



KHS Curriculum Maps

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Accounting

YEAR	Term 1	Term 2	Term 3
12	<p>Introduction to bookkeeping + Assessment & Cashbook + assessment</p> <p>Introduction to Accounting & concepts + assessment. Source documents + assessments</p>	<p>Errors and corrections + assessment & the final accounts</p> <p>Management accounting – Budgeting + assessment</p>	<p>Adjustments + assessment & ST and LTD accounts + assessment</p> <p>Management accounting – Marginal costing and decision making + assessment</p> <p>School mock exam - June</p>
13	<p>Incomplete records + assessment & Partnerships + assessment</p> <p>Management accounting – Budgeting + Assessment & Absorption costing + assessment</p>	<p>Companies + assessment & Cash flow + assessment</p> <p>School mocks planned Feb half term</p> <p>Management accounting – Standard costing + Assessment & Capital investment appraisal + assessment</p>	<p>Accounting ethics and regulation + assessment & exam preparation</p> <p>Synoptic assessment preparation incl. Mock exam</p>



Art

YEAR	Term 1	Term 2	Term 3
7	Printmaking Project Draw, Research, Explore Ideas, Create.	Clay Project Draw, Research, Explore Ideas, Create.	Perspective Project Draw, Research, Explore Ideas, Create.
8	Non-Western Art Project Draw, Research, Explore Ideas, Create.	Still Life Project Draw, Research, Explore Ideas, Create.	Pop Art Project Draw, Research, Explore Ideas, Create.
9	Surrealism Project Draw, Research, Explore Ideas, Create.	Self-Portraiture Project Draw, Research, Explore Ideas, Create.	Self-Portraiture Project Draw, Research, Explore Ideas, Create.
10	GCSE ART Natural Forms Unit Part 1 Develop, Explore, Record, Present. GCSE PHOTOGRAPHY Places and Spaces Unit Develop, Explore, Record, Present.	GCSE ART Natural Forms Unit Part 2 Develop, Explore, Record, Present. GCSE PHOTOGRAPHY Still Life Unit Develop, Explore, Record, Present.	GCSE ART & PHOTOGRAPHY Intro to Human Form Unit Develop, Explore, Record.
11	GCSE ART & PHOTOGRAPHY Human Form Unit Develop, Explore, Record, Present.	GCSE ART & PHOTOGRAPHY Final Exam Unit – Theme set by exam board. Develop, Explore, Record.	GCSE ART & PHOTOGRAPHY: Final exam, moderation of work and exhibition
12	A-LEVEL FINE ART AND PHOTOGRAPHY Exploration and Discovery: Environmental Unit 1 st Half Term: Record and Explore. 2 nd Half Term: Contextual Research, Developing and refining ideas for final outcomes.	A-LEVEL FINE ART AND PHOTOGRAPHY By end of Jan – Major outcomes for Exploration and Discovery. From Early Feb - Mock project Art - Human Form Develop, Explore, Record. Photography – Portraiture Develop, Explore, Record.	A-LEVEL FINE ART AND PHOTOGRAPHY Develop ideas for mock final outcome. JUNE – 10 hour mock exam over 2 days. Post study leave – Students review and reflect on all work completed and start to develop ideas for their personal projects going into Year 13.
13	A-LEVEL FINE ART AND PHOTOGRAPHY Self-directed Personal Projects. 1 st Half Term - Research, Personal Study and Recording focus. 2 nd Half Term - Developing and refining ideas for final outcomes.	A-LEVEL FINE ART AND PHOTOGRAPHY By end of Jan – 2 final outcomes using different media should have been produced. From Early Feb - Externally Set Assignment work begins. (Exam Unit: theme set by the exam board).	A-LEVEL FINE ART AND PHOTOGRAPHY Developing, Refining ideas for final exam outcome. Mid-May – 15 hour final exam over 3 days. June – Moderation of work and final exhibition.



Business

YEAR	Term 1	Term 2	Term 3
10	Business Activity + assessment	Marketing + assessment	Human Resources I – Recruitment and selection, ways of working and organisation charts + assessment Yr 10 Assessment fortnight Human Resources II – motivation and training Department mock paper 1 Business Numeracy
11	Finance + assessment Mock preparation Yr 11 mocks	Operations + assessment & the external environment + assessment	Interdependent nature of business Department Mock paper 2 Revision
12	Theme 1 Business Activity (1.5) + assessment & Human Resources (1.4) + assessment Theme 2 Finance (2.2) + assessment, finance (2.2) + assessment & finance (2.3) + assessment	Theme 1 Marketing (1.1) + assessment, Marketing (1.2) + assessment & Marketing (1.3) + assessment Theme 2 Operations (2.3) + assessment & external environment (2.4) + assessment	Revision Yr 12 Mocks Theme 3 Strategy and decision making (3.1) + assessment
13	Theme 3 Corporate strategy (3.2) + assessment, Corporate strategy (3.3), Corporate strategy (3.3) + assessment Theme 4 Global marketing (4.1) + assessment Global trade (4.2) + assessment	Corporate strategy (3.4) + assessment, Corporate strategy (3.5) + assessment Yr 13 Mocks Theme 4 Globalisation (4.3) + assessment, MNC (4.4) + assessment	Paper 3 investigation + mock Paper 2 Revision + mock



Computing & ICT

YEAR	Term 1	Term 2	Term 3
7	Digital Literacy – Introduction to the network Data and Data Representation	Algorithm & Programming Hardware & Programming	Hardware & Programming Programming Skills
Assessment	1. Baseline Test 2. Data and Data Representation Test	3. Algorithm & Programming Test & Practical Assessment	4. Hardware & Programming Test & Practical Assessment 5. End of year Baseline Test
8	Digital Literacy – Collaborative learning and cloud Computing Programming Art with Python	Programming Art with Python DDR - Representing Images	App Development Game Development
Assessment	1. Baseline Test 2. Programming Art with Python Test & Practical Assessment	3. DDR – Representing Images Test & Practical Assessment	4. Hardware & Programming Test & Practical Assessment 5. End of year Baseline Test
9	Digital Literacy – Cloud computing and ethics Programming with Python	DDR - Representing Sound Web Development	Web Development Post Option Activities
Assessment	1. Baseline Test 2. Programming Art with Python Test & Practical Assessment	3. DDR – Representing Sound Test & Practical Assessment	4. Web Development test and Practical Assessment 5. End of year Baseline Test
10	Computing- Ed-Excel Programming and Data Btec ICT – Component 1 – User Interfaces Component 3 – Effective Digital Working Practice	Computing – Ed-Excel Problem Solving and Programming Btec ICT – Component 1 – User Interfaces Component 3 – Effective Digital Working Practice	Computing – Ed-Excel Computers and Programming Btec ICT – Component 1 – User Interfaces Component 3 – Effective Digital Working Practice
Assessment	Computing – End of unit assessment x 2 Btec ICT – Coursework Completion & Component 3 end of term test	Computing – End of unit assessment x 2 Btec ICT – Coursework Completion & Component 3 end of term test	Computing – End of unit assessment x 2 Btec ICT – Component 1 to be completed & Component 3 end of term test
11	Computing – Ed-Excel – Networks, issues and impacts iMedia – Games Development (Coursework) Btec ICT – Component 2 – Collecting, Presenting and Interpreting Data	Computing – Ed-Excel – Programming Practice iMedia – Interactive Multimedia (Coursework) Btec ICT – Component 2 – Collecting, Presenting and Interpreting Data	Computing – Ed-Excel – Revision for all topics iMedia – Interactive Multimedia (Coursework) Btec ICT – Component 2 – Collecting, Presenting and Interpreting Data



	Component 3 – Effective Digital Working Practice		
Assessment	Computing – End of unit assessment x 2 Btec ICT – Coursework Completion & Component 3 end of term test in prep for exam in January iMedia – Coursework Completion	Computing – End of unit assessment x 2 Btec ICT – Coursework Completion iMedia – Coursework Completion	Computing – End of unit assessment x 2 Btec ICT – Component 2 to be completed iMedia – Coursework Completion
12	Computing – Introduction to Java, Data & Data Representation, Databases ICT – Unit 2: Databases	Computing – OOP, Databases, Hardware & Software ICT – Unit 3: Social Media	Computing – Introduction to NEA, Hardware & Software ICT – Unit 3: Social Media Unit 1: Technology Systems
Assessment	Computing – End of unit assessment x 2 ICT – Database mini assessments in prep for exam in January	Computing – End of unit assessment x 2 ICT – Social Media course work	Computing – End of unit assessment x 2 ICT – Social Media course work to be completed. Mini assessment for Technology Systems
13	Computing – NEA, Communication ICT – Unit 1: Technology Systems	Computing – NEA, Introduction to pre-release, Functional Programming, Big Data, Ethics ICT – Unit 6: Web Development	Computing – Revision ICT - Unit 6: Web Development
Assessment	Computing – End of unit assessment x 2 ICT – Technology mini assessments in prep for exam in January	Computing – End of unit assessment x 2 ICT – Web Development Course work	Computing – End of unit assessment x 2 ICT – Web Development course work to be completed



Child Development

Year	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Component 1: Children’s Growth and Deveopment: Learning Aim A Learners will explore different characteristics of Children’s development from birth to 5 years using physical, intellectual and cognitive, Language and Communication, emotional and social (PIES) classifications Key skills: To gain knowledge and understanding of Child development from birth to 5 years, the</p>	<p>Component 1: Children’s Growth and Development: Learning Aim A Learners will continue to explore different characteristics of Children’s development from birth to 5 years comprehensively considering specific links between each area of development and considering the positive and negative impacts they may have on the child. Key skills: To gain knowledge and understanding of Child</p>	<p>Component 1: Children’s Growth and Development: Learning Aim B Learners will explore the different factors that can affect Children’s growth and development from Birth to 5 years. Key skills: To gain knowledge of different factors will impact on and have a long term effect on growth and development. Including physical factors such as ill health, diet. Environmental factors including housing, and abuse, and socio-</p>	<p>Component 2: Learning Through Play Learning aim A Learners will explore the importance of play and the role adults play in providing play opportunities in different settings. Key skills: To gain Knowledge and understanding of how children of different ages and stages have different play needs. Developing of knowledge of different types of play.</p>	<p>Component 2: Learning Through Play Learning aim A Learners will explore the importance of play and the role adults play in providing play opportunities in different settings. Key skills: To gain knowledge and understanding of how play can be organised to promote learning and the role of the adult in promoting learning through play.</p>	<p>Component 2: Learning Through Play Learning aim B Learners will consider how learning through play can occur during planned activities in various settings. Key Skills: To plan activities for each age group 0-18 months, 18 months to 3 years, and 3 – 5 years. Incorporating all areas of development (PIES) Keywords: Identify, Outline, and Describe.</p>



	<p>difference between growth and development throughout each classification.</p> <p>Keywords: Identify, Explain, Discuss.</p> <p>Growth, Development, Proportion, consistent Milestones, Holistic, Average, Mean, Perseverance.</p> <p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>development from birth to 5 years, the difference between growth and development throughout each classification.</p> <p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>economic factors such as early education.</p> <p>Keywords: Identify, Outline, And Explain. Genes, Chromosomes, Foetus, Spina Bifida, Deprivation, Exploitation, Socio-economic, Poverty.</p> <p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC</p>	<p>Keywords: Identify, Outline, and Describe.</p> <p>Social Skills, Unoccupied Play, Solitary Play, Spectator Play, Parallel Play, Associative Play, Cooperative Play.</p> <p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC</p>	<p>Keywords: Discuss and Assess. Social Skills, Unoccupied Play, Solitary Play, Spectator Play, Parallel Play, Associative Play, Cooperative Play.</p> <p>Adult Led, Repetition, Enhance, Initiated, Motivation.</p> <p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC</p>	<p>Hand-Eye Coordination, Imagination, Interaction, Social and Emotional Bonds, Listening Walk, Story Sacks,</p>
11	<p>Component 3: Supporting Children to Play, Learn and Develop</p> <p>Learning Aim A</p> <p>Investigate individual circumstances that may impact on leaning and development.</p>	<p>Component 3: Supporting Children to Play, Learn and Develop</p> <p>Learning Aim B</p> <p>Create Safe Environments to support play, learning and development Learners will consider how both the Inside</p>	<p>Component 3: Supporting Children to Play, Learn and Develop</p> <p>Learning Aim C</p> <p>Adapt Play to promote inclusive learning and development Learners will learn how to adapt activities for</p>	<p>Component 2: Learning Through Play</p> <p>Learning Aim B</p> <p>Learners will consider how learning through play can occur during planned activities in various settings.</p>	<p>Component 2: Learning Through Play</p> <p>Learning Aim B</p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>	



	<p>Learners will understand how PIES can impact on Children’s learning and development. This includes all areas of development as a whole (holistic) as well as separate areas of development.</p> <p>Key skills:</p> <p>To understand both restrictions and delays in all areas of development, forming friendships, disruptive behaviours and how transitions affect children</p> <p>Assessment: Exam questions, using past Sample Assessment Material provided by BTEC.</p>	<p>and Outside environment in the home and in childcare settings can be adapted to meet the development needs of children with individual circumstances who require support to play, learn and develop.</p> <p>Key skills:</p> <p>Learners will develop knowledge and understanding of managing risks, and hazards, the role of the adult in supporting positive risk taking. Health and Safety in both the inside and outside environments.</p> <p>Assessment: Exam questions, using past Sample Assessment Material provided by BTEC.</p>	<p>children with individual circumstances who require support to play, learn and develop.</p> <p>Key skills:</p> <p>Learners will learn how to promote inclusive learning and development, the rights of the child, the role of the adult in promoting inclusive learning, and in adapting activities for children with specific needs.</p> <p>Assessment: Exam questions, using past Sample Assessment Material provided by BTEC.</p>	<p>Key Skills: to plan activities for each age group 0-18 months, 18 months to 3 years, and 3 – 5 years. Incorporating all areas of development (PIES)</p> <p>Keywords:</p> <p>Identify, Outline, and Describe. Hand-Eye Coordination, Imagination, Interaction, Social and Emotional Bonds, Listening Walk, Story Sacks, and listed BTEC keywords for assessment.</p> <p>Assessment: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>Key Skills:</p> <p>To practically undertake the planned activity for each age group 0-18 months, 18 months to 3 years, and 3 – 5 years. Incorporating all areas of development (PIES) demonstrating the knowledge and understanding.</p> <p>Assessment: written assignment, preparing for Assessment using criteria as set by BTEC.</p> <p>This will need to be completed by the beginning of May to allow for marking and moderation prior to being submitted to the board.</p>	
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<p>12</p>	<p>Unit 1 Children’s Development</p> <ul style="list-style-type: none"> -Principles of growth and development 0- 7 yrs 11mths. Areas of Development -Patterns of development -Physical Development Internal Assessment – Physical Development report. -Cognition, Language and communication development. -Theoretical approaches -Applying theories to practice. -Theories of Social & Emotional Development. Internal Assessment 	<p>Unit 1 Children’s Development</p> <ul style="list-style-type: none"> -Transitions in children’s educational and personal life (0 -7 years 11 months) -Consolidation & exam techniques Internal Assessment Examination January 2022 	<p>Unit 3 Play & Learning</p> <ul style="list-style-type: none"> -Benefits of children’s play & activities for children’s learning & development Theoretical approaches Learning Aim A/B 	<p>Unit 3 Play & Learning</p> <ul style="list-style-type: none"> -Curriculum approaches Theoretical influences on practice. - Professional skills - Planning and supporting purposeful play and learning. Learning Aim C 	<p>Unit 3 Play & Learning</p> <ul style="list-style-type: none"> -Curriculum approaches -Theoretical influences on practice. -Professional skills -Planning and supporting purposeful play and learning. Learning Aim D All work to be completed by May to allow for sampling by the board. 	<p>Introduction to Unit 2</p> <p>Placement</p>
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13	<p>Unit 2 Development of Children’s Communication, Literacy and Numeracy skills</p> <p>The role of speech, communication and language in children’s development.</p> <p>-Development of literacy skills & supporting development.</p> <p>-Development of numeracy and mathematical skills & supporting development.</p> <p>-Individually planning literacy/ numeracy</p>	<p>Unit 2 Development of Children’s Communication, Literacy and Numeracy skills –</p> <p>Theoretical approaches in teaching reading.</p> <p>-Planning & supporting writing development.</p> <p>-Approaches to supporting the varied needs of individual children.</p> <p>-Exam preparation.</p> <p>Exam January 2022</p>	<p>Unit 5 Keeping Children Safe</p> <p>Legal responsibilities to children’s health and safety.</p> <p>Risks assessment in care & education establishments.</p> <p>Internal Assessment</p>	<p>Unit 5 Keeping Children Safe</p> <p>Statutory requirements for control and prevention for infection.</p> <p>- Safeguarding children.</p> <p>Internal assessment:</p>	<p>Completion of internal assessment – all work needs to be submitted by May Bank Holiday to allow for marking and sending to the examination board.</p>	
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Design and Technology

YEAR	Rotation 1	Rotation	Rotation 3	Rotation 4	Rotation 5	Rotation 6
7	<p>Textiles <u><i>Pocket monsters</i></u> Applique, hand sewing, cutting accurately, use of material. Assessment: Use of materials and techniques in practical</p>	<p>Cooking and Nutrition <u><i>Basic skills</i></u> Eatwell Guide, basic techniques of rubbing in, using the hob and oven, sharp knife, cooking times, sauce making, making a dough. Assessment: Practical dishes and Eatwell Guide work.</p>	<p>STEM Post a Pringle Impacts and crumple zones Research postal service. Triangulation. Practical modelling. Design packaging. The environment and packaging. Making packaging. Evaluate packaging. Assessment: Design of packaging, final package, and evaluation.</p>	<p>Practical Skills – Wooden <u>Box</u> Safety of tools, measurement and marking, cutting, and shaping material, finishing a product successfully. Assessment: What is wood? Worksheet, Step by step milestone homework, Plickers overall box project evaluation.</p>	<p>Graphics <u><i>Packaging</i></u> Logos, typography, nets, statutory information, evaluation. Assessment: Mood board, and production of net.</p>	<p>Systems & Control <u><i>Mechanisms</i></u> (Linkage toy & Lever toy) Motion & Mechanisms, focusing on levers and linkages. Developing and making creative ideas. Assessment: Mechanisms worksheet (Linkage toy). Research into toy design (Lever toy)</p>



8	<p>Textiles <u>How art influences design:</u> Creating a book or tablet case that is inspired by an artist using technical techniques such as machine sewing, hems, seams applique, screen printing. Assessment: Design ideas and practical outcome</p>	<p>Cooking and Nutrition <u>Medium skills</u> Key nutrients and their function in body, mashing potatoes, cooking with meat, pastry making, cake making Assessment: Practical dishes, Nutrition task, Seasonality task.</p>	<p>STEM <u>Solar Car</u> Parallel and series circuits, Current flow, and electrical charge. Soldering, gear ratio and types of motion Assessment: Green power energy homework. Overall evaluation of practical skills and an understanding of electronic circuits and mechanical advantage.</p>	<p>Practical Skills – <u>Acrylic Desk Tidy</u> Students will design and make a small desk tidy out of Acrylic. Use of strip heater, templates, designing, and redesigning based on feedback from peers. Assessment: New forms of plastics – milestone homework, card modelling milestone homework, overall evaluation of practical work.</p>	<p>Graphics <u>Street View</u> Explore a range of techniques oblique, isometric, one point and two-point perspective also how to render. Assessment: Research decline of the British high street. Produce 2-point perspective of a street view.</p>	<p>Systems & Control <u>Electronics</u> <i>(Light Sensitive Lamp)</i> Electronic systems, circuits ad components. Assembling and soldering a PCB. Integrating an electronic circuit into a creative casing. Assessment: 'Systems, Circuits & Components' worksheet. Casing and graphics research task.</p>
9	<p>Textiles <u>I, me mine (fabric portrait)</u> Drawing designs, Responding to artists, Mono printing, embroidery Assessment: Artist research and practical outcome</p>	<p>Cooking and Nutrition <u>Higher level skills</u> Food Safety and hygiene, bread making, making batters and gravy, pastry making, cooking with meat, using eggs to set a product, manipulating</p>	<p>STEM <u>Rocket Powered Car</u> Aerodynamics, foam modelling, vacuum forming, downforce, using strip heater, testing, Assessment: Research on F1 and design sketches.</p>	<p>Practical Skills – <u>Metal</u> <u>Manufacture of a product to a high standard</u> Students will manufacture a small pair of wire cutters with a plastic-coated handle.</p>	<p>Graphics <u>Communicating ideas.</u> Exploring a range of drawing techniques to cover each area of technology. Students will cover Sketching for design, illustration, product</p>	<p>Systems & Control <u>Electronics</u> <i>(Light Sensitive Lamp)</i> Electronic systems, circuits ad components. Assembling and soldering a PCB. Integrating an</p>



		the sensory properties of a product. Assessment: Practical dishes, International Food work.		Assessment: Practical work, and written assessment of theory in lesson 5	drawing, isometric drawing and orthographic drawing: Assessment: Product/design specification Drawings from lesson 1, 4,5 and 6	electronic circuit into a creative casing. Assessment: 'Systems, Circuits & Components' worksheet. Casing and graphics research task.
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YEAR	Term 1	Term 2	Term 3
10	<p>GCSE DT: Timbers, polymers and metals – sources and origins, wastage and addition techniques. Assessment: For each of the three material areas there is a written assessment using exam style questions. Three practical projects are assessed for accuracy of wastage and addition techniques</p> <p>BTEC Tech Award Engineering: Component 1: Exploring Engineering sectors (LA A) Component 3: Responding to an engineering brief (LA A & B) Assessment: Component 1 LA A assignment: Understand engineering sectors, products and organisations and how they interrelate.</p> <p>GCSE Graphic Communication: Unit 1: Personal Portfolio: Project 1 ‘PickNick: Branding and packaging unit Assessment: Ongoing assessment of Personal Portfolio against assessment objectives A01: Develop, A02: Refine and A03: Record-informal verbal feedback in class and formal written feedback on sketchbook record sheet.</p>	<p>GCSE DT: Textiles, paper and boards, Electronic and mechanical systems – sources and origins, wastage and addition(where applicable). Assessment: For each area there is a written assessment using exam style questions. Four practical projects are assessed for accuracy of wastage and addition techniques</p> <p>BTEC Tech Award Engineering: Component 3: Responding to an engineering brief (LA C) Component 1: Exploring Engineering sectors and design applications (LA B) Assessment: Component 3 external exam Feb.</p> <p>GCSE Graphic Communication: Unit 1: Personal Portfolio: Project 1 ‘PickNick’: Production of Final Outcome 1. This is composed of 2 elements-branding design featuring logo, brand imagery and colour scheme and at least one package design for takeaway food/drink, such as cup wraparound, pizza box, serviette design.</p> <p>Begin Project 2: ‘Town and Country’: Illustration unit.</p>	<p>GCSE DT: First half term – Social, moral and cultural issues/new and emerging technology. Second half term NEA released by AQA. Students begin NEA project. Assessment: Written assessment at the end of first half term. Section A assessed before summer break (students cannot be informed of this due to JCQ regs).</p> <p>BTEC Tech Award Engineering: Component 1: Exploring Engineering sectors and design applications (LA B) Assessment: Component 1 LA B assignment: explore engineering skills through the design process.</p> <p>GCSE Graphic Communication: Unit 1: Personal Portfolio: Production of Final Outcome 2: Promotional postcard for a visitor attraction in East Anglia or illustrated gift card with a link to local area. Digital photo edit/vector graphic or hand drawn/painted outcome.</p> <p>Assessment: Project 2: A02: Refine and A04 (of final outcome): Present. Formal written feedback on sketchbook record sheet.</p>



<p>GCSE Food Preparation and Nutrition: Food Safety, Food labelling including red tractor, organic and fair trade, Nutrition – Macronutrients, micronutrients, water, energy balance, major diet related risks, Food Provenance and seasonality, food science – bread and raising agents, dairy products, cakemaking.</p> <p>Practical skills- biscuit making, shortcrust pastry, Vegetable soup, Chelsea Buns, ‘free choice’ themed practical work, Chocolate Yule Log.</p> <p>Assessment:</p> <p>Assessment of dishes made in practical lessons. Test on Nutrition Written work and dish for ‘free choice’ theme practical.</p>	<p>Investigate photography techniques, traditional (drawing and painting) illustration styles and digital vector/photo editing techniques.</p> <p>Assessment:</p> <p>Project 1: A02: refine and A04 (of final outcome): Present. Formal written feedback on sketchbook record sheet.</p> <p>Project 2: Ongoing assessment of Personal Portfolio against assessment objectives A01: Develop, A02: Refine and A03: Record-informal and formal written feedback on sketchbook record sheet.</p> <p>GCSE Food Preparation and Nutrition: Meat & Poultry, Eggs, Fish, pastry – choux, flaky rough puff, Life Stages and DRVS, special diets, Nutritional needs of different groups of people.</p> <p>‘Free choice’ themed practical work 2, Sauce making – all in one, roux, bechamel, emulsions</p> <p>Practical skills: Chicken Curry and Flat Bread, Lemon Meringue Pie, fishcakes, Profiteroles, Apple Turnovers, Salmon En crouete and bechamel sauce, Mayonnaise.</p> <p>Assessment:</p> <p>Assessment of completed dishes in practical lessons End of term test on topics covered in Term 2 Written work and dish for ‘free choice’ theme practical.</p>	<p>GCSE Food Preparation and Nutrition: Cooking Methods, Factors affecting Food Choice, British, French and Italian Cuisine, Food Security, Ethical foods, GM foods, food waste, food miles, carbon footprint, food preservation, technological developments, sensory evaluation, naming equipment.</p> <p>‘Free choice’ themed practical work 3</p> <p>Practical skills: Chicken Kiev and steamed Vegetables, Tarte Tatin, Pasta and tomato sauce, souffle.</p> <p>Assessment:</p> <p>Assessment of completed dishes in practical lessons. Mock Exam Written work and dish for ‘free choice theme practical 3.</p>
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GCSE DT: Students continue work on NEA project folder work.

Assessment: Section B and C assessed (marks not released to students due to JCQ regs).

BTEC Tech Award Engineering:

Component 2: Investigating an engineering project. (LA A & B)

Assessment:

Component 2 LA A assignment: understand materials, components and processes for a given engineered product.

GCSE Textile Design: Unit 1: Personal Portfolio: Project 2 ‘Commercialism and Consumerism’: Mock Exam: (5 hours) Final outcome produced under controlled conditions.

Assessment: Ongoing assessment of Personal portfolio.

GCSE Graphic Communication: Unit 1: Personal Portfolio: Project 3 ‘Music Promotion’: Students choose from a selection an area of the music industry to create a graphic product for i.e. album cover, concert poster, festival branding. They will investigate relevant artists/designers and appropriate

GCSE DT: Students begin manufacture of their product prototype and complete folder work.

Assessment: Section D assessed (marks not released to students due to JCQ regs). Final assessment of coursework project

BTEC Tech Award Engineering:

Component 2: Investigating an engineering project. (LA B & C)

Assessment:

Component 2 LA B assignment: investigate a given engineered product using disassembly techniques.

GCSE Textile Design : Unit 2: Externally set assignment
8 themes set by the exam board: students to choose one theme to respond to with a collection of preparation studies.

Assessment: Ongoing tracking of progress with exam preparation.

GCSE Graphic Communication: Unit 2: Externally set assignment
8 themes set by the exam board: students to choose one theme to respond to with a collection of preparation studies.
Assessment: Ongoing tracking of progress with exam preparation.

GCSE DT: Students prepare for written exam.

Assessment: Continuous assessment of students on a lesson by lesson basis as part of examination preparations.

BTEC Tech Award Engineering:

Component 2: Investigating an engineering project. (LA C)

Assessment:

Component 2 LA C assignment: plan the manufacture of and safely reproduce/inspect/test a given engineered component.
Component 3 re-sit if needed.

GCSE Textile Design: Unit 2: Externally set assignment
Timed Test: (10 hours): Final outcome produced under controlled conditions
Assessment: Marked and standardised in subject teams and then moderated by exam board.

GCSE Graphic Communication: Unit 2: Externally set assignment
Timed Test: (10 hours): Final outcome produced under controlled conditions
Assessment: Marked and standardised in subject teams and then moderated by exam board.



	<p>techniques within both traditional and digital media. Assessment: Ongoing assessment of Personal Portfolio against assessment objectives A01: Develop, A02: Refine and A03: Record. Informal verbal feedback through one-to-one tutorials and formal written feedback on sketchbook record sheet.</p> <p>GCSE Food Preparation and Nutrition Preparation for NEA Start NEA Assessment: Class test in October Mock Exam</p>	<p>GCSE Food Preparation and Nutrition Completion of NEA 2 – Food Preparation Task Assessment: Completed Assessment of NEA 2</p>	<p>GCSE Food Preparation and Nutrition: Revision for theory exam (worth 50% of the final grade) Assessment: Assessment of tasks completed in revision lessons.</p>
12	<p>Product Design: Technical Principles. Classification of materials and material properties. Use of finishes, Scales of production, design for manufacture, health and safety. Assessment: Half termly written assessment of theoretical knowledge based upon course content, using exam style questions. Practical work assessed for skill and accuracy against NEA spec.</p> <p>Engineering Level 3: Unit 1: Engineering Principles. Unit 2: Delivering Engineering processes safely as a team Assessment:</p>	<p>Product Design: Design Principles. Design methods and processes, design theory, technology and culture, critical analysis, selecting tools and processes, accuracy, responsible design, design for manufacture, national and international standards. Assessment: Half termly written assessment of theoretical knowledge based upon course content, using exam style questions. Practical work assessed for skill and accuracy against NEA spec.</p> <p>Engineering Level 3: Unit 1: Engineering Principles. Unit 2: Delivering Engineering processes safely as a team Assessment:</p>	<p>Product Design: Begin NEA Project portfolio. Assessment: Section A assessed in last week of term – marks not released to students due to JCQ regulations</p> <p>Engineering Level 3: Unit 1: Engineering Principles. Unit 2: Delivering Engineering processes safely as a team.</p>



	<p>Unit 2 LA A assignment</p> <p>A-Level Graphic Communication: Unit 1: Personal Portfolio: Project 1: ‘Alphabet’: encompassing both traditional drawing and painting skills and digital vector drawing artwork, culminating in:</p> <ul style="list-style-type: none"> • An ‘Alphabet’ book: in a personal style chosen by the student, appropriate for their chosen audience and which displays letters of the alphabet in creative and unusual styles. • Illustrated word artwork: a digital graphic using lettering which conveys a message • Brochure and editorial design: historical and cultural contexts studied in order to produce an effective magazine layout and a leaflet design. <p>Assessment: Ongoing assessment of Personal Portfolio against assessment objectives A01: Develop, A02: Refine and A03: Record, A04: Present. Informal verbal feedback through one-to-one tutorials in class and formal written feedback on sketchbook record sheet.</p>	<p>Unit 2 LA B assignment</p> <p>A-Level Graphic Communication: Unit 1: Personal Portfolio:</p> <p>Mock Exam Project: Students to explore one theme from a choice of two (‘Art Deco’ or ‘The Future’) and produce a sketchbook of preparation studies: artist/designer research, recording ideas, photos and drawings practical investigation and development. Assessment: ongoing tracking of progress through Personalised Learning Plans and one-to-one tutorials with students for exam preparation.</p>	<p>Unit 3: Engineering Product design and manufacture. Assessment: Unit 2 LA C assignment Unit 1 external exam</p> <p>A-Level Graphic Communication: Unit 1: Personal Portfolio: Mock exam: 10 hours: Final outcome produced under controlled conditions. Assessment: Informal verbal feedback via one-to-one tutorials in preparation for mock exam. Personal learning plans for target areas. Formal assessment: At the end of year teacher moderation of exam projects.</p>
13	Product Design: Continue NEA project work	Product Design: Begin manufacture of NEA project prototype.	Product Design: Preparation for written exams.



Assessment: Section B and C assessed at half term/Xmas respectively – marks not released to students due to JCQ regulations

Engineering Level 3:

Unit 3: Engineering Product design and manufacture.

Assessment:

Practice questions and papers in lesson time.

A-Level Textile Design: Unit 1: Personal Portfolio: A focused, personal investigation of a specific aspect of textiles, supported by the research of relevant artists and/or designers.

Assessment: Ongoing assessment of Personal portfolio.

A-Level Graphic Communication: Unit 1: Personal Portfolio: A focused, personal investigation of a specific aspect of graphic communication, supported by the research of relevant artists and/or designers and existing graphic products.

Assessment:

Ongoing assessment of Personal Portfolio against assessment objectives A01: Develop, A02: Refine and A03: Record, A04: Present. Informal verbal feedback through one-to-one tutorials in class and formal written feedback on sketchbook record sheet.

Assessment: Section C and D assessed at half term. Section E and final assessment at Easter – marks not released to students due to JCQ regulations.

Engineering Level 3:

Unit 3: Engineering Product design and manufacture.

Unit 10: Computer Aided Design in Engineering.

Assessment:

Unit 3 external exam Feb
Unit 10 LA A assignment

A-Level Textile Design: Unit 2: Externally Set Assignment:

8 themes set by the exam board: students to choose one theme to respond to.

Assessment: Ongoing tracking of progress with exam preparation.

A-Level Graphic Communication: Unit 2: Externally Set Assignment

8 themes set by the exam board: students to choose one theme to respond to.

Assessment: ongoing tracking of progress through Personalised Learning Plans and one-to-one tutorials with students for exam preparation.

Assessment: Continuous assessment of students on a lesson by lesson basis as part of examination preparations.

Engineering Level 3:

Unit 10:

Computer Aided Design in Engineering.

Assessment:

Unit 3 external exam resit may/June
Unit 10 LA B & C assignment

A-Level Textile Design: Unit 2: Externally Set Assignment

Timed Test: (15 hours): Final outcome produced under controlled conditions

Assessment: Marked and standardised in subject teams and then moderated by exam board.

A-Level Graphic Communication: Unit 2: Externally Set Assignment

Timed Test: (15 hours): Final outcome produced under controlled conditions.

Assessment:

Informal verbal feedback via one-to-one tutorials in preparation for timed test.

Personal learning plans for target areas.

Formal assessment: At the end of year teacher moderation of coursework and exam projects.



DANCE

YEAR	TERM 1	TERM 2	TERM 3
7	<p>Core PE - Mission Impossible</p> <p>Learn, replicate, and apply two themed motifs and create a piece of dance with a clear narrative, storytelling structure.</p> <p>ASSESSMENT Practical: End of unit assessment – performed as a group, students to receive individual attainment and CTL.</p>		
8	<p>Core PE - Parkour</p> <p>Learn, replicate, and apply one key challenging motif and explore a wide range of space and relationships through a group dance.</p> <p>ASSESSMENT Practical: End of unit assessment – performed as a group, students to receive individual attainment and CTL.</p>		
9	<p>Dance Pathway - Swansong Present a thought-provoking dance using props, found sound, costume and a social theme.</p> <p>ASSESSMENT Practical: End of unit assessment</p>	<p>Dance Pathway - The Art of Choreography Learn how to create and perform a contemporary dance around an abstract stimulus.</p> <p>ASSESSMENT Practical: End of unit assessment</p>	<p>Dance Pathway - KHS Dance Festival Learn how to build a group dance piece ready for performance to a paying audience. Costumed too!</p> <p>ASSESSMENT Practical: End of unit assessment</p>
10	<p>Practical: Anthology Focus A Linha Curva, Infra & Shadows Anthology Focus Emancipation of Expressionism, Within Her Eyes & Artificial Things. Theory: Understand all anthologies and key terminology focussing specifically on Section C of the theory paper.</p> <p>ASSESSMENT Practical: Dance Jam performance Theory: Knowledge Organiser Tests 6 and 12 mark extended writing Q's</p>	<p>Practical – Learn and master one or both Set Phrases (Breathe and Scoop). Theory – Understand key terminology linked to Section B; including mental skills and safe practice.</p> <p>ASSESSMENT Practical: Set Phrase/s (mock) Theory: Section B question paper 6 mark questions</p>	<p>Practical - Develop an understanding of choreography. Theory – Understand dance theory and key terminology focussing specifically on Section A of the paper. Building exam skills through the introduction of Walking Talking Mocks in preparation for the Yr10 mock.</p> <p>ASSESSMENT Practical: Dance Festival performance Theory: Section A question paper Short answer questions. WTM x2</p>



<p>11</p>	<p>Practical - Build, refine and perform a duo/trio based on the Set Phrases Flux/Shift. Theory - Master theory approaches across Section C of the theory paper.</p> <p>ASSESSMENT Practical: Trio (final) Theory: Knowledge Organiser Tests 6 and 12 mark extended writing Q's WTM Papers x2</p>	<p>Practical - Research, build and create a solo or group dance/choreography. Theory - Master Section A of the theory paper. Application of choreography and set phrase experiences to the 6 mark questions in Section B.</p> <p>ASSESSMENT Practical: Choreography pieces (final) Theory: Section A question paper Short answer questions WTM Papers x2</p>	<p>Practical – Refine and assess formally both solo set phrases (Breathe/Scoop). Theory – Revision based work. Mind maps. Exam prep through WTM's.</p> <p>ASSESSMENT Practical: Set Phrase (final) Theory: WTM Papers x2</p>
<p>12</p>	<p>Practical - Solo in the style of a chosen practitioner. Theory - Application of Rooster through theory building knowledge and understanding, content and context).</p> <p>ASSESSMENT Practical: Solo (mock) Theory: Rooster essays and short answer questions /25</p>	<p>Practical - Exploring the art of creating and performing a quartet. Theory - Sutra (Building K&U, content and context).</p> <p>ASSESSMENT Practical: Group Choreography (mock) Theory: Sutra essays /25</p>	<p>Practical - Choreography questions workshopped, researched & performed. Theory – Devising mind maps to allow students to consolidate theory. Reducing notes down to support essay writing and short answer questions.</p> <p>ASSESSMENT Practical: Rooster & Sutra Theory: Rooster & Sutra exam preparation. Working under timed conditions. Experience of past papers and 2½ hr writing prep.</p>
<p>13</p>	<p>Practical - Quartet and Solo in the style of prepped for exam. Theory – Rambert (Building K&U, content and context).</p> <p>ASSESSMENT Practical: Quartet and Solo (final) Theory: Rambert essay and short answer questions /25</p>	<p>Practical - Choreography questions workshopped, researched, and performed. Theory – Independent Contemporary.</p> <p>ASSESSMENT Practical: Group Choreography (final) Theory: Independent Contemporary essay questions /25.</p>	<p>Revision – Revision based work. All aspects of course content covered. Mind maps and writing model answers and frameworks.</p> <p>ASSESSMENT Theory only: Exam preparation. Working under timed conditions. Experience of past papers and 2½ hr writing prep.</p>



DRAMA

YEAR	Term 1	Term 2	Term 3
7	<p>P.E.R.F.O.R.M.I.N.G.</p> <p>CONTENT: Basic Drama skills – techniques, skills and rules of performance Panto – Style Analysis and Performance Evaluation ASSESSMENT 1 - written Live Theatre Evaluation on Panto links to GCSE Live theatre Evaluation)</p>	<p>CONTENT: Spring A – PERFORMING COMPLETION – assessment on using techniques with text. ASSESSMENT 2: End of Unit test – short answer Spring B – BIG SHOW preparation – narration and physical theatre techniques and skills</p>	<p>CONTENT: BIG SHOW – Performance at beginning of July ASSESSMENT 3 Practical performance – feedback review sheet Extension: 2 lessons of exploring other techniques linked to Yr8 progression – Flashback and Montage</p>
8	<p>S.T.Y.L.I.S.E. Non-Naturalistic Drama Looking at techniques and characteristics of studio based drama and early practitioner style such as Godber and Brecht (links to GCSE)</p>	<p>CONTENT: Spring A: STYLISE Completion – End of Unit test Spring B: DEVISE Using all of the techniques to create an original piece of extended drama for performance to class and/or invited audience. ASSESSMENT 1 and 2: Practical assessment and Written Evaluation of Personal Journey and Performance (written focus links to GCSE Devising Unit)</p>	<p>CONTENT: Summer A: TV Adverts Looking at Genre and Style of television advertisements, characterisation and structure – assessment of live or recorded TV. (Applying K+U of the techniques to their performance work)</p>
9	<p>CONTENT: A.C.T.I.N.G – character focus for GCSE depth Autumn A: THEMES AND SKILLS Introduction and exploration (class-based activities to explore communication) Gangs – follow on from TV Genre scheme in Yr8 where techniques and style are key to exploring theme and character with techniques developed Autumn B: WARDEN X TIR and Teacher Led with choices made by the students regarding outcomes, techniques and plot structure in order to build engaging and explorative drama based on a Young Offenders Institution</p>	<p>CONTENT: Spring A: CHOICES STIMULUS PROJECT Dependent on what our students have opted for by this point, the students will produce a devising portfolio of work and performance demonstrating ideas, research, performance and evaluation ASSESSMENT 1: Devising Unit Written Focus Planning, Research, Performance and Evaluation – link to GCSE Summative Test Spring B: THE VAULT Teacher Led exploring skills and techniques through the stimulus of a modern apocalypse (problem solving, spontaneous improvisation, developed drama – links to GCSE Devising)</p>	<p>CONTENT: Summer A: THE VAULT cont. Summer B: FILM TRAILER Film project to create a film trailer using skills such as storyboarding, design and editing of their own work (Links with options chosen by this point but also performance for media/using multi-media as a style) ASSESSMENT 2: GROUP ASSESSMENT OF PRESENTATION AND PLANNING TRAILER – WRITTEN AND PRACTICAL FOCUS</p>



<p>10</p>	<p>CONTENT: Exploring Practitioners – depth of performance style knowledge is key to making good drama and succeeding in the course. ASSESSMENT 1: Practice Devising unit – application of skills and techniques learned using the exam format as a guide to HOW they will get the most from the performance coursework and learning from early mistakes.</p>	<p>CONTENT: Script exploration – how to bring characters to life ready for Performing Texts Unit ASSESSMENT 2: (Mini-Mock practical) Live Theatre Evaluation – Mock 1 – Watch Digital Theatre or have seen live theatre and deconstruct how to answer the exam questions Mock 2 Prep – DNA – first glance, exploration and taster questions – explored practically</p>	<p>CONTENT: ASSESSMENT 3: Devising Drama Unit 1 coursework and practical completion before Work Experience Mock exam prep (injected into the timetable lessons) ASSESSMENT 4: Mock Exam Yr10</p>
<p>11</p>	<p>CONTENT: GCSE – SET TEXT (DNA in full) AND MOCK EXAM PREP – complete the script exploration and develop the exam techniques from Summer Mock LTE – revisit performances seen and notes for revision ASSESSMENT 4: MOCK EXAM Intro to UNIT 2 PERFORMING TEXTS</p>	<p>CONTENT: ASSESSMENT 5: UNIT 2 Performance Exam to external examiner (March). Final coursework adjustments Exam revision and Prep</p>	<p>CONTENT: EXAM PREP and Study Leave. Coursework sent to exam board. ASSESSMENT 6: GCSE WRITTEN PAPER JUNE</p>
<p>12</p>	<p>CONTENT: Summer Homework/Monologues and Practitioner exploration through text (TBC at start of year). ASSESSMENT 1a: UNIT 1 Practitioners in Practice – research report and page to stage performance coursework (Interjected with coursework written checks and mini-deadlines)</p>	<p>CONTENT: ASSESSMENT 1b: UNIT 1 Practitioners in practice – off text devising unit for performance coursework. UNIT 1: Practitioners in Practice Portfolio coursework completion and deadline</p>	<p>CONTENT: (Paper 1) Analysing Texts: Frankenstein Exploring themes, context and directing/rehearsal techniques through the text and practical exploration ASSESSMENT 2: UNIT 3 (Paper 1) Analysing Texts: LIVE THEATRE MOCK EXAM</p>
<p>13</p>	<p>CONTENT: UNIT 3: (Paper 1) Analysing Texts: Othello - Exploring themes, context and directing/rehearsal techniques through the text and practical exploration UNIT 3: (Paper 2) Deconstructing Texts: Earthquakes in London – text analysis and concept creation ASSESSMENT 3: MOCK PAPER 1 Question 5/6 Autumn B</p>	<p>CONTENT: ASSESSMENT 4: UNIT 2 Exploring and Performing Texts (External Practical Exam) All student to explore a performance text and bring it to life for external examination (March) UNIT 3: (Paper 2) Deconstructing Texts: Earthquakes in London – continuation and Paper revision</p>	<p>CONTENT: EXAM PREP – UNIT 3 BOTH PAPERS EXAM QUESTIONS, TEXT PAPERS, WALKING/TALKING MOCK, REVISION AND REVISIT Live Theatre (May end) ASSESSMENT 5: UNIT 3 WRITTEN PAPERS 1 AND 2</p>



Economics

YEAR	Term 1	Term 2	Term 3
10	Introduction to Economics + assessment & Supply and Demand + assessment	Markets and competition + assessment	Yr 10 Assessment Fortnight The labour market and the financial sector + assessment Department mock paper 1
11	GDP, inflation & Unemployment + assessment Revision Yr 11 mock paper	Macro - Economic policy + assessment & international trade	International trade and globalisation + assessment Department mock paper 2
12	Theme 1 Basic economic problem + assessment & how markets work + assessment Theme 2 Measuring economic performance + assessment & AD/AS + assessment	Theme 1 Market failure + assessment & Government intervention + assessment Theme 2 National income + assessment, Economic growth + assessment & Macro policy + assessment	Revision and Economic quantitative skills Year 12 Mock Theme 3 Business growth and objectives (3.1) + assessment Theme 4 Poverty & Inequality (4.1) + assessment
13	Theme 3 Theory of the firm (3.2) + assessment, (3.3) + assessment & Markets Theme 4 Globalisation and trade (4.2) + Assessment	Theme 3 Markets (3.4) + assessment, The labour market (3.6) + assessment & Government intervention (3.5) + assessment Yr 13 Mock Theme 4 Development (4.3) + assessment, Financial markets (4.4) + assessment & the role of the state (4.5) + assessment	Revision Department Mock – Paper 3



English

Year	Term 1	Term 2	Term 3
7	Alter Egos: Jekyll and Hyde The Romantics: Poetry Immersive Reader	Immersive Reader The Writer's Voice: non-fiction	Introduction to Shakespeare Modern Drama
	Assessment Language: Creative writing Literature: Poetry analysis Language Paper 1: Q1/2 Spelling Test 1	Assessment Literature: Extract analysis Spelling test 2 Language Paper 2: Q1/3 Language: Transactional writing	Assessment Shakespeare knowledge quiz Spelling test 3 Synoptic assessment: Q1/2 and writing task Literature: Drama extract analysis
8	Cultural Viewpoints Literary Allusions Immersive Reader	Immersive Reader The Writer's Voice: non-fiction	Gothic: Creative writing Shakespeare
	Assessment Literature: Poetry analysis Knowledge quiz Language Paper 1 Q1/2 Spelling Test 1	Assessment Literature: Extract analysis Spelling Test 2 Language Paper 2: Q1/3 Language: Transactional writing	Assessment Language: Creative writing Spelling Test 3 Synoptic assessment: Q1/2 and writing task Literature: Drama extract analysis
9	Exploring the 19 th Century (non-fiction) Writers at War (Poetry and creative writing)	Exploring Conflict: Literature in Context The Novel	The Novel An Inspector Calls
	Assessment Language: Paper 2 Q1/2/3 Language: Transactional writing Literature: Poetry analysis Language: Creative writing	Assessment Synoptic exam Language Paper 1: Creative writing Language Paper 1: Q1/2/3	Assessment Whole novel essay AIC Knowledge quiz
10	<i>Jekyll and Hyde</i> Language skills homework	<i>Macbeth</i> Language Paper 1 skills Reading and writing on the theme of suspense Unseen poetry	WTM Anthology poetry Language Paper 2 Rhetoric and famous speeches



			Preparation for S+L <i>An Inspector Calls</i>
	Assessment Language Paper 1: Q1/2/3 Literature: Extract and whole novel question. Literature: Assessment on theme of conflict in Jekyll and Hyde Language: Creative writing	Assessment Language Paper1 Q1/2/3 Literature: Extract analysis on Macduff/Ross Literature: Extract on Macbeth/Lady Macbeth Literature: Unseen poetry	Assessment Mock Exam: Literature <i>Jekyll and Hyde</i> <i>Macbeth</i> Unseen poetry Language Paper 1 Speech writing
11	<i>Macbeth</i> Language Paper 2 Unseen/Anthology poetry	<i>Macbeth</i> revision <i>Jekyll and Hyde</i> revision <i>An Inspector Calls</i> revision Continue anthology poetry	Language Paper 1 Language Paper 2 Revision and skills All Literature paper revision
	Assessment Literature: <i>Macbeth</i> extract Language: Transactional task November Mock: Literature Paper 1 Language Paper 2	Assessment Literature: <i>Macbeth</i> extract Literature: <i>An Inspector Calls</i> extract or <i>Jekyll and Hyde</i>	Assessment Reading sections paper 1+2 Transactional writing Creative writing Essays as required for revision

English Literature

Year	Term 1	Term 2	Term3
12	Study of 'Othello' Study prose text one and unseen material Continuation of Othello studies Study prose text one and unseen material	Poetry Anthology (pre-20 th century) Build in opportunities to analyse unseen poetry Comparative work with the prose texts being studied Study prose text two and unseen prose Practise comparison between set texts	Exam practice and preparation Start A2 Comparative Coursework Start A2 War Poetry Anthology



		Exam prep: Mock AS Paper 1 pre-1900 Poetry and Othello Exam prep: Mock AS Paper 2 Unseen prose and linked prose comparison	
	<p>Assessment</p> <p>Paper 1 AS extract questions from Acts One - Four.</p> <p>Paper 1 AS Unseen question based on material from AQA</p> <p>Single text question to assess management of AO1,2,3,5</p> <p>Full two-part Paper 1 A2 exam questions, both extract and wider play assessing all AOs.</p> <p>Paper 2 AS Unseen Prose plus link text skill added in to use the compliment of AOs 1-5.</p>	<p>Assessment</p> <p>Paper 1 AS Poetry Q</p> <p>Paper 1 A2 Unseen Q</p> <p>Paper 2 AS prose comparison task</p> <p>Paper 2 AS Unseen prose</p> <p>Use of example questions and students' exemplar answers to highlight key areas and raise quality in writing responses ahead of mock exams.</p>	<p>Assessment</p> <p>YEAR 12 MOCK EXAMINATIONS</p> <p>AS Paper 1 pre-1900 Poetry and Othello</p> <p>AS Paper 2 Unseen prose and linked prose comparison</p>
13	<p><i>Coursework for 2 weeks, thereafter to be divided between teachers in mentor meetings</i></p> <p><i>Study Up the Line of Death set poetry</i></p> <p><i>Study All Quiet set prose text and unseen material for paper 2 linked questions 2 and 3</i></p> <p><i>Study Up to the Line of Death.</i></p> <p><i>Continue to study All Quiet</i></p> <p><i>Continue to study WW1 unseen materials</i></p>	<p><i>Revise Othello</i></p> <p><i>Revise Unseen poetry</i></p> <p><i>Study My Boy Jack set drama text for Paper 2 Question 3</i></p> <p><i>Continue to study WW1 unseen material for Paper 2 question 2</i></p> <p><i>Revise pre-1900 poetry anthology with focus on suitable pairings and comparison to set prose texts</i></p> <p><i>Compare WW1 drama and prose texts</i></p>	<p><i>Revise WW1 poetry and other key areas as appropriate after RAG rating students.</i></p> <p><i>Revise set prose texts with focus on suitable pairings and comparison to anthology poetry</i></p>
	<p>Assessment</p> <p>A2 Paper 2 question 1 practice Q</p> <p>A2 Paper 2 question 2 Unseen prose Q</p> <p>Single text question to assess management of AO1,2,3,5 for A2 Paper 2 question 3</p>	<p>Assessment</p> <p>A2 Paper 2 question 2 Unseen prose Q</p> <p>Single text question to assess management of AO1,2,3,5 for A2 Paper 2 question 3</p>	<p>Assessment</p> <p>A2 Paper 2 question 1 practice Q</p> <p>A2 Paper 1 question 3 practice Q</p> <p>Coursework Moderation</p>



<p>A2 Paper 2 question 1 practice Q A2 Paper 2 question 2 Unseen prose Q Coursework first drafts submitted for feedback</p>	<p>Coursework second drafts submitted for feedback A2 Paper 1 question 3 practice Q A2 Paper 2 question 3 practice Q Coursework final drafts submitted</p>	
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English Language

Year	Term 1	Term 2	Term3
12	<p>Introduction to the course, use of Cornell notes and importance of wider reading, Paper 1 Meanings and Representations. Overview of key linguistic concepts: the introduction to language levels (grammar, lexis, semantics, discourse, graphology, pragmatics) and applying these to a range of texts. The introduction to Diversities (separated into four umbrella areas: correctness and prestige, evolution of language, idiolect, sociolect and identity, and power.) <i>Areas covered:</i> power and occupation, accent and dialect (part 1), age, ethnicity. Revision of AO1 terminology throughout, interleaving of textual analysis.</p>	<p>Revision of Paper 1 skills, Accent and Dialect continued, and introduction to NEA Original Writing. Students are introduced to the NEA Original Writing, in which they have freedom of choice across Storytelling, Information and Persuasion. An opportunity to enrich reading experiences and craft their own use of voice (AO5). Finishing off NEA, folders complete and handed in. We come back to this in Year 13 after the NEA Language Investigation is complete. Paper 1 revision commences.</p>	<p>Revisiting Paper 1 (AO1+3) and Paper 2 (AO1+2) for mock preparation, writing practice. Students are introduced to the concept of bullet journaling for revision of all language levels. The introduction of Paper 2 Q3 Directed Writing Language and Gender to be taught (AO1+2). NEA Language Investigation is introduced to the cohort; mini investigations, looking at data, methodologies, etc. Summer homework is to commit to their own Investigation idea and start initial wider reading.</p>
	<p>Assessment Paper 1 assessment: Q1 and 2 Paper 1 assessment: Q1, 2 and 3 Paper 2 assessment: Q3 ('Evaluate the idea that...') Paper 2 assessment/writing practice: Q1 write-up on power in the courtroom</p>	<p>Assessment Paper 1 assessment: Q 1, 2 and 3 NEA: the planning and drafting of an original piece, alongside the annotation of a style model.</p>	<p>Assessment Paper 1 assessment: Q1, 2 and 3 Paper 1 assessment: Q3, focusing on comparative skills and evaluating how historical differences affect language use/meanings and representations</p>



		NEA: the redrafting/finishing off of students' original pieces, style model annotations and the commentary. Paper 1 assessment: Q2	Paper 2 assessment: Q1 Accent and Dialect Paper 2 assessment: Q3 on power/occupation Year 12 mocks – Paper 1 and 2
13	NEA Language Investigation Paper 1 Revision: Language Levels, terminology, analysing/comparing texts Paper 2: Discourses Paper 1 Child Language Development Paper 2 Language Change and World Englishes	Paper 1 Child Language Development cont. Paper 2 Language Change and World Englishes cont. Final touches to NEA Original Writing and Investigation Paper 1 Section A revision Paper 2 Section A and B revision: Diversities/Change and Discourses	Final revision based on cohort's needs
	Assessment Year 13 mock: Paper 1 Section A (Q1, 2, 3) Paper 2 Section A (Q1, accent and dialect) Paper 2 Q3 Discourses assessment Paper 1 Q4/5: Speech Development	Assessment Paper 1 Q4/5: Writing Development Paper 2 Q1/2 NEA Original Writing and Investigation Year 13 mock: Paper 1 Section A and B Paper 2 Section A and B	Assessment Final assessments of key components during lessons/as homework

English Language and Literature

Year	Term 1	Term 2	Term3
12	Duffy poetry Anthology	<i>Handmaid's Tale</i> Revision of Duffy <i>Streetcar Named Desire</i>	Anthology Introduction to coursework
	Assessment Examine how Duffy presents feelings of regret in 'Mean Time' and one other poem of	Assessment Read the extract. This is from the section of the novel where Offred has recently been partnered with Ofglen.	Assessment Mock exam: Paper 1 NEA marking



	<p>your choice [June 2017] AO1, AO2 Examine how Duffy presents views on growing up in 'Litany' and one other poem of your choice [June 2017] AO1, AO One text only AO1+AO3 Compare and contrast how the writer of Text A and the speakers of Text B present experiences of visiting the Louvre – Bill Bryson and Rick Steves [June 2018] AO1, AO3, AO4</p>	<p>Explore the significance of Offred's interactions with Ofglen in the novel [June 2017] AO1, AO2, AO3 Read the extract. This is from the section of the novel where Offred recalls what happens at a Prayvaganza. Explore the significance of Gilead's ceremonies in the novel [June 2017] AO1, AO2, AO3</p>	
13	<p>Coursework final drafting <i>The Great Gatsby</i> <i>A Streetcar Named Desire</i></p>	<p><i>The Great Gatsby</i> <i>A Streetcar Named Desire</i></p>	<p>Revision of Paper 1 (Duffy/Handmaid's/Paris)</p>
	<p>Assessment NEA Paper 2</p>	<p>Assessment Exam practice questions Paper 2</p>	<p>Assessment Mock Paper1</p>



Ethics and Philosophy

YEAR	Term 1	Term 2	Term 3
7	Who am I? – What it means to be human	Creation stories, Religious leaders	Culture and tribes, polytheistic religions
Assessment Year 7	<ul style="list-style-type: none"> Baseline test- first half of the term Letter to an alien- completed at the end of term 1 	<ul style="list-style-type: none"> Creation story group work assessment- first half of the term Religious leaders’ assessment- second half of the term 	<ul style="list-style-type: none"> Tribes’ brochure- first half of the term End of year assessment- second half of the term
8	Religion and the environment, poverty	Who was Jesus, Big ideas that have changed the world	Human rights, animal rights, ethical questions
Assessment year 8	<ul style="list-style-type: none"> Eco-town assessment- first half of the term Who is responsible for the environment assessment- second half of the term 	<ul style="list-style-type: none"> Who was Jesus? assessment- first half of the term Which has had the biggest impact- democracy, freedom or equality assessment- second half of the term 	<ul style="list-style-type: none"> Human rights group work assessment - first half of the term End of year assessment- second half of the term
9	Prejudice and discrimination	Evil and suffering- can god still exist?	Is crime caused by poverty? What is reality?
Assessment year 9	<ul style="list-style-type: none"> Baseline test- first half of the term Who had a better response to prejudice and discrimination, MLK or Malcolm X assessment- second half of the term 	<ul style="list-style-type: none"> End of year assessment- first half of the term Evil and suffering extended homework piece- second half of the term 	<ul style="list-style-type: none"> Evil and suffering written assessment- first half of the term Is crime caused by poverty assessment- second half of the term



Film Studies

Year	Term 1	Term 2	Term3
10	Introduction to Film Studies <i>Skyfall</i> US Comparative study <i>Rebel Without a Cause</i>	<i>Tsotsi</i> <i>Rebel Without a Cause</i> <i>Ferris Bueller's Day Off</i>	<i>District 9</i> <i>Ferris Bueller's Day Off</i> US Comparative Study
	Assessment What is the effect of the key elements in this sequence? Explore how cinematography and lighting help to create the film's 'look'? <i>Skyfall</i>	Assessment Explore how genre convention is used in one sequence from your chosen film. <i>Rebel Without a Cause</i> Explore how young people are represented in your film. <i>Tsotsi</i>	Assessment Explore how one example of cinematography is used in a sequence of your chosen film. <i>Ferris Bueller's Day Off</i> Component 2 Mock
11	<i>Juno</i> US Comparative Study Key Developments in film and film history. <i>Mean Girls</i>	Coursework Component 2 revision Component 1 revision	Exam Skills Course revision
	Assessment US comparative: Compare the contexts of your chosen films. <i>Rebel Without a Cause</i> <i>Ferris Bueller's Day Off</i> Mock preparation Explore how far you agree with the specialist film writing on your chosen film. <i>Juno</i> Component 1 Mock	Assessment Component 3 Coursework	Assessment Mock essays



12	Film induction Component 2 Global Film: <i>Pan's Labyrinth</i> <i>City of God</i>	Component 1 British Film: <i>Trainspotting</i> <i>Moon</i>	Component 1 Hollywood 1930-90: Blade Runner Vertigo Introduction to Component 3
	Assessment In what ways do micro-features effect meaning? Discuss how aesthetics are used to communicate key themes in your films?	Assessment How far do binary opposites effect the narrative of your films? How useful has an ideological critical approach been in understanding the narratives of your films.	Assessment To what extent do Blade Runner and Vertigo evidence the director's auteur qualities? Mock Paper covering comp1 and comp2
13	Component 3 completion Component 2 <i>Amy</i> Works of Michael Moore Works of Nick Broomfield Component 1 American Film since 2005: <i>Captain Fantastic</i> <i>No Country for Old Men</i>	Component 2 Experimental film: <i>Pulp Fiction</i> Silent Cinema: The works of Buster Keaton	Revision
	Assessment Component 3 Coursework How far has technology impacted on the documentary genre? Comp 1+2 mock	Assessment To what extent is Tarantino an experimental filmmaker? Explore how far the works of Keaton utilise realist or expressionist techniques.	Assessment Practice papers



FRENCH

YEAR	AUTUMN TERM A	AUTUMN TERM B	SPRING TERM A	SPRING TERM B	SUMMER TERM A	SUMMER TERM B
7	Introduction Welcome / Numbers / Days of the week / Months / Gender and articles / Dictionary skills / Phonics ASSESSMENT: Phonics and pronunciation	Introduction Colours / Adjectival agreement / Pronouns / -er verbs ASSESSMENT: Baseline assessment	Family and friends Brothers and sisters / Family / Pets / Presenting myself / Portraits ASSESSMENT: Unit 3 tests L/R/W	At mine Where I live / My house / My room / In the evening / ASSESSMENT: Unit 4 tests L/R/W Time In the town centre / Directions / Where are you going? / I like it here /	School My morning routine / Subjects / Opinions / Timetable / After school ASSESSMENT: Unit 5 tests L/R/S	Free time Sports and hobbies / Instruments / What do you like to do? / At the activity centre / The holidays ASSESSMENT: Unit 6 tests L/R/W End of Year assessment
8	Family and home My family album / At work / Where do they live? / Weather / A day in the life ASSESSMENT: L/R/T	Going out Last weekend / TV / Going out / My weekend / ASSESSMENT: L/R/W Invitations / Accepting and declining / Clothes / Shopping	Food French food / Likes and dislikes / Preparing for a party / At the market / At the restaurant ASSESSMENT: Speaking Restaurant project	Holidays Countries / Off we go! / At the holiday centre / Destination Senegal / Travel online ASSESSMENT: L/R/T	French Project ASSESSMENT: Written project	End of Year assessments Film Study Les Choristes Le Petit Nicolas ASSESSMENT: Film review
9	Beginning of Year 9 assessment: T Teenage life Facebook / Opinions on people / Arranging to go out / Describing a date / Describing a music event	Healthy living Body parts / Sports / Healthy eating / Plans to get fit / Levels of fitness ASSESSMENT: L/R/S	Future aspirations Describing jobs / Learning languages / What you used to do / Discussing your future and your past / Talking about your job	Holiday Holidays / Imagining adventure holidays / Talking about what you take with you on holiday / What happened on holiday /	My world Rights/ Priorities / Things you buy / What makes you happy / ASSESSMENT: L/R and End of Year assessment	Film Study Sarah's key Transition to GCSE Point de depart pages chapter 1-8 ASSESSMENT: GCSE Baseline test



	ASSESSMENT: L/R/W/T		ASSESSMENT: Unit 3 L/R/T	Visiting a tourist attraction ASSESSMENT: Speaking		
10	Who am I? Friends / Family relationships / Going out / A night out with friends / Life when you were younger / Role models ASSESSMENT: Unit 1 tests L/R/S/W	Hobbies Sport / Life online / Books and reading / TV programmes / Actors and films ASSESSMENT: Unit 2 tests L/R/S/W	Celebrations Daily life / Food for special occasions / Polite language / Family celebrations / Festivals and traditions ASSESSMENT: Unit 3 tests L/R/S/W	My area Describing a region / Town, village and district / Discussing what to see and do / Plans and weather / Community projects ASSESSMENT: Unit 4 tests L/R/S/W	Holiday Ideal holiday / Booking and reviewing hotels / Ordering in a restaurant / Talking about travelling / Buying souvenirs / holiday disasters ASSESSMENT: Unit 5 tests L/R/S/W	Mock exams Preparing for the speaking exam / Revision towards listening, reading and writing exam / Feedback and improvements ASSESSMENTS: Mock exams in all 4 skills
11	School School / Comparing schools in UK and France / School rules / Getting the best out of school / School exchange ASSESSMENT: Unit 6 tests L/R/S/W	Future aspirations / Mocks Careers / Hopes, plans and wishes / Importance of languages / Applying for jobs / Understanding case studies ASSESSMENTS: Mock exams in all 4 skills	My future aspirations Careers / Hopes, plans and wishes / Importance of languages / Applying for jobs / Understanding case studies ASSESSMENT: Unit 7 tests L/R/S/W	Global dimensions Problems facing the world / Protecting the environment / Ethical shopping / Volunteering / Big events ASSESSMENT: Unit 8 tests L/R/S/W	Revision and summer exams ASSESSMENTS: Final exams (Tiered Foundation / Higher) in L/R/S/W	
12	Aspects of society Changes in the family Artistic culture Heritage Film study ASSESSMENT: Chapter 1 and 4 L/R/T/S	Aspects of society Changes in the family Artistic culture Heritage Film study ASSESSMENT: Chapter 1 and 4 L/R/T/S	Aspects of society Cyber-society Artistic culture Music Film study ASSESSMENT: Chapter 2 and 5 L/R/T/S	Aspects of society Cyber-society Artistic culture Music Film study ASSESSMENT: Chapter 2 and 5 L/R/T/S	Aspects of society Volunteering Artistic culture Cinema	Aspects of society Volunteering Artistic culture Cinema



					Film study ASSESSMENT: Chapter 3 and 6 L/R/T/S Revision – Mock AS exam papers 1,2 and 3	Film study ASSESSMENT: Chapter 3 and 6 L/R/T/S Revision – Mock AS exam papers 1,2 and 3
13	Aspects of society Multiculturalism Political life Vote Book study IRP ASSESSMENT: Chapter 7 and 10 L/R/T/S	Aspects of society Inclusion/exclusion Political life Strikes Book study IRP ASSESSMENT: Chapter 8 and 11 L/R/T/S	Aspects of society Criminality Political life Immigration Book study IRP ASSESSMENT: Chapter 9 and 12 L/R/T/S	Aspects of society Artistic culture Multiculturalism Political life Extension Book study IRP ASSESSMENT: Chapter 13 L/R/T/S	Revision ASSESSMENT: A level exams papers 1,2 and 3	



GEOGRAPHY

YEAR	Term 1	Term 2	Term 3
7	CONTINENT: EUROPE “Are all Countries in Europe the Same?”		CONTINENT: OCEANIA “Is Climate Change Oceania’s Biggest Threat?”
8	CONTINENT: NORTH AMERICA “Is North America in Peril?”		CONTINENT: ASIA “Is Asia the Continent of the Future?”
9	CONTINENT: SOUTH AMERICA “Are the Drug Wars Holding South America back?”		CONTINENT: AFRICA “Is Africa falling Behind?” GCSE PUPILS – Resource Management
10	PAPER 1 LIVING WORLD: Ecosystems Deserts and Rainforest Biomes	PAPER 1: PHYSICAL LANDSCAPES OF THE UK Coasts Rivers Fieldwork	PAPER 1: HAZARDS Tectonic Hazards Weather Hazards Climate Change
11	PAPER 2: URBAN ISSUES LIC – Rio de Janeiro, Brazil. HIC – London, UK.	Paper 2: CHANGING ECONOMIC WORLD Economic development Nigeria’s Industry UK Economic Structure	PAPER 3: GEOGRAPHICAL SKILLS Issue evaluation Exam Prep
12	Hazards/Coasts/Global Systems	Natural Systems/Coasts/Global Systems	Changing Places/ Fieldwork/ Mocks
13	NEA /Resource Security/Changing Places	NEA/ Resource Security	Review/ Exams



GERMAN

YEAR	AUTUMN TERM A	AUTUMN TERM B	SPRING TERM A	SPRING TERM B	SUMMER TERM A	SUMMER TERM B
8	Health Body parts / Illnesses / At the doctor's / Healthy and unhealthy eating / Preparing for sport ASSESSMENT: Speaking (role play) / Listening and Reading	Holidays Weather / Destinations / Accommodation / Leisure activities / Time ASSESSMENT: Writing (2 tenses) / Listening and Reading	Shopping and Eating Market – fruit and veg / Café / Picnic / Shops / Pocket money ASSESSMENT: Speaking (role play) / Listening and Reading	After School TV programmes / TV schedule / After school activities / Sports / After-school trips ASSESSMENT: Writing (translation) / Listening and Reading	Film Project Historical contexts / Comparing characters, themes, storyline ASSESSMENT: Writing (film review)	Going out and Germany project Accepting and turning down invitations / Clothes / Party / Party Food / Daily routine ASSESSMENT: Writing (up to 3 tenses) / Listening and Reading
9	Role Models Role models / Experiences / Injuries / Overcoming misfortune / How someone inspires you / Achievements ASSESSMENT: Speaking (picture discussion) / Listening and Reading	Music Music types / Playing or singing in a band / Comparing bands / Music festivals ASSESSMENT: Speaking (role play) / Listening and Reading	My ambitions Ambitions / Jobs / Future plans / Working in a ski resort / Understanding voicemail messages ASSESSMENT: Listening and Reading	My childhood Childhood / Childhood activities / Comparing schools / Fairy tales ASSESSMENT: Writing (3 tenses) / Listening, Reading and Translation	Rights and responsibilities Age limits / Things that are important to us / Comparing life now and in the past / How to make a difference / What is needed for happiness? ASSESSMENT: Listening and Reading	Transition to GCSE Startpunkt pages chapter 1-8 ASSESSMENT: GCSE Baseline test
10	School What you are (not) looking forward to / School day / School rules / German school system / Exchanges	Free Time Reading / Music / TV and Film / Sport / Celebrations and festivals	Relationships Friendship / Positive and negative relationships / Weekend activities / Role models /	At mine and at yours Meeting your exchange partner / Describing your home / Typical Day / Traditional German	Travel needs Transport and buying tickets / Booking accommodation / Problems / Directions	Mock exams Preparing for the speaking exam / Revision towards listening, reading and writing exam /



	and trips / Celebrating success ASSESSMENT: Unit 1 L/R/S/W	ASSESSMENT: Unit 2 L/R/S/W	Comparing your childhood with now ASSESSMENT: Unit 3 L/R/S/W	food / Using technology ASSESSMENT: Unit 4 L/R/S/W	and sights / Ordering / Shopping and souvenirs ASSESSMENT: Unit 5 L/R/S/W	Feedback and improvements ASSESSMENTS: Mock exams in all 4 skills
11	On holiday and at home Holiday destinations / Weather / Types of holidays / Holiday experiences / Holiday plans / Describing where people live / Advantages and disadvantages of where you live ASSESSMENT: Unit 6 L/R/S/W	Work / Mocks Jobs and places of work / Asking and answering questions about jobs / Job descriptions / Job applications / Dream job / Why learn German? / German beyond school ASSESSMENTS: Mock exams in all 4 skills	Work Jobs and places of work / Asking and answering questions about jobs / Job descriptions / Job applications / Dream job / Why learn German? / German beyond school ASSESSMENTS: Unit 7 L/R/S/W	A wonderful world International festivals and events / Sporting events / Advantages and disadvantages of sporting events / Global music events / Environmental friendliness at school and across countries / International campaigns ASSESSMENTS: Unit 8 L/R/S/W	Revision and summer exams ASSESSMENTS: Final exams (Tiered Foundation / Higher) in L/R/S/W	
12	Aspects of society Changes in the family Artistic culture Festivals and traditions Film study Das Leben der Anderen ASSESSMENT: Chapter 1 and 4 L/R/T/S	Aspects of society Changes in the family Artistic culture Festivals and traditions Film study Das Leben der Anderen ASSESSMENT: Chapter 1 and 4 L/R/T/S	Aspects of society The digital world Artistic culture Art and architecture Film study Das Leben der Anderen ASSESSMENT: Chapter 2 and 5 L/R/T/S Writing paper questions	Aspects of society The digital world Artistic culture Art and architecture Film study Das Leben der Anderen ASSESSMENT: Chapter 2 and 5 L/R/T/S Writing paper questions	Aspects of society Youth culture: music, fashion and tv Artistic culture Cultural Berlin – then and now Film study Das Leben der Anderen ASSESSMENT: Chapter 3 and 6 L/R/T/S Revision – Mock AS exam papers 1,2 and 3	Aspects of society Youth culture: music, fashion and tv Artistic culture Cultural Berlin – then and now Film study Das Leben der Anderen ASSESSMENT: Chapter 3 and 6 L/R/T/S



						Revision – Mock AS exam papers 1,2 and 3 Revision – Mock AS exam – Independent research project (IRP)
13	Multiculturalism Immigration Political life Germany and the EU Book study Der Vorleser IRP ASSESSMENT: Chapter 7 and 10 L/R/T/S	Multiculturalism Integration Political life Teenagers and politics Book study Der Vorleser IRP ASSESSMENT: Chapter 8 and 11 L/R/T/S	Multiculturalism Racism Political life Reunification and its consequences Book study Der Vorleser IRP ASSESSMENT: Chapter 9 and 12 L/R/T/S Writing paper questions	Aspects of society Artistic culture Multiculturalism Political life Extension Book study Der Vorleser IRP ASSESSMENT: Chapter 13 L/R/T/S Writing paper questions	Revision ASSESSMENT: A level exams papers 1,2 and 3	



History

YEAR	Term 1	Term 2	Term 3
7	<p align="center">The Roman Empire</p> <p>Assessment</p> <ul style="list-style-type: none"> Why was the Roman army so successful? What can you infer from Sources A and B about why the Romans decided to invade and conquer Britain? 	<p align="center">1066 – 1485 Norman Conquest</p> <p align="center">The importance of the church</p> <p>Assessment</p> <ul style="list-style-type: none"> Why did William win the Battle of Hastings? What can you infer from the sources about why people went on pilgrimages in the medieval period? 	<p align="center">1066 - 1485 continued E.g. King John, Black Death</p> <p>Assessment</p> <ul style="list-style-type: none"> King John was a bad King How far do you agree with this? Explain two consequences of the Black Death in England.
8	<p align="center">Britain 1500 – 1750 Tudor and Stuart England</p> <p align="center">The Reformation of the church in England</p> <p>Assessment</p> <ul style="list-style-type: none"> Why did Henry VIII decide to break away from the Roman Catholic church and set up the Church of England? What can you infer from her portraits about how Elizabeth wants to be seen? 	<p align="center">The English Civil War 1750 – 1900 British Empire</p> <p>Assessment</p> <ul style="list-style-type: none"> How useful is the source for an enquiry into town and city life in Tudor England? Study Interpretations 1 and 2. They give different views about why the English Civil War broke out in 1642. What is the main difference between these views? 	<p align="center">The abolition of slavery in the British Empire 1750 – 1900 Industrial Revolution</p> <p>Assessment</p> <ul style="list-style-type: none"> William Wilberforce was the most important reason why slavery was abolished in the British Empire.' How far do you agree with this statement? End of year knowledge test
9	<p align="center">The World since 1900 Conflict in the 20th Century World War One</p> <p>Assessment</p> <ul style="list-style-type: none"> The cause of the First World War was the assassination of Archduke Franz Ferdinand. How far do you agree with this interpretation? Knowledge test on trench warfare 	<p align="center">The World since 1900 continued Women winning the Vote World War 2 Holocaust</p> <p>Assessment</p> <ul style="list-style-type: none"> Why did women win the right to vote in 1918? Knowledge test on Causes of WW2 Study Interpretations 1 and 2. They give different views about the causes of World 	<p align="center">The World since 1900 continued Atomic bombing of Japan Social and cultural changes since 1950 Medicine Through Time 1250 – 1500</p> <p>Assessment</p> <ul style="list-style-type: none"> How useful are sources A and B for studying the reasons why the USA decided to drop atomic bombs on Japan in 1945? Knowledge test on Middle Ages medicine.



		War 2 What is the main difference between these views?	
10	<p>Medicine in Britain 1350 – present</p> <p>Assessment</p> <ul style="list-style-type: none"> Explain why there was continuity in ideas about the cause of disease during the period c.1250 – c1500? There was rapid change in ideas about the causes of illness and disease in the period c1700-c1900. How far do you agree with this statement? 	<p>Medicine in Britain 1350 – present continued</p> <p>Elizabethan England</p> <p>Assessment</p> <ul style="list-style-type: none"> Analysing the usefulness of sources for an enquiry into the system for dealing with injured soldiers on the Western Front? Explain why Elizabeth had not ended religious problems by 1569 	<p>Elizabethan England continued</p> <p>American West 1835 – 95</p> <p>Assessment</p> <ul style="list-style-type: none"> The effective use of naval tactics was the main reason for the English victory over the Spanish Armada’ How far do you agree? Explain your answer. Mock exam
11	<p>Weimar and Nazi Germany 1918 – 39</p> <p>Assessment</p> <ul style="list-style-type: none"> Explain why Raleigh’s first colony in Virginia failed Mock exam on Elizabethan England 	<p>Weimar and Nazi Germany 1918 – 39 and revision</p> <p>Assessment</p> <ul style="list-style-type: none"> Why was there opposition to the Treaty of Versailles? Germany mock paper. all questions 	<p>Revision of Medicine and Elizabethan England</p> <p>Assessment</p> <ul style="list-style-type: none"> Medicine through Time questions 1 and 2 from a past exam paper analysing the usefulness of sources ‘Government action is the most important reason why there were improvements in care and treatment in hospitals during the nineteenth and twentieth centuries.’ How far do you agree?
12	<p>A Level History</p> <p>Russia 1917 – 91 From Lenin to Yeltsin</p> <p>China 1949 –76 Mao’s China</p> <p>Assessment</p> <p>China</p> <ul style="list-style-type: none"> To what extent was terror the most important factor in the consolidation of Mao’s China 1949-1955? 	<p>Russia 1917 – 91 From Lenin to Yeltsin continued</p> <p>China 1949 –76 Mao’s China continued</p> <p>Assessment</p> <p>China</p> <ul style="list-style-type: none"> How accurate is it to state that as far as industry was concerned, the First Five Year Plan was a success and the Second Five Year Plan was a failure? 	<p>Russia 1917 – 91 From Lenin to Yeltsin continued</p> <p>China 1949 –76 Mao’s China continued</p> <p>Assessment</p> <p>China</p> <ul style="list-style-type: none"> How accurate is it to say the Cultural Revolution was a success for Chairman Mao? How far could the historian make use of Sources 1 and 2 together to investigate the



<ul style="list-style-type: none"> How far could the historian make use of Sources 1 and 2 together to investigate the extent to which Mao launched the Hundred Years <p>Russia</p> <ul style="list-style-type: none"> Essay on centralisation of power (theme 1) Essay on Soviet agriculture (theme 2) <p style="text-align: center;">A Level Ancient History</p> <p style="text-align: center;">Ancient Greece: Persian War, Pentecontaetia</p> <p style="text-align: center;">Ancient Rome: Julio- Claudians – Augustus - rise to power and consolidation</p> <p>Assessment</p> <p>Greece</p> <ul style="list-style-type: none"> Interpretations question about why the Greeks defeated the Persians in the Persian Wars. Essay about relations between Greek states, and between Greek and non-Greek states c.490 to 460. <p>Rome</p> <ul style="list-style-type: none"> To what extent was the portrayal of Actium, by the contemporary poets, propaganda for the Augustan regime? <i>Essay question</i> How convincing do you find Bedoyere’s interpretation that following the political settlement of 23BC, Augustus ‘held all offices of state in his own hands’? <i>Interpretation question</i> 	<ul style="list-style-type: none"> How far could the historian make use of Sources 5 and 6 together to investigate the impact of the Great Leap Forward on the Chinese People? <p>Russia</p> <ul style="list-style-type: none"> Essay on post-war Soviet economic policy (theme 2) Essay on the changing and continual use of terror (theme 3) <p style="text-align: center;">Ancient Greece: Peloponnesian Wars</p> <p style="text-align: center;">Ancient Rome: Julio-Claudians – Tiberius and Gaius</p> <p>Assessment</p> <p>Greece</p> <ul style="list-style-type: none"> Interpretations about the extent to which Sparta was responsible for the outbreak of the Peloponnesian Wars Essay about Leadership in both Athens and Sparta during the Archidamian War. <p>Rome</p> <ul style="list-style-type: none"> 'The changes introduced by Augustus were only aimed at returning Rome to its traditions and traditional values.' How far do you agree with this statement? <i>Essay</i> 'Augustus succeed in gaining a good relationship with the senate whereas Tiberius failed to achieve this.' How far do you agree with this statement? <i>Essay</i> 	<p>role and status of women in Mao’s China, 1949-76?</p> <p>Russia</p> <ul style="list-style-type: none"> Essay on equality concerning women and the family (theme 4) Essay on Gorbachev (Interpretations) <p style="text-align: center;">Ancient Greece: Peloponnesian Wars and Themes</p> <p style="text-align: center;">Ancient Rome: Julio-Claudians Claudius and Nero</p> <p>Assessment</p> <p>Greece</p> <ul style="list-style-type: none"> Essay about the extent to which Greek states relied on fighting to solve their differences. Mock exam <p>Rome</p> <ul style="list-style-type: none"> How convincing do you find Alston’s interpretation of Gaius’ divine pretensions? <i>Interpretation question</i> Mock exams Additional essay: To what extent did the people of Rome benefit from the rule of the emperors? <i>Essay</i>
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13

A Level History

**Lancastrians, Yorkists and Henry VII 1399 – 1509
The causes of the First World War (coursework)**

Assessment

- Assess the value of the source for revealing the character of Richard II and the reasons for his deposition in 1399.
- Assess the value of the source for revealing the reasons for the Treaty of Troyes (1420) and the outcome of the negotiations.

A level Ancient History

**Ancient Greece: Rise of Macedon Phillip II
Ancient Rome: Roman Britain – Military conquest**

Assessment

Greece

- How useful is this passage for our understanding of Philip’s success as a leader?
- ‘Philip’s primary aim was the conquest of Greece.’ How far do you agree with this view?

Rome

- Why did Claudius invade Britain? (Exam style question on the usefulness of sources)

**Lancastrians, Yorkists and Henry VII 1399 – 1509
The causes of the First World War (coursework)**

Continued

Assessment

- How significant was the challenge posed by Richard Neville, Earl of Warwick, to Edward IV up to 1471?
- Assess the value of the source for revealing the character of Richard III and the opposition towards his kingship. (2017)
- First draft of coursework assignment
- Final draft of coursework assignment

Ancient Greece: Rise of Macedon Alexander the Great

Ancient Rome: Roman Britain Reorganisation, social and economic change

Assessment

Greece

- How useful an insight into Alexander’s priorities during his expedition to Persia does this afford?
- ‘Alexander’s leadership during the campaign in Asia made it impossible for others to share in his success.’ How far do you agree with this view?

Rome

**Lancastrians, Yorkists and Henry VII 1399 – 1509
The causes of the First World War (coursework)**

Continued

Assessment

- Essay on the changing relationship between the King and the nobility
- Mock exam

**Ancient Greece: Revision
Ancient Rome: Revision**

Assessment

Greece

- To what extent did Philip and Alexander have different attitudes towards the gods and religion? (36)
- A Level exam

Rome

- Julio-Claudian revision essay - topic chosen may vary year to year depending on what is felt to be most useful for revision. This half of the term is spent revising the Year 12 course.



	<ul style="list-style-type: none">• Significance of Agricola as Governor of Britain compared to the other Roman Governors of Britain (Essay question)	<ul style="list-style-type: none">• Question on usefulness of the source for understanding the limitations of the British resistance to the Romans.• To what extent were the Romans successful in 'romanising' the province of Britain? (essay question)	<ul style="list-style-type: none">• A level exam
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Health and Social Care

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	<p>Unit 1: Human Lifespan Development</p> <p>How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this?</p> <p>Understanding these processes is essential knowledge and understanding for health and social care practitioners.</p> <p>In this component, students study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them.</p> <p>An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students learn about how people adapt to these changes as well as the types and sources of support that can help them.</p>		<p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Students need to be able to understand how to provide the care and support that individuals need. It is important that students have a good understanding of the principles behind providing quality care and support.</p> <p>This unit introduces learners to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.</p> <p>In this unit, students will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care.</p> <p>Students will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services.</p> <p>Students will explore the different methods used by professionals across all care services. Students will reflect on these methods when you consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals</p>			<p>Unit 2 Working in Health and Social Care</p> <p>Students will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings.</p>



	<p>Exam questions, feedback, end of leaning aim assessment. Mock exam</p> <p>EXTERNAL EXAMINATION JANUARY 2022</p>	<p>This coursework unit will need to be submitted prior to May half term to allow for the SV process</p>	
<p>13</p>	<p>Unit 2: Working in Health and Social Care</p> <p>When working for an organisation in this sector, students will learn about the important responsibilities that you need to understand and carry out.</p> <p>These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that professionals properly handle service user’s personal information and preventing discrimination towards them.</p> <p>Students will need to understand how professionals will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for students to understand how professional work will be monitored when they carry out a specific role such as nurse or social worker Students will learn about the organisations that provide services in this sector, and the different settings in which these services are</p>	<p>Unit 14: Physiological Disorders and their Care</p> <p>It is essential for workers in the health and social care sector to understand the nature of physiological disorders and how to provide appropriate treatment and care. This includes being aware of the causes and effects of physiological disorders, as well as the roles of different professionals involved in providing treatment and care for service users. In this unit, students will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. Students will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies. You will create a treatment plan for a service user with a specific physiological disorder. This will help you understand the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.</p> <p>This coursework unit will need to be submitted prior to May half term to allow for the SV process</p>	



delivered according to the needs of the service user. Students will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need.

Exam questions, feedback, end of learning aim assessment. Mock exam

EXTERNAL EXAMINATION JANUARY 2022



MATHEMATICS



YEAR	Term 1	Term 2	Term 3
7	Negative Numbers, BIDMAS, Simplifying Algebra, Expanding brackets, Substitution, Area, Perimeter, Unit conversion, Fractions, Decimals, Percentages	Solving algebraic equations, Measuring angles, finding missing angles, Coordinates, straight line graphs, Conversion graphs, translation and reflection	Angles, Properties of shapes, Algebra with negative numbers, Sequences, Collecting data, Fractions, Decimals and Percentages, Representing data, averages, Ratios
	Half termly assessments	Half termly assessments	End of Year assessments
8	Negative numbers, Multiplication, Division, Decimals, Bearings, Scale drawings, Constructions, Fractions, percentages, Algebra proficiency	Enlargements, Angles, Angle properties, Solving equations, Laws of indices, Formulae, Ratios, Rounding, Estimation, Pythagoras' Theorem	Standard form, Straight line graphs, Plotting curves, Solving simultaneous equations graphically, Sequences, Circles, Cylinders, Sectors, Arcs, Probability
	Half termly assessments	Half termly assessments	End of Year assessments
9	Factors and multiples, Prime factor decomposition, Algebraic expressions, Sequences, Estimation, Error intervals, Symmetry, Properties of 2D & 3D shapes	Fractions, Probability, Tree diagrams, Experimental probability, Relative frequency, Angles in parallel lines, Solving linear and simultaneous equations, Factorising and solving quadratic equations, Quadratic formula, Percentages	Units of measurement, Bearings, Compound measures, Transformations of shapes, Plans and elevations, Standard form, Populations & samples, Drawing statistical charts and graphs
	Half termly assessments	Half termly assessments	End of Year assessments
10 GCSE Higher	Higher: Laws of indices, Recurring decimals to fractions, Circles, Sectors, Arcs, Cylinders, Straight line graphs, Parallel and perpendicular lines, Compound interest, Plotting non-linear graphs, Equations of circles	Higher: Angles in polygons, Surds, Prisms, Cylinders, 3D Solids, Changing the subject of a formula, Kinematics formulae, Multiplying polynomials, Factorising quadratics, Completing the square, Algebraic fractions, Pythagoras' Theorem, Congruent triangles	Higher: Trigonometric ratios, Sine rule, Cosine rule, Trigonometric graphs, Inequalities, Vectors, Sampling, Cumulative Frequency, Histograms, Venn Diagrams, Tree diagrams
	Half termly assessments	Half termly assessments	End of Year assessments
10 GCSE Foundation	Foundation: Laws of indices, Circles, Sectors, Arcs, Cylinders, Straight line graphs, Ratios, Converting metric units, Compound measures, Area of 2D shapes, Plotting non-linear graphs	Foundation: Algebraic expressions, Factorising quadratic equations, Prisms, Cylinders, Probability, Tree diagrams, Pythagoras' Theorem, Vectors, Solving linear and simultaneous equations, Solving quadratic equations using factorisation, Trigonometric ratios	Foundation: Congruent triangles, Sampling, Drawing statistical charts and graphs, Enlargements, Similar shapes, Constructions, Loci, Angles in polygons, Gradients and tangents, Real world graphs



	Half termly assessments	Half termly assessments	End of Year assessments
11 GCSE	Higher: Probability, Tree diagrams, Conditional probability, Proportion, Simultaneous equations, Constructions, Loci, Averages, Scatter graphs, Box plots, Enlargements, Similar shapes	Higher: Iterations, Compound measures, Sketching non-linear curves, Functions, Transforming functions, Gradients and tangents, Area under a curve	Higher: Examination preparation
	November Mock examinations	February Mock examination	May/ June GCSE examinations
11 GCSE	Foundation: Direct proportion, Inequalities, Averages, Scatter graphs, Simultaneous equations, Transformations, Rearranging formulae, Substitution into formulae	Foundation: Examination preparation	Foundation: Examination preparation
	November Mock examinations	February Mock examination	May/ June GCSE examinations
12 Maths	Coordinate geometry, Polynomials, Equations of circles, Proofs, Vectors, Large data sets, Binomial expansion, Kinematics, SUVAT equations, Differentiation	Polynomial equations, Exponentials, Logarithms, Hypothesis testing, Integration, Trigonometric identities, Forces, Newtons Laws, Equilibrium	Functions, Sequences and series, Chain rule, product rule, Area under a curve, Variable acceleration, Radians, Numerical methods, Newton Raphson
	Half termly assessments	Half termly assessments	End of Year assessments
12 Further Maths	Proof by induction, matrices, complex numbers, vectors, Permutations & combinations, Chi squared tests, probability distributions, Dimensional analysis, Energy, Momentum	Matrices, Complex numbers, vectors, Dependent & independent variables, regression, Poisson, hypothesis testing, resolving forces, impulse, restitution, Work, Energy, Power, Uniform motion in a circle	Proof, vectors, Complex Numbers, Euler's and DeMoivre's Theorem, Non parametric tests, continuous random variables, pdf, Hooke's Law, Linear Momentum, Oblique impact, NEL, Centre of Mass, Composite Rigid Bodies
	Half termly assessments	Half termly assessments	End of Year assessments
12 Core	Estimation, Personal finance, Data	Paper 2 (Depending on group)	Revision
	Half termly assessments	Mock examinations	Core Examinations
13 Maths	Trigonometric identities, Conditional probability, Normal distribution, Hypothesis testing, integration, moments, differentiation, implicit differentiation, Static problems, projectiles, partial fractions	Binomial expansion, modulus function, trapezium rule, points of inflection, regression & correlation, parametric equations, differential equations, algebraic division, projectiles,	
	Half termly assessments	Mock examinations	A Level Examinations
13	Series, polar coordinates, Differential Equations (first and second order), Vectors, Hyperbolic	Differential Equations, Integration, MacLaurin Series, Improper integrals, Central Limit	



Further Maths

Functions, Volumes of solids, Random variables, Normal distribution, Chi-squared test, Work, Energy, Power, Statics of solids	Theorem, Population Mean and Variance, Hypothesis tests, confidence intervals, Motion in a circle, Free Motion, Radial and tangential components,	
Half termly assessments	Mock examinations	A Level Examinations



Media

YEAR	Term 1	Term 2	Term 3
10	Unseen media analysis skills, Advertising set text study, Film Marketing set text study	TV set text study (Luther and The Sweeney), Music video (TLC context)	Magazines set text study, coursework – magazine production
Assessment	<ol style="list-style-type: none"> 1. Comp 1 advertising - Question 1abc (QS) 2. Comp 1 film marketing – Question Q2a – context of TMWTGG 3. Comp 1 – film marketing - Spectre Audience/Industry question (tbc) 4. Comp 1 film marketing – Question Q2a – context question on Spectre 	<ol style="list-style-type: none"> 1. Comp 2 – TV - Luther Q1 and 2 (2x shot type) 2. Comp 2 – TLC context question 	<ol style="list-style-type: none"> 1. Year 10 mock exam (Comp 1 and 2 combined paper – adapted) 2. Coursework – Aims and Intentions completed
11	Newspaper set text study, mock exam skills, coursework, Comp 1 set text revision	Music videos set text study and radio set text study, Comp 2 revision	Fortnite, Comp 1 and Comp 2 revision
Assessment	<ol style="list-style-type: none"> 1. Comp 1 newspapers – Industry/Audience - stepped question 2. Yr 11 Mocks: Whole Component 1 3. Coursework final submission 	<ol style="list-style-type: none"> 1. Comp 2 – Music videos – Freedom - ML question 2. Comp 1 – Radio – Industry/Audience stepped question 	<ol style="list-style-type: none"> 1. Comp 1 – video games – Fortnite industry stepped question 2. Comp 2 – music videos - Representation – websites
12	Unseen media analysis skills, Online Media, TV and Magazine set text study (Media Language and Representation)	Video games, Advertising and Radio, set text study (Industry and Audience); Online Media, TV and Magazine set text study (Industry and Audience)	Online Media, TV and Magazine set text study (Industry and Audience) and revision of all set texts covered for mock exams. Coursework Aims and Intentions
Assessment	<ol style="list-style-type: none"> 1. Unseen print Media 15 mark question 2. Unseen A/V Media Language 15 mark question 3. KISS OF THE VAMPIRE SET TEXT AS AN UNSEEN (including a 15 mark Media Language assessment) 	<ol style="list-style-type: none"> 1. Comp 2 - Humans 15 mark question 2. Comp 2 - Zoella 15 mark question 3. Comp 2 - Woman’s Realm 15 mark question 4. Comp 1 - Assassin’s Creed Industry stepped questions 5. Comp 1 - LNWH Audience 10 mark question 6. Comp 1 – Tide - Media contexts question 	<ol style="list-style-type: none"> 1. Comp 2 - The Returned and Humans – 30 mark question 2. Comp 2 - Attitude – 15 mark question 3. Comp 2 - Huck - 15 mark question 4. Comp 3 – Aims and Intentions



13	Unseen media analysis skills revision and mock feedback. Newspapers (Media language, Representation, Industry and Audiences), Film Marketing (Industry) and Music videos (Media language and Representation) set text study	Radio (Industry and Audiences) set text study and revision of Online Media, TV and Magazine set texts	Revision of Advertising and Marketing and Video games set texts, theory and exam skills
	<ol style="list-style-type: none"> 1. Comp 2 - Zoella mock paper re-write 2. Comp 1 - Formation and Compton Cowboys Rep assessment 3. Comp 1 - Riptide ML question 4. Coursework submission and marks awarded 	<ol style="list-style-type: none"> 1. Comp 1 – Black Panther industry stepped question 2. I, Daniel Blake audience question 3. Comp 2 - Huck re-write May 2021 mock 	<ol style="list-style-type: none"> 1. Comp 1 - ML newspaper question 2. Comp 1 - Wateraid representation question 3. Comp 1 - Unseen print ML question 4. Year 13 mocks – Component 1 full paper 5. Comp 1 - LNWH industry question 6. Comp 2 - Magazine 30 mark question

BTEC Media

YEAR	Term 1	Term 2	Term 3
10	Component 1 – Exploring Media Products	Component 1 – Exploring Media Products	Component 2 – Developing Digital Media Production skills
Assessment	<ol style="list-style-type: none"> 1. Learning Aim A – Media text 1 analysis (publishing) 2. Learning Aim A – Media text 2 analysis (interactive) 3. Learning Aim A – Media text 3 analysis (moving image) 	<ol style="list-style-type: none"> 1. Learning Aim B – Media text 1 analysis (publishing) 2. Learning Aim B – Media text 2 analysis (publishing) 	<ol style="list-style-type: none"> 1. Learning Aim A - Logbook production 2. Learning Aim A – publishing production practice (newsletter)
11	Component 2 – Developing Digital Media Production skills	Component 2 – Developing Digital Media Production skills	Component 3 – Create a Media product in Response to a Brief



		Component 3 – Create a Media product in Response to a Brief	
Assessment	<ol style="list-style-type: none"> Learning Aim B – pre-production and production portfolio Learning Aim B – post-production and final product 	<ol style="list-style-type: none"> Learning Aim C – Production evaluation External exam - Activities 1 and 2 (examination period – 5 hours) 	<ol style="list-style-type: none"> External exam - Activity 3 – (examination period – 4 hours)
12	Unit 1 – Media representations (external exam component)	Unit 8 – Responding to a Commission (external exam component)	Unit 10/14 – Film Fiction/Digital Magazine production (coursework component) Unit 4 – Pre-production portfolio
Assessment	<ol style="list-style-type: none"> Unit 1 – mini mock (questions on magazines) Unit 1 mock – ‘No Fighting Chance’ short film Unit 1 examination 	<ol style="list-style-type: none"> Unit 8 mini mock – BullyingSupportUK brief Unit 8 mock – Move It campaign brief 	<ol style="list-style-type: none"> Unit 8 examination Optional Unit 1 exam re-sit Unit 10/14 - Learning Aim A – codes and conventions research - first submission Unit 10/14 - Learning Aim A – codes and conventions research - resubmission Unit 4 - Learning Aim A – pre-production procedures report
13	Unit 10/14 – Film Fiction/Digital Magazine production (coursework component) Unit 4 – Pre-production portfolio	Unit 10/14 – Film Fiction/Digital Magazine production (coursework component) Unit 4 – Pre-production portfolio	Unit 10/14 – Film Fiction/Digital Magazine production (coursework component) Unit 4 – Pre-production portfolio
Assessment	<ol style="list-style-type: none"> Unit 4 - Learning Aim A – pre-production procedures report – resubmission 	<ol style="list-style-type: none"> Unit 10/14 - Learning Aim BC – pre-production planning and production – first submission Unit 4 - Learning Aim BC – pre-production documents portfolio – first submission 	<ol style="list-style-type: none"> Unit 4 – Learning Aim D – pre-production evaluation – first submission Unit 10/14 - Learning Aim BC – pre-production planning and production – resubmission Unit 4 - Learning Aim BC – pre-production documents portfolio – resubmission Unit 4 – Learning Aim D – pre-production evaluation –resubmission



Music

YEAR	Term 1	Term 2	Term 3
7	The Elements of Music (L&A assess 1)/ Programme Music Composition (Comp assess 1)	Introduction to sequencing/ Introduction to Band Skills (Ensemble Asses 1)	Introduction to Keyboard Skills (Solo assess 1)/ Junk Percussion
8	Intermediate Keyboard Skills (Solo assess 2)/ Intermediate Band Skills (Ensemble Asses 2)	World Music (L&A assess 1)/ / 4 Chords	Intermediate Sequencing (Comp assess 2)/ More About Guitar
9	Pop song Composition (Comp assess 3)/ Advanced Independent Keyboard Skills (Solo assess 3)	Advanced Sequencing with BandLab (comp assess 3)/ Advanced Independent Band Skills (Ensemble Asses 3)	Remixing/ Whole Class Ensemble Performances
10 GCSE	Introduction to GCSE Composition/ Introduction to GCSE Performance/ AoS 2-Music for Ensembles	Intermediate GCSE Composition/ Intermediate GCSE Performance/ AoS 1-Music Form and Structure	Advanced GCSE Composition/ Advanced GCSE Performance/ Listening and Appraising Consolidation
11 GCSE	Composing to a Brief NEA/ Solo Performance Assessments/ AoS 3-Film Music	Free Composition NEA/ Ensemble Performance Assessments/ AoS 4-Rock and Pop	Listening and Appraising Revision and Practice Papers
10 BTEC	Introduction to Ensemble and Solo Performance Skills Or Introduction to Live Sound	Intermediate to Ensemble and Solo Performance Skills Or Intermediate to Live Sound	Unit 2-Putting on a gig Unit 5 Performing Or Unit 3 Live Sound
11	Unit 1-The music business	Unit 4-Composiing Or	Unit 4-Composiing Or



BTEC		Unit 6-Studio Recording Techniques	Unit 6-Studio Recording Techniques
12	Advanced Free Composition Techniques/ Vocal Music & Instrumental Music	Free Composition NEA/ Music for Film and Fusions	Introduction to Bach Chorales/ Popular Music, Jazz and New Directions
13	Intermediate Bach Chorales/ Advanced Analysis of Popular Music, Jazz, Fusions and New Directions	Free Composition NEA redraft and advanced Bach/ Advanced Analysis of Vocal Music & Instrumental Music and Music for Film	Listening and Appraising Revision and Practice Papers



PHYSICAL EDUCATION

YEAR	AUTUMN + SPRING TERM	SUMMER	KEY ASSESSMENTS
7	ROTATION OF: FOOTBALL DANCE RUGBY BASKETBALL NETBALL	ATHLETICS STRIKING + FIELDING	Assessment for each module. Data trawl to reflect top 2 – 3 sports.
8	ROTATION OF: FOOTBALL DANCE TABLE TENNIS BADMINTON HOCKEY	ATHLETICS STRIKING + FIELDING	Assessment for each module. Data trawl to reflect top 2 – 3 sports.
9	COMPLETION OF CHOSEN PATHWAY: 1. FOCUS ON OUTDOOR TEAM GAMES (FOOTBALL, HOCKEY, RUGBY ETC) 2. FOCUS ON AESTHETIC ACTIVITIES (DANCE, TRAMPOLINING ETC) 3. FOCUS ON INDOOR GAMES AND ACTIVITIES (BADMINTON, VOLLEYBALL, HRF)	COMPLETION OF KS4 FOCUS PATHWAY 1. GCSE PE FOCUS 2. BTEC SPORT FOCUS 3. GCSE DANCE	Assessment for each module. Data trawl to reflect top 2 – 3 sports.
10 + 11	CORE PE COMPLETION OF CHOSEN CORE PE PATHWAY: 1. COMPETITIVE SPORTS 2. RECREATION SPORTS 3. PARTICIPATION ACTIVITIES		Ctl's for each data trawl
10 + 11	KEY STAGE 4 EXAM OPTIONS BTEC SPORT Yr 10 = Unit 6 - Leading Sport Activities (Written Assignment) + Unit 1 – Fitness for Sport and Exercise (Online exam) Yr 11 = Unit 2 Practical Sport Performance (Written Assignment) + Unit 3 - Applying the Principles of Personal Training (Written Assignment)		Yr 10 Autumn term = Unit 6 - 3 Learning Aims Yr 10 Summer term = Unit 1 exam Yr 11 Autumn term = Unit 2 – 3 Learning Aims Yr 11 Spring term = 4 Learning Aims
10 + 11	KEY STAGE 4 EXAM OPTIONS GCSE PE Yr 10 = Component 4 – Personal Exercise Programme Throughout Yr 10 + 11 Component 1 – The theory of fitness and body systems (End of Yr 11 Exam) Component 2 – the Theory of Health and Performance (End of Yr 11 Exam) Component 3 – Practical Performance (3 assessments)		Yr 10 Autumn term = Theory assessment Yr 10 Spring term = NEA (PEP) Yr 10 Summer term – Mock Theory + Practical Yr 11 Autumn term = Mock Theory + Practical Yr 11 Autumn term = Practical assessment
12	FIRST YEAR OF KEY STAGE 5 OPTIONS: A LEVEL PE Paper 1 - Section A: Skill Acquisition Section B: Anatomy and Physiology Section C: Sport and Society		NEA assessment – Dec + May Termly theory assessment Yr 12 Mock exam



	NEA: Practical Assessment	
13	<p>SECOND YEAR OF KEY STAGE 5 OPTIONS A LEVEL PE</p> <p>Paper 2 - Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport NEA: Practical Assessment + Written / Verbal Analysis coursework</p>	<p>NEA assessment – Oct + Dec Final NEA assessment - Easter</p> <p>Termly theory assessment Yr 13 Mock exam</p>
12	<p>FIRST YEAR OF KEY STAGE 5 OPTIONS: BTEC SPORT LEVEL 3 CERTIFICATE</p> <p>Unit 1 Anatomy and Physiology</p> <p>Unit 7 Practical sports Performance</p>	<p>January = Unit 1 exam</p> <p>Spring term = Unit 7 = 2 Learning Aims Summer term = Unit 7 - 2 Learning Aims</p>
13	<p>SECOND YEAR OF KEY STAGE 5 OPTIONS: BTEC SPORT LEVEL 3 EXTENDED CERTIFICATE</p> <p>Unit 2 – Fitness training and Programming for Health, Sport and Well-being</p> <p>Unit 3 – Professional Development in the Sports Industry</p>	<p>Autumn term = Unit 2 = 3 Learning Aims Spring term = Unit 2 - 1 Learning Aim</p> <p>Spring Term = Unit 3 3 Learning Aims Summer term = 1 Learning Aim</p>



A Level Philosophy Curriculum Map

YEAR	Term 1	Term 2	Term 3
12	Epistemology- What is knowledge, perception as a source of knowledge Ethics- Utilitarianism	Epistemology- Perception as a source of knowledge, Reason as a source of knowledge Ethics- Kantian ethics, Virtue ethics	Epistemology- The limits of knowledge, start metaphysics of the mind. Ethics- Virtue ethics and meta-ethics
Year 12 assessment	Assessment week first half term.	25-mark essay questions	Year 12 mocks
13	Metaphysics of the mind- substance dualism, physicalism Ethics- The concept and nature of God, arguments relating to the existence of God	Metaphysics of the mind- functionalism, Property dualist Ethics- arguments relating to the existence of God	Metaphysics of the mind- Property dualist Ethics- Religious language
Year 13 assessment	Assessment week first half term	Year 13 mocks	Full 2 papers assessed



Politics

YEAR	Term 1	Term 2	Term 3
12	Democracy and participation, political parties Prime Minister and Executive, Parliament	Electoral System, Voting behaviour and the media The Constitution, Relations between Institutions	Core political ideas, Feminism
13	Power and developments The State and Globalisation Global Governance: Political and Economic	Power and developments cont. Global governance: human rights and Environmental Regionalism and the EU	Global Governance: human rights and Environmental cont. Comparative Theories



PSHEE Curriculum Map

YEAR	Term 1	Term 2	Term 3
7	<p><u>Friendships, Anti-bullying, Mental Health and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ➤ Making and maintaining friendships, ➤ Recognising and responding to all types of bullying including online ➤ Managing change and transition e.g. To a new school ➤ Developing good mental health ➤ Resilience ➤ How to get support ➤ How to support a friend <p><u>Careers, Aspirations and Money</u></p> <ul style="list-style-type: none"> ➤ Goal setting ➤ Money ➤ Savings ➤ Ethical choices about how we spend our money 	<p><u>Sexual Health, Health and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> ➤ Recognising positive ➤ Healthy relationships ➤ Online relationships ➤ Gender <p><u>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> ➤ Puberty ➤ Healthy food choices ➤ Exercise ➤ Maintaining a balanced lifestyle ➤ Online safety 	<p><u>Diversity, Prejudice and Media Influence</u></p> <ul style="list-style-type: none"> ➤ Racism ➤ Sexism ➤ British values ➤ Stereotypes <p><u>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> ➤ Understanding school community ➤ Understanding wider community ➤ Exploring the work of charitable organisations
8	<p><u>Friendships, Anti-bullying, Mental Health and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ➤ Peer pressure and influence ➤ Self-esteem ➤ Coping with change and loss ➤ How to get support and how to support a friend 	<p><u>Sexual Health, Health and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> ➤ Expectations of a partner ➤ Readiness for sex ➤ Consent ➤ Sexual orientation 	<p><u>Diversity, Prejudice and Media Influence</u></p> <ul style="list-style-type: none"> ➤ Celebrating diversity ➤ Developing mutual respect ➤ Human rights ➤ Body image ➤ Fake news



	<p><u>Careers, Aspirations and Money</u></p> <ul style="list-style-type: none"> ➤ Exploring different careers ➤ Enterprise projects (setting up your own business) ➤ Money 	<p><u>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> ➤ Drug education (smoking) ➤ Managing risks to health ➤ Online safety ➤ First aid ➤ Recognising and responding to risks in different situations 	<p><u>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> ➤ Being valuable citizens ➤ Understanding school community ➤ Fundraising ➤ British values ➤ Tolerance ➤ Respect
9	<p><u>Friendships, Anti-bullying, Mental Health and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ➤ Making and maintaining friendships ➤ Self-esteem ➤ Challenging stigma ➤ Recognising unhealthy coping behaviours e.g. Self-harm and eating disorders ➤ How to get support and how to support a friend <p><u>Careers, Aspirations and Money</u></p> <ul style="list-style-type: none"> ➤ Exploring different careers ➤ Developing employability skills ➤ Preparing CVs 	<p><u>Sexual Health, Health and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> ➤ Types and purposes of contraception ➤ Negotiating contraceptive use ➤ STIs ➤ Choices following an unplanned pregnancy ➤ How to access sexual health services <p><u>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> ➤ Puberty ➤ Drug education (including alcohol) ➤ Managing risks to health ➤ Developing independence 	<p><u>Diversity, Prejudice and Media Influence</u></p> <ul style="list-style-type: none"> ➤ Challenging prejudice and discrimination ➤ Homophobia, biphobia and transphobia ➤ Tackling extremism <p><u>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> ➤ Being valuable citizens ➤ Preventing stereotyping ➤ Discrimination ➤ Prejudice ➤ British values ➤ Respect
10	<p><u>Friendships, Anti-bullying, Mental Health and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ➤ Developing good mental health ➤ Self-esteem and resilience ➤ Dealing with stress 	<p><u>Sexual Health, Health and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> ➤ Recognising exploitation and manipulation ➤ Abuse 	<p><u>Diversity, Prejudice and Media Influence</u></p> <ul style="list-style-type: none"> ➤ Body image ➤ Influence of social media on attitudes and decisions ➤ Being a critical consumer of information ➤ Fake news and Propaganda ➤ Finding reliable sources



	<p><u>Careers, Aspirations and Money</u></p> <ul style="list-style-type: none"> ➤ Exploring different careers ➤ Developing employability skills ➤ Preparing CVs ➤ Job interviews ➤ Savings ➤ Debt 	<p><u>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> ➤ Sharing explicit images ➤ Impact of pornography ➤ Online safety ➤ Recognising and responding to risks in different situations 	<p><u>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> ➤ Being valuable citizens ➤ Understanding wider community ➤ Stereotyping ➤ Discrimination ➤ Prejudice ➤ British values ➤ Tolerance ➤ Respect
11	<p><u>Friendships, Anti-bullying, Mental Health and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ➤ Conflict resolution ➤ Maintaining good mental health ➤ How to get support and how to support a friend <p><u>Careers, Aspirations and Money</u></p> <ul style="list-style-type: none"> ➤ Gambling ➤ Consumer rights ➤ Financial risk 	<p><u>Sexual Health, Health and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> ➤ Maintaining sexual health ➤ Changing fertility ➤ Contraception options ➤ Recognising positive, healthy relationships <p><u>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> ➤ Impact of pornography ➤ Drug education ➤ Recognising and responding to risks in different situations ➤ Developing independence ➤ Travel safety 	<p><u>Diversity, Prejudice and Media Influence</u></p> <ul style="list-style-type: none"> ➤ Racism ➤ Human rights ➤ British values ➤ Tackling extremism ➤ Propaganda <p><u>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> ➤ Preventing radicalisation ➤ Recognising signs of extremism ➤ Extremist groups ➤ Origin of extremism ➤ Islamophobia



Psychology

Year	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	Social Influence	Social Influence/Memory Social Influence end of topic test	Memory Memory end of topic test	The Brain	The Brain/Psychological Problems The Brain end of topic test Year 10 mock – adapted paper 1	Psychological Problems Psychological Problems end of topic test
11	Development	Development/Criminal Psychology Development end of topic test Year 11 Mock – full paper 1	Criminal Psychology/Sleep and Dreaming Criminal Psychology end of topic test	Sleep and Dreaming/Research Methods Sleep and Dreaming end of topic test Mock – full Paper 2	Issues and Debates/Revision	
12	Social Approach and Cognitive Approach Social Mid Point Test Cognitive Mid Point Test	Social Approach and Cognitive Approach Social and Cognitive End of Topic Test – AS Paper 1	Learning Approach and Biological Approach Learning Mid Point Test Biological Mid Point Test	Learning Approach and Biological Approach Learning and Biological End of Topic Test – AS Paper 2	Revision and Mocks Mocks – Full AS Paper 1 and 2	Introductions to Issues and Debates Issues and Debates Test



13	Criminal Psychology and Clinical Psychology Criminal Mid Point Test	Criminal Psychology and Clinical Psychology Clinical Mid Point Test	Criminal Psychology and Clinical Psychology Criminal and Clinical End of Topic Test – Full A-level Paper 2 Mocks – Full A-level Paper 2	Research Methods and Issues and Debates Research Methods Mid Point Test Issues and Debates Mid Point Test	Research Methods and Issues and Debates Issues and Debates, and Research Methods End of Topic Test – Full Paper 3 Full Paper 1	
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Religious Studies

YEAR	Term 1	Term 2	Term 3
10	Christian beliefs Christian Worship	Islamic Beliefs Islamic Worship	Islamic Worship cont. Marriage and Family (Christian)
Year 10 assessment	End of unit tests after each unit is completed	End of unit tests after each unit is completed	Year 10 assessment week full Christian paper completed
11	Matters of life and death (Christian) Crime and punishment (Islam)	Crime and punishment (Islam) cont. Peace and conflict (Islam)	Peace and conflict (Islam) cont. Revision
Year 11 assessment	End of unit tests after each unit is completed Mocks- full Christian paper completed	End of unit tests after each unit is completed	Full Islam Paper assessed



Science Curriculum Map



YEAR	Term 1	Term 2	Term 3
7	KS3 content is organised into topics that are taught on rotation: Organisms 1, Ecosystems 1, Genes 1, Matter 1&2, Reactions 1, Earth 1, Forces 1, Electromagnetism 1, Waves, Energy 1.		
8	KS3 content is organised into topics that are taught on rotation: Organisms 2, Ecosystems 2, Genes 2, Matter 3, Reactions 2, Earth 2, Forces 2, Electromagnetism 2, Waves, Energy 2.		
9	GCSE units taught on rotation AQA Trilogy specification. B1 Cell Biology, B2 Organisation, C1 Atomic Structure and the Periodic Table, C2 Bonding Structure and Properties of Matter, P1 Energy, P3 Particle Model of Matter, C9 Chemistry of the Atmosphere.		
10	GCSE Units: B3 Infection and Response, C5 Energy Changes, C8 Chemical Analysis, P2 Electricity	GCSE Units: B4 Bioenergetics, C6 Rate and Extent of Chemical Change, P4 Atomic Structure	GCSE Units: B5 Homeostasis and Response, C7 Organic Chemistry, P5 (forces and motion)
11	GCSE Units: B6 Inheritance Variation and Evolution, C4 Chemical Changes, P5 Forces, P7 Magnets and Electromagnets	GCSE Units: B7 Ecology, C3 Quantitative Chemistry, P6 Waves	GCSE Units: C10 Using Resources, P8 Space Physics (Triple only)
12	<p>Biology: AQA A'level year 1 (AS) content. Unit 1 Biological molecules / Unit 2 Cells / Unit 3 Organisms exchange substances with their environment / Unit 4 Genetic information, variation and relationships between organisms</p> <p>Chemistry: AQA A'level year 1 (AS) content: Atomic structure, bonding, amount of substance, energetics, kinetics and equilibria. Redox, periodicity, Group 2 and Group 7. Intro to organic chemistry (alkanes, alkenes, alcohols), organic analysis.</p> <p>Physics: OCR Physics B A'level year 1 (AS) content. Imaging, signalling, sensing, mechanical properties of materials. Waves and quantum behaviour, Space time and motion.</p> <p>Environmental Science: AQA A Level year 1 (AS) content: The conditions for life on Earth, Conservation of Biodiversity, Life processes in the biosphere, The Atmosphere, The Hydrosphere, The Lithosphere, Biogeochemical cycles, Soil, Research Methods.</p>		
13	<p>Biology: AQA A'level year 2 content. Unit 5 Energy and Ecosystems & nutrient cycles / Energy transfers in and between organisms / Unit 6 Stimuli and response / Organisms respond to changes in their internal and external environment. Unit 7 Genetics, populations, evolution and ecosystems / Unit 8 The control of gene expression</p> <p>Chemistry: AQA A'level year 2 content: thermodynamics, kinetics, equilibria, electrochemistry, acids and bases. Period 3, transition metals. Optical isomerism, carbonyls, aromatics, amines, polymers and biological molecules, organic synthesis and analysis.</p> <p>Physics: OCR Physics B A'level year 2 content. Creating Models, Matter. Fields, Fundamental Particles.</p> <p>Environmental Science: AQA A Level year 2 content: Energy Resources, Pollution, Agriculture, Aquatic Food Resources, Forest Resources, Sustainability, Research Methods.</p>		

Each unit of work includes milestone assessments in year seven and eight a unit lasts about 7 lessons



Sociology

YEAR	Term 1	Term 2	Term 3
10	Key concepts and processes of cultural transmission (EOT test) / Families	Families cont. (EOT test)/ Sociological Research Methods	Sociological Research Methods cont. (EOT test) / Education (EOT test) End of Year test
11	Stratification and Differentiation (Mock exam – Paper 1, YR10 content)	Stratification and Differentiation cont. (EOT test) / Crime and Deviance	Crime and Deviance cont. (EOT test) / Applied Methods (EOT test) / Revision Paper 1 & 2 exams
12	Sociological debates and theories / Families & Households / Education	Families & Households / Education	Families & Households / Education / Theory and Research Methods AS Exams (for selected students)
13	Crime and Deviance / Beliefs and Society / Theory and Methods	Crime and Deviance / Beliefs and Society / Theory and Methods (Mock Exam)	Crime and Deviance / Beliefs and Society / Theory and Methods A Level Exams

*Year 12 and 13 – units taught throughout the year, 2 teachers teaching a topic each. Assessment will take the form of assessed essay questions for each topic and end of topic section knowledge tests



SPANISH

YEAR	AUTUMN TERM A	AUTUMN TERM B	SPRING TERM A	SPRING TERM B	SUMMER TERM A	SUMMER TERM B
11	Towns / Daily Life Mealtimes/ Illnesses and injuries / Typical foods / Different festivals / Describing a special day / In a restaurant / At a music festival ASSESSMENT: Unit 5 L/R/S/W	Daily Life / Work Different jobs / Earning money / Work experience / Learning languages / Summer job / Gap years / Plans for the future ASSESSMENTS: Unit 6 L/R/S/W Mock exams in all 4 skills	Work Jobs and places of work / Asking and answering questions about jobs / Job descriptions / Job applications / Dream job / Why learn German? / German beyond school ASSESSMENTS: Unit 7 L/R/S/W	A better world Types of houses / Healthy eating / Global issues / Local actions / Healthy lifestyles / International sporting events / Natural disasters ASSESSMENTS: Unit 8 L/R/S/W	Revision and summer exams ASSESSMENTS: Final exams (Tiered Foundation / Higher) in L/R/S/W	