

# RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



# CURRICULUM

2021/2022

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## CURRICULUM INTENT

A Ripley education prepares pupils to live life in all its fullness, both during their time at school and beyond. In line with the Christian ethos of the school, which runs as a thread through everything that we do, pupils here are supported and encouraged to discover their God-given talents, to thrive, to flourish, and to become the best they can be.

Our academic curriculum is broad and ambitious for all. It gives pupils the opportunity to develop a deep understanding of our world and their place in it and helps them to appreciate how the past has shaped our present. Pupils leave Ripley with high levels of cultural capital and an in-depth knowledge of music, the arts, literature, and current affairs. All pupils in Key Stage 3 study two languages to develop this cultural awareness further, alongside their linguistic ability. Pupils benefit from our many practical subjects, developing their enquiry skills through science experiments, designing and creating in D&T and food, as well as building their physical strength and health through their PE lessons.

Our rich and diverse offering is well-planned and sequenced to build cumulatively, equipping pupils with the knowledge and skills they need in each discipline; it is taught by teachers who are experts in their subjects because of the high-quality and up-to-date training they undertake. The curriculum is adapted to meet the needs of SEND pupils and any other groups who may need a more tailored approach.

Our co-curricular programme is key to our success and provision beyond the timetable continues to be high profile throughout the school, ensuring that pupils develop creatively, physically, emotionally, socially and culturally. Opportunities for pupils to participate in music and sport, as well as Duke of Edinburgh and our CCF are extensive and encourage the development of key leadership skills and resilience.

The Key Stage 3 curriculum is exciting and diverse. Our pupils develop a firm grounding in a wide range of subjects, including Agriculture and Horticulture. The Farm is particularly important to us as it deliberately enables all our pupils to learn about care and sustainability whilst learning to be good stewards of creation. Considering the breadth of subjects studied throughout Key Stage 3, our pupils are in a strong position to make the right GCSE option choices towards the end of that key stage.

We are proud of our ambitious and academic curriculum at GCSE. The EBacc sits at the heart of our curriculum and all pupils have the opportunity to study History, Geography and a language alongside the core subjects and their chosen options subjects, in line with the government ambition. Also important to us as a Church of England school is that all pupils at Key Stage 4 take GCSE Religious Studies. Our curriculum provides an in-depth understanding of different faiths, beliefs, lifestyles and choices, and is taught strictly from a non-partisan political perspective.

Our Key Stage 5 curriculum is broad and varied, with many students choosing to join us from other schools for their Sixth Form studies. Enrichment opportunities in the Sixth Form ensure that students develop their skills beyond the curriculum in preparation for Higher Education. The arts and sport remain popular at Key Stage 4 and 5 with many pupils benefitting from involvement in our choirs, orchestras, bands, clubs, teams and tournaments.

PSHE, incorporating RSHE, is central to our approach to educating the whole child and is fully implemented. It is taught in a blended way to all year groups, with curriculum content being delivered through a partnership between traditional academic subjects, worship, assemblies, tutor time, and dedicated drop-down days.

The success of our curriculum offer is evident in the pride which pupils take in their work. Our pupils work hard, are resilient and produce work which is consistently of a high quality. It is also evident in published data, which shows consistently above average Progress 8 measures and pupils attaining grade 5 or above in English and mathematics, consistently higher than national average proportions of pupils in education, training or employment, and the progress of disadvantaged pupils improving year-on-year.

Our commitment to service seeks to ensure that pupils leave school as confident, caring and responsible citizens who go out and make a difference in our community and the wider world. Pupils in Year 7 all take part in the Archbishop of York's Young Leaders' Award and in Year 8 they engage in our in-house Tri-Star award. Both schemes ensure pupils have to undertake a variety of challenges which provide them with the opportunity to develop socially and for them to learn the importance of community and cooperation. Pupils in Year 11 are able to gain recognition of their involvement in the wider curriculum and of their service to school through our Ripley+ award for Leadership and Service which has its roots in the history of our school. Students in our Sixth Form take part in our ASPIRE rewards system (Attendance, Success, Progress, Initiative/Innovation, Relationships, Endeavour) which acknowledges the achievements of the students and their contributions to the Sixth Form, the school and the wider community.

Our mission is to develop our young people in body, mind and spirit and through the excellent curriculum offered here at Ripley we provide an Education for Life in its broadest sense.

For further information regarding our curriculum, please contact Mr E. Goddard, Vice Principal [admin@ripley.lancs.sch.uk](mailto:admin@ripley.lancs.sch.uk).

# TAUGHT CURRICULUM 2021-22

Based upon a 50-period fortnight

| KEY STAGE 3  |   |        | KEY STAGE 4   |         | KEY STAGE 5  |         |
|--|---|--------|---|---------|--|---------|
| Year 7   | Year 8  | Year 9 | Year 10   | Year 11 | Year 12  | Year 13 |
| 8 English<br>8 Maths<br>6 Science<br>4 RE<br>3 Geography<br>3 History<br>3 PE<br>3 French<br>2 Art<br>2 Music<br>2 DT<br>2 Computer Science<br>2 Agriculture & Horticulture<br>1 Drama<br>1 Food | 7 English<br>7 Maths<br>6 Science<br>3 RE<br>3 Geography<br>3 History<br>3 PE<br>3 French<br>3 Spanish<br>2 Art<br>2 Music<br>2 DT<br>2 Computer Science<br>2 Food<br>1 Agriculture & Horticulture<br>1 Drama |        | 5 English language<br>4 English literature<br>8 Maths<br>11 Science<br>4 RE<br>3 PE<br><br>5 lessons for each of 3 options of which <b>at least one</b> must be drawn from this list: <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• French</li> <li>• Spanish</li> <li>• Computer Science</li> <li>• Separate Science</li> </ul><br>Other options are: <ul style="list-style-type: none"> <li>• Animal Care (BTec)</li> <li>• Art</li> <li>• Business</li> <li>• Drama</li> <li>• DT</li> <li>• Food</li> <li>• Music</li> <li>• PE</li> </ul> |         | 9 lessons for each of 3 options*. <ul style="list-style-type: none"> <li>• Art</li> <li>• Biology</li> <li>• Business</li> <li>• Chemistry</li> <li>• Computer Science</li> <li>• Economics</li> <li>• English Literature</li> <li>• English Language</li> <li>• Further Maths</li> <li>• French</li> <li>• Geography</li> <li>• History</li> <li>• Maths</li> <li>• Media Studies</li> <li>• Product Design</li> <li>• PE</li> <li>• Physics</li> <li>• Psychology</li> <li>• Religious Studies</li> <li>• Sociology</li> <li>• Animal management (BTec L3)</li> </ul><br>3 Tutorial<br>5 Enrichment<br><br><i>*Core Maths is available as an additional option of 9 lessons in Y12</i> |         |

## YEAR 7 CURRICULUM

| YEAR 7         | TERM 1   | TERM 2  | TERM 3   |
|----------------|--|---|--|
| <b>English</b> | <p>1a. Transitioning into secondary English. Introduction to seminal world Literature - A Long Walk to Water. Baseline reading comprehension and analysis skills. Baseline writing: short story</p> <p>1b. Gothic Literature. In this unit you will: read a range of Gothic fiction from our literary heritage; explore conventions of the genre and apply these to your own creative piece that creates mood and atmosphere</p> | <p>2a. Short Stories. To understand features of an successful short story through reading a range of texts in the core anthology. Using 'The Landlady' as stimulus for transactional writing task.</p> <p>2b. Roots and Heritage Poetry. Students will explore, identify and examine how who we are and our experiences of growing up influence our attitudes and values. Students will focus on how personal heritage and cultural capital influences style, language and structure in poetry.</p> | <p>3a. Shakespeare's villains. Explore how Shakespeare created villains in a range of play (Merchant of Venice, Othello, Richard III). Students will work towards creating their own villain and producing and performing a formal speech in which they defend their villain's actions</p> <p>3b. Transactional Writing - Can I make a difference?- To understand key conventions of writing for different purposes and understanding the constructs of non-fiction texts.</p> |
| <b>Maths</b>   | <p>Calculator Skills<br/>Sequences<br/>Directed Numbers<br/>Algebraic Notation<br/>Equality &amp; Equivalence<br/>Place Value<br/>FDP Equivalence (1)</p>  | <p>FDP Equivalence (2)<br/>Prime Numbers &amp; Proof<br/>Adding &amp; Subtracting<br/>Multiplying &amp; Dividing<br/>Fractions &amp; % of Amount<br/>Fractions (1)</p>  | <p>Fractions (2)<br/>Constructions<br/>Geometric Reasoning<br/>Ratio &amp; Scale<br/>Sets &amp; Probability<br/>Multiplicative Change<br/>Area</p>   |

| YEAR 7                              | TERM 1   | TERM 2  | TERM 3   |
|-------------------------------------|--|---|--|
| <b>Science</b>                      | <p>WOW Science</p> <p>7I Introduction to science - Bunsen burner, Lab equipment &amp; diagrams, Recoding data, Planning, Investigation, Conclusion and Evaluation</p> <p>7B1 Cells - Microscopes, Animal &amp; plant cells, Observing cells, Specialised cells, Unicellular organisms, Diffusion between cells</p> <p>7C1 Particles &amp; the nature of matter - Particle model, States of matter, Changes of state – melting &amp; freezing, boiling, evapo &amp; cond, Diffusion, Gas pressure</p> <p>7P1 Sound - Waves, Sound &amp; energy transfer, Loudness &amp; pitch, Measuring speed of sound, Detecting sound, Echoes &amp; ultrasound</p> | <p>7B2 Structure &amp; function of body systems - Cells, tissues &amp; organs, Breathing, Gas exchange, Blood, The heart, Skeleton, Movement: Joints, Muscles</p> <p>7C2 Atoms, elements &amp; compounds - Elements, Atoms, Compounds, Chemical formula</p> <p>7P2 Forces - Naming &amp; drawing forces, Forces at a distance, Drag &amp; friction, Stretching springs, Stretching elastic (1-3 only), Balanced/unbalanced forces</p> <p>7B3 Reproduction - Puberty &amp; adolescence, Reproductive systems, Fertilisation &amp; implantation, Developing foetus, Menstrual cycle, Reproduction in plants, Seed Dispersal</p> | <p>7C3 Acids &amp; alkalis - Acids &amp; alkalis, Indicators &amp; pH, Neutralisation, Making salts – Planning, Making salts – Practical</p> <p>7P3 Light - Light, Reflection, Refraction, The camera &amp; eye, Colour</p> <p>7B4 Diseases - Pathogens, Growing bacteria (2), Defence mechanisms, Vaccines</p> <p>7C4 Chemical reactions - Indicators of chemical reactions, Word equations, Combustion (&amp; oxidation), Thermal decomposition, Conservation of mass, Exothermic &amp; endothermic reactions, Chemical analysis – gas tests, Chemical analysis - flame tests</p> <p>7P4 Space - Our solar system &amp; beyond, The night sky, The earth, The moon, Weight, mass &amp; gravity</p> |
| <b>Agriculture and Horticulture</b> | <p>Health and Safety on the farm</p> <p>Tool use</p> <p>Soil Science</p>   | <p>Soil Science</p> <p>Types of Farming</p>   | <p>Types of Farming</p> <p>Growing vegetables</p>  |
| <b>Art</b>                          | <p>Formal elements focus:</p> <p>Reading and creating art</p> <p>Media control</p> <p>Blending media</p> <p>Application of colour theory</p> <p>Introduction to 'Sweet treats' project</p> <p>Developing drawing skills and use of oil pastels</p>   | <p>Sweet treats continued:</p> <p>Introduction to both contemporary, modern and traditional artists (Sarah Graham, Pop Artists)</p> <p>How an image can have a deeper meaning</p> <p>Poly Block printing, 3D design, Papier Mache</p>   | <p>Our Surroundings:</p> <p>Exploration of cultural Art forms</p> <p>How artists have explored the theme of their surroundings</p> <p>Aboriginal mark making</p> <p>Impressionism, Van Gogh, David Hockney and contemporary artists</p> <p>Mark making, Collage, Compositional skills, Painting using new tools and in a contemporary style using traditional ideas</p> <p>Opportunity to develop creativity</p>   |
| <b>Computer Science</b>             | <p>Computing Basics</p> <p>Online Safety</p>   | <p>Basic Databases</p> <p>Scratch Programming</p>   | <p>Basic Python Programming</p>  |

| YEAR 7        | TERM 1   | TERM 2  | TERM 3   |
|---------------|--|---|--|
| <b>Drama</b>  | Why Drama? - The 4 C's, Audience etiquette, Stage fright   | Monologue - Characterisation, engaging audience, intention, practice  | William Shakespeare - Iambic Pentameter, Prologue, Proxemics   |
| <b>DT</b>     | Key ring (Make):<br>Workshop safety<br>Filing, polishing, bending acrylic.<br>Pen holder (Make & Technical knowledge):<br>Focused Practical Task (FPT)<br>Measuring and marking out, cutting and shaping, staining, timbers, polymers, joining methods hand tools, industrial machinery.<br>Litter Picker (TK):<br>Analysis skills, classes of levers, gears and ratios. | Torch (Design, Make, Evaluate):<br>Designing for self. Identifying and collecting research, 2d sketching and rendering, modelling,  | Structures (E,TK):<br>Work of existing designers, Bridge and tower structures, trusses, struts and beams, load and force.  |
| <b>Food</b>   | Washing up. Safety and hygiene.<br><br>Practicals:<br>Knife skills – 3 techniques that can be applied to a number of foods<br>Pizza Toast – use of grill<br>Chocolate Log – decoration and finishing techniques.   | Eatwell Guide<br>How to cut an onion assessment and onion bootcamp practical assessment<br><br>Practicals:<br>Rainbow Cous Cous Salad – knife skills<br>Bolognese Sauce - knife skills and use of the hob | Practicals:<br>Fruity cakes – use of electric hand held whisk.<br>Sweet or Savoury Scones – rubbing in<br><br>End of year practicals to extend skills  |
| <b>French</b> | My life<br>You can introduce and talk about yourself in detail in French: You'll learn how to describe your likes and dislikes and you can describe your family and your pets. You'll also start working towards the Spelling Bee competition.   | My School<br>You can discuss which school subjects you like and dislike as well as which subjects you prefer. You can describe your school including your school uniform.                                 | My town and the world<br>You learn how to discuss the sports and hobbies you do and when you do them. Finally, you can describe how and why you use modern technology. You can recall types of weather and various countries. You can describe and discuss opinions on your town. You can discuss where you go at the weekend. You can say what you can do in different places. You can describe a future visit. |



| YEAR 7           | TERM 1   | TERM 2  | TERM 3   |
|------------------|--|---|--|
| <b>Geography</b> | Our country, my place - What is Geography? How do we use Atlases in Geography? Using maps to investigate Ripley. What are the major physical and human features of the UK? How important is the UK globally? Regionally? How can we use OS maps to study place? What is the Geography of my place?<br>Hazardous Earth - What are natural hazards? What is the structure of the Earth? What are plate boundaries? Where are the Worlds' earthquakes and volcanoes? What are the impacts of earthquakes and volcanoes? What are tsunamis? How can we manage hazardous areas? | Our Urban World – Why are more people living in urban areas? What are the challenges for Mumbai? How are these challenges managed? How can we work towards a more sustainable urban world? River landscapes – How does the water cycle work? How do rivers change as you move downstream? What causes waterfalls to form? Why do meanders turn into ox bow lakes? What causes flooding? How do rivers make places vulnerable? How can the impacts of flooding be reduced? | The Geography of Africa – Where is Africa? What is the human and physical geography of Africa like? What biomes are found in Africa? Where do people live and why? How have historical factors influenced the development of countries in Africa? Why is the Nile so amazing? Why are there disputes over the use of the River Nile? How does plate tectonics affect Africa? What are the issues of urbanisation in Kenya?<br><br>UK weather – What is the UK weather like and why? How do we record the weather? What are the different types of rain? What are microclimates? How do we carry out a microclimates investigation? |
| <b>History</b>   | Introduction to History<br>Britain before the Normans (2500BC-1066)<br>The Norman Conquest (1065-1087)   | How can we learn about Medieval lives? How was Baghdad connected to the wider world? (750-1258)<br>Bridging lesson - The Anarchy  | What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages? (1137-1204)<br>Bridging homework - Crusades<br>Why did Kings struggle to rule? (1215-1381)<br>What does the life of Mansa Musa reveal about medieval Mali? (1312-1337)<br>Setting the scene - War of the Roses and Henry VII  |
| <b>Music</b>     | Giant Slayer - Vocal performance and biblical context<br>Rhythm, metre, tempo - Practical music theory   | The Beatles - Keyboard performance<br>Baroque music - Context and keyboard performance  | Instruments of the orchestra - Aural skills and context<br>Whole class instrumental tuition - Performance  |

| YEAR 7    | TERM 1   | TERM 2  | TERM 3  |
|-----------|--|---|---|
| <b>PE</b> | <p>Learning to learn, Me in PE</p> <p>Teaching pupils our explicit expectations for all areas of PE and sport. There are a series of 6 introductory lessons for Year 7 with key themes and ideas to teach pupils the fundamental skills required for the activity and PE lessons.</p> <p>Rugby - passing, tackling, rucking and spatial awareness</p> <p>Netball - passing, footwork, shooting, positions, attacking and defending</p> <p>Swimming - water confidence, skills and techniques</p> <p>Invasion skills</p>                            | <p>Hockey - passing, tackling, shooting and defending/attacking</p> <p>Football - passing, shooting, attacking/defending</p> <p>Gymnastics - balances, rotations, travel, jumps</p> <p>Swimming - water confidence, skills and techniques</p> <p>Table Tennis - attacking and defending shots, serving and basic rules</p>  | <p>Athletics - running, jumping, throwing and basic techniques</p> <p>Rounders - bowling, batting, fielding, positioning and tactical play</p> <p>Cricket - batting, bowling, fielding and applying tactics</p> <p>Sports days - inter-form and school sports day</p>   |
| <b>RE</b> | <p>Does God exist?</p> <ul style="list-style-type: none"> <li>- Atheism and theism</li> <li>- Direct and indirect proof</li> <li>- Arguments for and against the existence of God</li> <li>- Science and religion</li> <li>- The Design Argument</li> </ul> <p>What does it mean to be a person of faith in Christianity?</p> <ul style="list-style-type: none"> <li>- The nature of God</li> <li>- Similes and metaphors to describe God</li> <li>- Expressions of faith</li> <li>- Jesus as the Son of God</li> <li>- The Holy Spirit</li> </ul> | <p>What happens when faith and courage collide?</p> <ul style="list-style-type: none"> <li>- What does it mean to be a hero?</li> <li>- What can faith and courage lead to?</li> <li>- Heroes of faith: Gandhi, Martin Luther King, Malala, Corrie Ten Boom, Desmond Doss, Malcolm X</li> <li>- Is Jesus a hero?</li> </ul> <p>Did Jesus really rise from the dead?</p> <ul style="list-style-type: none"> <li>- Messiah</li> <li>- Reasons people believed Jesus was the Messiah</li> <li>- How do the events in Holy Week point to Jesus as the Messiah?</li> <li>- Events of Holy Week</li> <li>- Why did Jesus have to die?</li> <li>- Did Jesus rise from the dead?</li> </ul> | <p>Is it fair?</p> <ul style="list-style-type: none"> <li>- Assessing value and worth</li> <li>- What do we value the most?</li> <li>- How should we treat others?</li> <li>- The Golden Rule</li> <li>- How did Jesus treat others?</li> <li>- How should Christians treat others?</li> </ul> <p>What does it mean to be a person of faith in Islam?</p> <ul style="list-style-type: none"> <li>- The nature of God (Tawhid)</li> <li>- The Five Pillars of Islam (Shahadah, Salah, Zakah, Sawm and Hajj)</li> <li>- Muslim dress and the Burqa ban</li> <li>- Islam in the western world</li> </ul> |

# YEAR 8 CURRICULUM

| YEAR 8         | TERM 1  | TERM 2   | TERM 3   |
|----------------|---|--|--|
| <b>English</b> | <p>1a. Creative Writing. Students will practise, hone and apply different creative writing skills such as narrative hooks, characterisation and effective endings (building on skills from year 7). BBC 500 Word story competition</p> <p>1b. WW1 Literature. Students will understand how WWI influenced the literature of its time and how it continues to influence literature today. In addition, students will develop their understanding of WWI and how context shapes literature.</p> | <p>2a. The World Around Us. Students will develop an empathy for different cultures, periods and perspectives through literature, both fiction and non-fiction; students will consider how writer's craft and intentions are influenced by the context and genre of writing; students will understand and apply travel writing conventions in their own writing.</p> <p>2b. The Tempest. students will read and explore the characters and themes in The Tempest. Students will understand the conventions of a Shakespearean comedy and why the The Tempest falls into this category of play. Students will revise the context of Shakespeare's time and apply this knowledge to their study of the play.</p> | <p>3a &amp; b- Novel - The Lie Tree. Students will understand the influence of Victorian context - particularly the dichotomy between science and religion and the role of women - and how this has shaped the novel's key themes. Students will confidently discuss their thoughts and feelings about the novel, analysing the development of characters throughout the novel and the relationships between characters.</p> |
| <b>Maths</b>   | <p>Fractions<br/>Cartesian Plane<br/>Representing Data (1)<br/>Representing Data (2)<br/>Tables &amp; Probability<br/>Brackets, Equations &amp;<br/>Inequalities</p>  | <p>Sequences<br/>Indices<br/>FDP &amp; Percentages<br/>Working with Number</p>   | <p>Angles<br/>3D Shapes<br/>Data Handling<br/>Averages and Range<br/>Transformations<br/>Straight Line Graphs</p>  |

| YEAR 8                              | TERM 1   | TERM 2  | TERM 3   |
|-------------------------------------|--|---|--|
| <b>Science</b>                      | <p>8F Foundations of science - Planning &amp; variables, Recording results &amp; data collection, Using data, Conclusions &amp; evaluations</p> <p>8B1 Health &amp; nutrition - Nutrients, Food tests – carbohydrates, Food tests – Proteins &amp; lipids, Unhealthy diet, Digestive system, Bacteria &amp; enzymes in digestion, Lifestyle choices on human gas exchange, Drugs, Alcohol</p> <p>8C1 The Periodic Table - The periodic table, Metals &amp; non-metals, Group 1, Group 7, Displacement reactions of halogens, Group 0</p> <p>8P1 Motion &amp; pressure - Speed &amp; relative motion, Distance/time graphs, Acceleration, Pressure, Pressure in liquids, Pressure in gases, Moments</p> | <p>8B2 Inheritance - DNA, chromosomes &amp; genes, Variation (continuous &amp; discontinuous), Competition &amp; adaptation, Natural selection, Extinction</p> <p>8C2 Separation techniques - Mixtures, Solutions &amp; solubility, Filtration &amp; evaporation, Distillation, Chromatography</p> <p>8P2 Energy - Fuels &amp; energy, Energy stores, Energy transfers, Conservation of energy, Conduction, Convection, Infrared radiation, Insulation, Energy resources, Energy &amp; power, Work, energy &amp; machines</p> <p>8B3 Bioenergetics - Plant tissues &amp; organs, Photosynthesis, KPOW Inves. effect light on photosynthesis, Aerobic respiration, Anaerobic respiration, Effect of exercise on the body</p> | <p>8C3 Chemical reactions &amp; materials - Metals &amp; acids, Metals &amp; oxygen, Metals &amp; water, Displacement reactions of the metals, Reactivity series, Metal extraction - carbon reduction, Metal extraction – electrolysis, Ceramics, polymers &amp; composites</p> <p>8P3 Electricity - Static electricity, Circuits &amp; symbols, Current in series, Current in parallel, Potential difference in series &amp; parallel, Resistance, Investigating resistance, Magnetism, Electromagnets</p> <p>8B4 Ecosystems - Ecosystems, Food chains &amp; webs, Disruption to food chains &amp; webs, Inves. Distribution of an organism (2)</p> <p>8C4 The Earth &amp; Atmosphere - The Earth &amp; its atmosphere, Sedimentary rocks, Metamorphic &amp; igneous rocks, The rock cycle, Oil as a resource &amp; its uses, The carbon cycle, Climate change, Recycling</p> |
| <b>Agriculture and Horticulture</b> | <p>Animal Welfare</p> <p>Livestock husbandry</p>   | <p>Livestock husbandry</p> <p>Tomato production</p>   | <p>Tomato production</p>   |
| <b>Art</b>                          | <p>Our Surroundings:</p> <p>Due to lost learning, year 8s will complete an extended version of Y7 surroundings project</p> <p>In depth artist analysis, focusing on the Boyle Family</p> <p>Photography and image manipulation, collagraph printing.</p>   | <p>Our surroundings continued</p> <p>Cuba explored through Sosabravo:</p> <p>In depth artist analysis, linking work to contexts, symbolism</p> <p>Composition and design focus</p> <p>Drawing development, Media control, blending media and application of colour theory, relief work</p>  | <p>Cuba explored through Sosabravo:</p> <p>In depth artist analysis, linking work to contexts, symbolism</p> <p>Composition and design focus</p> <p>Drawing development, Media control, blending media and application of colour theory, relief work</p>   |
| <b>Computer Science</b>             | <p>Data Representation</p> <p>Cyber Security</p>   | <p>Basic Databases (carried forward due to C19)</p> <p>Artificial Intelligence</p>  | <p>Intermediate Python Programming</p>   |

| YEAR 8        | TERM 1  | TERM 2   | TERM 3   |
|---------------|---|--|--|
| <b>Drama</b>  | Staging techniques - stage positions, split scene, flashback, still images  | History of Theatre - Greek, naturalism, Stanislavski   | Mime - characterisation, stage directions, rehearsal, practice   |
| <b>DT</b>     | Phone holder (D,M,E,TK):<br>Dimensioning, modelling, 2D CAD, construction techniques<br>Clock (DME):<br>material properties, planning/schedules, selecting materials and tools.   | 3 pin plug Product disassembly (E):<br>Material properties, analysis, industrial assembly/production lines, flow chart   | Programming and Control (TK):<br>Microbit<br>Electrical components, microcomputers, control, systems, feedback, coding software,   |
| <b>Food</b>   | Safety and hygiene.<br>Healthy Eating.<br><br>Practicals from around the world:<br>Thai Green Curry – knife skills<br>Sweet or Savoury Scones – rubbing in technique, forming a dough, equal depth of scones, applying a glaze.<br>Sweet and Sour – making a blended sauce<br>Lasagne – layering, making different sauces.<br>Shortcrust pastry: Jam Tarts / Mince Pies – rubbing in technique, forming a dough, rolling out, equal filling | Storage and Bacterial Growth. Hygiene Test.<br>Food provenance. Recognise things that UK farmers grow.<br>Organic farming.<br>Food Miles and Food Waste<br><br>Practicals from around the world:<br>Goujons – using food processor to make breadcrumbs, coating.<br>Chilled Cheesecake - using food processor to make biscuit crumbs, layering, presentation techniques.<br>Savoury Plait – use of puff pastry standard component, equal marking of pastry and plaiting.<br>Swiss Roll – whisking method, folding in, and the correct rolling technique. | Seasonal Food.<br>Food choices and Trends.<br>Research on International Cuisines.<br><br>Practicals from around the world:<br>Joe Wicks’ Chicken Pie – use of filo pastry standard component as a topping.<br>Pin Wheels – kneading and working with a bread dough.<br><br>Design and Make Assignment: Design a healthy meal for an adult.<br><br>End of year practicals to extend skills. |
| <b>French</b> | My holidays and celebrations<br>You can talk about where you go on holiday and what you usually do there. You’ll also be able to describe a holiday in the past tense.<br>This term you’ll also spend time focussing on grammar and practising different tenses   | My hobbies, the media and digital life<br>You can discuss who your favourite celebrity is and say why you like them. You’ll also be able to give your opinions on different forms of the media such as TV, films, music as well as give your attitudes towards reading.  | At home/ My town<br>You can describe in detail where you live and what there is to do to there. You’ll learn about different regions in France. You’ll get the chance to learn about the French speaking world as well as study a film in French.  |

| YEAR 8           | TERM 1   | TERM 2  | TERM 3   |
|------------------|--|---|--|
| <b>Geography</b> | <p>Geography Rocks! - Why is the study of geology important? How does rock weather? What are the different rock types? How does the rock cycle work? What is geological time? How does rock type vary across the UK &amp; Lancaster? Ripley Rocks fieldwork, How does geology affect the physical and human landscape?</p> <p>Glacial landscapes – What are glaciers and how are they formed? What landforms do glaciers create? How is climate change affecting glaciers? What opportunities and challenges do glacial landscapes create?</p> | <p>Coastal landscapes – How varied is the UK coastline? How do waves work? How do coastal processes work together to shape the landscape? What conflicts occur along the coast? How can we protect the coastline?</p> <p>The Middle East - Where is The Middle East? What is the human and physical geography of The Middle East like? What biomes are found in The Middle East? Where do people live and why? How developed is the Middle East? What conflicts exist in the Middle East? Why is The Middle East an important region? What impact have oil and tourism had on the region?</p> | <p>The Middle East &amp; UK urban challenges – Where do people live in the UK and why? How have UK cities developed over time? Why are our cities so diverse? What opportunities and challenges exist in urban areas in the UK?</p>                          |
| <b>History</b>   | <p>In what ways did the Reformation matter to ordinary people? (1517-1558)<br/>Why was the world opening up to Elizabeth I and her people? (1558-1603)</p>   | <p>Why did Civil War break out in 1642?<br/>In what ways was Britain turned upside down in the C17th?<br/>Bridging Homework: Restoration and Glorious Revolution<br/>Who lived in America, c.1607-1783?</p>   | <p>Did the Enlightenment fuel the American Revolution? (1765-83)<br/>How 'Enlightened' was the French Revolution? (1789)<br/>What did the French Revolution mean to Britain? (1791 - 1832)<br/>How far did the lives of the poor improve over the C19th?</p> |
| <b>Music</b>     | <p>Coldplay - Aural skills, vocal performance, and keyboard performance<br/>Improvisation and the blues - Context and keyboard performance</p>   | <p>Writing music - Technical composition<br/>Film music - Context, aural skills, and extended writing</p>   | <p>Classical and Romantic music - Context and keyboard skills<br/>Musical theatre - Vocal performance</p>  |

| YEAR 8 | TERM 1  | TERM 2  | TERM 3  |
|--------|---|---|---|
| PE     | <p>Co-operative Learning. Using the simple co-operative learning ideas to facilitate thinking, discussion, reflection, evaluation of performance etc. To be included at any stage in lesson not necessarily as a review at the end</p> <p>Rugby - passing, tackling, rucking and spatial awareness</p> <p>Badminton - attacking and defending shots, serving and basic rules</p> <p>Dance - develop basic components of a routine focused on balances, rotations, travel and jumps</p> <p>Gymnastics - develop basic components of a routine focused on balances, rotations, travel and jumps</p> <p>Invasion skills - developing skills across a number of different activity areas</p> <p>Netball - passing, footwork, shooting, positions, attacking and defending</p> | <p>Swimming - water confidence, skills and techniques in various strokes</p> <p>Football - passing, shooting, attacking and defending</p> <p>Hockey - passing, tackling, shooting and defending/attacking</p> | <p>Athletics - running, jumping, throwing and basic techniques</p> <p>Rounders - bowling, batting, fielding, positioning and tactical play</p> <p>Cricket - batting, bowling, fielding and applying tactics</p> <p>Sports days - inter-form and school sports day</p> |

| YEAR 8         | TERM 1  | TERM 2   | TERM 3   |
|----------------|---|--|--|
| <b>RE</b>      | <p>How does society and the media portray the religion of Islam?</p> <ul style="list-style-type: none"> <li>- Stereotypes and prejudice</li> <li>- How is Islam portrayed in the news?</li> <li>- How is Islam portrayed on the TV and in film?</li> <li>- What is terrorism?</li> <li>- How has the Muslim faith responded to stereotypes?</li> </ul> <p>What does it mean to be a person of faith in Hinduism?</p> <ul style="list-style-type: none"> <li>- Beliefs about the nature of God</li> <li>- The Trimurti and other deities</li> <li>- Karma and reincarnation</li> <li>- Worship (puja)</li> <li>- Worship at home and in the Mandir</li> <li>- Important festivals</li> <li>- The Hindu caste system</li> </ul> | <p>Do sacred texts enable individuals and groups to respond in times of crisis?</p> <ul style="list-style-type: none"> <li>- Making moral decisions</li> <li>- Who do we go to for guidance in times of crisis?</li> <li>- The Bible in times of crisis</li> <li>- How does the Bible influence our actions?</li> <li>- Is the Bible still relevant in responding to crisis today?</li> <li>- Can religion help respond to crisis?</li> </ul> <p>Is death the end?</p> <ul style="list-style-type: none"> <li>- What is the afterlife?</li> <li>- What do we mean by heaven and hell?</li> <li>- Christian beliefs on the afterlife, resurrection and salvation</li> <li>- Muslim beliefs on the afterlife and Muslim funerals</li> <li>- Hindu teachings on the afterlife</li> <li>- Humanist views on the afterlife</li> <li>- How should we remember the dead?</li> </ul> | <p>Is faith hidden?</p> <ul style="list-style-type: none"> <li>- What aspects of faith are visible?</li> <li>- What aspects of faith are hidden?</li> <li>- Is faith always visible?</li> <li>- What can we do when faith has to be hidden?</li> <li>- Persecuted Christians</li> <li>- Open Doors charity</li> <li>- Should we hide faith today?</li> </ul> <p>What is the impact of difference and diversity on faith communities?</p> <ul style="list-style-type: none"> <li>- What do Buddhists believe?</li> <li>- Diversity of the Buddhist faith</li> <li>- Core beliefs</li> <li>- Buddhism traditions across the world</li> <li>- Buddhism and politics</li> <li>- The influence of Buddhism on modern society</li> <li>- Is Buddhism a peaceful religion?</li> </ul> |
| <b>Spanish</b> | <p>My life</p> <p>You will learn to introduce yourself and describe your personality. You will be able to give details such as your birthday, pets and your favourite colour.</p> <p>My free time</p> <p>You will learn how to say what you like doing in your free time, describe the weather and talk about the sports and activities that you do.</p>  | <p>My school</p> <p>You will learn how to say what you study, your opinion on your school subjects, what your school has and what you do at break time.</p> <p>My family and friends</p> <p>You will learn how to talk about your family members, your hair colour, eye colour and physical appearance and where you live.</p>   | <p>My city</p> <p>You will learn how to describe where you live, tell the time, order in a café and talk about your future plans.</p>  |



## YEAR 9 CURRICULUM

| YEAR 9         | TERM 1  | TERM 2   | TERM 3   |
|----------------|---|--|--|
| <b>English</b> | <p>1a. Language Change. Students will explore and understand how language has changed from 8th century to today. Students will explore the different influences that have shaped our language, reading Chaucer, Shakespeare and Beowulf. Students will make predictions about the future of the English Language</p> <p>1b. A Street Cat Named Bob. Read and enjoy the novel using this text as a model for anecdotal writing. They will draw on their understanding of writing short stories from Y8 to further develop their craft.</p> | <p>2a. Exploring schools of poetry. To engage with the contexts of Romantic and Harlem Renaissance schools of poetry. Poetry analysis to be the stimulus for writing protest poem</p> <p>2b. A View From The Bridge - Students will read the modern play and apply their prior knowledge of plays (The Tempest) to understand the conventions of the modern play. Students will explore characters' motivations in drama and how this might differ from other forms of literature.</p> | <p>3a. Media - Students will explore a range of media texts to fully appreciate and evaluate the concept of 'genre': its similarities and differences across a range of texts and how media representation links to literature.</p> <p>3b. Shakespeare Richard III. They will use their prior understanding of villains to assess Richard III's character, developing their knowledge of Lancashire's local heritage through reading of the play and understanding its context and will explore the conventions of tragedy and historical plays.</p> |
| <b>Maths</b>   | <p>Forming and Solving Equations</p> <p>Testing Conjectures</p> <p>2D Shapes (1)</p> <p>2D Shapes (2)</p> <p>3D Shapes</p> <p>Construction &amp; Congruency</p> <p>Types of No. &amp; Standard Form</p>   | <p>Fractions</p> <p>Using Percentages (1)</p> <p>Using Percentages (2)</p> <p>Angles</p> <p>Right Angled Triangles (1)</p>   | <p>Right Angled Triangles (2)</p> <p>Enlargement &amp; Similarity</p> <p>Solving Ratio &amp; Proportion</p> <p>Rates</p> <p>Data</p> <p>Maths &amp; Money</p>  |

| YEAR 9                              | TERM 1   | TERM 2   | TERM 3  |
|-------------------------------------|--|--|---|
| <b>Science</b>                      | <p>Biology: Introduction to Biology in Year 9, Microscopes, Animal cells, Plant cells, Calculations, Prokaryotes/Eukaryotes, Specialised Cells (animal &amp; plant), DNA, genes, chromosomes, Cell division – mitosis, Cell division – meiosis, Diffusion, Osmosis animal</p> <p>Chemistry: Atoms, elements, compounds, symbols, formulas, naming compounds, Chemical equations, History and structure of the atom, Electronic structures of atoms, ions and isotopes, Development of the Periodic table, layout of the Periodic table and electron structures- groups/periods etc.</p> <p>Physics: Energy stores, Energy transfers, Conservation of energy and dissipation, Efficiency, Energy and work, Work done calculations, Power, Gravitational potential stores, <math>E_p = mgh</math> calculations, Kinetic energy, Kinetic energy calculations, Elastic energy stores, Elastic energy calculations and graph skills</p> | <p>Biology: Osmosis plants, Active Transport, Biochemical Molecules, Enzymes, Factors affecting enzymes, Respiration Aerobic</p> <p>Chemistry: Group 1 elements, Group 7 and Group 0 elements, explaining trends and patterns in the periodic table, Transition metals. States of matter, state changes and energy transfers. Ionic bonding, properties of ionic compounds.</p> <p>Physics: Density, Density of regular shapes practical, Density of irregular shapes and liquids, States of matter and changes of state, Specific latent heat and internal energy, Specific latent heat calculations, Gas pressure and temperature, Gas pressure and volume, Conduction, IR radiation</p> | <p>Biology: Communities, Biodiversity, A/biotic factors, Adaptation animals and plants, Competition animals and plants, Feeding Relationships, Trophic levels &amp; biomass, Distribution &amp; Abundance, Quadrats &amp; Transects</p> <p>Chemistry: Covalent bonding, Types and properties of simple molecular substances, Giant covalent substances (Diamond, graphite and polymers), Fullerenes and graphene, Nano materials, properties and potential uses of nano-technology, metallic bonding models, properties of giant metallic structures.</p> <p>Physics: Specific heat capacity, Heating and insulating buildings, Non-renewables, Renewables, Power from the sun, Energy &amp; environment, Big energy issues</p> |
| <b>Agriculture and Horticulture</b> | Animal Handling  | Lambing<br>Animal behaviour  | Custodians of the environment and growing vegetables  |

| YEAR 9                  | TERM 1   | TERM 2  | TERM 3  |
|-------------------------|--|---|---|
| <b>Art</b>              | Built Environment:<br>Architecture through time and design focus,<br>Ben Holland, Zaha Hadid<br>Exploration of local area<br>Development of media control through experimentation<br>Photography, further development of media application, 3D skills, cardboard<br>Issue Based Graffiti - Banksy, leading to next project | Issue based portraits:<br>To explore the History of the 'portrait' and how it's evolved over time<br>Messages and symbolism<br>Painting and drawing, stencilling, research skills, illustration | Pre-GCSE:<br>Encouragement of independence in selection of artists<br>Creating independent work inspired by artist<br>Photography, recording, in depth analysis of artists work, annotation |
| <b>Computer Science</b> | Understanding Computers<br>Cyber Security (carried forward due to C19)   | Intermediate Python Programming (carried forward due to C19)  | Artificial Intelligence (carried forward due to C19)<br>Ethics in Computing   |
| <b>Drama</b>            | Greek Theatre - Thespis, Chorus, Antigone  | Commedia dell'arte - Melodrama, Masks   | Brechtian Theatre - Alienation, Message, Action   |
| <b>DT</b>               | Iterative design (D, E):<br>Reformulating design problems, fitness for purpose.<br>Pewter casting (D,M,TK):<br>User needs, plan for others, cradle to grave, circular economy, casting metals.   | Robot pencil top (M,TK) (FPT):<br>3d CAD modelling, working with dimensioned drawings, using software to validate in advance of manufacture.  | Wooden box (M,E,TK):<br>Developing specifications including wide range of requirements. Material and tool selection, developing new skills and techniques, writing short reports.           |

| YEAR 9        | TERM 1  | TERM 2  | TERM 3  |
|---------------|---|---|---|
| <b>Food</b>   | <p>Factors affecting Food Choice:<br/>Cost of food.<br/>Ready-made v home made<br/>Religion and food choice<br/>Ethical and moral beliefs<br/>Allergies and intolerances<br/>Food labelling and marketing<br/>Sensory Evaluation</p> <p>Practicals:<br/>Carrot Cake Muffins<br/>Vegetable Cuts: Brunoise, Macedoine, Julienne, Jardiniere Soup<br/>Enchiladas<br/>Apple Tart<br/>Samosas<br/>Festive Bake</p> | <p>Factors affecting Food Choice:<br/>British and International Cuisines</p> <p>Practicals:<br/>Meatballs / Chickpea balls in a ragu Sauce<br/>Bread shapes<br/>Savoury rice<br/>International Street Food Project<br/>Fake away recipes<br/>Cheese and Onion Pastry Triangles</p>  | <p>Cooking of foods and how heat is transferred into foods</p> <p>Food styling and presentation</p> <p>Junior Master Chef Competition</p>   |
| <b>French</b> | <p>My family, my relationships and me<br/>You can describe what you and others look like as well as describe your personality.<br/>You'll be able to talk about your family and how well you get on with them and discuss what makes a good friend. Then, you'll talk about what you do with your friends as well as finally describing a day out in the past.</p>  | <p>Free time and hobbies<br/>You can discuss what you do in your free time as well as the benefits of sports and exercise. You'll then be able to give extended opinions on different forms of media as well as be intrigued by some examples of French music, film and TV. You will also be able to describe how you use the Internet and mention the advantages and disadvantages of being online and using social media. Finally you'll feel confident discussing your future plans.</p> | <p>Festivals and Celebrations/Role-models<br/>You will be able to talk about special occasions and festivals as well as mention some of the national holidays they have in France. You'll complete a presentation on your favourite holiday in French and you'll be able to describe a recent birthday and discuss your plans for next Christmas. Finally, you'll consider what makes a good role-model and complete a project on a famous French speaker/person.</p> |

| YEAR 9           | TERM 1  | TERM 2   | TERM 3  |
|------------------|---|--|---|
| <b>Geography</b> | <p>Ecosystems – What are biomes and where are the major global biomes? What are the main components of an ecosystem? What is temperate deciduous forest? Investigate the Temperate Deciduous Forest Ecosystem at Ripley St Thomas, What is the Mediterranean biome like? Where are the tropical rainforests? What are the main characteristics of the tropical rainforest? Why is Borneo considered a wilderness under threat?</p> <p>Climate change – What evidence exists that climate change is happening? What is causing the climate crisis? What impacts will climate change have at a variety of scales? Who are the IPCC and how can we mitigate the effects? How can we adapt to climate change? How can we create a sustainable energy future in the UK? What is fracking? What role could nuclear power play in our future energy mix?</p> | <p>Our unequal world – What are the common misconceptions held about our world? How can we classify different countries? What are development indicators and are they useful? What has caused the development gap? What health inequalities exist across the world? How can inequality lead to migration? What strategies can be used to close the development gap?</p> <p>The Geography of Russia – Where is Russia and what is its climate like? How is the population of Russia distributed? How can we use GIS to investigate Russia? How does development vary across Russia? What biomes can be found in Russia? What are the Taiga and Tundra like? What is Russia's relationship with the Arctic? Why is there conflict with Crimea?</p> | <p>The Geography of Russia and Oceans – What are oceans and why are they important? What ecosystems exist in our oceans? How is climate change affecting coral reefs? What are ocean gyres and why are they important? What impact is plastic pollution having on the oceans?</p> |
| <b>History</b>   | <p>How successful were efforts to abolish slavery in the nineteenth century?</p> <p>What did British colonialism look like by the nineteenth century? (1776-1900)</p> <p>How did the experience of total war effect those in Britain and the Empire? (1910-1918)</p>  | <p>Why are different stories told about Britain's journey to democracy? (1832-1928)</p> <p>What were the Bolsheviks trying to achieve? (1917 - 1929)</p> <p>Bridging Homework: League of Nations</p> <p>Why did fascists gain support? (1918-1939)</p> <p>How were people controlled in totalitarian states? (1930s)</p>   | <p>When was the turning point in the Second World War? (1939-45)</p> <p>The Holocaust</p> <p>Secondary education and social change in the United Kingdom since 1945</p> <p>Significant events/people of the C20th</p>   |

| YEAR 9       | TERM 1  | TERM 2  | TERM 3  |
|--------------|---|---|---|
| <b>Music</b> | Advanced ensemble performance - Singing in three or four parts, covering a variety of popular music repertoire  | Composition for media - Writing music for a variety of media using BandLab DAW  | Analysis: Music and Society - Exploring national identity 1850-1950 (UK, Finland, Germany, USA) and social unrest and change 1910-1970. Aural skills, music analysis, performance, building explicit cross-curricular links.  |
| <b>PE</b>    | <p>TGfU. Creative, problem solving, thinking skills approach to lessons which focusses on gameplay, enjoyment, transfer of skills etc. Adapted activities to cater for all abilities.</p> <p>Rugby - passing, tackling, rucking and spatial awareness</p> <p>Netball - passing, footwork, shooting, positions, attacking and defending</p> <p>Health related fitness - components of fitness and how they relate to different activities</p> <p>Badminton - attacking and defending shots, serving and basic rules</p> <p>Advanced Invasion skills - developing advanced skills across a number of different activity areas</p> | <p>Swimming - water confidence, skills and techniques in various strokes</p> <p>Hockey - passing, tackling, shooting and defending/attacking</p> <p>Football - passing, shooting, attacking and defending</p> <p>Gymnastics - balances, rotations, travel, jumps</p> <p>Table Tennis - attacking and defending shots, serving and basic rules</p> | <p>Athletics - running, jumping, throwing and basic techniques</p> <p>Rounders - bowling, batting, fielding, positioning and tactical play</p> <p>Cricket - batting, bowling, fielding and applying tactics</p> <p>Sports days - inter-form and school sports day</p> |

| YEAR 9 | TERM 1   | TERM 2  | TERM 3   |
|--------|--|---|--|
| RE     | <p>Can conflict ever be justified?</p> <ul style="list-style-type: none"> <li>- Causes of conflict</li> <li>- How to avoid conflict</li> <li>- Responses to conflict from a Christian and Muslim perspective</li> <li>- Pacifism (Dietrich Bonhoeffer)</li> <li>- Justice and resolving conflict</li> <li>- Peace and reconciliation</li> <li>- Christian charities working for peace</li> <li>- Forgiveness</li> <li>- Is conflict ever justified?</li> <li>- The Just War Theory</li> <li>- Holy War and Lesser Jihad in Islam</li> <li>- Why are religions against terrorism?</li> <li>- Weapons of mass destruction</li> </ul> | <p>Should we commemorate the Holocaust?</p> <ul style="list-style-type: none"> <li>- Core beliefs and practices of the Jewish faith</li> <li>- Diversity within the Jewish community</li> <li>- Jewish beliefs about G-d and how this influences behaviour</li> <li>- Jews and their relationship with G-d</li> <li>- Jewish life before the war</li> <li>- What was the Holocaust?</li> <li>- Kristallnacht</li> <li>- How visible was faith for Jews in the ghettos in World War Two?</li> <li>- How was daily life and practice influenced by the Holocaust? (Shabbat, Pesach, Bar Mitzvah, Chanukah)</li> <li>- What happened after the Holocaust?</li> <li>- What did liberation look like?</li> <li>- How did the Holocaust affect those who survived? (The Problem of Evil)</li> <li>- How do we commemorate the Holocaust?</li> <li>- How should we commemorate the Holocaust?</li> </ul> | <p>What does it mean to be a good steward in the 21st Century?</p> <ul style="list-style-type: none"> <li>- Attitudes to the environment and the value of the world</li> <li>- Christians views on creation</li> <li>- What are the issues affecting the environment?</li> <li>- Use and abuse of animals</li> <li>- How do Christians respond to environmental issues?</li> <li>- Stewardship and dominion</li> <li>- How do Christians actively promote stewardship?</li> <li>- How do faith communities respond to global issues?</li> </ul> <p>What does it mean to be a person of faith?</p> <ul style="list-style-type: none"> <li>- What do world religions have in common?</li> <li>- How does religion influence our behaviour? (Holy texts, worship, faith in action)</li> <li>- Is faith still relevant today?</li> </ul> <p>Revision of Christian beliefs</p> <ul style="list-style-type: none"> <li>- Nature of God</li> <li>- Trinity</li> <li>- Creation</li> <li>- The incarnation, crucifixion and resurrection of Jesus Afterlife and judgement</li> </ul> <p>Sin, salvation and atonement</p> |

| YEAR 9         | TERM 1  | TERM 2   | TERM 3  |
|----------------|---|--|---|
| <b>Spanish</b> | <p>My pastimes You will learn to describe what you do with your phone and computer and give opinions on music and TV. You will be able to say what you did last weekend. Let's eat!</p> <p>You will be able to explain what you eat and drink as well as being able to confidently order food when out and about. You will also be able to describe special occasions in your life.</p> | <p>What are we doing?</p> <p>You will learn how to arrange going out with people, give excuses, and describe your getting ready routine and what you wear. Operation summer</p> <p>You will learn how to describe summer accommodation and activities as well as giving directions to people who are lost.</p> | <p>My holidays</p> <p>You will learn how to describe what you normally do in the summer, what you did for your last holiday and what your plans are for a future trip abroad.</p> |



## YEAR 10 CURRICULUM

| YEAR 10                   | TERM 1  | TERM 2   | TERM 3  |
|---------------------------|---|--|---|
| <b>English Language</b>   | Introduction to Component 2a - 19th and 21st century nonfiction. Introducing students to the assessment objectives and skills to succeed with this element of Eduqas GCSE exam                              | Writing Skills - fiction and nonfiction texts. To understand how to adapt writing for audience, form and purpose. To develop and extend the level of detail in written pieces. | Introduction to Component 1a - 20th century fiction. To recap the assessment objectives and understand how to succeed with this element of the exam<br><br>Speech writing for Spoken Language (Component 3). To craft an effective talk with a clear audience and purpose?                        |
| <b>English Literature</b> | 19th century fiction - The Strange Case of Dr Jekyll and Mr Hyde. To secure understanding of plot, character, main themes and writer's intent. To understand the social and historical contexts of the text | Shakespeare - Macbeth. To understand plot, character, main themes and writer's intent  | Eduqas Poetry Anthology and unseen poetry. To secure an overview of how approach this component of the exam. To read and understand the poems in the anthology. To understand the social and historical context of each poem. To begin make connections and links between poems in the Anthology. |
| <b>Maths</b>              | Congruence, Similarity & Enlargement<br>Right Angled Triangles<br>Equations & Inequalities (1)<br>Equations & Inequalities (2)<br>Simultaneous Equations<br>Angles & Bearings                               | Circles & Volume<br>Vectors<br>Ratios & Fractions<br>Percentages & Interest<br>Data (1)  | Data (2)<br>Probability<br>Number<br>Sequences<br>Indices & Roots   |
| <b>Biology</b>            | Preventing & Treating Disease, Non-communicable Disease   | Photosynthesis, Aerobic & Anaerobic Respiration, Homeostasis & The Nervous System  | The Endocrine System, Communities & Ecosystems  |
| <b>Chemistry</b>          | Chemical Reactions and Electrolysis<br>Chemical calculations<br>Energy changes in reactions   | Rates of reactions<br>Extent of chemical change-<br>Reversible reactions and equilibria reactions  | Hydrocarbons and fuels<br>Reactions of Alkenes<br>Alcohols, carboxylic acids, esters<br>Synthetic Polymers<br>Natural polymers and DNA.   |

| YEAR 10                 | TERM 1  | TERM 2   | TERM 3   |
|-------------------------|---|--|--|
| <b>Physics</b>          | Electricity, electricity in the home  | Radioactivity, Motion  | Force and motion, Forces and pressure.   |
| <b>Combined Science</b> | Chemical reactions and Electrolysis<br>Mole calculations<br>Energy changes<br>Preventing & Treating Disease<br>Non-communicable Disease<br>Photosynthesis   | Rates and equilibrium<br>Crude oil and fuels<br>Aerobic & Anaerobic Respiration<br>Homeostasis & The Nervous System  | Crude oil and fuels<br>Chemical analysis<br>The Endocrine System<br>Organisms in their Environment |
| <b>Animal Care</b>      | Animal Handling   | Animal Handling<br>Animal Housing and Accommodation  | Animal Housing and Accommodation   |
| <b>Art</b>              | Close ups:<br>Materials, techniques and processes explored in depth. Students will develop an in depth knowledge of several artists who will then inspire their own artistic practice. They will learn how several artists/ideas can inspire their work.<br>Experimentation and refining, using a variety of materials in order to find student strengths. Drawing with a variety of media, 3D work, print making and photography | Sustained Project:<br>Students to decide on artists/media to follow in order to inspire directions<br>Students will research their artists in depth to support knowledge and understanding<br>Application of chosen media, showing understanding of artists and processes<br>In depth refinement of techniques based around own student skill. Research skill development. Due to deadlines, students will develop skills in time management | Sustained Project continued  |

| YEAR 10                 | TERM 1   | TERM 2  | TERM 3   |
|-------------------------|--|---|--|
| <b>Business</b>         | <p>Business in the real world:<br/>Purpose and nature of businesses<br/>Business Ownership<br/>Setting business aims and objectives<br/>Stakeholders<br/>Cost, revenue, profit – including break-even analysis<br/>Business planning<br/>Business location<br/>Expanding a business</p> <p>Influence on business (included where appropriate):<br/>Technology, Ethical and environmental considerations, The economic climate on business, Globalisation, Legislation, Competitive environment</p> | <p>Marketing:<br/>Identifying and understanding customer Segmentation<br/>The purpose and methods of market research<br/>The elements of the marketing mix: price, product, promotion and place (4Ps)</p> <p>Influence on business (included where appropriate)</p> | <p>Finance:<br/>Sources of finance<br/>Investments<br/>Cash flow<br/>Analysing performance of a business:<br/>Income Statement &amp; Statement of Financial Position<br/>Financial ratios</p> <p>Influence on business (included where appropriate):</p> |
| <b>Computer Science</b> | <p>3.4 Computer Systems:<br/>Hardware and software<br/>Boolean logic<br/>Software classification<br/>Classification of programming languages and translators<br/>Systems architecture</p> <p>Python programming tasks</p>  | <p>3.5 Fundamentals of computer networks:<br/>What is a computer network?<br/>Types of network<br/>Wired vs Wireless<br/>Topologies<br/>Protocols<br/>Network security<br/>4 layer TCP/IP model</p> <p>Python programming tasks</p>                                 | <p>3.6 Cyber Security:<br/>Fundamentals<br/>Cyber security threats<br/>Detection and prevention of threats</p> <p>Python programming tasks</p> <p>Revision and Mocks for Topics 1-4</p>  |
| <b>Drama</b>            | <p>Component 2: Devising practical prep (stimuli, style, research, synopsis, script)<br/>Section 1 (Research) Portfolio</p>  | <p>Component 2: Devising (practitioner, develop, respond to feedback)<br/>Performance exam<br/>Section 2 (develop) and 3 (evaluate) portfolio coursework</p>  | <p>Component 1: Written Paper (Set text, live theatre and roles)<br/>Component 3 Acting exam preparation</p>   |

| YEAR 10     | TERM 1   | TERM 2  | TERM 3   |
|-------------|--|---|--|
| <b>DT</b>   | <p>Lamp design and make project:<br/>Research, design, manufacture base – Related Content (RC) composites, manufacturing methods, material properties</p> <p>Theory - Core technical principals:<br/>New and emerging technologies, energy generation, developments in new materials, systems, mechanisms, materials and working properties.</p> | <p>Lamp design and make project:<br/>Machine aluminium upright. RC- non-ferrous metals, industrial machinery.<br/>Acrylic beams – RC – modelling and testing, CAD, CAM,</p> <p>Theory- Specialist technical principles:<br/>selection of materials or components, Forces and stresses, Ecological and social footprint, Sources and origins, Using and working with materials</p>   | <p>Lamp design and make project:<br/>CAD CAM lamp shade<br/>Soldering, types of adhesives, nuts and bolts/ fixtures and fittings.</p> <p>Theory - Specialist technical principles:<br/>Stock forms, types and sizes, Scales of production, Specialist techniques and processes, surface treatments and finishes.</p> <p>NEA:<br/>Share contexts.<br/>Identify, Investigate &amp; Outline Design Possibilities.<br/>Produce a Design Brief and Specification.</p> |
| <b>Food</b> | <p>Eatwell Guide, balanced diet.<br/>Guidelines for healthy eating<br/>Planning a savoury meal for a teenager.<br/>Macronutrients: Protein, Carbohydrate (including Fibre) and Fat.<br/>Micronutrients: Fat soluble Vitamins A, D, E and K</p>   | <p>Micronutrients: Minerals: Calcium, Iron, Sodium, Fluoride and Iodine.<br/>Planning balanced meals<br/>How nutritional needs of people change at different life stages. Needs of different age groups.</p> <p>Importance of adapting recipes to meet a range of special dietary needs:<br/>Vegetarians and vegans<br/>coeliac<br/>lactose intolerant<br/>high fibre<br/>reduced sugar or salt<br/>reduced fat</p> <p>Energy</p> | <p>Relationship between diet, nutrition and health<br/>Major diet related diseases: obesity, CVD, CHD, high blood pressure, bone health including rickets and osteoporosis, dental health, anaemia, type 2 diabetes.</p> <p>Functional and chemical properties of foods: Proteins, Fats and Oils, Fruit and Vegetables.</p> <p>Mock NEA 2 International Cuisines Task</p> <p>End of term British Afternoon Tea Party.</p>  |

| YEAR 10          | TERM 1   | TERM 2  | TERM 3   |
|------------------|--|---|--|
| <b>French</b>    | Talking about where I live<br>You can describe where you live in detail recapping this familiar topic as well as taking it to a much higher GCSE level. You can talk about the negative and positive aspects of your town and region as well as the social issues that may be present. You can discuss the weather in detail. You can use directions and can do some role-plays on the above topics. You can describe your house and your dream house. You can also say what you would do to improve your town and your house. | Holidays<br>You can discuss different holiday destinations and talk about where you usually go and what you usually do on holiday. You can describe transport and accommodation and can do role-plays on this topic. You can use three tenses to talk about your holiday experiences and preferences. You can describe your dream holiday and disaster holidays and you can also recount a school trip that you have been on. | School<br>You can talk about your studies and experiences of different subjects in a variety of tenses and you can give a detailed description of your school. You can describe the school rules in your school using a variety of different constructions and you can also describe your uniform, giving opinions. You'll be able to complete role-plays and photo cards on this topic as well as write/speak with extended opinions on all aspects of school life. |
| <b>Geography</b> | The Challenge of Natural Hazards   | Urban Issues and Challenges   | Physical Landscapes of the UK<br>Physical Fieldwork  |
| <b>History</b>   | Germany (1890-1945):<br>What was the life like for those who lived under Nazi rule?<br>How were the Nazis able to control the lives of the German people?  | Norman Britain (1066-1100)<br>How did the Normans conquer and control England?<br>How did William establish and maintain control?   | Norman Britain (1066-1100)<br>How far did life change for those living in Norman controlled England?<br>How far did Norman rule impact on religion in England?   |
| <b>Music</b>     | Music listening and theory<br>Composition<br>Set Work - Baroque, Classical, Romantic<br>Solo Performance   | Set Work - Classical, Romantic, Baroque<br>vocal, Rock<br>Solo Performance<br>Composition   | Composition<br>Orchestration<br>Ensemble Performance   |

| YEAR 10   | TERM 1   | TERM 2  | TERM 3   |
|-----------|--|---|--|
| <b>PE</b> | <p>Leadership: This is student-centred where they take responsibility for many aspects of the lesson e.g. (equipment manager, warm up, organising teams, refereeing/umpiring, updating scores, writing match report, register, awarding Ripples etc.)</p> <p>Themes:<br/>(Invasion Games)<br/>Rugby<br/>Netball<br/>(Fitness)<br/>Health Related Fitness<br/>(Individual)<br/>Cross Country<br/>Swimming</p> | <p>Leadership: This is student-centred where they take responsibility for many aspects of the lesson e.g. (equipment manager, warm up, organising teams, refereeing/umpiring, updating scores, writing match report, register, awarding Ripples etc.)</p> <p>Themes:<br/>(Invasion Games)<br/>Football<br/>Hockey<br/>(Net/Wall)<br/>Badminton<br/>Table Tennis<br/>(Fitness)<br/>Gym</p> | <p>Leadership: This is student-centred where they take responsibility for many aspects of the lesson e.g. (equipment manager, warm up, organising teams, refereeing/umpiring, updating scores, writing match report, register, awarding Ripples etc.)</p> <p>Themes:<br/>(Athletic)<br/>Athletics<br/>(Net/Wall)<br/>Tennis<br/>(Striking &amp; Fielding)<br/>Rounders<br/>Cricket</p> |
| <b>RE</b> | <p>Theme D Religion, Peace and Conflict:<br/>Violence &amp; Pacifism (C+I)<br/>Holy War<br/>Just War<br/>Jihad &amp; Terrorism<br/>Reasons for War<br/>Persecution of Christians<br/>Nuclear Weapons<br/>Victims of War<br/>Violent Protest<br/>Religion as a cause of war<br/>Reconciliation</p>  | <p>Christian Practices:<br/>Trinity<br/>Role of Jesus in salvation<br/>Baptism<br/>Holy Communion<br/>Christmas<br/>Easter<br/>Pilgrimage<br/>Food Banks<br/>Street Pastors<br/>Mission and Evangelism<br/>Worship &amp; Prayer</p>   | <p>Theme A: Relationships and Families<br/>Marriage<br/>Sex Before Marriage<br/>Adultery<br/>Homosexuality<br/>Divorce<br/>Remarriage<br/>Contraception<br/>Co-habitation<br/>Purpose of Families<br/>Role of Parents<br/>Same sex-parents<br/>Polygamy<br/>Equality<br/>Roles of Men and Women</p>  |

| YEAR 10        | TERM 1   | TERM 2   | TERM 3   |
|----------------|--|--|--|
| <b>Spanish</b> | <p><b>My holidays</b><br/>You will learn how to describe holidays in three tenses: what you normally do; what you did for a past holiday; and your future holiday plans. You will be able to describe and book accommodation. You will even be able to give an account of a nightmare holiday that was full of problems.</p> <p><b>Interests and influences</b><br/>You will learn to talk all about your hobbies and your interests. You will be able to say what activities that you do and what you did in the past. You will be able to talk about what you watch and give opinions on this. You will be able to express lots of opinions on your hobbies and also talk about what you used to do compared to what you do now. You will be able to say who you admire and why.</p> | <p><b>My city</b><br/>You will learn how to describe where you live and different places in the town. You will learn how to talk about shops. You will be able to describe what you can do in your region as well as what you plan to do. You can give opinions on the positives and negatives of your town and say what you did during a past trip.</p> <p><b>Habits</b><br/>You can describe your daily routine and know some typical Hispanic meals. You can recognise different body parts and illnesses. You know facts about different Hispanic festivals and You can describe a special day. You can perform a simple dialogue in a restaurant.</p> | <p><b>Work!</b><br/>You can recall some jobs and you can say how you earn money.<br/>You can understand simple details about summer jobs and you can say what languages people speak. You can say what you will do for your gap year. You can say what you will do in the future. You can include opinions about what you will do in the future.</p> |

# YEAR 11 CURRICULUM

| YEAR 11                   | TERM 1  | TERM 2   | TERM 3  |
|---------------------------|---|--|---|
| <b>English Language</b>   | 1a. Crafting an ambitious fiction texts. Building on year 10, students will hone their narrative writing skills. Focus on timing and accuracy.<br>1b. Component 1a - Securing how to analyse the language, form and structure of 20th century fiction. Timings. | 2a. Crafting ambitious nonfiction texts with a clear purpose and audience. Focus on developing detail, timing and accuracy.<br><br>2b. Component 2a - Securing how to analyse, synthesise and compare 19th and 21st century nonfiction. Timings. | How do I revise all Language skills for the exam?             |
| <b>English Literature</b> | 1a. Revising and securing exam techniques for Literature Component 2 (Lord of the Flies or An Inspector Calls)<br><br>1b. Revising and securing exam techniques for Literature Component 1 - Macbeth extracts and crafting essays                               | 2a. Revising and securing exam techniques for Literature Component 1. Analysing Jekyll and Hyde and crafting essays<br><br>2b. Revisiting Poetry Anthology and securing connections between poems. Recap how to approach unseen poetry.          | How do I revise all Literature texts and skills for the exam? |
| <b>Maths</b>              | Multiplicative Reasoning<br>Linear and Non-Linear Graphs<br>Solving Equations and Inequalities<br>Rearranging Equations and Using Formula<br>Geometric Reasoning  | Algebraic Reasoning<br>Transforming and Constructing<br>Probability and Statistics<br>Revision   | Revision  |
| <b>Biology</b>            | Homeostasis in Action, Reproduction & Inheritance   | Variation & Evolution, Genetic Technologies & Ethics   | Organisms in their Environment, Biodiversity                  |



| YEAR 11                 | TERM 1   | TERM 2  | TERM 3  |
|-------------------------|--|---|---|
| <b>Chemistry</b>        | Chemical analysis -Chromatography, substance analysis, purity.<br>Evolution and history of Earth's atmosphere, Greenhouse gases, Climate change.   | Air Pollution.<br>Earth's resources- Resources, Potable water, Extraction of metals, Life cycle assessments, Reduce reuse and recycle<br>Using earth's Resources- Rusting, useful alloys, Polymers, Ceramics and glass, | Using Earth's resources (continued)<br>Making Ammonia lab based and industrial production, selection of conditions.<br>Making fertilisers |
| <b>Physics</b>          | Waves, Electromagnetic spectrum  | Light, Magnetism, Space   | Revision  |
| <b>Combined Science</b> | The Earth's atmosphere<br>The Earth's resources<br>Reproduction & Inheritance<br>Variation & Natural Selection<br>Genetic Technologies & Ethics  | Earth's resources<br>Revision<br>Classification<br>Fossils & Extinction<br>Biodiversity   | Revision<br>Consolidation   |
| <b>Animal Care</b>      | Animal Health  | Animal Health<br>Principles of Animal Behaviour   | Principles of Animal Behaviour  |
| <b>Art</b>              | Sustained project continued<br>External portfolio:<br>Learners must explore practical and relevant critical and contextual sources and the different purposes intentions and functions of art as appropriate to their own work and style<br>Skills, media and techniques of choice explored in depth | External portfolio continued  | External portfolio continued  |

| YEAR 11                 | TERM 1  | TERM 2   | TERM 3                 |
|-------------------------|---|--|------------------------|
| <b>Business</b>         |   | Business Operations:<br>Supply chains<br>Procurement and logistics<br>Production efficiency<br>The concept of quality<br>Good customer service<br>Technology and customer service<br><br>Recap on Influence on business:<br>Technology<br>Ethical and environmental considerations<br>The economic climate on business<br>Globalisation<br>Legislation<br>Competitive environment<br><br>Influence on business (included where appropriate): | Revision               |
| <b>Computer Science</b> | 3.5 Fundamentals of computer networks:<br>What is a computer network?<br>Types of network<br>Wired vs Wireless<br>Topologies<br>Protocols<br>Network security<br>4 layer TCP/IP model<br>3.6 Cyber Security:<br>Fundamentals<br>Cyber security threats<br>Detection and prevention of threats<br><br>Python programming tasks | 3.7 Relational Databases and SQL:<br>Relational databases<br>SQL<br>3.8 Ethical, Legal etc.:<br>Cyber security<br>Mobile Technologies<br>Wireless Networking<br>Cloud storage<br>Hacking<br>Wearables<br>Computer based implants<br>Autonomous vehicle<br><br>Python programming tasks   | Revision of all topics |

| YEAR 11      | TERM 1  | TERM 2   | TERM 3  |
|--------------|---|--|---|
| <b>Drama</b> | Component 3: Acting Exam<br>Stanislavski Method of Acting<br>Superobjective<br>Objective<br>Units<br>Given Circumstance<br>Emotion Memory<br>Characterisation (Vocal and Physical)            | Component 3:<br>Preparation a for performance exam<br>Peer assessment<br>Hot seating<br>Component 1 : Written Paper revision | Component 1: Written Paper revision<br>Section A: Roles and responsibilities<br>Section B: Set text<br>Section c: Live Theatre Review |
| <b>DT</b>    | NEA:<br>Generating design Idea.<br>Developing design ideas & realising Design Ideas   | NEA:<br>Realising Design Ideas (manufacture)<br>Analysing and Evaluating   | Exam preparation and revision.<br>Core/Specialist Technical principles<br>Design and making principles                                |
| <b>Food</b>  | Development of high level practical skills and mock NEA 2.<br>Preparation for mock written examination.<br>NEA 2 Introduction and outline of the Food Preparation Task (worth 50%) Section A. | NEA 2 Food Preparation Task: Section B and start Section C.<br>NEA 2 Food Preparation Task: Section C, D and E.              | NEA 2 Food Preparation Task: Section E completion depending on timing of Easter.<br>Preparation / revision for written examination.   |

| YEAR 11          | TERM 1  | TERM 2   | TERM 3   |
|------------------|---|--|--|
| <b>French</b>    | Jobs and health<br>Before half term, we'll look at the different jobs that you can do in the future and you'll be able to say what your dream job is and why. We'll also discuss the benefits of part time jobs and doing work experience. Finally, you'll be able to describe your opinion on marriage and discuss your future plans. You'll practise all the key exam skill areas in a mini-mock as well as tackle 90/150 word writing questions. After half-term you'll be studying the topic of health where you'll revise diet, whether you are healthy or not and vices. You will look at exam technique before the Christmas mock exams and analyse your progress when you receive your papers back. | The environment<br>This term you'll be revising your final module! The environment and global issues. You'll then move on to talking about global issues and how we can protect our planet. We will look into the benefits of volunteering and describe the advantages/disadvantages of big events such as music festivals. You'll also complete a second set of mock exams and receive personalised feedback and targets. | Revision<br>Theme 1 (family, friendship, free time, festivals)<br>Theme 2 (your region, holidays, global&social issues)<br>Theme 3 ( school, post-16 and jobs)<br>Build in aspects of grammar, exam technique and past exam questions throughout |
| <b>Geography</b> | Human fieldwork<br>Changing Economic world<br>Living World  | Living World<br>Challenge of resource mgmt.  | Challenge of resource mgmt<br>AIB prep and revision  |
| <b>History</b>   | Britain: Migration, Empires and the People (790–Present Day)<br>How far did medieval invasions and imperial expansion contribute to the birth of an English identity?<br>How far has profit been the main cause of migration and imperial expansion?  | Britain: Migration, Empires and the People (790–Present Day)<br>How and why did the British expand their Empire eastwards and what was the impact of this expansion?<br>How did Britain change in the Twentieth Century?   | Revision   |
| <b>Music</b>     | Composition - review exam board briefs, plan, research, development of both compositions<br>Set works - revision, exam questions<br>Performance assessment  | Compositions - final drafts of both compositions<br>Set works - revision, exam questions<br>Music Listening and Theory   | Exam practice  |

| YEAR 11   | TERM 1  | TERM 2   | TERM 3   |
|-----------|---|--|--|
| <b>PE</b> | <p>Pathways: The focus is on student choice intended to maximise engagement through active participation, enjoyment etc. Pupils choose a pathway for the term and the activities within it change every 5 weeks (pupils get 6 lessons per rotation) Pathways: Competition, Recreation, Fitness - This gives us flexibility to choose the activities every 4 weeks within it and prevents it from becoming stale.</p> <p>Pathways:<br/>(Competition - Team)<br/>Rugby<br/>Football<br/>Netball<br/>Hockey<br/>(Recreation)<br/>Badminton<br/>Table Tennis<br/>Basketball<br/>(Fitness)<br/>Dance Fitness<br/>Outdoor (Boot Camp)</p> | <p>Pathways: The focus is on student choice intended to maximise engagement through active participation, enjoyment etc. Pupils choose a pathway for the term and the activities within it change every 5 weeks (pupils get 6 lessons per rotation) Pathways: Competition, Recreation, Fitness - This gives us flexibility to choose the activities every 4 weeks within it and prevents it from becoming stale.</p> <p>Pathways:<br/>(Competition - Team)<br/>Football<br/>Basketball<br/>Hockey<br/>(Recreation)<br/>Volleyball<br/>Table Tennis<br/>Basketball<br/>(Fitness)<br/>Dance Fitness<br/>Fitness Suite/ Gym</p> | <p>Pathways: The focus is on student choice intended to maximise engagement through active participation, enjoyment etc. Pupils choose a pathway for the term and the activities within it change every 5 weeks (pupils get 6 lessons per rotation) Pathways: Competition, Recreation, Fitness - This gives us flexibility to choose the activities every 4 weeks within it and prevents it from becoming stale.</p> <p>Pathways:<br/>(Competition - Team)<br/>Softball<br/>Rounders<br/>(Recreation)<br/>Tennis<br/>(Fitness)<br/>Athletics / Running<br/>Fitness Suite / Gym</p> |
| <b>RE</b> | <p>Islam Practices:<br/>5 pillars of Islam<br/>10 obligatory acts<br/>Shahadah<br/>Salah<br/>Zakat<br/>Sawm<br/>Hajj<br/>Jihad<br/>Festivals</p>  | <p>Theme B: Religion and Life<br/>Origin of the universe<br/>Origin of human life<br/>Use of animals<br/>Use of environment<br/>Euthanasia<br/>Abortion<br/>Sanctity of Life<br/>Life After Death</p>  | <p>Revision</p>  |

| YEAR 11        | TERM 1  | TERM 2   | TERM 3  |
|----------------|---|--|---|
| <b>Spanish</b> | <b>My world</b><br>You'll be able to talk about different environmental and global problems. You also be able to discuss poverty and homelessness giving some opinions and solutions. You'll also be able to talk about health issues and how to live a healthy life. | <b>My health</b><br>You can describe different meals, food and eating out. You can talk about your daily routine in detail. You will be able to talk about volunteer and charity work. You can talk about your health. | <b>Revision</b><br>First priority to: Town, Holidays, School, Customs and festivals, Relationships/family, Hobbies/technology in everyday life, School, Cinema/music/TV |

## YEAR 12 CURRICULUM

| YEAR 12                  | TERM 1   | TERM 2  | TERM 3  |
|--------------------------|--|---|---|
| <b>Animal Management</b> | Practical Animal Husbandry, Animal Health & Animal Behaviour   | Practical Animal Husbandry, Animal Health & Animal Behaviour  | Practical Animal Husbandry, Animal Health & Animal Behaviour  |
| <b>Art</b>               | Induction project and Me and my surroundings:<br>Learners to explore and cultivate fundamental skills, knowledge and understanding through a variety of experiences. Specialist terminology focus. Painting, experimental drawing, mixed media, conceptual, photography, sculptural techniques | Continuation of me and my surroundings, focusing on artist analysis and the development of ideas.                           | Personal investigation:<br>Students to decide on artists/media to follow in order to inspire ideas and directions. Students will research in depth to support knowledge and understanding. Application of chosen media, showing a thorough understanding of artists and processes Skills, media and techniques of choice explored in depth, Curatorial considerations |
| <b>Biology</b>           | Biological Molecules: Lipids, Carbs, Proteins, Water, Enzymes, DNA. Eukaryotic & Prokaryotic Cell Structure, Viruses.  | Cell Division: Mitosis, Meiosis & Sexual Reproduction (plants & animals). Classification, Natural Selection & Biodiversity. | Biodiversity. Transport in Cells, Gas Exchange, Circulation, Transport in Plants.   |

| YEAR 12          | TERM 1   | TERM 2   | TERM 3  |
|------------------|--|--|---|
| <b>Business</b>  | <p>What is business? :</p> <ul style="list-style-type: none"> <li>- Understanding the nature and purpose of business.</li> <li>- Understanding different business forms.</li> <li>- Understanding that businesses operate within an external environment.</li> </ul> <p>Managers, leadership and decision making :</p> <ul style="list-style-type: none"> <li>- Understanding management, leadership and decision making</li> <li>- Understanding management decision making.</li> <li>- Understanding the role and importance of stakeholders.</li> </ul> <p>Decision making to improve marketing performance :</p> <ul style="list-style-type: none"> <li>- Setting marketing objectives.</li> <li>- Understanding markets and customers.</li> </ul> <p>Decision making to improve marketing performance :</p> <ul style="list-style-type: none"> <li>- Segmentation, targeting and positioning (STP)</li> <li>- Using the marketing mix.</li> </ul> | <p>Decision making to improve financial performance:</p> <ul style="list-style-type: none"> <li>- Setting financial objectives.</li> <li>- Analysing financial performance.</li> </ul> <p>Decision making to improve financial performance:</p> <ul style="list-style-type: none"> <li>- Sources of finance.</li> <li>- Improving cash flow and profits.</li> </ul> <p>Decision making to improve Human Resource performance :</p> <ul style="list-style-type: none"> <li>- Setting human resource objectives.</li> <li>- Analysing human resource performance.</li> </ul> <p>Decision making to improve Human Resource performance :</p> <ul style="list-style-type: none"> <li>- Improving organisational design and human resource flow.</li> <li>- Improving motivation and engagement.</li> <li>- Improving employer-employee relations.</li> </ul> | <p>Decision making to improve operational performance:</p> <ul style="list-style-type: none"> <li>- Setting operational objectives.</li> <li>- Analysing operational performance</li> <li>- Increasing efficiency and productivity</li> <li>- Improving quality</li> <li>- Managing inventory and supply chains</li> </ul> <p>Analysing the strategic position of a business:</p> <ul style="list-style-type: none"> <li>- Mission, corporate objectives and strategy.</li> <li>- Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis.</li> <li>- Analysing existing internal position of a business to assess strengths and weakness: overall performance.</li> <li>- Analysing the external environment to assess opportunities and threats: political and legal change.</li> </ul> |
| <b>Chemistry</b> | <p>Introduction to A level</p> <p>Amount of substance</p> <p>Time of flight mass spectroscopy</p> <p>Atomic structure</p> <p>Bonding and structure</p> <p>Energetics</p> <p>Periodicity</p> <p>Chemical Equilibria, Le Chatalier's principle, Kc</p> <p>Group 2 Alkaline Earth metals</p> <p>Redox reactions</p> <p>Group 7 (17) the halogens</p>  | <p>Kinetics/rates of reaction (year 1 level)</p> <p>Introduction to organic chemistry</p> <p>Alkanes</p> <p>Alkenes</p> <p>Halogenoalkanes and CFCs</p> <p>Alcohols (part 1)</p> <p>Organic analysis chemical tests (part 1)</p>   | <p>Alcohols (part 2)</p> <p>Organic analysis (Part 2) Infra-red spectroscopy, High Resolution Mass Spectrometry.</p> <p>Begin year 2 Program of study</p> <p>Thermodynamics: Introduction to Born-Haber cycles</p> <p>Introduction to Acids, Bases and pH scale</p>   |



| YEAR 12                 | TERM 1   | TERM 2  | TERM 3  |
|-------------------------|--|---|---|
| <b>Computer Science</b> | 4.1 Fundamentals of programming:<br>Practical experience of skeleton code<br>OOP<br>4.2 Fundamentals of Data Structures:<br>Multi-dimensional arrays<br>Abstract data types<br>4.3 Fundamentals of Algorithms:<br>Reverse Polish<br>Searching and sorting algorithms<br>Optimisation algorithms          | 4.4 Theory of Computation:<br>Trace tables<br>Abstraction and decomposition<br>Regular languages<br>Context-free languages<br>Classification of algorithms<br>Model of computation<br>4.5 Data Representation:<br>Number systems and bases<br>Units of information<br>Binary number system<br>Information coding systems<br>Representing images, sound and other data | 4.6 Fundamentals of Computer Systems:<br>Hardware and software<br>Classification of languages<br>Translators<br>Logic gates<br>Boolean algebra<br><br>NEA |
| <b>Core Maths</b>       | Fermi Estimation<br>Percentages<br>Taxation<br>Exchange rates<br>Borrowing and Saving<br>Indices<br>Types of Data<br>Sampling<br>Finance and Estimation assessment<br>Numerical Measures<br>Diagrammatic Representations<br>Critical analysis of data<br>Analysis of Data assessment<br>Mock preparation | Mock<br>Correlation and regression<br>Correlation and regression assessment<br>Normal distribution<br>Critical analysis of data and pre-release<br>Normal distribution assessment<br>Confidence intervals<br>Mock paper 2A  | Critical analysis of data and pre-release<br>Fermi estimation<br>Revision<br>Exam   |

| YEAR 12          | TERM 1   | TERM 2  | TERM 3   |
|------------------|--|---|--|
| <b>Economics</b> | <p>Scarcity, Choice and Opportunity Cost.<br/>Factors of Production.<br/>The Allocation of Resources. Production Possibility diagrams.<br/>Production and Productivity. Specialisation, Division of Labour.<br/>The Demand and Supply for Goods and Services. The Equilibrium market prices.<br/>Consumer and Producer Surplus.<br/>Price, Income and Cross Price Elasticities of Demand. Price Elasticity of Supply.<br/>The Circular flow of income.<br/>Aggregate Demand and Aggregate Supply analysis.<br/>Short-run Aggregate Supply and Long-run Aggregate Supply.<br/>Economic Growth and the economic cycle.<br/>Inflation and Deflation. The Conflict between Economic Growth and Inflation<br/>Essay-writing technique.<br/>Other potential Macroeconomic Objectives' Conflicts.<br/>Employment and Unemployment. The Conflict between Inflation and Unemployment.<br/>Evaluation technique.</p> | <p>Mock Exam<br/>The three Functions of Price.<br/>Introduction to Market Failure. Public Goods, Private Goods and Quasi-public goods.<br/>Positive and Negative Externalities in Consumption and Production.<br/>Merit and Demerit Goods.<br/>Market Imperfections.<br/>An inequitable distribution of income and wealth.<br/>Government Intervention in markets.<br/>Government Failure.<br/>Evaluation-essay technique.<br/>The Labour Market. The determination of Demand and Supply for Labour.<br/>National Minimum Wage.<br/>Fiscal Policy.<br/>Monetary Policy.<br/>Supply-side Policies.<br/>Demand-side Policies vs. Supply-side Policies.<br/>The use of different policies to solve the macroeconomic conflicts.<br/>Exchange rate systems.</p> | <p>Revision.<br/>Y12 Internal Exams.<br/>Reflective Practice and Independent Research.<br/>Reflective Practice and Independent Research.<br/>Trade and Specialisation.<br/>Globalisation.<br/>The Balance of Payments.</p> |

| YEAR 12                   | TERM 1   | TERM 2  | TERM 3  |
|---------------------------|--|---|---|
| <b>English Language</b>   | <p>1a: Transitioning into A-Level be exploring language levels: to understand and apply a range of terminology for language and to analyse texts using this; to learn how to write responses to analysing meanings and representations in texts. Assessment: terminology knowledge quiz</p> <p>1b: Transitioning into A-Level by studying language diversity: to understand a range of key concepts, theories and approaches for language diversity (gender, social groups, occupation and region); to learn how to write evaluative and analytical essays on language diversity. Assessment: evaluative essay</p> | <p>2a: Exploring language levels and writing opinion articles: to continue learning language terminology and to develop analysis of how meanings and representations are created in a range of texts; to explore how opinion articles inform, persuade and entertain. Assessment: opinion article</p> <p>2b The study of how language changes over time: to understand a range of key concepts, theories and approaches for the history of the English language and how it has changed over time; to learn how to write evaluative and analytical essays on language diversity. Assessment: response comparing how two texts present views on language change</p> | <p>3a: Mock revision and non-examination assessment: to revise and consolidate terminology for language levels and contextual concepts; to understand and plan the original writing and commentary coursework. Assessment: mock examination paper</p> <p>3b: Mock revision and non-examination assessment: to revise and consolidate terminology, concepts and approaches for language diversity and change; to understand and plan the language investigation coursework. Assessment: mock examination paper</p> |
| <b>English Literature</b> | <p>1a. Transitioning into A-Level English Literature unit. Introduce students to the genre of political and social protest writing and Comedy</p> <p>1b. Introduce and apply literary theories to the reading of The Kite Runner and Twelfth Night</p>   | <p>Completing Twelfth Night and the beginning Harrison's poetry<br/>Comedy anthology</p>  | <p>Completing Harrison and non-examination assessment piece 1<br/>Non-examination assessment piece 2</p>  |

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| <b>French</b> | <p>La famille en voie de changement: You will Describe and discuss trends in marriage and other forms of partnership as well as consider and discuss the merits and problems of different family structures. Finally, you'll consider relationships between the generations and discuss problems that can arise</p> <p>La Cyber-Société: You will begin by describing and discussing how technology has transformed everyday life. You'll then consider and discuss the dangers of digital technology, and the different users of digital technology and discuss possible future developments.</p> <p>Grammar : (weeks1&amp;3 – intensive grammar transition)</p> <p>Present tense (regular &amp; irregular)</p> <p>Negative forms</p> <p>Formation of perfect tense - avoir</p> <p>Formation of perfect tenses - être</p> <p>Formation of imperfect tense</p> <p>La Haine - film study - you will study the themes, characters, and cinematic techniques, as well as the impact of this cult film</p> <p>Formation of pluperfect tense</p> <p>Formation of simple future</p> <p>Formation of Conditional tense</p> <p>infinitive constructions followed by à / de</p> <p>understand and use object pronouns</p> | <p>La Patrimoine: You will understand the notion of heritage and heritage preservation on a regional and national scale , as well as consider the ways in which some of the country's most famous heritage sites market themselves. Finally, you will comprehend how heritage impacts upon and is guided by culture in society</p> <p>La Musique: We will consider the popularity of contemporary francophone music and its diversity of genre and style, and consider who listens to contemporary francophone music, how often and by what means. You will discuss the threats to contemporary francophone music and how it might be safeguarded</p> <p>adjective agreements</p> <p>si sentences (present &amp; future)</p> <p>subjunctive with expressions of uncertainty</p> <p>subjunctive with verbs of wishing and emotional reaction</p> <p>conditional of modal verbs</p> <p>Le Bénévolat: We will examine the voluntary sector in France and the range of work volunteers provide, and discuss the benefits of voluntary work for those that are helped and how beneficiaries request help. Lastly we will look at the benefits of voluntary work for those that do it and for society as a whole.</p> <p>conditional and si sentences (imperfect &amp; conditional)</p> <p>revision of future simple irregular verbs</p> <p>consolidation and revision</p> | <p>Exams</p> <p>Le Septième Art: You will consider a variety of aspects of French Cinema as well as the major developments in the evolution of French cinema. Finally you will look at the continuing popularity of French cinema and film festivals</p> <p>infinitive constructions</p> <p>revision of pluperfect</p> <p>formation of conditional perfect</p> <p>consolidation</p> <p>IRP launch – you will begin to think about possible topics for your research project</p> <p>No et Moi book study - you will study the themes, characters and literary techniques of this contemporary novel.</p> |
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| YEAR 12              | TERM 1  | TERM 2  | TERM 3  |
|----------------------|---|---|---|
| <b>Further Maths</b> | Roots of polynomials<br>Complex numbers<br>Sequences and series<br>Matrices<br>The determinant of a matrix<br>Complex numbers<br>Roots of polynomials<br>Rational functions and further algebra<br>Revision   | Exam<br>Complex numbers<br>Conics<br>Hyperbolic functions<br>Polar coordinates<br>Vectors and 3D space<br>Proof by mathematical induction<br>Further calculus<br>Sequences and Series   | Further algebra and functions<br>Further complex numbers, powers and roots<br>DM theorem<br>Complex numbers: Exponential form<br>the nth roots of complex numbers<br>Roots of unity<br>Solving equations<br>Using DM to derive trigonometric identities<br>Use DM to find sums of series<br>Further vectors |
| <b>Geography</b>     | <b>Human:</b> Global Governance<br><b>Physical:</b> Water & Carbon Cycles   | <b>Human:</b> Global Governance, Changing Places<br><b>Physical:</b> Water & Carbon Cycles, Coastal Systems and landscapes  | <b>Human:</b> Changing Places, Fieldwork, NEA<br><b>Physical:</b> Coastal Systems and landscapes, Fieldwork, NEA  |
| <b>History</b>       | Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement:<br>1.1 Theme 1: The quest for political stability, 1625–88<br>1.2 Theme 2: Religion: conflict and dissent, 1625–88<br>Paper 2: Russia in Revolution, 1894-1924<br>2.1 Topic 1: The rule of Nicholas II, 1894-1905<br>2.2 Topic 2: The end of the Romanov rule, 1906-17 | Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement:<br>1.3. Historical interpretations: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?<br>1.4 Theme 3: Social and intellectual challenge, 1625–88<br>Paper 2: Russia in Revolution, 1894-1924<br>2.3 Topic 3: The Provisional government and its opponents, Feb-Oct 1917 | Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement:<br>1.5 Theme 4: Economy, Trade and Empire, 1625-88<br>Paper 2: Russia in Revolution, 1894-1924<br>2.4 Topic 4: Defending the Bolshevik revolution, Oct 1917-24   |

| YEAR 12      | TERM 1  | TERM 2   | TERM 3  |
|--------------|---|--|---|
| <b>Maths</b> | Trigonometric Functions & Equations<br>Binomial Expansion<br>Probability<br>Statistical Hypothesis Testing<br>Working with Data<br>Polynomials<br>Proof and Mathematical Communication<br>Quadratic Functions<br>Using Graphs<br>Coordinate Geometry (1)  | Coordinate Geometry (2)<br>Logarithms<br>Exponential Models<br>Differentiation<br>Applications of Differentiation (1)<br>Applications of Differentiation (2)<br>Integration<br>Vectors<br>Introduction to Kinematics   | Motion with Constant Acceleration<br>Forces & Motion<br>Objects in Contact<br>Functions<br>Further Transformations of Graphs<br>Sequences and Series<br>Rational Functions and Partial Fractions<br>General Binomial Expansion  |
| <b>Media</b> | Embedding basic skills: Get to know the frameworks and applying some theories.<br>NEA:<br>Desktop publishing basics<br>Recreate a magazine cover focused on use of media language and representations<br>Using a camera effectively<br>Mini moving image project – filming and editing          | Advertising and Marketing. Media Language and Representation<br>Long Form TV Drama: In depth (all frameworks)<br>NEA:<br>Web design and PhotoShop<br>Engaging audiences<br>Mini brief – focus on meeting the requirements of a brief<br>Select a brief and begin research.<br>Plan writing statement of intent | Long form TV Drama In depth (all frameworks)<br>Music videos Media Language and Representation<br>NEA: Production work<br>Write first draft of Statement of Intent. To be redone next year.<br>Workshops to enhance specific skills<br>Workshops to enhance specific skills |
| <b>Music</b> | Music theory basics and harmonic analysis<br>Aural skills<br>Set works: Courtney Pine & Bach<br>Question 5 example: Jazz Fusion, Baroque choral music<br>Performance check point<br>Composition NEA<br>Set works: Kate Bush, Danny Elfman<br>Question 5 examples: 80s popular music, film music | Composition NEA<br>Performance check point<br>Set works: Saariaho & Debussy<br>Question 5 examples: experimentalism (instrumental/vocal), Impressionism<br>Set works: Berlioz and Schumann<br>Question 5 examples: Programmatic orchestral music, romantic chamber music                                       | Composition NEA<br>Performance check point<br>Set works: Herrmann<br>Question 5 examples: film music<br>Set works: The Beatles and Shankar<br>Question 5 examples: 60s popular music, world music influence in popular music  |

| YEAR 12 | TERM 1  | TERM 2  | TERM 3  |
|---------|---|---|---|
| PE      | <b>Physiological factors</b><br>Skeletal system<br>Muscles and joint movements<br>Motor units and skeletal muscle contraction<br>Muscle fibres and recruitment<br>Cardiac values<br>Cardiac cycle<br>Conduction system<br>Cardiac response to exercise and recovery<br>Neural, intrinsic and hormonal control<br>Vascular system<br>Mechanisms of Venous return<br>Vascular Shunt Mechanism<br><b>Psychological factors</b><br>Skill Classification<br>Practice methods and types<br>Transfer of skill<br>Learning Theories<br>Stages of Learning<br>Guidance<br>Feedback<br><b>Socio cultural factors</b><br>Emergence and evolution of modern day sport<br>Pre industrial Britain, Post 1850, 20th Century and 21st Century | <b>Physiological factors</b><br>Respiratory system values<br>Mechanics of Breathing<br>Regulation of RS at different intensities and during recovery<br>Gaseous Exchange<br>Oxygen dissociation<br>Components of a healthy diet<br>Energy intake and expenditure<br>Ergogenic aids<br><b>Psychological factors</b><br>Personality<br>Attitudes<br>Motivation<br>Arousal and Anxiety<br>Aggression<br>Social Facilitation<br><b>Socio cultural factors</b><br>Modern Olympic Games - background and aims<br>Political Exploitation of Olympic Games<br>Hosting Global Sporting Events<br>Ethics in Sport<br><br>Mocks in all 3 aspects | <b>Physiological factors</b><br>Preparation and training methods<br>Aerobic training<br>Strength training<br>Flexibility training<br>Impact of training on lifestyle diseases<br><b>Psychological factors</b><br>Group dynamics<br>Goal setting<br>Memory<br><b>Socio cultural factors</b><br>Commercialisation and the media<br>Positive and negative effects of the media<br>Routes into sporting excellence<br>Modern technology<br><br>Mocks in all 3 aspects |

| YEAR 12               | TERM 1   | TERM 2  | TERM 3   |
|-----------------------|--|---|--|
| <b>Physics</b>        | Significant figures, basics of electricity, IV characteristics, resistors, potential divider, resistivity. Motion along a straight line, Newton's laws, scalars and vectors. | Resistivity Moments, (Principle and see-saw type problems)<br>Internal Resistance Moments (2 Support problems)<br>Projectiles<br>Internal Resistance Momentum, Impulse<br>Work Energy and Power Momentum, conservation, collisions and explosions<br>Bulk Properties of Solids Progressive waves, Longitudinal and transverse waves<br>Bulk Properties of Solids Progressive waves, Longitudinal and transverse waves<br>The Young Modulus Principle of superposition of waves and formation of stationary waves<br>The Young Modulus<br>Collisions of electrons with atoms. Energy levels and photon emission. Principle of superposition of waves and formation of stationary waves<br>Wave-particle duality Interference | Interference<br>Constituents of the atom<br>Stable and Unstable nuclei Diffraction<br>Particles, Antiparticles and Photons. Particles Interactions Refraction at a plane surface<br>Classification of particles Refraction at a plane surface<br>Quarks and Antiquarks, Application of conservation laws Circular motion<br>Thermal Physics Circular motion<br>Gases Circular motion<br>Gases SHM<br>Magnetic fields |
| <b>Product Design</b> | ADC Skills & Theoretical Underpinning: Advanced Digital Communication Skills, Photoshop / Illustrator tutorials & Reverse Engineering CAD task (Advanced CAD)                | Sketching Skills & Theoretical Underpinning: Foam Modelling & MDF Mechanisms modelling & Advanced Sketching Skills.   | NEA: Identifying & investigating design possibilities & Producing a Design Brief & Specification.  |



| YEAR 12           | TERM 1  | TERM 2   | TERM 3   |
|-------------------|---|--|--|
| <b>Psychology</b> | What is Psychology?<br>Wilhelm Wundt & Introspection<br>Behaviourism - Pavlov & Skinner<br>The Psychodynamic Approach - Freud<br>Social Learning Theory - Albert Bandura<br>The Cognitive Approach - Cognitive Neuroscience<br>The Biological Approach - Evolution<br>The Humanistic Approach - Rogers & Maslow<br>Aims & Hypotheses<br>Types of Variables<br>Types of Experiment<br>Experimental Design<br>Sampling techniques<br>Validity & Reliability<br>Coding, Capacity & Duration Studies<br>The Multi Store Model of Memory<br>Case Studies<br>The Working Memory Model<br>Types of Long Term Memory<br>Interference<br>Retrieval Failure<br>Eyewitness Testimony: Misleading Information<br>Eyewitness Testimony: Anxiety<br>The Cognitive Interview<br>Observations<br>Questionnaires<br>Types of Data<br>Content & Thematic Analysis | Caregiver-Infant Interactions<br>Stages of Attachment<br>Animal Studies of Attachment<br>Learning Theory of Attachment<br>Bowlby's Theory of Attachment<br>Ainsworth's Strange Situation<br>Cultural Variations in Attachment<br>Bowlby's Maternal Deprivation Hypothesis<br>Institutionalisation: Romanian Orphans<br>The Influence of Early Attachment<br>Types of Conformity<br>Conformity Research: Asch<br>Explanations of Conformity<br>Conformity to Social Roles: Zimbardo<br>Obedience research: Milgram<br>Explanations of Obedience: Situational Factors<br>Explanations of Obedience: Dispositional & Socio-Psychological Explanations | Minority Influence<br>Social Change<br>Definitions of Abnormality<br>Phobias: Characteristics & Behavioural Explanations<br>Systematic Desensitisation & Flooding<br>Depression: Characteristics & Cognitive explanations<br>Cognitive Behavioural Therapy<br>Obsessive Compulsive Disorder: Characteristics & Biological Explanations<br>Drug Treatments: SSRIs & Tricyclics<br>Appropriateness & Effectiveness of Treatments (Placebo effect)<br>Measures of Central Tendency<br>Distributions<br>Graphical Representations of Data<br>Divisions of the Nervous System<br>Neurons: Sensory, Motor and Relay<br>Structure of the Brain<br>The Endocrine System: Fight or Flight |

| YEAR 12                  | TERM 1  | TERM 2  | TERM 3   |
|--------------------------|---|---|--|
| <b>Religious Studies</b> | Philosophy of Religion:<br>Religious Experience<br>The Design Argument<br>The Cosmological Argument<br>The ontological Argument<br>Evil and Suffering | Philosophy of Religion:<br>Miracles<br>Religious Language<br>Self-death and afterlife<br>Christianity:<br>Self-death and afterlife<br>Sources of wisdom and authority.<br>God | Christianity:<br>Christianity, gender and sexuality<br>Christianity and Science<br>Christianity and the Challenge of<br>Secularisation |

| YEAR 12          | TERM 1   | TERM 2  | TERM 3  |
|------------------|--|---|---|
| <b>Sociology</b> | <p><b>INDUCTION:</b><br/>           Core theme: Socialisation, culture and identity<br/>           Nature vs Nurture<br/>           Norms and Values<br/>           Customs - multiculturalism<br/>           Primary and Secondary socialisation<br/>           Core Theme: Social, Differentiation, power and stratification<br/>           Research methods: studies and methodology<br/>           Social class: key issues<br/>           Gender: key issues<br/>           Sociological perspectives<br/>           Macro v Micro/Structure v Action<br/>           Conflict Structuralism - Marxism<br/>           Consensus Structuralism - Functionalism<br/>           Social Action - Symbolic interactionism</p> <p><b>EDUCATION:</b><br/>           Theories of Education<br/>           Core theme: Social Differentiation - differences in achievement<br/>           Social class: Internal factors<br/>           Exam Skills (10 mark qs)<br/>           Interactionist view</p> | <p><b>EDUCATION:</b><br/>           Marxism<br/>           Social class: Internal/external factors<br/>           Cultural &amp; Material deprivation theory and cultural capital<br/>           Exam Skills (30 mark essays)<br/>           Gender (girls): Internal/external factors<br/>           Feminism (impact): changes in family, employment and perceptions<br/>           Research Methods: studies and methodology<br/>           Ethnicity: internal and external factors<br/>           Social Policy in Education</p> <p><b>RESEARCH METHODS/METHODS IN CONTEXT:</b><br/>           Researching social life<br/>           Primary &amp; Secondary Sources<br/>           Qualitative v Quantitative methods<br/>           Key Concepts<br/>           Research Design<br/>           Choices in research - methods, practicalities, ethics, theories<br/>           Quantitative methods: surveys, questionnaires, and interviews<br/>           Quantitative methods: experiments and comparative methods<br/>           Research methods: Case studies for education, crime, media and culture<br/>           Qualitative methods: observations, unstructured interviews, covert research<br/>           Exam Skills<br/>           Core theme: socialisation, culture and identity</p> | <p><b>CULTURE &amp; IDENTITY:</b><br/>           Conceptions of Culture (theories)<br/>           Identity and the self<br/>           Core theme: Social differentiation, power and stratification<br/>           Class/Gender/Age/Disability/Sexuality/Disability/Ethnicity/Nationality<br/>           Globalisation<br/>           Research methods: Studies and methodology<br/>           Identity and contemporary Society</p> <p>Exam Skills</p> |

## YEAR 13 CURRICULUM

| YEAR 13                  | TERM 1  | TERM 2  | TERM 3  |
|--------------------------|---|---|---|
| <b>Animal Management</b> | Animal Welfare & Ethics   | Work Experience in the Animal sector  | Revision  |
| <b>Art</b>               | Personal investigation (Component 1) continued  | Personal investigation (Component 1) continued<br>Externally set assignment (Component 2): Students will be guided to complete the practical research, artist investigations, development of ideas and prepare plans for the personal response for this component. Prior to the start of the 15 hours of unaided supervised time. | Externally set assignment continued   |
| <b>Biology</b>           | Modern Genetics: Gene Sequencing, Gene Expression, Gene Technology. Microbiology & Pathogens: Bacteria & Disease, Non-bacterial Pathogens & Response to Infection. Energy for Biological Processes: Photosynthesis & Cellular Respiration | Origins of Genetic Variation: Mendelian Genetics & Gene Pools. Control Systems: Chemical control in mammals and plants, The Mammalian Nervous System, Homeostasis. Ecosystems: The nature and efficiency of ecosystems, Human impacts on ecosystems   | Homeostasis. Ecosystems: The nature and efficiency of ecosystems, Human impacts on ecosystems |

| YEAR 13          | TERM 1   | TERM 2  | TERM 3   |
|------------------|--|---|--|
| <b>Business</b>  | <p>Analysing the strategic position of a business - continuation:</p> <ul style="list-style-type: none"> <li>- Analysing the external environment to assess opportunities and threats: economic change.</li> <li>- Analysing the external environment to assess opportunities and threats: social and technological.</li> <li>- Analysing the external environment to assess opportunities and threats: the competitive environment.</li> <li>- Analysing strategic options: investment appraisal.</li> </ul> <p>Choosing the Strategic direction:</p> <ul style="list-style-type: none"> <li>- Choosing which markets to compete in and which products to offer.</li> </ul> <p>Strategic positioning:</p> <ul style="list-style-type: none"> <li>- Choosing how to compete</li> </ul> | <p>Strategic methods:</p> <ul style="list-style-type: none"> <li>- How to pursue strategies</li> <li>- Assessing a change in scale.</li> <li>- Assessing innovation.</li> <li>- Assessing internationalisation.</li> <li>- Assessing greater use of digital technology.</li> </ul> <p>Managing strategic change:</p> <ul style="list-style-type: none"> <li>- Managing change</li> </ul> <p>Managing strategic implementation :</p> <ul style="list-style-type: none"> <li>- Problems with strategy and why strategies fail.</li> </ul> | Revision   |
| <b>Chemistry</b> | <p>Thermodynamics Entropy and reactions</p> <p>Electrochemistry</p> <p>pH, Acids, Bases and Buffer solutions.</p> <p>Periodicity</p> <p>Transition metal Chemistry part 1</p>  | <p>Transition metal Chemistry Part 2</p> <p>Reactions of aqueous ions.</p> <p>K<sub>p</sub> and gaseous equilibria</p> <p>Kinetics and rate constant</p> <p>Aromatic Chemistry</p> <p>Optical Isomerism</p> <p>Amines and Polymers</p> <p>Aldehydes and ketones</p> <p>Amino acids, Proteins and DNA</p> <p>Organic Synthesis routes</p> <p>Carboxylic acids and derivatives</p> <p>NMR (structural determination part 1)</p>   | <p>Chromatography (structural determination part 2 including IR spectrometry)</p> <p>Revision and consolidation</p> <p>Exam practice and preparation</p> |

| YEAR 13                 | TERM 1  | TERM 2   | TERM 3   |
|-------------------------|---|--|--|
| <b>Computer Science</b> | 4.10 Fundamentals of Databases:<br>Conceptual data models and ERM<br>Relational databases<br>Normalisation<br>SQL<br>Client server databases<br>4.11 Big Data<br>4.7 Fundamentals of Computer Organisation and Architecture:<br>Internal hardware<br>The stored program<br>Structure and role of the processor<br>Components of the processor<br>External hardware<br><br>NEA | 4.9 Fundamentals of Communication and Networking:<br>Communication<br>Networking<br>The Internet<br>TCP/IP<br>4.8 Consequences of uses of computing:<br>Moral<br>Ethical<br>Legal<br>Cultural<br>4.12 Fundamentals of Functional programming<br>Functional programming paradigm<br>Writing functional programs<br>Lists in functional programming<br><br>NEA | Revision of Paper 1 and Paper 2. Particularly focussing on weak areas from mock exams. |

| YEAR 13          | TERM 1  | TERM 2   | TERM 3   |
|------------------|---|--|--|
| <b>Economics</b> | <p>The Law of Diminishing Returns and Returns to Scale. Economies and Diseconomies of Scale.</p> <p>Marginal, Average and Total Costs.</p> <p>Marginal, Average and Total Revenue.</p> <p>Profit, Revenue and the Objectives of firms.</p> <p>Technological change.</p> <p>Introduction to Market Structures. Static Efficiency, Dynamic Efficiency and Resource Allocation.</p> <p>Perfect Competition.</p> <p>Monopoly and Monopoly Power.</p> <p>Monopolistic Competition.</p> <p>Price Discrimination.</p> <p>Oligopoly.</p> <p>Essay Technique and Practice.</p> <p>Contestability and Competition Policies.</p> <p>Public ownership, Privatisation, Regulation and Deregulation of markets.</p> <p>Independent Research.</p> <p>Essay Practice.</p> <p>Revise for the upcoming Mock Test.</p> | <p>The distribution of Income and Wealth. The problem of Poverty.</p> <p>Government Policies to alleviate poverty and to influence the distribution of income and wealth.</p> <p>Revision for Economic Growths, Trade and Globalisation.</p> <p>Economic Growth and Development.</p> <p>The structure of financial markets and financial assets. The Regulation of the Financial system.</p> <p>Commercial banks and investment banks.</p> <p>Central banks and Monetary policy.</p> <p>Revise Possible Conflicts between Macroeconomic Objectives.</p> <p>Revise Fiscal Policy. Revise Supply-side Policies.</p> <p>Revise Market Failures, Government Intervention and Government Failures.</p> <p>Revise Basic Economics Concepts.</p> <p>Revise Price, Income and Cross Price Elasticities of Demand. Price Elasticity of Supply.</p> <p>Revise Balance of Payment.</p> <p>Essay Technique and Essay Practice.</p> | <p>Past Papers Practice.</p> <p>Revise all Market Structures and Analysis.</p> |

| YEAR 13                   | TERM 1  | TERM 2   | TERM 3  |
|---------------------------|---|--|---|
| <b>English Language</b>   | <p>1a: Child Language Development – exploring how children learn how to speak: to understand the ways in which children development spoken language from birth to their teens; to learn and apply key terminology, theories and research for this. Assessment: practice child language development question</p> <p>1b: Child Language Development – exploring how children learn how to read and write: to understand the ways in which children development literacy from birth to their teens; to learn and apply key terminology, theories and research for this. Assessment: practice child language development question</p> | <p>2a: Exploring the place of English in the world: to understand key theories, concepts and terminology for World Englishes; to revise and make connections with other diversity and change topics; to revise the structure of analytical and evaluative essays, and opinion articles. Assessment: practice responses</p> <p>2b: Exploring language and ethnicity: to understand key theories, concepts and terminology for language and ethnicity; to revise and make connections with other diversity and change topics; to revise the structure of analytical and evaluative essays, and opinion article. Assessment: practice responses</p> | <p>Final revision: to ensure all students are fully prepared for their A-Level examinations through revision of key topics for development and how to approach each question.</p> |
| <b>English Literature</b> | <p><i>The Importance of Being Earnest</i></p> <p><i>A Doll's House</i></p>  | <p>Mock examination preparation then revision based on development needs</p>   | <p>Revision based on development needs</p>  |



| YEAR 13       | TERM 1  | TERM 2   | TERM 3  |
|---------------|---|--|---|
| <b>French</b> | <p>La société diverse : You will consider the benefits of living in an ethnically diverse society, as well as think about the need for tolerance and respect of diversity. Finally, you will consider how we can promote diversity to create a richer world.</p> <p>revise present &amp; future tense verbs<br/>revise conditional tense verbs<br/>form and use the passive voice<br/>form the subjunctive</p> <p>Quel avenir pour la politique: We will discuss arguments relating to the vote and examine the French political system and its evolution, as well as look at engagement levels of young people and their influence on politics. Finally, you will the future of politics and political engagement.</p> | <p>Les Marginalisés: We will examine different groups who are socially marginalised, and discuss measures to help those who are marginalised. You will consider contrasting attitudes to people who are marginalised.</p> <p>Les Manifestations: You will understand the important role of unions, and talk about strikes and protests and consider different methods of protesting, and different attitudes towards these.</p> <p>Revise imperfect tense<br/>Revise the perfect tense<br/>Revise the pluperfect tense<br/>Pronouns – subject, direct object, indirect object<br/>consolidation<br/>relative pronouns</p> <p>La Criminalité: We will examine different attitudes to crime, and discuss prison and its merits and problems, as well as look at alternative solutions.</p> <p>L'immigration: You will discuss some of the political issues concerning immigration in francophone countries, and consider the viewpoints of political parties. We will then consider immigration from the standpoint of immigrants, as well as aspects of racism.</p> <p>recognising the past historic<br/>Tense sentences with 'si'<br/>infinitive constructions<br/>future perfect &amp; conditional perfect<br/>No et Moi revision<br/>La Haine revision</p> | <p>Intensive exam preparation for all 3 papers to be organised according to group needs</p> |

| YEAR 13              | TERM 1  | TERM 2  | TERM 3  |
|----------------------|---|---|---|
| <b>Further Maths</b> | Further matrices<br>Further transformations of the ellipse, hyperbola and parabola<br>Further graphs and inequalities<br>Differential equations<br>Applications of differential equations<br>Further hyperbolic functions<br>Revision   | Mock<br>Further calculus<br>Further polar coordinates<br>Maclaurin Series and limits<br>Further calculus<br>Numerical methods<br>Revision   | Revision  |
| <b>Geography</b>     | Human: NEA, Contemporary urban environments<br>Physical: NEA, Hazards   | Human: NEA, Contemporary urban environments, Revision<br>Physical: NEA, Hazards, Revision   | <b>Human:</b> Revision<br><b>Physical:</b> Revision |
| <b>History</b>       | Paper 3: Ireland and the Union, c1774-1923<br>3.1 Breadth Study 1: Irish nationalism, from agitation to civil war.<br>3.2 Breadth Study 2: British reaction, from resistance to acceptance.<br>3.3 Depth Study 1: Towards emancipation, 1774-1830<br>3.4 Depth Study 2: Industrialisation in Ulster, 1825-55<br>NEA<br>Independent research skills<br>Formulating and setting the question<br>Research and drafting | Paper 3: Ireland and the Union, c1774-1923<br>3.5 Depth Study 3: The Irish Famine, 1843-51<br>3.6 Depth Study 4: The Irish land issue, 1870-82<br>3.7 Depth Study 5: Trade union militancy in Ireland, 1907-14<br>NEA<br>Final submission | Revision  |

| YEAR 13      | TERM 1  | TERM 2   | TERM 3  |
|--------------|---|--|---|
| <b>Maths</b> | Radian Measure<br>Further Trigonometry<br>Calculus of Exponential and Trigonometric Functions<br>Further Differentiation<br>Further Integration Techniques<br>Further Applications of Calculus<br>Differential Equations<br>Numerical Solution of Equations<br>Numerical Integration<br>Applications of Vectors | Conditional Probability<br>The Normal Distribution<br>Further Hypothesis Testing<br>Projectiles<br>Forces in Context<br>Moments            | Revision  |
| <b>Media</b> | Video Games<br>Radio<br>Newspapers Audience and Industry<br>NEA: Production work<br>Completion<br>Revisit statement of intent   | Magazines<br>Online, Social and Participatory Media  | Revision  |
| <b>Music</b> | Performance<br>Composition<br>Technical composition: Bach Chorales<br>Set works: Stravinsky and Vaughan Williams<br>Question 5 examples: Modernism, English artsong<br>Set works: exam preparation<br>Question 5 examples: exam preparation   | Performance<br>Composition<br>Technical composition: Bach Chorales<br>Set works: exam preparation<br>Question 5 examples: exam preparation | Performance<br>Technical composition: Bach Chorales<br>Set works: exam preparation<br>Question 5 examples: exam preparation |

| YEAR 13               | TERM 1  | TERM 2   | TERM 3   |
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| <b>PE</b>             | <b>Physiological factors</b><br>Energy systems<br>Recovery<br>Altitude and heat<br><b>Psychological factors</b><br>Attribution Theory<br>Confidence and Self efficacy<br>Leadership in Sport<br>Stress Management | <b>Physiological factors</b><br>Injuries<br><b>Biomechanics</b><br>Stability<br>Linear motion<br>Angular motion<br>Fluid Mechanics<br>Projectile Motion<br>Lift and the Bernoulli principle<br>Spin and Magnus Force<br><b>Contemporary Issues</b><br>Drugs<br>Violence<br>Gambling<br>Commercialisation and the media<br>Positive and negative effects of the media<br>Routes into sporting excellence<br>Modern technology | Revision<br>Mocks in all 3 aspects<br>Exams                                    |
| <b>Physics</b>        | Thermal Physics SHM recap<br>Gases<br>Radioactivity      Electric Fields<br>Gravitational Fields<br>Radioactivity/Nuclear Energy Capacitance<br>Nuclear Energy Capactiance<br>Special Relativity                  | Special Relativity Induction<br>Discovery of the Electron      AC<br>Wave Particle Duality      Transformers   | Revision   |
| <b>Product Design</b> | NEA:<br>Design & make prototypes that are fit for purpose, development of design proposal(s) & Development of design prototype(s).<br>Analysing and evaluating.   | Theoretical Underpinning & Exam preparation/ Revision Technical principles & Design and Making principles  | Exam Preparation/Revision Technical principles & Design and Making principles. |

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| <b>Psychology</b> | <p>Ways of studying the brain<br/>Localisation of function, Lateralisation, Plasticity and functional recovery<br/>Biological rhythms including the influence of exogenous zeitgbers and endogenous pacemakers<br/>Comparison of Approaches<br/>Gender Bias, Cultural Bias<br/>Free will and determinism<br/>Nature vs Nurture<br/>Holism and reductionism<br/>Idiographic and nomothetic methods<br/>Ethical implications<br/>Socially sensitive research<br/>Evolutionary explanations of partner preference<br/>Physical attractiveness<br/>Self disclosure<br/>Attraction- filter theory, Social exchange theory, Equity theory<br/>Rusbult's investment model<br/>Relationship breakdown<br/>Virtual relationships, Parasocial relationships<br/>Classification and diagnosis of schizophrenia<br/>Reliability and validity issues in the C&amp;D of schizophrenia<br/>Biological explanations for schizophrenia - genetics, neural correlates<br/>Biological therapies for schizophrenia<br/>Physical explanations for schizophrenia - family dysfunction<br/>Cognitive explanations for schizophrenia, Physical treatments for schizophrenia<br/>The interactionist approach to schizophrenia, Interactionist treatments for schizophrenia</p> | <p>Offender profiling - bottom up approach<br/>Historical explanations for offending - Atavistic form<br/>Biological explanations for offending - genetics and neural<br/>Psychological explanations for offending - Eysenck's theory<br/>Psychological explanations for offending - cognitive<br/>Psychological explanations for offending - Differential association theory<br/>Psychological explanations for offending - Psychodynamic<br/>Custodial sentencing, behaviour modification, anger management, restorative justice<br/>Case studies, content and thematic analysis<br/>Probability, significance, type 1 or 2 errors<br/>Inferential statistics<br/>Psychology in the economy<br/>Psychology as a science</p> | <p>Revision</p> |
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| YEAR 13                  | TERM 1  | TERM 2   | TERM 3                        |
|--------------------------|---|--|-------------------------------|
|                          | Forensic psychology - serial killers, Offender profiling - top down approach  |  |                               |
| <b>Religious Studies</b> | Christianity:<br>God (excluding Process Theodicy and feminist perspectives covered in Y12).<br>Good conduct and key moral principles.<br>Expressions of religious identity.<br>God (excluding Process Theodicy and feminist perspectives covered in Y12).<br>Good conduct and key moral principles.<br>Expressions of religious identity. | Ethics:<br>Normative Ethical Theories<br>Application to issues of human and non-human life and death.<br>Conscience<br>Meta-Ethics<br>Bentham and Kant<br>Free will and moral responsibility | Exam Preparation and Revision |

| YEAR 13          | TERM 1   | TERM 2   | TERM 3   |
|------------------|--|--|----------|
| <b>Sociology</b> | <p><b>THEORY AND METHODS:</b><br/> Consensus Structuralism - Functionalism<br/> Structure v Action - Symbolic interactionism, ethnomethodology, phenomenology<br/> Conflict Structuralism - Marxism/Feminism<br/> Modernism/Postmodernism/Late modernism<br/> Exam Skills</p> <p><b>CRIME &amp; DEVIANCE:</b><br/> Theories of Crime<br/> Functionalism - Strain theory, subcultures<br/> Marxism/Radical criminology<br/> Interactionism - labelling<br/> Social construction of crime statistics<br/> Victimology<br/> Core theme: Social differentiation, power and stratification<br/> Social class &amp; crime<br/> Research methods - studies &amp; methodology<br/> Gender and crime<br/> Ethnicity and crime<br/> Globalization of Crime in contemporary society<br/> Green, state and global crime<br/> Types of punishment, crime control/prevention strategies<br/> Exam Skills</p> | <p><b>MEDIA:</b><br/> Core theme: Social differentiation, power and stratification<br/> Ownership and control of the media<br/> Globalisation and popular culture<br/> Social construction of news<br/> Media representations - social class, gender, age, disability, sexuality, ethnicity<br/> Media content and audiences<br/> Role of new media in contemporary society<br/> Research methods - studies &amp; methodology<br/> Exam skills</p> <p><b>THEORY &amp; METHODS - DEBATES</b><br/> Is Sociology a Science?<br/> Subjectivity, Objectivity and Value Freedom<br/> Relationship between sociology &amp; social policy<br/> Interpretivism<br/> Positivism<br/> Exam skills</p> | Revision |