



KHS Curriculum Maps



Contents



<u>Accounting</u>	Page 2	<u>German</u>	Page 34
<u>Art</u>	Page 3	<u>Health & Social Care</u>	Page 37
<u>Business</u>	Page 5	<u>History</u>	Page 42
<u>Child Development</u>	Page 6	<u>Mathematics</u>	Page 47
<u>Computing & ICT</u>	Page 9	<u>Media</u>	Page 49
<u>Design & Technology</u>	Page 11	<u>Music</u>	Page 50
<u>Drama</u>	Page 22	<u>Physical Education</u>	Page 53
<u>Economics</u>	Page 24	<u>PSHEE</u>	Page 55
<u>English</u>	Page 25	<u>Psychology</u>	Page 58
<u>Ethics & Philosophy</u>	Page 28	<u>Science</u>	Page 60
<u>Film Studies</u>	Page 29	<u>Sociology</u>	Page 62
<u>French</u>	Page 30	<u>Spanish</u>	Page 63
<u>Geography</u>	Page 33		



Accounting



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



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. Early May – 15-hour final exam over 3 days. June – Moderation of work and final exhibition.
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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	Operations + assessment Mock preparation Yr 11 mocks	Finance + 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 (2.1) + 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 (2.4) + assessment & external environment (2.5) + 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 (Paper 2) Theme 4 Globalisation (4.3) + assessment, MNC (4.4) + assessment	Paper 3 investigation + mock Paper 1 Revision + mock



Child Development



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Component 1: Children's Growth and Development: Learning Aim A</p> <p>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</p> <p>Key skills: To gain knowledge and understanding of Child development from birth to 5 years, the difference between growth and development throughout each classification.</p> <p>Keywords: Identify, Explain, Discuss. Growth, Development, Proportion, consistent</p>	<p>Component 1: Children's Growth and Development: Learning Aim B</p> <p>Learners will explore the different factors that can affect Children's growth and development from Birth to 5 years.</p> <p>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-economic factors such as early education.</p> <p>Keywords: Identify, Outline, And Explain.</p>	<p><u>Component 1: Children's Growth and Development: Set Assignment</u></p> <p>Learners will be required to complete the PSA. This will be released in February and the marks and work to be submitted to board by 1st May</p>	<p><u>Component 1: Children's Growth and Development: Set Assignment</u></p> <p>Learners will be required to complete the PSA. This will be released in February and the marks and work to be submitted to board by 1st May</p>	<p>Component 2: Learning Through Play: Learning Aim A</p> <p>Learners will explore the importance of play and the role adults play in providing play opportunities in different settings.</p> <p>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>Keywords: Discuss and Assess. Social Skills, Unoccupied Play, Solitary Play, Spectator Play, Parallel Play, Associative Play, Cooperative Play. Adult-Led, Repetition, Enhance, Initiated, Motivation.</p>	<p>Component 2: Learning Through Play: Learning Aim B</p> <p>Learners will consider how learning through play can occur during planned activities in various settings.</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: Identify, Outline, and Describe. Hand-Eye Coordination, Imagination,</p>



	<p>Milestones, Holistic, Average, Mean, Perseverance.</p> <p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>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>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	
Summer Holiday						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
11	<p>Component 2: Learning Through Play: Learning Aim B <u>Set Assignment</u></p> <p>Learners will be required to complete the PSA. This will be released in October and the marks and work to be submitted to board by 15st December</p>	<p>Component 2: Learning Through Play: Learning Aim B <u>Set Assignment</u></p> <p>Learners will be required to complete the PSA. This will be released in October and the marks and work to be submitted to board by 15st December</p>	<p>Component 3: Supporting Children to Play, Learn and Develop:</p> <p>Learning Aim A Learners will be required to identify and outline individual needs that may impact on play, learning and development</p> <p>Learners will understand how</p>	<p>Component 3: Supporting Children to Play, Learn and Develop:</p> <p>Learning Aim B Create safe environments to support play, learning and development in children aged 0–5 years.</p> <p>Learners will consider how the environment</p>	<p>Component 3: Supporting Children to Play, Learn and Develop:</p> <p>Review and Revise</p>	



			<p>(physical, cognitive, communication, social and emotional needs) impact individual needs can impact on a child's play, learning and development.</p>	<p>can be adapted to safely meet the individual needs of children who require support to play, learn and develop.</p> <p>Learners will consider safety issues in the home, in community settings and in early years settings. They will need to consider adaptations that can be made for the age groups</p>		
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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. Algorithm, Hardware & Programming Test & Practical Assessment	3. Year 7 Exam
8	Digital Literacy – Collaborative learning and cloud Computing DDR – Representing Images	DDR – Representing Images Creating Applications	Python Programming Game Development
Assessment	1. Baseline Test	2. DDR/Creating Apps Test & Practical Assessment	3. Year 8 Exam
9	Digital Literacy – Cloud computing and ethics Programming with Python	DDR - Representing Sound Web Development	Web Development Post Option Activities and projects
Assessment	1. Digital Literacy Presentation	2. Year 9 Exam	3. DDR/Web Development Test & Practical Assessment
10	Computing- Ed-Excel Programming and Data Btec ICT – Component 1 – User Interfaces	Computing – Ed-Excel Problem Solving and Programming Btec ICT – Component 1 – User Interfaces	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	Computing – End of unit assessment x 2 Btec ICT – Coursework Completion	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 Btec ICT – Component 2 – Collecting, Presenting and Interpreting Data	Computing – Ed-Excel – Programming Practice Btec ICT – Component 2 – Collecting, Presenting and Interpreting Data	Computing – Ed-Excel – Revision for all topics 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 February	Computing – End of unit assessment x 2 Btec ICT – Coursework Completion	Computing – End of unit assessment x 2 Btec ICT – Component 2 to be completed
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



Design and Technology



YEAR	Textiles	Food	Graphics	D&T & Engineering – Unit 1	D&T & Engineering – Unit 2	D&T & Engineering – Unit 3
7	<p><u>Textiles – Felt Creatures</u> Appliqué, hand sewing, cutting accurately, properties and uses of materials.</p> <p>Assessment: Use of materials and techniques in practical work.</p>	<p><u>Food - Basic skills</u> Eatwell Guide, basic techniques of rubbing in, using the hob and oven, using a sharp knife, cooking times, sauce making, making a scone dough.</p> <p>Assessment: Practical dishes and Eatwell Guide work.</p>	<p><u>Graphics -Packaging</u> Logos, typography, nets, statutory information, evaluation.</p> <p>Assessment: Mood board, and production of net.</p>	<p><u>Practical Skills – Wooden Box</u> Safety of tools, measurement and marking, cutting and shaping material, finishing a product successfully.</p> <p>Assessment: Step by step homework. Overall box project evaluation.</p>	<p><u>STEM - Post a Pringle</u> Impacts and crumple zones Research postal service. Triangulation. Practical modelling. Design packaging. The environment and packaging. Making packaging. Evaluate packaging.</p> <p>Assessment: Design of packaging, final package and evaluation.</p>	<p><u>Systems & Control – Mechanisms - Linkage toy & Lever toy</u> Motion & Mechanisms, focusing on levers and linkages. Developing and making creative ideas.</p> <p>Assessment: Mechanisms worksheet. Ideas and modelling of lever toy designs</p>



8	<p><u>Textiles - Weaving and the environment</u></p> <p>Weaving, artist research, responding to the work of other artists, 6R's, understanding developments in D&T, its impact on society and the environment and the responsibilities of designers.</p> <p>Assessment: Samples and research task</p>	<p><u>Food - Medium skills</u></p> <p>Key nutrients, their function in body, menu planning, cooking with meat, mashing potatoes, shortcrust pastry, cake making</p> <p>Assessment: Practical dishes, Nutrition task, Seasonality task.</p>	<p><u>Graphics - Street View</u></p> <p>Explore a range of techniques oblique, isometric, one point and two-point perspective also how to render.</p> <p>Assessment: Research decline of the British high street. Produce 2-point perspective of a street view.</p>	<p><u>Practical Skills – Desk Tidy</u></p> <p>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. As well as using specifications to aid designing.</p> <p>Assessment: New forms of plastics – homework, specification.</p>	<p><u>STEM - Solar Car</u></p> <p>Parallel and series circuits. Forces and motion. Understanding the difference between torque and horsepower. Gear ratio and types of motion.</p> <p>Assessment: Homework on electric cars. Task on gears and gear ration and evaluation.</p>	<p><u>Systems & Control Electronics</u></p> <p>(Light Sensitive Lamp)</p> <p>Electronic systems, circuits and components. Assembling and soldering a PCB. Integrating an electronic circuit into a creative casing.</p> <p>Assessment: 'Systems, Circuits & Components' worksheet. Summative assessment of casing research, ideas and evaluation.</p>
9	<p><u>Textiles - I, me, mine (fabric portrait)</u></p> <p>Artist research, embroidery stitches, appliqué, design work, responding to the work of other artists.</p>	<p><u>Food - Higher level skills</u></p> <p>British Cuisine, bread making, making batters and gravy, pastry making, cooking with meat, using eggs to set a</p>	<p><u>Graphics - Communicating ideas.</u></p> <p>Students will research relevant images and respond to selected artists, exploring the techniques of papercut, watercolour and fine line pen techniques.</p>	<p><u>Practical Skills – Metal</u></p> <p><i>Manufacture of a product to a high standard</i></p> <p>Students will manufacture a small pair of wire cutters with a plastic-coated handle.</p>	<p><u>STEM -Rocket Powered Car</u></p> <p>Aerodynamics, foam modelling, vacuum forming, downforce, testing and redesigning.</p>	<p><u>Systems & Control Micro-processing & Pneumatics</u></p> <p>(Robot teacher & Autonomous vehicles)</p> <p>Future technology introduction. Flowcharts and algorithms. Robot construction & operation.</p>



	Assessment: Artist research and practical outcome.	product, fatless sponge. Assessment: Practical dishes, International Cuisine work.	They will learn how to select and refine their ideas to produce a set of stamps in response to the theme of 'Nature' Assessment: Practical outcomes in response to selected artists. Written analysis of chosen artist's work	Assessment: Practical work, and written assessment of theory in lesson 5	Assessment: Design sketches and redesign. Specification.	Micro-processing of autonomous vehicles. Assessment: 'Systems, Flowcharts and algorithms worksheet. Future technology evaluative research essay.
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YEAR	Term 1	Term 2	Term 3
10	<p>GCSE DT: Introductory project based on introducing students to famous designers and design brief/specification and problem-solving techniques. Metals, polymers, papers and smart materials – sources and origins, wastage and addition techniques, commercial processes.</p> <p>Assessment: For each of the areas there is a written assessment using exam style questions. The practical projects are assessed for accuracy of wastage and addition techniques as well as quality against GCSE 1-9 grades.</p> <p>Level 2 Vocational Award in Engineering: Manufacturing (Unit 1 skills building) Marking Out (Unit 1) Shaping Engineering Drawing (making task) Presenting Engineering Information Engineering Drawing (Unit 2 Skills Building)</p> <p>Assessment: Assessment of unit 1 skills through practical work and end of unit written tasks</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</p>	<p>GCSE DT: Timbers, Electronic and mechanical systems – sources and origins, wastage and addition (where applicable).</p> <p>Assessment: For each of the areas there is a written assessment using exam style questions. The practical projects are assessed for accuracy of wastage and addition techniques as well as quality against GCSE 1-9 grades.</p> <p>Level 2 Vocational Award in Engineering: Unit 3: 3.2.1/3.3.2/3.4.1 (Mechanical advantage & Velocity Ratio) Unit 2: Project begins</p> <p>Assessment: Mock examination based on engineering drawing and materials, tools and equipment questions.</p> <p>GCSE Graphic Communication: Unit 1: Personal Portfolio: Project 1 'PickNick': Production of Final Outcome 1. This is assessed against assessment objective 'A04: Present' This is composed of 2 elements-branding design featuring logo, brand imagery and colour scheme and at least</p>	<p>GCSE DT: First half term – Textiles. Second half term NEA released by AQA. Students begin NEA project.</p> <p>Assessment: Written assessment at the end of first half term. Section A (approx. pages 1-6) assessed before summer break (students cannot be informed of this due to JCQ regs).</p> <p>Level 2 Vocational Award in Engineering: Unit 2: Project Ends Unit 3: Mechanical and electrical design Unit 1: manufacturing Task begins</p> <p>Assessment: Unit 2 project assessed.</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>verbal feedback in class and formal written feedback on sketchbook record sheet.</p>	<p>one package design for a takeaway food/drink item, such as cup wraparound, pizza box, serviette design.</p> <p>Begin Project 2: 'Town and Country': Illustration unit.</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>Assessment: Project 2: A02: Refine and A04: Present (final outcome). Formal written feedback on sketchbook record sheet.</p>
	<p>GCSE Textiles: Unit 1: Personal Portfolio: Project 1 'Structures': Introduction to GCSE Textiles using a range of techniques. Students using own photos for inspiration.</p> <p>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 Textiles: Unit 1: Personal Portfolio: Project 1 'Structures': Production of Final Outcome 1. This is assessed against assessment objective 'A04: Present'</p> <p>Begin Project 2: 'Commercial and consumerism': Development of Textiles skills using a range of techniques. Students using own ideas and research for inspiration.</p> <p>Assessment:</p>	<p>GCSE Textiles: Unit 1: Personal Portfolio: Production of Final Outcome 2: This is assessed against assessment objective 'A04: Present'</p> <p>Assessment: Project 2: A02: Refine and A04: Present (final outcome). Formal written feedback on sketchbook record sheet.</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: Nutrition- Macronutrients, micronutrients, water, energy balance, major diet related risks, Food preparation equipment Finishes to food products Food Safety, Food labelling including red tractor, organic and fair trade. Cooking methods Food Provenance and seasonality Food science – Raising agents and cakemaking. Practical skills- biscuit making, piping, preparation of vegetables, shortcrust pastry, baking blind, ‘free choice’ themed practical work 1, Chocolate Yule Log. Assessment: Assessment of dishes made in practical lessons. Test on Nutrition Written work and dish for ‘free choice’ theme practical 1.</p>	<p>GCSE Food Preparation and Nutrition: Sensory properties and evaluation Factors influencing food choice Food Science – Fats and oils, enzymic browning Pastry – Flaky, rough puff and choux. Nutrition - Special diets, Life Stages and DRVS, how to modify recipes for different groups of people Food Preservation Eggs Sauce making – roux, bechamel, emulsions Practical skills – Apple Turnovers, Vol au vents, profiteroles, ‘Free choice’ themed practical work 2, lemon meringue pie, salmon en croute and bechamel sauce, cheese souffle, potato salad (mayonnaise) Assessment: 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 2.</p>	<p>GCSE Food Preparation and Nutrition: Meat and Poultry, Fish. Primary and Secondary processing, Bread making Dairy Products. British, French and Italian Cuisine. Food Security, Ethical foods, GM foods, food waste, food miles, carbon footprint ‘Free choice’ themed practical work 3 Practical skills: Chicken curry and naan bread, fishcakes, Chelsea Buns, Fresh pasta and tomato sauce, free choice themed practical work 3, Tarte Tatin. Assessment: 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 Level 2 Award in Engineering:
 Preparation for Unit 2a assignment – Practical skills and engineering drawings.
 Preparation for assignment 2B - product analysis, linkages, mechanisms, fixtures and fittings.
Assessment:
 Unit 2a assignment.
 Unit 2b assignment.

GCSE Graphic Communication: Unit 1: Personal Portfolio:
 Project 3 'Music Promotion': Students choose a theme (Rhythm, Expression, Distortion) to investigate and relevant artists to create a graphic product such as an album cover, concert poster, festival branding. They will investigate the ideas within their chosen artist's work and appropriate techniques within both traditional and digital media.
 Practical techniques explored: Photographic lighting workshops-coloured lighting, chiaroscuro, natural light, projection imagery, movement and iPhone photography techniques.
 Photo editing techniques and vector drawing: use of the filter's menu, pen, brush and type tools, plus combining raster and vector techniques, also use of

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 Level 2 Award in Engineering:
 Preparation for assignment 2C – Practical skills, health and safety.
Assessment:
 Assignment 2C

GCSE Graphic Communication:
 Unit 2: Externally set assignment
 A series of 8 exam themes set by the exam board and released to students from 1st February 2023: students to choose one theme to investigate with a sketchbook of preparation studies.
Assessment: Ongoing tracking of progress with exam preparation for A01: Develop, A02: Refine and A03: Record.

GCSE DT: Students prepare for written exam.
Assessment: Continuous assessment of students on a lesson-by-lesson basis as part of examination preparations.

BTEC Level 2 Award in Engineering:
 Preparation for unit 3 exam resits and resubmission of assignment 2C
Assessment:
 Unit 3 exam resit
 Resubmission of assignment 2c

GCSE Graphic Communication: Unit 2: Externally set assignment
 Timed Test: (10 hours): Final outcome produced under controlled conditions
Assessment: A01: Develop A02: Refine, A03: Record and A04: Present. Marked and standardised in subject teams and then moderated by exam board.



	<p>traditional drawing/painting media and how to include within digital work.</p> <p>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 NEA 1 Start NEA 2 Assessment: Completion of NEA 1 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: 3 x Projects focusing on ‘Technical Principles’, including classification and properties of materials, processes, health and safety and use of finishes:</p> <ul style="list-style-type: none"> • Hammer: Metals • Folding stool: Woods • LED Lamp: Polymers & Electronics <p>Assessment:</p> <ul style="list-style-type: none"> • Design portfolio tasks • Practical work assessed for skill and accuracy • End of term revision and written assessment of theoretical knowledge based upon course content, using exam style questions. 	<p>Product Design: 3 x Projects focusing on ‘Designing & Making Principles’, including CAD-CAM, design theory, history of technology, responsible design, design for manufacture, national/ international standards:</p> <ul style="list-style-type: none"> • Sweet Dispenser: CAD-CAM • Coat Peg Factory: Design for Manufacture & standards • Time Design: Design theory & responsible design <p>Assessment:</p> <ul style="list-style-type: none"> • Design portfolio tasks • Practical work assessed for skill, accuracy and wider design principles • End of term revision and written assessment of theoretical knowledge based 	<p>Product Design:</p> <ul style="list-style-type: none"> • Begin NEA Project portfolio. • Prepare for Mock Exam <p>Assessment:</p> <ul style="list-style-type: none"> • Section A assessed in last week of term – marks not released to students due to JCQ regulations • Mock Exam



	<p>Engineering Level 3: Unit 1: Engineering Principles. Unit 2: Delivering Engineering processes safely as a team Assessment: Unit 2 LA A assignment</p> <p>A-Level Graphic Communication: Unit 1: Personal Portfolio: Project 1: 'Alphabet': encompassing both traditional drawing/design skills and digital vector drawing artwork, culminating in:</p> <ul style="list-style-type: none">• A set of photo edits: using either still life photography of objects to create a set of letter forms or a set of images created from 'found letter forms' in the interior/exterior environment (school or home based photoshoot).• An 'Alphabet' poster: A double sided poster/leaflet featuring a selection of graphic letters produced using vector graphic techniques in different styles on side 1 and a typographic poster on side 2. <p>Assessment: Ongoing assessment of Personal Portfolio against assessment objectives A01: Develop, A02: Refine</p>	<p>upon course content, using exam style questions.</p> <p>Engineering Level 3: Unit 1: Engineering Principles. Unit 2: Delivering Engineering processes safely as a team Assessment: Unit 2 LA B assignment</p> <p>A-Level Graphic Communication: Unit 1: Personal Portfolio: Project 2: 'Montage': An investigation of art historical contextual references from the early 20th Century through to the influence on contemporary artists and designers. Art historical periods covered: Dadaism, Cubism, Surrealism, Pop Art. Practical techniques explored: tonal drawing, collage and abstraction of existing imagery, photo manipulation (digital and by hand), vector drawing and use of composition, photographic lighting workshops, iPhone photography techniques and an introduction to animation/moving GIF editing techniques.</p> <ul style="list-style-type: none">• A set of photo edits: informed by creative journey and photographic workshops• An animation/animated GIF: use of photo and/or vector graphics and basic animation techniques to create an image with moving	<p>Engineering Level 3: Unit 1: Engineering Principles. Unit 2: Delivering Engineering processes safely as a team. 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: Against A01: Develop A02: Refine, A03: Record and A04: Present. At the end of year teacher moderation of exam projects.</p>
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and A03: Record, A04: Present. Informal verbal feedback through one-to-one tutorials in class and formal written feedback on sketchbook record sheet.

A-Level Fashion & Textiles

Technical Principles. Classification of materials and material properties. Construction techniques, surface design skills, design contexts and design influences. Fashion illustration techniques

Assessment: Half termly assessment of theoretical knowledge based upon course content, using exam questions. Practical work assessed for skill and accuracy against NEA spec.

elements, informed by chosen artists/designers.

Mock Exam Project: 'Art Deco'

Students to explore the past exam theme of 'Art Deco' and produce a sketchbook of preparation studies: artist/designer research, recording ideas with photos and drawings, practical investigation involving paper cut silhouettes, vector drawing, design and development.

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

A-Level Fashion & Textiles

Garment deconstruction, toile making, draping and modelling. Pattern layout planning and production planning. Adapting designs to clients and garment construction.

Assessment: Half termly assessment of theoretical knowledge based upon course content, using exam questions. Practical work assessed for skill and accuracy against NEA spec. (mock NEA)

A-Level Fashion & Textiles

Begin NEA Project portfolio.

Assessment: Section A assessed in last week of term – marks not released to students due to JCQ regulations



13

Product Design: Continue NEA project work
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 Graphic Communication: Unit 1: Personal Portfolio:
 A focused, personal investigation, the title of their project responding to one of the broad and open themes as a starting point; 'The Figure' 'Distortion', 'Environment' and 'objects'. Their project will be underpinned by a specific aspect of graphic communication such as 'positive and negative shapes' and supported by the research of relevant artists, 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.

Product Design: Begin manufacture of NEA project prototype.

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 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.

Product Design: Preparation for written exams.

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 Graphic Communication: Unit 2: Externally Set Assignment

Timed Test: (15 hours-over three days in school):
 A04: 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, marks uploaded to AQA Centre Marks Submission.



Drama



YEAR	Term 1	Term 2	Term 3
7	<p>P.E.R.F.O.R.M.I.N.G.</p> <p>Basic Drama skills – techniques and rules of performance</p> <p>Performing in a Style - Pantomime</p> <p>Live Theatre Evaluation – New Wolsey Panto</p>	<p>Spring A – PERFORMING COMPLETION – assessment on using techniques with stimulus</p> <p>End of Unit Written Test</p> <p>Spring B – BIG SHOW preparation – intonation, narration and physical theatre</p>	<p>BIG SHOW – Performance at beginning of July with assessment attached to the performance – scripted performances – <u>line learning is essential homework2222</u></p> <p>2 lessons of exploring other techniques linked to Yr8 progression</p>
8	<p>S.T.Y.L.I.S.E.</p> <p>Non-Naturalistic Drama</p> <p>Looking at techniques and characteristics of studio-based drama and early practitioner style such as Godber and Brecht taught through skills and techniques and assessed on a lesson-by-lesson basis.</p>	<p>Spring A: STYLISE Completion</p> <p>End of Unit Written test</p> <p>Spring B: DEVISE and Stylise</p> <p>Using all of the techniques to create an original piece of extended drama for performance to class and/or invited audience.</p>	<p>TV Adverts</p> <p>Looking at Genre and Style of television advertisements, characterisation and structure – assessment of live or recorded TV</p>
9	<p>M.E.C.H.A.N.I.C.S.</p> <p>Consolidation and re-integration of old and new techniques and style through a given narrative. Each lesson is standalone within the narrative and will be assessed on a lesson-by-lesson basis.</p> <p>End of Unit Written test</p>	<p>Spring A: Practitioner Workshops</p> <p>These are Drama Practitioner workshops exploring style and techniques of theatre makers (linked to GCSE and A Level) - no assessment</p> <p>Spring B: Practitioner in Practice</p> <p>Using the style and techniques of their chosen practitioner to create a fully original and devised piece of drama – <u>practical assessment</u></p>	<p>ACTUALITY</p> <p>Issue and situation-based exploration drama utilising ‘Teacher in Role’ and exploring narratives within real-life situations and with real-life characters.</p> <p>Stories include WARDEN X/THE VAULT</p>
10	<p>GCSE – Exploring Practitioners – depth of performance style knowledge is key to making good drama.</p> <p>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</p>	<p>GCSE – Practice Performing texts – TEECHERS</p> <p>Evening Performance to invited audience</p> <p>and Devising Drama component 1 coursework preparation</p>	<p>GCSE – Devising Drama Component 1 coursework and practical completion before Work Experience</p>



11	GCSE – Component 3: SET TEXT (DNA) exploration of themes, design and characters MOCK EXAM PREP	GCSE – Component 2 Performance Exam to external examiner (March). Component 3 Exam revision and final exam prep	GCSE – EXAM PREP and Study Leave. Coursework sent to exam board.
12	Summer Homework/Monologues and Practitioner exploration through text (TBC at start of year). UNIT 1: Practitioners in Practice – research report and page to stage performance coursework	UNIT 1: Practitioners in practice – off text devising unit for performance coursework. UNIT 1: Practitioners in Practice Portfolio coursework completion and deadline	MOCK 1 UNIT 3: (Paper 1) Analysing Texts: FRANKENSTEIN AND LIVE THEATRE MOCK EXAM (Paper 1) Analysing Texts: OTHELLO Exploring themes, context and directing/rehearsal techniques through the text
13	UNIT 4: (Paper 2) Deconstructing Texts: STOCKHOLM – text analysis and concept creation MOCK 2 (Paper 1) Analysing Texts: OTHELLO AND LIVE THEATRE	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) MOCK 3 UNIT 3: (Paper 2) Deconstructing Texts: STOCKHOLM REVISION: continuation and Paper and concept analysis for exam	EXAM PREP – UNIT 3 BOTH PAPERS EXAM QUESTIONS, TEXT PAPERS, WALKING/TALKING MOCK, REVISION AND REVISIT Live Theatre (May end)



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



	UNIT 1 AND 2	UNIT 3 AND 4	UNIT 5 AND 6
YEAR 7	POWER AND IDENTITY	FINDING A VOICE	HEROES AND VILLAINS
	Unit 1: The Novel	Unit 3: The Romantics	Unit 5: Romeo and Juliet
	Unit 2: Alter Egos	Unit 4: Writer's Voice	Unit 6: Modern Drama
YEAR 8	LITERARY CONNECTIONS	FREEDOM AND INJUSTICE	TIME AND PLACE
	Unit 1: Gothic Literature	Unit 3: Shakespeare	Unit 5: Novel Study
	Unit 2: Literary Allusions	Unit 4: Exploring the 19 th Century	Unit 6: Cultural Viewpoints
YEAR 9	TWO WORLDS	GENDER AND CONFLICT	PREPARING FOR GCSE
	Unit 1: Literature in Context	Unit 3: Shakespeare	Unit 5: An Inspector Calls
	Unit 2: Writers at War	Unit 4: The Novel	



YEAR 10	Term 1	Term 2	Term 3
	'Jekyll and Hyde'	'Macbeth'	Anthology and unseen poetry
	'Jekyll and Hyde' Paper 1 Language Skills	'Macbeth' Paper 2 Language skills	Speaking and listening
YEAR 11	Term 1	Term 2	Term 3
	'An Inspector Calls' Anthology poetry	'Jekyll and Hyde' revision	'Macbeth' revision Exam preparation
	Anthology Poetry Paper 2 Language Skills	Poetry revision Paper 1 Language skills	Exam preparation



A Level Literature



Year	Term 1	Term 2	Term 3
12	'Othello' Prose text 1	Poetry Anthology (Pre-20 th Century) Unseen poetry Prose text 2 Prose and poetry anthology comparison	Exam preparation A2 War NEA introduction
13	NEA 'Up the Line of Death' set poetry 'All Quiet on the Western Front' Unseen material	Revise 'Othello' 'My Boy Jack' WW! Unseen material Revise poetry anthology Compare WW1 drama and prose	Revise WW1 poetry Revise prose Exam preparation and revision

A Level English Language and Literature

YEAR	Term 1	Term 2	Term 3
12	Exploring the Language Levels to introduce the skills before analysing Duffy Poetry and the Paris anthology.	Reading and analysing The Handmaid's Tale. Reading and analysing A Streetcar Named Desire. Revision of Language Levels.	Continuing our analysis of the Paris anthology. Revision of Duffy and Handmaid's Tale. Introduction to coursework unit.
13	Coursework – redrafting and final submissions. Reading and exploring Great Gatsby recasting. Streetcar Named Desire – revision and analysis.	Great Gatsby – exploring commentary skills. Continuing revision of Streetcar. Revision of Paper 1 – Duffy, Handmaid's and Paris.	Revision of Paper 2 – Gatsby and Streetcar.



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	Evil and suffering- can God still exist? /Crime and punishment	Crime and punishment/ Prejudice and discrimination	Prejudice and discrimination? What is reality?
Assessment year 9	<ul style="list-style-type: none"> Evil and suffering extended homework piece- first half of the term Evil and suffering written assessment. Second half of the term. 	<ul style="list-style-type: none"> Year 9 end of unit test- first half of the term. How should we punish people? – second half of the term. 	<ul style="list-style-type: none"> Who had a better response to prejudice and discrimination, MLK or Malcolm X assessment- first half of the term



Film Studies



YEAR	Term 1	Term 2	Term 3
10	Induction - 2 week intro to Film Contemporary UK film - Aesthetic	Global non-English language film – Representation Global English language film – Narrative	Practical Application of Learning
11	US film 1930-1990 (Comparative study)	US independent film Key developments in film and film technology	Revision
12	Induction – 6 week single film study British Film since 1995 (Two-film study)	Hollywood 1930-1990 (Comparative study) Global Film (Two-film study)	Three topic revision Introduction to Practical Application of Learning
13	Documentary Film Practical Application of Learning	Experimental Film American Film since 1995 (Two-film study)	Film Movements - Silent Cinema Revision



French



	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 <i>ASSESSMENT: Phonics and pronunciation</i>	Introduction Colours / Adjectival agreement / Pronouns / -er verbs <i>ASSESSMENT: Baseline assessment</i>	Family and friends Brothers and sisters / Family / Pets / Presenting myself / Portraits <i>ASSESSMENT: Unit 2 L/R/W</i>	At mine Where I live / My house / My room / In the evening / <i>ASSESSMENT: Unit 3 L/R/W</i>	School My morning routine / Subjects / Opinions / Timetable / After school <i>ASSESSMENT: Unit 5 Speaking</i>	Town and Free time Time In the town centre / Directions / Where are you going? Sports & Instruments Film Study Le Petit Prince <i>ASSESSMENT: End of year assessment (L/R/T)</i>
8	Family and home My family album / At work / Where do they live? / Weather / A day in the life / Present tense (-ir, -re verbs) <i>ASSESSMENT: Unit 1 L/R/T</i>	Going out Last weekend / TV / Going out / My weekend / Perfect tense / Invitations / Accepting and declining / Clothes / Shopping <i>ASSESSMENT: Unit 2 L/R/W</i>	Food French food / Likes and dislikes / Preparing for a party / At the market / At the restaurant <i>ASSESSMENT: Unit 4 Speaking</i>	Holidays Countries / Off we go! / At the holiday centre / Destination Senegal / Travel online / Asking questions <i>ASSESSMENT: Unit 5 L/R/T</i>	Friends and technology Friends / Pocket money / Technologies / Use of three tenses / Hopes and wishes using Je voudrais <i>ASSESSMENT: Unit 6 Writing</i>	Film Study Les Choristes Le Petit Nicolas <i>ASSESSMENT : End of year assessment (L/R/T)</i>
9	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	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 / Visiting a tourist attraction	My world Rights/ Priorities / Things you buy / What makes you happy	KS3 Revision / Transition to GCSE Point de départ pages chapter 1-8 Film Study Sarah's key



	ASSESSMENT: Beginning of Year 9 assessment: (T) Unit 1 L/R/T/W	ASSESSMENT: Unit 2 L/R/S	ASSESSMENT: End of Year assessment (L/R/T)	ASSESSMENT: Unit 4 L/R/W/T	ASSESSMENT: Unit 5 L/R/T	ASSESSMENT: GCSE Baseline test
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 ASSESSMENT: Mock GCSE 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 GCSE 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 GCSE exams (Tiered Foundation / Higher) in L/R/S/W	
12	Aspects of society Changes in the family Artistic culture Heritage	Aspects of society Changes in the family Artistic culture Heritage	Aspects of society Cyber-society Artistic culture	Aspects of society Cyber-society Artistic culture	Aspects of society Volunteering Artistic culture	Aspects of society Volunteering Artistic culture



	Film study <i>ASSESSMENT: Chapter 1 and 4 L/R/T/S</i>	Film study <i>ASSESSMENT: Chapter 1 and 4 L/R/T/S</i>	Music Film study <i>ASSESSMENT: Chapter 2 and 5 L/R/T/S</i>	Music Film study <i>ASSESSMENT: Chapter 2 and 5 L/R/T/S</i>	Cinema Film study <i>ASSESSMENT: Chapter 3 and 6 L/R/T/S Revision – Mock AS exam papers 1,2 and 3</i>	Cinema Film study <i>ASSESSMENT: Chapter 3 and 6 L/R/T/S Revision – Mock AS exam papers 1,2 and 3</i>
13	Aspects of society Multiculturalism Political life Vote Book study IRP <i>ASSESSMENT: Chapter 7 and 10 L/R/T/S</i>	Aspects of society Inclusion/exclusion Political life Strikes Book study IRP <i>ASSESSMENT: Chapter 8 and 11 L/R/T/S</i>	Aspects of society Criminality Political life Immigration Book study IRP <i>ASSESSMENT: Chapter 9 and 12 L/R/T/S</i>	Aspects of society Artistic culture Multiculturalism Political life Extension Book study IRP <i>ASSESSMENT: Chapter 13 L/R/T/S</i>	Revision <i>ASSESSMENT: A level exams papers 1,2 and 3</i>	



Geography



Year	Autumn Term		Spring Term		Summer Term	
7	How am I connected to other places?	What is weather & climate?	Why are places around the world different?	How does a river change from source to mouth	Why do people live in hazardous zones?	Why do people migrate?
8	The Almighty Dollar: where does money go when it is spent?	Are global cities sustainable?	What causes extreme weather hazards?	What are the effects of climate change?	How important are the worlds coral reefs?	Is there a way to save our coastal resorts?
9	How are our wilderness areas under threat?	Can we escape the climate crisis?	Why are some countries becoming more powerful?	Is our portrayal of Africa out of date?	Is disaster a choice?	How valuable are our water resources?
10	Unit 1: Living with the physical environment: The living world		Unit 1: Living with the physical environment: Physical landscapes in the UK		Unit 1: Living with the physical environment: The Challenge of natural hazards	
11	Unit 2: Challenges in the human environment: Urban issues and challenges		Unit 2: Challenges in the human environment: The changing economic world		Unit 3: Geographical applications and skills	
12	Component 1: Coastal systems and landscapes, water and carbon cycles, hazards Component 2: Global systems and global governance				Component 2: Changing places Component 3: Geography fieldwork investigation (NEA)	
13	Component 2: Changing places, contemporary urban environments Component 3: Geography fieldwork investigation (NEA)					Examinations



German



	AUTUMN TERM A	AUTUMN TERM B	SPRING TERM A	SPRING TERM B	SUMMER TERM A	SUMMER TERM B
7	ALL YEAR 7s DOING FRENCH					
8	Introduction Welcome / Alphabet / Phonics / Numbers / Colours / Nouns and Gender / Definite and indefinite article / Nominative and Accusative for subject and direct object <i>ASSESSMENT: Phonics and pronunciation</i>	Introduction Days of the week / Months / Pronouns / Haben and sein / Present tense regular verbs / Introduction to irregular verbs <i>ASSESSMENT: Baseline test</i>	Family and friends Siblings / Family members / Pets / Physical Description / Personality / Intensifiers / Possessive pronouns <i>ASSESSMENT: Unit 2: L/R/T</i>	School School subjects / Timetable / Time / Opinions / Word order – verb as second idea / Justifications with ‘denn’ / Food / School uniform <i>ASSESSMENT: Writing (adapting a text to suit own purpose)</i>	Hobbies Sports with ‘play’ and ‘go’ / Free time activities / Adverbs (of preference and time) / Opinions and justification with ‘weil’ and ‘obwohl’ <i>ASSESSMENT: Unit 4: L/R/S</i>	Cultural Germany Geography of Germany / School in Germany / Free time in Germany <i>ASSESSMENT: End of year assessment L/R/T</i>
9	Role Models Role models / Experiences / Injuries /Overcoming misfortune / How someone inspires you / Achievements <i>ASSESSMENT: Unit 1: S (role play) /L/R</i>	Music Music types / Playing or singing in a band / Comparing bands / Music festivals <i>ASSESSMENT: Unit 2: S (role play) /L/R</i>	My ambitions Ambitions / Jobs / Future plans / Working in a ski resort / Understanding voicemail messages <i>ASSESSMENT: End of Year assessment (L/R/T)</i>	My childhood Childhood / Childhood activities / Comparing schools / Fairy tales <i>ASSESSMENT: W (3 tenses) /L/R/T</i>	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? <i>ASSESSMENT: L/R</i>	Transition to GCSE Startpunkt pages chapter 1-8 <i>ASSESSMENT: GCSE Baseline test</i>
10	School What you are (not) looking forward to / 	Free Time Reading / Music / TV and Film / Sport / 	Relationships Friendship / Positive and negative relationships / 	At mine and at yours Meeting your exchange partner / Describing 	Mock exams Revision towards listening, reading and 	Travel needs Transport and buying tickets / Booking

35



	ASSESSMENT: Chapter 1/2 L/S/R/W	ASSESSMENT: Chapter 2/3 L/S/R/W	ASSESSMENT: Chapter 3/4 L/S/R/W	ASSESSMENT: Chapter 4/5 L/S/R/W	ASSESSMENT: Chapter 5/6 L/S/R/W	ASSESSMENT: AS Mock exams L/S/R/W 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	



Health and Social Care



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><u>Component 1: Human Lifespan Development: Learning Aim A</u></p> <p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Key skills: To gain knowledge and understanding of the 6 life stages from infancy to later life and the growth and development that happens within each of the life stages, and to understand areas of development within each life stage, developmental norms and milestones.</p> <p>Keywords: Infancy, childhood, Adolescence, adulthood, life stages,</p>	<p><u>Component 1: Human Lifespan Development: Learning Aim B</u></p> <p>Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <p>Key skills: to gain knowledge about Physical events, to include: accident/injury, ill health. Relationship changes, to include: Entering into relationships, marriage, divorce, parenthood, bereavement. Life circumstances, to include: moving house, school or job, exclusion from education,</p>	<p><u>Component 1: Human Lifespan Development: Set Assignment</u></p> <p>Learners will be required to complete the PSA. This will be released in February and the marks and work to be submitted to board by 1st May</p>	<p><u>Component 1: Human Lifespan Development: Set Assignment</u></p> <p>Learners will be required to complete the PSA. This will be released in February and the marks and work to be submitted to board by 1st May</p>	<p><u>Component 2: Health and social care services and values: Learning Aim A</u></p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <p>Key Skills: identify different types of barrier and how they can be overcome by the service providers or users</p> <p>Keywords: differing cultural beliefs, social stigma, differing first language, and language impairments.</p> <p>Summative: written assignment, using criteria as set by BTEC.</p> <p>Challenge: Demonstrate the care values</p>	<p><u>Component 2: Health and social care services and values: Learning Aim B</u></p> <p>Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <p>Key skills: to understand Care values: empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered respect for the individual by respecting service users' needs, beliefs and identity maintaining confidentiality, preserving the dignity of individuals to help</p>



	<p>physical, intellectual, emotional, social, development and listed BTEC keywords for assessment.</p> <p>Summative: written assignment, using criteria as set by BTEC.</p> <p>Challenge: To apply knowledge of life stages to a chosen case study and describe growth and development through each area of development for that individual within the case study across 3 life stages detailing development norms and milestones met.</p>	<p>redundancy, imprisonment and retirement.</p> <p>Keywords: expected, unexpected, life events, impact and Life circumstances.</p> <p>Summative: written assignment, using criteria as set by BTEC.</p> <p>Challenge: To explain the impact of a life event on the development of two individuals, and how two individuals adapted to a life event, using support.</p>			<p>independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback. Go onto make justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.</p>	<p>them maintain privacy and self-respect effective communication that displays empathy and warmth safeguarding and duty of care, keeping individuals safe from physical harm, promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p> <p>Keywords: Care Values, Safeguarding, confidentiality, empowerment, promoting independence, dignity, respect, effective communication, self-respect, identity and person centred care.</p> <p>Summative: written assignment, using criteria as set by BTEC.</p>
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						Challenge: Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.
Summer Holiday						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
11	<u>Component 2: Health and social care services and values:</u> <u>Learning Aim B</u> Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services. Key skills: to understand Care values: empowering and promoting independence by involving individuals,	<u>Component 1: Human Lifespan Development:</u> <u>Set Assignment</u> Learners will be required to complete the PSA. This will be released in October and the marks and work to be submitted to board by 15th December	<u>Component 3: Health and Well Being:</u> <u>Learning Aim A & B</u> A: Factors affecting Health and Wellbeing. Learners will explore how factors can affect an individual's health and wellbeing positively or negatively Key skills: to understand Definition of health and wellbeing:	<u>Component 3: Health and Well Being:</u> <u>Learning Aim C</u> C2: Obstacles to implementing plans Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated. Key Skills: to identify Potential obstacles:	<u>Component 3: Health and Well Being:</u> <u>Review and Revision</u>	



	<p>where possible, in making choices, e.g. about treatments they receive or about how care is delivered respect for the individual by respecting service users' needs, beliefs and identity maintaining confidentiality, preserving the dignity of individuals to help them maintain privacy and self-respect effective communication that displays empathy and warmth safeguarding and duty of care, keeping individuals safe from physical harm, promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p> <p>Keywords: Care Values,</p>		<p>a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</p> <p>B: Interpreting health indicators</p> <p>Learners will interpret indicators that can be used to measure physiological health, interpreting data and interpret lifestyle data in relation to risks posed to physical health.</p> <p>Key Skills: to identify physiological indicators that are used to measure health: pulse, blood pressure peak flow body mass index (BMI). Understand Interpretation of lifestyle data, specifically risks to physical health</p>	<p>emotional/psychological, low self-esteem, time availability of resources, lack of support and barriers to accessing identified services.</p> <p>Summative: Exam questions, using past Sample Assessment Material provided by BTEC.</p> <p><u>Component 3:</u> <u>Health and Well</u> <u>Being: Learning Aim C</u></p> <p>C1: Person-centred health and wellbeing improvement plans</p> <p>Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support</p>		
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	<p>Safeguarding, confidentiality, empowerment, promoting independence, dignity, respect, effective communication, self-respect, identity and person centred care.</p> <p>Summative: written assignment, using criteria as set by BTEC.</p> <p>Challenge: Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.</p>		<p>Summative: Exam questions, using past Sample Assessment Material provided by BTEC.</p>	<p>services and also care values in terms of the need for a person centred approach. · The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p> <p>Key skills: The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p>		
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History



YEAR	Term 1	Term 2	Term 3
7	<p>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 the sources about why the Romans decided to invade and conquer Britain? 	<p>1066 – 1485</p> <p>Norman Conquest</p> <p>The importance of the church</p> <p>Assessment</p> <ul style="list-style-type: none"> Why did William the Conqueror win the Battle of Hastings? What can you infer from the sources about why people went on pilgrimages in the medieval period? 	<p>1066 - 1485 continued</p> <p>King John, Black Death Peasant's Revolt</p> <p>Assessment</p> <ul style="list-style-type: none"> Knowledge test on King John King John was a bad King How far do you agree with this? Year 7 exam testing knowledge across all topics covered in year 7
8	<p>Britain 1500 – 1750</p> <p>Tudor and Stuart England</p> <p>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>The English Civil War</p> <p>1750 – 1900</p> <p>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>1750 – 1900</p> <p>The abolition of slavery in the British Empire</p> <p>Industrial Revolution</p> <p>Assessment</p> <ul style="list-style-type: none"> Knowledge test on the campaign to abolish slavery Year 8 exam. Essay focusing on the why slavery was abolished in the British Empire
9	<p>The World since 1900 Conflict in the 20th Century</p> <p>World War One</p> <p>The campaign for women's suffrage</p>	<p>The World since 1900 continued</p> <p>The campaign for women's suffrage continued</p> <p>World War 2</p>	<p>The World since 1900 continued</p> <p>Atomic bombing of Japan</p> <p>Holocaust</p> <p>Medicine Through Time 1250 – 1500</p>



	<p>Assessment</p> <p>The main cause of the First World War was the assassination of Archduke Franz Ferdinand. How far do you agree?</p> <ul style="list-style-type: none">• Knowledge test on trench warfare	<p>Assessment</p> <ul style="list-style-type: none">• Year 9 Exam: Essay on the campaign to win women the right to vote in the early 1900s• Knowledge test on Causes of WW2• Study Interpretations 1 and 2. They give different views about the causes of World War 2 What is the main difference between these views?	<p>Assessment</p> <ul style="list-style-type: none">• Knowledge test on the events surrounding the dropping of the atomic bombs on Hiroshima and Nagasaki• 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.
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 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 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>American West 1835 – 95 continued</p> <p>Assessment</p> <ul style="list-style-type: none">• Explain the importance of the horse as a means of survival on the Plains 8 marks	<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?• Source and interpretation questions on attitudes of young people towards the Hitler	<p>Weimar and Nazi Germany continued Revision of Medicine and Elizabethan England</p> <p>Assessment</p> <ul style="list-style-type: none">• Germany mock exam questions



	<ul style="list-style-type: none"> Write a narrative account analysing the processes and problems of migration between 1846 and 47 Explain two consequences of changes in ranching on the work of the cowboy Mock exam on Elizabethan England and American West 	Youth movement. Walking, talking mock revision	
12	A Level History		
	Russia 1917 – 91 From Lenin to Yeltsin China 1949 –76 Mao’s China Assessment China <ul style="list-style-type: none"> Essay: Consolidation of the regime. Source Question: Terror Russia <ul style="list-style-type: none"> Essay on centralisation of power (theme 1) Essay on Soviet agriculture (theme 2) 	Russia 1917 – 91 From Lenin to Yeltsin continued China 1949 –76 Mao’s China continued Assessment China <ul style="list-style-type: none"> Essay Question: The economy Source question: The economy Russia <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) 	Russia 1917 – 91 From Lenin to Yeltsin continued China 1949 –76 Mao’s China continued Assessment China <ul style="list-style-type: none"> Essay question: Cultural Revolution Source question: Social policies Russia <ul style="list-style-type: none"> Essay on equality concerning women and the family (theme 4) Essay on Gorbachev (Interpretations)
	A Level Ancient History		
	Ancient Greece: Persian War, Pentecontaetia Ancient Rome: Julio- Claudians – Augustus - rise to power and consolidation Assessment	Ancient Greece: Peloponnesian Wars Ancient Rome: Julio-Claudians – Tiberius and Gaius Assessment	Ancient Greece: Peloponnesian Wars and Themes Ancient Rome: Julio-Claudians Claudius and Nero Assessment



	<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> 	<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>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
	A Level History		
	<p>Lancastrians, Yorkists and Henry VII 1399 – 1509 The causes of the First World War (coursework)</p> <p>Assessment</p> <ul style="list-style-type: none"> • 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. 	<p>Lancastrians, Yorkists and Henry VII 1399 – 1509 The causes of the First World War (coursework) Continued</p> <p>Assessment</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • First draft of coursework assignment • Final draft of coursework assignment 	<p>Lancastrians, Yorkists and Henry VII 1399 – 1509 The causes of the First World War (coursework) Continued</p> <p>Assessment</p> <ul style="list-style-type: none"> • Essay on the changing relationship between the King and the nobility • Mock exam • Essay on the changing power of Parliament



	A level Ancient History		
13	<p>Ancient Greece: Rise of Macedon Phillip II Ancient Rome: Roman Britain – Military conquest</p> <p>Assessment Greece</p> <ul style="list-style-type: none">• 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? <p>Rome</p> <ul style="list-style-type: none">• Why did Claudius invade Britain? (Exam style question on the usefulness of sources)• Significance of Agricola as Governor of Britain compared to the other Roman Governors of Britain (Essay question)	<p>Ancient Greece: Rise of Macedon Alexander the Great Ancient Rome: Roman Britain Reorganisation, social and economic change</p> <p>Assessment Greece</p> <ul style="list-style-type: none">• 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? <p>Rome</p> <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)	<p>Ancient Greece: Revision Ancient Rome: Revision</p> <p>Assessment Greece</p> <ul style="list-style-type: none">• To what extent did Philip and Alexander have different attitudes towards the gods and religion?• How useful is this passage for informing us of Alexander's relationship with Persian culture? <p>Rome</p> <ul style="list-style-type: none">• 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.• A level exam



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
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
9 GCSE	Negative numbers, decimals, BIDMAS, Simplifying algebra, Expanding, Factorising, Substitution, Factors, Multiples, Prime factorisation, Sequences, Expanding/Factorising quadratics, Rounding, Error intervals, Plotting Straight line graphs, Equation of a line facts	Solving Linear and quadratic equations, solving simultaneous equations, Ratio, Fractions, Angle facts, 2D shapes, Symmetry	Percentages, 3D shapes, Standard form, Populations and sampling, tables and graphs, Pie charts.
10 GCSE	Higher: Laws of indices, Expanding/factorising quadratics, Completing the square, Algebraic fractions, Perimeter, Area, Circles, Sectors, Arcs, Cylinders, Straight line graphs, Parallel and perpendicular lines, Compound interest, Plotting non-linear graphs	Higher: Surds, Prisms, Cylinders, 3D Solids, Changing the subject of a formula, Kinematics formulae, Pythagoras' Theorem, Congruent triangles, Decimals, Similar shapes	Higher: Trigonometric ratios, Sine rule, Cosine rule, Trigonometric graphs, Inequalities, Vectors, Inequalities, Angles in Polygons
10 GCSE	Foundation: Laws of indices, Circles, Sectors, Arcs, Cylinders, Straight line graphs, Converting metric units, Compound measures, Area of 2D shapes, Plotting quadratic graphs, Compound growth and decay, Expanding/factorising quadratics	Foundation: Prisms, Cylinders, Probability, Tree diagrams, Pythagoras' Theorem, Solving linear and simultaneous equations, Solving quadratic equations using factorisation, Enlargement	Foundation: Trigonometry, Sampling, Drawing statistical charts and graphs, vectors, Constructions, Loci, Angles in polygons, Gradients and tangents, Real world graphs
11 GCSE	Higher: Approximation and estimation, Probability, Tree diagrams, Conditional probability, Proportion, Constructions, Loci, Averages, Scatter graphs, Box plots,	Higher: Iterations, Compound measures, Transforming functions, Gradients and tangents, Area under a curve, Similar shapes, Enlargements, Interpreting real life graphs,	Higher: Examination preparation



	Enlargements, Circle theorems, Functions, Sketching non-linear curves,	Histograms, Cumulative frequency, Stratified sampling	
11 GCSE	Foundation: Direct proportion, Inequalities, Averages, Scatter graphs, Simultaneous equations, Transformations, Rearranging formulae, Substitution into formulae	Foundation: Examination preparation	Foundation: Examination preparation
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
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
12 Core	Estimation, Personal finance, Data	Paper 2 (Depending on group)	Revision
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,	
13 Further Maths	Series, polar coordinates, Differential Equations (first and second order), Vectors, Hyperbolic Functions, Volumes of solids, Random variables, Normal distribution, Chi-squared test, Work, Energy, Power, Statics of solids	Differential Equations, Integration, MacLaurin Series, Improper integrals, Central Limit Theorem, Population Mean and Variance, Hypothesis tests, confidence intervals, Motion in a circle, Free Motion, Radial and tangential components,	



Media



YEAR	Term 1	Term 2	Term 3
10	Unseen media analysis skills Advertising set text study Film Marketing set text study	Film marketing set texts study Newspapers set text study	Year 10 mock exam preparation for Comp 1 TV set text study (Luther only)
11	TV set text study (Luther and The Sweeney), Music videos set text study Revision for Year 11 mock exam for Comp 2 Magazine set text study Component 3 coursework preparation	Magazine set text study Component 3 coursework Radio set text study Revision of Advertising and Film marketing	Video games set text study Revision of Newspapers and unseen media analysis
12	Unseen media analysis skills Advertising (Kiss of the Vampire only) Online Media, TV and Magazine set text study (Text 1)	Video games, Advertising (Tide only) and Radio set text study	Online Media, TV and Magazine set text study (Text 2) and revision of set texts for Yr 12 mock exams Coursework unit – production of a media product Mock feedback
13	Unseen media analysis skills revision and mock feedback Music videos set text study Film Marketing set text study	Newspapers set text study Advertising set text study (Super.Human/Wateraid only) Revision of Radio, Video games, Advertising and unseen skills for Year 13 mock	Revision of Comp 1 and 2 set texts



Music



Music Assessment Strands (CAKE)



Composing
Appraising
Keyboard Skills
Ensemble Skills

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 AQUIRE	<p>Overview and introduction to skills and knowledge that will underpin KS3 Music lesson @ KHS</p> <ul style="list-style-type: none"> Introduction to Singing (short workshop every lesson developing singing techniques (e.g. breathing, pitching, intonation, diction, past singing)) Introduction to the Elements of music (short listening task every lesson developing understanding of the elements of music) Djembe Drumming Workshop (playing in time and confidently playing an independent part) Introduction to Keyboard Skills (RH technique and playing with 2 hands) Introduction to Composition (Paired Kbrd composition task based on the elements of music and Incredibox (online composing exploiting musical textures)) 		<p>Singing workshops and listening and appraising settlers continue every lesson</p> <ul style="list-style-type: none"> Sci-Fi Film Music (Group composition exploiting the elements of music to create the mood for 4 scenes from a Sci-Fi film) 	<ul style="list-style-type: none"> Water Melon Sugar (MuFu rock band projects- whole class learn Water Melon Sugar and then play it in small bands). 	<ul style="list-style-type: none"> Dancing Queen (individual keyboard project and assessment) 	<ul style="list-style-type: none"> Year 7 Music Test Frozen (Using Loops on Cubase to compose mood music for the Frozen film trailer exploiting the elements of music)



<p>By the end of Year 7 students will be able to:-</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice and playing instruments • compose and create musical moods by drawing on the elements of music • identify and discuss the elements of music • use relevant notations appropriately • listen to a wide range of music from great composers and musicians • develop an understanding of the music that they perform and to which they listen, and its history 						
8 DEVELOPE	<p>Singing workshops and listening and appraising settlers continue every lesson</p> <ul style="list-style-type: none"> • Chasing Cars (individual keyboard project and assessment introducing #s and more complex LH) 	<ul style="list-style-type: none"> • Happier by Marshmello (MuFu rock band projects- whole class learn Happier and then play it in small bands). 	<ul style="list-style-type: none"> • Whole Class Guitar Band (developing guitar skills) 	<ul style="list-style-type: none"> • Improvisation (learning how to improvise on the keyboard) 	<ul style="list-style-type: none"> • 4 Chords (Learning how to play 4 chords in bands and then composing a melody that fits the 4 chords sequence) 	<ul style="list-style-type: none"> • Year 8 Music test • Composing Music for an Advert (Cubase Sequencing Project using 4 chords, melodic improvisation and the elements of music)
	<p>By the end of Year 8 students will be able to:-</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically • improvise and compose; and extend and develop musical ideas by drawing on a given range of musical structures, styles, genres and traditions • use relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the elements of music expressively and with increasing sophistication • listen with increasing accuracy to a wide range of music from great composers and musicians • develop an understanding of the music that they perform and to which they listen, and its history 					
9 INDEPENDENCE	<p>Listening and appraising settlers continue every lesson</p> <ul style="list-style-type: none"> • Synthesia (Free choice keyboard project from a 	<ul style="list-style-type: none"> • Song Composition (Band composition of a song with verse, chorus and M8 bringing together all of the 	<ul style="list-style-type: none"> • Cubase Song Sequencing Project (Recording the composed song into Cubase, bringing together 	<ul style="list-style-type: none"> • Free choice MuFu band project (from a curated list, bringing together all of 	<ul style="list-style-type: none"> • Free brief Cubase composition project 	<ul style="list-style-type: none"> • Whole class Rock band project



	curated list of songs. Self-taught using Synthesia.)	KS3 composition skills)	all of the KS3 Cubase skills)	the ensemble skills learnt in KS3)		
	<p>By the end of Year 9 students will be able to:-</p> <ul style="list-style-type: none">• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• use relevant notations appropriately and accurately in a range of musical styles, genres and traditions• identify and use the elements of music expressively and with increasing sophistication• listen with increasing discrimination to a wide range of music from great composers and musicians• develop a deepening understanding of the music that they perform and to which they listen, and its history					



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		Yr 10 Autumn term = Theory assessment Yr 10 Spring term = NEA (PEP) Yr 10 Summer term – Mock Theory + Practical



	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 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: Practical Assessment	NEA assessment – Dec + May Termly theory assessment Yr 12 Mock exam
13	SECOND YEAR OF KEY STAGE 5 OPTIONS A LEVEL PE 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	NEA assessment – Oct + Dec Final NEA assessment - Easter Termly theory assessment Yr 13 Mock exam
12	FIRST YEAR OF KEY STAGE 5 OPTIONS: BTEC SPORT LEVEL 3 CERTIFICATE Unit 1 Anatomy and Physiology Unit 7 Practical sports Performance	January = Unit 1 exam Spring term = Unit 7 = 2 Learning Aims Summer term = Unit 7 - 2 Learning Aims
13	SECOND YEAR OF KEY STAGE 5 OPTIONS: BTEC SPORT LEVEL 3 EXTENDED CERTIFICATE Unit 2 – Fitness training and Programming for Health, Sport and Well-being Unit 3 – Professional Development in the Sports Industry	Autumn term = Unit 2 = 3 Learning Aims Spring term = Unit 2 - 1 Learning Aim Spring Term = Unit 3 3 Learning Aims Summer term = 1 Learning Aim



PSHEE



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>Careers, Aspirations and Money</u></p>	<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>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> • Drug education (smoking) 	<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>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> • Being valuable citizens



	<ul style="list-style-type: none"> Exploring different careers Enterprise projects (setting up your own business) Money 	<ul style="list-style-type: none"> Managing risks to health Online safety First aid Recognising and responding to risks in different situations 	<ul style="list-style-type: none"> 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>Careers, Aspirations and Money</u></p> <ul style="list-style-type: none"> Exploring different careers Developing employability skills 	<p><u>Sexual Health, Health and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> Recognising exploitation and manipulation Abuse <p><u>Physical Health, Personal Safety and Risk Management</u></p> <ul style="list-style-type: none"> Sharing explicit images 	<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>Community, Social, Moral, Spiritual, Cultural and Fundamental British Values</u></p> <ul style="list-style-type: none"> Being valuable citizens



	<ul style="list-style-type: none"> Preparing CVs Job interviews Savings Debt 	<ul style="list-style-type: none"> Impact of pornography Online safety Recognising and responding to risks in different situations 	<ul style="list-style-type: none"> 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
12	<p>Careers Interviews: Students have access to bespoke sessions with the Careers Advisor throughout Year 12</p>		
	<p><u>Transition skills</u></p> <ul style="list-style-type: none"> Proactive study. Note taking. Organisation and recapping. Plagiarism. 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> Unifrog – Platform launch. Students explore the personality & Interests profiles. “Why University?” talk from University of Suffolk. 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> UCAS application writing. UCAS Personal Statement workshops. UCAS Higher Education Conference at the University of Suffolk.



<ul style="list-style-type: none">• Revision techniques.• Priorities and to do lists.• Embedding knowledge. <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none">• Driver Sense – Driver awareness, safety, the law, choosing a driving instructor. Led by driving instructor and ex Police traffic officer.• ‘It’s on the ball’ – Testicular Cancer awareness talk.• ‘Coppa Feel’ – Breast cancer awareness talk.• Online First Aid course from Pro Training. Followed by face-to-face training on CPR & using a defibrillator - including opportunities to practice using resuscitation dummies. Led by First Responder.• Terence Higgins Trust – Sexual health awareness talk.• 5 Mental Health and Wellbeing training sessions from the charity ‘Student Life’. <i>What is Mental Health?, Depression, Anxiety, Self-harm, eating disorders, and threat processing and behaviour.</i> Training enables young people to become Mental Health Ambassadors within the school, encouraging them to support both themselves and their peers with Mental Health and Wellbeing.• Using health services & making informed health and immunisation decisions.• Sleep.	<ul style="list-style-type: none">• Introduction to University, the application process and student finance.• Oxbridge events.• Gap year talk from former KHS student.• Introduction to gap year companies.• Project Trust talk on opportunities for volunteering in the UK and abroad.• Apprenticeships options for post 18 students from the AIM Group.• Finding apprenticeship talk from the AIM Group.• Talks from a variety of companies and organisations offering apprenticeships. <p><u>Mindset</u></p> <ul style="list-style-type: none">• VESPA tasks.• 1-1 Tutor reviews on Spring report.	<ul style="list-style-type: none">• The BEST Event – <i>Business, Enterprise, Skills and Training</i>. Talks from people representing a range of career paths as chosen by the students, including many former KHS students.• Financial choices – managing salary deductions including taxation, national insurance and pensions. Saving options and consumer rights.• Employment rights - including professional conduct, unions and professional organisations. <p><u>Relationships</u></p> <ul style="list-style-type: none">• Relationships values.• Forming and maintaining respectful personal and professional relationships.• Consent.• Online safety.• Bullying, abuse and discrimination. <p><u>Mindset</u></p> <ul style="list-style-type: none">• Revision and mock exam preparation.• VESPA tasks.• 1-1 Tutor reviews on summer report and mock exam results.
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	<ul style="list-style-type: none">• Healthy eating habits.• Resilience.• Drugs and alcohol safety – including drink and needle spiking.• Toxic Networking and Online Behaviours.• Phishing. <p><u>Mindset</u></p> <ul style="list-style-type: none">• Launch of the VESPA model followed by tasks for students to develop vital skills at Sixth Form.• 1-1 Tutor reviews on Autumn report.		
13	<p><u>Personal Tutor Meetings:</u> All students meet their personal tutors once a fortnight for 15mins. These meetings are bespoke to each student's needs, but will include: Subject progress, attendance & punctuality, management of study time, management of NEA, revision planning and techniques, pastoral support, post 18 planning (UCAS, apprenticeships, employment, reference writing)</p> <p><u>Careers Interviews:</u> Students have access to bespoke sessions with the Careers Advisor throughout Year 13</p>		
	<ul style="list-style-type: none">• Completing UCAS applications• Completing and refining UCAS Personal Statements• Early entry support sessions for Oxbridge, medicine, dentistry, & veterinary applicants.	<ul style="list-style-type: none">• Apprenticeship and Entrepreneurship workshops.• Preparation for interview workshops (Telephone, Teams, Face to Face, Assessment centres)• Employability skills• Cover/Speculative letters workshops• Applications/CV workshops• Revision Assemblies• Revision technique workshops• Revision planning workshops	<ul style="list-style-type: none">• Wellbeing sessions• Managing the exam period pastoral support



Psychology



GCSE

Year 10					
Half Term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Social Influence	Social Influence/Memory	Memory	The Brain	The Brain/Psychological Problems	Psychological Problems
Year 11					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Development	Development/Criminal Psychology	Criminal Psychology/Sleep and Dreaming	Sleep and Dreaming/Research Methods	Issues and Debates/Revision	

A-Level

Year 12					
Half Term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Social Approach and Cognitive Approach	Social Approach and Cognitive Approach	Learning Approach and Biological Approach	Learning Approach and Biological Approach	Revision and Mocks	Transition to Year 13
Year 13					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Criminal Psychology and Clinical Psychology	Criminal Psychology and Clinical Psychology	Criminal Psychology and Clinical Psychology	Research Methods and Issues and Debates	Research Methods and Issues and Debates	

Btec

Year 12					
Half Term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit 1: Social Approach and Cognitive Approach	Unit 1: Learning Approach and Biological Approach	Unit 1 Exam – January Unit 2: Coursework	Unit 2: Coursework	Unit 2: Coursework – Final submission Mocks	Unit 3: Health Psychology – Learning Aim A



Year 13					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit 3: Health Psychology – Learning Aim B	Unit 3: Health Psychology – Learning Aim C	Unit 3 Exam – January Unit 4: Forensic Psychology - Coursework	Unit 4: Forensic Psychology - Coursework	Unit 4: Forensic Psychology Coursework	



Science



YEAR	Term 1	Term 2	Term 3
7	KS3 content is organised into topics that are taught on rotation: Forces 1, Electromagnetism 1, Waves 1, Energy 1, Matter 1 & 2, Reactions 1 & 2, Earth 1, Organisms 1, Ecosystems 1 and Genes 1		
8	KS3 content is organised into topics that are taught on rotation: Forces 2, Electromagnetism 2, Waves 2, Energy 2, Matter 3, Reactions 3, Earth 2, Organisms 2, Ecosystems 2 and Genes 2.		
9	GCSE units from the AQA Trilogy specification. B1 Cell Biology, C1 Atomic Structure and the Periodic Table, P1 Energy, B2 Organisation, C3 Quantitative Chemistry, P3 Particle Model of Matter, C8 Chemical Analysis, 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, P6 Waves
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>BTEC Applied Science: Level 3 National Certificate content Unit 1 Principles and Applications of Science 1 & Unit 2 Practical Scientific Procedures and Techniques</p> <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 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>		

BTEC Science: Level 3 Extended National Certificate content
Unit 3 Scientific Investigation Skills & Unit 8 Physiology of Human Body Systems



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

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.

Physics: OCR Physics B A'level year 2 content. Creating Models, Matter. Fields, Fundamental Particles.

Environmental Science: AQA A Level year 2 content: Energy Resources, Pollution, Agriculture, Aquatic Food Resources, Forest Resources, Sustainability, Research Methods.



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 and Applied Methods (EOT test)	Education (EOT test) End of Year test/Mock exam
11	Applied Methods (EOT test)/ Crime and Deviance (Mock exam – Paper 1, YR10 content)	Crime and Deviance (EOT test) / Stratification and Differentiation	Stratification and Differentiation cont. (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)/Mock exams
13	Crime and Deviance / Beliefs in Society	Crime and Deviance / Beliefs and Society (Mock Exam)	Crime and Deviance / Beliefs in 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



	AUTUMN TERM A	AUTUMN TERM B	SPRING TERM A	SPRING TERM B	SUMMER TERM A	SUMMER TERM B
7	ALL YEAR 7s DOING FRENCH					
8	Phonics / Introductions Phonics / Greetings and introductions / Numbers / Days / Months / Age / Birthday / Definite and indefinite articles / Opinion phrases (e.g. 'Me gusta') / Introduction to regular -ar verbs <i>ASSESSMENT: Vocab, speaking (phonics)</i>	School School subjects and opinions / Describing teachers / Opinions & justification / Regular -ar verbs (and -er/-ir?) / Adjectival agreement <i>ASSESSMENT: ¡Mira! 1 Unit 2 L/R/T</i>	Family and pets Members of the family / Pets / Physical description / Personality / 'Tener' & 'Ser' / Revision of adjectival agreement / Possessive adjectives <i>ASSESSMENT: ¡Mira! 1 Unit 3 L/R/W</i>	House and daily routine Describing your house / Daily routine activities / -ir verbs / Reflexive verbs / Stem-changing verbs (e.g. 'hacer') <i>ASSESSMENT: ¡Mira! 1 Unit 4</i>	Home town Describing your local area / Places in town / Going out and ordering at a café / 'Vivir' & 'Estar' / 'Hay' / More adjectives / Revision of 'Me gusta' / Verbs followed by the infinitive (e.g. 'Voy a', 'Quiero') <i>ASSESSMENT: ¡Mira! 1 Unit 6/¡Viva! 1 Unit 5 L/R/S</i>	Free time activities Activities and hobbies / Preview of holidays topic / Introduction to the preterite ('Ir' & 'Ser') <i>ASSESSMENT: End of year assessments (L/R/T)</i>
9	NOT CURRENTLY TAUGHT TO THIS YEAR GROUP					
10	NOT CURRENTLY TAUGHT TO THIS YEAR GROUP					
11	NOT CURRENTLY TAUGHT TO THIS YEAR GROUP					
12	CURRENTLY TAUGHT VIA ONLINE PLATFORM (EXTERNAL PROVIDER)					
13	CURRENTLY TAUGHT VIA ONLINE PLATFORM (EXTERNAL PROVIDER)					