

Curriculum – Executive Summary & Narrative 2019 - 2022

Key Stage 3 & Key Stage 4 & Key Stage 5

Intention

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

- **Challenge** all students to be the best that they can be
- Provide students with **knowledge** required to be successful
- Provide them with the skills to **retain** and **apply** knowledge
- Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners
- Provide **deep learning** that accelerates our students understanding of the world around them
- Equip our students with **ambition** and aspirations so that they become happy and successful members of society
- 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 with this:

- 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.
- The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge within each subject/topic.
- When possible, each new unit of learning should build upon the previous unit.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused. Curriculum design should support real learning, which requires durable changes to long-term memory.

Implementation

Summer Term 2019

- Each subject team developed a long-term map that clearly lays out the curriculum across the relevant key stages, so that the knowledge students are expected to acquire each academic year is made explicit.
- This knowledge should build cumulatively in terms of its breadth and depth.
- Subject/teaching teams should identify the concepts that are central to the mastery of each subject. They must then maintain an unrelenting focus on helping students to learn this knowledge.
- Key curriculum documents are centralised and made available for staff, students, parents and carers via our website portal.

Autumn 2019 & Spring 2020

CPD:

- (Especially subject co-planning sessions) Maintain an unrelenting focus on improving and evolving the curriculum, and ensure that all teachers are developing their subject knowledge.
- Develops staff knowledge of:
 - How students retain knowledge.
 - SEND strategies to reduce the barriers to learning.
 - Literacy & Reading Strategies
- Directors investigating feeder primary schools to review their curriculum.

Summer Term 2020

Finalise 2020/21 Curriculum, ensuring:

- KS 3 appropriate pitch and content.
- Regular retrieval practice and spaced practice should be built into the curriculum to help students form durable long-term memories.
- Appropriate L&T strategies developed via CPD are embedded into MTP and STP plans.
- Where appropriate, strategies must be in place (e.g. check lists, knowledge organisers) that support students in self-regulating their learning of the curriculum.
- Homework will be planned into the curriculum and consistently applied across teams. It will provide students with the opportunity to practice, embed, extend upon or apply the knowledge that they have been taught in lessons, or provide the opportunity to improve a piece of work.
- Internal and external reviews of Curriculum July 20.

Long Term Plan

To bridge knowledge and skills across the curriculum so that relevant knowledge or skills taught in different subject areas are taught at the same time. Examples might include calculations of rate and speed and time graphs across Maths and Physics or teaching Victorian England at the same time as great expectations in History and English. Once we have mapped and run the curriculum through the current cycle we aspire to make these links to provide a more immersive experience for our students. This can dovetail with planned trips and enrichment activities, providing an opportunity for re-visitation to aid recall.

Curriculum Documents

(To be uploaded on the website/portal for all year groups).

Curriculum Overview/ Long Term Maps

Our long-term plans will clearly state the curriculum narrative; expected pathways of progression through the key stage; breaking up into a yearly plan. Our long-term map includes:

Intent statement (Explaining the following questions)

1. Curriculum design, coverage and appropriateness.
2. What is the Rationale/Ambition for our subject?
3. How have concepts been logically organised and sequenced to aid pupils' learning?
4. How does this link to the academy's intent?

Impact - Attainment (qualifications and assessments)/ Progress/ Knowledge & skill development/ Destinations

This curriculum narrative must:

- Be fully understood and used by the staff within your department
- Be fit for purpose.
- Reflect departments/academies vision and needs.

Medium Term Schemes of Learning

Our effective medium-term scheme of learning fulfil the below criteria:

1. Clearly links to the long-term plan.
2. Complete Assessment Map
3. Includes quality assessments and contains a schedule for these assessments.
4. Include learning outcomes which build students' knowledge and skills year on year/unit on unit.
5. Clear links to rich and interesting resources.
6. Indicate teaching approaches which engage and interest the students.
7. Contains effective challenge and support for students.
8. Identifies expectations for each grade.
9. SMSC/literacy/numeracy clearly identified.
10. Students have access to the information they need and in the format they can readily access (including OneNote).
11. Homework/independent study enable students to practice current and previously taught skills.
12. Reflects the department/academy vision.

Short Term Lesson Planning

These are lesson by lesson plans & resources which staff adapt for their students.

Curriculum Transition plan 2019 – 2023

Curriculum overview 2019-2020

Year 7 (10 groups X1,2,3,4,5 & Y1,2,3,4,5)

Subject	Eng	Maths	Sci	D&T (Rotation)	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 (10 groups X1,2,3,4,5 & Y1,2,3,4,5)

Subject	Eng	Maths	Sci	D&T (Rotation)	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 (8 groups X1,2,3,4 & Y1,2,3,4)

	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Pathway	5	5	2	2	2	2	1	2	2	2	25
Triple	Eng	Maths	Bio	Chem	Phy	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	
Main	Eng	Maths	Sci	Sci	MFL/Hi/Gg	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	

Year 10 (9 groups X1,2,3,4 & Y1,2,3,4,5)

	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Pathway	5	5	2	2	2	2	1	2	2	2	25
Triple	Eng	Maths	Bio	Chem	Phy	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	
Main	Eng	Maths	Sci	Sci	MFL/Hi/Gg	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	

Year 11 (10 groups X1,2,3,4,5 & Y1,2,3,4,5)

Subject	English Lang	English Lit	Maths	Science	PE, Sport & Health	Separate Sci Or ICT	Options	Total
Allocation (hrs)	4		4	4	2	2	9 (3x3)	25

Curriculum overview 2020-2021

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

Subject	Eng	Maths	Sci	D&T (Rotation)	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 (10 groups X1,2,3,4,5 & Y1,2,3,4,5)

Subject	Eng	Maths	Sci	D&T (Rotation)	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 (10 groups X1,2,3,4,5 & Y1,2,3,4,5)

Subject	Eng	Maths	Sci	D&T (Rotation)	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 (8 groups X1,2,3,4 & Y1,2,3,4)

	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Pathway	5	5	2	2	2	2	1	2	2	2	25
Triple	Eng	Maths	Bio	Chem	Phy	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	
Main	Eng	Maths	Sci	Sci	MFL/Hi/Gg	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	

Year 11 (9 groups X1,2,3,4 & Y1,2,3,4,5)

	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Pathway	5	5	2	2	2	2	1	2	2	2	25
Triple	Eng	Maths	Bio	Chem	Phy	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	
Main	Eng	Maths	Sci	Sci	MFL/Hi/Gg	PE, Sport & Health	C.O.R.E.	Free choice Option	Free choice Option	Free choice Option	

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Rationale for changing to 3 year Key Stage 3

- Following a curriculum audit, academy leaders have concluded that extra time was needed to enhance even further the breadth and depth of Key Stage 3 content
- We believe our new 3 year Key Stage 3 will ensure our Year 7, 8 & 9 curriculum is not narrowed in any way
- Following a successful trial (External and internally Quality Assured) of Mastery in both Maths and English, Mastery will be continued and flow through into Year 9
- Our enhanced, knowledge-rich (progression model) curriculum, will ensure that all students are better prepared for the demands of Key Stage 4 and to allow the high proportion of disadvantaged students to make good on any gaps in knowledge, vocabulary and cultural capital
- The breadth and depth of the Key Stage 3 curriculum will allow students to make an informed choice when accessing the full range of options in Year 10 - Key Stage 4
- Students will be guided towards the most appropriate pathway at Key Stage 4. The EBacc will be at the heart of this process and both students and parents will be encouraged to choose the full suite of EBacc subjects
- A greater focus on assessment pedagogy so that students are better informed on their progress and teachers are better able to adapt and plan lessons that best support learning.
- Knowing more & Remembering more

Please Note – our curriculum is undergoing internal and external reviews thus being adapted as appropriate

Year 7									
	English	Maths	Science	MFL	Geography	History	R.E.	Sport / PE	ICT
Term 1	MASTERY – OLIVER TWIST	Mastery 1. Place value 2. Addition and subtraction 3. Addition and subtraction of decimals 4. Multiplication and division Foundation 1. Number properties and calculations 2. Shapes and measures in 3D 3. Statistics 4. Expressions and equations	Biology Unit 1: Cells and Ecosystems Physics Unit 1: Electricity & Forces	Basics Spelling bee Role play assessment * 7X5 & 7Y5 will follow up to HT3 on one lesson per week Describing family Spelling bee Photocard assessment	Introduction to the UK Physical landscape of the UK	Enquiry Question- How do Historians find out about the past? Topic- Romans Enquiry Question- How did Britain end up with a French King? Topic- The Norman invasion and conquest	What is religion? Analogy of the Island What is religion? Formation of religious groups, founders and beliefs about God	Students will rotate around 9 sports. During each activity, students will develop the ability to control themselves and equipment to perform skills and tactics control competition situations. 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?	E-Safety – Cybersecurity Understanding computers - internal hardware
Assessment Week 1 2/12/19									
Term 2	MASTERY – A Midsummer Night's Dream	Mastery 1. Working with units 2. Angles 3. Triangles and quadrilaterals 4. Symmetry and tessellation 5. Understand and use fractions 6. Fractions of amounts 7. Multiplying and dividing decimals Foundation 1. Decimal calculations 2. Angles 3. Number properties	Chemistry Unit 1: States of Matter and Atoms, Elements & Compounds Biology Unit 2: Body Systems	School Spelling bee Role play assessment Songs Spelling bee	The people of the UK Weather and climate	Enquiry Question- How great was the 'Great War'? Topic- World War One Enquiry Question- What was WWII like at Home and abroad? Topic- World War Two	Where can we find wisdom to live by? The Bible Where can we find wisdom to live by? The Qur'an, Guru Granth Sahib & Torah	Leadership – Coaching a skill Communication & Evaluation – Verbally explain how to overcome challenges and improve performances. H&F – Identifying fitness components used in sport.	Data Party planning project Python Programming
Term 3	MASTERY – A Midsummer Night's Dream	Mastery 1. Order of operations 2. Introduction to algebra 3. Algebraic generalisation project 4. Percentages 5. Handling data Foundation 1. Sequences 2. Fractions and percentages 3. Probability 4. Number calculations, fractions, decimals and percentages	Physics Unit 2: Energy Chemistry Unit 2: Acids & Alkalis and Separating Mixtures	Describing weather and talking about hobbies/sports General conversation Food and revision of all topics Role play – restaurant	Challenges and opportunities in the UK	Enquiry Question- Why should we remember the Holocaust? Topic- The Holocaust Enquiry Question- Is this a 'New Modern World'? Topic- Post- World War Two Britain	What can we learn from places of worship? What can we learn from places of worship?	Leadership – Taking on different roles in sport Communication & Evaluation – Reviewing performance against success criteria. H&F – How to improve own health and fitness.	Flowol/Kodu Interface design- Photoshop
Assessment Week 2 5/6/20									

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
<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 study a topic called 'Night & Day' This focuses on the basic musical elements and introducing the students to performing music.</p>	<p>Students are studying a 'silent movies' SOL to focus on the physical and movement skills required to be a performer.</p>

Year 8

	English	Maths	Science	MFL	Geography	History	RE	PE	ICT
Term 1	Modern Novel – Reading for Meaning and Pleasure	Foundation U1: Number U2: Area and volume U4: Expressions and equations U5: Real-life graphs High U1: Factors and powers U2: Working with powers U3: 2D shapes and 3D solids U4: Real life graphs	Chemistry Unit 3: The Periodic Table and Earth Science Physics Unit 3: Sound, Light and Motion	Holidays and activities – being a tourist Translation bee Role play assessment * 8X5, 8Y5 & 8X4 will follow Year7 SOW to HT3 as they have not studied French Past holidays Translation bee Reading/writing postcards assessment	Our physical world Our unequal world	Enquiry Question- How did the Industrial Revolution change the face of Britain? Topic- Industrial Revolution Enquiry Question- Should we be proud of the British Empire? Topic- British Empire and slavery	How can people spiritually express themselves? Different types of prayer/meditation How can people spiritually express themselves? Different places of pilgrimage	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.	CYBERCRIME- CYBERSECURITY WEB DESIGN

Assessment Week 1 2/12/19

Term 2	The Tempest Transactional Writing – Speeches	Foundation U6: Decimals and ratio U7: Lines and angles U8: Calculating with fractions High U5: Transformations U6: Fractions, decimals and percentages U7: Construction and loci	Biology Unit 3: Respiration and Unicellular Organisms Chemistry Unit 4: Chemical Reactions	TV and media habits Translation bee Technology Translation bee Presentation of a new product	World cities Our living world	Enquiry Question- How great was the 'Great War'? Topic- World War One Enquiry Question- What was WWII like at Home and abroad? Topic- World War Two	What motivates people to fight against injustice? What motivates people to fight against injustice?	Leadership – Independently plan and organise practice. Communication & Evaluation – Verbally evaluating tactics and strategies an individual or team uses. Health & Fitness – Prioritise components of fitness used in sports.	Spreadsheet modelling Micro bit
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Term 3	Poetry – Identity and Relationships Project Based Writing	Foundation U9: Straight line graphs U10: Percentages, decimals and fractions U11: Statistics, graphs and charts High U8: Probability U9: Scale drawing and measures U10: Graphs	Physics Unit 4: Earth & Space Biology Unit 4: Plants & Health	Film Writing and presenting a film review assessment Revision of Y7&8 topics Reading and writing assessment	Global issues	Enquiry Question- Why should we remember the Holocaust? Topic- The Holocaust Enquiry Question- Is this a 'New Modern World'? Topic- Post- World War Two Britain	What motivates people to fight against injustice? What motivates people to fight against injustice?	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.	Back to the Future ICT Careers Python
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Assessment Week 2 5/6/20

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
<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:</p> <p>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:</p> <p>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 build on their composition skills by using different instruments; learning the key features and African Drumming before applying their learning to their own composition.</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>

YEAR 9 – Foundation Year

	English	Maths			Science	MFL	Geography	History
Term 1	<p>Animal Farm Lang P1-SB – Narrative Arc/AO6</p> <p>Weekly Retention Lesson</p> <p>Transactional Writing – Speeches from the perspective of characters</p> <p>Proving My Opinion – Providing Valid Arguments (Debate)</p>	<p>Foundation U1: Numbers, powers, roots, decimals and rounding U2: Expressions & substituting into simple formulae U3: Drawing & interpreting tables & charts</p> <p>U4: Fractions and percentages U5: Properties of shapes and simple angle facts U6: Perimeter & area</p>	<p>Cross Over U1: Two way tables U2: Frequency trees U3: Venn diagrams U4: Product of prime factors U5: Multiples in context U12: Use of Calculator U6: Best Value U7: Exchange Rates U8: Rounding and Error Intervals U9: Estimation U10: Percentage of an Amount U11: Interest and Growth Depreciation and Decay U13: Reverse Percentages</p>	<p>U1: Two way tables U2: Frequency trees U3: Venn diagrams U4: Product of prime factors U5: Multiples in context U12: Use of Calculator U6: Best Value U7: Exchange Rates U8: Rounding and Error Intervals U9: Estimation U10: Percentage of an Amount U11: Interest and Growth/Depreciation and Decay U13: Reverse Percentages U14: Fractions U15: Ratio U16: Proportion - Recipes U18: Index Laws U17: Standard Index Form U19: Expand and Simplify U20: Factorising U21: Solving equations U22: Subject of U25: Inequalities</p>	<p>Biology Unit 1: Key Concepts Cells and Control Genetics Chemistry Unit 1: States of Matter Separating Substances Atomic Structure The Periodic Table Ionic Bonding Covalent Bonding</p>	<p>Family and friends Photocard speaking Marriage and partnership</p>	<p>Ecosystems</p>	<p>Crime and punishment in Britain, c1000–present Time Period: 1000- 1500 Time Period: 1500- 1700 Time Period: 1700 to 1900</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>U7: 3D forms U8: Mensuration U9: Probability U1: Two way tables U2: Frequency trees U3: Venn diagrams U4: Product of prime factors U5: Multiples in context U12: Use of Calculator U6: Best Value</p>	<p>U14: Fractions U15: Ratio U16: Proportion - Recipes U18: Index Laws U17: Standard Index Form U19: Expand and Simplify U20: Factorising U21: Solving equations U22: Subject of U25: Inequalities</p>	<p>U23/24: Averages U26: Frequency Diagrams U27: Scatter Graphs U28: Time Series U29: Straight Line Graphs U30: Quadratic and Cubic Graphs U31: Coordinate Geometry U32: Speed, Distance, Time Compound Measures U33: Real Life Graphs U34: Pythagoras Trig U36: Alternate /Corresponding Angles U35: Bearings U37: Interior and Exterior Angles</p>	<p>Physics Unit 1: Motion Motion and Forces Conservation of Energy Biology Unit 2: Natural Selection and Genetic Modification Health, Disease and the Development of Medicine</p>	<p>Free time activities: media, internet, sports, food, music Technology in everyday life Speaking focus</p>	<p>Development</p>	<p>Paper 1: Crime and punishment in Britain, c1000–present Time Period: 1700 to 1900 Time Period: 1900 to Present</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>U7: Exchange Rates U8: Rounding and Error Intervals U9: Estimation U10: Percentage of an Amount U11: Interest and Growth U11: Depreciation and Decay U13: Reverse Percentages U14: Fractions U15 Ratio U16: Proportion - Recipes U18: Index Laws U17: Standard Index Form</p>	<p>U23: Averages U24: Averages from a Table Averages from Grouped Data U26: Frequency Diagrams U27: Scatter Graphs U28: Time Series U29: Straight Line Graphs U30: Quadratic and Cubic Graphs U31: Coordinate Geometry U32: Speed, Distance, Time Compound Measures U33: Real Life Graphs</p>	<p>U38: Statistics and Sampling U39: Pie Charts U40: Probability U41: Probability Trees U42: Plans and Elevations U43: Constructions U44: Circles Arcs and Sectors U45: Surface Area and Volume U46: Congruence Similar Shapes U47: Transformations U48: Vectors</p>	<p>Chemistry Unit 2: Types of Substances Acids and Alkalis Quantitative Chemistry</p> <p>Physics Unit 2 Waves Light and the EM Spectrum Radioactivity</p>	<p>Francophone customs and festivals Presentation Healthy lifestyles 90/150 writing focus Reading and listening</p>	<p>Weather and Climate</p>	<p>Whitechapel, c1870– c1900: crime, policing and the inner city.</p>

YEAR 9 – Foundation Year

	RE	PE	ICT	Business	Health & Social	Child D	Art	Textiles	Performing Arts	Travel & Tourism	Product Design	Hospitality	Engineering	Media
Term 1	Sikh beliefs & Practice	Rules and Regulations of team or individual sport.	What is a user interface? Audience needs	What is an enterprise? Types and characteristics of SME The purpose of enterprises Entrepreneurs	General First Aid Growth and development during infancy	Characteristics of children's development from birth to 5 years old. Physical, intellectual, emotional and social development 0–18 months .	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.	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	Introduction to Media key concepts including Mise en scene, connotations, genre, conventions
Term 2	Sikh & Christian beliefs & Practice	Evaluating own performance in first sport. Suggesting ways to improve own performance in first sport.	Project planning techniques Create a project plan Create an initial design Developing a user interface	Customer Needs Using market research to understand customers Using market research to understand customers Understanding Competitors Internal Factors	Growth and development during Early childhood and adolescence, early, middle and late adulthood	Physical, intellectual, emotional and social development 18 months - 5 years	Portrait project Mini GCSE style project in response to artist's work.	Wet media workshops	Pantomime Performance. Exploring the Performing Arts	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	Exploring media products – Audience and purpose Genre, narrative, representation
Term 3	Christian beliefs & Practice	Evaluating own performance in second sport. Suggesting ways to improve own performance in second sport.	Refining the user interface Review	Using cash flow Financial forecasting Suggesting improvements to cash flow problems Break-even analysis and point Break-even analysis and point Sources of Business Finance	Factors which impact development	Applying knowledge to assignment.	Idea development/responding to artists work. Digital workshop. Final piece development/Final piece		Exploring the Performing Arts	World Wide Travel and Tourism Destinations Understanding Location/Map Work	Alternative 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	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	1. Power and Conflict Poetry 2. A Christmas Carol Weekly Retention Lesson 1. Lang P1 SA and SB - Creative Writing – using the poetry as a steer. 2. Power and Conflict Poetry/Unseen	Foundation U19: Expand and simplify U20: Factorising U21: Solving equations U22: Subject of formula. U25: Inequalities. U23: Averages U24: Averages from tables. (Grouped data) U26: Frequency tree U27: Scatter graphs. U28: Time Series U29: Straight line graphs.	Cross Over U34: Pythagoras Trig - Non Calculator Trig - Finding Sides Trig - Finding Angles Pythagoras with Trig U36: Alternate /Corresponding Angles U35: Bearings U37: Interior and Exterior Angles U38: Statistics and Sampling U39: Pie Charts U40: Probability U41: Probability Trees U42: Plans and Elevations U43: Constructions	Higher U49: Sequences U50: Forming and Solving Equations U51: Simultaneous Equations U52: Direct Proportion/Inverse Proportion U1: Number U2: Algebra U3: Coordinate geometry U4: SA & volume	Physics Unit 1: <ul style="list-style-type: none"> Waves Light and the EM Spectrum Chemistry Unit 1: <ul style="list-style-type: none"> Acids and Alkalis Quantitative Chemistry Electrolytic Processes Obtaining and Using Metals 	My local area *Current Year 10 have completed this module in Year 9 Travel and tourism	Rivers & Coasts	<u>Early Elizabethan England, 1558–88.</u> Challenges to Elizabeth at home and abroad, 1569- 88 Elizabethan society in the Age of Exploration, 1558- 88	Systems architecture & Memory Storage
Term 2	1. Creating a Voice – Transactional Writing – Creating SLE 2. An Inspector Calls Weekly Retention Lesson 1. A Christmas Carol 2. SLE practice or other transactional writing steers (links to real life and ACC)	U30: Quadratic and Cubic graphs. U31: Coordinate geometry. U32: Speed, Distance, Time (Compound measures) U33: Real life graphs. U34: Pythagoras and Trigonometry (Trig- Non Calculator, Trig-sides/angles Pythagoras with trig) U36: Alternate/Corresponding angles. 35. Bearings U37: Interior and Exterior Angles.	U44: Circles Arcs and Sectors U45: Surface Area and Volume U46: Congruence/Similar Shapes U47: Transformations U48: Vectors U49: Sequences U50: Forming and Solving Equations U51: Simultaneous Equations U52: Direct Proportion/Inverse Proportion	U5: Transformations U6: Quadratics U7: Simultaneous equations U8: Conditional probability U9: Direct & inverse proportion U10: Similarity in 2D & 3D U11: Trigonometry	Biology Unit 1: <ul style="list-style-type: none"> Natural Selection and Genetic Modification Health, Disease and the Development of Medicine Physics Unit 2: <ul style="list-style-type: none"> Radioactivity Work and Forces Dong Work Electricity 	Social and global issues – poverty/ homelessness Social and global issues – environment	Rivers & Coasts (Field work)	<u>Early Elizabethan England, 1558–88.</u> Elizabethan society in the Age of Exploration, 1558- 88 <u>The American West, c1835–c1895.</u> The early settlement of the West, c1835- c1862	Wired and wireless networks Python Programming lessons
Term 3	1. Viewpoints and Perspectives – Crime and Punishment; Men and Women. 2. Descriptive/Narrative Writing – Creating Character Record SLE Weekly Retention Lesson 1. An Inspector Calls 2. Article Writing 3. Power and Conflict Poetry/Unseen	U38: Statistics and Sampling U39: Pie Charts U40: Probability U41: Probability Trees U42: Plans and Elevations. U43: Constructions. U44: Circles (Arcs and sectors) U45: Surface area and volume. U46: Congruence and similar shapes. U47: Transformations	Intervention – topics as required. Adapted Higher Intervention – topics as required. Adapted Higher	U12: Sampling, Cumulative Frequency, Box Plots and Histograms U13: Graphs U14: Circle geometry U15: Circle theorems U16: Algebraic fractions U17: Functions	Chemistry Unit 2: <ul style="list-style-type: none"> Dynamic Equilibrium Groups in the Periodic Table Rates of Reaction Biology Unit 2 <ul style="list-style-type: none"> Plants and Photosynthesis Animal Coordination, Control and Homeostasis 	My studies Role play assessment Post 16 school and jobs	Changing Cities	<u>The American West, c1835–c1895.</u> <ul style="list-style-type: none"> Conflicts and conquest, c1876- 1895 <u>Weimar and Nazi Germany, 1918–39</u> <ul style="list-style-type: none"> The Weimar Republic 1918- 29 	Network topologies, protocols and layers

YEAR 10

	RE	PE	ICT	Business	Health & Social	Child Development	Art	Textiles	Performing Arts	Travel & Tourism	Product Design	Hospitality	Engineering	Media
Term 1	Christian Responses to Crime & Punishment	Fitness Components , testing	Characteristics of data and information Representing information Ensuring data is suitable for processing Data collection Quality of information and its impact on decision making	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	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	Debates surrounding the existence of God	Fitness Testing Feb-April After this point Teachers making plans based on student knowledge and skill gaps.	Sectors that use data modelling Threats to individuals Data processing methods Produce a dashboard	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	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	Christian views on relationships	Fitness Training Principles	Drawing conclusions based on the data	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	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	<p>Weeks 1-4 AIC for 2 weeks (x3 lessons) Poetry (x1 lesson)</p> <p>Weeks 5-10 Macbeth (x3 lessons) Language (x1 lesson)</p> <p>Week 11 – Easter 4 week rolling cycle through all areas of the KS4 curriculum</p>	<p>Foundation U48: Vectors U49: Sequences U50: Forming and solving equations U51: Simultaneous equations. U52: Direct and Inverse proportion.</p>	<p>Cross Over Intervention – topics as required. Adapted Higher</p>	<p>Higher U18: Algebraic proof U19: Congruence and geometric proof. U20: Vectors</p>	<p>Biology Unit 1</p> <ul style="list-style-type: none"> Animal Coordination, Control and Homeostasis Exchange and Transport in Animals Ecosystems and Material Cycles <p>Physics Unit 1</p> <ul style="list-style-type: none"> Magnetism and the Motor Effect Electromagnetic Induction Particle Model Forces and Matter 	<p>Identity and Culture Local, National, International and Global Areas of Interest Speaking and Listening</p>	<p>Energy</p>	<p><u>Weimar and Nazi Germany, 1918–39</u></p> <ul style="list-style-type: none"> Hitler's rise to power, 1919–33 Nazi control and dictatorship, 1933–39 Life in Nazi Germany, 1933–39 	<ul style="list-style-type: none"> Systems software & Ethical, legal, cultural and environmental concerns Algorithms Extended programming practice & NEA Hours 1-7
Term 2		<p>After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.</p>	<p>After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.</p>	<p>After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.</p>	<p>Chemistry Unit 1</p> <p>Earth and Atmospheric Science</p> <p>After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.</p>	<p>Current and Future Study and Employment Reading and Writing Revision all themes</p>	<p>UK Challenges</p>	<p><u>Weimar and Nazi Germany, 1918–39</u></p> <ul style="list-style-type: none"> Life in Nazi Germany, 1933–39 	<ul style="list-style-type: none"> NEA Hours 8-20 NEA Hours 8-20 Programming techniques & Producing robust programs
Term 3	<p>Teachers making individualised plans based on student knowledge and skill gaps.</p>					<p>After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.</p>	<p>Fieldwork</p>	<p>After this point Intervention – topics as required. Teachers making individualised plans based on student knowledge and skill gaps.</p>	<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	Christian views on the importance of Life	Fitness Components testing & training	Modern technologies Impact of modern technologies Threats to data Prevention and management of threats to data	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	Revision & Exam Technique	Fitness Training Principles	Responsible use of IT Legal and ethical Forms of notation	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 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	Teachers making individualised plans based on student knowledge and skill gaps.	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

Year 12

	Art	Applied Sci (ExC)	Biology	Business	Chem	Comp Sci	Eng Lang/Lit	Engineering	German	Geog	History	Maths
Term 1	Tone and colour. Students are taught how to produce A level standard in these areas in preparation for their choice of project.	Unit 1: Principles and Applications of Science Unit 2 Practical Scientific Procedures and Techniques	Development of practical skills in biology Module 2 – Foundations in biology Cell structure Biological molecules Nucleotides and nucleic acids Enzymes Biological membranes	1. What is business? Understanding the nature and purpose of business 2. Managers, leadership and decision making Understanding management, leadership and decision making Understanding management decision making Understanding the role of stakeholders	Development of practical skills in chemistry Atoms, compounds, molecules and equations Electrons, bonding and structure Amount of substance Enthalpy changes Acid-base and redox reactions		Introduction to Language and Literature – the framework. Poetic Voices Exploring Grammar through Remembered Places– Paris	Unit1 - A Algebraic and trigonometric mathematical methods Unit1 - B Static engineering systems Unit2 - A1 Common engineering processes Unit2 - A2 Health and safety requirements Unit2 - A3 Human factors affecting the performance of engineering processes	Grammar Aspects of German-speaking society Multiculturalism in German-speaking society	Globalisation & Tectonics	Component 1- The Tudors: England 1485-1603 (British option) •Henry VII, 1485–1509 •Henry VIII, 1509–1547 Component 2- Democracy and Nazism, 1918-45 •The establishment and early years of the Weimar Republic, 1918-24	Pure Unit 1: Algebra and functions (1) Unit 2: Further algebra & Statistics Unit 1: Data presentation and interpretation Pure Unit 3: Differentiation & Statistics Unit 2: Statistical distributions & Mechanics Unit 7: Quantities and units in mechanics
Term 2	Artist's work. Students are taught how to reference to A level standard and examine the work of their chosen artist	Unit 1: Principles and Applications of Science Unit 2 Practical Scientific Procedures and Techniques	Development of practical skills in biology Module 2 – Foundations in biology Cell division, cell diversity and cellular Organisation Module 3 – Exchange and transport Exchange surfaces Transport in animals Transport in plants Module 4 – Biodiversity, evolution and disease Communicable diseases, disease prevention and the immune system	3. Decision making to improve marketing performance Setting marketing objectives Understanding markets and customers Segmentation, targeting and positioning Using the marketing mix Setting operational objectives Analysing operational performance Increasing efficiency and productivity Improving quality Managing inventory and supply chains	Development of practical skills in chemistry Acid-base and redox reactions Reaction rates and equilibrium (qualitative) The periodic table and periodicity Group 2 and the halogens Qualitative analysis		Poetic Voices Imagined Worlds Creative Writing – Recreating the absent and underplayed perspectives	Unit1 - C Dynamic engineering systems Unit1 - D Fluid engineering systems Unit1 - E Static and direct current electricity and circuits Unit2 - B1 Principles of engineering drawing Unit2 - B2 D computer-aided drawing	Grammar Multiculturalism in German-speaking society Artistic culture in the German-speaking world	Coastal landscapes & diverse places	Component 1- The Tudors: England 1485-1603 (British option) •Henry VIII, 1509–1547 •Edward VI 1547- 1553 Component 2- Democracy and Nazism, 1918-45 •The 'Golden Age' of the Weimar Republic, 1924-1929 •The collapse of Democracy, 1928-33	Pure Unit 4: Integration Unit 5: Vectors 2D & Statistics Unit 3: Probability & Mechanics Unit 8: Kinematics (constant acceleration) Pure Unit 6 Co-ordinate geometry in the (x,y) plane & Statistics Unit 4: Statistical sampling & Mechanics Unit 9: Forces and newton's laws
Term 3	Students begin their portfolio	Unit 1: Principles and Applications of Science – exam prep	Development of practical skills in biology Module 4 – Biodiversity, evolution and disease Biodiversity Classification and evolution	5. Decision making to improve financial performance Analysing financial performance Sources of Finance Improving cash-flow 6. Decision making to improve human resource performance Setting HR objectives Analysing human resource performance Improving organisational design and managing the human resource flow Improving motivation and engagement Improving employer-employee relations	Development of practical skills in chemistry Core organic chemistry Hydrocarbons Alcohols and haloalkanes Organic synthesis Analytical techniques (IR and MS)		Writing About Society – Exploration of the writer's points of view and shape of narrative structure. Exploring Grammar through Remembered Places Revision and Poetry Revision	Unit1 - F Magnetism and electromagnetic induction Unit1 - G Single-phase alternating current Unit2 - C1 Principles of effective teams Unit2 - C2 Team set-up and organisations Unit2 - C3 Health and safety risk assessment Unit2 - C4 Preparation for batch manufacture Unit2 - C5 Delivery of manufacturing processes	Grammar Artistic culture in the German-speaking world Aspects of political life in the German-speaking world	Non Examined Assessment	Component 1- The Tudors: England 1485-1603 (British option) •Edward VI, Somerset and Northumberland, 1547- 1553 Component 2 Democracy and Nazism, 1918-45 •The collapse of Democracy, 1928-33 Component 3: Historical investigation •Independent research on the enquiry topic, as well as on contemporary sources and academic interpretations.	Pure Unit 7: Trigonometry Unit 8: Algebra and functions (2) & statistics Unit 5: Statistical hypothesis testing & Mechanics Unit 10: Kinematics (variable acceleration) Pure Unit 9: Exponentials and logarithms & Statistics Unit 6: Data presentation and interpretation(2)

YEAR 12										
	Psy	Physics	Soc	Sport	Sport (D)	HSC (Ex c)	HSC (Dip)	Media	Law	Computer Science
Term 1	Psychology: Unit 2 Psychological themes across core studies. Social Approach Cognitive Approach	Development of practical skills in physics Physical quantities and units Making measurements and analysing data Nature of quantities Motion Forces in action Work, energy and power Charge and current Energy, power and resistance Electrical circuits	Unit 1: Education and Methods in context Unit 2: Sub topic Families and households	U1 – Anatomy and Physiology U2 – Fitness training and programme	U22 – Business in sport U4 – Sports leadership	Unit 1 Human growth and development Factor which impact human growth and development Unit 5 Examine principles, values and skills which underpin meeting the care and support needs of individuals Examine principles and ethical issues	Unit 7 -Examine how a duty of care contributes to safe practice in health and social care settings Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings Unit 14 - Investigate the causes and effects of physiological disorders Unit 14 - Investigate the causes and effects of physiological disorders	Introduction to Media key concepts Unit 2: Pre-production and planning(Exam in Jan)	<ul style="list-style-type: none"> •Introduction to the nature of law. •Civil courts. •Tribunals and Alternative Dispute Resolution. •Criminal courts. •Sentencing. •Lay magistrates. •Juries. •Legal personnel. •Barristers. •Solicitors. •Legal Executives. •Legal personnel 2 – The judiciary. •Access to justice. 	Introduction to Media key concepts Unit 2: Pre-production and planning
Term 2	Psychology: Unit 2 Psychological themes across core studies.	Development of practical skills in physics Physical quantities and units Making measurements and analysing data Nature of quantities Materials Newton's laws of motion and momentum	Unit 1: Education and Methods in context Unit 2: Sub topic Families and households Unit 2: Subtopic 2: Media	U1 – Anatomy and Physiology U2 – Fitness training and programme	U22 – Business in sport U4 – Sports leadership	Unit 1– effects of ageing –Exam prep sessions and revision Unit 5 Ethical issues involved when providing care and support to meet individual needs Examine the ethical issues and investigate the principles	Unit 7 Investigate the influence of health and safety legislation and policies in health and social care settings Procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings. Unit 14: Diagnosis of physiological disorders Treatment and support for service users with physiological disorders	Unit 2: Revision Unit 1: Industry and audiences (May exam)	<ul style="list-style-type: none"> •Criminal Law. •The rules of criminal law actus reus, mens rea and causation. •Non-fatal offences against the person. •Parliamentary law Making. •Parliament – influences on Parliament. •Delegated legislation. •Statutory interpretation. •Judicial precedent. •Law reform. 	Unit 2: Revision Unit 1: Industry and audiences
Term 3	Psychology: Unit 1 Research Methods	Development of practical skills in physics Waves Quantum physics	Unit 1: Education and Methods in context Unit 2: Subtopic 2: Media	U1 – Anatomy and Physiology U2 – Fitness training and programme	U22 – Business in sport U4 – Sports leadership	Unit 2 Roles and responsibilities of HSC workers Unit 5 Principles behind enabling individuals with care & support needs to overcome challenges The roles of professionals and how they work together to provide the care	Exam preparations / Revision time for exams Unit 8 – introduction / project Unit 14 - D - Develop a treatment plan for service users with physiological disorders to meet their needs. Unit 4 – introduction / project	Unit 3: Creation of media product (magazines)	<ul style="list-style-type: none"> •The rules and theory of the law of tort. •The tort of negligence. •Duty, breach, damage and causation. •Occupier's liability. •Remedies in tort. •Defences in tort. 	Unit 1: Industry and audiences (May exam) Unit 3: Creation of media product (magazines)

YEAR 13

	Art	Applied Sci	Biology	Business	Chem	Eng Lang/Lit	Engineering	History	Geog	HSC (Ex C)	HSC (Dip)	Psy
Term 1	Portfolio	Unit 3: Science Investigation Skills – exam prep	Development of practical skills in biology Module 5 – Communication, homeostasis and energy Communication and homeostasis Excretion as an example of homeostatic control Neuronal communication Hormonal communication Plant and animal responses Photosynthesis Respiration	7. Analysing the strategic position of a business Mission, corporate objectives and strategy Financial ration analysis Political and legal change Economic Change Social and Technological The competitive environment 7. Investment Appraisal 8. Choosing strategic direction Choosing which markets to compete in and what products to offer Choose how to compete	Development of practical skills in chemistry Reaction rates and equilibrium (quantitative) pH and buffers Enthalpy, entropy and free energy Redox and electrode potentials Transition elements	NEA x2 P2 SA Unseen x1 P1 SA&B King Lear Revision - Key Extracts NEA x1 P2 Blake x2 (with revision of AHT and KR) P1 SC Death of a Salesman and Keats	Unit3 – Design triggers Unit3 – Design challenges Unit3 – Equipment level and system level constraints and opportunities Unit3 – Material properties Unit3 – Mechanical power transmission Unit3 – Manufacturing processes Unit411 Traditional secondary machining processes Unit41 - Specialist secondary machining processes Unit41 -Sustainability characteristics of secondary machining processes	Component-1 The Tudors: England 1485-1603 (British option) •Mary I, 1553- 1558 •Elizabeth I, 1558-1603 Component 2- Democracy and Nazism, 1918-45 •The Nazi Dictatorship, 1933-1939	Water & Superpowers	Unit 2 Learning Aim B – Role of organisations in HSC sectors Unit 2 Learning Aim C – Working with people who have specific needs in HSC Unit 12 Learning Aim A – Examine reasons why individuals may experience additional need Unit 12 Learning Aim A – Examine reasons why individuals may experience additional needs	Unit 8 - A: Examine strategies for developing public health policy to improve the health of individuals and the population Unit 8 - B: Examine the factors affecting health and the impact of addressing these factors to improve public health Unit 4 - A: Types of issues where research is carried out in the health and social care sector Unit 4 - A: Types of issues where research is carried out in the health and social care sector / B: Research methods in health and social care	Psychology: Unit 3: Applied Psychology Issues in Mental Health The Medical model Child Psychology Intelligence (Biological) Pre-adult brain development (Biological) Perceptual development (Cognitive)
Term 2	Portfolio work until exam paper released in February Exam prep.	Unit 9 Human Regulation and Reproduction	Development of practical skills in biology Module 6 – Genetics, evolution and ecosystems Cellular control Patterns of inheritance Manipulating genomes Cloning and biotechnology Ecosystems Populations and sustainability.	9. Strategic methods: how to pursue strategies Assessing a change in scale Assessing innovation Assessing internationalisation Assessing greater use of digital technology 10. Managing strategic change Managing organisational culture Managing strategic implementation Problems with strategy and why strategies fail	Development of practical skills in chemistry Aromatic compounds Carbonyl compounds Carboxylic acids and esters Nitrogen compounds Polymers Organic synthesis Chromatography and spectroscopy (NMR)	P1 SC Death of a Salesman and Keats P2 SC Blake and AHT (TKR) Question Skills x2 and P2 SA Unseen x1 P1 SB King Lear Revision P2 SB Kite Runner - Question Skills x2 and P2 SA Unseen x1	Unit3 – Design for a customer Unit3 – Regulatory constraints and opportunities Market Analysis Performance analysis Manufacturing analysis Health and safety requirements Risk assessment Setting up secondary process machines Unit4 Features of secondary processes Unit41 – Parameters of secondary processes Unit41 – Quality control methods	Component 1- The Tudors: England 1485-1603 (British option) •Elizabeth I, 1558-1603 •Revision Component 2- Democracy and Nazism, 1918-45 •The Racial State, 1933-1941 •The impact of war, 1939-45	Carbon cycle and energy & MIS	Unit 2 – Exam prep sessions and revision Resit revision – Unit 1 and Unit 2 Unit 12 Learning Aim B - Examine how to overcome the challenges to daily living faced by people with additional needs Unit 12 Learning Aim C – Investigate current practice with respect to provision for individuals with additional needs	Unit 8 - C: Investigate how health is promoted to improve the health of the population Unit 8 - D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health. Unit 4 - B: Research methods in health and social care Unit 4 - C: Carrying out and reviewing relevant secondary research into a contemporary health and social care issue	Psychology: Unit 3: Applied Psychology Cognitive development and education (Cognitive) Development of attachment (Social) Impact of advertising on children (Social) Psychology: Unit 3: Applied Psychology Option 2 Criminal psychology What makes a criminal? (Biological) The collection and processing of forensic evidence (Biological) Criminal Psychology
Term 3	Exam	Unit 9 Human Regulation and Reproduction	Teacher led revision Exam	Teacher led revision Exam	Teacher led revision Exam	Teacher led revision Exam		Teacher led revision Exam	Synoptic Paper Exam	Resit revision - Unit 1 and Unit 2 Official exam resits Resubmission opportunities for coursework	External assessment preparation / revision time. Exam Unit 4 – External assessment preparation / revision Exam	

Year 13											
	Maths	Media	Perf Arts	Law	Sociology	Product Design	Physics	Sport (Ex)	Sport (Dip)	F. Maths	Computer Science
Term 1	Pure Unit 1: Algebraic and partial fractions Unit 2: Trigonometry (1) Unit 3: Differentiation & Mechanics Unit 4: Forces at any angle (1) Unit 5: Further kinematics (1) Unit 6: Applications of kinematics Unit 7: Forces at an angle (2) Pure Unit 4: Integration Unit 5 Proof Unit 6: Functions and modelling & Statistics Unit 1: Normal distribution	Unit 3: Creation of media Product (Magazines) Unit 21: Planning and pitching a media product	Unit 28 – Variety Performance	Homicide offences. •Murder. •Voluntary Manslaughter. •Involuntary Manslaughter Mental capacity defences. •Insanity. •Automatism. •Intoxication. Property offences. •Theft. •Burglary. •Robbery. General defences. •Self-defence. •Duress / threats/ circumstance and necessity. •Consent. Preliminary offences – attempts.	Sociology Unit 3: Crime and Deviance. Functionalist, strain and subcultural theories. Labelling theories. Marxist theories and criminology. Realist theories of crime. Office statistics and patterns of crime. Ethnicity and Crime. Gender and Crime Social Class and Crime.	Section A: Identify and investigate design possibilities Section B: Producing a design brief and spec Section C: Development of design proposal Section D: Development of design prototype	Development of practical skills in physics Thermal physics Circular motion Oscillation Gravitational fields Astrophysics and cosmology	U3 – Professional development in sport industry U7 – Practical Sport performance	U23 – Skill acquisition U8 – Coaching for performance	Complex numbers Argand diagrams Series Roots of polynomials Volumes of revolution Matrices	Unit 3: Creation of media Product (Magazines) Unit 21: Planning and pitching a media product
Term 2	Pure Unit 7: Series and sequences Unit 8: Binomial theorem Unit 9: Trigonometry (2) Statistics Unit 2: Probability & Mechanics Unit 8: Applications of forces (1) Pure Unit 10: Parametric Equations Unit 11: Numerical methods Unit 12: Vectors 3D Statistics Unit 3: Regression and correlation & Mechanics Unit 9: Further kinematics (2) Unit 10: Moments Unit 11: Applications of forces (2)	Unit 22: Script writing a media product Unit 22/ Unit 20: Advertising a media product	Unit 3 – Group Performance Workshop	Torts connected with land. •Nuisance. Public / private. •Rylands v Fletcher. Vicarious liability. Contract Law. •Offer, acceptance and consideration. •Intention. •Terms, Vitiating factors. •Misrepresentation. •Economic duress. Discharge. •Performance. •Frustration •Breach. Remedies.	Globalisation and Human rights, state and green crime. Crime and the Media. Control prevention and punishment. The difference between consensus, conflict, structural, social action and interpretivists Theories. Feminism Late modern and Postmodern theories Values and ethics. Sociology and Social Policy Sociology as a Science.	Section D: Development of design prototype Section E: Analysing and evaluating	Development of practical skills in physics Capacitors Electric fields Electromagnetism Nuclear and particle physics Medical imaging	U3 – Professional development in sport industry U7 – Practical Sport performance	U23 – Skill acquisition U8 – Coaching for performance	Linear transformations Proof by induction Vectors	Unit 22: Script writing a media product Unit 20: Advertising a media product
Term 3	Teacher led revision Exam	Unit 20: Advertising a media product	Intervention work to ensure coursework is at Target Grade.	Synoptic unit. •Law and morality. •Law and justice. •Law and society. Law and technology. •REVISION	Return to Education. Methods in context.	Exam	Teacher led revision Exam	U3 – Professional development in sport industry U7 – Practical Sport performance	U23 – Skill acquisition U8 – Coaching for performance		Unit 20: Advertising a media product