education</p>			
Art	<p>Artist research & Developing ideas</p> <ul style="list-style-type: none"> • Know the formal elements of art and be able to identify them in artwork • Research artists to gain a deeper understanding and take inspiration • To understand concepts in art (Yellena James – abstract ecosystems and Caz Haigh – conservation artwork) • Research using given resources (fact files/internet) 	<p>Experimentation & Refining skills</p> <ul style="list-style-type: none"> • How to organise and take care of introductory equipment and art media • Drawing – pencil tone, colour pencil • Painting – watercolour, poster paint • 3d- recycled sculpture • Typography – font design (conservation artwork) • Colour theory to mix full colour palette (primary/secondary/tertiary) • Formal elements – Line, tone, shape, pattern, visual texture and colour • Show understanding of self/peer/teacher feedback to begin to progress skills 	<p>Recording ideas</p> <ul style="list-style-type: none"> • Visually communicate ideas through abstract and observational drawing/painting, using introductory art media and techniques. • Basic annotations to explain processes and WWW/EBI 	<p>Final piece and evaluation</p> <ul style="list-style-type: none"> • Consolidating ideas to produce a final piece, following a given theme/brief. • Evaluating work (WWW/EBI) using key Art Vocab (Introducing Tier 2 language)
Drama	<p>Genre</p> <ul style="list-style-type: none"> • Know the conventions of silent movies • How to use gestures, body language and facial expressions to communicate non-verbally. • The conventions of Greek Theatre • How the voice can be used to communication clear intentions (e.g. pace/pitch/tone). • How to use masks, chorus work and narration to effectively engage an audience. 	<p>Script Work</p> <ul style="list-style-type: none"> • How to structure a script • The different aspects of vocal work and the key terms. • How to use basic interpretation skills to perform a character from a play 	<p>Devising Skills</p> <ul style="list-style-type: none"> • Identify basic dramatic techniques are (e.g. still image/ thought tracking) and can apply them • Understand simple plot structures 	<p>Literacy</p> <ul style="list-style-type: none"> • Evaluating work; using strengths and areas for development. • Key Drama Vocab • Introducing Tier 2 language
Music	<p>Performance</p> <p>To sing with reasonable fluency and accuracy</p> <p>To perform simple patterns on an instrument with reasonable fluency and accuracy</p> <p>To demonstrate adequate technical control on an instrument</p> <p>To perform using simple staff notation</p> <p>To keep in time with others</p> <p>To demonstrate ensemble skills to organise creative ideas</p> <p>To demonstrate some awareness of other performers</p> <p>To communicate and shape a piece of music with some attention to the stylistic conventions</p>		<p>Composition</p> <p>To be able to select appropriate timbres</p> <p>To be able to order sounds and patterns in a creative way</p> <p>To create simple compositions that explore the musical dimensions</p> <p>To create simple compositions that explore a variety of musical structures</p>	<p>Listening and Appraising</p> <p>To recognise a range of different instrument sounds</p> <p>To recognise and identify different instrumental families</p> <p>To understand basic rhythmic and pitch staff notation</p> <p>To understand the definitions of the musical dimensions</p> <p>To recognise the use of the musical dimensions in listening tasks</p> <p>To consider successful/unsuccessful outcomes to self and peer performances/compositions</p> <p>To develop a deepening understanding of the musical styles and genres, and their contextual history.</p>

Design Technology	The Design Technology national curriculum is taught through the Applied Learning faculty at KS3. These lessons are taught in mixed ability classes, on a 9 week rotation basis. Students are allocated three periods per fortnight, in which they carousel through a range of topics in the specialisms of Food Technology, 3D Design and Textiles. Lessons are designed to teach students to become creative, independent, self-motivated learners who feel confident using a wide variety of technologies and machinery.
	Textiles Topic: Monster Mate Product Analysis; Health and Safety; Sewing Machine Skills
	Food Technology Topic: Braniac Food Health and Safety; Health and Hygiene; Nutrition
	3D Design Topic: Tealight Holder Health and Safety; Computer Aided Design; Computer Aided Manufacture
Computing	Computing lessons equip pupils with computational thinking skills to which allow them to better understand the world we live in. Students study Digital Literacy and ICT skills, but the main focus of Computing lessons is based around Computer Science, where pupils learn the core principles behind computation, and how to put this knowledge to use through programming. These lessons are taught in mixed ability classes, on a 9 week rotation basis. In year 7, students study E-Safety, Algorithms and Programming. In E-Safety students focus specifically on how to keep themselves safe while online. In Algorithms, students learn about what an algorithm is, before looking specifically at bubble, quick, and merge sorting algorithms. They develop their understanding of how some algorithms may be more appropriate for use than others although they achieve the same result. Students then learn basic symbols for creating pseudocode. Students go on to develop their understanding of the core computational principals through the block based programming language "Scratch". They use the language to program simple computer games.

Year 8

Subject	Autumn	Spring	Summer		
English	<p>19th Century Texts The Speckled Band</p> <p>Victorian developments, crime, science. Narrative voice. Genre conventions. Deduction, consequence, conclusion, content, contrast, precise, allusion, investigation, tension, evidence. Writing for purpose – using genre conventions to write the beginning/ end of a detective novel.</p>	<p>Shakespeare Plays The Tempest</p> <p>Colonialism, The New World, Usurpation, Classical dramatic structure, Tragicomedy, Antithesis, allegory Characterisation, Tracing a character through a text, Similes, Metaphor, Plosive alliteration, embedded quotations, PEED structure. Writing to instruct and advise;, Pronouns, Imperative sentences, Syndetic listing, personification, declarative sentences, discourse markers to illustrate, discourse markers for cause and effect, second person pronouns</p>	<p>Poetry Anthologies Conflict</p> <p>Compare how the poets present conflict in X and one other poem. Comparison. Identify tone and attitude and how this is created. Identify the message. Creating a voice in poetry. Having a purpose and an opinion. Conveying of tone and attitude through poetic methods.</p>		
Maths	<p>What Matters: Extend and Apply Broaden Geometry and Data</p> <p>Number Place value; The effect of powers of 10; Calculating with decimals; Standard Form; Roots</p> <p>Algebra Describing Sequences; Algebraic sequences; Graphs as a representation; Substitute and construct; Formulae</p> <p>Geometric Reasoning Classifying and describing; Exploring Perimeter; Understanding Area; Construct and Transform; Measures in 3D</p> <p>Ratio and Proportion Proportional thinking; Scaling; Comparing quantities; Solving problems involving Ratio</p> <p>Data Handling Collect and Summarise data; Scatter and Correlation; Pie Charts; Interpreting diagrams; The maths of chance; Sets and Venns; Possible Outcomes</p>				
Science	<p>What Matters? Examining How Science Works</p> <p>Biology Health and lifestyle; Ecosystem processes; Adaptation and inheritance</p> <p>Chemistry Metals and Acids; Separation Techniques; The Earth; Periodic Table</p> <p>Physics Energy; Waves; Electricity and Magnetism</p>				
Religious Education	<p>Islam Students will work through a range of different tasks all based on deepening understanding of Islam. Students will learn about Islamic beliefs, places of worship, festivals and faith in action.</p>	<p>Philosophy of Religion Atheism, Theism and Agnosticism Characteristics of God The Problem of Evil Responses to the problem of evil</p>	<p>Religion & Conflict Examine the relationship between religion & conflict. Religious responses to victims of war. Religious tolerance and harmony linked to peace</p>	<p>Art in Heaven Students will explore religious and spiritual themes through art and creative means as part of a National Competition for RS students.</p>	<p>Islam Students will work through a range of different tasks all based on deepening understanding of Islam. Students will learn about Islamic beliefs, places of worship, festivals and faith in action.</p>
Citizenship and Personal Development	<p>Power and Politics An introduction to Power and Politics Role of MPs and political parties Campaigning Voting How women got the right to vote Parliament- mini project What have I learnt & reflect & progress</p>		<p>Careers Careers Education Labour Market Information Options and Decision Making Higher Education Career Pathways What have I learnt & reflect & progress</p>	<p>Healthy Living Mental health Alcohol Nature of relationships Conception and pregnancy Contraception What have I learnt & reflect & progress</p>	

Physical Education	<p>Students will take part in 3x 75minutes lessons over their two week timetable. PE in year 8 builds on the prior knowledge, skills and understanding from Year 7 lessons. Students will build on and embed the physical development and skills learned becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students will be taught to use a range of leadership skills and are encouraged to develop their knowledge and understanding of sports through officiating. Sports covered in Year 8 are: badminton, basketball, cricket, football, netball, rounders, rugby and tennis. Students will also analyse their technique and improve their performance in other competitive sports, for example, athletics and gymnastics.</p> <p>Assessment Pupils will build on prior knowledge of the components of fitness required within a variety of sporting activities as well as developing understanding of training methods. Students will sit a multiple choice, online test once a term as well as being assessed practically.</p>					
History	<p>Autumn 1: Folder 1 - Industrial Revolution L1 Overview of the Industrial Revolution – 3 pictures L2-3 Working conditions in factories and sources L4 Assessment L5 Overview of British Empire L6 Trade game and idea of rulers and ruled L7 Interpretations of Empire?</p>	<p>Autumn 2: Folder 2 - 20th Century intro L1 Intro/overview of 20th century (optional) L2 and 3 Long-term causes of WW1 (alliances simulation) L4 Short-term causes WW1 – assassination L5 Interpretations exercise (causation) L6 Assessment – statement GCSE style essay causes of WW1 L7 Outbreak of war and 'over by Christmas' (Schlieffen Plan) L8 Christmas Truce</p>	<p>Spring 1: Folder 3 - WW1 Depth Study L1 and L2 Trench Warfare L3 Recruitment L4 Somme L5 Haig L6 Assessment – GCSE style exam L7 Blackadder review</p>	<p>Spring 2 and Summer 1: Folder 4 - Events of WW2 L1 overview – chronology of WW2 (identify turning points) L2 Dunkirk intro + Burt Smith mystery L3 Triumph or Disaster – source analysis L4 Assessment – GCSE statement question L5 Total War or Churchill L6 Barbarossa L7 D-Day L8 and 9 Atom bomb and debate - Was America right to drop the atom bomb? L10 and 11 Holocaust L12 Assessment – EOY exam?</p>	<p>Summer 2: Folder 5 - Post 1945 Communism and capitalism – group challenge Cold War JFK Decades – group research and presentations</p>	
Geography	<p>Why do people live on a plate margin? Structure of the earth Geologic timescales Plate tectonics and margins Earthquake case study- HIC/LIC To include cause, measuring, PPP. Volcano case study End of unit knowledge and skills assessment</p>	<p>How can we solve piracy in the Horn of Africa? Countries Major cities Physical Geography of Africa Development in Africa Why piracy Captain Phillips Garbage King- factors affecting children in Africa How can we solve piracy in the Horn of Africa assessment</p>	<p>Should we ban Nutella to solve the climate crisis? Change in climate from Ice Age to the present Glaciation Rainforest distribution Deforestation case study- causes and solutions Rainforest article assessment</p>	<p>Do we need to be hurricane ready in Cornwall? UK weather and climate Formation of tropical storms Hurricane Katrina case study Cylone Nargis case study End of unit knowledge and skills assessment</p>	<p>Will India ever be as developed as the UK? Countries Major cities Human and physical Geog of Africa Population Urbanisation International development Economic activity in primary, secondary, tertiary, quaternary Skills & knowledge assessment</p>	<p>Can we feed 9 billion people with mealworms? Russia/Asia physical & human geography Population pyramids Resource management Future of food DME Which food future would you choose</p>
French	<p>Topics Sports and hobbies; Holidays; Food and drink; Healthy Lifestyles Implicit Learning Focus Photocard; Asking questions; Role plays; Translation; 40 word tasks Cultural Awareness Francophone sports and sports people; Francophone destinations; Compare NHS guidelines to those used in France</p>					

Art	Artist research & Developing ideas <ul style="list-style-type: none"> • Use formal elements to describe and analyse artwork • Research artists to gain a deeper understanding and take multiple inspirations to develop own ideas • To be able to identify and explore concepts and use understanding to personalise own artwork (Mexican day of the dead, Pop art) • Research using given resources (fact files/ internet) 	Experimentation & Refining skills <ul style="list-style-type: none"> • How to organise and take care of intermediate equipment and art media • Drawing (observational, expressive, abstract) – pencil tone, colour pencil, ink • Painting – watercolour, poster paint, • Print – press print • 3d- paper folding, clay (pinch pot) • Typography – onomatopoeias (pop art) • Colour theory to mix colours, select colour palette, skin tone colour mixing. • Formal elements – line, tone, shape, pattern, visual texture and colour • Show understanding of self/peer/teacher feedback to refine and progress skills 	Recording ideas <ul style="list-style-type: none"> • Visually communicate ideas through abstract, expressive and observational drawing/painting/print/sculpture, using intermediate art media and techniques. • Annotations to explain methods, processes and WWW/EBI 	Final piece and evaluation <ul style="list-style-type: none"> • Consolidating ideas to produce a good quality, personal final piece following a given theme/brief. • Evaluating work using more complex key terms.
Drama	Genre <ul style="list-style-type: none"> • Know the conventions of Physical Theatre, • Know the conventions of Horror, Pantomime, Comedy and Melodrama. • Apply 2 or 3 conventions of all genres to a piece. • To develop the use of voice / movement appropriately within the genres. 	Script Work <ul style="list-style-type: none"> • Know the different areas of the stage • Know the different stage types • Understands how to apply stage directions • Using voice and movement skills apply these to character interpretation. 	Devising Skills <ul style="list-style-type: none"> • Identify and can apply dramatic techniques such as soundscapes, essence machine and role on the wall. • Use climax and anti-climax within a plot structure. 	Literacy <ul style="list-style-type: none"> • Evaluating using P.E.E. • Using more complex key terms
Music	Performance <p>To sing with fluency and accuracy demonstrating good vocal technique and clear diction</p> <p>To perform more challenging instrumental parts demonstrating good technical control and instrumental technique</p> <p>To perform a piece of music using appropriate musical notation</p> <p>To maintain an appropriate role within an ensemble showing awareness of other performers</p> <p>To be able to refine and develop creative ideas within an ensemble</p> <p>To communicate and shape a piece of music with appropriate use of the stylistic conventions</p>	Composition <p>To improvise and compose music that develops musical ideas in different genres and styles</p> <p>To explore idiomatic generic conventions of different genres and styles</p> <p>To create imaginative improvisations/compositions that use a range of stylistically idiomatic compositional techniques</p> <p>To create compositions that explore a variety of extended musical structures</p>	Listening and Appraising <p>To have a basic understanding of treble clef pitch and rhythm notation</p> <p>To read notation with some accuracy and fluency</p> <p>To have a basic understanding of some musical symbols</p> <p>To describe and compare musical features in listening tasks using appropriate musical vocabulary</p> <p>To evaluate the success of performances/compositions using idiomatic musical features</p> <p>To set realistic targets for improvement</p> <p>To listen with increasing discrimination to a wide range of music from great composers and musicians</p>	

Design Technology	The Design Technology national curriculum is taught through the Applied Learning faculty at KS3. These lessons are taught in mixed ability classes, on a 9 week rotation basis. Students are allocated three periods per fortnight, in which they carousel through a range of topics in the specialisms of Food Technology, 3D Design and Textiles. Lessons are designed to teach students to become creative, independent, self-motivated learners who feel confident using a wide variety of technologies and machinery.
	Textiles Topic: Contain it Researching artists Drawing to make it personal and meaningful Decorative techniques
	Food Technology Topic: Food for Everyone Healthy Eating Dietary requirements Micro and Macro Nutrients
	3D Design Topic: Pocket Torch Art Deco Research and Designing CAD/CAM Electronics
Computing	<p>Computing lessons take place through the Applied Learning carousel in which students study Computing, 3D Design, Textiles and Catering, each for a 10 week period in both Year 7, and then again in Year 8.</p> <p>In year 8, students study Programming and Data Handling. Students initially continue their work on Scratch by designing and making their own games. They then go on to apply their understanding of the basic computational principals in the textual language Python, where they solve problems to create simple programs. Here they develop their understanding of data structures, modular programs and the use of functions. Students also study Data Handling, where they capture and cleanse data before using it to develop their understanding of forming simple graphs. Students go on to interrogate a large data set as they look to prove a hypothesis about healthy lifestyles.</p>

Year 9

Subject	Autumn		Spring		Summer	
English	19th Century Texts Frankenstein Duality. Dystopia and dissatisfaction. Modernity. Epistolary form and frame narratives. Victorian science. Narrators. Portrayal of nature. Narrative/ narrator, formal/ informal, pathos, logos, ethos, savage, concept. Formality, use of rhetorical devices, anecdotes, creating a distinctive 'voice'.		Shakespeare Plays The Merchant of Venice Narrative voice; Tragicomedy; juxtaposition; setting; persecution Characterization; SEIZE structure; narrator; narrative perspective; dramatic irony; narrative voice; dual narrative Dual narrative: verb agreements; omniscient narrator; tenses; prepositional phrases; pronouns ; omniscient perspective; narrative voice		GCSE Poetry Anthologies GCSE exam question, in 45 minutes, with only one of the poems present. Comparison, analysis and interpretation. Timing and structuring exam responses. Revision techniques and independent research. Poetic methods in the key poems. Full essay planning and structure. SEIZE and comparison.	
Maths	What Matters: Explore, Build, Deepen In and beyond the classroom Number Powers and Indices; Calculating with Standard Form; Maths of Money; Representing numbers in different forms Algebra Solving problems with Equations; Quadratics; Testing Conjectures; Proof; Solving problems graphically Geometric Reasoning Pythagoras; Trigonometry; Exploring Circles; Enlargement and Similarity; Maps and Scales Ratio and Proportion Compound Measures; Percentage Change; Taxation; Best Buys; Solving Problems using proportion; Converting Recipes; Problem solving with Fractions Data Handling The data handling cycle; Looking for patterns in data; Comparing data sets; Relative Frequency; Conditional Probability					
Science	What Matters? Embedding Required Practicals Biology Cell Biology; Organisation; Infection and Response Chemistry Atomic Structure; Bonding, structure and the properties of matter; Chemical changes Physics Energy; Electricity					
Religious Education	The Buddha The birth of the Buddha and his life of luxury. The Four Sights. The Buddha's ascetic life. Buddha's Enlightenment.	Buddhism Key Beliefs The Dhamma. The concept of dependent arising. The Three Marks of Existence. The human personality, in the Theravada and Mahayana traditions. Human destiny.	The Four Noble Truths The Four Noble Truths. The Eightfold Path.	Buddhist Ethical teachings: Karma (karma) and rebirth. Compassion. Loving-kindness. The five moral precepts. The six perfections.	Christianity Key beliefs The nature of God. The problem of evil and suffering. The oneness of God and the Trinity. Different Christian beliefs about creation including the role of Word and Spirit.	Christianity Key beliefs Resurrection, life after death; judgement, heaven and hell. Beliefs and teachings about; the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension, sin & atonement.

<p>Citizenship and Personal Development</p>	<p>Online & media, Internet safety and harms</p> <p>Rights/responsibilities/opportunities</p> <p>Online world vs the physical world</p> <p>Harmful behaviours online, reporting & support</p> <p>How information and data is generated, collected, shared and used online</p> <p>The risks associated with online gambling</p> <p>Careers</p> <p>Meet and Greet Careers Advisor</p> <p>The importance of transferable skills</p> <p>An introduction to Careers Pilot</p>	<p>Young People and the Law</p> <p>Nature, causes and effects</p> <p>Victims of crime</p> <p>Criminal and civil law</p> <p>Aims of punishment</p> <p>Role of the police & courts</p> <p>Youth justice</p> <p>Effectiveness of prisons</p> <p>Capital punishment</p> <p>Drugs and the law</p> <p>Legal rights/responsibilities regarding equality (Equality Act 2010)</p> <p>Criminal behaviour within relationships</p> <p>Sexual harassment/sexual violence</p>	<p>Life in Modern Britain</p> <p>British Values</p> <p>Multiculturalism; Identity; Racism</p> <p>UK's role in international organisations</p> <p>United Nations ; EU and Brexit</p> <p>Mental Wellbeing</p> <p>Talking about emotions using appropriate vocabulary.</p> <p>Recognising the early signs of mental wellbeing concerns.</p> <p>Common types of mental ill health</p> <p>Importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>Families, Respectful Relationships</p> <p>Healthy Relationships sessions x 5 run by Barnados</p> <p>Positive and healthy relationships</p> <p>How stereotypes can cause damage</p> <p>The impact of bullying, how to act and get help</p> <p>How to determine whether other children and adults are trustworthy; when a family, friend or intimate relationship is unsafe; and how to seek help if needed</p> <p>Consent within relationships</p>	<p>Healthy Lifestyles</p> <p>Drugs and Alcohol</p> <p>Radicalisation & Prevent</p> <p>Brook workshop- Confidential Questions</p> <p>Personal hygiene, germs including bacteria, viruses, how they spread, treatment and prevention of infection, and about antibiotics</p> <p>Dental health and the benefits of good oral hygiene, dental flossing, healthy eating and regular check-ups</p> <p>Benefits of regular self-examination and screening (testicular and breast cancer) to immunisation and vaccination</p> <p>The importance of sufficient good quality sleep</p>
<p>Physical Education</p>	<p>Content</p> <p>Students will take part in 3x 75minutes lessons over their two week timetable.</p> <p>PE in year 9 builds on the prior knowledge, skills and understanding from Year 8 lessons. Students will build on and embed the physical development and skills learned becoming more competent, confident and expert in their techniques and apply them across different sports and physical activities. In Year 9 pupils will be encouraged to further develop leadership skills by not only officiating but teaching their peers also.</p> <p>Sports covered in Year 9 are badminton, basketball, cricket, football, netball, rounders, rugby and tennis. Students will also analyse their technique and improve their performance in other competitive sports, for example, athletics and gymnastics.</p>				
<p>History</p>	<p>Conflict and Tension, 1918-1939 (Part 1):</p> <p>Treaty of Versailles and problems facing post-war peacemakers</p> <p>Germany, 1890 – 1945: Democracy and dictatorship (Part 1):</p> <p>Introduce Hitler and his ideas/appeal</p> <p>Rise of Hitler, including importance of WSC and role of von Papen and Hindenburg</p>	<p>Hitler's Germany – Depth Study:</p> <p>Study impact of Hitler on the economy and society.</p> <p>Methods of control</p> <p>Anti-Semitism and the Holocaust</p>	<p>Conflict and Tension, 1918-1939 (Part 2): Causes of WW2:</p> <p>Hitler's 'steps to war'</p> <p>Other factors, including appeasement</p> <p>League of Nations:</p> <p>Role of the League of Nations and strengths and weaknesses.</p>		

Geography	Tectonic Hazards What are natural hazards? Tectonic plates and structure of the earth Plate margin types Volcanoes Montserrat, Vesuvius/Iceland Earthquakes Earthquakes Italy & Pakistan/ Chile/Nepal Living with Tectonic Hazards- MPPP Tectonic Hazards Assessment Weather Hazards Global Atmospheric Circulation Tropical storms- where and how Tropical storms- structure and features Impact of climate change on tropical storms Typhoon Haiyan Hurricane Katrina Reducing the effects of tropical storms UK extreme weather UK extreme weather timeline, Beast from the East Somerset levels Climate Change Climate change The evidence Climate change causes Managing climate change Weather Hazards Assessment		UK Physical landscapes/Coastal Landscapes UK physical landscape- relief & rivers Wave types Weathering and mass movement Erosion processes Erosion landforms Transportation & deposition Longshore drift & spits Deposition landforms Swanage OS map landforms& examples- Durdle Door, Lulworth, Chesil Coastal Management- hard engineering Coastal management- soft engineering Coastal management- Lyme Regis/Holderness Coasts assessments Fieldwork Physical fieldwork-intro, risks, data collection techniques, sampling Fieldwork Physical data presentation Physical analysis and conclusions Revision of fieldwork Fieldwork assessment	River Landscapes What is a drainage basin? Profile of a river Erosion, transportation, deposition Upper course features-interlocking spurs, waterfalls & gorges Middle course features- Meanders and ox bow lakes Lower course features- Floodplains, levees & estuaries River Tees River Clyde example Factors affecting river discharge Flood hydrographs Flood management Flood management example- Banbury/Boscastle Rivers Assessment Year 9 Exam		
French	Theme: Identity and culture Topic: Me, my family and friends Relationships with family and friends	Theme: Local, national, international and global areas of interest Topic: Home, town, neighbourhood and region	Theme: Current and future study and employment	Theme: Identity and culture Topic: Free-time activities Music Cinema and TV	Theme: Identity and culture Topic: Free-time activities Food and eating out Sport	Theme: Identity and culture Topic: Customs and festivals in French-speaking countries/ communities

<p>Spanish</p>	<p>Introduction to Spanish Animals & names Introducing yourself Personality Age, brothers & sisters Birthday Pets & colours Authentic texts about animals Write a text for a time capsule Grammar exercises & assessment</p>	<p>Introduction to hobbies & sports in Spain (bull fighting, flamenco, pelota) Likes & dislikes Spare time activities Weather & activities Sports Read about someone's favourite things. A general conversation to consolidate language learnt so far. Grammar exercises & assessment Research a typical Spanish leisure pursuit and present it to the class. Grammar exercises & assessment Research a typical Spanish leisure pursuit and present it to the class.</p>	<p>Introduction to school in Spain School subjects Opinions about school subjects Description of your school Break time School Write a longer text about your school Grammar exercises & assessment Record a video introduction of your school to send to Spain, details in shared work</p>	<p>Introduction to famous Spanish people The Spanish Royal Family Family Hair & eyes Description of what people look like Description of where you live Read about the carnival in Cadiz. Create a video about yourself Grammar exercises & assessment Describe a Spanish painting & record an audio or video guide to a painting of your choice.</p>	<p>Introduction to Spain & South America Description of town or village Going out Ordering in a café Food & Drinks Plans for the weekend People describing their town Write a blog about your town and activities Grammar exercises & assessment Research a Spanish festival & create a brochure about a fiesta (La Tomatina, the Pamplona Bull Run) Research about el Dia de los Muertos and make a skull mask or paper flowers.</p> <p>Introduction to Spanish artists and paintings</p>
<p>Art</p>	<p>Artist research & Developing ideas</p> <ul style="list-style-type: none"> • Use formal elements to describe and analyse artwork - using this analysis to identify inspirations to effectively develop own ideas within a given theme (portraiture, natural forms) • Select relevant and purposeful artists to study • Develop thoughtful/relevant/personal concepts in own artwork, informed by artists/art movements etc • Independent research using a range of sources (books, internet, gallery visits) 	<p>Experimentation & Refining skills</p> <ul style="list-style-type: none"> • How to select and organise a broad range of appropriate equipment and art media • Drawing (observational, expressive, abstract, perspective) – pencil tone, tortillion, biro, colour pencil, charcoal • Painting – watercolour, acrylic ,ink • Print – monoprint, etching, lino • 3d- wire, clay (pinch pot, coiling, slab) • Photography – DSLR, photoshop • Typography – calligraphy, image and text (portraiture) • Formal elements – line, tone, shape, pattern, visual texture and colour • Effectively use self/peer/teacher feedback to refine and progress skills 	<p>Recording ideas</p> <ul style="list-style-type: none"> • Visually communicate ideas through abstract, expressive and observational drawing/painting/print/photography/sculpture, using intermediate/advanced art media and techniques • Annotations to explain intentions, methods, processes and WWW/EBI • Mind mapping/ mood boards/notes 	<p>Final piece and evaluation</p> <ul style="list-style-type: none"> • Consolidating ideas to produce a refined, personal final piece with a thoughtful/relevant concept. • Evaluating own work and that of others, demonstrating a sound understanding of complex terms. 	

Drama	<p>Genre</p> <p>Know the conventions of Theatre in education and can apply them to a target audience.</p> <p>To develop the use of voice / movement appropriately within the genres.</p>	<p>Script Work</p> <p>Interpret a script using space, levels and staging to communicate specific intentions.</p> <p>Interpret characters applying characterisation skills to create an individual perspective.</p>	<p>Devising Skills</p> <p>Can write and perform a Monologue</p> <p>Can identify and apply more complex dramatic techniques such as Cross cutting / marking the moment / hot-seating .</p>	<p>Literacy</p> <p>Evaluate using P.E.E your own work and that of others</p> <p>Demonstrates a sound understanding of complex terms.</p>
Music	<p>Performance</p> <p>Explore the use of musical elements, techniques and resources to interpret and communicate musical ideas with increasing technical control and expression; achieved by playing or singing music, improvising and/or realising music using music technology.</p> <p>Perform music with increasing control, exploring expressive use of phrasing and dynamics appropriate to the style and mood of the music.</p>	<p>Composition</p> <p>Organisation of pitch (melodically and harmonically) including simple chord progressions e.g. cadences and basic melodic devices e.g. sequence.</p> <p>Tonality including major, minor and basic modulation e.g. tonic – dominant.</p> <p>Structure; organisation of musical material including simple structure e.g. verse and chorus, call and response, binary and theme and variations.</p> <p>Sonority including recognition of a range of instrumental and vocal timbres and articulation e.g. legato and staccato.</p> <p>Texture; how musical lines (parts) fit together including simple textural combinations e.g. unison, chordal and solo.</p> <p>Tempo, metre and rhythm including pulse, simple time, compound time, and basic rhythmic devices e.g. dotted rhythms.</p> <p>Dynamics; basic dynamic devices e.g. crescendo and diminuendo.</p>		<p>Listening and Appraising</p> <p>The effect of purpose and intention (e.g. of the composer, performer, commissioner) on how music is created, developed and performed in different historical, social and cultural contexts.</p> <p>The effect of audience, time and place (e.g. venue, occasion) on how music is created, developed and performed in different historical, social and cultural contexts.</p> <p>Reading and writing of staff notation including treble-clef (and bass-clef) note names, rhythmic notation in simple time, key signatures to four sharps and four flats.</p> <p>Major and minor chords and associated chord symbols including traditional and contemporary notation as appropriate e.g. IV or G7.</p> <p>Recognising and accurately using appropriate musical vocabulary and terminology related to musical styles/genres.</p>
PE BTEC	<p>Content</p> <p>For those students wishing to take a PE and sports-related qualification we offer Edexcel BTEC First Award in Sport. Year 9 students opting for one of these courses will study a foundation year as they work towards developing the practical and theoretical skills needed for the courses. The Edexcel BTEC Sport course is a combination of theoretical and practical aspects of physical education and sport. Pupils are assessed on their practical ability in a range of individual and team sports and will be required to sit an exam during the course. The course also offers students the opportunity to acquire the skills, knowledge and understanding needed should they wish to go on and study a similar course but at post-16 level; potentially laying the foundations for a career in the sports industry.</p>			
Art and Design: Photography	<p>Understanding DSLR</p> <p>Creative Project</p> <p>Creative Project</p>			
Art and Design: Textiles	<p>Decorative and construction techniques</p> <p>Mini creative project</p> <p>Construction project with pattern cutting</p>			
Art and Design: 3D Design	<p>Working with Wood (Box)</p> <p>De Stijl Clock</p> <p>Pewter Casting</p>			
Hospitality and Catering	<p>Yes Chef: Basic hygiene and safety</p> <p>Science Kitchen: Science behind cooking</p> <p>Provenance of Food: Where food comes from</p>			
Food and Cookery	<p>Yes Chef: Basic hygiene and safety</p> <p>Science Kitchen: Science behind cooking</p> <p>Provenance of Food: Where food comes from</p>			
Health and Social Care	<p>Human Lifespan Development</p> <p>Health and Social Care Services and values</p> <p>Health and Wellbeing</p>			

Animal Care	Recognising Species Health Check Animal accommodation
Media	Develop ideas Production skills and techniques Create and refine a media product

Year 10

Subject	Autumn	Spring			Summer	
English	19th Century Literature Dickens or Conan Doyle English Language Paper 1 Unseen fiction - reading and writing	21st Century Literature Priestley or Golding Unseen Poetry Extended metaphor poetry			English Language Paper 2 Mock Exam Unseen, non-fiction text paring - reading and writing GCSE Poetry Anthology GCSE exam question, in 45 minutes, with only one of the poems present.	
Maths	What Matters: Enhancing Blanket Understanding Number Factors and Multiples; Indices; Standard Form; Rounding; Limits of Accuracy; Surds; Fractions and Percentages Algebra Coordinates and Linear Graphs; Solving Equations; Simultaneous Equations; Algebraic Fractions Geometric Reasoning Properties of polygons ; Measures; Perimeter and Area; Circumference and Area; Volume; Transformations; Scale drawing and Bearings; Constructions and Loci Ratio and Proportion Ratio and Proportion; Proportion and indirect proportion; Fractional thinking; Similarity and congruence Data Handling Collect and represent data; Interpreting charts and diagrams; Histograms					
Science	What Matters? Enhancing Required Practicals Biology Bioenergetics; Homeostasis and response Chemistry Chemical changes; Energy changes; Rate and extent of chemical change; Quantitative chemistry Physics Particle model; Atomic Structure; Forces					
Religious Education	Religious, philosophical and ethical studies (Sex) Human sexuality including: Heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning.	Religious, philosophical and ethical studies (Marriage and divorce.) The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.	Religious, philosophical and ethical studies (Families) The nature & purpose of families Contemporary families: Nuclear, extended, same-sex parents. Polygamy.	Religious, philosophical and ethical studies (Gender equality) The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples	Religious, philosophical and ethical studies (Religion, violence, terrorism and war) Aims of punishment Violence, including violent protest. Terrorism. Reasons for war The just war theory Holy war. Pacifism.	Religious, philosophical and ethical studies (Religion and belief in 21st century conflict) Religion and belief as a cause of war and violence. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation.

Citizenship and Personal Development	Rights and Responsibilities An introduction to Human Rights. Balancing conflicting rights. Consumer rights. Work rights. Gender pay gap. Trade unions. Physical Health. Blood, organ and stem cell donation.	Financial Wellbeing with Natwest Financial wellbeing. Debt. Saving & interest rates. Budgeting. Economy.	Healthy Lifestyles Body image and self-esteem. Drugs and alcohol. Homophobic bullying. Drugs and alcohol. Pregnancy choices. STIs.	Power, Politics & The Media Political parties. Voting systems. Law making. Monarchy. Devolution.
Physical Education	PE in years 10 and 11 continues to build on the skills, knowledge and understanding developed from the previous years. In addition to pursuing the sports and activities covered in years 7, 8 and 9 students will tackle more complex and demanding ideas and concepts to fulfill their potential in each activity. Students will be encouraged to get involved in a range of activities that develops personal fitness and promote an active, healthy lifestyle; the concept of 'life-long' activity is one which we try to instill as students prepare for life once they have left school. All students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.			
History	Britain: Health and the people, c1000 to the present day	Britain: Health and the people, c1000 to the present day	Elizabethan England, c.1586-1603 - and the historical environment	
Geography	Ecosystems What are ecosystems? Small scale ecosystems World biomes Tropical rainforests Characteristics of tropical rainforest Climate graphs of Tropical Rainforest Biodiversity in Tropical rainforest Animal & plant adaptations in Tropical Rainforest Deforestation of Rainforest Deforestation example- Malaysia/Amazon Evaluating impacts of deforestation The need for Rainforest protection Sustainable management of rainforest Management of rainforest DME Rainforest assessment Hot Deserts Characteristics of hot desert Climate graphs of hot deserts Biodiversity in hot deserts Animal & plant adaptations in hot desert Development opportunities in hot desert- Thar/ Sahara Challenges of hot desert Desertification Reducing desertification Hot Desert Assessment		Urban Issues & Challenges (textbook uses Rio) An increasingly urban world Megacities City land use- CBD, urban sprawl etc Urban growth in NEEs/LICs Location and background Lagos Challenges in Lagos Squatter settlements in Lagos Opportunities in Lagos Urban planning in Lagos Urban change in the UK (Bristol Liverpool) UK urban distribution and city zoning Bristol a major UK city Opportunities in Bristol Bristol changing industry Environmental impacts in Bristol Urban sprawl in Bristol Waste management Bristol Social inequality Bristol Bristol housing development Temple quarter regeneration	Fieldwork Physical fieldwork-intro, risks, data collection techniques, sampling Human fieldwork-intro, risks, data collection techniques, sampling Fieldwork Physical data presentation Physical analysis and conclusions Human data presentation Human analysis and conclusions Revision of fieldwork- physical & human. Fieldwork assessment Year 10 exams Sustainable urban development Frieburg a sustainable city Sustainable water and energy in cities Sustainable traffic management- Frieburg. Singapore, Beijing

French	Theme: Current and future study and employment Topic: Life at school/college and compare to France/Francophone countries FOCUS rules and problems	Theme: Local, national, international and global areas of interest Topic: Travel and tourism	Theme: Current and future study and employment Topic: Education post-16 Career choices and ambitions	Theme: Local, national, international and global areas of interest Topic: Social issues Healthy/unhealthy living	Theme: Identity and culture Topic: Marriage/partnership	Theme: Identity and culture Topic: Technology in everyday life Social media Mobile technology
Spanish	Holidays; My studies; Free time activities; Healthy and unhealthy lifestyles; Life at school and college; Customs and festivals; Travel and tourism; University or work; The environment; Charity and Voluntary Work					
Art	Artist research & Developing ideas <ul style="list-style-type: none"> • Use formal elements to effectively describe and analyse artwork - using this analysis to identify inspirations to effectively develop own ideas within a theme (Deconstruct/Reconstruct) • Independently select relevant and purposeful artists to study and inform self directed projects • Develop thoughtful/relevant/personal concepts in own artwork, informed by artists/art movements etc • Independent effective research using a range of sources (books, internet, gallery visits) 	Experimentation & Refining skills <ul style="list-style-type: none"> • How to select and organise a broad range of equipment / art media appropriate for self directed project • Drawing (observational, expressive, abstract, perspective) – pencil tone, tortillion, biro, colour pencil, charcoal • Painting – watercolour, acrylic, ink • Print – monoprint, etching, lino • 3d- wire, clay (pinch pot, coiling, slab) • Photography –DSLR , photoshop • Typography – where appropriate • Formal elements – line, tone, shape, pattern, visual texture and colour • Effectively use self/peer/teacher feedback to refine and progress skills 	Recording ideas <ul style="list-style-type: none"> • Visually communicate ideas through abstract, expressive and observational drawing/painting/sculpture, using intermediate/advanced art media and techniques • Annotations to explain intentions, methods, processes and WWW/EBI • Mind mapping/ mood boards/notes • 	Final piece and evaluation <ul style="list-style-type: none"> • Consolidating ideas to produce a refined, personal final piece with a fully self directed and thoughtful/relevant concept. • Evaluative writing skills such as structure and use of simple and complex sentences, to communicate an artist statement. 		
Drama	Genre (Component 1) Identify the conventions of the works of the following practitioners; Brecht; Stanislavski; Steven Berkoff	Script Work (Component 2) Using a non-naturalistic techniques with a script Using sound/lighting to communicate meaning within the script.	Devising Skills (Component 1) Developing understanding of relationships between characters and the relationship with the audience. Apply more complex dramatic techniques such as aside, multiple role and direct address.	Literacy (Component 1 and 3) Writing a theatre review Analysing and evaluating a set text. Evaluative writing skills such as structure and use of simple and complex sentences.		
Music	Performance Apply the use of musical elements, techniques and resources to interpret and communicate musical ideas with secure technical control and expression; achieved by playing or singing music, improvising and/or realising music using music technology. Perform music with confidence and control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.		Composition Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely, as the composer chooses, and in response to a brief or commission supplied by others. Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources.		Listening and Appraising Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the musical styles. Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music Make critical judgements about music, using appropriate musical vocabulary. Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.	

PE BTEC	The Edexcel BTEC Sport course is a combination of theoretical and practical aspects of physical education and sport. Pupils are assessed on their practical ability in a range of individual and team sports and will be required to sit an exam during the course. The course also offers students the opportunity to acquire the skills, knowledge and understanding needed should they wish to go on and study a similar course but at post-16 level; potentially laying the foundations for a career in the sports industry.
Art and Design: Photography	Extended Project
Art and Design: Textiles	Live Brief Creative project Mock exam brief
Art and Design: 3D Design	Extended Project
Hospitality and Catering	Preparing for written exam: EHO, front of house, different establishments Skill building for practicals, hack of house
Food and Cookery	Basic skills, hygiene, Health and safety, identifying risks Adapting recipes for particular reasons Nutrition and health cooking
Health and Social Care	Human Lifespan Development Health and Social Care Services and Values Health and Wellbeing
Animal Care	Health and Wellbeing of animals Monitoring health and wellbeing of animals Animal accommodation
Media	Exploring Media Products Developing Digital Media Production Skills Create a media product in response to a brief

Year 11

Subject	Autumn	Spring	Summer			
English	Shakespeare Macbeth or Romeo and Juliet English Language Paper 1 – Mock Exam Unseen fiction – reading and writing	Literature Revision English Language Paper 1 Revision Unseen fiction – reading and writing	Final Revision GCSE Exams GCSE Poetry Anthology			
Maths	What Matters: Excelling Exam Ready Number Numerical Methods Algebra Sketching graphs ; Sequences; Quadratics; Real life Graphs; Transforming Functions; Area under a graph Geometric Reasoning Pythagoras and Basic Trigonometry; Non right angled Trigonometry; Circle Theorums; Vectors; 2D and 3D representations Ratio and Proportion Gradients; Rates of Change; Growth and Decay Data Handling Probability; Venns and set notation					
Science	What Matters? Excelling Required Practicals Biology Inheritance, variation and evolution; Ecology Chemistry Quantitative Chemistry; Organic Chemistry; Chemical analysis; Using resources; Chemistry of atmosphere Physics Waves; Magnetism; Forces; Space					
Religious Education	The origins and value of human life Religious teachings about the origins of human life vs scientific views. The concepts of sanctity of life and the quality of life. Abortion Euthanasia.	Wealth and poverty Uses of wealth & the right attitude to wealth The responsibilities of wealth, including the duty to tackle poverty and its causes. Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking. The responsibilities of those living in poverty to help them overcome the difficulties they face. Charity, including issues related to giving money to the poor.	Human rights Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. Social justice. Racial prejudice and discrimination.	The origins and value of human life Religious teachings about the origins of human life vs scientific views. The concepts of sanctity of life and the quality of life. Abortion Euthanasia.	Wealth and poverty Uses of wealth & the right attitude to wealth The responsibilities of wealth, including the duty to tackle poverty and its causes. Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking. The responsibilities of those living in poverty to help them overcome the difficulties they face. Charity, including issues related to giving money to the poor.	Human rights Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. Social justice. Racial prejudice and discrimination.
Citizenship and Personal Development	Local issues and Active Citizenship	Healthy Lifestyles FGM.	Study Skills			

	<p>Campaigning for change lesson about attitudes to wealth. World poverty and aid foreign aid. ShelterBox. Planning a successful campaign. Planning a fundraising campaign. Evaluating our campaign.</p>	<p>Intimate and sexual relationships. Abuse in relationships and domestic violence. Sexual bullying. Sexual health. Heath and prevention.</p>	
Physical Education	<p>PE in years 10 and 11 continues to build on the skills, knowledge and understanding developed from the previous years. In addition to pursuing the sports and activities covered in years 7, 8 and 9 students will tackle more complex and demanding ideas and concepts to fulfill their potential in each activity. Students will be encouraged to get involved in a range of activities that develops personal fitness and promote an active, healthy lifestyle; the concept of 'life-long' activity is one which we try to instill as students prepare for life once they have left school. All students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>		
History	<p>Germany, 1890 – 1945: Democracy and dictatorship (Part 2): Kaiser Wilhelm Problems post-WW1 and Treaty of Versailles (revision) Weimar Republic</p>	<p>Germany, 1890 – 1945: Democracy and dictatorship - Hitler's Germany revision REVISION – Britain: Health and the people</p>	<p>REVISION – Elizabethan England and practice questions on the historical environment.</p>
Geography	<p>Changing Economic World What is development & HDI, LICs/HICs/NEEs Evaluating Development indicators Development indicators scatter graphs Demographic Transition Model Population structures & pyramids Causes of uneven development- physical, historical & economic Consequences of uneven development Migration linked to development Reducing the development gap Aid Reducing the gap Fair-trade Reducing the gap Debt Relief Increasing development Tourism Jamaica/Kenya Increasing development TNCs Changing economic world assessment</p> <p>A Newly Emerging Economy Case Study Nigeria/India Nigeria location Nigeria and wider world Nigeria TNCs Unilever/Shell, Aid in Nigeria Environmental impacts in Nigeria Quality of life in Nigeria Nigeria Assessment</p> <p>Pre Release Practise Revision for Mock</p>	<p>Economic Development in the UK Changing UK economy UK Post-industrial economy UK Science & Business parks- Southampton/Newcastle Environmental impacts of industry Torr Quarry Rural change in the UK Changing transport infrastructure UK North South Divide UK in the wider World & EU UK assessment</p> <p>Resource Management (Water) Global distribution of resources Food in the UK Water in the UK Energy in the UK Global water supply Impact of water insecurity Increasing water supply Water transfer schemes- Lesotho/China Sustainable water supply Sustainable water example- Wakel River Basin project/Kenya</p> <p>Walking Talking Exams</p>	<p>Pre Release- allow 7 lessons to teach and assess Revision</p>
French	<p>The environment; Charity and Voluntary Work; Review and exam preparation</p>		
Spanish	<p>Career Choices; Technology; Poverty and homelessness; Review and exam preparation</p>		

Art	Artist research & Developing ideas <ul style="list-style-type: none"> • Use formal elements to effectively describe and analyse artwork - using this analysis to identify inspirations to effectively develop own ideas within a theme (Deconstruct/Reconstruct) • Independently select relevant and purposeful artists to study and inform self directed projects • Develop thoughtful/relevant/personal concepts in own artwork, informed by artists/art movements etc • Independent effective research using a range of sources (books, internet, gallery visits) 	Experimentation & Refining skills <ul style="list-style-type: none"> • How to select and organise a broad range of equipment / art media appropriate for self directed project • Drawing (observational, expressive, abstract, perspective) – pencil tone, tortillion, biro, colour pencil, charcoal • Painting – watercolour, acrylic, ink • Print – monoprint, etching, lino • 3d- wire, clay (pinch pot, coiling, slab) • Photography –DSLR , photoshop • Typography – where appropriate • Formal elements – line, tone, shape, pattern, visual texture and colour • Effectively use self/peer/teacher feedback to refine and progress skills 	Recording ideas <ul style="list-style-type: none"> • Visually communicate ideas through abstract, expressive and observational drawing/painting/sculpture, using intermediate/advanced art media and techniques • Annotations to explain intentions, methods, processes and WWW/EBI • Mind mapping/ mood boards/notes 	Final piece and evaluation <ul style="list-style-type: none"> • Consolidating ideas to produce a refined, personal final piece with a fully self directed and thoughtful/relevant concept. • Evaluative writing skills such as structure and use of simple and complex sentences, to communicate an artist statement.
Drama	Genre (Component 1) <ul style="list-style-type: none"> • Identify the conventions of the works of the following practitioners; Brecht; Stanislavski; Steven Berkoff 	Script Work (Component 2) <ul style="list-style-type: none"> • Using a non-naturalistic techniques with a script • Using sound/lighting to communicate meaning within the script. 	Devising Skills (Component 1) <ul style="list-style-type: none"> • Developing understanding of relationships between characters and the relationship with the audience. • Apply more complex dramatic techniques such as aside, multiple role and direct address. 	Literacy (Component 1 and 3) <ul style="list-style-type: none"> • Writing a theatre review • Analysing and evaluating a set text. • Evaluative writing skills such as structure and use of simple and complex sentences.
Music	Performance Apply the use of musical elements, techniques and resources to interpret and communicate musical ideas with secure technical control and expression; achieved by playing or singing music, improvising and/or realising music using music technology. Perform music with confidence and control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.		Composition Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely, as the composer chooses, and in response to a brief or commission supplied by others. Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources.	Listening and Appraising Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the musical styles. Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music Make critical judgements about music, using appropriate musical vocabulary. Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.
PE BTEC	The Edexcel BTEC Sport course is a combination of theoretical and practical aspects of physical education and sport. Pupils are assessed on their practical ability in a range of individual and team sports and will be required to sit an exam during the course. The course also offers students the opportunity to acquire the skills, knowledge and understanding needed should they wish to go on and study a similar course but at post-16 level; potentially laying the foundations for a career in the sports industry.			
Art and Design: Photography	Extended Project Exam brief			
Art and Design: Textiles	Extended Project Exam brief			

Art and Design: 3D Design	Extended Project Exam Brief
Hospitality and Catering	Mock coursework brief Coursework brief
Food and Cookery	Planning and producing dishes to a brief
Health and Social Care	Human Lifespan Development; Health and Social Care Services and Values
Animal Care	Feeding and watering animals; Animals in the wild; Prepare portfolio for moderation
Media	Exploring Media Products; Developing Digital Media Production Skills; Create a media product in response to a brief