



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2					
English	<b>Animal Farm</b> (10 weeks) Characterisation, setting, themes Genre: allegory Analysing writers methods How to write critically about texts Developing reading skills Retrieving information Historical and social context – politics and propaganda (fake news)				<b>Moon on the Tides Poetry Anthology</b> (7-8 weeks) Analysing writer’s methods - poetic techniques Comparison skills Analysing unseen texts Considering the impact of historical and social context				<b>Explorations in Creative Reading and Writing</b> Exploring short fiction texts Retrieving information from the text Analysing language use Exploring structure Critically evaluating a text Descriptive writing skills				<b>Much Ado About Nothing</b> (10 weeks) Characterisation Comedy genre features Reinforcing how to read Shakespearian language Analysing Shakespeare’s methods Historical and social context – Elizabethan England, the role of women			
	Maths	<b>Foundation</b> Ratio Sequences Probability Multiplication & Division	<b>Higher</b> Angles & Loci Functions & Graphs Percentages Standard Form	<b>Foundation</b> HCF & LCM Fractions Shapes & Angles Substitution	<b>Higher</b> Cumulative Frequency Probability Volume Expanding Brackets	<b>Foundation</b> Percentages Area Perimeter Venn Diagrams	<b>Higher</b> Bounds Correlation Rational Numbers Transforming Functions	<b>Foundation</b> Equations Charts & Graphs Volume Scatter Graphs	<b>Higher</b> Trigonometry Arc & Sector Quadratic Equations Surds Similarity	<b>Foundation</b> Surface Area Plotting Graphs Transformations Triangle Properties	<b>Higher</b> Ratio Surface Area Advanced Trigonometry Transformations	<b>Foundation</b> Indices Equations Set Notation Revision	<b>Higher</b> Sequences Simultaneous Equations Inequalities Revision			
Science		<b>B1 Cells</b> Using microscopes Animal and plant cells Diffusion Osmosis  <b>P1 Energy</b> Energy stores Energy and Work Gravitational Potential Energy Kinetic energy Energy and Power  <b>C1 Atomic Structure</b> Chemical equations Separating mixtures Structure of the atom Ions and isotopes		<b>B2 Cell Division</b> Cell Division Growth and differentiation Stem cells  <b>B3 (Organisation and the Digestive System)</b> Tissues and organs Chemistry of food Human digestive system Catalysts and enzymes  <b>C2 The Periodic Table</b> History of the periodic table Electronic structure Group 1 - Alkali Metals Group 7 – Halogens  <b>P2 Energy transfer</b> Conduction, convection and infrared radiation Specific heat capacity		<b>B4 Organising animals and Plants</b> Heart and blood vessels Breathing and gas exchange Organ systems in plants Exchange of materials using transport systems in plants  <b>C3 Structure and Bonding</b> Ionic Bonding Covalent bonding Ionic and covalent compounds Fullerenes and graphite  <b>P3 Energy resources</b> Energy from Renewable resources Energy issues		<b>B5 Communicable Disease</b> Health and disease Pathogens Bacterial growth Viral diseases Bacterial diseases Human defence responses  <b>C4 Chemical calculations</b> Relative formula mass and moles Mass calculations and balanced equations Titration and titration calculations(T) Volumes of gases (T)  <b>P4 Electricity</b> Electric current, potential difference and resistance Series and parallel circuits		<b>B6 Preventing and treating disease</b> Vaccination Antibiotics and painkillers Developing drugs  <b>C5 Chemical Changes</b> Reactivity series Displacement reactions Extracting metals  <b>P5 Electricity</b> Alternating current Electrical appliances and power Energy transfer and currents		<b>B7 Non communicable diseases</b> Cancer Smoking and the risk of disease Diet, exercise and disease Alcohol and other carcinogens  <b>C5 Chemical changes</b> Salts from metals Making salts Acids/pH scale  <b>P6 Molecules and matter</b> Density States of matter Changing state Specific latent heat Internal energy				
	Art	<b>Still-life</b> Observational drawing- still life Tone and mark making to create surface quality Developing noticing skills Colour theory and using acrylic paints Understanding artist style: Artist transcription- Morandi		<b>Landscapes and landmarks</b> Understanding artist style: Artist response- Morandi  Watercolour techniques Landscapes- perspective, depth and mark-making using watercolour  Paul Catherall cut paper response composition- craft knife skills Paul Catherall response lino print design		<b>Landscapes &amp; Portraits- drawing</b> Lino cut landscape, responding to Paul Catherall- Designing, cutting and printing from a lino tile  The purpose of visiting galleries How to make a sketchbook for the NG trip (tbc) How to record quickly in other environments Exploring artwork and discussing first-hand  Portraits- proportion, features of the face and applying tone to create 3D form.		<b>Portraits- painting</b> Mixing skin tones Layering skin tone Applying skin tones- painting to create a likeness (The Queen/ David Hockney)		<b>Figures &amp; Foundation final piece</b> Planning and trialling Figures- basic proportion, tone and detail Clay torso- building a 3D form Learning how to plan for a final piece idea- AO4 Selecting areas of strength Trialling ideas to make informed selections  Creating a final piece		<b>Foundation final piece</b> Still Life story project introduction tasks: <ul style="list-style-type: none"> <li>Oil pastel</li> <li>Chalk pastel</li> <li>Ripped paper collage</li> <li>Paint techniques</li> <li>Still life photography</li> </ul> Work presented on boards with evaluation				
Media Studies		<b>Introduction to media Language</b> Cinematography Mise-en-scene Practical skills (camera and lighting)		<b>Introduction to media language</b> Editing Sound Practical Skills (Adobe Premier and foley sounds)		<b>Introduction to media theory</b> Narrative theory (Todorov, Propp, Strauss, Bathes) Audience theory (Hypodermic Needle, Uses and Gratifications, Reception theory, Two-step flow) Genre theory (Steve Neale)		<b>Creating a media product (genre)</b> Proposal Script Writing Storyboarding Filming & sound recording Editing (Using Adobe Photoshop)		<b>Advertising – This Girl Can / Quality Street</b> Historical Context Advertising codes and conventions Maslow’s Hierarchy of Needs		<b>Film Marketing – James Bond Posters</b> Historical context (Missile Crisis, patriarchy) Conventions of the form Male Gaze Theory Roland Barthes				

<b>Music</b>	<b>GCSE Prep</b> Building listening skills Solo/Ensemble Performance - HL Note Lengths/Rhythm Treble and Bass Clef Notes Chords Film Music Whole class activity Cubase skills - MGN	<b>GCSE Prep</b> Building listening skills Solo Performance - HL Rehearsal Technique Melody Writing Key/Time Signatures Pop Ballads Whole class activity Ableton skills - MGN	<b>GCSE Prep</b> Ensemble Performance Ensemble Skills Arranging Structure Classical Music History	<b>GCSE Prep</b> Ensemble Performance Arranging Music Sibelius Waltz	<b>GCSE Prep</b> Solo Performance Performing Skills/Repertoire Waltz composition Scenario based listening questions	<b>GCSE Prep</b> Solo Performance Ensemble Performance Composing in the style of another piece Film Music – GCSE Listening Component
	<b>GCSE Prep and DAW Skills</b> Building listening skills - DRSMITH Building Cubase Skills Building Music Theory Creating Drum Loops Bass lines Melody Chords	<b>GCSE Prep and DAW Skills</b> Building listening skills - DRSMITH Building Ableton Skills Building Music Theory Creating Drum Loops Bass lines Melody Chords	Minimalist Music Music ICT – multi-tracking and audio  <b>Knowledge and skills</b>  Minimalist composition techniques Augmentation, diminution, phase shift, broken chords Recording Audio Over dubbing	My Music project Music ICT – multi-tracking and audio Using the recording studio  <b>Knowledge and skills</b>  Composition techniques Augmentation, diminution, phase shift, broken chords Editing audio and mixing	Performance skills using ICT Instruments of the orchestra  <b>Knowledge and skills</b>  What are the elements of chords? Using chords to harmonize Sections of the orchestra Using Ableton to perform live	Area of study – Film Music Music Performance skills using ICT  <b>Knowledge and skills</b>  Orchestra timbres Leitmotif Tonality and mood Expressive effects Instrumental techniques Using Ableton to perform live
<b>Drama</b>	<b>Gender</b> Characterisation Stereotypes Learning lines Developing scripted performance Abstract techniques	<b>Making Faces – devising project</b> Developing original theatre Working with a stimulus Collaboration Target audience Research to inform performance		<b>Component Two MOCK</b> Script work Collaboration Exam expectations	<b>When will they see us?</b> Forum Theatre Characterisation Still Image Transitions Frantic Assembly movement	<b>The Crucible</b> Introduction to Witchcraft Learning the story of the play Developing awareness of character Introduction to technical elements
	<b>Performance: Ocean Drive</b> Performance Skills Action, Space, Dynamics Relationship Devices Collaboration skills	<b>Choreography: Ways into Choreography</b> Responding to a stimulus Approaches to the choreographic process Motif development skills Original movement Effective structuring	<b>Preparation for Showcase</b> Preparing for performance to an audience Lighting and production Various styles and genre Historical understanding of professional works	<b>Preparation for Showcase and Set Phrases</b> Technical skills Physical Skills Expressive Skills Precision and accuracy		<b>Duet and Trio performance</b> Collaboration Contact work Transitions Relationship and choreographic devices
<b>History</b>	<b>Crime and Punishment Through Time (Depth Study)</b> 1000-1500 Crime in the Medieval Era 1500-1700 Early Modern Crime 1700-1900 The advent of Policing 1900-Now Crime and Punishment in the modern era			<b>Early Elizabethan England</b> Queen, Government and Religion, Challenges to Elizabeth both at Home and Abroad Elizabethan Society in the Age of Exploration		
	<b>Sustaining Ecosystems</b> Key concepts of ecosystems / biomes Case Study – Tropical Rainforests Biodiversity in the rainforest Why are rainforests being exploited and how this can be managed sustainably Case Study – Arctic and Antarctic Features of Antarctica and the Arctic Impacts of human activity and how this can be managed sustainably	<b>Urban Futures</b> Process of urbanisation Differences in urban growth between ACs, EDCs and LIDCs Case Study of an AC Case Study of an EDC or LIDC Examples of making cities more sustainable	<b>Global Hazards- Tectonics</b> The structure of the earth The different types of tectonic plate Causes of shallow and deep focus earthquakes Creation of shield and composite volcanos Causes, impacts and responses of the Nepal 2015 earthquake Mitigating the effects of tectonic hazards	<b>Changing Climate</b> Patterns of past climate change and the evidence for thus Natural causes of climate change Human causes of climate change Global impacts of climate change Impacts of climate change on the UK	<b>Global Hazards- Weather</b> Global atmospheric circulation Causes of extreme temperature, wind and precipitation The formation of tropical storms Causes and effects of El Nino and La Nina The causes, effect and responses of Typhoon Haiyan The causes, effects and responses of drought in the UK.	
<b>RS</b>	<b>Introduction to RS</b> Why do some people believe in God? What do they believe about God? How is God and religion portrayed in the media? What do the Eduqas exams look like and how will the course run	<b>Christian Beliefs</b> What do Christians believe about: The Nature of God Creation Jesus Salvation The afterlife	<b>Good and Evil</b> Morality Crime and Punishment Forgiveness Evil and suffering	<b>Muslim Beliefs</b> The Nature of Allah Prophet hood Angels The afterlife The foundations of faith	<b>Human Rights</b> Human Rights Social Justice Prejudice and discrimination Issues of wealth and poverty	
	<b>Module 1 – Qui suis-je? (Theme 1)</b> Friends; what makes a good friend (+ present tense) Family relationships (+ reflexives in present) Arranging outings (+ Near future tense) Nights out (+ Perfect tense) When you were younger (+ imperfect) Role models (+ combining tenses)	<b>Module 2 – Le temps des loisirs (Theme 1)</b> Sports ( depuis + present tense) Life online (+ comparative) Reading (+ imperfect tense) TV programmes (+ direct object pronouns) Cinema (+ superlative adjectives)			<b>Module 3 – Jours ordinaires, jours de fêtes (Theme 1)</b> Daily life (+ shopping, clothes; modal verbs) Food for special occasions (+ en pronoun) Using polite language (questions <b>tu &amp; vous</b> ) Family celebrations (+ venir de) Festivals & traditions (+ combining tenses)	

<b>German</b>	<b>Kapitel 1 – Auf in die Schule!</b> School subjects, clothes (+present tense, +adj endings) Past tense (perfect+imperfect) What you are looking forward to Describing school day (+Qs) School rules, places in school School system, types of school School trips (+3 tenses) Success and achievements		<b>Kapitel 2 – Zeit für Freizeit</b> Leisure activities (+nouns,articles) Reading (+frequency words) Music (+gern, lieber, am liebsten) Film + TV (+plurals) Sports (+conditional) Swiss sports Celebrations and festivals (+4 tenses)		<b>Kapitel 3 – Menschliche Beziehungen</b> Family members (nom+acc), appearance, personalities What makes a good friend (+poss adj) Relationships (+dative prepositions) Weekend activities (+future) Role models (+pronouns) Then and now (+imperfect modals)	
<b>Spanish</b>	<b>Introduction to course / Grammar Book</b>  Class questions + basics Numbers 1 – 1,000 Regular present tense Irregulars in present tense (YO / stem-changing / key verbs) Reflexive verbs in present tense SER / ESTAR + uses Expressions with TENER <b>Module 1 – ¡Desconéctate ! (Theme 2)</b> Weather recap Opinion verbs (+ indirect object pronouns) Holiday activities & summer camps (+ present tense recap) Time frames & connectives (+ ¡Qué ! phrases)		<b>Module 1 – ¡Desconéctate ! (Theme 2)</b>  Holiday preferences (+ PREFERIR / IR) Holiday descriptions (+ Preterite tense) Describing holiday accommodation (+ imperfect tense) Reserving a hotel room (+ question words) Disastrous holidays (+ combining tenses)		<b>Module 2 – Mi vida en el insti (Theme 3)</b>  School subjects recap (+ comparative / superlative) Spanish school system & facilities Uniform & school rules (+ verbs followed by an infinitive) Teacher descriptions (+ direct / indirect object pronouns) Comparing primary & secondary schools (+ negatives + imperfect tense) School exchanges (+ near future tense) Extra-curricular activities (+ direct object pronouns)	
<b>Design Technology</b>	<b>Focus Skill Project</b>  Focus project on the student specified area with design work/research to support  Advancing practical skills  Core Knowledge: New and Emerging Technologies	<b>Focus Skill Project</b>  Focus project on the student specified area with design work/research to support  Advancing practical skills  Core Knowledge: Energy Generation	<b>Mini Rotations – Core Material Knowledge</b>  Pupils complete 4 2 week rotations covering key material knowledge and working properties.  Core Knowledge: Materials Categories	<b>Completing Mini Rotations &amp; Core Knowledge Testing</b>  End of module test  Core Knowledge: Materials Categories  Core Knowledge: Smart and Modern Materials	<b>Multi Material Focus project</b>  A project which focusses on at least 2 materials from these areas: Timber/Polymers/Metals/Textile/Graphics  Core Knowledge: Systems approach to design  Core Knowledge: Materials Properties / Stock Forms	
<b>Food Technology</b>	<b>Nutrition</b>  Basic nutrition/eatwell guide/guidelines Nutritional needs throughout life Food choices – medical conditions Food choice – Vegetarians	<b>Commodities - Cereals</b>  Pastry Sauces Pasta rice	<b>Proteins</b>  Functions and sources HBV/LBV/complementation Commodities – Milk Commodities – Cheese Commodities – Yoghurt and cream	<b>Fats &amp; Sugars</b>  Commodities - Fats Functions and sources Fats vs oils Saturated vs unsaturated  Commodities - Sugars Impact on health/artificial sweeteners Types and functions Nutritional labelling	<b>Vitamins and minerals</b>  Fat soluble/water soluble  Commodities – Fruits and vegetables: Classification Importance and benefits Seasonality and fair trade Cooking/processing Storage/preservation Herbs and spices	<b>Foods around the world.</b>  NEA2 preparation. Research – moodboard/questionnaire /survey Trialling Choice of dishes/analysis of ideas Time plan Evaluation
<b>Construction</b>	<b>Knowledge and skills</b>  How Low Rise buildings are made - introduction Types of Foundations Types of Walls Key Technical Vocabulary (1)	<b>Knowledge and skills</b>  Workshop Health & Safety Joinery Introduction; tools & materials Joinery practise	<b>Knowledge and skills</b>  Joinery practise – Tea Tray Product Low Rise Buildings – development and consolidation of learning (1)	<b>Knowledge and skills</b>  Key Technical Vocabulary (2) Bricklaying Introduction; tools & materials	<b>Knowledge and skills</b>  Site Health & Safety Bricklaying Project - BBQ	<b>Knowledge and skills</b>  Bricklaying Project – BBQ completion Low Rise Buildings – development and consolidation of learning
<b>ICT</b>	<b>Learning software skills and theory for IT qualification</b>  Correct ICT practice File management Email Splash out CIDA scenario finding pictures and sourcing Intro to mindmaps Designing and creating a logo Learning Fireworks software Intro to scripts	<b>Learning software skills and theory for IT qualification</b>  Design and Create a banner Intro to scripts Voiceover for scripts Editing voiceover using appropriate software Learn how to use Flash animation Intro to visualisation	<b>Learning software skills and theory for IT qualification</b>  Intro to moodboards Design and prepare an activities movie Source photos and videos Learn how to use Adobe premiere pro Audience and purpose Intro to storyboards	<b>Learning software skills and theory for IT qualification</b>  Create a storyboard for a website Source all assets for website Update assets table Create additional graphics in fireworks including buttons for website Create a ‘new this year gallery’ in fireworks	<b>Learning software skills and theory for IT qualification</b>  Intro to Dreamweaver Add to storyboard website design Start creating website Additional theory on legislation and copyright	<b>Learning software skills and theory for IT qualification</b>  Continue to create website Complete website Start R081 theory for Year 10 exam.
<b>Computer Science</b>	<b>Binary</b>  Transition from KS3 The use of 0's and 1's Translating to and from Binary Computer hardware – Functions of the CPU	<b>Computational Thinking</b>  Problem Solving Flowcharts Pseudocode Microbit programming Computer Hardware - Memory	<b>Algorithms</b>  Search Algorithms Sort Algorithms Computer Hardware - Storage	<b>Computational Logic</b>  Binary Logic NOT, AND, OR Truth Tables Logic Circuits Networks 1 – LAN/WAN	<b>Programming</b>  Python Inputs/Outputs Data Types Maths Loops Networks 2 - Protocols	<b>Programming</b>  Data Structures Strings Files Procedures Network Security
<b>Business</b>	<b>Enterprise and Entrepreneurship</b>  The dynamic nature of Business Risk and Reward The role of business enterprise	<b>Business in the Real World</b>  Enterprise and Entrepreneurs Purpose and nature of the business Business ownership	<b>Business in the Real World</b>  Setting business aims and objectives Stakeholders Location Business Planning Economies and diseconomies of scale Expanding a business	<b>The Tenner Challenge</b>  Entrepreneurial skills How to run your own business Team working skills Communication skills Negotiation skills	<b>Human Resources</b>  Organisational Structure Recruitment and Selection of employment Motivation Training	<b>Finance</b>  Making Financial Decisions Gross Profit/Net profit Average rate of return Gross Net Profit/Understanding business performance

<b>PE GCSE</b>	<b>Topics:</b> Skeletal & Muscular systems	<b>Topics:</b> Cardio-respiratory system	<b>Topics:</b> Energy, short & long term effects of exercise Practical fitness testing Practical HR & plotting graphs	<b>Topics:</b> Fitness tests Injury Warm up & cool down Review & reteach Skeletal & Muscular systems Cardio-respiratory system <i>Practical athletics</i>
<b>Statistics</b>	<b>The collection of data</b> Planning Types of data Population and sampling Estimation Collecting data		<b>Processing, representing and analysing data</b> Tabulation, diagrams and representation	<b>Processing, representing and analysing data</b> Measures of central tendency Measures of dispersion Scatter diagrams and correlation

<b>PE core</b>	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Rugby Basketball Circuits OAA Running activities	Hockey; Yoga Tag Rugby Football OAA; Running activities Circuits	Rugby Basketball Circuits OAA Running activities	Hockey; Yoga Tag Rugby Football OAA; Running activities Circuits	Football Badminton Hockey Gymnastics	Tag Rugby Netball Dance Badminton Circuits	Football Badminton Hockey Gymnastics	Tag Rugby Netball Dance Badminton Circuits	Football Badminton Hockey Gymnastics	Athletics Rounders Cricket Ultimate Frisbee	Football Badminton Hockey Gymnastics	Athletics Rounders Cricket Ultimate Frisbee

- At GCSE level
- Some subjects are taught in rotation meaning students may not all be on the same topic at the same time
- There may be occasions when the taught curriculum plan is altered or amended as the academic year progresses