









Curriculum – Executive Summary & Narrative 2021 - 2023

Key Stage 3 & Key Stage 4

Updated November 2021

Curriculum Vision & Narrative

Our core purpose is to provide a first-class education. Every child (regardless of starting point, disadvantage, SEND need) has the right to acquire knowledge and skills in every subject before they leave SWB. We want to create consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum, teaching and assessment.

We want our curriculum to be inclusion and challenging in its depth and breadth so that it will:			
	Challenge all students to be the best that they can be		Equip our students with Character Resilience Organisation Excellence C.O.R.E. values thus developing students who are resilient , lifelong learners
	Provide students with knowledge required to be successful		Provide deep learning that accelerates our students understanding of the world around them
	Equip all our students with the fundamental literacy, numeracy and digital skills enabling them to strive in the modern world.		Equip our students with ambition and aspirations so that they become happy and successful members of society
	Provide them with the skills to retain and apply knowledge		Enables students have a range of qualifications that facilitate their next steps in their education and career

In order to achieve this, we have been developing a set of curriculum principles to drive our work:

1. The curriculum must provide a **map that directs what knowledge should be taught and when it should be taught**. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
2. We have a **spiral curriculum** which must be taught in a **coherent and step-by-step sequence** that allows for the incremental development of knowledge within each subject/topic.
3. When possible, each new unit of learning should **build upon the previous** units/learning.
4. Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
5. Learning and performance should not be confused. **Curriculum design should support real learning**, which requires **durable changes to long-term memory**.
6. Our curriculum is **live document**, continually reviewed flexible and around the needs of students. **Teachers use ongoing formative and summative assessments** to guide future planning and delivery.
7. Classroom staff understanding of our curriculum and their subject is consistency strengthen through a high quality CPD program, bespoke around need.

Curriculum Implementation & Impact Plan

<p style="text-align: center;">Curriculum Development Actions 19-21 Reflect – Develop - Strengthen</p> <p>Whole Academy Curriculum Review</p> <ul style="list-style-type: none"> Internal and external review of curriculum Reviews lead to strategic Whole Academy and Subject based action plans to strengthen curriculum and staff expertise. <p>Whole Academy Developments</p> <ul style="list-style-type: none"> Clear vision & expectations supported by OAT/Senior teams Introduction of CORE Curriculum 7-13 Change to 3 year KS3 <p>Subject Area Developments</p> <p>Within curriculum planning docs each subject area has mapped:</p> <ul style="list-style-type: none"> A spiral curriculum which identifies knowledge (& skills) that should be taught and when it should be taught in step-by-step sequence Planned formative and summative assessments to review the durable changes to long-term memory. Developed teacher resources to support efficient delivery of curriculum. Created student resources (including knowledge organisers) to enhance knowledge retention Key curriculum documents are centralised and made available for all. <p>Staff CPD</p> <p>Classroom staff understanding of our curriculum and their subject is consistency strengthened through a high quality CPD program, bespoke around academy, subject and individual needs. CPD included:</p> <ul style="list-style-type: none"> Curriculum Sequencing and Development How students retain knowledge. SEND strategies to reduce the barriers to learning. Literacy & Reading Strategies Effective routines for learning 	<p style="text-align: center;">Covid Response Our Recovery Curriculum</p> <p>Home learning During Lockdowns</p> <ul style="list-style-type: none"> Normal Timetable of learning was delivered (virtual lesson via teams started June 2020) 2020 lockdown curriculum adapted to focus on activating and motivated learning via knowledge and retention activities (including CORE and PE activities). From Sept 2021 wherever possible home learning match in school curriculum. From Jan 21 all lessons were virtual Students supported by weekly contact home, Home Learning Guidance packs, CORE activities, stationary & IT provisions/support were appropriate <p>Reopening September 20</p> <ul style="list-style-type: none"> Bridging Curriculums across all years and subjects. LTP & MTP's were continually reviewed, flexible and around the needs of students. Teachers used ongoing formative and summative assessments to guide future planning and delivery. CORE Curriculum adapted to focus on the knowledge and skills students most needed. This allowed the focus to be around securing the skills to restart, alongside Positive Health & Wellbeing Knowledge organisers launch to staff, students and parents Weekly CPD focused on strengthening staff understanding on how to deliver their subject curriculums and remove barriers to learning (especially literacy, numeracy, SEND, disadvantage, mental health) Targeted intervention was put in place for students most adversely affected by lockdown. These students accessed a series of high quality additional interventions to assist students regain study habits and close gaps in learning. <p>Reopening March 21</p> <ul style="list-style-type: none"> Remapped a flexible 20/21 Curriculum with the aim of re-routing by Summer 21. Used formative and summative assessments to gain a clear picture of students learning Raised teaching knowledge of student's needs (especially SEND and PP) and successful strategies to us via a series of ongoing CPD session throughout the Spring/Summer term. This will include the launch of provision mapping tool in the Summer term Individual teachers used enhanced knowledge to plan sequence of learning and seating plans Trained middle leaders to deliver effective co-planning. Weekly co-planning sessions used to support the effective implementation of the intended curriculum. New behaviour curriculum with 3 Routines for Learning. Launch involved training for students and staff, followed by supportive learning walks to help staff embed routines 	<p style="text-align: center;">Curriculum Development Actions 21-23 Embedding Our Curriculum</p> <p>Embed intended curriculum across the academy. Includes:</p> <ul style="list-style-type: none"> Relaunch SWB Learning Approach: defining what teaching looks like at SWB (including strengthening Routines for Learning) CPD across the year reinforces the learning approach SEND & literacy is incorporated Effective assessment, feedback & tracking systems support responsive teaching Drive engagement in Home Learning <p>Developing staff expertise:</p> <p>Senior level – develop understanding of curriculum via CPD and guided line management, enabling them to confidently question leaders and diagnose the kind of support/challenge and lead purposeful engagement debates about overall purpose and ambition of curriculum as a whole</p> <p>Learning level – develop whole staff bodies understanding of science behind learning and barriers to learning (especially SEND and Literacy)</p> <p>Subject level – developing subject expertise via:</p> <ul style="list-style-type: none"> Weekly co-planning of enactment of the curriculum Access to a range of subject based professional learning opportunities – linked to continually signposted by DPA Training to effectively review curriculum implementation (internal and external) <p>Instructional Coaching -for staff not yet consistency securing learning in their classrooms</p> <p>Monitor and Evaluate Quality of Education: analyses the intended v enacted curriculum and review the impact of a SWB education. Throughout all M&E sub group provision/progress will be reviewed (especially SEND & PP) ensuring all students are receiving their full entitlement. The analysis will be used to strengthen the curriculum provision. QA will include:</p> <ul style="list-style-type: none"> Reviewing intended curriculum v enacted curriculum via Curriculum Reviews. overview collated by KEL to inform next steps and curriculum support Interval verification of Assessments papers prior to setting Data Analysis of Curriculum Impact – used year group overviews track an overview of the impact of the curriculum Monitoring Routines for Learning SLT Focus Reviews (linked to ADP) <p>Cross Curricular Connections –bridge knowledge and skills across the curriculum so that relevant knowledge or skills taught and sequenced in different subject areas are taught at the same time (including literacy, and numeracy). Over the academic year this will start in KS3 with - DT & Maths & Science; English & History/RE & Drama; Geography & Maths</p> <p>Communication of our Curriculum – ensuring parents and externals can gain a real understanding of the quality of our first-class education</p>															
<p>IMPACT</p> <ul style="list-style-type: none"> Well sequence Curriculum planning documents across all subjects with resources that support teaching planning all uploaded to Staff portal area Staff and students could clearly articulate learning journeys in individual subjects resulting in visible improvements in students' knowledge retention which led to some improvements in internal assessments (support by external visitors). Improved Staff Retention 	<p>TARGETED IMPACT</p> <ul style="list-style-type: none"> Behaviour Curriculum has led to a every classroom enabling learning to flourish 100% Strong or better teaching Progress 8 score +0.1 Students make rapid progress across all subjects because the curriculum & teaching is meeting their individual needs. This is a direct result of a more knowledgeable staff body 																
<table border="1"> <thead> <tr> <th></th> <th>2019 Validated</th> <th>2020 COVID</th> <th>2021 COVID</th> </tr> </thead> <tbody> <tr> <td>Outcomes</td> <td> <ul style="list-style-type: none"> 46% KS4 Students 4+ Eng & Maths 25% KS4 students Eng & Maths -0.12 P8 (Average) -0.23 disadvantage P8 -0.91 SEND P8 A*-E 87%/App 31.2/Acad 25.2 </td> <td> <ul style="list-style-type: none"> 54% KS4 Students 4+ Eng & Maths 27% KS4 students Eng & Maths +0.18 P8 -0.15 disadvantage P8 -0.21 Send P8 A*-E 93%/App 28.7/Acad 22.9 </td> <td> <ul style="list-style-type: none"> 54% KS4 Students 4+ Eng & Maths 34% KS4 students 5+ Eng & Maths +0.24 P8 +0.02 disadvantage P8 0.00 SEND P8 A*-E 100%/App 35.3/Acad 28.7 </td> </tr> <tr> <td>Attendance</td> <td>94.1%, (PA = 12.3%)</td> <td>94.8% (PA = 11.7%)</td> <td>89.1% (PA = 22.4%)</td> </tr> <tr> <td>Behaviour</td> <td>Fixed term Ex = 28% Reflects = 5847</td> <td>Fixed term Ex = 9.7% Reflects = 751 (6 months in school)</td> <td>Fixed term Ex = 10.3% Reflects = 949 (9 months in school)</td> </tr> </tbody> </table>		2019 Validated	2020 COVID	2021 COVID	Outcomes	<ul style="list-style-type: none"> 46% KS4 Students 4+ Eng & Maths 25% KS4 students Eng & Maths -0.12 P8 (Average) -0.23 disadvantage P8 -0.91 SEND P8 A*-E 87%/App 31.2/Acad 25.2 	<ul style="list-style-type: none"> 54% KS4 Students 4+ Eng & Maths 27% KS4 students Eng & Maths +0.18 P8 -0.15 disadvantage P8 -0.21 Send P8 A*-E 93%/App 28.7/Acad 22.9 	<ul style="list-style-type: none"> 54% KS4 Students 4+ Eng & Maths 34% KS4 students 5+ Eng & Maths +0.24 P8 +0.02 disadvantage P8 0.00 SEND P8 A*-E 100%/App 35.3/Acad 28.7 	Attendance	94.1%, (PA = 12.3%)	94.8% (PA = 11.7%)	89.1% (PA = 22.4%)	Behaviour	Fixed term Ex = 28% Reflects = 5847	Fixed term Ex = 9.7% Reflects = 751 (6 months in school)	Fixed term Ex = 10.3% Reflects = 949 (9 months in school)	
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Curriculum overview 2021-2022

Year 7 (8 groups X1,2,3,4, & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 8 (8 groups X1,2,3,4, & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 9 (9 groups X1,2,3,4,5 & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 10

Pathway	Pot A		Sci		Core		Opt A	Opt B	Opt C	Total
Triple	4	5	4		2	1	3	3	3	25
Eng	Eng	Maths	Triple Science		Healthy living +PE	C.O.R.E.	Sci	Free choice Option	Free choice Option	
Main	4	5	4		2	1	3	3	3	
Eng	Eng	Maths	Combined Science		Healthy living +PE	C.O.R.E.	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

Year 11

Pathway	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Ambition Academy Triple	5	5	2	2	2	2	1	2	2	2	25
Eng	Eng	Maths	Bio	Chem	Phy	Healthy living +PE	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	
Main	5	5	2	2	2	2	1	2	2	2	
Eng	Eng	Maths	Sci	Sci	MFL/Hi/Gg	Healthy living +PE	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	

Curriculum overview 2022-2023

Year 7 (8 groups X1,2,3,4 & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T	Drama & Music	Art & Textiles	MFL French or Spanish	Geo	Hist	PRE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 8 (8 groups X1,2,3,4 & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T	Drama & Music	Art & Textiles	MFL French or Spanish	Geo	Hist	PRE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 9 (8 groups X1,2,3,4 & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 10

	Pot A		Sci	Core		Opt A	Opt B	Opt C	Total
Pathway	4	5	4	2	1	3	3	3	25
Triple Route	Eng	Maths	Triple Science	Healthy living +PE	C.O.R.E.	Triple Science	Free choice Option	Free choice Option	
Main	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E.	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

Year 11

	Pot A		Sci	Core		Opt A	Opt B	Opt C	Total
Pathway	5	4	4	2	1	3	3	3	25
Triple Route	Eng	Maths	Triple Science	Healthy living +PE	C.O.R.E.	Triple Science	Free choice Option	Free choice Option	
Main	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E.	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

Please Note – our curriculum is a live document as is adjusted to suit needs of students and their progression through the curriculum.


	English	Maths	Science	MFL	Geography	History	R.E.	ICT
Term 1	MASTERY – OLIVER TWIST	Unit 1 - Numbers and Numerals Unit 1 - Numbers and Numerals Unit 2 - Axioms and Arrays Unit 2 - Axioms and Arrays Unit 3 - Factors and Multiples Unit 3 - Factors and Multiples Unit 4 - Order of Operations Unit 4 - Order of Operations "Unit 4 - Order of Operations Unit 5 - Positive and Negative Numbers" Unit 5 - Positive and Negative Numbers Unit 5 - Positive and Negative Numbers Unit 6 - Introducing Sequences, Expressions and Equations Unit 6 - Introducing Sequences, Expressions and Equations "Unit 6 - Introducing Sequences, Expressions and Equations Year 7 Re-Teach Week"	A: Introduction to Science C1a: States of Matter and Atoms, Elements & Compounds C1b: Separating Mixtures C1c: Acids & Alkalis	Back to school	Introduction to the UK Physical landscape of the UK	Topic- Romans Topic- The Norman invasion and conquest	Is there more to this life than we know? Do the teachings of Jesus stand the test of time?	Digital literacy Digital campaign
Term 2	MASTERY – A Midsummer Night's Dream	Unit 7 - Angles Unit 7 - Angles Unit 8 - Classifying 2D Shapes Unit 8 - Classifying 2D Shapes Unit 9 - Constructing Triangles and Quadrilaterals Unit 9 - Constructing Triangles and Quadrilaterals Unit 10 – Coordinates Unit 10 - Coordinates Unit 11 - Area of 2D Shapes Unit 11 - Area of 2D Shapes Unit 12 - Transforming 2D Figures Unit 12 - Transforming 2D Figures Unit 13 - Prime Factor Decomposition	C1 Assessment P1a: Energy P1b: Forces P1c: Earth & Space	All about me	Living in Wolverhampton Weather and climate	Topic- Medieval Life Topic- Medieval Kings	How useful is scripture in a time of need?	Computer components Data representation
Term 3	MASTERY – A Midsummer Night's Dream	Unit 13 - Prime Factor Decomposition Unit 14 - Equivalent Fractions Unit 14 - Equivalent Fractions Unit 15 - All Operations Acting on Fractions Unit 15 - All Operations Acting on Fractions Revision "Revision Unit 16 - Ratio" Unit 16 - Ratio Unit 17 - Percentage Unit 17 - Percentage Year 7 Re-Teach Week Unit 1 - Numbers and Numerals (Enrichment)	B1a: Cells B1b: Body Systems P1 Assessment B1c: Ecosystems	Food	Challenges and opportunities in the UK	Topic- The Tudors Topic- Local history- Dudley Castle	How important are holy buildings in contemporary Britain?	MicroBits Python Basics

Year 7

To ensure students experience a broad and varied curriculum there is a termly rotation around D&T, Music, Art, Textiles, Music and Drama

Design Technology	Engineering	Hospitality	Textiles	Art	Music	Drama	PE
<p>Design Creatively design at least one element of your product.</p> <p>Make Select and use appropriate tools and materials. (Wood and plastics) Work safely and accurately</p> <p>Evaluate Reflect on your strengths and weaknesses and suggest improvements.</p> <p>Technical Knowledge Understand what design is and how we do it</p> <p>Exam preparation Revise for assessments and reflect on successes and failures.</p>	<p>Design Produce and read technical drawings for the manufacture of engineered products.</p> <p>Make Select and use appropriate tools and materials. Work safely and accurately. (Metals and plastics)</p> <p>Evaluate Reflect on your strengths and weaknesses and suggest improvements.</p> <p>Technical Knowledge Have an awareness of the varying types of engineer and sectors.</p> <p>Exam preparation Revise for assessments and reflect on successes and failures.</p>	<p>Know how food can cause ill health.</p> <p>Students should be aware of and be able to analyze, identify, explain or describe: Food-related causes of ill health Common types of food poisoning Symptoms of food induced ill health Food safety hazards in different situations Risks to food safety Control measures Food safety regulations</p> <p>Use techniques in preparation of commodities: Techniques Weighing and measuring Chopping Shaping Peeling Whisking Melting Rub-in Sieving Segmenting Slicing</p>	<p>Monster project: Students study the work of Jon Burgerman and create an artist copy before developing their own ideas inspired by his work using recycled textiles and embroidery/ applique techniques.</p>	<p>Students begin to study the Formal Elements of art, concentrating on tone, texture, pattern and colour.</p> <p>Sweet Treats: Pencil tone Pencil crayon, artist copy, before moving on to 3D work using paper mache and paint.</p> <p>Swarm: Students use mark making techniques to record surface details and textures of insects. Develop texture into mixed paper collage and apply techniques learnt previously to complete mixed media pen drawing. Move on to create an installation piece based on tessellated patterns.</p>	<p>Students work on a carousel basis around Music, Drama, and Art & Textiles.</p> <p><u>SOL 1: Building Bricks (The Elements of Music)</u></p> <p>Designed to actively engage in music making and allow teachers to baseline assess student's prior knowledge of performing, composing and listening and evaluating. Students will learn about or develop their understanding of the musical elements and are introduced to graphic score.</p> <p><u>SOL 2: What makes a good song?</u></p> <p>Students will listen to a range of music from different periods. They will also use their vocal skills and will learn about the importance of Hooks and Riffs, Popular Song Structure and the various difference components of a song.</p>	<p>Students are studying a 'silent movies' SOL to focus on the physical and movement skills required to be a performer.</p>	<p>Students will rotate around 9 sports. Students learn more advance skills and tactics, applying skills in competitions. Developing a greater understanding of the rules of sports.</p> <p>Aut- Leadership – Leading a safe and effective warm-up Communication & Evaluation – Discuss performances using keywords and structured sentences. Health & Fitness – What happens to your body during exercise? Spr- Leadership – Coaching a skill Communication & Evaluation – Verbally explain how to overcome challenges and improve performances. H&F – Identifying fitness components used in sport. Sum- Leadership – Taking on different roles in sport Communication & Evaluation – Reviewing performance against success criteria. H&F – How to improve own health and fitness.</p>

Year 8

 English		Maths	Science	MFL	Geography	History	RE	ICT
Term 1	Modern Novel – Reading for Meaning and Pleasure	Year 7 Unit 5 - Positive and Negative Numbers Unit 1 - Sequences Unit 1 - Sequences "Re-Cap Year 7 Unit 6 - Expressions and Equations Unit 2 - Forming and Solving Equations" Unit 2 - Forming and Solving Equations Unit 3 - Forming and Solving Inequalities Unit 3 - Forming and Solving Inequalities	B2a: Respiration B2b: Unicellular Organisms B2c: Health B2d: Plants	My holidays	Our physical world Our unequal world	Topic- The Tudors Topic- The English civil war	How do believers practise their faith? (An exploration of prayer and pilgrimage)	Computer Logic Algorithms
	Narrative Writing – The Gothic	Unit 4 - Linear Graphs Unit 4 - Linear Graphs Unit 5 - Accuracy and Estimation Unit 5 - Accuracy and Estimation Unit 6 - Ratio Unit 6 - Ratio Revision						
Assessment Period 1 4/1/22 - 14/1/22								
Term 2	The Tempest	Revision Unit 7 - Real Life Graphs and Rate of Change Unit 7 - Real Life Graphs and Rate of Change Unit 8 - Direct and Inverse Proportion Year 8 Re-Teach Week Unit 8 - Direct and Inverse Proportion Unit 9 - Univariate Data	B2 Assessment C2a: Chemical Reactions and Introduction to Quantitative Chemistry C2b: The Periodic Table C2c: Earth Science	Film and TV	Our urban world Our living world	Topic- The Industrial Revolution Topic- Slavery & Empire	How challenging is it to be a teenage believer today?	Flowcharts Python advanced
	Transactional Writing – Speeches	Unit 9 - Univariate Data Unit 10 - Bivariate Data Unit 10 - Bivariate Data Year 7 Unit 12 - Transforming 2D Figures Year 7 Unit 12 - Transforming 2D Figures "Re-Cap Year 7 Unit 7 - Angles Unit 11 - Angles in Polygons"						
Term 3	Poetry – Identity and Relationships	Unit 11 - Angles in Polygons Unit 11 - Angles in Polygons "Year 7 Unit 9 - Constructing Triangles and Quadrilaterals Unit 12 - Bearings" Unit 12 - Bearings Revision Unit 13 - Circles and Composite Shapes" Unit 13 - Circles and Composite Shapes Unit 13 - Circles and Composite Shapes Unit 14 - Volume and Surface Area of Prisms Year 8 Re-Teach Week Unit 14 - Volume and Surface Area of Prisms Unit 14 - Volume and Surface Area of Prisms	P2a: Sound P2b: Light P2 Assessment P2c: Electricity & Magnetism	Going out	Global issues	Topic- WW1 Topic- Interwar years	Can religion contribute to a more equal society?	Excel-ling Mobile App development
	Project Based Writing							
Assessment Period 2 13/6/22 – 24/6/22								

Year 8

To ensure students experience a broad and varied curriculum there is a termly rotation around D&T, Music, Art, Textiles, Music and Drama

Design Technology	Engineering	Hospitality	Textiles	Art	Music	Drama	PE
<p>Design Produce technical drawings in 2D and 3D. Use CAD to produce elements of your drawing.</p> <p>Make Complete work using a variety of skills. Work with at least 2 different categories of material (Hardwoods and softwoods). Mark out work with accuracy. Work with safety at all times</p> <p>Evaluate Reflect on strengths and weaknesses at regular intervals. Regularly suggest how you will improve</p> <p>Technical Knowledge Understand why design is so important. Explain how designers change our world</p> <p>Exam preparation Revise for assessments. Reflect on strengths and weaknesses</p>	<p>Design Produce technical drawings in 2D and 3D. Use CAD to produce elements of your drawing.</p> <p>Make Complete work using a variety of skills. Work with at least 2 different categories of material (Ferrous and Non-ferrous). Mark out work with accuracy. Work with safety at all times</p> <p>Evaluate Reflect on strengths and weaknesses at regular intervals. Regularly suggest how you will improve</p> <p>Technical Knowledge Name the different engineering sectors. Describe what an engineering discipline is.</p> <p>Exam preparation Revise for assessments. Reflect on strengths and weaknesses</p>	<p>Understand the importance of nutrition when planning meals.</p> <p>Students should be aware of and be able to analyse, identify, explain or describe: Describe the functions of nutrients Compare the nutritional needs of specific groups Explain what happens if you don't have a balanced diet Know how the different cooking methods impact on the nutritional value of foods Know the factors to consider when planning menus Be aware of environmental issues when cooking Explain how the dishes meet the customer needs.</p> <p>Use techniques in preparation of commodities: Techniques Weighing and measuring Chopping Shaping Peeling Whisking Melting Rub-in Sieving Segmenting Slicing</p>	<p>Holly Levell Students build on textile materials and processes learnt in Year 7 and go on to develop ideas inspired by the work of Holly Levell.</p>	<p>Sandra Chevrier. Students build on tonal drawing skills from Year 7 to create more refined drawings of facial features before completing a copy of Sandra Chevrier's work. They then go on to respond to Chevrier's work to develop their ideas.</p> <p>Modern Day Idols: Students create abstract layered paintings inspired by Sunil Pawar. They go on to produce a tonal portrait of their Idol and use digital media to create a stencil from it to create their own response to his work.</p>	<p>Students work on a carousel basis around Music, Drama, and Art & Textiles.</p> <p>SOL 1: Keyboard Skills Students will learn how to use the basic keyboard functions and the notes on the keyboard. They will cover basic music notation and why sharp and flat notes are important.</p> <p>SOL 2: I've got Rhythm (Exploring Rhythm & Pulse) Students will be taught the difference between rhythm and pulse and why these are important. They will be introduced to basic music note durations and rhythm grids. They will use a range of instruments to do this.</p>	<p>The SOL 'Superheros' builds on the topic from Year 7 as it now introduces vocal skills and techniques. These include freeze frames, thought tracking, role play and narration.</p>	<p>Aut- Leadership – Leading a 3 part sport specific warm-up</p> <p>Communication & Evaluation – Verbally skills an individual uses.</p> <p>Health & Fitness – Linking components of fitness to activities.</p> <p>Spr- Leadership – Independently plan and organise practice.</p> <p>Communication & Evaluation – Verbally evaluating tactics and strategies an individual or team uses.</p> <p>Health & Fitness – Prioritise components of fitness used in sports.</p> <p>Sum- Leadership – Independently taking on different roles in sport that links to the sport. Communication & Evaluation – Suggesting ways to improve leadership. H&F – Explain how to improve own health and fitness linking to different training methods.</p>

YEAR 9

	English	Maths		Science	MFL	Geography	History	
Term 1	<p>Animal Farm Lang P1-SB – Narrative Arc/AO6 Weekly Retention Lesson</p> <p>Transactional Writing – Speeches from the perspective of characters</p> <p>Proving My Opinion – Providing Valid Arguments (Debate)</p>	<p>Unit 1 - Number Unit 2 - Fractions & Percentages</p> <p>Unit 3 - Charts & diagrams Unit 3 - Charts & diagrams Unit 4 - Mensuration & 2D shapes "Unit 4 - Mensuration & 2D shapes Revision" "Revision" Unit 5 - Perimeter& Area/Angle facts / 3D forms "Re-Cap Year 7 Unit 6 & Year 8 Unit 2/3 Unit 6 - Intro to Algebra"</p>	<p>Unit 1 - Number Unit 2 - Fractions & Percentages Unit 3 - Charts & diagrams</p> <p>Unit 3 - Charts & diagrams</p> <p>Unit 4 - Mensuration & 2D shapes "Unit 4 - Mensuration & 2D shapes Revision" "Revision" Unit 5 - Perimeter& Area/Angle facts / 3D forms</p> <p>"Re-Cap Year 7 Unit 6 & Year 8 Unit 2/3 Unit 6 - Intro to Algebra"</p>	<p>"Unit 1 - Number Unit 2 - Fractions & Percentages" "Unit 2 - Fractions & Percentages Unit 3 - Charts & Diagrams" "Unit 3 - Charts and Diagrams Unit 4 - Mensuration & 2D Shapes" "Unit 4 - Mensuration & 2D shapes Unit 5 - Perimeter& Area/Angle facts / 3D forms" "Unit 5 - Perimeter& Area/Angle facts / 3D forms Revision" Unit 6 - Intro to Algebra" Unit 7 - Probability</p>	<p>P3a: Fluids, Forces & Motion C3a: Materials for the Future</p> <p>C3a: Materials for the Future</p> <p>P3a and C3a Assessment B3a: Genetics & Evolution</p>	<p>The French-speaking world</p>	<p>Earth Systems Misrepresented places</p>	<p>Topic- WW1 Topic- WW2</p>
Term 2	<p>Romeo and Juliet Exploring Creative Openings</p> <p>Weekly Retention Lesson Evaluation of Romeo and Juliet</p> <p>Shakespeare's Era and Constructs</p>	<p>"Year 9 Re-Teach Week Unit 6 - Intro to Algebra"</p> <p>Unit 7 – Probability 1. Two way tables "1. Two way tables 2. Frequency Trees" 2. Frequency Trees 3. Venn Diagrams "3. Venn diagrams 12. Use of a Calculator & Order of Operations" 4. Product of primes 5. HCF/LCM Revision "Revision" 8. Rounding / error intervals 9. Estimation" 14. Fractions</p>	<p>"Year 9 Re-Teach Week Unit 6 - Intro to Algebra" Unit 7 – Probability "1. Two way tables 2. Frequency Trees" "2. Frequency Trees 3. Venn Diagrams" "12. Use of a Calculator & Order of Operations 4. Product of Primes" 5. HCF/LCM "8. Rounding / error intervals 9. Estimation " 14. Fractions "14. Fractions 10. Percentages" Revision "Revision" 11. Interest / Growth / Depreciation & Decay 13. Reverse percentages "15. Ratio</p>	<p>"Year 9 Re-Teach Week 11. Interest / Growth / Depreciation & Decay " "11. Interest / Growth / Depreciation & Decay 13. Reverse percentages" 15. Ratio "16. Proportion / Recipes 6. Best Value 7. Exchange Rates" "18. Index Laws 17. Standard Form " Year 9 Re-Teach Week "19. Expand & Simplify 20. Factorising" "20. Factorising 21. Solving equations" "31. Coordinate Geometry 30. Quadratic and cubic graphs" "26. Frequency Diagrams 27. Scatter graphs" Recap and Revision Week "28. Time Series" 23. Averages "</p>	<p>Chemistry Topics 1-4: States of Matter, Purifying Substances, Atomic Structure and the Periodic Table</p> <p>Chemistry Topics 5-7: Chemical Bonding</p> <p>Chemistry Topics 1-7: Assessment</p>	<p>Healthy living</p>	<p>Extreme weather Global challenges</p>	<p>Topic- The Holocaust Topic- Immigration</p>
Term 3	<p>Power and Conflict Poetry (some unseen) Understanding the Construct of Viewpoints - TAPS</p> <p>Weekly Retention Lesson Exploration of opinions and perspectives</p> <p>Poetry</p>	<p>14. Fractions 10. Percentages Year 9 Re-Teach Week "10. Percentages 11. Interest / Growth / Depreciation & Decay " 13. Reverse percentages 15. Ratio 15. Ratio 16. Proportion / Recipes "6. Best Value 7. Exchange Rates" Recap and Revision Week 18. Index Laws 17. Standard Form</p>	<p>"16. Proportion / Recipes. 6. Best Value 7. Exchange Rates" "18. Index Laws 17. Standard Form " Year 9 Re-Teach Week "19. Expand & Simplify 20. Factorising" "20. Factorising 21. Solving equations" "31. Coordinate Geometry 30. Quadratic and cubic graphs" "26. Frequency Diagrams 27. Scatter graphs" Recap and Revision Week "28. Time Series 23. Averages " 24. Averages from a table</p>	<p>"23. Averages 24. Averages from a table " 32. Speed / Distance Time / Compound Measures Year 9 Re-Teach Week "33. Real life graphs 34. Pythagoras / Trigonometry " 34. Pythagoras / Trigonometry "38. Sampling 39. Pie Charts" "40. Probability 41. Probability Trees" Recap and Revision Week "42. Plans & elevations 43. Constructions" 44. Circles, arcs, sectors</p>	<p>Physics Topics 1-3: Motion and Conservation of Energy</p> <p>Biology Topic 1: Key Concepts</p>	<p>In my free time</p>	<p>There is no planet B.</p>	<p>Topic- American civil rights Topic- The Cold War and Vietnam</p>

YEAR 9

	RE	PE	ICT	Art	Textiles	Performing Arts/ music	Travel & Tourism	Product Design	Hospitality	Engineering
Term 1	What does it mean to be a Jew?	Rules and Regulations of team or individual sport.	Computer networks Taster IT- Image manipulation	Tonal workshops: Pencil Pen Reverse Tone Printmaking Collage Colour workshops: Pencil crayon, Watercolour paint. Acrylic paint.	Dry media workshops Dry media workshops	Introduction to the Performing Arts course. Exploration of Vocal, Physical and Improvisation skills. Pantomime Performance. SOL 1: World Music Students will cover a range of traditions and musical styles from around the world. This will include Samba, Reggae and African Drumming.	UK Travel and Tourism Destinations Understanding Location/Map Work Seaside Resorts/ Cities and Countryside Areas	Health and safety Equipment and processes Quality Control Wood work joints Manufacturing techniques Materials and properties	Types of provider Standards and ratings Job roles within the industry Analyze job requirements Personal attributes	Engineering materials – Properties & Characteristic Componentry & Engineering processes Observing and recording skills Assembly and disassembly
Term 2	How did the Holocaust impact on Jewish identity?	Evaluating own performance in first sport. Suggesting ways to improve own performance in first sport.	Taster Computer Science – Python Project HTML Web design	Portrait project Mini GCSE style project in response to artist's work.	Wet media workshops	Pantomime Performance. Exploring the Performing Arts SOL 2: Film Music Students will learn the purpose of film music and the decisions and challenges a composer of film music faces. They will learn about Leitmotifs and will explore how composers have used these to represent different characters or situations.	UK Travel and Tourism Destinations Planning and Analysing Holidays/ Breaks	2D and 3D drawings Rendering 3D shapes CAD/CAM Social, Moral and Cultural Issues Ergonomics and Anthro' Analysis of existing products Design spec'	Working conditions Employment contracts Customer demographics Practical Skills	Problem solving Production plans Inspecting, testing and evaluation Measuring & recording data Observation skills Tabulating data and spotting trends
Term 3	Is all life sacred? How reasonable is it to believe in God?	Evaluating own performance in second sport. Suggesting ways to improve own performance in seconds sport.	Robotics- Laws & Ethics Computer Science & IT Industry Project	Idea development/resp onding to artists work. Digital workshop Final piece development/Final piece.	Idea development/resp onding to artists work. Digital workshop Final piece development/Final piece.	Exploring the Performing Arts	World Wide Travel and Tourism Destinations Understanding Location/ Map Work	Alterative design Developing ideas Advanced CAD Material Properties Electronic components Soldering Using CAM	Operation of the kitchen Dress code Safety & security Meeting customer requirements Practical Skills Operation of the kitchen Dress code Safety and security Meeting customer requirements Practical Skills	Design sketching 2D and 3D Review and selection of ideas Engineering organisations Engineering sectors Functions and career progression

YEAR 10

	English	Maths			Science	MFL	Geography	History	Computer Science
Term 1	<p>1. Power and Conflict Poetry</p> <p>2. A Christmas Carol</p> <p>Weekly Retention Lesson Lang P1 SA and SB - Creative Writing – using the poetry as a steer.</p> <p>1. Power and Conflict Poetry/Unseen</p>	<p>WT Unit 4 - Mensuration & 2D Shapes</p> <p>WT Unit 5 - Perimeter & Area/ Angle Facts/ 3D Forms</p> <p>"8. Rounding / error intervals</p> <p>9. Estimation"</p> <p>14. Fractions</p> <p>"10. Percentages</p> <p>11. Interest/Growth/Depreciation & Decay"</p> <p>"18. Index Laws</p> <p>17. Standard Form "</p> <p>15. Ratio</p> <p>Revision</p> <p>"Revision</p> <p>16. Proportion / Recipes.</p> <p>6. Best Value</p> <p>7. Exchange Rates"</p> <p>19. Expand & Simplify</p> <p>20. Factorising</p> <p>21. Solving equations</p> <p>Year 10 Re-Teach Week</p> <p>21. Solving Equations</p>	<p>"15. Ratio "</p> <p>"16. Proportion / Recipes.</p> <p>6. Best Value</p> <p>7. Exchange Rates"</p> <p>"Recap Unit 21. Solving Equations</p> <p>22. Subject of "</p> <p>"25. Inequalities</p> <p>49. Sequences"</p> <p>"49. Sequences</p> <p>27. Scatter graphs"</p> <p>"28. Time Series</p> <p>33. Real Life Graphs"</p> <p>"23. Averages</p> <p>24. Averages from a table"</p> <p>"42. Plans & elevations</p> <p>44. Circles, arcs, sectors</p> <p>30. Quadratic and cubic graphs "</p> <p>Revision</p> <p>"Revision</p> <p>26. Frequency Diagrams</p> <p>27. Scatter graphs"</p> <p>"28. Time Series</p> <p>23. Averages "</p> <p>"23. Averages</p> <p>24. Averages from a table"</p> <p>32. Speed / Distance Time / Compound Measures</p> <p>Year 10 Re-Teach Week</p> <p>32. Speed / Distance Time / Compound Measures</p>	<p>"Recap Unit 21. Solving Equations</p> <p>22. Subject of "</p> <p>"25. Inequalities</p> <p>49. Sequences"</p> <p>"49. Sequences</p> <p>27. Scatter graphs"</p> <p>"28. Time Series</p> <p>33. Real Life Graphs"</p> <p>"23. Averages</p> <p>24. Averages from a table"</p> <p>"42. Plans & elevations</p> <p>44. Circles, arcs, sectors</p> <p>Revision</p> <p>"Revision</p> <p>45. Surface area & Volume"</p> <p>46. Similarity and Congruence</p> <p>47. Transformations</p> <p>"47. Transformations</p> <p>48. Vectors (intro) "</p> <p>Year 10 Re-Teach Week</p> <p>"50. Forming & solving equations "</p>	<p>CB Core Practicals Catch Up</p> <p>CB Topics 2, 3, 6, 7 & 8:</p> <p>Cells and Control, Genetics, Plant Structures & their Functions, Animal Coordination & Control and Exchange & Transport</p>	<p>Family and relationships</p> <p>In my region</p>	<p>Changing landscapes of the UK</p> <p>Rivers & coasts</p> <p>Fieldwork</p>	<p>Crime & punishment</p>	<p>Systems architecture & Memory Storage</p>
Term 2	<p>1. Creating a Voice – Transactional Writing – Creating SLE</p> <p>2. An Inspector Calls</p> <p>Weekly Retention Lesson 1. A Christmas Carol SLE practice or other transactional writing steers (links to real life and ACC)</p>	<p>22. Subject of</p> <p>"25. Inequalities</p> <p>49. Sequences"</p> <p>"49. Sequences</p> <p>29. Straight line graphs"</p> <p>"31.Coordinate Geometry</p> <p>30. Quadratic and cubic graphs"</p> <p>26. Frequency Diagrams</p> <p>27. Scatter Graphs</p> <p>28. Time Series</p> <p>23. Averages</p> <p>Revision</p> <p>"Revision</p> <p>24 Averages from a table "</p> <p>32. Speed / Distance Time / Compound Measures</p> <p>33. Real life graphs</p> <p>34. Pythagoras / Trigonometry</p>	<p>33. Real life graphs</p> <p>34. Pythagoras / Trigonometry</p> <p>34. Pythagoras / Trigonometry</p> <p>34. Pythagoras / Trigonometry</p> <p>36. Alternate/ Corresponding</p> <p>37. Interior / Exterior angles</p> <p>35. Bearings</p> <p>"38. Sampling</p> <p>39. Pie Charts "</p> <p>Revision</p> <p>"Revision</p> <p>39. Pie Charts"</p> <p>40. Probability</p> <p>"40. Probability</p> <p>41. Probability Trees"</p> <p>41. Probability Trees</p>	<p>51. Simultaneous equations</p> <p>52. Direct/Inverse proportion</p> <p>1a Recurring Fractions</p> <p>"1b Fractional / Negative indices</p> <p>1c. Product Rule"</p> <p>1d. Upper and Lower Bounds</p> <p>1e. Surds</p> <p>2a. Expanding & Factorising</p> <p>"2b. Rearranging equations</p> <p>2c. Sequences"</p> <p>Revision</p> <p>"Revision</p> <p>2c. Sequences</p> <p>3. Coordinate Geometry"</p> <p>"3. Coordinate Geometry</p> <p>4. Surface Area and Volume "</p> <p>4. Surface Area and Volume</p> <p>5. Transformations</p>	<p>CP Topics 2, 4, 5, 6, 7 & 8:</p> <p>Motion & Forces, Waves, Light & the EM Spectrum, Radioactivity, Forces Doing work and Forces & their Effects</p>	<p>In my region</p> <p>Issues around the world</p>	<p>Resource management</p> <p>Ecosystems biodiversity & management</p>	<p>Whitechapel</p>	<p>Wired and wireless networks</p> <p>Python Programming lessons</p>
Term 3	<p>1. Viewpoints and Perspectives – Crime and Punishment; Men and Women.</p> <p>2. Descriptive/Narrative Writing – Creating Character Record SLE</p> <p>Weekly Retention Lesson 1. An Inspector Calls</p> <p>2. Article Writing Power and Conflict Poetry/Unseen</p>	<p>Year 10 Re-Teach Week</p> <p>34. Pythagoras / Trigonometry</p> <p>36. Alternate/ Corresponding</p> <p>37. Interior / Exterior angles</p> <p>35. Bearings</p> <p>"38. Sampling</p> <p>39. Pie Charts"</p> <p>Revision</p> <p>"Revision</p> <p>39. Pie Charts</p> <p>40.Probability</p> <p>41. Probability Trees</p> <p>Year 10 Re-Teach Week</p>	<p>Year 10 Re-Teach Week</p> <p>"42. Plans & elevations</p> <p>43. Constructions"</p> <p>43. Constructions</p> <p>44. Circles, arcs, sectors</p> <p>44. Circles, arcs, sectors</p> <p>45. Surface Area and Volume</p> <p>Revision</p> <p>Revision</p> <p>46. Similarity and Congruence</p> <p>47. Transformations</p> <p>"47. Transformations</p> <p>48. Vectors"</p> <p>Year 10 Re-Teach Week</p>	<p>Year 10 Re-Teach Week</p> <p>5. Transformations</p> <p>6. Quadratics</p> <p>6. Quadratics</p> <p>7. Simultaneous Equations</p> <p>7. Simultaneous Equations</p> <p>Revision</p> <p>Revision</p> <p>8. Conditional Probability</p> <p>9. Direct and inverse proportion</p> <p>10. Similarity in 2D and 3D</p> <p>Year 10 Re-Teach Week</p>	<p>CC Core Practicals Catch Up</p> <p>CC Topics 8-15:</p> <p>Acids & Alkalis, Calculations Involving Masses, Electrolytic Processes, Obtaining & Using Metals, Dynamic Equilibrium, Groups in the Periodic Table, Rates of Reaction and Energy Changes in Chemical Reactions</p>	<p>Tourism</p>	<p>Ecosystems biodiversity & management</p> <p>Changing cities</p> <p>Fieldwork</p>	<p>Early Elizabethan England</p> <p>Weimar and Nazi Germany</p>	<p>Network topologies, protocols and layers</p>

YEAR 10

	RE	PE	ICT/ Computing	Business	Health & Social	Child Development	Art	Textiles	Performing Arts/Music	Travel & Tourism	Product Design	Hospitality	Engineering	Media
Term 1	Sikh Beliefs and Practices (paper 1)	Fitness Components , testing	ICY- R081 – LO1 R082 – LO2 Computing- Storage & Memory/ Programming Techniques Units & Numbers / Programming Techniques	Marketing Finance	Investigate how individuals deal with life events Focus – Expected and unexpected life events and how to adapt to a life event What support and help individuals adapt and how may this be beneficial	Explore factors that affect growth and development – physical, environmental and socio-economic	Portfolio 1: Natural	Portfolio 1: Sweets, Cakes, Biscuits	Weeks 1-7 Teachers making individualised plans based on student knowledge and skill gaps. Weeks 8-13 Exploring Stimuli Music - Component 1 – Exploring Music Products and Styles.	World Travel and Tourism Destinations Planning and Analysing Holidays/Breaks	Needs specific user Contextual challenge Analyse existing products Design ideas Developing ideas CAD CAM	Personal safety Practical Skills Catering provision for employers and employees.	Engineer sectors and Engineering Organisations Engineering organisations, functions and careers Functions and career progression	Developing digital media production skills Pre- Production processes and practices
Term 2	Christian Beliefs and Practices (paper 1)	Fitness Testing Feb-April After this point Teachers making plans based on student knowledge and skill gaps.	ICT- R082 – LO3 & LO4 R081 – LO1 & LO2 Computing- System Architecture/ programming Techniques System Software/ Programming Techniques	Cash flow & financial forecasting Suggesting improvements to cash flow problems Break-even analysis Sources of Business Finance	Understand the different types of Health and Social Care services and the barriers to accessing them Focus – What are services? How may people with different needs use different services?	Applying knowledge to real life situations. Understand how children play how play can be organised to promote learning	Portfolio 2: Man-made	Portfolio 2: Man-made	Preparing for writing milestone rehearsals. Performing to a Brief Music Component 3 – Responding to a commercial Music Brief.	Uk Travel & Tourism Sector Understanding different types of tourism. Reason for travel	Planning the manufacture of a product Quality control Tools and processes Evaluate a concept	Food related causes of ill health Environmental Health Officer (EHO) Practical Skills	The design process Design sketching 2D and 3D CAD CAM Carry out a Process, Recording a Process and Interpretation of Data Exam technique	Production processes and practices Post- production processes and practices
Term 3	Crime and Punishment (paper 2) Relationships and Families (paper 2)	Fitness Training Principles	ICT- R081 – LO3 & LO4 Exam Computing- Networking/ Programming Techniques System Security/ Programming Techniques	Customer Needs Using market research to understand customers Understanding Competitors Internal & External Factors Situational analysis Measuring the success of an SME	Applying health and social care knowledge to a real life scenario and show fairness within recommendations and compare the impact this may have on service users.	Understand how children play adults can support learning. Investigate individual circumstances that may impact on learning	Portfolio 2 :Man-made	Portfolio 2: Man-made	Performing to a Brief Music Component 3 – Responding to a commercial Music Brief.	Uk Travel & Tourism Sector Range & use of travel organisation	Quality control tools and processes Specification requirements Needs of a specific user Contextual situations Analyse existing products	Options for hospitality and catering Options for hospitality provision Practical Skills	Interpreting a Brief, Redesign and Evaluation Analysing information Selecting a Solution and Problem Solution Inspecting, testing and evaluation Measuring and recording data Observation skills Tabulating data and spotting trends	Review of progress and development Media production techniques

YEAR 11 CORE									
	English	Maths			Science	MFL	Geography	History	Computer Science
Term 1	Macbeth (x3 lessons) Language (x1 lesson) An Inspector Calls (x3 lessons) Poetry (x1 lesson) Week 11 – Easter 4 week rolling cycle through all areas of the KS4 curriculum	14. Fractions 10. Percentages 15. Ratio 16. Proportion / Recipes "6. Best Value 7. Exchange Rates" Revision "Revision 34. Pythagoras / Trigonometry" "Revision 34. Pythagoras / Trigonometry" 34. Pythagoras / Trigonometry 35. Bearings Year 11 Re-Teach Week 40. Probability 41. Probability Trees 44. Circles, arcs, sectors	"Recap Unit 21. Solving Equations 22. Subject of" 25. Inequalities "26. Frequency Diagrams 27. Scatter graphs" "28. Time Series 23. Averages" 24. Averages from a table Revision "Revision 35. Bearings" "35. Bearings 43. Constructions" 43. Constructions 45. Surface area & Volume Year 11 Re-Teach Week 46. Similarity and Congruence 51. Simultaneous equations 52. Direct/Inverse proportion	9. Direct and inverse proportion 10. Similarity in 2D and 3D "11a. Graphs of trig functions" 11b. Further trigonometry" 11b. Further trigonometry 11b. Further trigonometry Revision "Revision 12a. Sampling 12b. Cumulative frequency 12c. Histograms 12c. Histograms 13a. Using graphs of circles, cubes and quadratics Year 11 Re-Teach Week 13a. Using graphs of circles, cubes and quadratics 13b. Gradient and area under graphs "13b. Gradient and area under graphs 14 Circle geometry – gradients/tangents"	CP Core Practicals Catch Up CP Topics 9-13: Electricity & Circuits, Magnetism & the Motor Effect, Electromagnetic Induction, Particle Model and Forces & Matter CC Core Practicals Catch Up CC Topics 15-17: Energy Changes in Chemical Reactions, Fuels and Earth and Atmospheric Science	My studies	Changing cities Weather hazards & climate	Early Elizabethan England Weimar and Nazi Germany	<ul style="list-style-type: none"> Systems software & Ethical, legal, cultural and environmental concerns Algorithms Extended programming practice & NEA Hours 1-7
Term 2		45. Surface area & volume 46. Similarity and Congruence 47. Transformations "47. Transformations 48. Vectors (intro)" 50. Forming & solving equations "Revision 51. Simultaneous equations" "Revision 52. Direct/Inverse proportion"	"1c. Product Rule 1d. Upper & Lower Bounds" "1e. Surds 2a. Expanding & Factoring" "2b. Rearranging equations 2c. Sequences" 6. Quadratics 7. Simultaneous Equations "Revision 8. Conditional Probability" "Revision 10. Similarity in 2D and 3D" "11a. Graphs of trig functions 11b. Further trig" 11b. Further trigonometry "12a. Sampling 12b Cumulative frequency" Year 11 Re-Teach Week "15. Circle Theorems 16. Algebraic Fractions" 20. Vectors "Intervention - Topics as required"	14 Circle geometry – gradients/tangents 15 Circle theorems 16. Algebraic Fractions 17. Functions Revision Revision 17. Functions 18. Algebraic Proof 18. Algebraic Proof Year 11 Re-Teach Week 19. Congruence / Geometric Proof 20. Vectors Revision	CB Core Practicals Catch Up CB Topics 8-9: Exchange & Transport and Ecosystems & Material Cycles	The future	Global development	Weimar and Nazi Germany	<ul style="list-style-type: none"> NEA Hours 8-20 NEA Hours 8-20 Programming techniques & Producing robust programs
Term 3	Teachers making individualised plans based on student knowledge and skill gaps.	"Intervention - Topics as required"	"11a. Graphs of trig functions 11b. Further trig" 11b. Further trigonometry "12a. Sampling 12b Cumulative frequency" Year 11 Re-Teach Week "15. Circle Theorems 16. Algebraic Fractions" 20. Vectors "Intervention - Topics as required"	"Intervention - Topics as required"	Revision	Revision	UK challenges	After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.	<ul style="list-style-type: none"> Computation al logic Translators and facilities of languages & Data representatio n

YEAR 11													
	RE	PE	IT	Business	Health & Social	Child Dev.	Art	Textiles	Performing Arts	Travel & Tourism	Product Design	Hospitality	Engineering
Term 1	Crime and Punishment (and completing Christian Practices) Religion and Life (Paper 2)	Fitness Components testing & training	R081 – Pre-production Skills Revision for TAGS R085 – L01&2 R081 – Pre-production Skills Revision for TAGS R085 – L03&4	Promotion Financial records Financial planning and forecasting	Physiological and lifestyle indicators. Health improvement plans, rationale and obstacles.	Create safe environments to support play, learning and development in children aged from birth to 5 years plus exam preparations. Adapt play to promote inclusive learning.	Individualised improvement phases. Final Mock Exam Prep		Developing Skills and Techniques in the Performing Arts	Customer Service and Relations Aims of successful travel organisations	New and Emerging Technologies Sustainability and the environment Production techniques and systems Materials and properties	Nutrients Nutritional intake Nutritional value Menus Environmental issues Customer needs	Materials, Components and Processes Practical Engineering Skills Disassembly Techniques Product Design Specification
Term 2	Relationships and Families (paper 2) Existence of God and revelation (Paper 2)	Fitness Training Principles	R084 – L01 R084-L01&LO2	Explore ideas and plan for a micro-enterprise activity Pitch a micro-enterprise activity	Demonstrate care values and review own practice Focus – What are care values & how can they be applicable in specific settings	Teachers making individualised plans based on student knowledge and skill gaps. Demonstrate how children's learning can be supported through play	Exam portfolio		Developing Skills and Techniques in the Performing Arts. Intervention work to ensure knowledge and skills gaps are closed.	Customer Service and Relations Products & Services	Marketing and trends Renewable sources of energy Mechanical Movements Programming systems and electronic components. Mathematic equations	Production plan Techniques in preparation Quality assurance Presentation techniques Food safety Hospitality and catering industry Job requirements	Engineering making Process Develop a Production Plan Componentry and Engineering processes Observing and recording skills
Term 3		Sports leadership	R084 – L03-LO4	Preparing and pitching Business Ideas	Demonstrate care values and review own practice Focus – script writing and evaluation of feedback	Demonstrate how children's learning can be supported through play	Exam portfolio			Teachers making individualised plans based on student knowledge and skill gaps.	Exam technique CAD CAM Mathematic equations Evaluation	Personal safety Identify risks Food related causes of ill health Environmental Health Officer (EHO) Food safety legislation	Exam technique Evaluation Engineering organisations, functions and careers Functions and career progression