

RIPLEY ST THOMAS
CHURCH OF ENGLAND ACADEMY



CURRICULUM
2022/2023



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Curriculum intent

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

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

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

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

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

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

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

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

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

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

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

For further information regarding our curriculum, please contact Mr E. Goddard, Vice Principal admin@ripley.lancs.sch.uk.

Taught Curriculum 2022-23

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 2 Agriculture & Horticulture 1 Drama 1 Food	7 English 7 Maths 6 Science 3 RE 3 Geography 3 History 3 PE 3 French 3 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 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) <p>Core RE is delivered to all twice per week in form time. 3 Tutorial 4 Enrichment (Spanish AS option)</p>		
			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 <p>Other options are:</p> <ul style="list-style-type: none"> • Animal Care (BTec) • Art • Business • Design & Technology • Drama • Food • Music • PE 			

Year 7 curriculum

Year 7	TERM 1	TERM 2	TERM 3
English	<p>Journeys and Perspectives Transition – My Journey Key Knowledge:</p> <ul style="list-style-type: none"> • Build on KS2 punctuation • Sentence types/structures • Understand how my journey differs from others. <p>'In the Sea there are Crocodiles' by Fabio Geda Key Knowledge:</p> <ul style="list-style-type: none"> • Transition Key Knowledge + • Understanding of 'big ideas' of a text. • Impact of writer's style and structural choices- use of words in other languages and minor sentences to denote important events. • How narrative structure builds journey: an epic journey across the world, encountering a range of cultural differences . • Narrative voice: how writers use language to create a persona (child's POV). • Knowledge of empathy and develop understanding of the journeys of others. <p>The World Around Us Non-Fiction Anthology Key Knowledge:</p> <ul style="list-style-type: none"> • Global issues and how these connect to issues closer to home. • Know the power of language choices in persuasive charity adverts. • How these texts encourage empathy from the reader as a tool of persuasion. • Writers' intentions. 	<p>Contemporary Fiction 'Trash' by Andy Mulligan Key Knowledge:</p> <ul style="list-style-type: none"> • Context – understand the slums and dump sites 'Smokey Mountain' Philippines. • Empathise with characters and their situations – understand the plights of developing countries. • How to annotate and select focused, relevant evidence in a text. • What a quotation is. How to select/embed quotations. • Introduction to connotations and semantic field when commenting on individual words. • How writers use action, dialogue and description to create characters. • To understand how to express/ justify personal opinions. • Develop description through sensory imagery and showing, not telling. • Know how to write analytically about a character. 	<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>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.

Year 7	TERM 1	TERM 2	TERM 3
	<ul style="list-style-type: none"> Understand media bias and how it influences attitudes of readers in the UK. Topic sentences and how to support ideas with evidence from the text. 		
Maths	Calculator Skills Sequences Directed Numbers Algebraic Notation Equality & Equivalence Place Value FDP Equivalence	Prime Numbers & Proof Adding & Subtracting Multiplying & Dividing Fractions & % of Amount Fractions Constructions	Geometric Reasoning Ratio & Scale Sets & Probability Multiplicative Change Area
Science	WOW Science 7I Introduction to science - Bunsen burner, Lab equipment & diagrams, Recoding data, Planning, Investigation, Conclusion and Evaluation 7B1 Cells - Microscopes, Animal & plant cells, Observing cells, Specialised cells, Unicellular organisms, Diffusion between cells 7C1 Particles & the nature of matter - Particle model, States of matter, Changes of state – melting & freezing, boiling, evapo & cond, Diffusion, Gas pressure 7P1 Sound - Waves, Sound & energy transfer, Loudness & pitch, Measuring speed of sound, Detecting sound, Echoes & ultrasound	7B2 Structure & function of body systems - Cells, tissues & organs, Breathing, Gas exchange, Blood, The heart, Skeleton, Movement: Joints, Muscles 7C2 Atoms, elements & compounds - Elements, Atoms, Compounds, Chemical formula 7P2 Forces - Naming & drawing forces, Forces at a distance, Drag & friction, Stretching springs, Stretching elastic (1-3 only), Balanced/unbalanced forces 7B3 Reproduction - Puberty & adolescence, Reproductive systems, Fertilisation & implantation, Developing foetus, Menstrual cycle, Reproduction in plants, Seed Dispersal	7C3 Acids & alkalis - Acids & alkalis, Indicators & pH, Neutralisation, Making salts – Planning, Making salts – Practical 7P3 Light - Light, Reflection, Refraction, The camera & eye, Colour 7B4 Diseases - Pathogens, Growing bacteria (2), Defence mechanisms, Vaccines 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 7P4 Space - Our solar system & beyond, The night sky, The earth, The moon, Weight, mass & gravity 7B5 Ecosystems - Ecosystems, Food chains & webs, Disruption to food chains & webs, Investigating Distribution of an organism.
Agriculture and Horticulture	Health and Safety on the farm Tool use Soil Science	Soil Science Types of Farming	Types of Farming Growing vegetables
Art	Formal elements focus: Observational Drawing Colour theory	Sweet treats continued: To experiment with new ways of creating Art - Poly Block printing, 3D design, Papier Mache	Pattern inspired by Yinka Shonibare To understand how and why we use pattern To develop skills in pattern design To explore the work of Yinka Shonibare, looking at his intentions and the context behind his artwork

Year 7	TERM 1	TERM 2	TERM 3
	<p>Building confidence and skill in media application.</p> <p>'Sweet treats' project: Introduction to both contemporary, modern and traditional artists (Sarah Graham, Pop Artists) and how an image can have a deeper meaning/convey a message. Developing 3D drawing skills and use of oil pastels.</p>		
Computer Science	<p>Computing Basics: Introducing the students to our computer systems in school and ensuring they understand good file management. 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? - The 4 C's, Audience etiquette, overcoming stage fright, learning lines</p>	<p>Monologue - Characterisation, engaging audience, intention, practice</p>	<p>William Shakespeare - Iambic Pentameter, Prologue, Proxemics, interpretation</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</p>	<p>Eatwell Guide Knife skills. How to cut an onion assessment and onion bootcamp practical assessment</p> <p>Practicals: Rainbow Cous Cous Salad – knife skills Bolognese Sauce - knife skills and use of the hob</p>	<p>Food Comprehension and Literacy</p> <p>Practicals: Fruity cakes – use of electric hand held whisk. Sweet or Savoury Scones – rubbing in method.</p>

Year 7	TERM 1	TERM 2	TERM 3
	Chocolate Log – decoration and finishing techniques.		
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 You can discuss which school subjects you like and dislike as well as which subjects you prefer. You can describe your school including your school uniform.	My town and the world You learn how to discuss the sports and hobbies you do and when you do them. Finally, you can describe how and why you use modern technology. You can recall types of weather and various countries. You can describe and discuss opinions on your town. You can discuss where you go at the weekend. You can say what you can do in different places. You can describe a future visit.
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 are the Worlds' earthquakes and volcanoes? What are the impacts of earthquakes and volcanoes? What are tsunamis? How can we manage hazardous areas?	Our Urban World – Why are more people living in urban areas? What are the challenges for Mumbai? How are these challenges managed? How can we work towards a more sustainable urban world? River landscapes – How does the water cycle work? How do rivers change as you move downstream? What causes waterfalls to form? Why do meanders turn into ox bow lakes? What causes flooding? How do rivers make places vulnerable? How can the impacts of flooding be reduced?	The Geography of Africa – Where is Africa? What is the human and physical geography of Africa like? What biomes are found in Africa? Where do people live and why? How have historical factors influenced the development of countries in Africa? Why is the Nile so amazing? Why are there disputes over the use of the River Nile? How does plate tectonics affect Africa? What are the issues of urbanisation in Kenya? 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 What was Britain like before the Normans? (43-1066)	What was the impact of the Norman Conquest? (1065-1087) How did medieval people live their lives? (c.1170-1381)	How did the Silk Roads connect the medieval world? (c.750-1300) Did medieval monarchs always get their own way? (c.1170-1381)
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	Learning to learn in PE, Me in PE Teaching pupils our explicit expectations for all areas of PE and sport. 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		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

Year 7	TERM 1	TERM 2	TERM 3
	<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>Gymnastics – Developing routines and creativity, both individually and with partners; Creating balances; Use of space, formations, levels and unison</p>		<p>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 – 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>
<p>RE</p>	<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 - 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>Archbishop of York Young Leaders Award Module 1 Faith: Sessions 1-4</p>	<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>Archbishop of York Young Leaders Award Module 1 Faith: Sessions 5-10 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>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>Archbishop of York Young Leaders Award Module 3 Action</p> <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 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. To explore sentence construction and complex multiclausal 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. 	<p>Shakespeare Richard III Key Knowledge:</p> <ul style="list-style-type: none"> Know how historical events – Richard III's role in the War of the Roses - have been interpreted by Shakespeare and how the patronage of the play will have influenced his portrayal. Know how and why Richard III has been painted as a villain. Know how characters mirror contemporary values and attitudes: the role of women and the Other. Understand how, over time, history and audiences' reception to the play can be revised. What How Why – extending analysis. How to track through an extract. Know how to integrate context. Know how to appreciate writer's intentions within analysis <p>Contemporary literature Animal Farm Key Knowledge:</p> <ul style="list-style-type: none"> To know the influences from Orwell's life and times (the Russian Revolution). To understand Animal Farm as an allegory. 	<p>Contemporary literature Animal Farm Key Knowledge:</p> <ul style="list-style-type: none"> To explore and recognise recurring imagery and what it symbolises. Track key themes - corruption; control, conflict, power. The art of rhetoric/craft of speech writing; power of persuasion. To understand how characters develop and change through a text. Know the characteristics of dictatorship and democracy. To understand how the novel is used as a form of protest – exploring writer's intentions. <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.

Year 8	TERM 1	TERM 2	TERM 3
Maths	Fractions Cartesian Plane Representing Data Tables & Probability Brackets, Equations & Inequalities Sequences (1)	Sequences (2) Indices FDP & Percentages Working with Number Angles 3D Shape (1)	3D Shapes (2) Data Handling Averages and Range Straight Line Graphs 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	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
	Mark making, Compositional skills, Painting using new tools and in a 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	Staging techniques - stage positions, split scene, flashback, still images	History of Theatre - Greek, Commedia dell'arte	Mime - characterisation, stage directions, rehearsal, practice
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 technique, forming a dough, equal depth of scones, applying a glaze. Sweet and Sour – making a blended sauce Goujons – using food processor to make breadcrumbs, coating. Curry – knife skills, and use of the hob Shortcrust pastry: Jam Tarts / Mince Pies – rubbing in technique, forming a dough, rolling out, equal filling	Food Safety, Storage and Bacterial Growth. Hygiene Test. Practicals: Pin Wheels – kneading and working with a bread dough. Savoury Plait – use of puff pastry standard component, equal marking of pastry and plaiting. Lasagne – layering, making different sauces. Joe Wicks' Chicken Pie – use of filo pastry standard component as a topping, knife skills, sauce making.	Food provenance. Food Miles. Food Comprehension and Literacy. Food Waste. Seasonal Food. Knowledge Check questions. Practicals: 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.
French	My holidays and celebrations You can talk about where you go on holiday and what you usually do there. You'll also be able to	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	At home/ My town You can describe in detail where you live and what there is to do to there. You'll learn about

Year 8	TERM 1	TERM 2	TERM 3
	describe a holiday in the past tense. This term you'll also spend time focussing on grammar and practising different tenses	give your opinions on different forms of the media such as TV, films, music as well as give your attitudes towards reading.	different regions in France. You'll get the chance to learn about the French speaking world as well as study a film in French.
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>	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?
History	<p>What was the impact of the Wars of the Roses? (145-1509)</p> <p>In what ways did the Reformation matter to ordinary people? (1517-1558)</p> <p>Why was the world opening up to Elizabeth and her people? (1558-1603)</p>	<p>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>What was the impact of British presence in America, c.1607-1833?</p>	How far did the lives of the poor improve over the C19th? (1800-1900)
Music	<p>Coldplay - Aural skills, vocal performance, and keyboard performance</p> <p>Improvisation and the blues - Context and keyboard performance</p>	<p>Writing music - Technical composition</p> <p>Film music - Context, aural skills, and extended writing</p>	Classical music (1750-1820) - Context and keyboard skills
PE	<p>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 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>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;</p>

Year 8	TERM 1	TERM 2	TERM 3
	<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>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>Gymnastics – Developing more complex routines and creativity, both individually, with partners and in groups; Creating more complex balances; Use of space, formations, levels and unison</p>		<p>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>
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>What does it mean to be a person of faith in Hinduism?</p> <ul style="list-style-type: none"> - Beliefs about the nature of God - The Trimurti and other deities - Karma and reincarnation - Worship (puja) - Worship at home and in the Mandir - Important festivals - The Hindu caste system 	<p>Do sacred texts enable individuals and groups to respond in times of crisis?</p> <ul style="list-style-type: none"> - Making moral decisions - Who do we go to for guidance in times of crisis? - The Bible in times of crisis - How does the Bible influence our actions? - Is the Bible still relevant in responding to crisis today? - Can religion help respond to crisis? <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>End of year project</p> <ul style="list-style-type: none"> - Research an influential person of faith
Spanish	<p>My life You will learn to introduce yourself and describe</p>	<p>My school You will learn how to say what you study, your</p>	<p>My city You will learn how to describe where you live, tell</p>

Year 8	TERM 1	TERM 2	TERM 3
	<p>your personality. You will be able to give details such as your birthday, pets and your favourite colour.</p> <p>Translation Bee You will compete in the Spanish Translation Bee.</p> <p>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>	<p>opinion on your school subjects, what your school has and what you do at break time.</p> <p>My family and friends You will learn how to talk about your family members, your hair colour, eye colour and physical appearance and where you live.</p>	<p>the time, order in a café and talk about your future plans.</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"> To focus in on key areas of the novel that enable us to not only, open windows into another world, but to see that world reflected in our own lives. Knowledge of the interconnectivity between our lives and fiction. To be able to explain/ explore writer's message/intentions. Develop what/how/why questioning. To know how to track and explore key themes throughout a novel – how writers present conflict, relationships, age, family. To empathise with key characters and their situations. Know features of a successful narrative (single moment in time, Freytag's triangle, characterisation, vocabulary, sentence construction, building drama). Know how to form and express personal opinions. Know how to develop an evaluative perspective. Know how to create an effective essay plan (selecting key moments/evidence). 	<p>Shakespeare</p> <ul style="list-style-type: none"> Know how historical events – Richard III's role in the War of the Roses - have been interpreted by Shakespeare and how the patronage of the play will have influenced his portrayal. Know how and why Richard III has been painted as a villain. Know how characters mirror contemporary values and attitudes: the role of women and the Other. Understand how, over time, history and audiences' reception to the play can be revised Know how to track 'key moments' Know how to create an effective essay plan Know how to prioritise quotation selection. Know conventions of a successful essay (thesis statement, selecting/embedding relevant evidence, methods of extending analysis – writers' intent, zooming in <p>Pre 1914 Poetry 'Herstory' Anthology Key Knowledge:</p> <ul style="list-style-type: none"> To understand representations of gender through poetry. To know about how the representation of women has evolved over time. To know how gender is constructed. 	<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
			<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 (1)	Types of Number & Standard Form (2) 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, Human Biology: The Digestive System & The Circulatory System</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. Networks: Students will learn about the Internet, connectivity, Network topologies, client-server networks and encryption.	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	Face the Play: Playwright intentions, structural devices, staging techniques, performance techniques, evaluating,	Face The Play: Rhythm, Pace and Tempo, Non-verbal performance techniques, Greek Theatre techniques, still images for storytelling, character intentions,	Face The Play: The role of the director, stage directions, pace and pause, sight reading,
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: Cost of food. Ready-made v home made Religion and food choice 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 Enchiladas – sauce	Factors affecting Food Choice: Ethical and moral beliefs Food Comprehension and Literacy Allergies and intolerances Practicals: Spinach and Cheese Samosas – knife skills, folding and shaping. Meatballs / Chickpea balls in a ragu Sauce – knife skills, forming and shaping, sauce making	Factors affecting Food Choice: Food labelling Food marketing Practicals: Finnish Fruit Plait – kneading, shaping and plaiting dough. Mexican Chicken Bake – sauce making, vegetable preparation, frying

Year 9	TERM 1	TERM 2	TERM 3
	<p>making, vegetable preparation and even dividing. Cheese Tomato and Bacon Wraps – combining ingredients, assembling, shaping Festive Bake: Gingerbread Biscuits – melting method, rolling to accurate thickness, cutting to shape</p>	<p>Empanadas – rubbing-in technique, rolling out, pastry making, folding and shaping Kebabs – knife skills, marinating, combining ingredients</p>	<p>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 talk about where you listen to music. You can give my opinions on Francophone music and you 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.</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 change to make the world a better place.</p>
Geography	<p>The Biosphere – What are biomes and where are the major global biomes? 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? 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</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 and what is its climate like? How is the population of Russia distributed? How can we use GIS to investigate Russia? How does development vary across Russia? What biomes can be found in Russia? What are the Taiga and Tundra like? What is Russia's relationship with the Arctic? Why is there conflict with Crimea?</p>	<p>The 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
	in the UK? What is fracking? What role could nuclear power play in our future energy mix?		
History	What did British colonialism look like by the nineteenth century? (1776-1900) How did the experience of total war effect those in Britain and the Empire? (1910-1918)	Why are different stories told about Britain's journey to democracy? (1832-1928) What were the Bolsheviks trying to achieve? (1917 - 1929)	The Holocaust When was the turning point in the Second World War? (1939-45) Significant events/people of the C20th
Music	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	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.	Romantic Music (1820-1900) - Context and keyboard skills. Keyboard ensemble performance.
PE	Teaching Games for Understanding in Physical Education. 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. 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 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 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. Orienteering – Map reading; Team building exercises; Problem solving 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 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 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 Handball - Principles of attack and defence using different strategies, Use of space, Using specific terminology, Application through modified games		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 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 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

Year 9	TERM 1	TERM 2	TERM 3
RE	<p>Can conflict ever be justified?</p> <ul style="list-style-type: none"> - Causes of conflict - How to avoid conflict - Responses to conflict from a Christian and Muslim perspective - Pacifism (Dietrich Bonhoeffer) - Justice and resolving conflict - Peace and reconciliation - Christian charities working for peace - Forgiveness <p>Can conflict ever be justified?</p> <ul style="list-style-type: none"> - Is conflict ever justified? - The Just War Theory - Holy War and Lesser Jihad in Islam - Why are religions against terrorism? - Weapons of mass destruction 	<p>Should we commemorate the Holocaust?</p> <ul style="list-style-type: none"> - Core beliefs and practices of the Jewish faith - Diversity within the Jewish community - Jewish beliefs about G-d and how this influences behaviour - Jews and their relationship with G-d - Jewish life before the war - What was the Holocaust? - Kristallnacht - How visible was faith for Jews in the ghettos in World War Two? - How was daily life and practice influenced by the Holocaust? (Shabbat, Pesach, Bar Mitzvah, Chanukah) - What happened after the Holocaust? - What did liberation look like? - How did the Holocaust affect those who survived? (The Problem of Evil) - How do we commemorate the Holocaust? - How should we commemorate the Holocaust? 	<p>What does it mean to be a good steward in the 21st Century?</p> <ul style="list-style-type: none"> - Attitudes to the environment and the value of the world - Christians views on creation - What are the issues affecting the environment? - Use and abuse of animals - How do Christians respond to environmental issues? - Environmental issues and possible solutions - Stewardship and dominion - How do Christians actively promote stewardship? - How do faith communities respond to global issues? - The ethical treatment of animals
Spanish	<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 Reviews <p>Know exam timings Know how to approach question types How to 'expand the strand' to develop paragraphs Vary sentence starters/types</p> <p>A Christmas Carol Know context Writer's intent 'Big Questions' Explode an extract Key moments from the novella 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>Narrative Writing and Anthology</p> <ul style="list-style-type: none"> The comprehension section can be used as a stimulus for narrative To Understand timings and AOs Eduqas' expectations of the narrative Know how to plan for a range of titles (Freytag) Recapping knowledge of building plausible characterisation. To know how to vary sentence starters/ structures for effect Know a selection of poems from the anthology <p>An Inspector Calls Knowledge of plot, characters and central themes through 'big questions' Playwright's intentions How to 'zoom in' on language How to make effective revision resources How to plan essays</p>	<p>An Inspector Calls How to 'explode an extract'</p> <p>Poetry Anthology</p> <ul style="list-style-type: none"> Know what the exam questions look like and timings Know the key message of each poem Know the contextual influences of each poem Know poets' motives and intentions <p>19th Century Non-Fiction Comprehension + Transactional Writing Revision</p> <ul style="list-style-type: none"> Speeches Reports <p>GCSE Component 3 Speaking and Listening Formal presentation in standard English</p>
Maths	<p>Congruence, Similarity & Enlargement Right Angled Triangles Equations & Inequalities (1) Equations & Inequalities (2) Simultaneous Equations Angles & Bearings</p>	<p>Circles & Volume Vectors Ratios & Fractions Percentages & Interest Data (1)</p>	<p>Data (2) Probability Number Sequences Indices & Roots</p>
Biology	<p>Human Biology: Digestion, Enzymes, Food Tests, Blood & Vessels, Heart Structure & Problems, Lungs & Exchanging materials, Response to</p>	<p>Plant Biology: Cells Tissues & Organs, Transport, Transpiration, Factors, Photosynthesis, Rate, Uses of glucose</p>	<p>Plant Disease: Communicable & Non-communicable, Prevention & Treatment.</p>

Year 10	TERM 1	TERM 2	TERM 3
	exercise, Anaerobic Respiration, Metabolism & liver	Animal Disease: Communicable & Non-communicable, Prevention & Treatment, including uses of stem cells.	The Nervous System: Reflexes, Reactions, The Brain & The Eye.
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 several 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, 3D work, 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	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
	Influence on business (included where appropriate): 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 Component 1: Blood Brothers Component 1: Live Theatre Evaluation</p>	<p>Component 2: Devising Drama Practical Component 1: Blood Brothers Component 1: Live Theatre Evaluation</p>	<p>Component 2: Devising Drama Portfolio Component 1: Blood Brothers Component 1: Live Theatre Evaluation</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>USB Lamp: Research, design, manufacture base. Related Content: composites, manufacturing methods and material properties.</p>	<p>USB Lamp: Machine aluminium upright. Related Content: non-ferrous metals, industrial machinery. 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, 	<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> <ul style="list-style-type: none"> • Stock forms, types and sizes, • Scales of production, • Specialist techniques and processes, • Surface treatments and finishes.

Year 10	TERM 1	TERM 2	TERM 3
	Theory- Core Technical Principles: <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>) 	<ul style="list-style-type: none"> • Using and working with materials 	NEA (Non-examined Assessment) 50% of GCSE: <i>1st June contexts are released by AQA.</i> AO1 Identifying & investigating design possibilities & Producing a Design Brief & Specification.
Food	Eatwell Guide, balanced diet. Guidelines for healthy eating Planning a savoury meal for a teenager. Macronutrients: Protein, Carbohydrate (including Fibre) and Fat. Micronutrients: Fat soluble Vitamins A, D, E and K. Water soluble Vitamins B and C.	Micronutrients: Minerals: Calcium, Iron, Sodium, Fluoride and Iodine. Planning balanced meals How nutritional needs of people change at different life stages. Needs of different age groups. Importance of adapting recipes to meet a range of special dietary needs: Vegetarians and vegans, coeliac, lactose intolerant, high fibre, reduced sugar or salt, reduced fat. Energy	Relationship between diet, nutrition and health Major diet related diseases: obesity, CVD, CHD, high blood pressure, bone health including rickets and osteoporosis, dental health, anaemia, type 2 diabetes. Functional and chemical properties of foods: Proteins, Fats and Oils.
French	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. Free time and hobbies 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	Festivals and Celebrations/Health 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. Talking about where I live You can describe where you live in detail recapping this familiar topic as well as taking it to a much higher GCSE level. You can talk about the negative and positive aspects of your town and region as well as the social issues that may be present. You can discuss the weather in detail.	Holidays 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.

Year 10	TERM 1	TERM 2	TERM 3
	describe how you use the Internet and mention the advantages and disadvantages of being online.	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) 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 a number of 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>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 a number of 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>Physical Fieldwork – River Wyre</p>
History	<p>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?</p>	<p>Norman Britain (1066-1100) How did the Normans conquer and control England? How did William establish and maintain control?</p>	<p>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?</p>

Year 10	TERM 1	TERM 2	TERM 3
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)	Leadership: This is student-centred where they take responsibility for many aspects of the lesson e.g. (equipment manager, warm up, organising teams, refereeing/umpiring, updating scores, writing match report, register, awarding House Points etc.) Themes: (Invasion Games) Rugby Netball Handball (Fitness) Health Related Fitness - Gym (Individual) Cross Country Swimming (Net/Wall) Badminton Table Tennis	Leadership: This is student-centred where they take responsibility for many aspects of the lesson e.g. (equipment manager, warm up, organising teams, refereeing/umpiring, updating scores, writing match report, register, awarding House Points etc.) Themes: (Invasion Games) Football Hockey (Fitness) Health Related Fitness - Gym (Individual) Cross Country Swimming (Net/Wall) Badminton Table Tennis	Leadership: This is student-centred where they take responsibility for many aspects of the lesson e.g. (equipment manager, warm up, organising teams, refereeing/umpiring, updating scores, writing match report, register, awarding House Points etc.) Themes: (Athletic) Athletics (Net/Wall) Tennis (Striking & Fielding) Rounders Cricket
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 Aakhirah (life after death)	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	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

Year 10	TERM 1	TERM 2	TERM 3
	<p>Risalah (Prophets in Islam – Adam, Ibrahim and Muhammad) The imamate in Shia Islam Holy books in Islam</p>	<p>Zakah (almsgiving) Hajj (pilgrimage) The festival of Id-ul-adha Jihad (Lesser and Greater) The festival of Ashura</p>	<p>Divorce and remarriage The nature and purpose of families Roles of men and women in families Gender equality Gender prejudice and discrimination</p> <p>Paper 2 - Crime and Punishment Good and evil actions and intentions Reasons and causes of crime Types of crimes 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 Language	<p>Narrative Writing</p> <ul style="list-style-type: none"> • Know how to communicate clearly, effectively and imaginatively, selecting tone, style and register for different forms, purposes and audiences • 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 • Knowledge and skill of being able to write in an exam with timed conditions. <p>Fiction comprehension</p> <ul style="list-style-type: none"> • Knowing what good piece looks like in comparison with their target grade • Knowledge of the content, context and remembering exam approaches • Knowledge and skill of being able to write in an exam with timed conditions. • To understand how to revise effectively for this component – reading widely and well • To know where to access past papers • To know how to apply the mark scheme to enable effective self-assessment and promote independent learning 	<p>Transactional Writing</p> <ul style="list-style-type: none"> • Know how to communicate clearly, effectively and imaginatively, selecting tone, style and register for different forms, purposes and audiences • 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 Knowledge and skill of being able to write in an exam with timed conditions. <p>Non-Fiction Comprehension</p> <ul style="list-style-type: none"> • Knowing what a good piece looks like in comparison with their target grade • Knowledge of the content, context and remembering exam approaches • Knowledge and skill of being able to write in an exam with timed conditions. • To understand how to revise effectively for this component – reading widely and well – British Library • To know where to access past papers • To know how to apply the mark scheme to enable effective self-assessment and promote independent learning 	<p>Revision</p> <p>To know your targets and focus your revision on these key areas</p>

Year 11	TERM 1	TERM 2	TERM 3
English Literature	<p>Post-1914: AIC / BB / LOTF</p> <ul style="list-style-type: none"> Secure knowledge of key 'KILLER' quotations To know what a model answer looks like for your target grade To understand the requirements of achieving your target To know how to craft a successful 'explode the extract' essay response To understand ambitious vocabulary and apply it in essays To secure understanding of key characters and themes from the text <p>Macbeth</p> <ul style="list-style-type: none"> Secure knowledge of key 'KILLER' quotations To know what a model answer looks like for your target grade To understand the requirements of achieving your target To know how to craft a successful extract response To know how to craft a successful essay response To understand ambitious vocabulary and apply it in essays To secure understanding of key characters and themes from the text 	<p>Jekyll and Hyde</p> <ul style="list-style-type: none"> Secure knowledge of key 'KILLER' quotations To know what a model answer looks like for your target grade To understand the requirements of achieving your target To know how to craft a successful 'explode the extract' essay response To understand ambitious vocabulary and apply it in essays To secure understanding of key characters and themes from the text <p>Anthology and unseen</p> <ul style="list-style-type: none"> Secure knowledge of key 'KILLER' quotations To know what a model answer looks like for your target grade To understand the requirements of achieving your target To know how to craft a successful essay response to the single poem question To know how to craft a successful essay response comparing two poems To understand ambitious vocabulary and apply it in essays 	<p>Revision – teachers prioritise areas depending on the class but aim to revise elements of all texts.</p>
Maths	<p>Multiplicative Reasoning Linear and Non-Linear Graphs Solving Equations and Inequalities Rearranging Equations and Using Formula Geometric Reasoning</p>	<p>Algebraic Reasoning Transforming and Constructing Probability and Statistics Revision</p>	Revision
Biology	<p>The Endocrine System: Hormones & Reproduction</p> <p>Homeostasis: Kidney Dialysis & Transplants</p>	<p>DNA & Inheritance: Stem cells, Cloning & ethics. Variation & Evolution</p>	Biodiversity & Revision
Chemistry	<p>Chemical analysis -Chromatography, substance analysis, purity.</p>	<p>Air Pollution. Earth's resources- Resources,</p>	<p>Using Earth's resources (continued) Making Ammonia lab based and industrial</p>

Year 11	TERM 1	TERM 2	TERM 3
	Evolution and history of Earth's atmosphere, Greenhouse gases, Climate change.	Potable water, Extraction of metals, Life cycle assessments, Reduce reuse and recycle Using earth's Resources- Rusting, useful alloys, Polymers, Ceramics and glass,	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 The concept of Relational databases SQL Unit 2 Python programming tasks	Unit 8 Ethical, Legal etc.: Ethical impacts of technology on society Environmental impacts of technology on society. Legislation and privacy. Unit 2 Python programming tasks	Revision of all topics
Drama	Component 1: Revision Component 3: Texts in Practice	Component 1: Revision Component 3: Texts in Practice	Component 1: Revision

Year 11	TERM 1	TERM 2	TERM 3
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	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. 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 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.	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.	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
Geography	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.	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. Challenge of resource management -	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. AIB prep and revision

Year 11	TERM 1	TERM 2	TERM 3
	<p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</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. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.</p>	<p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges.</p>	
History	<p>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?</p>	<p>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?</p>	Revision
Music	<p>Composition - review exam board briefs, plan, research, development of both compositions Set works - revision, exam questions Performance assessment</p>	<p>Compositions - final drafts of both compositions Set works - revision, exam questions Music Listening and Theory</p>	Exam practice
PE (Core)	<p>Pathways: The focus is on student choice intended to maximise engagement through active participation, enjoyment etc. Pupils choose a pathway for the term and the activities within it change every 5 weeks (pupils get 6 lessons per rotation) Pathways: Competition, Recreation, Fitness - This gives us flexibility to choose the activities every 4 weeks within it and prevents it from becoming stale.</p> <p>Pathways: (Competition - Team) Rugby</p>	<p>Pathways: The focus is on student choice intended to maximise engagement through active participation, enjoyment etc. Pupils choose a pathway for the term and the activities within it change every 5 weeks (pupils get 6 lessons per rotation) Pathways: Competition, Recreation, Fitness - This gives us flexibility to choose the activities every 4 weeks within it and prevents it from becoming stale.</p> <p>Pathways: (Competition - Team) Football Basketball</p>	<p>Pathways: The focus is on student choice intended to maximise engagement through active participation, enjoyment etc. Pupils choose a pathway for the term and the activities within it change every 5 weeks (pupils get 6 lessons per rotation) Pathways: Competition, Recreation, Fitness - This gives us flexibility to choose the activities every 4 weeks within it and prevents it from becoming stale.</p> <p>Pathways: (Competition - Team) Softball Rounders</p>

Year 11	TERM 1	TERM 2	TERM 3
	Football Netball Hockey (Recreation) Badminton Table Tennis Basketball (Fitness) Dance Fitness Fitness Suite/ Gym	Hockey (Recreation) Volleyball Table Tennis Basketball (Fitness) Dance Fitness Fitness Suite/ Gym	(Recreation) Tennis (Fitness) Athletics / Running Fitness Suite / Gym
PE (GCSE)	Cardiovascular System Respiratory System Anaerobic and Aerobic Exercise	Factors affecting participation levels Media influences Commercialisation Sponsorship Ethics in sport Drugs in sport Violence in sport Mental preparation Types of guidance Types of feedback	Health, fitness and well-being Diet and nutrition Hydration Impact of diet and hydration on performance Revision for exams
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)</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 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)</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>

Year 11	TERM 1	TERM 2	TERM 3
	<p>Mission, evangelism and Church growth The worldwide Church and reconciliation The churches response to persecution The work of Christian charities</p>	<p>Value of the world Duties to care for the world: stewardship and dominion The use and abuse of the environment New content: Animal experimentation Use of animals for food Sanctity of life Quality of life Abortion Euthanasia Death and the afterlife</p>	
<p>Spanish</p>	<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 some opinions and solutions. You'll also be able to talk about health issues and how to live a healthy life. 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>	<p>Revision First priority to: Town, Holidays, School, Customs and festivals, Relationships/family, Hobbies/technology in everyday life, School, Cinema/music/TV</p>	<p>Revision First priority to: Town, Holidays, School, Customs and festivals, Relationships/family, Hobbies/technology in everyday life, School, Cinema/music/TV</p>

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	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	Continuation of Structures, focusing on artist analysis and the development of ideas	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
Biology	Biological Molecules: Lipids, Carbohydrates, Proteins, Water, Enzymes, DNA. Eukaryotic & Prokaryotic Cell Structure, Viruses.	Cell Division: Mitosis, Meiosis & Sexual Reproduction (plants & animals). Classification, Natural Selection & Biodiversity.	Transport in Cells, Gas Exchange, Circulation, Transport in Plants.
Business	What is business?: - Understanding the nature and purpose of business. - Understanding different business forms. - Understanding that businesses operate within an external environment. Managers, leadership and decision making: - Understanding management, leadership and decision making - Understanding management decision making. - Understanding the role and importance of stakeholders. Decision making to improve marketing performance: - Setting marketing objectives. - Understanding markets and customers. Decision making to improve marketing performance: - Segmentation, targeting and positioning (STP) - Using the marketing mix.	Decision making to improve financial performance: - Setting financial objectives. - Analysing financial performance. Decision making to improve financial performance: - Sources of finance. - Improving cash flow and profits. Decision making to improve Human Resource performance: - Setting human resource objectives. - Analysing human resource performance. Decision making to improve Human Resource performance: - Improving organisational design and human resource flow. - Improving motivation and engagement. - Improving employer-employee relations.	Decision making to improve operational performance: - Setting operational objectives. - Analysing operational performance - Increasing efficiency and productivity - Improving quality - Managing inventory and supply chains Analysing the strategic position of a business: - Mission, corporate objectives and strategy. - Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis. - 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	Introduction to A level Amount of substance	Kinetics/rates of reaction (year 1 level) Introduction to organic chemistry	Alcohols (part 2) Organic analysis (Part 2) Infra-red spectroscopy,

Year 12	TERM 1	TERM 2	TERM 3
	Time of flight mass spectroscopy Atomic structure Bonding and structure Energetics Periodicity Chemical Equilibria, Le Chatalier's principle, Kc Group 2 Alkaline Earth metals Redox reactions Group 7 (17) the halogens	Alkanes Alkenes Halogenoalkanes and CFCs Alcohols (part 1) Organic analysis chemical tests (part 1)	High Resolution Mass Spectrometry. Begin year 2 Program of study Thermodynamics: Introduction to Born-Haber cycles Introduction to Acids, Bases and pH scale
Computer Science	4.1 Fundamentals of programming: Practical experience of skeleton code OOP 4.2 Fundamentals of Data Structures: Multi-dimensional arrays Abstract data types 4.3 Fundamentals of Algorithms: Reverse Polish Searching and sorting algorithms Optimisation algorithms	4.4 Theory of Computation: Trace tables Abstraction and decomposition Regular languages Context-free languages Classification of 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	4.6 Fundamentals of Computer Systems: Hardware and software Classification of languages Translators Logic gates Boolean algebra 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

Year 12	TERM 1	TERM 2	TERM 3
English Literature	1a. Transitioning into A-Level English Literature unit. Introduce students to the genre of political and social protest writing and Comedy 1b. Introduce and apply literary theories to the reading of The Kite Runner and Twelfth Night	Completing Twelfth Night and the beginning Harrison's poetry Comedy anthology	Completing Harrison and non-examination assessment piece 1 Non-examination assessment piece 2
French	La famille en voie de changement: You will Describe and discuss trends in marriage and other forms of partnership as well as consider and discuss the merits and problems of different family structures. Finally, you'll consider relationships between the generations and discuss problems that can arise 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. Grammar : (weeks1&3 – intensive grammar transition) Present tense (regular & irregular) Negative forms Formation of perfect tense - avoir Formation of perfect tenses - être Formation of imperfect tense La Haine - film study - you will study the themes, characters, and cinematic techniques, as well as the impact of this cult film Formation of pluperfect tense Formation of simple future Formation of Conditional tense infinitive constructions followed by à / de understand and use object pronouns	La Patrimoine: You will understand the notion of heritage and heritage preservation on a regional and national scale, as well as consider the ways in which some of the country's most famous heritage sites market themselves. Finally, you will comprehend how heritage impacts upon and is guided by culture in society 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 adjective agreements si sentences (present & future) subjunctive with expressions of uncertainty subjunctive with verbs of wishing and emotional reaction conditional of modal verbs 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. conditional and si sentences (imperfect & conditional)	Exams Le Septième Art: You will consider a variety of aspects of French Cinema as well as the major developments in the evolution of French cinema. Finally you will look at the continuing popularity of French cinema and film festivals infinitive constructions revision of pluperfect formation of conditional perfect consolidation IRP launch – you will begin to think about possible topics for your research project No et Moi book study - you will study the themes, characters and literary techniques of this contemporary novel.

Year 12	TERM 1	TERM 2	TERM 3
		revision of future simple irregular verbs consolidation and revision	
Further Maths	<p>Pure: Roots of polynomials Complex numbers Sequences and series Matrices Complex numbers Roots of polynomials Rational functions and further algebra</p> <p>Applied: Discrete Random Variables Poisson Distribution Chi-Squared Tests Continuous Distributions Errors in Hypothesis Testing Confidence Intervals Introductory Mechanics</p>	<p>Pure: Complex numbers Conics Hyperbolic functions Polar coordinates Vectors</p> <p>Applied: Dimensional Analysis Momentum and Collisions Work, Energy and Power Circular Motion</p>	<p>Pure: Proof by induction Further calculus Sequences and Series Further vectors Further matrices</p> <p>Applied: Circular Motion EXAMS Yates' Correction Continuous Distributions t-tests and type 2 errors Confidence intervals</p>
Geography	<p>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</p> <p>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</p>	<p>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</p> <p>Physical: Coastal Systems and landscapes - Coasts as natural systems Systems and processes Coastal landscape development Coastal management Quantitative and qualitative skills</p>	<p>Human: Global governance continued Fieldwork residential NEA</p> <p>Physical: Coastal Systems and landscapes continued Fieldwork residential NEA</p>
History	Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement: 1.1 Theme 1: The quest for political stability,	Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement: 1.3. Historical interpretations: How revolutionary,	Paper 1: Britain, 1625-1701 – Conflict, Revolution and Settlement: 1.5 Theme 4: Economy, Trade and Empire,

Year 12	TERM 1	TERM 2	TERM 3
	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	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	1625-88 Paper 2: Russia in Revolution, 1894-1924 2.4 Topic 4: Defending the Bolshevik revolution, Oct 1917-24
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. NEA: Desktop publishing basics Recreate a magazine cover focused on use of media language and representations Using a camera effectively Mini moving image project – filming and editing	Advertising and Marketing. Media Language and Representation Long Form TV Drama: In depth (all frameworks) NEA: Web design and PhotoShop Engaging audiences Mini brief – focus on meeting the requirements of a brief Select a brief and begin research. Plan writing statement of intent	Long form TV Drama In depth (all frameworks) Music videos Media Language and Representation NEA: Production work Write first draft of Statement of Intent. To be redone next year. Workshops to enhance specific skills
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	Physiological factors Respiratory system values	Physiological factors Preparation and training methods

Year 12	TERM 1	TERM 2	TERM 3
	<p>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 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>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 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>Aerobic training Strength training Flexibility training Impact of training on lifestyle diseases Psychological factors Group dynamics Goal setting Memory Socio cultural factors 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</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>

Year 12	TERM 1	TERM 2	TERM 3
		and photon emission. Principle of superposition of waves and formation of stationary waves Wave-particle duality Interference	
Product Design	ADC Skills & Theoretical Underpinning: Advanced Digital Communication Skills, Photoshop / Illustrator tutorials & Reverse Engineering CAD task (Advanced CAD)	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 & MDF Mechanisms) Final Design & Evaluation.	NEA: AO1 Identifying & investigating design possibilities & Producing a Design Brief & Specification
Psychology	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	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	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

Year 12	TERM 1	TERM 2	TERM 3
Religious Studies	<p>Philosophy of Religion: Religious Experience Arguments for the existence of God: The Design Argument The Cosmological Argument The ontological Argument</p> <p>Ethics and religion: Normative ethical theories: Introduction & Natural Moral Law Situation Ethics</p>	<p>Philosophy of Religion: Evil and Suffering Miracles Religious Language Self-death and afterlife</p> <p>Ethics and religion: Normative ethical theories: Aristotle's virtue ethics Application of ethical theories: Issues of theft and lying</p>	<p>Christianity: Sources of wisdom and authority God Self, death and afterlife Good conduct and key moral principles</p> <p>Ethics and religion: Application of ethical theories: Issues of human life and death Issues of non-human life and death</p>
Core RE	<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 Religious Concepts: Sewa, Daya, Service, Compassion, Love and Hope, Courageous Advocacy, Koinonia, Humility</p>	<p>12.2 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>12.2(b) What can we do about suffering?</p> <p>Core Christian Concepts: God, People of God, Gospel 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 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: Core theme: Socialisation, culture and identity Nature vs Nurture Norms and Values Customs - multiculturalism Primary and Secondary socialisation Core Theme: Social, Differentiation, power and stratification Research methods: studies and methodology</p>	<p>EDUCATION: Marxism Social class: Internal/external factors Cultural & Material deprivation theory and cultural capital Exam Skills (30 mark essays) Gender (girls): Internal/external factors Feminism (impact): changes in family, employment and perceptions</p>	<p>CULTURE & IDENTITY: Conceptions of Culture (theories) Identity and the self Core theme: Social differentiation, power and stratification Class/Gender/Age/Disability/Sexuality/Disability/Ethnicity/Nationality Globalisation Research methods: Studies and methodology</p>

Year 12	TERM 1	TERM 2	TERM 3
	<p>Social class: key issues Gender: key issues Sociological perspectives Macro v Micro/Structure v Action Conflict Structuralism - Marxism Consensus Structuralism - Functionalism Social Action - Symbolic interactionism</p> <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>Research Methods: studies and methodology Ethnicity: internal and external factors Social Policy in Education</p> <p>RESEARCH METHODS/METHODS IN CONTEXT: Researching social life Primary & Secondary Sources Qualitative v Quantitative methods 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>	<p>Identity and contemporary Society</p> <p>Exam Skills</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 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
	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.	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.	
English Language	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	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	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.
English Literature	<i>The Importance of Being Earnest</i> <i>A Doll's House</i>	Mock examination preparation then revision based on development needs	Revision based on development needs
French	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. revise present & future tense verbs revise conditional tense verbs form and use the passive voice form the subjunctive Quel avenir pour la politique: We will discuss	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. 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. Revise imperfect tense Revise the perfect tense	Intensive exam preparation for all 3 papers to be organised according to group needs

Year 13	TERM 1	TERM 2	TERM 3
	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 look at the future of politics and political engagement.	Revise the pluperfect tense Pronouns – subject, direct object, indirect object consolidation relative pronouns La Criminalité: We will examine different attitudes to crime, and discuss prison and its merits and problems, as well as look at alternative solutions. 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. recognising the past historic Tense sentences with ‘si’ infinitive constructions future perfect & conditional perfect No et Moi revision La Haine revision	
Further Maths	Pure: Further matrices Further transformations Further graphs and inequalities Differential equations Applications of differential equations Further hyperbolic functions Applied: Circular Motion Centres of Mass and Moments Continuous Random Variables Exponential Distribution	Pure: Further calculus Further polar coordinates Maclaurin Series and limits Further calculus Numerical methods Applied: Inference (One sample t-testing) Confidence Intervals Momentum and Collision Work, energy and power Collision Discrete Random Variables	Revision
Geography	Human: Global systems and governance continued NEA Contemporary urban environments - Urbanisation	Human: NEA Contemporary urban environments continued - Urban drainage	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.

Year 13	TERM 1	TERM 2	TERM 3
	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	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	
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 Functions Further Differentiation Further Integration Techniques Further Applications of Calculus Differential Equations Numerical Solution of Equations Numerical Integration Applications of Vectors	Conditional Probability The Normal Distribution Further Hypothesis Testing Projectiles Forces in Context Moments	Revision
Media	Video Games Radio Newspapers Audience and Industry	Magazines Online, Social and Participatory Media	Revision

Year 13	TERM 1	TERM 2	TERM 3
	NEA: Production work Completion Revisit statement of intent		
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
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

Year 13	TERM 1	TERM 2	TERM 3
Product Design	NEA: AO2 Design & make prototypes that are fit for purpose, development of design proposal(s) & Development of design prototype(s). AO3 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 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	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
	Forensic psychology - serial killers, Offender profiling - top down approach		
Religious Studies	<p>Christianity: Christianity, Gender and Sexuality Christianity and science Christianity and the challenge of secularisation</p> <p>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</p> <p>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>
Core RE	<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>Religious concepts: Suffering, Persecution, Faith, Koinonia, Body of Christ, Church, Sacred, Hope, Salvation, Forgiveness, Reconciliation</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>
Sociology	<p>CRIME & DEVIANCE: Theories of Crime Functionalism - Strain theory, subcultures</p>	<p>MEDIA: Core theme: Social differentiation, power and stratification</p>	Revision

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