

# Curriculum – Executive Summary & Narrative 2024 - 2027









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## Key Stage 3 - Key Stage 5

# 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 ensure 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 inclusive and challenging in its depth and breadth so that it will:**

	<b>Challenge</b> all students to be the best that they can be		Equip our students with <b>Character Resilience Organisation Excellence C.O.R.E. values</b> thus developing students who are <b>resilient</b> , lifelong learners
	Provide students with <b>knowledge</b> required to be successful		Provide <b>deep learning</b> 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 <b>ambition</b> and aspirations so that they become happy and successful members of society
	Provide them with the skills to <b>retain</b> and <b>apply</b> knowledge		Enables students have a range of qualifications that facilitate their <b>next steps</b> 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 a **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

## Covid Response 19-21 Our Recovery Curriculum

### Home learning During Lockdowns

- 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 provision.

### Reopening September 20

- 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.

### Reopening March 21

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.

## Curriculum Development Actions 22-24 Embedding Our Curriculum

### Embed intended curriculum across the academy. Includes:

- 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

### Developing staff expertise:

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  
Learning level – develop whole staff bodies understanding of science behind learning and barriers to learning (especially SEND and Literacy)

### Subject level – developing subject expertise via:

- 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)

Instructional Coaching -for staff not yet consistency securing learning in their classrooms

**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:

- 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)

## Curriculum Development Actions 25-27 Enhancing Our Curriculum

### Curriculum enhancement across the academy Including:

- Relaunch SWB learning approach (refined Routines for Learning)
- Develop curriculum connectivity through the conscious curriculum supporting development of student schema at KS3.
- Precision teaching through specificity of medium-term plans.
- Review of all long term plans to ensure suitability.

### Driving outcomes:

- Refined approach to **assessment at Key Stage 3**, ensuring early intervention to support student progress through data driven instruction.
- Refinement of our Routines for Learning- **increasing thinking ratio** and creating the conditions for learning to thrive.

### Focus on independence through:

- Introduction of **movement time** to support student independence.
- Guided practice** through appropriate scaffolding.
- Drive **home learning** approach which compliments the curriculum.

### Developing staff expertise:

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.

### Learning level

- T&L habits to develop consistency of teaching across the academy.
- Professional learning pods (developing pedagogy).
- Whole school literacy- oracy, read aloud, guided reading.
- Middle leader curriculum coaching.
- Instructional coaching (Steplab) to develop expert teaching.

### Subject level – developing subject expertise via:

- Weekly co-planning of enactment of the curriculum
- OAT subject networks.

**Monitor and Evaluate Quality of Education:** analyses the intended v enacted curriculum and review the impact of a SWB education.

- Calendared reviews assess quality of curriculum implementation.
- Staff receive granular feedback on pedagogy (through Steplab teaching habits)
- Overview collated by KEL to inform next steps and curriculum support.

**Communication of our Curriculum** – ensuring parents and externals can gain a real understanding of the quality of our first-class education.

### IMPACT

- 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).

	2019 Validated	2020 COVID	2021 COVID	2022	2023
Outcomes	<ul style="list-style-type: none"> <li>46% KS4 Students 4+ Eng &amp; Maths</li> <li>25% KS4 students Eng &amp; Maths -0.12 P8 (Average)</li> <li>-0.23 disadvantage P8</li> <li>-0.91 SEND P8</li> <li>A*-E 87%/App 31.2/Acad 25.2</li> </ul>	<ul style="list-style-type: none"> <li>54% KS4 Students 4+ Eng &amp; Maths</li> <li>27% KS4 students Eng &amp; Maths</li> <li>+0.18 P8</li> <li>-0.15 disadvantage P8</li> <li>-0.21 Send P8</li> <li>A*-E 93%/App 28.7/Acad 22.9</li> </ul>	<ul style="list-style-type: none"> <li>54% KS4 Students 4+ Eng &amp; Maths</li> <li>34% KS4 students 5+ Eng &amp; Maths</li> <li>+0.24 P8</li> <li>+0.02 disadvantage P8</li> <li>0.00 SEND P8</li> <li>A*-E 100%/App 35.3/Acad 28.7</li> </ul>	<ul style="list-style-type: none"> <li>57% KS4 Students 4+ Eng &amp; Maths</li> <li>38% KS4 students 5+ Eng &amp; Maths</li> <li>-0.14 P8</li> <li>-0.54 disadvantage P8</li> <li>-0.02SEND P8</li> <li>A*-E %/App /Acad</li> </ul>	<ul style="list-style-type: none"> <li>54% KS4 Students 4+ Eng &amp; Maths</li> <li>31% KS4 Students 5+ Eng &amp; Maths</li> <li>-0.19 P8</li> <li>-0.36 disadvantage P8</li> <li>-0.94 SEND P8</li> <li>A*-E App 37.73/Acad 33.69</li> </ul>
Attendance	94.1% (PA = 12.3%)	94.8% (PA = 11.7%)	89.1% (PA = 22.4%)	90.9% (PA – 28.86%)	90.2% (PA – 27.87%)
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)		

### TARGETED IMPACT

- Behaviour curriculum has led to a every classroom enabling learning to flourish
- 100% Strong or better teaching (through instructional coaching)
- 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.

## Curriculum overview 2024-2025

### Year 7

Subject	Eng	Maths	Sci	D&T (rotation)	Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	8	8	6	2	2	2	4	4	4	2	2	2	4	50

### Year 8

Subject	Eng	Maths	Sci	D&T (rotation)	Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	8	8	6	2	2	2	4	4	4	2	2	2	4	50

### Year 9

Subject	Eng	Maths	Sci	D&T (rotation)	Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	8	8	6	2	2	2	4	4	4	2	2	2	4	50

### Year 10

	Pot A		Sci	Core		Opt A	Opt B	Opt C	Total
	10	10	8	2	2	6	6	6	50
Triple	Eng	Maths	Triple Science	Healthy living +PE	C.O.R.E./RE	Science	Free choice Option	Free choice Option	
	10	10	8	2	2	6	6	6	50
Main	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E./RE	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

### Year 11

	Pot A		Pot B	Core		Opt A	Opt B	Opt C	Opt D	Total
Pathway	10	8	8	3	2	4	5	5	5	50
Triple	Eng	Maths	Triple Science	Healthy living +PE	C.O.R.E.	Science	Hi/Gg/MFL/CS	MFL	Free choice Option	
Ebacc	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E.	ICT/Btec Dance/Btec Sport/Btec PA GCSE PE/GCSE Art/GCSE Textiles	Hi/Gg/MFL/CS	MFL	Free choice Option	
Main	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E.	ICT/Btec Dance/Btec Sport/Btec PA GCSE PE/GCSE Art/GCSE Textiles	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

# Curriculum Overview 2024-25: All subjects

Please Note – our curriculum is a live document as is adjusted to suit needs of students and their progression through the curriculum. Our academic curriculum is complimented by our CORE curriculum (including weekly personal development lessons and 6 drop down days per year)

English	Year 7: KS3	Year 8: KS3	Year 9: KS3	Year 10: GCSE	Year 11: GCSE	Year 12: A Level	Year 13: A Level
Autumn 1a	Study of Literary Heritage: <b>Oliver Twist</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	Study of Literary Heritage: <b>The Adventures of Sherlock Holmes</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	Study of Modern Literature: <b>Noughts and Crosses</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	<b>A Christmas Carol</b> Section B of <i>Literature</i> Paper 1 (20% of Literature GCSE)  <b>Creative Reading and Writing</b> <i>Language</i> Paper 1 (50% of Language GCSE)	<b>An Inspector Calls</b> Section A of <i>Literature</i> Paper 2 (20% of Literature GCSE)  <b>Creative Reading and Writing</b> <i>Language</i> Paper 1  <b>Writers' Viewpoints and Perspectives</b> <i>Language</i> Paper 2	Introduction to Tragedy  King Lear  The Great Gatsby	NEA: Theory and independence  Richard II
Autumn 1b							
Spring 2a	Study of Literary Heritage: <b>Ancient Tales and Poetry</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	Study of Literary Heritage: <b>Romeo and Juliet</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	Study of a Modern Playscript: <b>Journey's End</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	<b>Macbeth</b> Section A of <i>Literature</i> Paper 1 (20% of literature GCSE)  <b>Writers' Viewpoints and Perspectives</b> <i>Language</i> Paper 2 (50% of Language GCSE)	<i>Teacher Led Revision Cycle</i>	King Lear  Introduction to Crime/Unseen Crime	Atonement  Crime poetry – Crabbe and Wilde Unseen Crime
Spring 2b						Brighton Rock  Crime poetry – Browning Unseen crime	Atonement  Crafting Essays and Exam Revision
Summer 3a	Study of Literary Heritage: <b>The Tempest</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	Study of Literary Heritage: <b>Animal Farm</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	Transactional Writing: <b>Writing for Change –</b>  Slow Writing Approaches to Non-Fiction and Fiction Texts	<b>Poetry Anthology and Unseen Poetry (40% of Literature GCSE)</b> Section A of <i>Literature</i> Paper 2 (20% of Literature GCSE)  <b>Fiction and Non-Fiction Writing</b> <i>Language</i> Paper 2		Brighton Rock  NEA: Literary Criticism and The World's Wife	Crafting Essays and Exam Revision
Summer 3b						Brighton Rock  NEA: Theory and Independence NEA essay writing (poetry)	

Maths	Year 7: KS3	Year 8: KS3	Year 9: KS3	Year 10: GCSE	Year 11: GCSE	Year 12: A Level	Year 13: A Level
Autumn 1a	Number and Proportion 1: Place value and the number line Number and Proportion 2: Addition and subtraction	Number and Proportion 7: Fractions Number and Proportion 8: Percentages, fractions and decimals	Statistics and Probability 2: Bivariate Data and Time Series Algebra 7: Sequences 1	Geometry and Measure 7: Advanced drawing, measuring and constructing Statistics and Probability 4: Continuous data Statistics and Probability 5: Set theory and logic	Number and Proportion 15: Indices and surds Algebra 14: Advanced quadratic graphs and equations	AS Pure 1: Algebra and functions AS Statistics 1: Statistical sampling AS Mechanics 6: Quantities and units in mechanics AS Mechanics 7: Kinematics 1 (constant acceleration)	A2 Statistics 1: Regression and correlation A2 Mechanics 4: Moments A2 Pure 3: Fractions and modelling A2 Pure 4: Series and sequences
Autumn 1b	Number and Proportion 3: Multiplication and division	Geometry and Measure 1: Drawing, measuring and constructing Number and Proportion 9: Estimation and use of a calculator	Algebra 8: Linear Inequalities Number and Proportion 9: Estimation and Use of a Calculator Number and Proportion 12: Standard Form	Number and Proportion 14: Number theory Algebra 11: Advanced manipulating and simplifying expressions	Number and Proportion 16: Numerical and algebraic representations of proportion and change Geometry and Measure 10: Advanced vectors Statistics and Probability 7: Advanced probability	AS Pure 2: Coordinate geometry in the (x,y) plane AS Statistics 2: Data presentation and interpretation AS Statistics 3: Probability	A2 Pure 5: The binomial theorem A2 Pure 6: Trigonometry A2 Pure 7: Parametric equations A2 Mechanics 5: Forces at any angle
Spring 2a	Number and Proportion 4: Powers, roots and primes Number and Proportion 5: Order of operations	Algebra 2: Manipulating and simplifying expressions 1 Algebra 3: Manipulating and simplifying expressions 2	Algebra 9: Contextual Graphs	Algebra 12: Quadratic graphs and equations	Algebra 15: Fractions and advanced graphs Algebra 16: Pre-calculus	AS Pure 3: Further algebra AS Pure 4: Trigonometry AS Mechanics 8: Forces	A2 Pure 8: Differentiation A2 Mechanics 6: Applications of kinematics A2 Statistics 2: Probability A2 Pure 9: Numerical methods
Spring 2b	Number and Proportion 6: Directed numbers	Algebra 4: Linear equations Number and Proportion 10: Proportional reasoning	Statistics and Probability 3: Introduction to probability Algebra 10: Advanced linear graphs and equations	Geometry and Measure 8: Surface area and volume Algebra 13: Advanced sequences	Algebra 17: Advanced algebra skills and proof Geometry and Measure 11: Solving geometric problems	AS Pure 5: Vectors AS Statistics 4: Statistical distributions	A2 Pure 10: Integration (part 1) A2 Pure 11: Integration (part 2) A2 Mechanics 7: Applications of forces A2 Pure 12: Vectors
Summer 3a	Algebra 1: Introduction to algebraic thinking	Geometry and Measure 2: Polygons and angles	Geometry and Measure 4: Congruence and similarity	Geometry and Measure 9: Advanced length and area	Exam Prep	AS Pure 6: Differentiation AS Statistics 5: Hypothesis testing AS Pure 7: Integration	A2 Statistics 3: The normal distribution A2 Mechanics 8: Further kinematics Exam Prep
Summer 3b	Number and Proportion 7: Fractions Geometry and Measure 1: Drawing, measuring and constructing	Statistics and Probability 1: Discrete data	Number and Proportion 13: Advanced proportion and rates of change	Statistics and Probability 6: Sampling and advanced data analysis	Examinations	AS Pure 8: Exponentials and logarithms AS Mechanics 9: Kinematics 2 A2 Pure 1: Proof A2 Pure 2: Algebraic and partial fractions	Examinations

Science	Year 7	Year 8	Year 9	Year 10 Combined Science	Y10 Biology	Y10 Chemistry	Y10 Physics	Year 11 Combined Science	Y11 Biology	Y11 Chemistry	Y11 Physics	Year 12: A Level Biology	Year 12: A Level Chemistry	Year 13: A level Biology	Year 13: A level Chemistry
Autumn A	<p><b>C1a:</b> States of Matter and Atoms, Elements &amp; Compounds</p> <p><b>B1a:</b> Cells</p> <p><b>B1b:</b> Body System</p>	<p><b>B2a:</b> Unicellular Organisms</p> <p><b>B2b:</b> respiration</p>	<p><b>P3a:</b> Fluids, Forces &amp; Motion</p> <p><b>C3a:</b> Materials for the Future</p>	<p><b>CC Topics 5-14:</b></p> <p>Chemical Bonding, Acids &amp; Alkalis, Calculations Involving Masses, Electrolytic Processes, Obtaining &amp; Using Metals, Dynamic Equilibrium, Groups in the Periodic Table and Rates of Reaction</p>	<p><b>SB Topics 2-3:</b></p> <p>Cells &amp; Control and Genetics</p>	<p><b>SC Topics 5-10:</b></p> <p>Chemical Bonding, Acids &amp; Alkalis, Calculations Involving Masses and Electrolytic Processes</p>	<p><b>SP Topics 2 – 4:</b></p> <p>Motion &amp; Forces and Waves</p>	<p><b>CP Topics 10-13:</b></p> <p>Magnetism &amp; the Motor Effect, Electromagnetic Induction, Particle Model and Forces &amp; Matter</p>	<p><b>SB Topic 7:</b></p> <p>Animal Coordination, Control &amp; Homeostasis</p>	<p><b>SC Topic 20-22:</b></p> <p>Fuels, Earth and atmospheric Science &amp; hydrocarbons.</p>	<p><b>SP Topics 8, 9, 11-13:</b></p> <p><b>Forces doing work, Forces and their effects,</b> Static Electricity, Magnetism &amp; the Motor Effect and Electromagnetic Induction</p>	<p><b>Module 2.1:</b> Cell Structure</p> <p><b>Module 2.2:</b> Biological Molecules</p> <p><b>Module 2.3:</b> Nucleic Acids</p> <p><b>Module 2.5:</b> Biological Membranes</p>	<p><b>Module 2.1:</b> Atoms &amp; Reactions</p> <p><b>Module 2.2:</b> Electrons, Bonding &amp; Structure</p>	<p><b>Module 5.1:</b> Communication &amp; Homeostasis</p> <p><b>Module 5.2:</b> Excretion</p> <p><b>Module 5.3:</b> Neuronal Communication</p> <p><b>Module 5.5:</b> Plant &amp; Animal Responses</p>	<p><b>Module 5.1:</b> Rates, Equilibrium &amp; pH</p> <p><b>Module 6.1:</b> Aromatic Compounds, Carbonyls &amp; Acids</p>
		<p><b>P1a:</b> Energy</p> <p><b>C1a, B1a and B1b Assessment</b></p>	<p><b>C2a:</b> The Periodic Table</p> <p><b>C2b:</b> Earth Science</p>	<p><b>B3a:</b> Genetics &amp; Evolution</p> <p><b>Y7, Y8 and Y9 Synoptic Assessment</b></p> <p><b>KS3-KS4 Transition Unit</b></p>	<p><b>SB Topics 1, 2 and 4</b></p> <p><b>Separate Biology Topics 1, 2 and 4</b></p>	<p><b>SC Topics 1-8</b></p> <p><b>Separate Chemistry Topics 1-8</b></p>	<p><b>CC Topics 14-17:</b></p> <p>Rates of Reaction, Energy Changes in Chemical Reactions, Fuels and Earth &amp; Atmospheric Science</p>	<p><b>SB Topic 8:</b></p> <p>Exchange &amp; Transport</p>	<p><b>SC Topics 23-24:</b></p> <p>Alcohols &amp; Carboxylic Acids and Polymers, Polymers.</p>	<p><b>SP Topic 14:</b></p> <p>Particle Model</p>	<p><b>Module 2.4:</b> Enzymes</p> <p><b>Module 2.6:</b> Cell Division, Cell Diversity and Cell Differentiation</p>	<p><b>Module 3.1:</b> The Periodic Table</p> <p><b>Module 4.1:</b> Basic Concepts &amp; Hydrocarbons</p>	<p><b>Module 5.4:</b> Hormonal Communications</p> <p><b>Module 5.6:</b> Photosynthesis</p> <p><b>Module 5.7:</b> Respiration</p>	<p><b>Module 5.2:</b> Energy</p> <p><b>Module 6.2:</b> Nitrogen Compounds, Polymers &amp; Synthesis</p>	
Spring A	<p><b>A:</b> Introduction to the Lab</p> <p><b>C1b:</b> Separating Mixtures</p>	<p><b>P2a:</b> Sound</p> <p><b>P2b:</b> Light</p>	<p><b>Chemistry Topics 1-4:</b></p> <p>States of Matter, Purifying Substances, Atomic Structure and the Periodic Table</p>	<p><b>CP Topics 2, 4, 5, 6, 7, 8 &amp; 9:</b></p> <p>Motion &amp; Forces, Waves, Light &amp; the EM Spectrum, Radioactivity, Forces Doing work, Forces &amp; their Effects and Electricity &amp; Circuits</p>	<p><b>SB Topic 5:</b></p> <p>Health, Disease &amp; the Development of Medicines</p>	<p><b>SC Topics 11-15:</b></p> <p>Obtaining &amp; Using Metals, Equilibrium, Transition Metals, Alloys &amp; Corrosion and Quantitative Analysis</p>	<p><b>SP Topics 5-6:</b> Light &amp; the EM Spectrum and Radioactivity</p>	<p><b>CB Topic 6-9:</b></p> <p>Plant Structures &amp; their Functions, Animal Control &amp; Coordination, Exchange and Transport in Animals, Ecosystems &amp; Material Cycles</p>	<p><b>SB Topic 9:</b></p> <p>Ecosystems &amp; Material Cycles</p>	<p><b>SC Topics 25-26:</b></p> <p>Qualitative Analysis and Bulk &amp; Surface Properties of Matter including Nanoparticles</p>	<p><b>SP Topic 15:</b></p> <p>Forces &amp; Matter</p>	<p><b>Module 3.1:</b> Exchange Surfaces &amp; Breathing</p> <p><b>Module 3.2:</b> Transport in Animals</p> <p><b>Module 3.3:</b> Transport in Plants</p>	<p><b>Module 3.1:</b> The Periodic Table</p> <p><b>Module 4.1:</b> Basic Concepts &amp; Hydrocarbons</p>	<p><b>Module 6.1:</b> Cellular Control</p> <p><b>Module 6.2:</b> Patterns of Inheritance</p> <p><b>Module 6.4:</b> Cloning &amp; Biotechnology</p>	<p><b>Module 5.3:</b> Transition Metals</p> <p><b>Module 6.3:</b> Analysis</p>

Spring B	<p><b>C1c:</b> Acids &amp; Alkalis</p> <p><b>P1b:</b> Forces</p> <p><b>P1a and C1b and C1c Assessment</b></p>	<p><b>B2c:</b> Plants</p> <p><b>C2b, P2a and P2b Assessment</b></p>	<p><b>Physics Topics 3 &amp; 1:</b></p> <p>Conservation of Energy and Motion</p>	<p><b>Combined Physics Paper 1</b></p>		<p><b>Revision</b></p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>	<p><b>Module 4.1:</b> Communicable Disease <b>Module 4.2:</b> Biodiversity</p>	<p><b>Module 3.2:</b> Physical Chemistry <b>Module 4.2:</b> Alcohols, Haloalkanes &amp; Analysis</p>	<p><b>Module 6.3:</b> Manipulating Genomes <b>Module 6.5:</b> Ecosystems <b>Module 6.6:</b> Populations &amp; Sustainability</p>	<p><b>Module 5.3:</b> Transition Metals <b>Module 6.3:</b> Analysis</p>
Summer A	<p><b>B1c:</b> Ecosystems</p>	<p><b>C2c:</b> Chemical Reactions</p>	<p><b>Biology Topic 1:</b></p> <p>Key Concepts</p>	<p><b>CB Topics 2, 3, 5, 6</b></p> <p>Cells &amp; Control, Genetics, Health, Disease &amp; the Development of Medicine, Plant Structures &amp; their Functions, Animal Control &amp; Coordination, Exchange and Transport in Animals</p>	<p><b>SB Topics 6-7:</b></p> <p>Plant Structures &amp; their Functions and Animal Coordination &amp; Control</p> <p><b>Separate Biology Paper 1</b></p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>	<p><b>Module 4.1:</b> Communicable Disease <b>Module 4.3:</b> Classification &amp; Evolution</p>	<p><b>Module 3.2:</b> Physical Chemistry <b>Module 4.2:</b> Alcohols, Haloalkanes &amp; Analysis</p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>
Summer B	<p><b>P1c:</b> Earth &amp; Space</p> <p><b>Y7 Synoptic Assessment</b></p>	<p><b>P2c:</b> Electricity &amp; Magnetism</p> <p><b>Y7 and Y8 Synoptic Assessment</b></p>	<p><b>Biology Topic 4:</b></p> <p>Natural Selection and Genetic Modification</p>	<p>Plant Structures &amp; their Functions, Animal Control &amp; Coordination, Exchange and Transport in Animals</p> <p><b>CB, CC &amp; CP Paper 1</b></p>	<p><b>Separate Chemistry Paper 1</b></p>	<p><b>Separate Physics Paper 1</b></p>				<p><b>PAG 12.1:</b> Respiration Rate of Saccharomyces</p>	<p><b>PAG 12.1:</b> Investigating Iron Tablets</p>		



Languages	Key Stage 3			Key Stage 4	
	Year 7 (Spanish)	Year 8 (Spanish)	Year 9 (Spanish)	Year 10 (French – new specification)	Year 11 (French – legacy specification)
<b>Topic 1</b>	<p><b>My identity</b></p> <p>a. Hello! b. When is your birthday? c. What is your personality like? d. What are you like? e. Where do you live?</p> <p>Grammar: Intro to the verbs to be, to have and to live Assessment: Listening, reading and writing</p>	<p><b>My social life</b></p> <p>a. What did you do this summer? b. What do you do when the weather is nice?</p> <p>Grammar: Intro to the preterite tense, present tense of key regular and irregular verbs Assessment: Listening, reading and writing</p>	<p><b>Holidays</b></p> <p>a. Where do you normally go on holiday? b. Where did you go on holiday recently? c. Where are you going to go on holiday in the future?</p> <p>Grammar: Using four tenses together (present, preterite, future and conditional) Assessment: Listening, reading and writing</p>	<p><b>Theme 1 – People and lifestyle</b></p> <p><b>Topic 1 – Identity and relationships with others</b></p> <p>a. Family relationships b. Future plans</p> <p><b>Topic 2 – Healthy living and lifestyle</b></p> <p>a. How to stay healthy now and in the future</p> <p><b>Topic 3 – Education and work</b></p> <p>a. Subject and teacher preferences b. School rules c. Future jobs d.</p> <p>Grammar: Reflexive verbs, imperfect and perfect tenses, near future and conditional tenses Assessment: Listening, reading and writing</p>	<p><b>School, education, future aspirations and work</b></p> <p><b>GCSE Theme 3 Topics 1-4</b></p> <p>a. Opinions on subjects and teachers b. School rules and uniform c. Future jobs and volunteering d. Plans for the future</p> <p>Assessment: Mock exam – listening, reading, speaking and writing</p>
<b>Topic 2</b>	<p><b>Free time</b></p> <p>a. What do you like to do? b. What are you going to do?</p> <p>Grammar: Use of infinitive verbs to express likes and dislikes, near future tense Assessment: Listening, reading and writing</p>	<p><b>Town and region</b></p> <p>a. What is your town like? b. What are your plans? c. What did you do in your town?</p> <p>Grammar: there is/there are, near future tense, preterite tense Assessment: Listening, reading and speaking</p>	<p><b>Health and free time</b></p> <p>a. What did you do yesterday? b. What do you do in your free time? c. What must you do to stay in shape?</p> <p>Grammar: Preterite and present tenses in more detail, using modal verbs Assessment: Listening, reading and speaking</p>	<p><b>Theme 2 – Popular culture</b></p> <p><b>Topic 1 – Free-time activities</b></p> <p>a. Past free-time b. Future free-time plans</p> <p><b>Topic 2 – Customs, festivals and celebrations</b></p> <p>a. Past celebrations b. Future celebrations</p> <p><b>Topic 3 – Education and work</b></p> <p>a. My favourite celebrity b. Advantages and disadvantages of celebrity life</p> <p>Grammar: Perfect, future and conditional tenses, using modal verbs to make comparisons Assessment: Listening, reading, speaking and writing (end of year 10 mock)</p>	<p><b>Travel and tourism</b></p> <p><b>GCSE Theme 2 Topic 4</b></p> <p>a. Describing a past holiday b. Holiday preferences c. Dream holidays d. Future holidays</p> <p>Assessment: Mock exam – listening, reading, speaking and writing</p>
<b>Topic 3</b>	<p><b>My school</b></p> <p>a. What is there in your school? b. What do you study at school? c. What do you think about your teachers?</p> <p>Grammar: Intro to the present tense Assessment: Listening, reading and speaking</p>	<p><b>My daily life</b></p> <p>a. What's your daily routine like? b. How do you use social media?</p> <p>Grammar: Further work on the present tense and use of infinitives Assessment: Listening, reading and writing</p>	<p><b>Future hopes and dreams</b></p> <p>a. What would you like to do in the future?</p> <p>Grammar: Using the infinitive to express future actions</p>		<p><b>Revision and exam preparation</b></p>

Geography	Year 7: KS3	Year 8: KS3	Year 9: KS3	Year 10: GCSE	Year 11: GCSE	Year 12: A Level	Year 13: A Level
<b>Autumn 1a</b>	Topic 1: Introduction to the UK	Topic 6: Our unequal world	Topic 11: Misrepresented places	Topic 6: Resource Management	Topic 5: Global Development	Topic 1: Tectonics Topic 3: Globalisation	Topic 5: Water Non-examined assessment
<b>Autumn 1b</b>	Topic 2: Physical landscape of the UK	Topic 7: Our hazardous world	Topic 12: Dark tourism	Topic 1: Changing UK Landscapes	Topic 5: Global Development	Topic 1: Tectonics Topic 3: Globalisation	Topic 5: Water Topic 7: Superpowers
				Topic 7: Rivers Fieldwork	Topic 2: Weather and Climate		
<b>Spring 2a</b>	Topic 3: Living in Wolverhampton	Topic 8: Our Urban World	Topic 13: Extreme Weather	Topic 1: Changing UK Landscapes	Topic 2: Weather and Climate	Topic 1: Tectonics Topic 4B: Regenerating places	Topic 6: Carbon Topic 8B: Migration
<b>Spring 2b</b>	Topic 4: Weather and climate of the UK	Topic 9: Our living world	Topic 14: Sustainable schools research	Topic 3: Ecosystems, Biodiversity & Management	Topic 8: UK Challenges	Topic 2B: Coastal landscapes Topic 4B: Regenerating Places	Topic 6: Carbon Topic 8B: Migration
<b>Summer 3a</b>	Topic 5: Synoptic: Challenges in the UK	Topic 10: Synoptic: Global issues	Topic 15: Synoptic: Global power and conflict	Topic 3: Ecosystems, Biodiversity & Management	Exam prep	Topic 2B: Coastal landscapes Topic 7: Superpowers	Synoptic paper and exam prep
<b>Summer 3b</b>				Topic 4: Changing Cities	Examinations	Topic 2B: Coastal landscapes	Examinations
	Topic 7: Urban fieldwork	Non-examined assessment					

History	Year 7: KS3	Year 8: KS3	Year 9: KS3	Year 10: GCSE	Year 11: GCSE
Autumn 1	Topic 1 – Invaders to England & Norman Conquest	Topic 6: The Industrial Revolution	Topic 12: Second World War	Crime and Punishment -1000 – present day	Weimar and Nazi Germany 1918-39
Autumn 2	Topic 2 :Medieval Life	Topic 7: The British Empire	Topic 13: The Holocaust		
Spring 1	Topic 3: Medieval Kings	Topic 8: The Transatlantic Slave Trade	Topic 14: Immigration and Britain	Historical Environment – Whitechapel 1888	The American West 1835-95
Spring 2	Topic 4: The Tudors	Topic 9: First World War	Topic 15: American Civil Rights	Early Elizabethan England 1558-1588	
Summer 1	Topic 5: The English Civil War	Topic 10: The Inter War Years	Topic 16: The Cold War	Weimar and Nazi Germany 1918-39	Revision & Exams
Summer 2	Topic 6: Dudley Castle	Topic 11: Histories Mysteries	Topic 17: Forgotten Heroes		

PRE	Year 7 (KS3)	Year 8 (KS3)	Year 9 (KS3)	Year 10 (GCSE)	Year 11 (GCSE)
Autumn A	<p><b>What do different religions believe about God and the afterlife?</b> Exploration of Abrahamic and Dharmic religions belief about God and the afterlife.</p>	<p><b>How do religious believers practise their faith? Prayer and Pilgrimage</b> An exploration of the significance of prayer An exploration of the significance of pilgrimage</p>	<p><b>Is all life sacred?</b> Sanctity of life, Quality of life and the Value of life Human life and death: abortion, saviour siblings, death penalty, euthanasia</p>	<p><b>Paper 1: Sikh Beliefs</b> Key Beliefs The Nature of Human Life</p>	<p><b>Paper 2: Religion and Life</b> The origins and value of the universe The origins and value of human life</p>
Autumn B	<p><b>Do the teachings of Jesus stand the test of time?</b> Evaluation of the key teachings of Jesus</p>			<p><b>Paper 1: Sikh Practices</b> Worship and Service Festivals and Lifestyle</p>	<p><b>Paper 2: Religion and Life</b> The origins and value of the universe The origins and value of human life</p>
Spring A	<p><b>How relevant are Guru Nanak's teachings today?</b> An exploration of the usefulness of the Guru Nanak's teachings in modern society. An exploration of the usefulness of the history of Sikhism and the intentions Guru Nanak had for a more equal society.</p>	<p><b>What are the expectations and reality of different religions?</b> Exploration of societies expectations of religious teachings and practises VS the reality.</p>	<p><b>What does it mean to be a Jew?</b> Jewish history and Jewish practices</p>	<p><b>Paper 1: Christian Beliefs</b> Key Beliefs Jesus Christ and Salvation</p>	<p><b>Paper 2: The Existence of God and Revelation</b> Philosophical arguments for and against the existence of God The nature of the Divine and revelation</p>
Spring B	<p><b>What is it like to be a follower of the Buddha?</b> An exploration of the practises of Buddhism and how it originated. An exploration of Buddhists faith and what they believe and why.</p>		<p><b>How has the Holocaust impacted Jewish identity?</b> Impact on Jewish faith and identity</p>	<p><b>Paper 1: Christian Practices</b> Worship and Festivals The role of the Church in the local and worldwide community</p>	<p><b>Paper 2: The Existence of God and Revelation</b> Philosophical arguments for and against the existence of God The nature of the Divine and revelation</p>
Summer A	<p><b>How important are places of worship in contemporary Britain?</b> An exploration of the importance of holy buildings Symbols How do holy buildings serve the community?</p>	<p><b>How may an activist be influenced by their religion?</b> Christianity: Martin Luther King Islam: Malala Yousafzai Sikhism: The Langar</p>	<p><b>How reasonable is it to believe in God?</b> Arguments for and against God's existence, including the challenge from Buddhism and Humanism</p>	<p><b>Paper 2: Crime and Punishment</b> Religion, Crime and the Causes of Crime Religion and Punishment</p>	<p><b>Exam Preparation and Revision</b></p>
Summer B				<p><b>Paper 2: Relationships and Families</b> Sex, Marriage and Divorce Families and Gender Equality</p>	<p><b>Exam Period</b></p>

ICT/Computing	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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<b>Term 1a</b>	Digital Literacy (App)	Computer Logic	Computer Networks	CS - Storage & Memory Programming Techniques IT - R060 – Planning and designing a spreadsheet solution	CS -Translators & Facilities of Languages Logic Gates CS -Programming Task 1-7 IT -R070 – Designing an AR prototype IT -R050 – Design Tools, Human Computer Interface, Data & Testing	IT -Unit 1 – Understanding Hardware & Understanding Software CS – Structures & Functions of Processors CS – Software & Software development CS – Problem Solving & Programming	IT -Unit 3 – What is cyber security, Issues in cyber security IT -Unit 17 – Technologies that extend the scope of IoE CS – Structures & Functions of Processors CS – Software & Software development CS – Algorithms CS – Programming Project
<b>Term 1b</b>	Digital Literacy (Online)	Algorithms & Computational Thinking	Taster IT: Augmented Reality	CS -System Architecture CS -Programming Techniques IT -R060 – Creating the spreadsheet solution	CS -SQL – Databases Logic Gates CS -Programming Task 7-12 IT -R070 – Creating an AR prototype IT -R070 – Testing & Reviewing an AR prototype IT -R050 – Cyber security and legislation, Digital communications, Internet of Everything (IoE)	IT -Unit 1 – Business IT Systems & Employability & communication in IT environments CS – Data Types , Data Structures & Algorithms CS – Problem Solving & Programming	IT -Unit 3 – measures to protect against cyber security, Manage cyber security Revise IT -Unit 17- Present concepts for repurposed developments for the IoE CS – Data Types, Data Structures and Algorithms CS - Algorithms CS- Programming Project
<b>Term 2a</b>	Computer Components	Flowcharts	Taster CS: Python Expert	CS -Units & Numbers CS - Programming Techniques IT -R060 – Creating the spreadsheet solution	CS -Images, Characters & Sound CS -Programming Techniques IT -R050- EXAM IT -R050 – Design Tools, Human Computer Interface, Data & Testing	IT -Unit 1 – Ethical & operational issues and threats to computers IT -UNIT 1 – EXAM CS – Software & Software Development CS – Problem Solving & Programming	IT -Unit 3 – EXAM IT -Unit 9 – Product lifecycle CS – Software 7 Software Development CS - Algorithms CS- Programming Project
<b>Term 2b</b>	Data Representation	Python Advanced	HTML: Web Design	CS -System Software CS -Programming Techniques IT -R060 – Testing the spreadsheet solution, Evaluating the spreadsheet solution	CS -Algorithms CS -Programming Techniques IT -R050 – Cyber security and legislation, Digital communications, Internet of Everything (IoE)	IT -Unit 2 – Devices & the internet, Information styles & quality, Categories and analysis CS – Exchanging Data CS – Elements of Computational Thinking	IT -Unit 9 – Design products for a client scenario CS – Exchanging Data CS – Algorithms CS – Problem Solving & programming
<b>Term 3a</b>	MicroBits	Excel-ling	Robotics Laws & Ethics	CS -Networking CS -Programming Techniques IT -R070 – Adobe Aero Skill building	Laws & Ethics CS – REVISION IT -R050- REVISION	IT -Unit 2 – Flow of Information, Security & protection CS- Exchanging Data CS- Pygame Practice	IT -Unit 9 – Implement and test products IT -Unit 9 – Carryout acceptance testing CS – Exchanging Data CS – Legal, Moral, Cultural & Ethical Issues

							CS- Submit Programming Project
<b>Term 3b</b>	Python Basics	Mobile App Development	Artificial Intelligence	CS -System Security CS -Programming Techniques IT -R070- Augmented Reality (AR)	IT COURSE COMPELTE CS COURSE COMPLETE	IT -UNIT 2 – EXAM IT -Unit 17 – Understand the loE CS – Legal, Moral, Cultural & Ethical Issues CS- Programming Project	IT COURSE COMPELTE CS COURSE COMPLETE

	Y7	Y8	Y9	Y10- NCFE ENGINEERING	Y11- NCFE ENGINEERING
<b>Autumn A</b>	<b>Desk Tidy</b>  Introduction to workshop safety and exploration of basic hand tools.	<b>Bit Stop Desk Organiser</b>  Use of machines and hand tools to produce a range of wood joints. Use of CAM (Laser cutter)	<b>Passive Amplifier</b>  use of workshop tools to independently follow a SOP (Sequence of production) to produce a final product.	Content area 1 Engineering disciplines 15 Hours	Content area 8 Production planning techniques 10 Hours
<b>Autumn B</b>				Content area 2 Applied science and mathematics in engineering 15 Hours	Content area 9 Applied processing skills and techniques 16 Hours
<b>Spring A</b>				Content area 3 Reading engineering drawings 10 Hours  <b>Mock NEA</b>	NEA DELIVERY
<b>Spring B</b>	<b>Down Hill Race Car</b>  Exploration of workshop machines- Vacuum Former-Pillar Drill	<b>Wooden Robot</b>  Use of hand tools, measuring and marking skills. Produce a Production plan and follow a production plan when making.	<b>CAD</b>  Introduction into using the laser cutter works and have access to making a variety of different products including:  <ul style="list-style-type: none"> <li>• Rulers</li> <li>• Phone Holder</li> <li>• Keyring</li> </ul>	Content area 4 Properties, characteristics and selection of engineering materials 15 Hours  <b>Mock NEA</b>	NEA DELIVERY
<b>Summer A</b>				Content area 5 Engineering tools, equipment and machines 15 Hours  Content area 6 Hand-drawn engineering drawings 12 Hours	NEA DELIVERY/ EXAM / Content Boost!
<b>Summer B</b>				Content area 7 Computer-aided design (CAD) engineering drawings 12 Hours	

<b>Hospitality</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
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<b>Autumn 1a</b>	Taste the Rainbow	Nutritious and Delicious	Diet and Health	Unit 1 - 1.1 H&C Provision Unit 2 - 2.3 Skills and Techniques	Unit 2 - Controlled Assessment (2.1 and 2.2)
<b>Autumn 1b</b>	Taste the Rainbow	Nutritious and Delicious	Diet and Health	Unit 1 - 1.2 How H&C Providers Operate Unit 2 - 2.3 Skills and Techniques	Unit 2 - Controlled Assessment (2.3 and 2.4)
<b>Spring 2a</b>	Healthy Habits	Eat Better, Feel Better	A Healthy Outside, Starts from the Inside	Unit 1 - 1.3 Health and Safety in Hospitality Unit 2 - 2.3 Skills and Techniques	Unit 1 1.1 H&C Provision 1.2 How H&C providers operate
<b>Spring 2b</b>	Healthy Habits	Eat Better, Feel Better	A Healthy Outside, Starts from the Inside	Unit 1 - 1.4 Food Safety in H&C Unit 2 - 2.3 Skills and Techniques	Unit 1 1.3 Health and Safety in Hospitality 1.4 Food Safety in H&C Unit 2 - Controlled Assessment Entry
<b>Summer 3a</b>	Good Food, Good Mood, Colourful Food	Food is Fuel	Food, Folks and Function	Unit 2 2.1 The importance of Nutrition. 2.2 Menu Planning . 2.3 Skills and Techniques	Synoptic Paper and Exam Preparation
<b>Summer 3b</b>	Good Food, Good Mood, Colourful Food	Food is Fuel	Food, Folks and Function	Unit 2 2.4 Evaluating Cooking Skills 2.3 Skills and Techniques	Unit 1 - Examination Entry



Art and Photography	Year 7: KS3	Year 8: KS3	Year 9: KS3	Year 10: GCSE	Year 11: GCSE	Year 12: A Level	Year 13: A Level
Autumn 1a	Project 1 <b>Visual Elements</b> Key principles: lines, tone, texture, colour, Form, pattern, shape	Project 1 <b>Mad Hatters</b> Alice in Wonderland mixed-media project (literacy element)	Project 1 <b>Biomechanical</b> Exploring anatomical and mechanical compositions. 3-D cardboard relief	Year 10 Workshops Skill building sessions  (Choose pathway: Fine Art, Textiles or Photography)	Continue portfolio: Component 01 (60% of GCSE)  Development and final outcomes	Year 12 Workshops Skill building sessions  (Choose pathway: Art/Photography)	Continue portfolio: Component 01 (60% of A-Level)  Development and final outcomes
Autumn 1b							
Spring 2a	Project 2 <b>Art Movements</b> 1800-1900's: Post-Impressionism, Cubism, Surrealism, Pop Art and Op Art	Project 2 <b>Urbanisation</b> Favela structures in Rio's informal settlements. Mixed-media and textile compositions	Project 2 <b>Creative Careers</b> Exploring Architect, Automotive designer, Illustrator, Tattoo artist and Graphic Designer	Portfolio: Component 01 (60% of GCSE)  Initial observations  Experiments  Development studies	External task released: Component 02 (40% of GCSE)  5 topics Mini project	Portfolio: Component 01 (60% of A-Level)  Initial observations  Experiments  Development studies	External task released: Component 02 (40% of A-Level)  5 topics
Spring 2b							
Summer 3a	Project 3: <b>Abstract Art</b> Materials, techniques and processes through abstraction	Project 3 <b>Where in the World</b> Traditional and contemporary cultures from around the world	Project 3 <b>Green Man</b> Develop portrait observational skills . Colour and tone theory	Moderation	Moderation	Moderation	Moderation
Summer 3b							

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1a	<p><b><u>SOL 1: Time Keeping (Exploring Rhythm &amp; Pulse)</u></b></p> <p>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 percussion instrument to do this.</p> <p><b>Assessment method:</b> Group performance and composition</p> <p><b><u>SOL 2: Just Play</u></b></p> <p>Students will learn to perform music as an ensemble using tuned percussion and/or guitar, ukulele or keyboard. They will sing as a class and in small groups a range of music.</p> <p><b>Assessment method:</b> Performance</p> <p><b><u>SOL 3: Instruments of the Orchestra</u></b></p> <p>Students will learn about the four different sections of the orchestra. They will learn to</p>	<p><b><u>SOL 1: The Blues (ONE TERM)</u></b></p> <p>Students will explore chords and the 12-bar blues chord structure, improvisation, the blues scale, syncopation, the walking bass line and traditional instruments associated with The Blues. Students will understand the history (slave trade) and development of blues music through a series of homework activities. Students develop listening skills and develop their composing skills using staff notation.</p> <p><b>Assessment method:</b> Performance and Listening test</p> <p><b><u>SOL 2: Just Play 2</u></b></p> <p>Students will learn to perform music as an ensemble using ukulele or guitar and keyboard.</p> <p><b>Assessment method:</b> Performance</p>	<p><b><u>SOL 1: Samba Music</u></b></p> <p>Students will be taught about the origins of Samba Music and associated instruments. They will develop their listening skills and ensemble performance skills.</p> <p><b>Assessment method:</b> Listening test</p> <p><b><u>SOL 2: Minimalism</u></b></p> <p>Explore music from the 20<sup>th</sup> century. Students perform clapping music, listen to a range of minimalistic music and perform Tubular Bells by Mike Oldfield.</p> <p><b>Assessment method:</b> Performance</p>	<p>Component 1 – Exploring Music Products and Styles. The Blues</p> <p>Component 1 – Exploring Music Products and Styles. House Music</p>	<p>Component 2 – Musical Skills Development. Workshop 2 - Production</p> <p>Component 2 – Musical Skills Development. <b>Assessment</b></p>
Term 1b					

<p><b>Term 2a</b></p>	<p>identify the layout and identify pictures of different instruments. They will develop their listening skills and whole class ensemble skills performing 'Viva La Vida'.</p> <p><b>Assessment method:</b> Listening test</p> <p><b>SOL4: Time Keeping 2</b></p> <p>This unit builds on from Time Keeping 1 and introduces students to notation. Students perform a variety of rhythms on percussion instruments. Students perform a rhythm grid in groups reading notation.</p>	<p><b>SOL3: Musical Theatre</b></p> <p>Explore the combination of music, acting, singing, dancing and costume design. Students will explore songs from a range of musicals and will focus on Grease Lightening keyboard performance. Students will also encounter rapping as part of a group (Hamilton).</p> <p><b>Assessment method:</b> Group composition</p>	<p><b>SOL 3: Dance Music/EDM (ONE TERM)</b></p> <p>Explore beat, rhythm, four to the floor, structure, instrumentation/ looping, sampling and the music industry. Students will understand the history and development of disco music of the 1970s/80s. Listening skills are developed.</p>	<p>Component 1 – Exploring Music Products and Styles. Reggae Music</p>	<p>Component 3 – Responding to a commercial Music Brief.</p>
<p><b>Term 2b</b></p>	<p>Students will learn how to use the basic keyboard functions and the notes on the keyboard. They will cover basic music notation and perform a simple melody using the correct fingers/hands.</p> <p><b>Assessment method:</b> Group Performance</p> <p><b>SOL5: Introduction to Keyboard Skills</b></p>	<p><b>SOL4:</b></p> <p><b>SOL5: Film Music</b></p> <p>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 themes and will explore how composers have used these to represent different characters or situations.</p>	<p><b>Assessment method:</b> Solo performance (Dancing Queen)</p> <p><b>Assessment method:</b> Group performance</p> <p><b>SOL4: Reggae Music</b></p> <p>Students explore features of reggae songs and instrumentation. They will understand the history and development of reggae through homework exercises. Students develop their listening skills and perform in groups various aspects of a reggae song such as riff, bassline and chords.</p>	<p>Component 1 – Exploring Music Products and Styles. Samba Music <b>Assessment</b></p>	<p>Component 3 – Responding to a commercial Music Brief. <b>Assessment</b></p>
<p><b>Term 3a</b></p>	<p><b>Assessment method:</b> Solo performance</p>	<p><b>Assessment method:</b> Group or solo performance</p>	<p><b>Assessment method:</b> Listening test</p>	<p>Component 2 – Musical Skills Development. Skills Audit</p>	<p>Component 3 – Responding to a commercial Music Brief. <b>Assessment</b></p>

Term 3b				Component 2 – Musical Skills Development. Workshop 1 – Composing	
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*PE LTP needed*