

RIPLEY ST THOMAS
CHURCH OF ENGLAND ACADEMY



CURRICULUM

2024/2025



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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 Mrs H Best, Deputy Headteacher, besth@ripley.lancs.sch.uk

Taught Curriculum 2023-24

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 8 Maths 6 Science 4 RE 3 Geography 3 History 3 PE 3 French 2 Art 2 Music 2 Design & Technology 2 Computer Science 1 Agriculture & Horticulture 1 Drama 2 Food	7 English 7 Maths 6 Science 3 RE 3 Geography 3 History 3 PE 5 MFL (French/Spanish) 2 Art 2 Music 2 Design & Technology 2 Computer Science 2 Food 1 Agriculture & Horticulture 1 Drama	9 English 8 Maths 12 Science 4 Religious Studies 2 PE Separate sciences taught to higher sets 5 lessons for each of 3 options of which at least one must be drawn from this list: <ul style="list-style-type: none"> • History • Geography • French • Spanish • Computer Science Other options are: <ul style="list-style-type: none"> • Animal Care (BTec) • Art • Business • Design & Technology • Drama • Food • Music • PE 	5 English language 4 English literature 8 Maths 11 Science 4 Religious Studies 3 PE Separate sciences taught to higher sets	9 lessons for each of 3 options <ul style="list-style-type: none"> • Art • Biology • Business • Chemistry • Computer Science • Economics (Y13 only) • English Literature • English Language • Further Maths • French • Geography • History • Maths • Media Studies • Product Design • PE • Physics • Psychology • Religious Studies • Sociology • Theatre Studies • Animal management (BTec L3) 	Core RE is delivered to all pupils twice per week in form time. 3 Tutorial 4 Enrichment	

Year 7 curriculum

Year 7	TERM 1	TERM 2	TERM 3
English	<p>Journeys and Refugees Reading 'In the Sea There Are Crocodiles' by Fabio Geda and non-fiction texts about the subject of refugees Key Knowledge:</p> <ul style="list-style-type: none"> Studying the central themes of the novel – displacement, corruption, poverty and prejudice. Know what it means to empathise Learning how to identify a writer's intentions by focusing on the impact of noun and verb choices. Know why media representations of refugees may sometimes be biased. Know and be aware of the perilous journeys refugees make across the Mediterranean. 	<p>Roots and Heritage Poetry Poetry Anthology Key Knowledge:</p> <ul style="list-style-type: none"> How who we are and our experiences of growing up influence our attitudes and values. (context). Know what is meant by 'culture' and 'identity.' Hear a diverse range of voices through poetry. Understand how language is used to show diversity and heritage. Know how to express own identity through poetic form. <p>Travel Writing Non-Fiction Key Knowledge:</p> <ul style="list-style-type: none"> Develop awareness of cultural differences through a range of non-fiction texts. Build on knowledge of sentence types to include specific openings and endings. Understand how to structure a text cohesively. Awareness of purpose and audience. Conventions of travel writing (blogs, website, leaflet). Use of personal experiences / anecdotes to engage a reader. How writers use emotions and feelings to create effective descriptions of people and places. 	<p>Shakespeare's Villains Shakespearean soliloquies Key knowledge:</p> <ul style="list-style-type: none"> Understand the role of a Shakespearean Villain. Know the conventions of Shakespeare's villains across several of his plays. Develop an understanding of stagecraft through reading and performing Shakespearean soliloquies. Know the role of rhythm and meter in Shakespeare's soliloquies. Learn commonly used verb forms in Shakespearean plays. Create a Shakespearean villain and write a soliloquy. <p>Contemporary Fiction 'Trash' by Andy Mulligan Key Knowledge:</p> <ul style="list-style-type: none"> Develop knowledge acquired across the year on poverty, corruption and inequality. Recognise wider-world issues this novel highlights, and to empathise with the characters in the novel. Empathise with a variety of viewpoints voiced in the novel. Create an end of year writing project consolidating knowledge acquired over the three terms. Oral presentation of project
Maths	<p>Calculator Skills Sequences Directed Numbers Algebraic Notation Equality & Equivalence</p>	<p>Prime Numbers & Proof Adding & Subtracting Multiplying & Dividing Fractions & % of Amount Fractions Constructions</p>	<p>Geometric Reasoning Ratio & Scale Sets & Probability Multiplicative Change Area</p>

Year 7	TERM 1	TERM 2	TERM 3
	Place Value FDP Equivalence		
Science	<p>WOW Science</p> <p>7I Introduction to science - Bunsen burner, Lab equipment & diagrams, Recoding data, Planning, Investigation, Conclusion and Evaluation</p> <p>7B1 Cells - Microscopes, Animal & plant cells, Observing cells, Specialised cells, Unicellular organisms, Diffusion between cells</p> <p>7C1 Particles & the nature of matter - Particle model, States of matter, Changes of state – melting & freezing, boiling, evapo & cond, Diffusion, Gas pressure</p> <p>7P1 Sound - Waves, Sound & energy transfer, Loudness & pitch, Measuring speed of sound, Detecting sound, Echoes & ultrasound</p>	<p>7B2 Structure & function of body systems - Cells, tissues & organs, Breathing, Gas exchange , Blood, The heart, Skeleton, Movement: Joints, Muscles</p> <p>7C2 Atoms, elements & compounds - Elements, Atoms, Compounds, Chemical formula</p> <p>7P2 Forces - Naming & drawing forces, Forces at a distance, Drag & friction, Stretching springs, Stretching elastic, Balanced/unbalanced forces</p> <p>7B3 Reproduction - Puberty & adolescence, Reproductive systems, Fertilisation & implantation, Developing foetus, Menstrual cycle, Reproduction in plants, Seed Dispersal</p>	<p>7C3 Acids & alkalis - Acids & alkalis, Indicators & pH, Neutralisation, Making salts – Planning, Making salts – Practical</p> <p>7P3 Light - Light, Reflection, Refraction, The camera & eye, Colour</p> <p>7B4 Diseases - Pathogens, Growing bacteria, Defence mechanisms, Vaccines</p> <p>7C4 Chemical reactions - Indicators of chemical reactions, Word equations, Combustion (& oxidation), Thermal decomposition, Conservation of mass, Exothermic & endothermic reactions, Chemical analysis – gas tests , Chemical analysis - flame tests</p> <p>7P4 Space - Our solar system & beyond, The night sky, The earth, The moon, Weight, mass & gravity</p> <p>7B5 Ecosystems - Ecosystems, Food chains & webs, Disruption to food chains & webs, Investigating Distribution of an organism.</p>
Agriculture and Horticulture	<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>
Art	<p>Formal elements focus:</p> <p>Observational Drawing</p> <p>Colour theory</p> <p>Building confidence and skill in media application.</p> <p>'Sweet treats' project:</p> <p>Introduction to both contemporary, modern and traditional artists (Sarah Graham, Pop Artists) and how an image can have a deeper meaning/convey a message.</p> <p>Developing 3D drawing skills and use of oil pastels.</p>	<p>Sweet treats continued:</p> <p>To experiment with new ways of creating Art - Poly Block printing, 3D design, Papier Mache</p>	<p>Pattern inspired by Yinka Shonibare</p> <p>To understand how and why we use pattern</p> <p>To develop skills in pattern design</p> <p>To explore the work of Yinka Shonibare, looking at his intentions and the context behind his artwork</p>

Year 7	TERM 1	TERM 2	TERM 3
Computer Science	<p>Computing Basics: Introducing the students to our computer systems in school and ensuring they understand good file management.</p> <p>Online Safety: Students will learn how to conduct themselves appropriately online, how to keep themselves and their personal information safe.</p>	<p>Scratch Programming: Students are introduced to programming with this "block-based language". They will learn the basic coding constructs -sequence, selection and iteration and will become confident in designing and building their own "block-based programs".</p>	<p>Basic Databases: Students are introduced to the basic concepts of databases; they will build their own databases and learn to manipulate the data within them.</p>
Drama	<p>Why Drama? Developing transferrable skills: confidence, co-operation, concentration, self-control. Developing performance skills: Staging; use of space, levels, engaging audience. Vocal skills including voice projection, enunciation, posture and breath work, tone of voice, pace and pause. Physical skills including body language, facial expression, gesture, stance, movement.</p>	<p>Performing for an audience Building on skills from Term 1, in addition overcoming stage fright, constructive criticism and audience etiquette. Developing the voice of a character, including scripting and performing a monologue.</p>	<p>Exploring the history of and the relevance of William Shakespeare's work in modern society including well known phrases we owe to the Bard, a day at the theatre in 1592, Iambic pentameter, prologue, proxemics and interpretation. Building on skills from Term 1 and 2 pupils will learn and perform the Prologue from Romeo and Juliet.</p>
Design & Technology	<p>Key Ring: Introduction to Workshop/ Health & safety Filing, polishing, bending acrylic.</p> <p>Torch: <i>Designing for self.</i> Design specification, sketching/communication techniques, design ideas, development, paper template, manufacture (Acrylic) & Evaluation against design criteria.</p>	<p>Pen Holder: Measuring and marking out, cutting and shaping, staining, timbers, polymers, joining methods, hand tools, batch manufacture methods.</p>	<p>Mechanics: Work of existing designers, Bridge and tower structures, trusses, struts and beams, load and force. Analysis skills, classes of levers, gears and ratios.</p>
Food	<p>Washing up. Safety and hygiene.</p> <p>Practicals: Knife skills – 3 techniques that can be applied to a number of foods Pizza Toast – use of grill, knife skills Fruit Crumble – peeling, coring, knife skills, rubbing in technique Rainbow Cous Cous Salad – knife skills</p>	<p>Knife skills. How to cut an onion assessment and onion bootcamp practical assessment Eatwell Guide Nutrients: Macronutrients and Micronutrients</p> <p>Practicals: Bolognese Sauce - knife skills and use of the hob Fruity cakes – use of electric hand held whisk. Sausgae Chilli Cha Cha Cha – knife skills, use of the hob</p>	<p>Research on Carbohydrates Food Comprehension and Literacy</p> <p>Practicals: Sweet or Savoury Scones – rubbing in method. Stir Fry – knife skills, use of the hob</p>

Year 7	TERM 1	TERM 2	TERM 3
	Shortbread Stars – rubbing in technique, rolling out, shaping / forming a dough		
French	My life 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 and hobbies 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. 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.	My town and the world 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 and study a film in French.
Geography	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? Regionally? How can we use OS maps to study place? What is the Geography of my place? Hazardous Earth - What are natural hazards? What is the structure of the Earth? What are plate boundaries? Where do earthquakes and volcanoes occur? What are the impacts of earthquakes and volcanoes? What are tsunamis? How can we manage hazardous areas?	Our Urban World – How has the world's population changed? Why are more people living in urban areas? What are the challenges for Mumbai? How are these urban 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? The Atmosphere – 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?
History	Introduction to History <u>Saxon England</u> What was Britain like before the Normans? (43-1066) Alfred the Great <u>The Normans</u> 1066 and the Battle of Hastings Why did the Normans build castles?	What was the impact of the Norman Conquest? (1065-1087) <u>Medieval England</u> What was the Black Death and what were the consequences on this terrible disease? How did medieval people live their lives? (c.1170-1381) How powerful was the Medieval Church?	<u>The Wider World</u> How did the Silk Roads connect the medieval world? (c.750-1300) <u>Medieval Monarchs</u> Did medieval monarchs always get their own way? (c.1170-1381) The Peasants Revolt The Wars of the Roses <u>The Tudors</u> The Reformation Henry VIII Religious change under Edward VI and Mary I.

Year 7	TERM 1	TERM 2	TERM 3
Music	Giant Slayer - Vocal performance and biblical context Rhythm, metre, tempo - Practical music theory	The Beatles - Keyboard performance Baroque music (1600-1750) - Context and keyboard performance	Instruments of the orchestra - Aural skills and context
PE	<p>Pupils are assessed by the Me in PE model which looks at 'Personal ME (organisation/effort), Thinking ME (tactics/knowledge of the rules), Social ME (teamwork/leadership) and Physical ME (physical ability within sports)' - Each activity is scored in all 4 areas and then an average is taken from all activities completed.</p> <p>Within PE, we teach pupils our explicit expectations for all areas of PE and sport, but also teach 'concepts' for example teamwork, communication, confidence etc.</p> <p>Rugby - Principles of attack and defence using a range of strategies; Finding and using space; Use of sport specific terminology; Application of modified game rules</p> <p>Netball- Principles of attack and defence using a range of strategies; Finding and using space; Use of sport specific terminology; Application of modified game rules</p> <p>Health Related Fitness - Skill replication in a range of fitness activities that test physical capacity; Basic understanding of the way the body responds to exercise; How to improve performances; Simple warm up & cool down routines/movements</p> <p>Orienteering – Basic map reading; Team building exercises; Problem solving</p> <p>Football - Principles of attack and defence; Finding and using space; Different marking, covering, delaying strategies; Application of modified game rules</p> <p>Swimming - Skill replication in a range of competitive contexts; Demonstrate a sound level of technical awareness; Can suggest ways to improve performances; Health and safety guidelines adhered to</p> <p>Net/Wall Games (Badminton/Short Tennis/Table Tennis) - Shot selection in a range of competitive contexts; Using space; Simple strategies to outwit opposition; Application of modified game rules</p> <p>Dance - Movements and application to music; Use of space, formations, levels, unison and canon; How to compose of performance as part of a group; Importance of timing to create an effect</p> <p>Handball - Principles of attack and defence using a range of strategies; Finding and using space; Use of sport specific terminology; Application of modified game rules</p>		<p>Athletics - Skill replication in a range of competitive contexts; Basic biomechanics to aid core skill execution; Simple tactics to improvement performances; Application of event rules; Health and safety guidelines when using equipment</p> <p>Rounders, Tennis + Cricket - Application of techniques in a range of contexts; Sport specific terminology; Simple strategies to outwit opposition; Application of a set of modified game rules</p> <p>Sports days / Co-Curricular Opportunities – All pupils in Year 7 will compete in an inter-form sports day with further opportunities in house sports competitions, sports day, co-curricular and inter-schools competitions.</p>
RE	<p>Y7 Bridging Unit Religions of focus: Christianity & 6 other major world faiths/views</p> <ul style="list-style-type: none"> - Theism, Atheism and Agnosticism - Nature of God: Omni words - What are the 6 major world religions? <p>Does God exist?</p> <ul style="list-style-type: none"> - Direct and indirect proof - Arguments for/against the existence of God - Science and religion 	<p>What happens when faith and courage collide?</p> <ul style="list-style-type: none"> - What does it mean to be a hero? - What can faith and courage lead to? - Heroes of faith: Martin Luther King, Mother Theresa, Corrie Ten Boom, Bethany Hamilton, John Sentamu - Is Jesus a hero? <p>Archbishops' Award Module 1 Faith: Sessions 5-10</p>	<p>Did Jesus really rise from the dead?</p> <ul style="list-style-type: none"> - Messiah - Reasons people believed Jesus was the Messiah - How do the events in Holy Week point to Jesus as the Messiah? - Events of Holy Week - Why did Jesus have to die? - Did Jesus rise from the dead? <p>Archbishops' Award Module 3 Action</p>

Year 7	TERM 1	TERM 2	TERM 3
	<ul style="list-style-type: none"> - The Design Argument <p>What does it mean to be a person of faith in Christianity?</p> <ul style="list-style-type: none"> - The nature of God - Similes and metaphors to describe God - Expressions of faith - Jesus as the Son of God - The Holy Spirit <p>Archbishops' Award Module 1 Faith: Sessions 1-4</p>	<p>Module 2 Hope: Sessions 1-10</p> <p>Is it fair?</p> <ul style="list-style-type: none"> - Assessing value and worth - What do we value the most? - How should we treat others? - The Golden Rule - How did Jesus treat others? - How should Christians treat others? 	<p>What does it mean to be a person of faith in Islam?</p> <ul style="list-style-type: none"> - The nature of God (Tawhid) - Mohammad and the beginnings of Islam - The Five Pillars of Islam (Shahadah, Salah, Zakah, Sawm and Hajj) - Islam in the western world

Year 8 curriculum

Year 8	TERM 1	TERM 2	TERM 3
English	<p>Pre 1914 Literature and Non-fiction</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know about poverty and life /social conflict in London in Victorian times. • To know writer's motives and intentions. • How to read archaic texts – decode language. 	<p>Shakespeare's Richard III</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The historical context of the War of the Roses, Tudor propaganda and how Shakespeare portrays this conflict in his play. • The historical Richard III and how Shakespeare presents him and other character in the play. • How to use 'crunching' to help decode Shakespearean language. 	<p>Contemporary literature</p> <p>Animal Farm</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Allegory • The events that lead to the Russian Revolution. • Central contextual figures (Stalin, Marx, Tsar Nicolas II, Trotsky) and their relevance to the Russian Revolution.

Year 8	TERM 1	TERM 2	TERM 3
	<ul style="list-style-type: none"> To explore sentence construction and complex multclause sentences. How writer’s use sensory imagery to create setting and character. How to select and retrieve specific information from a text. <p>War and Conflict WW1 Literature Key Knowledge:</p> <ul style="list-style-type: none"> Explore conflict through a range of genres (poetry and non-fiction). To know how propaganda is used as a means of persuasion; understand attitudes to war over time. Know the true conditions of war and the lasting impact on soldiers. Knowledge of writers’ perspective and impact on language choices <p>Pope: Who's For The Game? Owen: Letters from the Frontline Sassoon: Suicide in the Trenches Sorely: When you see millions of the Mouthless Dead Morpurgo: Private Peaceful (extract) Naidu: WWI poetry and the 'Gift' of India</p> <ul style="list-style-type: none"> Know about India's historic involvement in fighting with Allied forces. 	<ul style="list-style-type: none"> The concept of tyranny. The importance of stage directions in a drama text. The use of dramatic irony. How to explain and evaluation quotations To use evaluative verbs to consider writer’s intention 	<ul style="list-style-type: none"> What Communism is in terms of the values of ideals and equality and understand The characteristics of a dictatorship and a democracy and apply this to the narrative of the text. How to recognise persuasive and rhetoric devices in written fiction and be able to analyse their effectiveness. How speeches can affect political change in relation to the speeches in Animal Farm. How to build on prior knowledge of writers’ motives to explore Orwell’s intentions behind the text and why he developed characters in the way he did. <p>The Art of Rhetoric Key Knowledge:</p> <ul style="list-style-type: none"> Know about ethos, logos, pathos (and examples). Use a range of rhetorical devices and language choices for impact (vocabulary and subject matter is now more intense and emotive to work in additional challenge). Know how to research effectively. Know how to plan, build and expand a paragraph to support argument. Know how to effectively sequence ideas/writing. Know how to edit / redraft. Know the structure of a formal debate.
Maths	Fractions Cartesian Plane Representing Data	Indices FDP & Percentages Working with Number Angles	3D Shapes (2) Data Handling Averages and Range Straight Line Graphs

Year 8	TERM 1	TERM 2	TERM 3
	Tables & Probability Brackets, Equations & Inequalities Sequences	3D Shape (1)	Transformations
Science	8F Foundations of science - Planning & variables, Recording results & data collection, Using data, Conclusions & evaluations. 8B1 Health & nutrition - Nutrients, Food tests – carbohydrates, Food tests – Proteins & lipids, Unhealthy diet, Digestive system, Bacteria & enzymes in digestion. 8C1 The Periodic Table - The periodic table, Metals & non-metals, Group 1, Group 7, Displacement reactions of halogens, Group 0. 8P1 Energy - Fuels & energy, Energy stores, Energy transfers, Conservation of energy, Energy resources, Energy & power, Work, energy & machines. 8C2 Separation techniques - Mixtures, Solutions & solubility, Filtration & evaporation, Distillation, Chromatography. 8P2 Heat transfer - Conduction, Convection, Infrared radiation, Insulation.	8B2 Inheritance - DNA, chromosomes & genes, Variation (continuous & discontinuous), Competition & adaptation, Natural selection, Extinction. 8B3 Bioenergetics - Plant tissues & organs, Photosynthesis, KPOW Investigating the effect light on photosynthesis, Aerobic respiration, Anaerobic respiration, Effect of exercise on the body. 8C3 Chemical reactions & materials - Metals & acids, Metals & oxygen, Metals & water, Displacement reactions of the metals, Reactivity series, Metal extraction - carbon reduction, Metal extraction – electrolysis, Ceramics, polymers & composites. 8P3 Motion & pressure - Speed & relative motion, Distance/time graphs, Acceleration, Pressure, Pressure in liquids, Pressure in gases, Moments. 8B4 Lifestyle choices on human gas exchange, Drugs, Alcohol	8C4 The Earth & Atmosphere - The Earth & its atmosphere, Sedimentary rocks, Metamorphic & igneous rocks, The rock cycle, Oil as a resource & its uses, The carbon cycle, Climate change, Recycling. 8P4 Electricity - Static electricity, Circuits & symbols, Current in series, Current in parallel, Potential difference in series & parallel, Resistance, Investigating resistance, Magnetism, Electromagnets.
Agriculture and Horticulture	Animal Welfare Livestock husbandry	Livestock husbandry Tomato production	Tomato production
Art	Our Surroundings Exploration of cultural Art forms including Aboriginal mark making How artists have explored the theme of their surroundings Impressionism, Van Gogh, David Hockney and contemporary artists Mark making, Compositional skills, Painting using new tools and in a	Our Surroundings continued Personal response to project being the focus Portrait project begins	Portraits continued Facial proportions Drawing from first hand observation Creating Tone, line, shape, texture Mixed media portraits Artist analysis

Year 8	TERM 1	TERM 2	TERM 3
	contemporary style using traditional ideas		
Computer Science	Data Representation: Students are introduced to the Binary and Hexadecimal number systems and how computers use Binary to represent data. Cyber Security: Students will learn about the dangers of working on the internet and how to protect themselves against cyber security threats.	Basic Python Programming: Students will recap the basic coding constructs - sequence, selection and iteration and will become confident in designing and building their own "text-based programs".	Artificial Intelligence: Students will learn what AI is, how machines "learn" and the basics of image recognition. They will also explore the ethics of AI.
Drama	Pupils will learn a range of staging techniques to improve their interpretation of texts on stage, this includes the use of the 9 stage positions, proxemics, split scene, flashback, still images. Pupils will apply these skills in addition to the performance skills they continue to practice every lesson using themes that are relevant to them as young teenagers, such as bullying, online safety, identity. These themes are inspired by our PSHE curriculum.	Pupils will learn about the History of Theatre through the ages and will practice performing in a range of historical styles, using historic scripts and characterisation. This includes Elizabethan, Greek Theatre and Commedia dell'arte. Pupils will perform using a Commedia dell'arte mask that they make themselves.	Pupils will develop the art of Mime and improvisation. Pupils will use the vocal and physical characterisation skills they have nurtured since the start of Year 7 to develop their creativity, expression and confidence to perform in this difficult style.
Design & Technology	Designer Desk Clock: <i>Designing for a user/client</i> . Design movements, Product Analysis, Client Interview, Materials Research (plastics/timbers), Design ideas, card modelling, working drawing, Manufacture (acrylic & timber).	Designer Desk Clock: Continue manufacture, assembly and then evaluation against client requirements. Phone Holder: Physical Design techniques, Dimensioning, 2D CAD, CAM, construction techniques, Finishing.	Systems and Programming: <i>BBC micro:bit</i> Electrical components, microcomputers, control, systems, feedback, coding software.
Food	Kitchen Equipment. Eatwell Guide, Nutrients and Healthy Eating. Practicals: Raspberry Buns – rubbing in	Food Safety, Storage and Bacterial Growth. Hygiene Test. Food provenance. Practicals: Pin Wheels – kneading and working with a bread dough.	Food Miles. Food Comprehension and Literacy. Food Waste. Seasonal Food. Knowledge Check questions. Practicals:

Year 8	TERM 1	TERM 2	TERM 3
	<p>technique, forming a dough, equal depth of scones, applying a glaze. Cheese, Tomato and Bacon Wraps – combining ingredients, assembling, shaping Sweet and Sour – making a blended sauce Goujons – using food processor to make breadcrumbs, coating. Shortcrust pastry: Jam Tarts / Mince Pies – rubbing in technique, forming a dough, rolling out, equal filling</p>	<p>Lasagne – layering, making different sauces. Curry – knife skills, and use of the hob Joe Wicks’ Chicken Pie – use of filo pastry standard component as a topping, knife skills, sauce making.</p>	<p>Macaroni Cheese – knife skills, all-in-one sauce method. Oaty Cookies – creaming method, even dividing of mixture. End of year assessment: Design and Make Assignment: Design a healthy meal for a teenager.</p>
French	<p>My holidays 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. This term you’ll also spend time focussing on grammar and practising different tenses and key verbs and vocabulary.</p>	<p>My hobbies, the media and digital life 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.</p>	<p>At home/ My town 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.</p>
Geography	<p>The Lithosphere - 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 & Lancaster? Ripley Rocks fieldwork, How does geology affect the physical and human landscape?</p> <p>The Cryosphere – 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>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>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>
History	<p><u>Elizabeth I</u> Why was Elizabeth I a significant monarch in English history?</p>	<p><u>The Slave Trade</u> What was the impact of British presence in America, c.1607-1833?</p>	<p><u>The French Revolution</u> What were the causes, events and consequences of the French Revolution?</p>

Year 8	TERM 1	TERM 2	TERM 3
	<p>Why was the world opening up to Elizabeth and her people? (1558-1603) <u>The Civil War</u> Why did Civil War break out in 1642? (1625-42)?</p> <p>In what ways was Britain turned upside down in the C17th? (1625-1700)?</p>	<p>African kingdoms and the beginnings of the Slave Trade. What was the Middle Passage, and what were conditions like on slave plantations? Why was the slave trade abolished?</p> <p><u>The British Empire</u> What was the British Empire? British Empire case studies: India, Africa, Australia. Should Britain be proud of having had an Empire?</p>	<p><u>Industrial Revolution</u> Why were living and working conditions like during the Industrial Revolution? How far did the lives of the poor improve over the C19th? (1800-1900)</p>
Music	<p>Coldplay - Aural skills, vocal performance, and keyboard performance Improvisation and the blues - Context and keyboard performance</p>	<p>Writing music - Technical composition Film music - Context, aural skills, and extended writing</p>	<p>Classical music (1750-1820) - Context and keyboard skills</p>
PE	<p>Pupils are assessed by the Me in PE model which looks at 'Personal ME (organisation/effort), Thinking ME (tactics/knowledge of the rules), Social ME (teamwork/leadership) and Physical ME (physical ability within sports)' - Each activity is scored in all 4 areas and then an average is taken from all activities completed. Pupils to develop on key teaching points from year 7. More focus on developing skills to a greater level and introducing larger sided games. Pupils to continue to focus on key concepts within the sports, for example, communication, resilience, teamwork, etc.</p> <p>Rugby - Principles of attack and defence using a range of strategies; Finding and using space to change the point of attack; Use of sport specific terminology; Application of more complex game rules</p> <p>Netball- Principles of attack and defence using a range of strategies; Finding, using and marking space; Use of sport specific terminology; Application of game rules correctly</p> <p>Health Related Fitness - Skill replication in a range of fitness activities that test physical capacity; Use a range of health and fitness terminology; Understanding the way the body responds to exercise; Warm up & cool down activities</p> <p>Orienteering – Map reading; Team building exercises; Problem solving</p> <p>Football - Principles of attack and defence; Finding, using and denying space; Making decisions quickly and efficiently; Application of game rules; Understanding how to work as a team effectively</p>		<p>Athletics - Skill replication in a range of competitive events; Application of a set of rules when competing; Understanding of own strengths and limitations; Knowledge of personal running, jumping and throwing capacity</p> <p>Rounders, Tennis + Cricket - Application of techniques in a competitive context; Sport specific terminology in relation to performer and officiating; Strategies to outwit opposition; Application of a set of modified game rules</p> <p>Sports days – All pupils in Year 8 will compete in an inter-form sports day with further opportunities in house sports competitions, sports day, co-curricular and inter-schools competitions.</p>

Year 8	TERM 1	TERM 2	TERM 3
	<p>Swimming - Skill replication in a range of strokes including breaststroke, backstroke, front crawl and butterfly; Application of competition rules; Understanding own strengths and limitations; Knowledge of personal swimming capacity</p> <p>Net/Wall Games (Badminton/Short Tennis/Table Tennis) - Shot selection in a range of competitive contexts; Using space; More complex strategies to outwit opposition; Application of a set of game rules</p> <p>Dance - Interpret music with appropriate movement; Use of space, formations, levels, unisons and canon; Develop the ability to compose a sequence; Evaluative skills of own or others' performance</p> <p>Handball - Principles of attack and defence using a range of strategies; Finding and using space; Use of sport specific terminology; Application of modified game rules</p>		
RE	<p>How does society and the media portray the religion of Islam?</p> <ul style="list-style-type: none"> - Stereotypes and prejudice - How is Islam portrayed in the news? - How is Islam portrayed on the TV and in film? - What is terrorism? - How has the Muslim faith responded to stereotypes? <p>Why should we treat people with dignity and respect? A Hindu perspective</p> <ul style="list-style-type: none"> - How to assess someone's worth -Introduction to Hinduism -Deepening our understanding of Hinduism -Karma, samsara and reincarnation -The Hindu caste system – history and modern-day practice 	<p>Is death the end?</p> <ul style="list-style-type: none"> - What is the afterlife? - What do we mean by heaven and hell? - Christian beliefs on the afterlife, resurrection and salvation - Muslim beliefs on the afterlife and Muslim funerals - Hindu teachings on the afterlife - Humanist views on the afterlife - How should we remember the dead? - El dia de los muertos <p>Is faith hidden?</p> <ul style="list-style-type: none"> - What aspects of faith are visible? - What aspects of faith are hidden? - Is faith always visible? - What can we do when faith has to be hidden? - Persecuted Christians - Open Doors charity - Should we hide faith today? 	<p>What does it mean to be a person of faith in Judaism?</p> <ul style="list-style-type: none"> -Introduction to Judaism -Are all Jews the same? -What do Jews believe about God? -What is a covenant? -What was the covenant with Moses? <p>End of year project</p> <ul style="list-style-type: none"> - Research an influential person of faith
Spanish	<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>Translation Bee</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 8	TERM 1	TERM 2	TERM 3
	<p>You will compete in the Spanish Translation Bee. My free time 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>		

Year 9 curriculum

Year 9	TERM 1	TERM 2	TERM 3
English	<p>'Mirrors and Windows' - Contemporary Novel Boys Don't Cry Key Knowledge:</p> <ul style="list-style-type: none"> How character voice is created – dual narrative How the character of Dante is presented and how he changes as the narrative progresses. How to create precise impressions of character, supported by evidence What toxic masculinity is and the effects of it. How to plan an essay using key turning points. <p>Diverse Short Stories: Narrative Writing Anthology of short stories: Iridescent Adolescent EMC collection Key Knowledge:</p> <ul style="list-style-type: none"> The requirements of short story -takes place over short space of time, can be read in one sitting, have a couple of characters and has narrative shape or direction. <p>Plot Structure</p> <ul style="list-style-type: none"> Freytag's pyramid – how to shape plot How narrative openings can be shaped to engage and introduce. How writers build tension (withholding information, sentence structures, climax). <p>Characterisation</p> <ul style="list-style-type: none"> How to write in role. 	<p>Shakespeare Romeo and Juliet Key Knowledge:</p> <ul style="list-style-type: none"> What a prologue is and its purpose in this play. Who the key characters of Romeo and Juliet are and how they are presented, why they are presented this way, and how/why they are represented differently. The stereotypes/concept of masculinity and how characters The concept of patriarchy The stereotypes/concept of femininity Themes – gender, love, deceit, fate – What, How and Why the theme is explored in the play Learning essay response skills (thesis statement, main body, conclusion) Know how to develop an evaluative perspective, using opposing viewpoints and tentative critical vocabulary to forensically analyse the writer's use of language. 	<p>Pre 1914 Poetry 'Herstory' Anthology Key Knowledge:</p> <ul style="list-style-type: none"> To recognise how language/connotations evolve over time. Knowledge of how to read and respond to poems – big ideas. Contextual influences on poems. Know how literature plays a part in shaping gender identity. Pre 1914 poems: <ul style="list-style-type: none"> Chaucer: Wife of Bath (extract) Wyatt: Whoso List to Hunt King: The Beggar Woman Marvell: To His Coy Mistress Rossetti: Cousin Kate Modern poetry: <ul style="list-style-type: none"> Duffy: Salome <p>Contemporary Play A View from the Bridge Key Knowledge:</p> <ul style="list-style-type: none"> To know and understand the context of 1950s America including - set gender roles and stereotypes, immigration, views on homosexuality and Brooklyn/ New York-embed ideas of empathy for migrants and their journeys. Know how to articulate the relationship between gender, immigration and power. To secure knowledge of toxic masculinity. To track the development of key themes and characters across a text. To interpret stage directions. Embed knowledge of rhetoric in order to craft an effective argument.

Year 9	TERM 1	TERM 2	TERM 3
	How to create character through action, dialogue and description.		<ul style="list-style-type: none"> To be able to present confidently and fluently in front of an audience.
Maths	Forming and Solving Equations Testing Conjectures 2D Shapes 3D Shapes Construction & Congruency Types of No. & Standard Form	Fractions Using Percentages Angles Right Angled Triangles Enlargement & Similarity (1)	Enlargement & Similarity (2) Solving Ratio & Proportion Rates Data Maths & Money
Science	<p>Biology: Introduction to Biology in Year 9, Microscopes, Animal cells, Plant cells, Calculations, Prokaryotes/Eukaryotes, Specialised Cells (animal & plant), DNA, genes, chromosomes, Cell division – mitosis, Cell division – meiosis.</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, $E_p = mgh$ calculations, Kinetic energy, Kinetic energy calculations, Elastic energy stores, Elastic energy calculations and graph skills</p>	<p>Biology: Diffusion, Osmosis in animal cells and plant cells, Active Transport, Exchanging Materials, Biochemistry – Study of biological molecules, Enzymes & Digestion.</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 & biomass, Distribution & Abundance, Quadrats & 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 & environment, Big energy issues</p>
Agriculture and Horticulture	Animal Handling	Lambing Animal behaviour	Custodians of the environment and growing vegetables
Art	The Built Environment Architecture through time and design focus. Looking at the work of Minty Sainsbury and an exploration of our local area	The Built Environment continued 3D skills inspired by Zaha Hadid	Protest Art To explore how Art can be used to share a message and challenge perceptions

Year 9	TERM 1	TERM 2	TERM 3
	Development of media control through experimentation and printmaking Photography		To engage with a variety of artists who use text, Banksy, Indie 184, Shepherd Fairey, symbolism Development of mixed media skills
Computer Science	Understanding Computers: Students will learn about the different components of a computer as well as input, output and storage devices. They will explore the CPU and how it processes instructions in binary. Students will recap binary conversions and learn how to perform addition in binary. Cyber Well-being: Students will explore how social media image manipulation can impact their well-being and how fake news and click-bait can alter how they view the world. Students will learn valuable Photoshop skills which they can use throughout school and in their future careers.	Intermediate Python Programming: Students will recap the basic programming constructs sequence, selection and iteration. Students will then be introduced to lists and functions and will become confident at creating and debugging programs independently.	Spreadsheets: Students will learn how to create and interpret financial models and students will test models using "what if" scenarios. Students will learn how to use conditional formatting and macros to enhance the usability of models.
Drama	Study of 'Face the Play' by Benjamin Zephaniah and Richard Conlon. Pupils will study Act 1 Scene 1- 5. Most pupils will perform every lesson to build confidence. Pupils will build upon acting and staging skills with a focus on the playwright's intentions and structural devices. This play explores relevant themes of prejudice, friendship and life choices which are tackled every lesson.	Continue to study 'Face the Play' by Benjamin Zephaniah. Pupils will study Act 1 Scene 6 – Act 2 Scene 1. Most pupils will perform every lesson to build confidence. Pupils will build upon acting and staging skills with a focus on rhythm and pace, Greek Theatre techniques, still images for storytelling and thought tracking to show dramatic intentions. Pupils continue to explore relevant themes that run through the text.	Continue to study 'Face the Play' by Benjamin Zephaniah. Pupils will study Act 2. Most pupils will perform every lesson to build confidence. Pupils will build upon acting and staging skills with a focus on the role of the director, developing effective sight reading and using stage directions. Pupils continue to explore relevant themes that run through the text.
Design & Technology	Pewter Trinket: <i>Designing for Industry</i> . Plan for others, cradle to grave, circular economy, Materials/Manufacturing Research (metals), Mould manufacture, casting, Diary of Manufacture.	Robot pencil top: 3D CAD modelling (ONSHAPE), working with dimensioned drawings, CAM.	Wooden Trinket box: Developing specifications including a wide range of requirements. Material and tool selection (timber), traditional hand skills, joint theory, tolerances, Quality Control, assembly, diary of manufacture, testing & evaluation.
Food	Factors affecting Food Choice: Lifestyle factors, Cost of food. Ready-made v home made	Factors affecting Food Choice: Ethical and moral beliefs	Factors affecting Food Choice: Food labelling

Year 9	TERM 1	TERM 2	TERM 3
	<p>Religion and food choice</p> <p>Practicals: Carrot Cake Muffins – use of the hob and portion control Vegetable Cuts: Brunoise, Macedoine, Julienne, Jardiniere in order to make a soup – knife skills and use of a blender Cheese Tomato and Bacon Wraps – combining ingredients, assembling, shaping Enchiladas – sauce making, vegetable preparation and even dividing Festive Bake: Gingerbread Biscuits – melting method, rolling to accurate thickness, cutting to shape</p>	<p>Food Comprehension and Literacy Allergies and intolerances</p> <p>Practicals: Empanadas – rubbing-in technique, rolling out, pastry making, folding and shaping Meatballs / Chickpea balls in a ragu Sauce – knife skills, forming and shaping, sauce making Kebabs – knife skills, marinating, combining ingredients</p>	<p>Food marketing</p> <p>Practicals: Chesea Buns – kneading, shaping dough. Mexican Chicken Bake – sauce making, vegetable preparation, frying Swiss Roll – whisking, folding, rolling End of year assessment: Design and Make Assignment: Design a product for an adult to be served at a music festival.</p>
French	<p>Music and Future Plans You can talk about what musical instruments you play, used to play or would like to play in the future. You can discuss your musical preferences giving a variety of different opinions and reasons for your opinions. You can give my opinions on Francophone music and are aware of different popular music genres in the Francophone world. You can talk about what you can and must do to earn money and how you spend your money. You can give preferences on what job you would like to do and other ambitions when you are older. You can also discuss about other plans that you will do in the future.</p>	<p>My World You can give varied and detailed opinions about what you like and what you don't like. You can give details about the after-school activities that you do and your preferences. You can describe your friend and give details about how you get on with each other. You can form the perfect tense in French and use this to describe a previous birthday. You can discuss what you are going to wear for a future party. You will be confident using three tenses in French.</p>	<p>The best of worlds You can talk about different food and drink eaten in canteens around the world and give your opinions on this. You can discuss your eating habits and your opinions using a variety of different negative sentences. You can talk about animals in the natural world and give your views on how you would make changes to make the world a better place.</p>
Geography	<p>The Biosphere – What are biomes and where are the major global biomes located? What are the main components of an ecosystem? What is temperate deciduous forest? What is the Mediterranean biome like? Where are the tropical rainforests? What are the main characteristics of the tropical rainforest? How do plants and animals adapt to the tropical</p>	<p>The Global Economy – What is the economy? What are the different sectors of industry? How has the global economy changed over time? What is globalisation? What factors have fuelled globalisation? Has globalisation been a force for good?</p> <p>The Geography of Russia – Where is Russia</p>	<p>The Hydrosphere – 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>

Year 9	TERM 1	TERM 2	TERM 3
	<p>climate? Why is Borneo considered a wilderness under threat?</p> <p>The Anthropocene – 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>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 Ukraine?</p>	
<p>History</p>	<p><u>The First World War</u> What were the causes of the First World War? Life and death on the Western Front. Shot at Dawn – the experience of soldiers executed for cowardice during the First World War How did the experience of total war effect those in Britain and the Empire? (1910-1918) To what extent was Douglas Haig to blame for the disaster of the Somme?</p> <p><u>Democracy</u> Why are different stories told about Britain’s journey to democracy? (1832-1928)</p>	<p><u>The Suffragettes</u> How did women win the right to vote in 1918?</p> <p><u>The Russian Revolution</u> What were the Bolsheviks trying to achieve? (1917 - 1929)</p> <p><u>The Rise of Hitler</u> How was Adolf Hitler able to rise to become the dictator of Germany?</p>	<p><u>The Holocaust</u> What were the death camps? Were all those involved in the Holocaust guilty of genocide?</p> <p><u>The Second World War</u> When was the turning point in the Second World War? (1939-45)</p> <p><u>9/11</u> What were the consequence of the 9/11 attacks? Significant events/people of the C20th</p>
<p>Music</p>	<p>Advanced ensemble performance - Singing in three or four parts, covering a variety of popular music repertoire Rhythm and performance – compound metre, chair drumming, ensemble percussion</p>	<p>Composition for media - Writing music for a variety of media using BandLab DAW Analysis: Music and Society - Exploring national identity, propaganda and protest 1850-1970 (UK, Finland, Germany, USA). Aural skills, music analysis, performance, building explicit cross-curricular links.</p>	<p>Romantic Music (1820-1900) - Context and keyboard skills. Keyboard ensemble performance.</p>
<p>PE</p>	<p>Pupils are assessed by the Me in PE model which looks at ‘Personal ME (organisation/effort), Thinking ME (tactics/knowledge of the rules), Social ME (teamwork/leadership) and Physical ME (physical ability within sports)’ - Each activity is scored in all 4 areas and then an average is taken from all activities completed.</p>	<p>Athletics - Skill replication in a range of competitive events; Experienced a number of sprint and pacing races; Understanding of own strengths and limitations; Knowledge of the effects of exercise and ways to improve performance</p>	

Year 9	TERM 1	TERM 2	TERM 3
	<p>Pupils will further their skills development and the key concepts, e.g. resilience, teamwork and communication skills. Pupils will also develop their leadership/coaching skills within schemes of work.</p> <p>Rugby - Principles of attack and defence using a range of strategies; Finding and using space to change the point of attack; Use of sport specific terminology and rules of the game; Decision making for skill execution; Working effectively as a team in different contexts</p> <p>Netball - More complex principles of attack and defence; Decision making relating to skill execution; Working effectively as a team to exploit and deny space; Application of rules and specific terminology</p> <p>Health related fitness - Skill replication in a range of fitness activities; Use a range of health and fitness terminology; Understanding of the way the body responds to exercise using correct terminology; Lead warm up/cool down activities.</p> <p>Orienteering – Map reading; Team building exercises; Problem solving</p> <p>Football - Principles of attack and defence; Using deception to create space and opportunities for others; Decision making for skill execution; Working as a team whilst applying a set of game rules</p> <p>Swimming/Swim Activities - Skill replication in a range of competitive contexts; Application of competition rules; Evaluate the performance of others and suggest ways to improve; Knowledge of personal swimming capacity; Synchronized swimming; Water polo skills and activities explored; Water survival activities completed</p> <p>Net/Wall Games (Badminton/Short Tennis/Table Tennis) - Shot selection in a range of competitive contexts; Using space; Use of tactics and strategies to outwit opposition; Application of a set of game rules</p> <p>Handball - Principles of attack and defence using different strategies, Use of space, Using specific terminology, Application through modified games</p>		<p>Rounders, Cricket + Tennis - Application of techniques in a range of competitive contexts; Sport specific terminology; Advanced strategies to outwit opposition; Application of a set of game rules as performer and official</p> <p>Sports days – All pupils in Year 9 will compete in a sports day with further opportunities in house sports competitions, sports day, co-curricular and inter-school competitions</p>
<p>RE</p>	<p>Can conflict ever be justified? (Part 1)</p> <ul style="list-style-type: none"> - Causes of conflict - How to avoid conflict - Responses to conflict from a Christian and Muslim perspective - Just War - Holy War - Pacifism (Dietrich Bonhoeffer) - Weapons of mass destruction <p>The effects of the Holocaust on Jews: Pre and post World War Two</p> <ul style="list-style-type: none"> - What was the Holocaust? 	<p>Can conflict ever be justified? (Part 2)</p> <ul style="list-style-type: none"> - Forgiveness and resolving conflict - Individuals and charities who have worked for peace and reconciliation - Islamic attitudes to war and pacifism - Holy war and Lesser jihad in Islam - Why are religions against terrorism? - What is violent protest? - Can conflict ever be justified? <p>What does it mean to be a good steward in the 21st Century?</p>	<p>What does it mean to be a good steward in the 21st Century?</p> <ul style="list-style-type: none"> - How do Christians actively promote Stewardship? - Use and abuse of animals: animal experimentation - Christians views on creation - Christian views on evolution - Issues of life and death: Christian and Muslim attitudes to abortion and euthanasia - What do Christians believe about the afterlife?

Year 9	TERM 1	TERM 2	TERM 3
	<ul style="list-style-type: none"> -What was Jewish life like before the war? - Why was Kristallnacht important? - Jewish festivals before the Holocaust - How did Jewish festivals adapt in the camps? - What happened after the Holocaust? Liberation or release - How do we commemorate the Holocaust? 	<ul style="list-style-type: none"> -Issues affecting the environment and possible solutions - Stewardship and dominion - Attitudes to the environment and the value of the world - How do Christians respond to environmental issues? 	<ul style="list-style-type: none"> - What do Muslims believe about the afterlife?
<p>Spanish</p>	<p>My holidays 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> <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.</p>	<p>Let's eat! 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? You will learn how to arrange going out with people, give excuses, and describe your getting ready routine and what you wear.</p>	<p>Operation summer You will learn how to describe summer accommodation and activities as well as giving directions to people who are lost.</p>

Year 10 curriculum

Year 10	TERM 1	TERM 2	TERM 3
English	<p>19th Century Non-Fiction Comprehension + Transactional Writing</p> <ul style="list-style-type: none"> Letters Articles <p>Know how to approach question types Constructing viewpoints (use of persona) How to 'expand the strand' to develop paragraphs Vary sentence starters/types</p> <p>Reading Component 2 - How to approach each question type How to track, select, embed evidence Quotation + Inference approach</p> <p>A Christmas Carol Know context Writer's intent Knowledge of plot, characters and central themes through 'big questions' How to 'explode an extract' How to 'zoom in' How to make effective revision resources How to plan essays</p>	<p>Fiction Comprehension How to track and read the text How to approach each AO How to zoom in on language and structure choices – comment on writer's craft</p> <p>Anthology – Anchor Poems Part A - 5 core poems Contextual influences Key messages Key quotations How to develop analysis How to approach a part A (timings AOs)</p> <p>An Inspector Calls Knowledge of plot, characters and central themes through 'big questions' Playwright's intentions How to select and explore key quotations How to 'zoom in' on language How to plan essays</p>	<p>An Inspector Calls How to 'explode an extract'</p> <p>Poetry Anthology – Part B Comparison</p> <ul style="list-style-type: none"> Know what the exam questions look like and timings Build on knowledge of other anthology poems How to make connections back to anchor poems <p>19th Century Non-Fiction Comprehension + Transactional Writing Revision</p> <ul style="list-style-type: none"> Reviews Reports <p>GCSE Component 3 Speaking and Listening Formal presentation in standard English</p>
Maths	<p>Congruence, Similarity & Enlargement Right Angled Triangles Equations & Inequalities Simultaneous Equations Angles & Bearings</p>	<p>Circles & Volume Vectors Ratios & Fractions Percentages & Interest Data</p>	<p>Data Probability Number Sequences Indices & Roots</p>
Biology	<p>Human Biology: Digestion, Enzymes, Food Tests, Blood & Vessels, Heart Structure & Problems, Lungs & Exchanging materials, Response to exercise, Anaerobic Respiration, Metabolism & liver</p>	<p>Plant Biology: Cells Tissues & Organs, Transport, Transpiration, Factors, Photosynthesis, Rate, Uses of glucose Human Disease: Communicable & Non-communicable, Prevention & Treatment, including uses of stem cells.</p>	<p>Plant Disease: Communicable & Non-communicable, Prevention & Treatment. The Nervous System: Reflexes, Reactions, The Brain & The Eye.</p>

Year 10	TERM 1	TERM 2	TERM 3
Chemistry	Chemical Reactions and Electrolysis Chemical calculations Energy changes in reactions	Rates or reactions Extent of chemical change- Reversible reactions and equilibria reactions	Hydrocarbons and fuels Reactions of Alkenes Alcohols, carboxylic acids, esters Synthetic Polymers Natural polymers and DNA.
Physics	Electricity, electricity in the home	Radioactivity, Motion	Force and motion, Forces and pressure.
Combined Science	Chemical reactions and Electrolysis Mole calculations Energy changes Preventing & Treating Disease Non-communicable Disease Photosynthesis	Rates and equilibrium Crude oil and fuels Aerobic & Anaerobic Respiration Homeostasis & The Nervous System	Crude oil and fuels Chemical analysis The Endocrine System Organisms in their Environment
Animal Care	Animal Handling	Animal Handling Animal Housing and Accommodation	Animal Housing and Accommodation
Art	Close ups: Materials, techniques and processes explored in depth. Students will develop an in depth knowledge of artists who will then inspire their own artistic practice. They will learn how several artists/ideas can inspire their work. Experimentation and refining, using a variety of materials in order to find student strengths. Drawing with a variety of media, print making and photography.	Sustained Project: Students to decide on artists/media to follow in order to inspire directions Students will research their artists in depth to support knowledge and understanding Application of chosen media, showing understanding of artists and processes 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
Business	Business in the real world: Purpose and nature of businesses Business Ownership Setting business aims and objectives Stakeholders Cost, revenue, profit – including break-even analysis Business planning Business location Expanding a business Influence on business (included where appropriate):	Marketing: Identifying and understanding customer Segmentation The purpose and methods of market research The elements of the marketing mix: price, product, promotion and place (4Ps) Influence on business (included where appropriate)	Finance: Sources of finance Investments Cash flow Analysing performance of a business: Income Statement & Statement of Financial Position Financial ratios Influence on business (included where appropriate)

Year 10	TERM 1	TERM 2	TERM 3
	Technology, Ethical and environmental considerations, The economic climate on business, Globalisation, Legislation, Competitive environment		
Computer Science	<p>3.1 Algorithms Algorithms, decomposition and abstraction Flowcharts Pseudocode Searching algorithms Sorting Algorithms</p> <p>3.3 Data Representation Storage units and binary numbers Binary arithmetic and Hexadecimal ASCII and Unicode Sound Images</p> <p>3.2 Python programming tasks</p>	<p>3.4 Computer Systems: Hardware and software Boolean logic Software classification Classification of programming languages and translators Systems architecture</p> <p>3.5 Fundamentals of computer networks: What is a computer network? Types of network Wired vs Wireless Topologies</p> <p>3.2 Python programming tasks</p>	<p>3.5 Fundamentals of computer networks: Protocols Network security 4 layer TCP/IP model</p> <p>3.2 Python programming tasks</p> <p>Revision and Mocks for Topics 1-4</p>
Drama	<p>Component 1: Roles and Responsibilities within the theatre, configuration and stage positions. Study of the set text Blood Brothers by Willy Russell. Understanding the plot and characters in terms of context and intention to be able to answer questions on how to interpret roles and how to design the play. Exploring a wealth of Live Theatre to be able to analyse and evaluate the work of effective actors.</p>	<p>Pupils continue to practice the demands of Component 1. In addition, they are introduced to the art of Devising Original Drama. They create their own piece of drama based on a thought-provoking stimulus. They use a variety of technique taken from influential theatre practitioners to produce a truly unique piece. They complete coursework as part of the process.</p>	<p>Pupils continue to practice the demands of Component 1. Pupils continue to develop their devised piece and perform this for an audience in the Summer Term. They receive audience feedback. Pupils' complete coursework by the end of the Summer Term.</p>
Design & Technology	<p>Advanced Sketching and Communication Skills: 2D sketching skills, 3D perspective sketching, blue pencil sketching (adding context), application of marker render.</p> <p>GO Pro Free Design:</p>	<p>USB Lamp: Research, design, manufacture base. Related Content: composites, manufacturing methods and material properties. Machine aluminium upright. Related Content: non-ferrous metals, industrial machinery.</p>	<p>USB Lamp: CAD/CAM lamp shade using Onshape. Finishing techniques, soldering, types of adhesives, nuts and bolts/ fixtures and fittings.</p> <p>Theory - Specialist technical principles:</p>

Year 10	TERM 1	TERM 2	TERM 3
	<p>Research, Analysis of existing solutions, Perspective sketching, Design ideas, Blue foam modelling, Development, CAD (ONSHAPE), 3D CAD Rendering.</p> <p>Theory- Core Technical Principles:</p> <ul style="list-style-type: none"> • New and emerging technologies, • Energy generation & Storage • Developments in new materials, • Understanding a systems approach when designing, • Mechanical Devices, • Materials and working properties (<i>polymers and metals</i>) 	<p>Design and manufacture Acrylic beams. Related content: Card modelling and testing, CAD/ CAM.</p> <p>Theory- Specialist Technical Principles:</p> <ul style="list-style-type: none"> • Selection of materials or components, • Forces and stresses, • Ecological and social footprint, • Sources and origins, • Using and working with materials 	<ul style="list-style-type: none"> • Stock forms, types and sizes, • Scales of production, • Specialist techniques and processes, • Surface treatments and finishes. <p>NEA (Non-examined Assessment) 50% of GCSE: <i>1st June contexts are released by AQA.</i></p> <p>AO1 Identifying & investigating design possibilities & Producing a Design Brief & Specification.</p>
Food	<p>Eatwell Guide, balanced diet. Guidelines for healthy eating</p> <p>Macronutrients: Protein, Carbohydrate (including Fibre) and Fat.</p> <p>Micronutrients: Fat soluble Vitamins A, D, E and K. Water soluble Vitamins B and C.</p>	<p>Micronutrients: Minerals: Calcium, Iron, Sodium, Fluoride and Iodine.</p> <p>Planning balanced meals</p> <p>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:</p> <p>Vegetarians and vegans, coeliac, lactose intolerant, high fibre, reduced sugar or salt, reduced fat.</p> <p>Energy</p>	<p>Relationship between diet, nutrition and health</p> <p>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.</p>
French	<p>My family, my relationships and me</p> <p>You can describe what you and others look like as well as describe your personality. 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 describe a day out in the past. Finally, you'll describe who your role-model is and why they inspire you.</p> <p>Free time and hobbies</p>	<p>Festivals and Celebrations/Health</p> <p>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 be able to describe a recent birthday and discuss your plans for next Christmas. Finally you'll consider what makes a healthy lifestyle and complete a healthy living project.</p> <p>Talking about where I live</p> <p>You can describe where you live in detail recapping this familiar topic as well as taking it to</p>	<p>Holidays</p> <p>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.</p>

Year 10	TERM 1	TERM 2	TERM 3
	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 discussing your future plans. You will also be able to describe how you use the Internet and mention the advantages and disadvantages of being online.	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.	
Geography	<p>Urban Issues and Challenges: A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Case study Rio de Janeiro)</p> <p>Human Fieldwork – Salford Quays Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport. (Case study Manchester)</p>	<p>Physical Landscapes of the UK: The UK has a range of diverse landscapes. The coast is shaped by several physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>Changing Economic world - There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p>Physical Fieldwork – River Wyre</p>
History	Germany (1890-1945): What was the life like for those who lived under Nazi rule? How were the Nazis able to control the lives of the German people?	Norman Britain (1066-1100) How did the Normans conquer and control England? How did William establish and maintain control?	Norman Britain (1066-1100) How far did life change for those living in Norman controlled England? How far did Norman rule impact on religion in England?
Music	General music listening and theory Composition Set Work 1-3 analysis and context Solo Performance	General music listening and theory Composition Set Work 4-6 analysis and context Solo Performance	General music listening and theory Composition Set Work 7-8 analysis and context Ensemble Performance
PE (Core)	Skills are built on from KS3 core PE lessons. There will be more emphasis on applying their skills learnt into competitive games and there will be opportunities for pupils to develop their	Rotation of activities continues: Rugby Netball	New sports are introduced for Summer. Pupils will rotate around these activities from Easter-Summer.

Year 10	TERM 1	TERM 2	TERM 3
	leadership skills. Pupils rotate through activities from September-Easter. Rugby Netball Handball Health Related Fitness – Fitness Suite Cross Country Swimming Badminton Volleyball OAA	Handball Health Related Fitness – Fitness Suite Cross Country Swimming Badminton Volleyball	Athletics Tennis Rounders Cricket Softball
PE (GCSE)	Skeletal System Muscular System Lever Systems Planes and Axes Practical Sport: Handball and badminton	Components of fitness Principles of training Fitness Testing Methods of training Warm Ups and Cool Downs Prevention of Injury Practical Sport: Badminton and Table Tennis	Characteristics of Skills Classification of Skills Goal Setting AEP's Practical Sport: Athletics and Tennis
Religious Studies	Paper 1 - Islam Beliefs The Six Articles of faith in Sunni Islam The Five Roots of religion in Shia Islam Tawhid and the nature of God The role and nature of angels The belief in predestination Akhirah (life after death) Risalah (Prophets in Islam – Adam, Ibrahim and Muhammad) The imamate in Shia Islam Holy books in Islam	Paper 1 - Islam Practices The Five Pillars in Sunni Islam The Ten Obligatory Acts in Shia Islam Shahadah (Declaration of faith) Salah and its significance (Prayer) Sawm (fasting) The festival of Id-ul-Fitr Zakah (almsgiving) Hajj (pilgrimage) The festival of Id-ul-adha Jihad (Lesser and Greater) The festival of Ashura	Paper 2 – Relationships and Families Human sexuality: heterosexual and homosexual relationships Contraception and family planning The nature and purpose of marriage Same-sex marriage Cohabitation Divorce and remarriage The nature and purpose of families Roles of men and women in families Gender equality Gender prejudice and discrimination Paper 2 - Crime and Punishment Good and evil actions and intentions Reasons and causes of crime Types of crimes

Year 10	TERM 1	TERM 2	TERM 3
			<p>Aims of punishment Treatment of criminals: prison, corporal punishment and community service Forgiveness The death penalty</p>
<p>Spanish</p>	<p>School 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.</p> <p>My family, my relationships and me You can describe what you and others look like as well as describe your personality. 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 describe a day out in the past. Finally, you'll describe who your role-model is and why they inspire you.</p>	<p>Interests and influences 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>My city 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>Habits 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>Work! You can recall some jobs and you can say how you earn money. 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
English	<p>Narrative Writing</p> <ul style="list-style-type: none"> • Know how to communicate clearly, effectively and imaginatively. • Understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • Understand a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • Knowing what good piece looks like in comparison with their target grade • Knowledge of how to apply of the assessment objectives and bands on the mark scheme • Know the components of a secure GCSE plot • Know how writer's build tension • Know how to create character and setting • Know requirements of GCSE short story - takes place over short space of time – realistic <p>Macbeth</p> <ul style="list-style-type: none"> • Knowledge of plot, characters and central themes through 'big questions' • Playwright's intentions • Know how to 'zoom in' on language • Know how to approach an extract question (tracking, coverage, analysis) • Know how to approach an essay question <p>Poetry Anthology</p> <ul style="list-style-type: none"> • Know how to make further connections with additional poems 	<p>Transactional Writing + Component 2 Revision</p> <ul style="list-style-type: none"> • Guides • Revision of other formats • Recap targets from Y10 mock feedback. • Students will focus on planning and adapting their writing for different audiences and purposes. • Exam technique and timings. <p>Revision of A Christmas Carol</p> <ul style="list-style-type: none"> • Consolidate knowledge of plot, character and themes • Secure knowledge of key quotations • Language analysis • Revise exam technique <p>Revision of An Inspector Calls</p> <ul style="list-style-type: none"> • Consolidate knowledge of plot, character and themes • Secure knowledge of key quotations • Language analysis • Revise exam technique <p>Unseen Poetry</p> <ul style="list-style-type: none"> • Know how to approach an unseen poem • Apply poetry analysis and comparison skills to unseen poems • Know the format and timings for this section of the exam • Analyse unseen poems focused on a variety of themes 	<p>Anthology Poetry</p> <ul style="list-style-type: none"> • Know how to make further connections with additional poems <p>Revision (Language and Literature)</p> <ul style="list-style-type: none"> • Reflect on targets from assessments and mock exams • Revision based on the needs of the cohort and individual classes.

Year 11	TERM 1	TERM 2	TERM 3
Maths	Multiplicative Reasoning Solving Equations and Inequalities Linear and Non-Linear Graphs Rearranging Equations and Using Formula	Geometric Reasoning Algebraic Reasoning Transforming and Constructing Probability and Statistics	Revision
Biology	Control: The Nervous System & The Endocrine System Homeostasis: Kidney Dialysis & Transplants	Variation: DNA & Inheritance: Stem cells, Cloning & ethics. Variation & Evolution	Biodiversity & Revision
Chemistry	Chemical analysis -Chromatography, substance analysis, purity. Evolution and history of Earth's atmosphere, Greenhouse gases, Climate change.	Air Pollution. Earth's resources- Resources, Potable water, Extraction of metals, Life cycle assessments, Reduce reuse and recycle Using earth's Resources- Rusting, useful alloys, Polymers, Ceramics and glass,	Using Earth's resources (continued) Making Ammonia lab based and industrial production, selection of conditions. Making fertilisers
Physics	Waves, Electromagnetic spectrum	Light, Magnetism, Space	Revision
Combined Science	The Earth's atmosphere The Earth's resources Reproduction & Inheritance Variation & Natural Selection Genetic Technologies & Ethics	Earth's resources Revision Classification Fossils & Extinction Biodiversity	Revision Consolidation
Animal Care	Animal Health	Animal Health Principles of Animal Behaviour	Principles of Animal Behaviour
Art	Sustained project continued: To create a final piece in response to sketchbook work.	External examination portfolio: Students will develop a project in response to a starting point set by the exam board.	External portfolio continued
Business	Business Operations: Supply chains Procurement and logistics Production efficiency The concept of quality Good customer service Technology and customer service	Recap on Influence on business: Technology Ethical and environmental considerations The economic climate on business Globalisation Legislation Competitive environment	Revision
Computer Science	Unit 7 Relational Databases and SQL: <ul style="list-style-type: none">The concept of a database	Unit 8 Ethical, Legal etc.: Ethical impacts of technology on society	Revision of all topics

Year 11	TERM 1	TERM 2	TERM 3
	<ul style="list-style-type: none"> The concept of Relational databases SQL <p>Unit 2 Python programming tasks</p>	<p>Environmental impacts of technology on society. Legislation and privacy.</p> <p>Unit 2 Python programming tasks</p>	
Drama	Pupils continue to practice the demands of Component 1 and begin to explore 2 acting pieces in preparation for their acting exam. Pupils develop the Stanislavski method of acting in order to produce naturalistic performances.	Pupils continue to practice the demands of Component 1 perform their acting pieces to an external examiner. Thereafter, all NEA coursework is complete, and pupils focus on revision for Component 1 written paper.	Exam preparation and Revision to include the importance of: Exam technique, time management, structure for each answer, acronyms and range of skills. Pupils are provided with a comprehensive revision ppt that walk and talks them through each question so that revision can be personalised.
Design & Technology	NEA (Design & Making principles): AO2 Generating Design Ideas, developing design ideas & Realising Design ideas.	NEA & Exam Preparation AO2 Realising Design ideas (manufacture) AO3 Analysing and Evaluating.	Exam Preparation and Revision: Core/Specialist Technical principles. Design and making principles. Past papers, Exampro, PG Online, Zig-Zag, Topic questions.
Food	Development of high level practical skills NEA 1 Food Investigation Task (worth 15%) NEA 2 Introduction and outline of the Food Preparation Task (worth 35%) Section A.	NEA 2 Food Preparation Task: Section B and start Section C. NEA 2 Food Preparation Task: Section C, D and E.	NEA 2 Food Preparation Task: Section E completion depending on timing of Easter. Preparation / revision for written examination.
French	<p>School 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.</p> <p>Jobs and health 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</p>	<p>The environment 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 and music festivals. You'll also complete mock exams and receive personalised feedback and targets.</p>	<p>Revision Theme 1 (family, friendship, free time, festivals) Theme 2 (your region, holidays, global & social issues) Theme 3 (school, post-16 and jobs) Build in aspects of grammar, exam technique and past exam questions throughout</p>

Year 11	TERM 1	TERM 2	TERM 3
	<p>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.</p>		
<p>Geography</p>	<p>The Challenge of Natural Hazards: Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p> <p>Living World - Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics.</p>	<p>Living World - Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.</p> <p>Challenge of resource management - Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges.</p>	<p>Challenge of resource management - Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.</p> <p>AIB prep and revision</p>

Year 11	TERM 1	TERM 2	TERM 3
	Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.		
History	Britain: Migration, Empires and the People (790–Present Day) How far did medieval invasions and imperial expansion contribute to the birth of an English identity? How far has profit been the main cause of migration and imperial expansion?	Britain: Migration, Empires and the People (790–Present Day) How and why did the British expand their Empire eastwards and what was the impact of this expansion? How did Britain change in the Twentieth Century?	Revision
Music	Composition - review exam board briefs, plan, research, development of both compositions Set works - revision, exam questions Performance assessment	Compositions - final drafts of both compositions Set works - revision, exam questions Music Listening and Theory	Exam practice
PE (Core)	Skills are built on from KS3 core PE lessons. There will be more emphasis on applying their skills learnt into competitive games and there will be opportunities for pupils to develop their leadership skills. Pupils rotate through activities from September-Easter. Rugby Netball Handball Health Related Fitness – Fitness Suite Cross Country Swimming Badminton Volleyball OAA	Rotation of activities continues: Rugby Netball Handball Health Related Fitness – Fitness Suite Cross Country Swimming Badminton Volleyball	New sports are introduced for Summer. Pupils will rotate around these activities from Easter-Summer. Athletics Tennis Rounders Cricket Softball
PE (GCSE)	Cardiovascular System Respiratory System Anaerobic and Aerobic Exercise	Factors affecting participation levels Media influences Commercialisation Sponsorship Ethics in sport Drugs in sport	Health, fitness and well-being Diet and nutrition Hydration Impact of diet and hydration on performance Revision for exams

Year 11	TERM 1	TERM 2	TERM 3
		Violence in sport Mental preparation Types of guidance Types of feedback	
Religious Studies	<p>Paper 1 - Christian beliefs The nature of God Creation – literal and liberal interpretations Judgement and the afterlife Incarnation of Jesus as the Son of God Crucifixion, resurrection and ascension of Jesus Sin and Original Sin Means of salvation (law, grace and Spirit) Atonement</p> <p>Paper 1 - Christian Practices Forms of worship (Liturgical and non-liturgical) Prayer and its significance Sacraments: Baptism Sacraments: The Eucharist Christian pilgrimage (Lourdes and Iona) Religious festivals: Easter and Christmas The role of the Church in the local community (Food banks and street pastors) Mission, evangelism and Church growth The worldwide Church and reconciliation The churches response to persecution The work of Christian charities</p>	<p>Paper 2 - Religion, Peace and Conflict Reasons for war Religious attitudes to nuclear weapons and WMD's The Just War Theory Religious arguments for and against war Absolute & relative Pacifism Holy War Forgiveness</p> <p>New content: Reconciliation Violent protest & terrorism Lesser Jihad Religions and modern world peace-making Religious responses to victims of war</p> <p>Paper 2 - Religion and Life Origins of the universe and human life (religions and non-religious views) Value of the world Duties to care for the world: stewardship and dominion The use and abuse of the environment</p> <p>New content: Animal experimentation Use of animals for food Sanctity of life Quality of life Abortion Euthanasia Death and the afterlife</p>	<p>Revision for Paper 1 Christian beliefs and practices Islamic beliefs and practices</p> <p>Revision for Paper 2 Religion, Peace and conflict topic Relationships and families Religion, Peace and Conflict Religion and Life</p>
Spanish	<p>My world You'll be able to talk about different environmental and global problems. You also be able to discuss poverty and homelessness giving</p>	<p>Revision First priority to: Town, Holidays, School, Customs and festivals, Relationships/family,</p>	<p>Revision First priority to: Town, Holidays, School, Customs and festivals, Relationships/family,</p>

Year 11	TERM 1	TERM 2	TERM 3
	<p>some opinions and solutions. You'll also be able to talk about health issues and how to live a healthy life.</p> <p>My health 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.</p>	Hobbies/technology in everyday life, School, Cinema/music/TV	Hobbies/technology in everyday life, School, Cinema/music/TV

Year 12 curriculum

Year 12	TERM 1	TERM 2	TERM 3
Animal Management	Practical Animal Husbandry, Animal Health & Animal Behaviour	Practical Animal Husbandry, Animal Health & Animal Behaviour	Practical Animal Husbandry, Animal Health & Animal Behaviour
Art	<p>Induction project - Structures 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.</p>	Continuation of Structures, focusing on artist analysis and the development of ideas.	<p>Personal investigation: 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.</p>
Biology	Biological Molecules: Lipids, Carbohydrates, Proteins, Water, Enzymes, DNA. Cells: Eukaryotic & Prokaryotic Cell Structure, Viruses.	Cell Division: Mitosis, Meiosis & Sexual Reproduction (plants & animals). The Immune	Transport in Cells, Gas Exchange, Circulation, Transport in Plants.

Year 12	TERM 1	TERM 2	TERM 3
		Response. Classification, Natural Selection & Biodiversity.	
Business	<p>What is business?:</p> <ul style="list-style-type: none"> - Understanding the nature and purpose of business. - Understanding different business forms. - Understanding that businesses operate within an external environment. <p>Managers, leadership and decision making:</p> <ul style="list-style-type: none"> - Understanding management, leadership and decision making - Understanding management decision making. - Understanding the role and importance of stakeholders. <p>Decision making to improve marketing performance:</p> <ul style="list-style-type: none"> - Setting marketing objectives. - Understanding markets and customers. <p>Decision making to improve marketing performance:</p> <ul style="list-style-type: none"> - Segmentation, targeting and positioning (STP) - Using the marketing mix. 	<p>Decision making to improve financial performance:</p> <ul style="list-style-type: none"> - Setting financial objectives. - Analysing financial performance. <p>Decision making to improve financial performance:</p> <ul style="list-style-type: none"> - Sources of finance. - Improving cash flow and profits. <p>Decision making to improve Human Resource performance:</p> <ul style="list-style-type: none"> - Setting human resource objectives. - Analysing human resource performance. <p>Decision making to improve Human Resource performance:</p> <ul style="list-style-type: none"> - Improving organisational design and human resource flow. - Improving motivation and engagement. - Improving employer-employee relations. 	<p>Decision making to improve operational performance:</p> <ul style="list-style-type: none"> - Setting operational objectives. - Analysing operational performance - Increasing efficiency and productivity - Improving quality - Managing inventory and supply chains <p>Analysing the strategic position of a business:</p> <ul style="list-style-type: none"> - Mission, corporate objectives and strategy. - Analysing the existing internal position of a business to assess strengths and weaknesses: <p>financial ratio analysis.</p> <ul style="list-style-type: none"> - Analysing existing internal position of a business to assess strengths and weakness: overall performance. - Analysing the external environment to assess opportunities and threats: political and legal change.
Chemistry	<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>
Computer Science	<p>4.1 Fundamentals of programming:</p> <p>Practical experience of skeleton code</p> <p>OOP</p> <p>4.2 Fundamentals of Data Structures:</p> <p>Multi-dimensional arrays</p> <p>Abstract data types</p>	<p>4.4 Theory of Computation:</p> <p>Trace tables</p> <p>Abstraction and decomposition</p> <p>Regular languages</p> <p>Context-free languages</p> <p>Classification of algorithms</p>	<p>4.6 Fundamentals of Computer Systems:</p> <p>Hardware and software</p> <p>Classification of languages</p> <p>Translators</p> <p>Logic gates</p> <p>Boolean algebra</p>

Year 12	TERM 1	TERM 2	TERM 3
	4.3 Fundamentals of Algorithms: Reverse Polish Searching and sorting algorithms Optimisation algorithms	Model of computation 4.5 Data Representation: Number systems and bases Units of information Binary number system Information coding systems Representing images, sound and other data	NEA
English Language	1a: Transitioning into A-Level by 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 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	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 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	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 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
English Literature	1a. Transitioning into A-Level English Literature unit. Introduce students to genre study and some of the aspects of political and social protest writing, as well as comedy. 1b. Introduce and apply literary theories to the reading of The Kite Runner and Twelfth Night. The Kite Runner will read through the lens of political protest writing, whereas Twelfth Night will be explored through the lens of comedy.	2a. To continue the reading of the initial two set texts of the course: The Kite Runner (political protest writing) and Twelfth Night (comedy). To understand how both texts apply to their relevant genre study and how to write evaluatively and analytically on each text. 2b. To complete the reading of the initial two set texts of the course: The Kite Runner (political protest writing) and Twelfth Night (comedy). To understand how both texts apply to their relevant genre study and how to write evaluatively and analytically on each text.	3a. To read and understand the first selection of poetry from Tony Harrison (political protest writing) and from the comedy poetry cluster. 3b. To understand the expectations of the non-exam assessment of the course and to work towards a complete first essay that focuses on a piece of prose and relevant critical theory.
French	La famille en voie de changement: You will describe and discuss trends in marriage and other forms of partnership as well as consider	La Patrimoine: You will understand the notion of heritage and heritage preservation on a regional and	Exams Le Septième Art: You will consider a variety of aspects of French

Year 12	TERM 1	TERM 2	TERM 3
	<p>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&3 – intensive grammar transition)</p> <p>Present tense (regular & 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>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 & 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 & conditional)</p> <p>revision of future simple irregular verbs</p> <p>consolidation and revision</p>	<p>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>
Further Maths	<p>Pure:</p> <p>Roots of polynomials</p> <p>Complex numbers</p> <p>Sequences and series</p> <p>Matrices</p> <p>Complex numbers</p>	<p>Pure:</p> <p>Complex numbers</p> <p>Conics</p> <p>Hyperbolic functions</p> <p>Polar coordinates</p> <p>Vectors</p>	<p>Pure:</p> <p>Proof by induction</p> <p>Further calculus</p> <p>Sequences and Series</p> <p>Further vectors</p> <p>Further matrices</p>

Year 12	TERM 1	TERM 2	TERM 3
	Roots of polynomials Rational functions and further algebra Applied: Discrete Random Variables Poisson Distribution Chi-Squared Tests Continuous Distributions Errors in Hypothesis Testing Confidence Intervals Introductory Mechanics	Applied: Dimensional Analysis Momentum and Collisions Work, Energy and Power Circular Motion	Applied: Circular Motion EXAMS Yates' Correction Continuous Distributions t-tests and type 2 errors Confidence intervals
Geography	Human: Changing Places - The nature and importance of places Changing places – relationships, connections, meaning and representation Relationships and connections Meaning and representation Quantitative and qualitative skills Place studies Physical: Water & Carbon Cycles - Water and carbon cycles as natural systems The water cycle The carbon cycle Water, carbon, climate and life on Earth Quantitative and qualitative skills	Human: Global Governance - Globalisation Global systems International trade and access to markets Global governance The 'global commons' Antarctica as a global common Globalisation critique Quantitative and qualitative skills Physical: Coastal Systems and landscapes - Coasts as natural systems Systems and processes Coastal landscape development Coastal management Quantitative and qualitative skills	Human: Global governance continued Fieldwork residential NEA Physical: Coastal Systems and landscapes continued Fieldwork residential NEA
History	Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement: 1.1 Theme 1: The quest for political stability, 1625–88 1.2 Theme 2: Religion: conflict and dissent, 1625–88 Paper 2: Russia in Revolution, 1894-1924 2.1 Topic 1: The rule of Nicholas II, 1894-1905 2.2 Topic 2: The end of the Romanov rule, 1906-17	Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement: 1.3. Historical interpretations: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89? 1.4 Theme 3: Social and intellectual challenge, 1625–88 Paper 2: Russia in Revolution, 1894-1924 2.3 Topic 3: The Provisional government and its opponents, Feb-Oct 1917	Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement: 1.5 Theme 4: Economy, Trade and Empire, 1625-88 Paper 2: Russia in Revolution, 1894-1924 2.4 Topic 4: Defending the Bolshevik revolution, Oct 1917-24

Year 12	TERM 1	TERM 2	TERM 3
Maths	Trigonometric Functions & Equations Binomial Expansion Probability Statistical Hypothesis Testing Working with Data Polynomials Proof and Mathematical Communication Quadratic Functions Using Graphs Coordinate Geometry (1)	Coordinate Geometry (2) Logarithms Exponential Models Differentiation Applications of Differentiation (1) Applications of Differentiation (2) Integration Vectors Introduction to Kinematics	Motion with Constant Acceleration Forces & Motion Objects in Contact Functions Further Transformations of Graphs Sequences and Series Rational Functions and Partial Fractions General Binomial Expansion
Media	Embedding basic skills: Get to know the frameworks and applying some theories. Component 1: Section A: Advertising and Marketing Component 1: Section B: Film NEA: Mini practical projects involving camera work, Photoshop and Premier Pro	Component 1: Section A: Music, Newspapers Component 1: Section B: Film, Newspapers NEA: Mini practical projects, Coursework briefs and research, Plan writing Statement of Intent	Component 1: Section B: Radio, Video Games NEA: Production work, Write first draft of Statement of Intent.
Music	Music theory basics and harmonic analysis Aural skills Set works: Courtney Pine & Bach Question 5 example: Jazz Fusion, Baroque choral music Performance check point Composition NEA Set works: Kate Bush, Danny Elfman Question 5 examples: 80s popular music, film music	Composition NEA Performance check point Set works: Saariaho & Debussy Question 5 examples: experimentalism (instrumental/vocal), Impressionism Set works: Berlioz and Schumann Question 5 examples: Programmatic orchestral music, romantic chamber music	Composition NEA Performance check point Set works: Herrmann Question 5 examples: film music Set works: The Beatles and Shankar Question 5 examples: 60s popular music, world music influence in popular music
PE	Physiological factors Skeletal system Muscles and joint movements Motor units and skeletal muscle contraction Muscle fibres and recruitment Cardiac values Cardiac cycle Conduction system Cardiac response to exercise and recovery Neural, intrinsic and hormonal control Vascular system	Physiological factors Respiratory system values Mechanics of Breathing Regulation of RS at different intensities and during recovery Gaseous Exchange Oxygen dissociation Components of a healthy diet Energy intake and expenditure Ergogenic aids Psychological factors	Physiological factors Preparation and training methods Aerobic training Strength training Flexibility training Impact of training on lifestyle diseases Psychological factors Group dynamics Goal setting Memory Socio cultural factors

Year 12	TERM 1	TERM 2	TERM 3
	<p>Mechanisms of Venous return Vascular Shunt Mechanism Psychological factors Skill Classification Practice methods and types Transfer of skill Learning Theories Stages of Learning Guidance Feedback Socio cultural factors Emergence and evolution of modern day sport Pre industrial Britain, Post 1850, 20th Century and 21st Century</p>	<p>Personality Attitudes Motivation Arousal and Anxiety Aggression Social Facilitation Socio cultural factors Modern Olympic Games - background and aims Political Exploitation of Olympic Games Hosting Global Sporting Events Ethics in Sport</p> <p>Mocks in all 3 aspects</p>	<p>Commercialisation and the media Positive and negative effects of the media Routes into sporting excellence Modern technology</p> <p>Mocks in all 3 aspects</p>
Physics	<p>Significant figures, basics of electricity, IV characteristics, resistors, potential divider, resistivity. Motion along a straight line, Newton's laws, scalars and vectors.</p>	<p>Resistivity Moments, (Principle and see-saw type problems) Internal Resistance Moments (2 Support problems) Projectiles Internal Resistance Momentum, Impulse Work Energy and Power Momentum, conservation, collisions and explosions Bulk Properties of Solids Progressive waves, Longitudinal and transverse waves Bulk Properties of Solids Progressive waves, Longitudinal and transverse waves The Young Modulus Principle of superposition of waves and formation of stationary waves The Young Modulus Collisions of electrons with atoms. Energy levels and photon emission. Principle of superposition of waves and formation of stationary waves Wave-particle duality Interference</p>	<p>Interference Constituents of the atom Stable and Unstable nuclei Diffraction Particles, Antiparticles and Photons. Particles Interactions Refraction at a plane surface Classification of particles Refraction at a plane surface Quarks and Antiquarks, Application of conservation laws Circular motion Thermal Physics Circular motion Gases Circular motion Gases SHM Magnetic fields</p>
Product Design	<p>ADC Skills & Theoretical Underpinning: Advanced Digital Communication Skills, Photoshop / Illustrator tutorials & Reverse Engineering CAD task (Advanced CAD).</p>	<p>Context Project (Mini NEA) & Theoretical Underpinning: Designing for a realistic context, Research analysis, Client Profiling, Empathic Modelling, Design Brief, Design Specification, Designing ideas, Development (CAD, Foam Modelling &</p>	<p>NEA: AO1 Identifying & investigating design possibilities & Producing a Design Brief & Specification</p>

Year 12	TERM 1	TERM 2	TERM 3
		MDF Mechanisms) Final Design & 3D CAD Rendering.	
Psychology	<p>What is Psychology? Wilhelm Wundt & Introspection Behaviourism - Pavlov & Skinner The Psychodynamic Approach - Freud Social Learning Theory - Albert Bandura The Cognitive Approach - Cognitive Neuroscience The Biological Approach - Evolution The Humanistic Approach - Rogers & Maslow Aims & Hypotheses Types of Variables Types of Experiment Experimental Design Sampling techniques Validity & Reliability Coding, Capacity & Duration Studies The Multi Store Model of Memory Case Studies The Working Memory Model Types of Long Term Memory Interference Retrieval Failure Eyewitness Testimony: Misleading Information Eyewitness Testimony: Anxiety The Cognitive Interview Observations Questionnaires Types of Data Content & Thematic Analysis</p>	<p>Caregiver-Infant Interactions Stages of Attachment Animal Studies of Attachment Learning Theory of Attachment Bowlby's Theory of Attachment Ainsworth's Strange Situation Cultural Variations in Attachment Bowlby's Maternal Deprivation Hypothesis Institutionalisation: Romanian Orphans The Influence of Early Attachment Types of Conformity Conformity Research: Asch Explanations of Conformity Conformity to Social Roles: Zimbardo Obedience research: Milgram Explanations of Obedience: Situational Factors Explanations of Obedience: Dispositional & Socio-Psychological Explanations</p>	<p>Minority Influence Social Change Definitions of Abnormality Phobias: Characteristics & Behavioural Explanations Systematic Desensitisation & Flooding Depression: Characteristics & Cognitive explanations Cognitive Behavioural Therapy Obsessive Compulsive Disorder: Characteristics & Biological Explanations Drug Treatments: SSRIs & Tricyclics Appropriateness & Effectiveness of Treatments (Placebo effect) Measures of Central Tendency Distributions Graphical Representations of Data Divisions of the Nervous System Neurons: Sensory, Motor and Relay Structure of the Brain The Endocrine System: Fight or Flight</p>
Religious Studies	<p>Philosophy of Religion: Religious Experience Arguments for the existence of God: The Design Argument The Cosmological Argument The ontological Argument Ethics and religion: Normative ethical theories: Introduction & Natural Moral Law</p>	<p>Philosophy of Religion: Evil and Suffering Miracles Religious Language Self-death and afterlife Ethics and religion: Normative ethical theories: Aristotle's virtue ethics Application of ethical theories:</p>	<p>Christianity: Sources of wisdom and authority God Self, death and afterlife Good conduct and key moral principles Ethics and religion: Application of ethical theories: Issues of human life and death Issues of non-human life and death</p>

Year 12	TERM 1	TERM 2	TERM 3
Core RE	<p>Situation Ethics</p> <p>12.1 How can compassionate responses in times of crisis or need challenge society today?</p> <p>Core Christian Concepts: God, Gospel, People of God, Kingdom of God</p> <p>Religious Concepts: Sewa, Daya, Service, Compassion, Love and Hope, Courageous Advocacy, Koinonia, Humility</p>	<p>Issues of theft and lying</p> <p>12.2 Who is my neighbour?</p> <p>Core Christian Concepts: Gospel, Love</p> <p>Religious concepts: Community, Respect, Honour, Endurance, Dignity, Sacrifice</p> <p>Key events: Remembrance Day; Holocaust Memorial Day; Stephen Lawrence Day; Refugee Week</p> <p>12.2(b) What can we do about suffering?</p> <p>Core Christian Concepts: God, People of God, Gospel</p> <p>Religious concepts: Suffering, Persecution, Faith, Koinonia, Body of Christ, Church, Sacred, Hope, Salvation, Forgiveness, Reconciliation</p>	<p>12.3 What is truth in a media and surveillance driven age?</p> <p>Core Christian Concepts: God, People of God, Gospel, Wisdom</p> <p>Religious Concepts: Truth, Endurance, Respect, Honesty, Humility, Justice, Honour, Covenant, Integrity</p> <p>12.3(b) What role and impact do religions and world views have on society?</p> <p>Core Christian and other religious Concepts: Truth, Endurance, Respect, Honesty, Humility, Justice, Honour, Covenant, Integrity</p>
Sociology	<p>INDUCTION:</p> <p>Core theme: Socialisation, culture and identity</p> <p>Nature vs Nurture</p> <p>Norms and Values</p> <p>Customs - multiculturalism</p> <p>Primary and Secondary socialisation</p> <p>Core Theme: Social, Differentiation, power and stratification</p> <p>Research methods: studies and methodology</p> <p>Social class: key issues</p> <p>Gender: key issues</p> <p>Sociological perspectives</p> <p>Macro v Micro/Structure v Action</p> <p>Conflict Structuralism - Marxism</p> <p>Consensus Structuralism - Functionalism</p> <p>Social Action - Symbolic interactionism</p>	<p>EDUCATION:</p> <p>Marxism</p> <p>Social class: Internal/external factors</p> <p>Cultural & Material deprivation theory and cultural capital</p> <p>Exam Skills (30 mark essays)</p> <p>Gender (girls): Internal/external factors</p> <p>Feminism (impact): changes in family, employment and perceptions</p> <p>Research Methods: studies and methodology</p> <p>Ethnicity: internal and external factors</p> <p>Social Policy in Education</p> <p>RESEARCH METHODS/METHODS IN CONTEXT:</p> <p>Researching social life</p> <p>Primary & Secondary Sources</p> <p>Qualitative v Quantitative methods</p>	<p>CULTURE & IDENTITY:</p> <p>Conceptions of Culture (theories)</p> <p>Identity and the self</p> <p>Core theme: Social differentiation, power and stratification</p> <p>Class/Gender/Age/Disability/Sexuality/Disability/Ethnicity/Nationality</p> <p>Globalisation</p> <p>Research methods: Studies and methodology</p> <p>Identity and contemporary Society</p> <p>Exam Skills</p>

Year 12	TERM 1	TERM 2	TERM 3
	<p>EDUCATION: Theories of Education Core theme: Social Differentiation - differences in achievement Social class: Internal factors Exam Skills (10 mark qs) Interactionist view</p>	<p>Key Concepts Research Design Choices in research - methods, practicalities, ethics, theories Quantitative methods: surveys, questionnaires, and interviews Quantitative methods: experiments and comparative methods Research methods: Case studies for education, crime, media and culture Qualitative methods: observations, unstructured interviews, covert research Exam Skills Core theme: socialisation, culture and identity</p>	
Spanish (AS)	<p>Modern and traditional values (Los valores tradicionales y modernos) Grammar 1 - Nouns Grammar 2 - Articles Grammar 3/4 - Adjectives (Part 1) El laberinto del fauno Guillermo del Toro (2006) Grammar 5 – Numerals Grammar 6 – Adverbs Grammar 7 - Pronouns (Part 1)</p>	<p>Cyberspace (El ciberespacio) Grammar 8/9/10 - Present Grammar 11/12 - Preterite Grammar 13 - Imperfect Grammar 14- Future Grammar 15 - Conditional</p>	<p>Equal rights (La igualdad de los sexos) Grammar 16 - Use of the infinitive, the gerund and the past participle Grammar 17 - Constructions with verbs Grammar 18 - Use of the subjunctive Commands Grammar 19 - Uses of ser and estar Grammar 20 – Passive voice</p>

Year 13 curriculum

Year 13	TERM 1	TERM 2	TERM 3
Animal Management	Animal Welfare & Ethics	Work Experience in the Animal sector	Revision
Art	Personal investigation (Component 1) continued	Personal investigation (Component 1) continued 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
Biology	Ecosystems: The nature and efficiency of ecosystems, Human impacts on ecosystems Microbiology & Pathogens: Bacteria & Disease, Non-bacterial Pathogens & Response to Infection. Energy for Biological Processes: Photosynthesis & Cellular Respiration	Modern Genetics: Gene Sequencing, Gene Expression, Gene Technology. Origins of Genetic Variation: Mendelian Genetics & Gene Pools. Control Systems: Chemical control in mammals and plants, The Mammalian Nervous System, Homeostasis.	Homeostasis & Revision Exam practice & preparation.
Business	Analysing the strategic position of a business - continuation: - Analysing the external environment to assess opportunities and threats: economic change. - Analysing the external environment to assess opportunities and threats: social and technological. - Analysing the external environment to assess opportunities and threats: the competitive environment. - Analysing strategic options: investment appraisal. Choosing the Strategic direction: - Choosing which markets to compete in and which products to offer. Strategic positioning: - Choosing how to compete	Strategic methods: - How to pursue strategies - Assessing a change in scale. - Assessing innovation. - Assessing internationalisation. - Assessing greater use of digital technology. Managing strategic change: - Managing change Managing strategic change - Managing organisational culture. Managing strategic implementation: - Problems with strategy and why strategies fail.	Revision

Year 13	TERM 1	TERM 2	TERM 3
Chemistry	Thermodynamics Entropy and feasibility of reactions, Electrochemistry pH, Acids, Bases and Buffer solutions. Periodicity. Transition metal Chemistry part 1	Transition metal Chemistry Part 2 Reactions of aqueous ions. K _p and gaseous equilibria Kinetics and rate constant Aromatic Chemistry Optical Isomerism Amines and Polymers Aldehydes and ketones Amino acids, Proteins and DNA Organic Synthesis routes Carboxylic acids and derivatives NMR (structural determination part 1)	Chromatography (structural determination part 2 including IR spectrometry) Revision and consolidation Exam practice and preparation
Computer Science	4.10 Fundamentals of Databases: Conceptual data models and ERM Relational databases Normalisation SQL Client server databases 4.11 Big Data 4.7 Fundamentals of Computer Organisation and Architecture: Internal hardware The stored program Structure and role of the processor Components of the processor External hardware NEA	4.9 Fundamentals of Communication and Networking: Communication Networking The Internet TCP/IP 4.8 Consequences of uses of computing: Moral Ethical Legal Cultural 4.12 Fundamentals of Functional programming Functional programming paradigm Writing functional programs Lists in functional programming NEA	Revision of Paper 1 and Paper 2. Particularly focussing on weak areas from mock exams.
Economics	The Law of Diminishing Returns and Returns to Scale. Economies and Diseconomies of Scale. Marginal, Average and Total Costs. Marginal, Average and Total Revenue. Profit, Revenue and the Objectives of firms. Technological change. Introduction to Market Structures. Static Efficiency, Dynamic Efficiency and Resource Allocation. Perfect Competition.	The distribution of Income and Wealth. The problem of Poverty. Government Policies to alleviate poverty and to influence the distribution of income and wealth. Revision for Economic Growths, Trade and Globalisation. Economic Growth and Development. The structure of financial markets and financial assets. The Regulation of the Financial system. Commercial banks and investment banks. Central	Past Papers Practice. Revise all Market Structures and Analysis.

Year 13	TERM 1	TERM 2	TERM 3
	<p>Monopoly and Monopoly Power. Monopolistic Competition. Price Discrimination. Oligopoly. Essay Technique and Practice. Contestability and Competition Policies. Public ownership, Privatisation, Regulation and Deregulation of markets. Independent Research. Essay Practice. Revise for the upcoming Mock Test.</p>	<p>banks and Monetary policy. Revise Possible Conflicts between Macroeconomic Objectives. Revise Fiscal Policy. Revise Supply-side Policies. Revise Market Failures, Government Intervention and Government Failures. Revise Basic Economics Concepts. Revise Price, Income and Cross Price Elasticities of Demand. Price Elasticity of Supply. Revise Balance of Payment. Essay Technique and Essay Practice.</p>	
English Language	<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 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 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>
English Literature	<p>To read and understand the remaining set texts of the course: The Importance of Being Earnest (comedy) and A Doll’s House (political protest writing). To be able to write evaluatively and analytically on these texts.</p> <p>To complete the final poems from the Tony Harrison collection and the comedy poetry cluster and understand how to write on these evaluatively and analytically.</p> <p>Second non-exam assessment will be completed for pupil’s independent study (poetry focus).</p>	<p>Mock exam preparation and responding to targeted feedback from mock exams.</p> <p>Revision of all set texts and genre study by discussing a range of possible essay titles. To become confident in how to plan and respond to a range of different exam style questions.</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>

Year 13	TERM 1	TERM 2	TERM 3
French	<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 & future tense verbs revise conditional tense verbs form and use the passive voice 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 Revise the perfect tense Revise the pluperfect tense Pronouns – subject, direct object, indirect object consolidation 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 Tense sentences with 'si' infinitive constructions future perfect & conditional perfect No et Moi revision La Haine revision</p>	Intensive exam preparation for all 3 papers to be organised according to group needs
Further Maths	<p>Pure: Further matrices Further transformations Further graphs and inequalities Differential equations Applications of differential equations Further hyperbolic functions</p> <p>Applied:</p>	<p>Pure: Further calculus Further polar coordinates Maclaurin Series and limits Further calculus Numerical methods</p> <p>Applied: Inference (One sample t-testing)</p>	Revision

Year 13	TERM 1	TERM 2	TERM 3
	Circular Motion Centres of Mass and Moments Continuous Random Variables Exponential Distribution	Confidence Intervals Momentum and Collision Work, energy and power Collision Discrete Random Variables	
Geography	Human: Global systems and governance continued NEA Contemporary urban environments - Urbanisation Urban forms Social and economic issues associated with urbanisation Urban climate Physical: Coastal Systems and landscapes continued NEA Hazards - The concept of hazard in a geographical context Plate tectonics Volcanic hazards Seismic hazards	Human: NEA Contemporary urban environments continued - Urban drainage Urban waste and its disposal Other contemporary urban environmental issues Sustainable urban development Case studies Revision Physical: NEA Hazards continued - Storm hazards Fires in nature Case studies Revision	Final revision: to ensure all students are fully prepared for their A-Level examinations through revision of key topics and how to approach each question.
History	Paper 3: Ireland and the Union, c1774-1923 3.1 Breadth Study 1: Irish nationalism, from agitation to civil war. 3.2 Breadth Study 2: British reaction, from resistance to acceptance. 3.3 Depth Study 1: Towards emancipation, 1774-1830 3.4 Depth Study 2: Industrialisation in Ulster, 1825-55 NEA Independent research skills Formulating and setting the question Research and drafting	Paper 3: Ireland and the Union, c1774-1923 3.5 Depth Study 3: The Irish Famine, 1843-51 3.6 Depth Study 4: The Irish land issue, 1870-82 3.7 Depth Study 5: Trade union militancy in Ireland, 1907-14 NEA Final submission	Revision
Maths	Radian Measure Further Trigonometry Calculus of Exponential and Trigonometric	Conditional Probability The Normal Distribution Further Hypothesis Testing	Revision

Year 13	TERM 1	TERM 2	TERM 3
	Functions Further Differentiation Further Integration Techniques Further Applications of Calculus Differential Equations Numerical Solution of Equations Numerical Integration Applications of Vectors	Projectiles Forces in Context Moments	
Media	Music Videos Crime drama TV NEA: Production work Completion, Revisit Statement of Intent	Video Games Magazines Online, Social and Participatory Media	Revision
Music	Performance Composition Technical composition: Bach Chorales Set works: Stravinsky and Vaughan Williams Question 5 examples: Modernism, English artsong Set works: exam preparation Question 5 examples: exam preparation	Performance Composition Technical composition: Bach Chorales Set works: exam preparation Question 5 examples: exam preparation	Performance Technical composition: Bach Chorales Set works: exam preparation Question 5 examples: exam preparation
PE	Physiological factors Energy systems Recovery Altitude and heat Psychological factors Attribution Theory Confidence and Self efficacy Leadership in Sport Stress Management	Physiological factors Injuries Biomechanics Stability Linear motion Angular motion Fluid Mechanics Projectile Motion Lift and the Bernoulli principle Spin and Magnus Force Contemporary Issues Drugs Violence Gambling Commercialisation and the media Positive and negative effects of the media Routes into sporting excellence Modern technology	Revision Mocks in all 3 aspects Exams

Year 13	TERM 1	TERM 2	TERM 3
Physics	Thermal Physics SHM recap Gases Radioactivity Electric Fields Gravitational Fields Radioactivity/Nuclear Energy Capacitance Special Relativity	Special Relativity Induction Discovery of the Electron AC Wave Particle Duality Transformers	Revision
Product Design	NEA: A02 Design & make prototypes that are fit for purpose, development of design proposal(s) & Development of design prototype(s). A03 Analysing and evaluating.	Theoretical Underpinning & Exam preparation/ Revision: Technical principles & Design and Making principles	Exam Preparation/Revision: Technical principles & Design and Making principles. Past papers, EXAMPRO, Topic Questions.
Psychology	Ways of studying the brain Localisation of function, Lateralisation, Plasticity and functional recovery Biological rhythms including the influence of exogenous zeitgbers and endogenous pacemakers Comparison of Approaches Gender Bias, Cultural Bias Free will and determinism Nature vs Nurture Holism and reductionism Idiographic and nomothetic methods Ethical implications Socially sensitive research Evolutionary explanations of partner preference Physical attractiveness Self disclosure Attraction- filter theory, Social exchange theory, Equity theory Rusbult's investment model Relationship breakdown Virtual and Parasocial relationships, Classification and diagnosis of schizophrenia Reliability and validity issues in the C&D of schizophrenia	Offender profiling - bottom up approach Historical explanations for offending - Atavistic form Biological explanations for offending - genetics and neural Psychological explanations for offending - Eysenck's theory Psychological explanations for offending - cognitive Psychological explanations for offending - Differential association theory Psychological explanations for offending - Psychodynamic Custodial sentencing, behaviour modification, anger management, restorative justice Case studies, content and thematic analysis Probability, significance, type 1 or 2 errors Inferential statistics Psychology in the economy Psychology as a science	Revision

Year 13	TERM 1	TERM 2	TERM 3
	<p>Biological explanations for schizophrenia - genetics, neural correlates Biological therapies for schizophrenia Physical explanations for schizophrenia - family dysfunction Cognitive explanations for schizophrenia, Physical treatments for schizophrenia The interactionist approach to schizophrenia Forensic psychology - serial killers, Offender profiling - top down approach</p>		
<p>Religious Studies</p>	<p>Christianity: Christianity, Gender and Sexuality Christianity and science Christianity and the challenge of secularisation Ethics and religion: Situation Ethics (recap) Aristotle’s virtue ethics Application of ethical theories: Issues of theft and lying Issues of human life & death Issues of non-human life & death Introduction to meta-ethics: The meaning of right and wrong Free will and moral responsibility</p>	<p>Christianity: Christianity, migration and religious pluralism God Self, death & afterlife Good conduct and key moral principles Sources of wisdom and authority Expressions of religious identity Ethics and religion: Conscience Bentham and Kant</p>	<p>Dialogues focus for Paper 2: Dialogue between Christianity and Ethics Dialogue between Christianity and Philosophy</p>
<p>Core RE</p>	<p>13.1 How can compassionate responses in times of crisis or need challenge society today?</p> <p>Core Christian Concepts: God, Gospel, People of God, Kingdom of God Religious Concepts: Sewa, Daya, Service, Compassion, Love and Hope, Courageous Advocacy, Koinonia, Humility</p>	<p>13.2 Who is my neighbour?</p> <p>Core Christian Concepts: Gospel, Love Religious concepts: Community, Respect, Honour, Endurance, Dignity, Sacrifice</p> <p>Key events: Remembrance Day; Holocaust Memorial Day; Stephen Lawrence Day; Refugee Week</p> <p>13.2(b) What can we do about suffering?</p> <p>Core Christian Concepts: God, People of God, Gospel</p>	<p>13.3 What is truth in a media and surveillance driven age?</p> <p>Core Christian Concepts: God, People of God, Gospel, Wisdom</p> <p>Religious Concepts: Truth, Endurance, Respect, Honesty, Humility, Justice, Honour, Covenant, Integrity</p>

Year 13	TERM 1	TERM 2	TERM 3
		<p>Religious concepts: Suffering, Persecution, Faith, Koinonia, Body of Christ, Church, Sacred, Hope, Salvation, Forgiveness, Reconciliation</p>	
Sociology	<p>CRIME & DEVIANCE: Theories of Crime Functionalism - Strain theory, subcultures Marxism/Radical criminology Interactionism - labelling Social construction of crime statistics Victimology Core theme: Social differentiation, power and stratification Social class & crime Research methods - studies & methodology Gender and crime Ethnicity and crime Globalization of Crime in contemporary society Green, state and global crime Types of punishment, crime control/prevention strategies Exam Skills THEORY AND METHODS: Consensus Structuralism - Functionalism Structure v Action - Symbolic interactionism, ethnomethodology, phenomenology Conflict Structuralism - Marxism/Feminism Modernism/Postmodernism/Late modernism Exam Skills</p>	<p>MEDIA: Core theme: Social differentiation, power and stratification Ownership and control of the media Globalisation and popular culture Social construction of news Media representations - social class, gender, age, disability, sexuality, ethnicity Media content and audiences Role of new media in contemporary society Research methods - studies & methodology Exam skills THEORY & METHODS - DEBATES Is Sociology a Science? Subjectivity, Objectivity and Value Freedom Relationship between sociology & social policy Interpretivism Positivism Exam skills</p>	Revision
Spanish (AS)	<p>Modern day idols (La influencia de los ídolos) Grammar 1 – Consolidation of Year 1 Grammar 2 - Adjectives (Part 2) Grammar 3/4- Pronouns (Part 1) Grammar 5 – Perfect Spanish regional identity (La identidad regional en España)</p>	<p>Cultural heritage (El patrimonio cultural) Grammar 11 - Commands Grammar 12 - Prepositions Grammar 13 - Conjunctions Grammar 14 - Time expressions with hace/hacía and desde hace/hacía Cleft sentences (Fue en Madrid donde nos conocimos)</p>	Revision

Year 13	TERM 1	TERM 2	TERM 3
	Grammar 6 - Future perfect Grammar 7 - Conditional perfect Grammar 8 – Pluperfect Grammar 9 – Negation Grammar 10 - Questions	Grammar 15 - Comparative constructions. Grammar 16 – General Discourse markers	