



*Additional note: The ongoing COVID-19 pandemic continues to have an impact on our curriculum planning. We are committed to maintaining the breadth and balance of our curriculum offer for all students. However, as our teachers continue to assess the impact of the pandemic on students' knowledge and understanding, our curriculum leaders may decide to make carefully thought-out and planned adjustments to the curriculum in their subject. Where this happens, we will update the whole-school curriculum map accordingly.*

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## YEAR 7

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<a href="#"><u>ART, CRAFT AND DESIGN</u></a>	<p><b><u>Festival of skills:</u></b></p> <ul style="list-style-type: none"> <li>● Rules and expectations in the art rooms</li> <li>● Artistic formal elements</li> <li>● Application of tonal and colour pencil</li> <li>● Application of watercolour</li> <li>● Still life</li> <li>● Composition</li> <li>● Fauvism</li> </ul>	<p><b><u>Marine life:</u></b></p> <ul style="list-style-type: none"> <li>● Observational drawing skills</li> <li>● Application of tonal and colour pencil to create visual texture</li> <li>● How to use clay</li> <li>● Composition</li> <li>● Application of paint to create depth</li> <li>● Scientific drawings</li> </ul>	<p><b><u>Music and Art :</u></b></p> <ul style="list-style-type: none"> <li>● Understanding what abstract art is</li> <li>● Interpretation and expression of sound</li> <li>● Meaning and connotations of colour and shape</li> <li>● Art history and context</li> <li>● Artwork analysis</li> <li>● Composition</li> <li>● Colour theory</li> </ul>
<a href="#"><u>COMPUTER SCIENCE</u></a>	<ul style="list-style-type: none"> <li>● Copyright and Ownership</li> <li>● Privacy and Security</li> <li>● Self Image and Identity</li> <li>● Managing online information</li> <li>● Health, wellbeing and lifestyle</li> <li>● Online Bullying</li> <li>● Online Relationships</li> </ul> <p><b><u>Students will also learn how to use Google Software effectively including:</u></b></p> <ul style="list-style-type: none"> <li>● Google Slides</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Google quizzes</li> <li>● Forms</li> </ul>	<p><b><u>Unit 7.3 Control systems with Flowol:</u></b></p> <ul style="list-style-type: none"> <li>● Solving problems with flowcharts</li> <li>● Sequencing</li> <li>● Sensors</li> <li>● Subroutines</li> <li>● Actuators TS</li> <li>● Variables</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence, selection, iteration, variables and algorithms through python turtle programming</li> </ul>

RUISLIP HIGH SCHOOL CURRICULUM MAP 2022-2023

<p><u>CULTURAL STUDIES</u></p>	<p>Friendship</p> <ul style="list-style-type: none"> <li>- What do we value in a good friend? How to be a good friend</li> <li>- Avoiding toxic friendships</li> <li>- Banter and bullying</li> <li>- What can religions teach us about friendships and how to treat people? (Good Samaritan)</li> <li>- What can religions teach us about friendships and how to treat people? (Bilal)</li> </ul> <p>Identity and Diversity</p> <ul style="list-style-type: none"> <li>- What is identity and why is it important?</li> <li>- British Values</li> <li>- What is my identity? What makes me who I am?</li> <li>- How are families similar and different? What might influence decisions made in a family?</li> <li>- Religious Discrimination - what is it? How does society and religion teach us not to discriminate?</li> <li>- Racism and Xenophobia - what is it? How does society and religion teach us to treat everyone equally?</li> <li>- Radicalisation - what is it, and how can it be prevented?</li> </ul> <p>Festivals of light</p> <ul style="list-style-type: none"> <li>- Hinduism &amp; Diwali</li> <li>- Judaism &amp; Hanukkah</li> <li>- Islam &amp; Eid</li> <li>- Christianity &amp; Christmas</li> </ul>	<p>What makes a good leader?</p> <ul style="list-style-type: none"> <li>- What are the qualities of a good leader?</li> <li>- Comparing democracy and dictatorship</li> <li>- Democracy and Dictatorship: Rights and Responsibilities</li> <li>- Democracy and freedom - what is democracy, what freedoms does it offer and is it perfect?</li> <li>- UK election system. MPs and general elections</li> </ul> <p>How was the world created?</p> <ul style="list-style-type: none"> <li>- Students' views on how the world was created.</li> <li>- Religious views on the creation of the world (Abramic view including differences and Hinduism)</li> <li>- Big Bang theory</li> <li>- Design theory, including Paley's design argument</li> </ul> <p>Where does evil and suffering come from?</p> <ul style="list-style-type: none"> <li>- Religious and non-religious views on evil and suffering</li> <li>- Theories of punishment - what is the purpose of punishment?</li> <li>- Youth Crime in the UK</li> <li>- Christian views on Crime and Punishment</li> <li>- Islamic views on Crime and Punishment</li> <li>- Capital Punishment - what is it, religious and non-religious views</li> <li>- Religion, crime and punishment</li> </ul>	<p>Decision-making and our own values and morals</p> <ul style="list-style-type: none"> <li>- What are morals and where do they come from?</li> <li>- Impact of right and wrong decisions on ourselves and others</li> <li>- How can we shop ethically?</li> <li>- Religious teachings on considering others when making decisions</li> </ul> <p>Lifestyles - now and in the future</p> <ul style="list-style-type: none"> <li>- Wants and needs</li> <li>- Budgeting and managing money</li> <li>- Different financial products</li> <li>- Bank Accounts</li> <li>- Future aspirations</li> <li>- How can I keep healthy?</li> <li>- How can I keep my mind healthy</li> <li>- Resilience</li> </ul> <p>Puberty</p> <ul style="list-style-type: none"> <li>- The impact of puberty physically and emotionally</li> <li>- How to manage the changes that students maybe going through, and where to seek help</li> <li>- How to regulate emotions, changes in body confidence and ways to develop self confidence</li> </ul>
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2022-2023

			including: Heaven and Hell. and reincarnation			
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>Theatre Terminology</li> <li>Presentational Skills</li> <li>Story telling</li> </ul>		<ul style="list-style-type: none"> <li>Studying and performing the play 'Ernie's Incredible Illucinations' by Alan Ayckbourn</li> <li>'The Lost Valley'</li> </ul>	<ul style="list-style-type: none"> <li>A Midsummer Night's Dream</li> <li>Building tension – Horror - Cross curricular link with music</li> </ul>		
<b>ENGLISH</b>  <b>Character and Voice</b>	<p><b><u>Villains</u></b></p> <ul style="list-style-type: none"> <li>Students explore character archetypes in a range of Greek myths and establish firstly how villains are presented in these stories but also consider what truly makes a villain.</li> </ul>	<p><b><u>Frankenstein Play</u></b></p> <ul style="list-style-type: none"> <li>Following the previous unit, students further develop their understanding of villainy and look at how writers craft complex characters and create sympathy for them.</li> </ul>	<p><b><u>Rhetoric into Shakespeare</u></b></p> <ul style="list-style-type: none"> <li>Students explore how Shakespeare has created voices for his characters through some of his most famous speeches.</li> </ul>	<p><b><u>Grow your own Poems</u></b></p> <ul style="list-style-type: none"> <li>Based on their understanding of how Shakespeare creates voices, students now use their own voices in the form of poetry. They look at different forms of poetry and how they express ideas.</li> </ul>	<p><b><u>Novel:Trash</u></b></p> <ul style="list-style-type: none"> <li>A dual narrative mystery novel set in Brazil. Students explore shifts in voice/narrative perspectives and what that brings to the story.</li> </ul>	<p><b><u>Media/Representation</u></b></p> <ul style="list-style-type: none"> <li>How are 'characters' represented in the media? This unit explores how voices are crafted in the media and how they can be used to represent people or ideas about them in certain ways.</li> </ul>
<b>FOOD AND NUTRITION</b>	<ul style="list-style-type: none"> <li>Healthy eating</li> <li>Hygiene and safety in the kitchen</li> <li>Carbohydrates</li> <li>Fats and sugars</li> </ul>		<ul style="list-style-type: none"> <li>Dairy</li> <li>Protein</li> <li>The importance of breakfast</li> </ul>	<ul style="list-style-type: none"> <li>Hydration</li> <li>Food choices</li> <li>Food and the media</li> </ul>		
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>Alphabet</li> <li>Numbers</li> <li>Saying how old you are</li> <li>Days of the week and months</li> <li>Describing the classroom</li> <li>Saying what you like/dislike</li> <li>Colours</li> </ul>		<ul style="list-style-type: none"> <li>Talking about weather and season</li> <li>Talking about sports you play and activities you do in your free time</li> <li>Describing your family and where you live</li> <li>Talk about the food you like and dislike</li> <li>Forming and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Talk about animals</li> <li>Using high numbers</li> <li>Describing your family</li> <li>Using the possessive adjectives</li> <li>Describing where you live</li> <li>Talking about what you have for breakfast</li> </ul>		

RUISLIP HIGH SCHOOL CURRICULUM MAP 2022-2023

	<ul style="list-style-type: none"> <li>● Family</li> <li>● Opinions</li> <li>● Describing oneself</li> <li>● Freetime activities</li> <li>● School subjects</li> <li>● Uniform</li> <li>● Typical French schools</li> <li>● Telling the time</li> </ul>	<ul style="list-style-type: none"> <li>● Present tense eg. verbs</li> <li>● Using opinion verbs and phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Learning about Bastille Day</li> <li>● Talking about places in a town</li> <li>● Saying where you go at the weekend</li> <li>● Inviting someone out</li> <li>● Saying what you are going to do using the future tense</li> </ul>			
<p><b><u>GEOGRAPHY</u></b></p>	<p><b><u>Unit 1: Introduction to Geography and Atlas Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Recognising countries and continents; understanding regions; using latitude and longitude.</li> </ul> <p><b><u>Unit 2: Water, Rivers and Flooding:</u></b></p> <ul style="list-style-type: none"> <li>● River landscapes: How the UK's longest river, the Severn, changes from its source to its mouth. How is fresh water provided in the UK?</li> <li>● The causes of flooding and how we try to manage floods in the UK</li> </ul>	<p><b><u>Unit 3: Map Skills and the British Isles:</u></b></p> <ul style="list-style-type: none"> <li>● What is an Ordnance Survey map?</li> <li>● Understanding OS map symbols, grid references, direction, scale, relief</li> <li>● The physical and human geography of the British Isles.</li> <li>● The difference between Great Britain, the United Kingdom and the British Isles.</li> </ul>	<p><b><u>Unit 4: Cold Environments:</u></b></p> <ul style="list-style-type: none"> <li>● The world's main mountain ranges (Himalayas, Rockies and Andes).</li> <li>● Glaciers.</li> <li>● The 1953 British expedition to climb Mount Everest.</li> <li>● Why is Mount Everest under pressure today?</li> <li>● The continent of Antarctica.</li> <li>● The 1911-12 race to the South Pole. How is the continent managed today under the Antarctic Treaty?</li> </ul>	<p><b><u>Unit 5: Settlement:</u></b></p> <ul style="list-style-type: none"> <li>● Settlement siting factors</li> <li>● How did Ruislip develop along with the growth of the London Underground?</li> <li>● Historic photos and maps of Ruislip.</li> <li>● The world's biggest cities</li> <li>● Urbanisation trends</li> </ul>	<p><b><u>Unit 6: Coasts and oceans:</u></b></p> <ul style="list-style-type: none"> <li>● Why are oceans important for travel and world trade?</li> <li>● Container ports</li> <li>● Coastal processes and landforms</li> <li>● Jurassic Coast World Heritage Site case study</li> <li>● Coastal management</li> </ul>	<p><b><u>Unit 7: Ecosystems and biodiversity:</u></b></p> <ul style="list-style-type: none"> <li>● What are the world's major ecosystems?</li> <li>● Tropical rainforest, hot desert, deciduous forest, coniferous forest</li> <li>● How are plants and animals adapted to each ecosystem?</li> <li>● What are the threats to biodiversity?</li> <li>● How can biodiversity be protected?</li> </ul>

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<p><b><u>GRAPHICS</u></b></p>	<p><b><u>What is Graphics?:</u></b></p> <ul style="list-style-type: none"> <li>● Health &amp; safety in the graphics rooms</li> <li>● Typography</li> <li>● How Graphics is used in the real world</li> <li>● Image analysis</li> <li>● Colour theory</li> </ul>	<p><b><u>Typography:</u></b></p> <ul style="list-style-type: none"> <li>● Typography</li> <li>● Literacy link - idioms, onomatopoeia</li> <li>● Designing ideas based on previous knowledge</li> <li>● Application of colour pencil</li> <li>● Identifying and appropriate themes and ideas</li> </ul>	<p><b><u>Logo and Monograms:</u></b></p> <ul style="list-style-type: none"> <li>● Understanding monograms</li> <li>● Looking at how branding is used</li> <li>● Understanding and analysing what makes a good logo</li> <li>● Developing logo designing skills</li> </ul>
<p><b><u>HISTORY</u></b></p>	<p><b><u>What is History:</u></b></p> <ul style="list-style-type: none"> <li>● Historical skills</li> <li>● Lindowman</li> </ul> <p><b><u>How was Britain influenced by the Roman Empire?</u></b></p> <ul style="list-style-type: none"> <li>● Black Romans</li> <li>● Government</li> <li>● Towns</li> <li>● Army</li> <li>● Religion</li> <li>● Inventions</li> </ul> <ul style="list-style-type: none"> <li>● Should Anglo-Saxon England be known as the Dark Age?</li> </ul> <p><b><u>Did the Norman Conquest change Medieval Life in Britain:</u></b></p> <ul style="list-style-type: none"> <li>● Gate Fulford, Stamford Bridge and Hastings</li> </ul>	<ul style="list-style-type: none"> <li>● Establishing control - castles, Feudal system, Domesday Book</li> <li>● Anglo-Saxon rebellions</li> </ul> <p><b><u>What posed the greatest challenge to the authority of English kings?</u></b></p> <ul style="list-style-type: none"> <li>● Henry II and Thomas Becket</li> <li>● King John, the barons and Magna Carta</li> <li>● The Black Death</li> <li>● The Peasants Revolt</li> <li>● Simon de Montfort and parliament</li> </ul>	<p><b><u>Was Richard the Lionheart a 'good' king?</u></b></p> <ul style="list-style-type: none"> <li>● The Islamic world</li> <li>● Byzantine empire</li> <li>● First, Second and Third Crusades</li> <li>● Pope Urban, Richard the Lionheart, Saladin</li> </ul> <p><b><u>Wars of the Roses:</u></b></p> <ul style="list-style-type: none"> <li>● Background</li> <li>● Key battles</li> <li>● Women of the Wars of the Roses</li> <li>● Investigation into the Prince in the Tower and interpretations of Richard III</li> </ul>
<p><b><u>MATHS</u></b></p>	<ul style="list-style-type: none"> <li>● Basic number</li> <li>● Decimals</li> </ul>	<ul style="list-style-type: none"> <li>● Percentages - growth and decay</li> <li>● Basic algebra</li> <li>● Quadratic algebra</li> <li>● Proof</li> <li>● Algebraic fractions</li> <li>● Formulae and iteration</li> </ul>	<ul style="list-style-type: none"> <li>● Sequences</li> <li>● Functions</li> <li>● Inequalities</li> <li>● Area and perimeter</li> <li>● Angles</li> <li>● Scale, bearings and construction</li> </ul>

RUISLIP HIGH SCHOOL CURRICULUM MAP 2022-2023

	<ul style="list-style-type: none"> <li>● Negative numbers</li> <li>● Multiples, factors and primes</li> <li>● Rounding and estimations</li> <li>● Fractions</li> <li>● Indices</li> <li>● Ratio &amp; proportion</li> </ul>	<ul style="list-style-type: none"> <li>● Simultaneous equations</li> <li>● Linear, quadratics and circle graphs</li> <li>● Real life graphs</li> </ul>	
<a href="#">MUSIC</a>	<ul style="list-style-type: none"> <li>● Students will learn about the elements of music and use these to create their own piece of music</li> </ul>	<ul style="list-style-type: none"> <li>● Notation - How to perform the Ruislip High School March using rhythmic notation</li> </ul>	<ul style="list-style-type: none"> <li>● The keyboard</li> <li>● Horror Music – How to use the Chromatic scale to compose music</li> </ul>
<a href="#">PE</a>	<ul style="list-style-type: none"> <li>● Baseline testing</li> <li>● Sports Around the World</li> <li>● Netball/Rugby</li> <li>● HRF</li> </ul>	<ul style="list-style-type: none"> <li>● Dance</li> <li>● Gymnastics</li> <li>● OAA</li> <li>● Futsal</li> </ul>	<ul style="list-style-type: none"> <li>● Athletics</li> <li>● Cricket</li> <li>● Rounders</li> </ul>
<a href="#">SCIENCE</a>	<ul style="list-style-type: none"> <li>● How Science Works</li> <li>● Biology: Living organisms</li> <li>● Chemistry: Matter</li> <li>● Physics: Energy</li> <li>● Let's think science</li> </ul>	<ul style="list-style-type: none"> <li>● Biology: Reproduction and genetics</li> <li>● Chemistry: Physical and chemical changes</li> <li>● Physics: Space</li> <li>● Let's think science</li> </ul>	<ul style="list-style-type: none"> <li>● Biology: Interdependence</li> <li>● Chemistry: Acids and alkalis</li> <li>● Physics: Forces</li> <li>● Let's think science</li> </ul>
<a href="#">SPANISH</a>	<ul style="list-style-type: none"> <li>● Introducing yourself</li> <li>● Talking about personalities</li> <li>● Numbers</li> <li>● Brothers and sisters</li> <li>● Saying when your birthday is</li> <li>● Alphabet</li> <li>● Pets</li> <li>● Colours</li> <li>● Opinions</li> <li>● What you do in your spare time</li> <li>● Weather</li> <li>● Sports</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about school, your opinion of subjects and giving details about your school</li> <li>● Talking about your family including physical descriptions</li> <li>● Describing where you live</li> </ul>	<ul style="list-style-type: none"> <li>● Describing the members of your family - hair/eye colour and personality</li> <li>● Using the possessive adjectives</li> <li>● Describing where you live</li> <li>● Use the verb "estar" = to be</li> <li>● Looking at the Carnaval de Cádiz</li> </ul>

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	<ul style="list-style-type: none"> <li>• Saying what are your favourite things</li> </ul>		
<b>TEXTILES</b>	<p><b><u>What is textiles?:</u></b></p> <ul style="list-style-type: none"> <li>• Health &amp; safety in the textiles room</li> <li>• Introduction to textiles</li> <li>• Understand the uses and safety of textiles equipment.</li> <li>• Understanding of an artists process</li> <li>• Introduction to textiles techniques</li> <li>• Students will complete food themed project throughout the year</li> </ul>	<p><b><u>Development of skills and ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Complete research of artists and designers to inform themes and ideas</li> <li>• Learn multiple textiles techniques.</li> <li>• Develop skills and techniques</li> <li>• Understand basic construction techniques</li> </ul>	<p><b><u>Production and evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• Students will learn how to safely use a sewing machine</li> <li>• Apply previous knowledge of textiles skills and techniques to complete their food project</li> <li>• Self- evaluation on how successful choices and techniques have been throughout the project</li> </ul>

## YEAR 8

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<a href="#">ART, CRAFT AND DESIGN</a>	<p><b><u>Culture, Customs and Traditions:</u></b></p> <ul style="list-style-type: none"> <li>● Rules and expectations in the art rooms</li> <li>● Mexican Day of the Dead</li> <li>● Understanding the meaning of culture, customs and traditions</li> <li>● Cultural patterns and their inspiration</li> <li>● Meaning and connotations of objects in art</li> </ul>	<p><b><u>Urban art</u></b></p> <ul style="list-style-type: none"> <li>● Analysis of the work of Banksy</li> <li>● Graffiti: Art or Vandalism?</li> <li>● Social and political based Art</li> <li>● Colour theory</li> <li>● Stencil making</li> </ul>	<p><b><u>Nature inspired sculptures:</u></b></p> <ul style="list-style-type: none"> <li>● Direct observational skills</li> <li>● Application of tone and media top create depth and texture</li> <li>● Use of mark-making to show texture and form</li> <li>● Construction techniques with clay</li> </ul>
<a href="#">COMPUTER SCIENCE</a>	<p><b><u>Continues with html website building:</u></b></p> <ul style="list-style-type: none"> <li>● Building Computers (hardware)</li> <li>● Input and output devices</li> <li>● Little man computer - machine code/assembler</li> <li>● Components of the CPU</li> <li>● Impact on performance of different components</li> <li>● Fetch-decode-execute cycle</li> <li>● Registers and von Neumann architecture</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence, selection, iteration, variables and algorithms through python turtle programming</li> </ul>	<p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>● Copyright and Ownership</li> <li>● Privacy and Security</li> <li>● Self Image and Identity</li> <li>● Managing online information</li> <li>● Health, wellbeing and lifestyle</li> <li>● Online Bullying</li> <li>● Online Relationships</li> </ul>
<a href="#">CULTURAL STUDIES</a>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> <li>- What is a healthy lifestyle?</li> <li>- Impact of caffeine</li> <li>- Laws, impact and cost of smoking and vaping</li> <li>- Different types of drugs, law relating to buying and distributing different</li> </ul>	<p>Promoting equality and diversity</p> <ul style="list-style-type: none"> <li>- My identity</li> <li>- Importance of equality and equity</li> <li>- Equality act 2010 and hate crime</li> <li>- Religious teachings on equality</li> <li>- The impact on stereotyping and discrimination</li> </ul>	<p>Peace and conflict</p> <ul style="list-style-type: none"> <li>- Britain's role in conflict currently in the world</li> <li>- World organisations that promote peace</li> <li>- Can there ever be a just war?</li> <li>- The role of religion in war</li> </ul>

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	<p>classes of drugs, and the impact they can have on a person in both the short and long term</p> <ul style="list-style-type: none"> <li>- The impact of social media on a person's life and decision making, including online safety and the law</li> <li>- Mental health</li> <li>- Religious views on living a healthy life</li> </ul> <p>World religions</p> <ul style="list-style-type: none"> <li>- Timeline of religions and key elements</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>- Belief in God and the holy trinity</li> <li>- Importance of the bible, the parables and the potential impact of a Christian</li> <li>- Rites of passage</li> <li>- Christiaity today</li> </ul> <p>Islam</p> <ul style="list-style-type: none"> <li>- Belief in God and the Prophets</li> <li>- Importance of the Qur'an. The life of the Prophet Muhammad and the potential impact of a Muslim</li> <li>- Rites of passage</li> <li>- Islam today</li> </ul> <p>Hinduism</p> <ul style="list-style-type: none"> <li>- Belief in Brahman, Brahman's many forms and a selection of other deities</li> <li>- Importance of the Hindu scriptures and the central stories of Hinduism</li> <li>- Rites of passage, and the idea of moksha</li> <li>- Hinduism today</li> </ul> <p>Sikhism</p> <ul style="list-style-type: none"> <li>- Belief in one universal God and the description of God in the Mool Mantra</li> <li>- The importance of the Guru Granth</li> </ul>	<ul style="list-style-type: none"> <li>- Where to turn for help and why seeking help is important if concerned about prejudice or discrimination</li> </ul> <p>Healthy relationships</p> <ul style="list-style-type: none"> <li>- Key features of healthy and unhealthy relationships, both online and in person</li> <li>- Sexual orientation and gender identity</li> <li>- The law relating to consent and the sharing of images online and via messaging services.</li> <li>- How to be assertive and negotiate with those around you.</li> <li>- Can religions teach us how to build relationships?</li> </ul>	<ul style="list-style-type: none"> <li>- The role of religion in peace</li> <li>- Do you think religious people should fight in a war?</li> <li>- Getting along as a school community for example everyone responsibility to stop bullying and sexual harrassment</li> <li>- Should we always forgive?</li> </ul> <p>Life skills</p> <ul style="list-style-type: none"> <li>- Where will I be in ten years?</li> <li>- Online careers support - Unifrog</li> <li>- Cost of living, how to make informed financial decisions, and managing money</li> <li>- Identifying online scams, gaming and gambling and how to seek help</li> <li>- First aid basics</li> </ul>
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	<p>Sahib, the 10 Gurus and their significance</p> <ul style="list-style-type: none"> <li>- Key values, symbolism and principles</li> <li>- Sikhism today and teaching of equality</li> </ul>					
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>• Bullying and physical theatre</li> <li>• History of Theatre</li> <li>• Bertolt Brecht</li> <li>• Jacobean Theatre</li> <li>• Greek Chorus</li> </ul>		<ul style="list-style-type: none"> <li>• Commedia Dell'Arte</li> <li>• Genre - Murder Mystery (The Play That Goes Wrong)</li> </ul>		<ul style="list-style-type: none"> <li>• Commedia Dell'Arte</li> </ul>	
<b>ENGLISH</b> <b>Disruption &amp; Conflict</b>	<p><b><u>An Introduction to the Gothic genre:</u></b></p> <ul style="list-style-type: none"> <li>• Students explore a range of Gothic texts including poetry, novel extracts and short stories before writing their own gothic piece of creative writing.</li> </ul>	<p><b><u>Sawbones:</u></b></p> <ul style="list-style-type: none"> <li>• A mystery novel with a modern take on the Gothic genre. Students build an understanding of how plots unfold and how writers develop them.</li> </ul>	<p><b><u>Exploring the dystopian genre:</u></b></p> <ul style="list-style-type: none"> <li>• Students analyse and compare a range of extracts from texts typical of the genre, before writing their own piece of creative writing with the conventions of dystopian literature.</li> </ul>	<p><b><u>Animal Farm:</u></b></p> <ul style="list-style-type: none"> <li>• Students explore a range of writer's methods employed by the characters, before students write and perform their own persuasive speech.</li> </ul>	<p><b><u>Romeo &amp; Juliet:</u></b></p> <ul style="list-style-type: none"> <li>• How is conflict and disruption introduced in Romeo and Juliet? Students also explore and compare different productions and learn how to write about drama.</li> </ul>	<p><b><u>Uncomfortable Truth Poetry</u></b></p> <ul style="list-style-type: none"> <li>• How can conflict be dealt with in poetry? Why is the poetic form suitable for expressing those conversations that are difficult to have in the first place?</li> </ul>
<b>FOOD AND NUTRITION</b>	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Healthy eating</li> <li>• 8 tips to a better diet</li> <li>• Nutritional analysis</li> </ul>		<ul style="list-style-type: none"> <li>• Diet and health</li> <li>• Food around the world</li> <li>• Food science</li> </ul>		<ul style="list-style-type: none"> <li>• Energy</li> <li>• Micronutrients and vitamins</li> <li>• Meal Planning</li> </ul>	



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<p><b>FRENCH</b></p>	<ul style="list-style-type: none"> <li>Talking about school holidays</li> <li>Perfect tense</li> <li>Saying where you went and how</li> <li>Using negatives in the perfect tense</li> <li>Festivals and celebrations</li> <li>Buying food at the market</li> <li>Future tense</li> </ul>	<ul style="list-style-type: none"> <li>Talking about celebrities and TV programmes</li> <li>Digital technology</li> <li>Forming and answering questions</li> <li>Talking about leisure activities</li> <li>Using three tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Describing where you live</li> <li>Weather</li> <li>Daily routine</li> <li>Reflexive verbs</li> <li>Using 3 tenses together</li> </ul>			
<p><b>GEOGRAPHY</b></p>	<p><b><u>Unit 1: Plate Tectonics and Volcanoes:</u></b></p> <ul style="list-style-type: none"> <li>The meaning of the Earth's crust, mantle, outer core and inner core What is the plate tectonics theory? Famous volcanoes and the impacts they have caused, e.g. Kilauea (Hawaii), Pinatubo (Philippines), Krakatoa (Indonesia). Case study of Montserrat (Soufriere Hills volcano)</li> <li>What is a supervolcano? Yellowstone National park example.</li> </ul>	<p><b><u>Unit 2: Earthquakes and Tsunamis:</u></b></p>	<p><b><u>Unit 3: Japan:</u></b></p> <ul style="list-style-type: none"> <li>The main physical features of Japan, for example Mount Fuji and how many islands make up the country</li> <li>The human geography of Japan such as its population, major cities and culture</li> </ul> <p><b><u>Unit 4: Population:</u></b></p> <ul style="list-style-type: none"> <li>The population of the UK and how it compares to the world's most populated countries. Why is the world's population changing?</li> <li>Why do some</li> </ul>	<p><b><u>Unit 5: Energy resources:</u></b></p> <ul style="list-style-type: none"> <li>How long fossil fuels might last (coal, oil and natural gas).</li> <li>Forms of renewable energy, such as hydro-electric power stations</li> <li>Why is the UK in offshore wind farms?</li> <li>Why is the UK building a new nuclear power station? (Hinkley Point C).</li> <li>Why is Drax power station burning more biomass than coal?</li> </ul>	<p><b><u>Unit 6: Weather, climate and climate change:</u></b></p> <ul style="list-style-type: none"> <li>What is meteorology?</li> <li>How are weather forecasts made?</li> <li>How can we understand weather forecasts?</li> <li>The causes of climate change, e.g. the enhanced greenhouse effect.</li> <li>The effects of climate change, for example sea level rise affecting low-lying islands.</li> <li>How is the world responding to</li> </ul>	<p><b><u>Unit 7: Journey through Europe and Africa:</u></b></p> <ul style="list-style-type: none"> <li>How many countries does Europe have? What are the continent's main human and physical features?</li> <li>What is the European Union?</li> <li>What is the Pompeii story?</li> <li>How many countries does Africa have? What are the continent's main human and physical features? Why are countries such as China investing in Africa?</li> </ul>

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		<ul style="list-style-type: none"> <li>• How does the San Andreas Fault cause earthquake risk in California?</li> <li>• How can buildings be designed to have less risk of falling down in an earthquake?</li> <li>• What is a tsunami and how can they be caused by earthquakes? How else can tsunamis be caused?</li> <li>• What happened in the 2004 Indian Ocean tsunami?</li> <li>• How has tsunami management improved since then?</li> </ul>	countries have declining populations?		the climate change challenge?	
<b>GRAPHICS</b>	<p><b>Packaging:</b></p> <ul style="list-style-type: none"> <li>• Health &amp; safety in the graphics rooms</li> <li>• Types of packing and their uses</li> <li>• Introduction to theme of fragrance packaging</li> <li>• Understanding legal elements of graphics design</li> </ul>	<p><b>Logo and branding:</b></p> <ul style="list-style-type: none"> <li>• Colour Theory</li> <li>• Logo Design and Theory</li> <li>• Importance of branding</li> <li>• Understanding and analysing what makes a good logo</li> <li>• Developing and refining design ideas</li> </ul>	<p><b>Creating packaging:</b></p> <ul style="list-style-type: none"> <li>• Application of prior knowledge onto final packing design</li> <li>• Photo editing software</li> <li>• Company branding</li> <li>• Advertisement- pros and cons</li> </ul>			

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	<ul style="list-style-type: none"> <li>Developing ideas for students own fragrance packaging</li> </ul>	<ul style="list-style-type: none"> <li>Practical/making skills to create fragrance packaging</li> </ul>	
<a href="#">HISTORY</a>	<p><b>Tudor England:</b></p> <ul style="list-style-type: none"> <li>Henry VII</li> <li>Henry VIII</li> <li>Black Tudors</li> <li>Edward VI and Mary I</li> <li>Elizabeth I</li> </ul>	<p><b>Stuart England:</b></p> <ul style="list-style-type: none"> <li>Charles I</li> <li>Oliver Cromwell</li> <li>Samuel Pepys</li> <li>Science and Superstition</li> </ul>	<p><b>British Empire:</b></p> <ul style="list-style-type: none"> <li>The British empire</li> <li>The Slave Trade</li> <li>Civil Rights in the USA</li> </ul>
<a href="#">MATHS</a>	<ul style="list-style-type: none"> <li>Inequalities</li> <li>Straight lines</li> <li>Simultaneous Equations</li> <li>Rearranging Formulae</li> <li>Data handling – (interpreting and representing data)</li> <li>Angles &amp; Polygons</li> <li>Similarity and congruence</li> <li>Vectors</li> <li>Transformations</li> <li>Representation of data</li> </ul>	<ul style="list-style-type: none"> <li>Averages</li> <li>Probability</li> <li>Basic number</li> <li>Directed numbers</li> <li>Factors, multiples and set theory</li> <li>Rounding, estimation and bounds</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Indices, Surds and Standard form</li> <li>Ratio &amp; proportion</li> <li>Percentages</li> <li>Basic algebra and quadratics</li> <li>Algebra fractions</li> <li>Formulae</li> </ul>
<a href="#">MUSIC</a>	<ul style="list-style-type: none"> <li>African music - students will learn to play an African piece of music and perform this to the class</li> </ul>	<ul style="list-style-type: none"> <li>Moods and music. Using major and minor scales to compose</li> </ul>	<ul style="list-style-type: none"> <li>Blues</li> <li>Musicals</li> </ul>
<a href="#">PE</a>	<ul style="list-style-type: none"> <li>HRF</li> <li>Netball</li> <li>Rugby</li> <li>Table tennis/Badminton</li> <li>Futsal/Handball</li> </ul>	<ul style="list-style-type: none"> <li>Rugby</li> <li>Dance</li> <li>Gymnastics</li> <li>OAA</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Danish Longball</li> <li>Cricket</li> <li>Rounders</li> </ul>
<a href="#">SCIENCE</a>	<ul style="list-style-type: none"> <li>Biology: Health</li> <li>Chemistry: Bubbles and bangs</li> <li>Physics: Electricity</li> <li>Let's think science</li> </ul>	<ul style="list-style-type: none"> <li>Biology: Respiration and photosynthesis</li> <li>Chemistry: Atoms, elements and compounds.</li> <li>Physics: Motion</li> </ul>	<ul style="list-style-type: none"> <li>Biology: Microbes</li> <li>Chemistry: Chemical reactions</li> <li>Physics: Light and sound</li> <li>Let's think science</li> </ul>

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		<ul style="list-style-type: none"> <li>Let's think science</li> </ul>	
<b>SPANISH</b>	<ul style="list-style-type: none"> <li>Talking about mealtimes and what food you like</li> <li>Ordering food in a restaurant and buying food for a party</li> <li>Giving opinions</li> <li>Arranging to go out and making excuses</li> <li>Talking about clothes</li> </ul>	<ul style="list-style-type: none"> <li>Talking about mealtimes and what food you like</li> <li>Ordering food in a restaurant and buying food for a party</li> <li>Giving opinions</li> <li>Arranging to go out and making excuses</li> <li>Talking about clothes</li> </ul>	<ul style="list-style-type: none"> <li>Arranging to go out</li> <li>Making excuses!</li> <li>How you get ready</li> <li>What you are going to wear</li> <li>Saying this/these</li> <li>Using the present, preterite and future tenses together</li> </ul>
<b>TEXTILES</b>	<p><b>Skills, themes and ideas:</b></p> <ul style="list-style-type: none"> <li>Health &amp; safety in the textiles room</li> <li>Textiles equipment</li> <li>Artist &amp; designer research</li> <li>Introduction to new textiles techniques</li> <li>Students will complete an animal project throughout the year</li> </ul>	<p><b>Development of skills and ideas:</b></p> <ul style="list-style-type: none"> <li>Complete research of artists and designers to inform themes and ideas</li> <li>Learn multiple textiles techniques based on previous learning</li> <li>Develop and refine skills and techniques</li> <li>Understand the design process for creating a textiles outcome</li> </ul>	<p><b>Production and evaluation:</b></p> <ul style="list-style-type: none"> <li>Students will learn how to safely use a sewing machine with more complex tasks</li> <li>Apply previous knowledge of textiles skills and techniques to complete their animal project</li> <li>Self-evaluation on how successful choices and techniques have been throughout the project</li> </ul>

## YEAR 9

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<a href="#">ART, CRAFT AND DESIGN</a>	<p><b>Pop Art:</b></p> <ul style="list-style-type: none"> <li>● Rules and expectations in the art rooms</li> <li>● Pop art; its inspiration and influences post WW2</li> <li>● Popular culture and how it influenced pop art.</li> <li>● Observational drawing</li> <li>● Sculpture making</li> </ul>	<p><b>Identity:</b></p> <ul style="list-style-type: none"> <li>● Interpretations of a single theme</li> <li>● Portraiture</li> <li>● Still life</li> <li>● Compositions</li> <li>● Observational drawing</li> <li>● Mixed media work</li> <li>● In depth analysis of artwork</li> </ul>	
<a href="#">CITIZENSHIP</a>	<p>Life in Modern Britain</p> <ul style="list-style-type: none"> <li>● Principles and values in the UK</li> <li>● Identity</li> <li>● Media and the free press</li> <li>● Participation in democracy</li> <li>● The UK's role in key international organisations</li> <li>● Making a difference in society</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>● Laws in British society</li> <li>● Rights and responsibilities within the legal system</li> <li>● How to bring about change in the legal system</li> <li>● Role of the police and the judiciary/ judges</li> <li>● Powers of the police</li> <li>● How the court system work</li> <li>● Criminal and civil law</li> <li>● How laws protect citizens and deal with criminals</li> <li>● Crime in the UK today</li> <li>● Human Rights</li> <li>● Trade Unions</li> </ul>	<p>Active Citizenship Project</p> <ul style="list-style-type: none"> <li>● Students choose a issue they would like to bring about change in and:                             <ul style="list-style-type: none"> <li>○ Research the current situation and who can help bring about the change</li> <li>○ Research what the change would look like and the steps required to get there.</li> <li>○ Carry out elements of their action plan</li> <li>○ Evaluate their success</li> </ul> </li> </ul>

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<p><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>Flowol – Introduction and advanced skills</li> </ul>	<p><b>Python:</b></p> <ul style="list-style-type: none"> <li>Use a <b>while</b> loop to repeat a section of code</li> <li>Use a <b>for</b> loop to repeat a section of code</li> <li>Store and update values in a list</li> <li>Append data to a list</li> <li>Use a <b>for()</b> loop to step through a list</li> <li>Using and understanding procedures</li> <li>Using and understanding functions</li> </ul>		<p><b>Networking and system security continues:</b></p> <ul style="list-style-type: none"> <li>iDEA program</li> </ul>		
<p><b>DRAMA</b></p>	<ul style="list-style-type: none"> <li>Introduction to GCSE Drama terminology</li> <li>Civil Rights - different source materials</li> <li>Public speaking</li> </ul>	<ul style="list-style-type: none"> <li><i>Blood Brothers</i> by Willy Russell text analysis</li> <li>Live theatre analysis</li> </ul>		<ul style="list-style-type: none"> <li>Technical Theatre</li> <li>Devising Theatre</li> </ul>		
<p><b>ENGLISH</b> <b>Power and Freedom</b></p>	<p><b><u>Belonging &amp; Othering:</u></b></p> <ul style="list-style-type: none"> <li>Students explore a range of fiction and non-fiction texts around the theme of belonging and othering. They explore a variety of outsider narratives and diverse voices, before writing their own creative piece in response to the texts studied.</li> </ul>	<p><b><u>Merchant of Venice</u></b></p> <ul style="list-style-type: none"> <li>Students continue to study the theme of othering and the consequences of powerlessness in Shakespeare’s Merchant of Venice.</li> </ul>	<p><b><u>Gender Viewpoints:</u></b></p> <ul style="list-style-type: none"> <li>Students explore a range of fiction and non-fiction texts around the theme of gender, exploring a variety of perspectives. They use these to refine their own ideas and write their own viewpoint piece in response to the texts studied.</li> </ul>	<p><b><u>Noughts &amp; Crosses (play):</u></b></p> <ul style="list-style-type: none"> <li>How are the themes of power and freedom explored in the modern play? An exploration of the shifts in power and how stagecraft can reflect and portray these.</li> </ul>	<p><b><u>Purple Hibiscus</u></b></p> <ul style="list-style-type: none"> <li>A coming of age novel in which the protagonist finds her voice and power. Set in Nigeria in the 1960s, this unit aims to explore how narrative voice is used by a writer, the influence it can have and the writer's aims in doing so.</li> </ul>	<p><b><u>Real World Issues</u></b></p> <ul style="list-style-type: none"> <li>Consolidating their entire study of English at KS3, students use their own voices as their power. They craft their voices and views, and deliver speeches on what they deem is important. Writing and speaking are powerful tools to be utilised and students</li> </ul>

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						practise doing just this.
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>Talking about likes and dislikes</li> <li>After school clubs and activities</li> <li>Reflexive verbs</li> <li>Describing birthday celebrations</li> <li>Perfect tense</li> <li>Discussing what you're going to wear</li> <li>Future tenses</li> <li>Talking about earning money</li> <li>Talking about what you want to do when you're older</li> <li>What things will be like in the future</li> </ul>	<ul style="list-style-type: none"> <li>Talking about musical tastes</li> <li>Using the direct object pronoun</li> <li>Describing what you used to be like</li> <li>Imperfect tense</li> <li>Comparing your primary and secondary schools</li> <li>Using comparatives</li> <li>Talking about how things have changed</li> <li>Using the perfect and perfect tense together</li> </ul>	<ul style="list-style-type: none"> <li>Talking about food</li> <li>Discussing eating habits</li> <li>Using a range of negatives</li> <li>Talking about animals and the natural world</li> <li>Using superlatives</li> <li>Talking about plastic and the environment</li> <li>Talking about what you would like to change using the conditional tense</li> </ul>			
<b>GEOGRAPHY</b>	<p><b><u>Unit 1: International Development:</u></b></p> <ul style="list-style-type: none"> <li>How can key indicators help determine a country's level of development – e.g. GDP, HDI and life expectancy?</li> <li>How can trade affect development?</li> <li>How can natural disasters affect development?</li> <li>What is a shanty town? How can the living conditions in shanty towns be improved?</li> </ul>	<p><b><u>Unit 2: South America and Brazil:</u></b></p> <ul style="list-style-type: none"> <li>Where is South America? What countries are in this continent? What are its main physical features such as mountain ranges and waterfalls?</li> <li>Where is Brazil, how many people live in this country and what are its main cities?</li> <li>How important is Brazil on the international</li> </ul>	<p><b><u>Unit 3: Globalisation and Earning a Living:</u></b></p> <ul style="list-style-type: none"> <li>What is the concept of 'globalisation'?</li> <li>How 'global' you are in what you eat and wear?</li> <li>Trans-national company examples: Nike and Apple</li> <li>What are the positives and negatives of globalisation?</li> <li>The main UK industries and employment sectors.</li> </ul>	<p><b><u>Unit 4: Superpower Geography:</u></b></p> <ul style="list-style-type: none"> <li>What is a superpower country?</li> <li>To what extent is the USA the world's main superpower country?</li> <li>To what extent do Russia, India and China challenge the USA as superpower countries?</li> </ul>	<p><b><u>Unit 5: Geography of conflicts:</u></b></p> <ul style="list-style-type: none"> <li>Students investigate:</li> <li>HS2</li> <li>Airport capacity in south-east England and the Heathrow Third Runway Debate</li> <li>Why is there disagreement over the Falkland Islands?</li> <li>Should Canada continue to develop the tar sands region?</li> </ul> <p><b><u>Unit 6: The Middle</u></b></p>	<p><b><u>Unit 6: Geography of tourism:</u></b></p> <ul style="list-style-type: none"> <li>The development of Blackpool as a UK coastal resort</li> <li>The growth of international tourism</li> <li>The world tourism top 10 - why is the UK in this list?</li> <li>The positives and negatives of tourism in the Galapagos Islands</li> </ul>

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	<ul style="list-style-type: none"> <li>What are the UN Sustainable Development Goals?</li> <li>What does 'Factfulness' by Hans Rosling tell us about the world getting better?</li> </ul>	<ul style="list-style-type: none"> <li>stage?</li> <li>Why is deforestation an issue in the Amazon Rainforest and what is being done to tackle it?</li> </ul>			<p><b>East:</b></p> <ul style="list-style-type: none"> <li>What is the physical and human geography of the Middle East?</li> <li>Why is this region important? How is it changing?</li> </ul>	
<a href="#">GRAPHICS AND MEDIA</a>	<p><b>Media codes and conventions:</b></p> <ul style="list-style-type: none"> <li>Health &amp; safety in the graphics/media room</li> <li>The action/adventure genre</li> <li>Media codes, conventions and semiotics</li> <li>Learning technical language for graphics and media</li> <li>Analysing existing posters to inform own ideas</li> </ul>	<p><b>Graphic techniques and tools:</b></p> <ul style="list-style-type: none"> <li>Developing own action adventure ideas and poster design.</li> <li>Develop understanding and application of media codes, conventions and semiotics</li> <li>Learning technical language for graphics and media</li> <li>Introduction to photo editing software</li> </ul>	<p><b>Using Affinity:</b></p> <ul style="list-style-type: none"> <li>Completing poster design based on developed and refined plan</li> <li>Using Affinity to create a strong developed action adventure poster</li> <li>Reflecting and evaluation poster design</li> <li>Pitch and presentations</li> </ul>			
<a href="#">HISTORY</a>	<p><b>The Industrial Revolution:</b></p> <ul style="list-style-type: none"> <li>The Industrial Revolution in Britain</li> <li>Victorian London (Black Victorians)</li> <li>Whitechapel and The East End</li> <li>Protest</li> </ul>	<p><b>WWI:</b></p> <ul style="list-style-type: none"> <li>The Causes of WWI</li> <li>How the war was fought</li> <li>Trenches</li> <li>Why the allies were victorious</li> </ul> <p><b>The inter-war years:</b></p> <ul style="list-style-type: none"> <li>Germany between WWI and WWII</li> </ul>	<p><b>Turning points of WWII:</b></p> <ul style="list-style-type: none"> <li>Blitzkrieg</li> <li>Battle of Britain</li> <li>Invasion of USSR</li> <li>Pearl Harbour and the War in the Pacific</li> <li>Stalingrad and D-Day</li> </ul> <ul style="list-style-type: none"> <li>The Holocaust</li> </ul> <p><b>The Arab-Israeli Conflict</b></p>			



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<p><b><u>MATHS</u></b></p>	<ul style="list-style-type: none"> <li>• Equations (linear, quadratic and simultaneous)</li> <li>• Graphs</li> <li>• Sequences</li> <li>• Functions</li> <li>• Inequalities</li> <li>• Area &amp; perimeter</li> <li>• Angles</li> </ul>	<ul style="list-style-type: none"> <li>• Scale</li> <li>• Bearings</li> <li>• Constructions &amp; Loci</li> <li>• Pythagoras theorem</li> <li>• Trigonometry</li> <li>• Circles, arcs and sectors</li> <li>• 3D shapes: Volume &amp; Surface area</li> <li>• Compound measures</li> <li>• Similarity and congruence</li> <li>• Vectors</li> </ul>	<ul style="list-style-type: none"> <li>• Transformations</li> <li>• Averages</li> <li>• Representing data</li> <li>• Probability</li> <li>• Recap of algebra in preparation for KS4</li> </ul>
<p><b><u>MUSIC</u></b></p>	<ul style="list-style-type: none"> <li>• Musical variations</li> <li>• Introduction to Musical Software</li> </ul>	<ul style="list-style-type: none"> <li>• Music for adverts</li> <li>• Britpop - students will perform a piece of Britpop music</li> </ul>	<ul style="list-style-type: none"> <li>• Reggae Music</li> <li>• Music Production/Composition</li> </ul>
<p><b><u>PE</u></b></p>	<ul style="list-style-type: none"> <li>• HRF</li> <li>• Netball</li> <li>• Rugby</li> <li>• Table tennis/Badminton</li> <li>• Futsal/Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Dance</li> <li>• Gymnastics</li> <li>• OAA</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Danish Longball</li> <li>• Cricket</li> <li>• Rounders</li> </ul>
<p><b><u>SCIENCE</u></b></p>	<p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>• B1 Cell structure and transport</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>• C1 Atomic structure</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>• P1 Conservation and dissipation of energy</li> </ul>	<p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>• B2 Cell division</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>• C2 The periodic table</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>• P2 Energy transfer by heating</li> </ul>	<p><b><u>RHSE- relationships</u></b></p> <ul style="list-style-type: none"> <li>• starting out in romantic relationships</li> <li>• capacity to consent</li> <li>• preventing STIs</li> <li>• contraception</li> <li>• unplanned pregnancy and pregnancy choices</li> <li>• relationship expectations</li> </ul> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>• B3 Organisation and the digestive system</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>• P3 Energy resources</li> </ul>

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<a href="#">SPANISH</a>	<ul style="list-style-type: none"> <li>● Talking about things they like</li> <li>● Present tense – irregular verbs</li> <li>● Talking about films</li> <li>● Near future tense</li> <li>● Talking about life as a celebrity</li> <li>● Preterite tense</li> <li>● Saying what they do at work</li> <li>● Saying what job they would like to do</li> <li>● Near future tense</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about diet and daily routine</li> <li>● Talking about keeping fit and physical ailments</li> <li>● Talking about children’s rights, fair trade and the environment</li> </ul>	<ul style="list-style-type: none"> <li>● My daily routine</li> <li>● Talking about ailments</li> <li>● Town; describing places using the imperfect tense</li> <li>● Children’s rights</li> <li>● Fair trade</li> <li>● How your town has changed</li> </ul>
<a href="#">TEXTILES</a>	<p><b><u>Skills, themes and ideas:</u></b></p> <ul style="list-style-type: none"> <li>● Health &amp; Safety in the textiles room</li> <li>● Textiles equipment</li> <li>● Textile techniques focusing on 3D construction</li> <li>● Artist &amp; designer research</li> <li>● Students will complete a 3D insect project throughout the year</li> </ul>	<p><b><u>Development of skills and ideas:</u></b></p> <ul style="list-style-type: none"> <li>● Develop skills for more complex construction techniques</li> <li>● Development of skills and techniques</li> <li>● Critical understanding of skill, construction and design</li> </ul>	<p><b><u>Production and evaluation:</u></b></p> <ul style="list-style-type: none"> <li>● Refinement of technical skills</li> <li>● Apply previous knowledge of textiles skills and techniques to create their 3D insect</li> <li>● Self- evaluation on how successful choices and techniques have been throughout the project</li> </ul>

## YEAR 10

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<p><a href="#"><u>CITIZENSHIP</u></a></p>	<p>Review of Active Citizenship project</p> <p>British Constitution</p> <ul style="list-style-type: none"> <li>● Comparison between the British and other constitutions and an evaluation as to which is “better”</li> </ul>	<p>Political power in the UK</p> <ul style="list-style-type: none"> <li>● Local and devolved power</li> <li>● Where does political power reside?</li> <li>● How do others govern themselves?</li> </ul> <p>Laws in contemporary society</p> <ul style="list-style-type: none"> <li>● How laws can be amended</li> <li>● How the legal system works</li> </ul> <p>The UK’s role in key international organisations</p> <ul style="list-style-type: none"> <li>● How the UK influences the world through the G8, UN, NATO, EU and other organisations</li> </ul> <p>Politics and participation</p> <ul style="list-style-type: none"> <li>● Know the role of the civil service and the role of important positions in Parliament</li> <li>● Know how the government is held to account</li> <li>● Understand the difference of how other countries govern themselves including non-democratic states</li> </ul>	<p>Revision and exam skills covering the whole course content:</p> <ul style="list-style-type: none"> <li>● Life in modern Britain</li> <li>● Rights and responsibilities</li> <li>● Politics and participation</li> <li>● Active citizenship</li> </ul>

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<p><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>2.4 Boolean logic</li> <li>2.5 Programming languages and Integrated Development Environments</li> <li>2.2.2 Data types</li> <li>2.2.1 Programming fundamentals</li> </ul>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>1.1.1 Architecture of the CPU</li> <li>1.1.2 CPU Performance</li> <li>1.1.3 Embedded systems</li> <li>1.2.1 Primary storage (Memory)</li> <li>1.2.2 Secondary storage</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>2.1.1 Computational thinking</li> <li>2.1.2 Designing, creating and refining algorithms</li> <li>2.2.1 Programming fundamentals</li> <li>1.2 Memory and storage</li> </ul> <p><b>Programming Project:</b></p> <ul style="list-style-type: none"> <li>Every half term a small programming project will be completed by students, complete with documentation</li> </ul>	<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>2.2.1 Programming fundamentals</li> <li>2.2.3 Additional programming techniques</li> <li>2.3 Producing robust programs</li> <li>Practical Programming Skills</li> </ul>
<p><b>DRAMA</b></p>	<ul style="list-style-type: none"> <li>Theatre Practitioners and terminology</li> <li>Component 1: Blood Brothers</li> </ul>	<ul style="list-style-type: none"> <li>Finish exploring <i>Blood Brothers</i> and practice exam questions</li> <li>Start preparing for Devising</li> </ul>	<ul style="list-style-type: none"> <li>Component 2: Devising and written NEA</li> <li>Revision of Comp 1 Exam</li> </ul>
<p><b>ENGLISH</b></p>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>A study of fiction and what constitutes a story. What is included in stories, how are they constructed and how are key concepts introduced? Students look at conventions of different genres and how they differ in the delivery of the story and why.</li> </ul> <p><b>Voices of War</b></p> <ul style="list-style-type: none"> <li>An exploration of war fiction, non-fiction and poetry, looking at the different perspectives it can be experienced from and the attitudes it is presented with.</li> </ul>	<p><b>Heroism</b></p> <ul style="list-style-type: none"> <li>A study of Shakespeare’s tragedy Macbeth and how a hero can fall from grace. A close study of how Shakespeare has created and developed character and plot in this Jacobean play.</li> </ul> <p><b>Abuse of Power: Leaders</b></p> <ul style="list-style-type: none"> <li>How does Macbeth abuse his power? How can parallels be drawn between Macbeth and other leaders in real life and other literary texts?</li> <li>A study of poetry and non-fiction.</li> </ul>	<p><b>Power imbalances</b></p> <ul style="list-style-type: none"> <li>Where are there power imbalances in society as a whole? An exploration into poetry, non-fiction and fiction (Jekyll &amp; Hyde) on poverty and what the imbalance can lead to.</li> </ul> <p><b>Powerful Voices</b></p> <ul style="list-style-type: none"> <li>An exploration of how voices are used in poetry and non-fiction to reclaim power. How can views be expressed within literature and why is writing empowering?</li> </ul>

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<p><b><u>ENTERPRISE AND MARKETING</u></b></p> <p>New Enterprise and Marketing Level ½ - J837</p>	<ul style="list-style-type: none"> <li>● <b>R067</b> Enterprise and Marketing Concepts</li> <li>● <b>R068</b> Design a business proposal</li> </ul>	<ul style="list-style-type: none"> <li>● <b>R067</b> Enterprise and Marketing Concepts</li> <li>● <b>R068</b> Design a business proposal</li> </ul>	<ul style="list-style-type: none"> <li>● <b>R067</b> Enterprise and Marketing Concepts</li> <li>● <b>R068</b> Design a business proposal</li> </ul>
<p><b><u>FINE ART AND TEXTILES</u></b></p>	<p><b><u>Natural forms:</u></b></p> <ul style="list-style-type: none"> <li>● Gain a greater understanding on the assessment objectives</li> <li>● Expand skills set and knowledge of how to use different media</li> <li>● Understand how to present a sketchbook</li> <li>● Understanding of how artists can influence your own work</li> <li>● Taking primary images</li> <li>● Understanding how to record ideas through drawings and annotations</li> <li>● Create a personal and meaningful response</li> </ul>		<p><b><u>Contrast:</u></b></p> <ul style="list-style-type: none"> <li>● Starting contrast project</li> <li>● Continuing to develop understanding of the assessment objectives</li> <li>● Expand skills set and knowledge of how to use different media</li> <li>● Understanding of how to analyse the work of others</li> <li>● Focus on recording and refinement</li> </ul>
<p><b><u>FRENCH</u></b></p>	<ul style="list-style-type: none"> <li>● Friends and what makes a good friend</li> <li>● Family relationships</li> <li>● Making arrangements to go out</li> <li>● Using the perfect tense</li> <li>● Talking about themselves when they were younger</li> <li>● Free time – sport, music, TV, films and reading</li> <li>● Talking about their life online</li> <li>● Favourite TV programmes</li> </ul>	<p><b><u>Daily life:</u></b></p> <ul style="list-style-type: none"> <li>● Talking about food and meals</li> <li>● Discussing and shopping for clothes</li> <li>● Describing your daily life</li> <li>● Using polite language</li> <li>● Cultural life:</li> <li>● Talking about food for special occasions</li> <li>● Describing family celebrations</li> <li>● Describing festivals and traditions</li> <li>● Town, region and country:</li> <li>● Talking about where you live, weather and transport</li> <li>● Travel and tourist:</li> <li>● Describing a town and asking the way</li> <li>● Describing a region</li> <li>● Talking about your town, village or district</li> <li>● Discussing what to see and do</li> </ul>	<p><b><u>Town, region and country:</u></b></p> <ul style="list-style-type: none"> <li>● Talking about where you live, weather and transport</li> <li>● Describing a town and asking the way</li> <li>● Discussing what to see and do</li> <li>● Discussing plans and weather</li> <li>● Describing community projects</li> </ul> <p><b><u>Holidays:</u></b></p> <ul style="list-style-type: none"> <li>● Talking about what you normally do on holiday</li> <li>● Talking about an ideal holiday</li> <li>● Booking and reviewing hotels</li> <li>● Ordering in a restaurant</li> <li>● Talking about travelling</li> <li>● Buying souvenirs</li> <li>● Talking about holiday disasters</li> </ul>

<p><b><u>GEOGRAPHY</u></b></p>	<p><b><u>Unit 1a: The Challenge of Natural Hazards. Key case studies include:</u></b></p> <ul style="list-style-type: none"> <li>● Nepal earthquake 2015</li> <li>● Japan earthquake and tsunami 2011</li> <li>● Typhoon Haiyan, Philippines, 2013</li> <li>● Extreme weather in the UK. Boscastle example, 2004</li> <li>● Climate change causes and management</li> </ul>	<p><b><u>Unit 1b: The Living World. Key case studies include:</u></b></p> <ul style="list-style-type: none"> <li>● Pond ecosystems in the UK</li> <li>● Life in Svalbard (a cold environment)</li> <li>● The Amazon Rainforest</li> </ul>	<p><b><u>Unit 1c: Physical Landscapes in the UK. Key case studies include:</u></b></p> <ul style="list-style-type: none"> <li>● The course of a UK river (River Severn)</li> <li>● A UK flood management scheme (Boscastle)</li> <li>● UK stretch of coastline (Dorset coast around Hengistbury Head).</li> <li>● Coastal management (Hengistbury Head).</li> </ul>	<p><b><u>Unit 2a: Urban Issues and Challenges. Key case studies include:</u></b></p> <ul style="list-style-type: none"> <li>● Rio de Janeiro, Brazil</li> </ul> <p><b><u>London:</u></b></p> <ul style="list-style-type: none"> <li>● Sustainable urban living with a focus on London’s East Village</li> </ul>	<p><b><u>Unit 3b: Fieldwork Enquiries:</u></b></p> <ul style="list-style-type: none"> <li>● Understanding fieldwork</li> <li>● Data collection and resensation</li> <li>● Physical geography inquiry</li> <li>● Human geography inquiry</li> <li>● South coast field trip.</li> </ul>
<p><b><u>HEALTH AND SOCIAL CARE</u></b></p>	<ul style="list-style-type: none"> <li>● Understanding Personal Development and Relationships</li> <li>● Exploring Health, Social Care and Early Years Provision</li> </ul>	<p><b><u>The different life stages:</u></b></p> <ul style="list-style-type: none"> <li>● Physical growth and development across the life stages , including gross and fine motor skills</li> <li>● Intellectual and cognitive development across the life stages</li> <li>● Emotional maturity across the life stages</li> <li>● Self-concept across the life stages and how it is affected by factors such as gender and appearance</li> <li>● Social development across the life stages including the formation of relationships with others and the socialisation process</li> </ul>	<p><b><u>Students will begin their GCSE coursework and will cover the following topics:</u></b></p> <ul style="list-style-type: none"> <li>● The type of care needs of major service user groups</li> <li>● The types of services that exist to meet service user need</li> <li>● How services have developed and how they are organised</li> <li>● The ways in which people can obtain care services and the barriers that could prevent service users gaining access to those care services</li> <li>● The main roles and skills of people providing health, social care and early</li> </ul>		

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			<p>years services</p> <ul style="list-style-type: none"> <li>• The principles of care and values that underpin all care work with service users</li> </ul>
<a href="#">HISTORY</a>	<p><b><u>Weimar and Nazi Germany 1919 - 1939</u></b></p> <ul style="list-style-type: none"> <li>• The Weimar Republic 1918-1929</li> <li>• Hitler’s Rise to Power, 1919-1933</li> <li>• Nazi Control and Dictatorship, 1933-1939</li> </ul>	<ul style="list-style-type: none"> <li>• Life in Nazi Germany, 1933-1939</li> </ul> <p><b><u>The Cold War 1941 – 1991</u></b></p> <ul style="list-style-type: none"> <li>• The origins of The Cold War, 1941-1958</li> <li>• Cold War crises, 1958–70</li> </ul>	<ul style="list-style-type: none"> <li>• The end of the Cold War, 1970–91</li> </ul> <p><b><u>Anglo-Saxon and Norman England. c1060-88</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon England and the Norman Conquest, 1060–66</li> </ul>
<a href="#">LATIN</a>	<ul style="list-style-type: none"> <li>• Noun declensions</li> <li>• Present and past tenses</li> <li>• Participles</li> <li>• Translation of longer text</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Consolidation of present and past tenses</li> <li>• Pluperfect tense</li> <li>• Genitive case</li> <li>• Imperative tense</li> <li>• Roman Poetry: Study of Pythius’s “sagae Thessalae”</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate tenses and cases</li> <li>• Perfect passive and active participles</li> <li>• Formation of adjectives and adverbs</li> <li>• Neuter nouns</li> <li>• Imperfect and pluperfect subjunctive</li> <li>• Indirect questions</li> <li>• Purpose clauses</li> <li>• Indirect commands</li> <li>• Result clauses</li> <li>• Gerundives</li> <li>• Ablative case</li> <li>• Expressions of time</li> <li>• Prepositions</li> <li>• Finish analyzing “Sagae Thessalae” by Apuleius</li> <li>• Start the analysis of “Pythius” by Cicero</li> </ul>
<a href="#">MATHS</a>	<ul style="list-style-type: none"> <li>• Basic number, factors and multiples, decimals, rounding, fractions, upper and lower bounds, ratio and proportion, percentages, rates of change</li> <li>• Introduction to algebra including quadratics and algebraic fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Formulae</li> <li>• Numerical methods</li> <li>• Linear and non-linear simultaneous equations</li> <li>• Linear, non-linear and circle graphs</li> <li>• Sequences</li> <li>• Functions</li> <li>• Transformations of functions</li> </ul>	<ul style="list-style-type: none"> <li>• Area and perimeter</li> <li>• Angles, Polygons and Circle theorems</li> <li>• Bearings</li> <li>• Construction of Loci</li> <li>• Pythagoras’ Theorem</li> <li>• Trigonometry</li> <li>• Circles, arcs and sectors</li> <li>• 3D shapes including volume and surface</li> </ul>

			<ul style="list-style-type: none"> <li>• Inequalities</li> <li>• Linear programming</li> </ul>		area	
<b>MEDIA</b>	<p><b><u>Component 1: Section A - Advertising and Marketing:</u></b></p> <ul style="list-style-type: none"> <li>• Students will complete their study of the Component 1, Section A set texts - This Girl Can and Quality Street adverts</li> </ul>	<p><b><u>Component 1: Section A &amp; B – The Film Industry:</u></b></p> <ul style="list-style-type: none"> <li>• Students will explore the marketing for the film's The Man with the Golden Gun and Spectre</li> <li>• Students will explore the industry issues related to the film No Time To Die</li> </ul>	<p><b><u>Component 1: Section A &amp; B – Newspapers:</u></b></p> <ul style="list-style-type: none"> <li>• Students will explore The Guardian and The Sun, focusing on the media themes of Media Language, Representation, Audience &amp; Industry</li> <li>• Key theories to be studied: Roland Barthes, Vladimir Propp, Stuart Hall, Uses &amp; Gratification, Young &amp; Rubicam’s ‘The 4 Cs’ and Levi-Strauss’ ‘Binary Oppositions’</li> </ul>	<p><b><u>Component 1: Section B – Fortnite:</u></b></p> <ul style="list-style-type: none"> <li>• Students will study Fortnite, focusing on the media themes of Industry and Audience</li> <li>• Key theories to be studied: Uses &amp; Gratifications, Young &amp; Rubicam, Stuart Hall</li> </ul>	<p><b><u>Component 3: Practical Production Unit:</u></b></p> <ul style="list-style-type: none"> <li>• In the summer term all students will be working on their individual practical productions</li> <li>• The selected brief for this unit is the creation of a DVD cover/back cover and a film poster for a new coming-of-age film.</li> </ul> <p><b><u>Component 1: Section B – The Archers:</u></b></p> <ul style="list-style-type: none"> <li>• Students will study The Archers, focusing on the media themes of Industry and Audience;</li> <li>• Key theory to be studied: Uses &amp;</li> </ul>	<p><b><u>Component 2: TV Comedy:</u></b></p> <ul style="list-style-type: none"> <li>• Students will explore issues of representation, how media language is used to create meaning and the industry context for FRIENDS and Modern Family, in preparation for Section A of the Component 2 examination.</li> </ul> <p><b><u>Component 3: The NEA:</u></b></p> <ul style="list-style-type: none"> <li>• Students will continue working on their production work</li> </ul>



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				Gratifications	
<u>MUSIC</u>	<ul style="list-style-type: none"> <li>Performing &amp; Composing music introduction</li> <li>Instrumental Music Set Works</li> </ul>	<ul style="list-style-type: none"> <li>Performing &amp; Composing set tasks</li> <li>Vocal Music Set works</li> </ul>	<ul style="list-style-type: none"> <li>Fusion Set Works</li> <li>Musical Theatre Set Works</li> </ul>		
<u>PE BTEC/GCSE</u>	<p><b><u>BTEC Sport:</u></b></p> <ul style="list-style-type: none"> <li>Component 1 Delivery - Preparing Participants to Take Part in Sport and Physical Activity</li> <li>Component 3 Delivery - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</li> </ul> <p><b><u>GCSE PE:</u></b></p> <ul style="list-style-type: none"> <li>Component 1- The musculo-skeletal system, cardio-respiratory system and Anaerobic and aerobic exercise</li> <li>Component 2- Physical, emotional and social well-being, lifestyle choice and sedentary lifestyles, energy balance</li> <li>Netball/ Cross-country</li> </ul>	<p><b><u>BTEC Sport:</u></b></p> <ul style="list-style-type: none"> <li>Component 1 Coursework</li> <li>Component 3 Delivery</li> </ul> <p><b><u>GCSE PE:</u></b></p> <ul style="list-style-type: none"> <li>Component 1-The short and long term effects of exercise, levers and planes and axis</li> <li>Component 2-Classification of skills, SMART targets, guidance and feedback</li> <li>Badminton</li> </ul>	<p><b><u>BTEC Sport:</u></b></p> <ul style="list-style-type: none"> <li>Component 2 Delivery - Taking Part and Improving Other Participants Sporting Performance</li> <li>Component 3 Delivery</li> </ul> <p><b><u>GCSE PE:</u></b></p> <ul style="list-style-type: none"> <li>Component 4 - Personal Exercise Plan (PEP) Coursework unit:</li> <li>Students will embark on a six-week training programme. Prior to this programme beginning, students will carry out fitness testing and set performance/fitness targets. Post PEP students will evaluate the effectiveness of the PEP</li> <li>Athletics</li> </ul>		
<u>SCIENCE</u>	<p><b><u>ELC science</u></b></p> <p><b><u>ELC Component 1 Biology</u></b></p> <ul style="list-style-type: none"> <li>'What is the body made of'</li> <li>'How the body fights disease'</li> </ul> <p>AND</p> <p><b><u>GCSE Units</u></b></p> <ul style="list-style-type: none"> <li>B4 Organising plants and animals</li> <li>B5 Communicable diseases</li> </ul>	<p><b><u>ELC science</u></b></p> <p><b><u>Component 3 Chemistry</u></b></p> <p>'How structure affects properties'</p> <p>'Polymers'</p> <p>AND</p> <p><b><u>GCSE Units</u></b></p> <ul style="list-style-type: none"> <li>C3 Structure &amp; bonding</li> <li>C4 Chemical calculations</li> </ul>	<p><b><u>ELC science</u></b></p> <p><b><u>Component 5 Physics</u></b></p> <p>'Energy, energy transfers &amp; energy resources'</p> <p>'Atoms &amp; nuclear radiation'</p> <p>AND</p> <p><b><u>GCSE Units</u></b></p> <ul style="list-style-type: none"> <li>P3 Energy resources</li> <li>P4 Electric circuits</li> </ul>		

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	<ul style="list-style-type: none"> <li>● B6 Preventing and treating diseases</li> <li>● B7 Non-communicable diseases</li> </ul> <p><b><u>Combined Science</u></b></p> <ul style="list-style-type: none"> <li>● B4 Organising plants and animals</li> <li>● C3 Structure &amp; bonding</li> <li>● P3 Energy resources</li> </ul> <ul style="list-style-type: none"> <li>● B5 Communicable diseases</li> <li>● C4 Chemical calculations</li> <li>● P4 Electric circuits</li> <li>● P5 Domestic electricity</li> </ul> <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● B4 Organising plants animals</li> <li>● B5 Communicable diseases</li> <li>● B6 Preventing and treating diseases</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● C3 Structure &amp; bonding</li> <li>● C4 Chemical calculations</li> <li>● C5 Chemical changes</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● P3 Energy resources</li> <li>● P4 Electric circuits</li> <li>● P5 Domestic electricity</li> </ul>	<ul style="list-style-type: none"> <li>● C5 Chemical changes</li> </ul> <p><b><u>Combined Science:</u></b></p> <ul style="list-style-type: none"> <li>● B6 Preventing and treating diseases</li> <li>● C5 Chemical changes</li> <li>● P6 Molecules and matter</li> </ul> <ul style="list-style-type: none"> <li>● B7 Non communicable diseases</li> <li>● C6 Electrolysis</li> <li>● P7 Radioactivity</li> </ul> <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● B7 Non-communicable diseases</li> <li>● B8 Photosynthesis</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● C6 Electrolysis</li> <li>● C7 Energy changes</li> <li>● C8 Rates and equilibrium</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● P6 Molecules and matter</li> <li>● P7 Radioactivity</li> <li>● P8 Forces in balance</li> </ul>	<ul style="list-style-type: none"> <li>● P5 Domestic electricity</li> <li>● P6 Molecules and matter</li> <li>● P7 Radioactivity</li> </ul> <p><b><u>Combined Science:</u></b></p> <ul style="list-style-type: none"> <li>● B8 Photosynthesis</li> <li>● C7 Energy changes</li> <li>● P8 Forces in balance</li> </ul> <ul style="list-style-type: none"> <li>● B9 Respiration</li> <li>● C8 Rates of reaction and equilibrium</li> <li>● P9 Motion</li> </ul> <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● B8 Photosynthesis</li> <li>● B9 Respiration</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● C8 Rates and Equilibrium</li> <li>● C9 Crude oil and fuels</li> <li>● C10 Organic reactions</li> <li>● C11 Polymers</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● P9 Motion</li> <li>● P10 Forces &amp; motion</li> </ul>
<p><b>SPANISH</b></p>	<ul style="list-style-type: none"> <li>● Saying what they do in the summer</li> <li>● Present tense</li> <li>● Saying what they did on holiday</li> </ul>	<ul style="list-style-type: none"> <li>● Theme: Identity and culture</li> <li>● Students will be learning to talk about:</li> <li>● describing people</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about what is trending</li> <li>● Perfect tense</li> <li>● Discussing different types of</li> </ul>

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	<ul style="list-style-type: none"> <li>● Preterite tense</li> <li>● Describing where they stayed</li> <li>● Imperfect tense</li> <li>● Booking accommodation</li> <li>● Using verbs with usted</li> <li>● Using three tenses together</li> <li>● Giving opinions on school subjects/teachers and school day</li> <li>● Describing school – then and now</li> <li>● Talking about school rules and problems</li> <li>● Talking about plans for the future</li> <li>● Near future tense</li> <li>● Using object pronouns</li> <li>● Saying how long they have been doing something</li> </ul>	<ul style="list-style-type: none"> <li>● making arrangements to go out</li> <li>● social networks</li> <li>● socialising and family</li> <li>● reading preferences</li> <li>● friends and family</li> <li>● free-time activities</li> <li>● TV programmes</li> <li>● what you usually do</li> <li>● sports</li> <li>● what’s trending</li> <li>● different types of entertainment what inspires you</li> </ul>	<p>entertainment</p> <ul style="list-style-type: none"> <li>● Talking about who inspires you</li> <li>● Places in the town</li> <li>● Shops</li> <li>● Describing features in a region</li> <li>● Planning what to do</li> <li>● Talking about problems in a town</li> </ul>
<p><a href="#">TRAVEL AND TOURISM</a></p>	<ul style="list-style-type: none"> <li>● Component 1: Travel and Tourism Organisations and Destinations</li> <li>● Component 3: Influences on Global Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>● Component 1: Travel and Tourism Organisations and Destinations</li> <li>● Component 3: Influences on Global Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>● Component 2: Customer Needs in Travel and Tourism</li> <li>● Component 3: Influences on Global Travel and Tourism</li> </ul>

## YEAR 11

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<a href="#">COMPUTER SCIENCE</a>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>● 1.4- Wired and wireless networks</li> <li>● 1.5 - Network protocols and layers</li> <li>● 1.6- System security</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>● 2.3 Robust Programs</li> </ul>	<p><b>Component 1 (50% of final GCSE):</b></p> <ul style="list-style-type: none"> <li>● System security</li> <li>● Revision and exam practice of all topics covered to date</li> </ul> <p><b>Component 2 (50% of final GCSE):</b></p> <ul style="list-style-type: none"> <li>● Producing Robust programs</li> <li>● Translators and facilities of languages</li> <li>● Data representation -Images and Sounds</li> <li>● Revision and exam practice of all topics covered to date</li> </ul> <p><b>Programming Project - not assessed but useful for Paper 2:</b></p> <ul style="list-style-type: none"> <li>● Students should continue to practice their skills in Python (programming language)</li> </ul>	
<a href="#">CULTURAL STUDIES</a>	<p>Relationships</p> <ul style="list-style-type: none"> <li>- Relationship expectations and values</li> <li>- Managing relationship challenges and where to seek help if required</li> <li>- Identifying and responding to harassment and abuse</li> <li>- Maintaining sexual health, having good sex and sexual health services</li> <li>- Religious views on relationships</li> <li>- Fertility and different views on family life, including pregnancy, adoption, abortion and miscarriage</li> <li>- The law regarding forced marriages</li> </ul>	<p>Choices and influences</p> <ul style="list-style-type: none"> <li>- Making safe and healthy life choices</li> <li>- Personal safety</li> <li>- Self examination and noticing changes</li> <li>- Blood, organ and stem cell donation</li> <li>- Discrimination and extremism</li> <li>- Religious teachings linking with lifestyle choices, keeping safe, medical donations and discrimination</li> </ul> <p>Maintaining good mental and physical health in the future</p> <ul style="list-style-type: none"> <li>- Reviewing revision techniques</li> <li>- How to recognise signs of changing</li> </ul>	<p>Continuation of religions module</p> <p>Stress management techniques</p>

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	<ul style="list-style-type: none"> <li>- Impact of pornography</li> </ul> <p>Next steps</p> <ul style="list-style-type: none"> <li>- Skills for employment</li> <li>- Post-16 options and applications</li> <li>- Post-18 options and planning</li> <li>- Online presence and reputation</li> <li>- Financial planning and good money management</li> <li>- Understanding the risks of gambling, fraud and cyber crime</li> </ul>	<p>mental health in oneself and others, the support available, and how to support a loved one.</p> <ul style="list-style-type: none"> <li>- Balancing online and other activities</li> <li>- Factors that can maintain good physical health after school and living on your own.</li> </ul> <p>Impact of religious beliefs on students' lives now and in the future</p> <ul style="list-style-type: none"> <li>- Looking after the environment</li> <li>- Different diets</li> <li>- Donating to charities</li> <li>- Forgiveness</li> <li>- Divorce</li> <li>- Life after death</li> </ul>	
<a href="#">DRAMA</a>	<ul style="list-style-type: none"> <li>● Component 1: Live Theatre Review</li> <li>● Blood Brothers: Component 1: Blood Brothers</li> </ul>	<ul style="list-style-type: none"> <li>● Component 3: Texts in Practice (Practical)</li> </ul>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>
<a href="#">ENGLISH</a>	<p><b><u>Power &amp; Conflict Poetry: Anthology and unseen poetry:</u></b></p> <ul style="list-style-type: none"> <li>● Revising the five poems studied in Year 9, comparing these to five more poems from the anthology, in the context of further unseen poetry in preparation for Sections B &amp; C of Literature Paper 2.</li> </ul> <p><b><u>Viewpoints and Perspectives: Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>● Viewpoint writing and practice alongside introduction of the Reading section of Language Paper 2</li> </ul>	<p><b><u>Unseen poetry:</u></b></p> <ul style="list-style-type: none"> <li>● Preparation for unseen poetry.</li> </ul> <p><b><u>Paper 1 Reading &amp; Writing:</u></b></p> <ul style="list-style-type: none"> <li>● Creative Writing practice and revision alongside introduction to the Reading section of Language Paper 1.</li> </ul>	<p><b><u>Revision and exam preparation</u></b></p>

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<p><b><u>ENTERPRISE AND MARKETING</u></b></p> <p>Enterprise and Marketing Level 1/2 – J819</p>	<p><b><u>R065</u></b> Completing coursework</p> <p><b><u>Unit R064 Enterprise and marketing concepts:</u></b> (50%)- revision on other units as well.</p> <ul style="list-style-type: none"> <li>● Learning Outcome 5: Understand factors for consideration when starting up a business;</li> <li>● Learning Outcome 6 Understand different functional activities needed to support a business start-up.</li> </ul>	<p><b><u>R066:</u></b></p> <ul style="list-style-type: none"> <li>● Learning Outcome 1: Be able to develop a brand identity and promotional plan to target a customer profile;</li> <li>● Learning Outcome 2: Be able to plan a pitch for a proposal;</li> <li>● Learning Outcome 3: Be able to pitch a proposal to an audience;</li> <li>● Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch.</li> </ul>	
<p><b><u>FINE ART AND TEXTILES</u></b></p>	<p><b><u>Contrast:</u></b></p> <ul style="list-style-type: none"> <li>● Provided greater evidence of the assessment objectives</li> <li>● Refine skills set and knowledge of how to use different media</li> <li>● Show evidence of how artists can influence your own work</li> <li>● Taking purposeful and refined primary images</li> <li>● Understanding how to record ideas through experimentation and in depth annotations</li> <li>● Show a journey of development throughout a sustained project</li> <li>● Create a personal and meaningful response</li> </ul>	<p><b><u>Externally set task:</u></b></p> <ul style="list-style-type: none"> <li>● Complete a project based on an external starting point</li> <li>● Develop skills of independent interpretations of an independent theme</li> <li>● Apply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbook</li> <li>● Create a personal and meaningful response in the 10 hour exam.</li> </ul>	
<p><b><u>FRENCH</u></b></p>	<ul style="list-style-type: none"> <li>● Talking about holidays in the past, present and future tenses</li> <li>● Ideal holidays</li> <li>● Booking and reviewing a hotel</li> <li>● Ordering food in a restaurant</li> <li>● Travelling and shopping on holiday</li> <li>● Talking about holiday disasters</li> </ul>	<ul style="list-style-type: none"> <li>● The state of the planet</li> <li>● Environmental issues</li> <li>● Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>● Revision and speaking examination preparation</li> </ul>

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	<ul style="list-style-type: none"> <li>Using the pluperfect tense</li> <li>Discussing career choices</li> <li>Talking about future plans, hopes and wishes</li> </ul>			
<u><a href="#">GEOGRAPHY</a></u>	<p><b><u>Continue Unit 3b: Fieldwork Enquiries</u></b></p> <ul style="list-style-type: none"> <li>Follow-up from South coast field trip.</li> </ul> <p><b><u>Unit 2b: Changing Economic World. Key case studies include:</u></b></p> <ul style="list-style-type: none"> <li>The changing economy of Brazil</li> <li>The changing economy of the UK</li> <li>How can tourism help Jamaica develop?</li> </ul>	<p><b><u>Unit 2c: Challenge of Resource Management. Key case studies include:</u></b></p> <ul style="list-style-type: none"> <li>To what extent does the UK have energy security?</li> </ul> <p><b><u>Fossil fuel extraction:</u></b></p> <ul style="list-style-type: none"> <li>Canada's oil sands region</li> <li>Sustainable energy in Peru</li> </ul>	<p><b><u>Unit 3a: Issue evaluation:</u></b></p> <ul style="list-style-type: none"> <li>Based on a pre-released document from the exam board AQA.</li> </ul>	<p><b><u>Revision and exam preparation.</u></b></p> <ul style="list-style-type: none"> <li>Focus on each topic's PLC (personal learning checklist).</li> </ul>
<u><a href="#">HEALTH AND SOCIAL CARE</a></u>	<p><b><u>Year 11 will be preparing for their February External exam - Component 3</u></b></p> <p><b><u>The following topics will be covered in the Autumn Term</u></b></p> <ul style="list-style-type: none"> <li>Definition of Health &amp; Wellbeing</li> <li>Physiological indicators Blood Pressure , Peak Flow , Temperature, BMI</li> <li>Environmental factors</li> <li>Expected and Unexpected life Events</li> <li>Care Values</li> <li>Health &amp; Wellbeing plans</li> <li>Types of Support</li> <li>Barriers to accessing support</li> </ul> <p><b><u>Preparation for assessment</u></b></p>	<p><b><u>Coursework Review and Submission</u></b></p> <p><b><u>Component 1</u></b> The effect of life events on personal development</p> <p><b><u>Component 2</u></b> Write up role play report</p> <p><b><u>Component 3</u></b> Public exam</p>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	

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<p><b><u>HISTORY</u></b></p>	<p><b><u>Anglo-Saxon and Norman England, c1060-88</u></b></p> <ul style="list-style-type: none"> <li>Anglo-Saxon England and the Norman Conquest, 1060–66</li> <li>William I in power: securing the kingdom, 1066–87</li> <li>Norman England, 1066–88</li> </ul>		<p><b><u>Migrants in Britain, c800–present</u></b></p> <ul style="list-style-type: none"> <li>c800–c1500: Migration in medieval England</li> <li>c1500–c1700: Migration in early modern England</li> <li>c1700–c1900: Migration in eighteenth- and nineteenth-century Britain</li> <li>c1900–present: Migration in modern Britain</li> </ul>		<ul style="list-style-type: none"> <li>Historic Environment: Notting Hill, c1948–c1970</li> <li>Revision</li> </ul>
<p><b><u>LATIN</u></b></p>	<ul style="list-style-type: none"> <li>Noun declensions</li> <li>Present and past tenses</li> <li>Pluperfect tense</li> <li>Participles</li> <li>The subjunctive</li> <li>Adjective agreements</li> <li>Study of Virgil’s “The Aeneid”</li> </ul>		<ul style="list-style-type: none"> <li>Revisions for Latin Literature and Language papers</li> <li>Indirect command</li> <li>Result clauses</li> <li>Adjectives and nouns patterns</li> <li>The ablative case</li> <li>Expression of time</li> </ul>		<ul style="list-style-type: none"> <li>Revision</li> </ul>
<p><b><u>MATHS</u></b></p>	<ul style="list-style-type: none"> <li>Area &amp; perimeter</li> <li>Angles</li> <li>Circle theorems (higher only)</li> <li>Scales, bearing and constructions</li> <li>Pythagoras</li> <li>Trigonometry</li> <li>Circles</li> <li>Volumes &amp; surface area</li> </ul>		<ul style="list-style-type: none"> <li>Preparation for the PPE and correcting misconceptions from the PPE. This is different for each class dependent on tier and performance on the PPE</li> </ul>		<ul style="list-style-type: none"> <li>Revision</li> </ul>
<p><b><u>MEDIA</u></b></p>	<p><b><u>Component 2: TV Comedy:</u></b></p> <ul style="list-style-type: none"> <li>Students will explore issues of representation, how media language is used to create meaning and the industry</li> </ul>	<p><b><u>Component 2: TV Comedy:</u></b></p> <ul style="list-style-type: none"> <li>Students will explore issues of representation, how media language is used to create meaning and</li> </ul>	<p><b><u>Component Two: Music Industry:</u></b></p> <ul style="list-style-type: none"> <li>Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber</li> </ul>	<p><b><u>Component Two: Music Industry:</u></b></p> <ul style="list-style-type: none"> <li>Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber</li> </ul>	<p><b><u>Exam Revision</u></b></p>



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	<p>context for FRIENDS and The IT Crowd, in preparation for Section A of the Component 2 examination.</p> <p><b><u>Component 3: The NEA:</u></b></p> <ul style="list-style-type: none"> <li>Students will continue working on their production work.</li> </ul>	<p>the industry context for FRIENDS and The IT Crowd, in preparation for Section A of the Component 2 examination.</p> <p><b><u>Component Two: Music Industry:</u></b></p> <ul style="list-style-type: none"> <li>Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber 'Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section B).</li> </ul>	<ul style="list-style-type: none"> <li>'Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section B).</li> </ul>	<p>Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section B).</p> <p><b><u>Exam Revision</u></b></p>	
<b><u>MUSIC</u></b>	<ul style="list-style-type: none"> <li>Individual compositions</li> <li>Solo and ensemble performances</li> </ul>		<ul style="list-style-type: none"> <li>Performance exam</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	
<b><u>PE</u></b>	<p><b><u>GCSE PE:</u></b></p> <ul style="list-style-type: none"> <li>Component 1- Levers and Planes of Axes.</li> <li>Component 2- Socio-cultural influence, commercialisation and sporting behaviours</li> </ul>	<p><b><u>GCSE PE:</u></b></p> <ul style="list-style-type: none"> <li>Component 2- Participation rates</li> <li>Recap and revise component 1 and 2 topics</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>Component 3 Re-sit (<b>If Required</b>)</li> </ul>		

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	<ul style="list-style-type: none"> <li>Gaelic Football</li> </ul> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>Component 2 Coursework</li> </ul>	<ul style="list-style-type: none"> <li>Football</li> </ul> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>Component 3 Exam</li> </ul>	
<b><u>SCIENCE</u></b>	<p><b><u>Combined Science:</u></b></p> <ul style="list-style-type: none"> <li>B10 The human nervous system</li> <li>C4 Chemical calculations</li> <li>P4 Electric circuits</li> <li>B11 Hormonal control</li> <li>C5 Chemical changes</li> <li>P5 Domestic electricity</li> <li>B12 Reproduction</li> <li>C6 Electrolysis</li> <li>P12 Wave properties</li> </ul> <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>B10 Human nervous system</li> <li>B11 Hormonal coordination</li> <li>B12 Homeostasis in action</li> <li>B13 Reproduction</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>C12 Chemical analysis - required practicals</li> <li>C13 Chemistry of the atmosphere</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>P12 Wave properties</li> <li>P13 Electromagnetic waves</li> <li>P14 Light</li> </ul>	<p><b><u>Combined Science:</u></b></p> <ul style="list-style-type: none"> <li>B13 Variation and evolution</li> <li>C8 Rates and equilibrium</li> <li>P13 Electromagnetic waves</li> <li>B14 Genetics and evolution</li> <li>C12 Chemical analysis</li> <li>P15 Electromagnetism</li> <li>B15 Adaptation interdependence and competition</li> </ul> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>B14 Variation and evolution</li> <li>B15 Genetics and evidence for evolution</li> <li>B17 Organising an ecosystem</li> <li>B18 Biodiversity and ecosystems</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>C14 The Earth's resources</li> <li>C15 Using our resources</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>P15 Electromagnetism</li> <li>P16 Space</li> </ul>	<p><b><u>Combined Science:</u></b></p> <p>Revision and summer examination series</p> <p><b><u>Triple Science:</u></b></p> <p>Revision and summer examination series</p>

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<p><u>SPANISH</u></p>	<ul style="list-style-type: none"> <li>● Talking about places in a town</li> <li>● Asking and understanding directions</li> <li>● Describing features of a region</li> <li>● Planning what to do</li> <li>● Future tense</li> <li>● Shopping for clothes and presents</li> <li>● Using demonstrative adjectives</li> <li>● Talking about problems in a town</li> <li>● Conditional tense</li> <li>● Describing a visit in the past</li> <li>● Preterite tense</li> <li>● Imperfect tense</li> <li>● Describing mealtimes</li> <li>● Talking about illnesses and injuries</li> <li>● Talking about typical foods</li> <li>● Using the passive</li> <li>● Comparing different festivals</li> <li>● Avoiding the passive</li> <li>● Describing a special day</li> <li>● Using reflexive verbs in the preterite tense</li> <li>● Ordering in a restaurant</li> <li>● Irregular verbs in the preterite tense</li> <li>● Using absolute superlatives</li> <li>● Talking about a musical festival</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about jobs and work experience</li> <li>● Talking about how you earn your money</li> <li>● Talking about the importance of languages</li> <li>● Discussing plans for the future</li> <li>● Talking about the environment, health and other global issues</li> </ul>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>
<p><u>TRAVEL AND TOURISM</u></p>	<ul style="list-style-type: none"> <li>● Unit 3: The Travel and Tourism Customer Experience</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 3: The Travel and Tourism Customer Experience</li> <li>● Unit 4: International Travel and Tourism Destinations</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 4: International Travel and Tourism Destinations</li> </ul>

## YEAR 12

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<a href="#">COMPUTER SCIENCE</a>	<p><b><u>Component 1:</u></b></p> <ul style="list-style-type: none"> <li>● Data Types</li> <li>● Types of Programming Language</li> <li>● Introduction to Programming</li> <li>● Databases</li> </ul> <p><b><u>Component 2:</u></b></p>	<p><b><u>Component 1:</u></b></p> <ul style="list-style-type: none"> <li>● Structure and Function of Processor</li> <li>● Types of Processor</li> <li>● Input, Output and storage</li> <li>● Software Development</li> <li>● Data Structures</li> </ul>	<ul style="list-style-type: none"> <li>● 1.4.2- Data Structures</li> <li>● 1.4.1- Data Types</li> <li>● 2.2.1- Programming Techniques</li> <li>● 2.3.1- Algorithms</li> </ul>

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	<ul style="list-style-type: none"> <li>● Programming Techniques</li> <li>● Elements of computational thinking.</li> <li>● NEA- Students will start with project Introduction</li> </ul>	<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>● Computational methods</li> <li>● Programming Techniques</li> <li>● Algorithms- Data Structures</li> <li>● NEA- Students will start with project Analysis</li> </ul>	
<a href="#">DRAMA</a>	<ul style="list-style-type: none"> <li>● Component 1:</li> <li>● Section B: Yerma by Federico Garcia Lorca (Acting, Writing &amp; Design Analysis)</li> <li>● Section C: Live Theatre Analysis - Thing I know To Be True by Frantic Assembly</li> <li>● Component 2: working Notebook</li> </ul>	<ul style="list-style-type: none"> <li>● Component 1:</li> <li>● Section A: The Caucasian Chalk Circle by Bertolt Brecht (Text analysis)</li> <li>● Section B: Yerma by Federico Garcia Lorca (Acting, Writing &amp; Design Analysis)</li> <li>● Section C: Live Theatre Analysis - The Crucible by Aurthur Miller (adapted by Yael Farber)</li> <li>● Component 2: working Notebook</li> </ul>	<ul style="list-style-type: none"> <li>● Specimen papers</li> <li>● Introduction to Set</li> <li>● Text A - The Caucasian Chalk Circle by Bertolt Brecht</li> <li>● Component 2: Devised NEA</li> </ul>
<a href="#">ECONOMICS</a>	<p>Microeconomics</p> <ul style="list-style-type: none"> <li>● 1.1 The Nature of Economics</li> <li>● 1.2 How Markets Work</li> </ul> <p>Macroeconomics</p> <ul style="list-style-type: none"> <li>● 2.1 Measures of Economic Performance</li> <li>● 2.2 Aggregate Demand</li> <li>● 2.3 Aggregate Supply</li> <li>● 2.4 National Income</li> </ul>	<p>Microeconomics</p> <ul style="list-style-type: none"> <li>● 1.3 Market Failure</li> <li>● 1.4 Government Intervention</li> </ul> <p>Macroeconomics</p> <ul style="list-style-type: none"> <li>● 2.1 Further Measures of Economic Performance</li> <li>● 2.5 Economic Growth</li> <li>● 2.6 Macroeconomic Objectives and Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Review of first year content</li> <li>● Essay technique</li> <li>● Case study analysis for Paper 3</li> </ul>
<a href="#">ENGLISH LITERATURE</a> AQA English	<ul style="list-style-type: none"> <li>● <b>Narrative and Feminist</b> Theory in Literature.</li> <li>● <b>Social and Political Protest Texts:</b> The Kite Runner and The Handmaid's Tale</li> </ul>	<ul style="list-style-type: none"> <li>● Aspects of <b>Tragedy</b> and <b>Keats</b> Poetry</li> <li>● <b>Songs of Innocence and Experience</b> - Blake</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Unseen Protest Prose and Poetry</b></li> <li>● <b>Ecocritical, Postcolonial and Marxist</b> theories and <b>The Literary Canon</b></li> <li>● <b>Prose NEA</b></li> </ul>

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<p>Literature</p>			
<p><a href="#">FINE ART AND TEXTILES</a></p>	<p><b>Skills project:</b></p> <ul style="list-style-type: none"> <li>● Broaden skill level through experimentation - showing breadth of how media can be used</li> <li>● Experiments with different subjects matters to find own style and ideas</li> </ul>	<p><b>Unusual viewpoints:</b></p> <ul style="list-style-type: none"> <li>● Gain a greater understanding on the assessment objectives</li> <li>● Complete a project based on an independent starting point</li> <li>● Develop refined drawing skills</li> <li>● High developed and diverse experimentation based on high quality images</li> <li>● In-depth analysis of artists work that directly informs and develops students work</li> <li>● Larger scale experimentations and outcomes</li> <li>● Understanding the underpinning ideas and themes of artworks</li> </ul>	<p><b>Personal investigation:</b></p> <ul style="list-style-type: none"> <li>● Start Personal investigation (PI) on independent themes</li> <li>● Start essay in response to PI theme</li> <li>● Continuing to develop understanding of the assessment objectives</li> <li>● Expand skills set and knowledge of how to make direct links between deeper meaning of the theme</li> </ul>
<p><a href="#">GEOGRAPHY</a></p>	<p><b>Physical Geography (Paper 1): Hazards</b> This topic includes:</p> <ul style="list-style-type: none"> <li>● The Park Model of human responses to hazards</li> <li>● The Hazard Management Cycle</li> <li>● Key topic case studies in relation to hazard management: Montserrat volcano, Nepal earthquake 2015, Typhoon Haiyan 2013, Superstorm Sandy 2012, California wildfires 2017-18</li> </ul> <p><b>Human Geography (Paper 2): Changing Places</b> This topic includes:</p> <ul style="list-style-type: none"> <li>● The concept of place, as described by academics such as Edward Relph, Yi-Fu Tuan and James Kunstler</li> <li>● The changing nature of these place examples: Wembley Park, Stratford (east London), London Docklands, Salford Quays (Greater Manchester), Croyde</li> </ul>	<p><b>Physical Geography (Paper 1): Coastal systems and landscapes</b> This topic includes:</p> <ul style="list-style-type: none"> <li>● Coasts as natural systems, coastal systems and processes, coastal landscape development and coastal management.</li> <li>● Key case studies: the changing Norfolk coastline; coastal management in west Sussex and Dorset</li> <li>● Coastal management in Asia with a focus on Bangladesh</li> </ul> <p><b>Human Geography (Paper 2): Resource Security</b> This topic includes:</p> <ul style="list-style-type: none"> <li>● The management of energy, water and mineral resources</li> <li>● Case studies: energy resources in New Zealand, Canada and the UK</li> <li>● Case studies: water conflicts in the UK,</li> </ul>	<p>AQA syllabus continued:</p> <ul style="list-style-type: none"> <li>● Human: Resource Security</li> <li>● Physical: Coastal Systems and Landscapes</li> <li>● Field trip (June 15-18 2022): Coastal management on the Norfolk coastline</li> </ul>

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	<p>(Devon), the New York City High Line urban park project</p> <ul style="list-style-type: none"> <li>The two main case studies: Ruislip (local place) and Detroit (distant place). For each case study, there is a focus on people's lived experience in the past and at present, economic change and social inequalities</li> </ul>	<p>Australia and in northern Africa</p> <ul style="list-style-type: none"> <li>Case studies: iron ore mining in Brazil and Australia</li> </ul> <p><b><u>Geographical statistics skills</u></b> This topic includes:</p> <ul style="list-style-type: none"> <li>Measures of central tendency (mean, mode, median); measures of dispersion (range, interquartile range, standard deviation)</li> <li>Inferential and relational statistics: Spearman's rank correlation and others.</li> </ul>	
<b><u>GOVERNMENT AND POLITICS</u></b>	<p><b><u>UK politics:</u></b></p> <ul style="list-style-type: none"> <li>Democracy and participation</li> <li>Elections and referendums</li> <li>Prime minister and cabinet</li> <li>Parliament</li> </ul>	<ul style="list-style-type: none"> <li>UK political parties</li> <li>UK pressure groups</li> <li>UK constitution</li> <li>UK judiciary</li> <li>European Union</li> <li>Devolution</li> </ul>	<p><b><u>Paper 3 - Political Ideology:</u></b></p> <ul style="list-style-type: none"> <li>Students will learn about each of the ideologies listed below and their beliefs on: human nature, society, the state, the economy</li> <li>Liberalism</li> <li>Socialism</li> <li>Conservatism</li> <li>Nationalism</li> </ul>
<b><u>HISTORY</u></b>	<ul style="list-style-type: none"> <li>Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after Lenin's death</li> <li>Tudors: The reign of Henry VII</li> </ul>	<ul style="list-style-type: none"> <li>Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after Lenin's death</li> <li>Tudors: The reign of Henry VIII</li> </ul>	<ul style="list-style-type: none"> <li>Stalin's rise to power, 1924–1929</li> <li>Ideological debates and issues in the leadership struggle</li> <li>Economic developments</li> <li>Government, propaganda and the beginning of the Stalinist cult</li> <li>The later years of Henry VIII (1540-1547)</li> <li>Social and economic change in the reign of Henry VIII (1509-1547)</li> <li>The reign of Edward VI: the start of a 'mid-Tudor crisis'?</li> </ul>

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<p><u>LAW</u></p>	<ul style="list-style-type: none"> <li>• The English Legal System</li> <li>• Criminal Law</li> </ul>	<ul style="list-style-type: none"> <li>• Judicial precedent</li> <li>• Statutory interpretation</li> <li>• Introduction to tort</li> <li>• Theft &amp; robbery</li> <li>• Attempts</li> <li>• General defences</li> <li>• Concepts of law</li> </ul>	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Robbery</li> <li>• Attempts</li> <li>• Capacity defences</li> <li>• Necessity defences</li> <li>• Law and Fault</li> <li>• Law and Justice</li> <li>• Liability in negligence for economic loss and psychiatric injury</li> <li>• Occupiers' liability</li> <li>• Nuisance</li> <li>• Vicarious liability</li> <li>• Defences</li> <li>• Remedies</li> <li>• Nature of civil law</li> <li>• Civil courts</li> <li>• Alternative dispute resolution</li> <li>• Parliamentary law making</li> <li>• Law reform</li> </ul>	
<p><u>MATHS</u></p>	<ul style="list-style-type: none"> <li>• Algebraic expressions, quadratics, equations and inequalities, graphs, coordinate geometry, trigonometric identities and equations</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working through the pure maths topics, including Integration, Exponentials and Logarithms and Vectors. The Applied module will also be taught, looking at modelling and acceleration for mechanics, while statistics will be focusing on measures of location and spread and data representation.</li> </ul>	<ul style="list-style-type: none"> <li>• Applied topics</li> <li>• Statistics</li> <li>• Mechanics</li> <li>• Preparation for an external AS exam in May which will cover all topics taught in Year 12.</li> <li>• As well as starting second year of the A level content - algebra methods and radians</li> </ul>	
<p><u>MEDIA</u></p>	<p><b><u>Component 1, Section B:</u></b></p> <ul style="list-style-type: none"> <li>• Film: I, Daniel Blake and Black Panther</li> </ul>	<p><b><u>Component 1, Section A – Music Videos:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be exploring the</li> </ul>	<p><b><u>Component 2: Section B - Magazines:</u></b></p> <ul style="list-style-type: none"> <li>• Students will begin exploring a historical edition of Vogue (from the 1960s) and compare it to a niche magazine - The Big Issue - in preparation for their</li> </ul>	<p><b><u>Component 3: Practical Production Unit:</u></b></p> <ul style="list-style-type: none"> <li>• In the Summer Term all students will be working on their individual practical productions. This will begin in April after the Easter holidays and continue until</li> </ul>



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	<ul style="list-style-type: none"> <li>Video Games: Assassin's Creed</li> </ul> <p><b><u>Component 1. Section A &amp; B – Newspapers:</u></b></p> <ul style="list-style-type: none"> <li>Students will explore issues of media language, representation, industry and audience in The Times and The Daily Mirror</li> </ul>	<p>issues of media language and representation in Beyonce's 'Formation' and Sam Fender 'Seventeen Going Under'</p> <p><b><u>Component 1. Section B – Radio:</u></b></p> <ul style="list-style-type: none"> <li>Students will be exploring the issues of industry and audience in 'Late Night Woman's Hour'</li> </ul>	<p>Component 2 examination</p>	<p>October half term</p> <p>For the unit students will be working on producing a marketing campaign for either:</p> <ul style="list-style-type: none"> <li>A music video for a mainstream artist targeting a mainstream audience of 16-24 year old music aficionados</li> <li>A mainstream film promotion campaign for 16-24 year olds</li> </ul>
<p><b>PE</b></p>	<p><b><u>BTEC Sport:</u></b>  <b>Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</b></p> <p>Topic 1 - Examine Lifestyle factors and their effect on health and well being</p> <ul style="list-style-type: none"> <li>Exercise and well being</li> <li>Benefits of healthy diet</li> <li>Government recommendations</li> <li>Negative lifestyle factors</li> <li>Lifestyle modification techniques</li> </ul> <p>Topic 2 - Understand the screening process for training programming</p> <ul style="list-style-type: none"> <li>Par Q</li> <li>Health monitoring tests</li> <li>Interpreting data</li> </ul>	<p><b><u>BTEC Sport:</u></b></p> <ul style="list-style-type: none"> <li>Unit 4 - Sports Leaders</li> <li><b><i>Learning Aim A</i></b> – Understand the roles, qualities and characteristics of an effective sports leader</li> <li><b><i>Learning Aim B</i></b> – Examine the importance of psychological factors and their link with effective leadership</li> <li><b><i>Learning Aim C</i></b> – Explore and effective leadership style when leading a team during sport and exercise activities</li> </ul>	<p><b><u>BTEC Sport:</u></b></p> <ul style="list-style-type: none"> <li>Unit 1 - Anatomy and Physiology</li> <li>The skeletal system</li> <li>The muscular system</li> <li>The Respiratory system</li> <li>The Cardiovascular system</li> <li>The Energy system</li> </ul>	

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	<p>Topic 3 - Understand programme related nutritional needs</p> <ul style="list-style-type: none"> <li>● Components of a balanced diet</li> <li>● Energy</li> <li>● Hydration and Dehydration</li> <li>● Nutritional strategies</li> </ul> <p>Unit 3 - Careers in sport (will run into the summer term for a short while)</p> <p>Part C and D:  <b>C:</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway  <b>D:</b> Reflect on the recruitment and selection process and your individual performance</p>		
<u>PSYCHOLOGY</u>	<ul style="list-style-type: none"> <li>● Research Methods</li> <li>● Approaches</li> <li>● Memory</li> </ul>	<ul style="list-style-type: none"> <li>● Psychopathology</li> <li>● Social Influence</li> <li>● Attachment</li> </ul>	<ul style="list-style-type: none"> <li>● Attachment</li> <li>● Biopsychology</li> </ul>
<u>SCIENCE</u>	<p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Biological molecules</li> <li>● Cells and cell division</li> <li>● Enzymes</li> <li>● DNA and RNA</li> <li>● Transport across membranes</li> <li>● The immune response</li> </ul> <p><b><u>Physical Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Atomic Structure</li> <li>● Amount of Substance</li> <li>● Bonding</li> </ul>	<p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Exchange and transport in animals and plants</li> <li>● The Circulatory system</li> <li>● DNA, genes and protein synthesis</li> <li>● Genetic diversity</li> </ul> <p><b><u>Physical Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Equilibria and Kc</li> <li>● Kinetics</li> </ul> <p><b><u>Organic Chemistry:</u></b></p>	<p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Populations in ecosystems</li> <li>● Classification</li> <li>● Energy transfers in ecosystems</li> <li>● Nutrient cycles</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Introduction to organic chemistry</li> <li>● Alkanes and haloalkanes</li> <li>● Alkenes</li> <li>● Alcohols</li> </ul>

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	<ul style="list-style-type: none"> <li>● Energetics</li> <li>● Redox</li> <li>● Equilibria and Kc</li> </ul> <p><b><u>Inorganic Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Periodicity</li> <li>● Group 2 alkaline earths</li> <li>● Group 7 Halogens</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● Particles</li> <li>● Interactions</li> <li>● Antimatter</li> <li>● Quarks</li> <li>● Wave particle duality</li> <li>● *Scalars and vectors</li> <li>● *Equilibrium</li> </ul>	<ul style="list-style-type: none"> <li>● Intro to organic</li> <li>● Alkanes</li> <li>● Haloalkanes</li> <li>● Alkenes</li> <li>● Alcohols</li> <li>● Organic analysis</li> </ul> <p><b><u>Physics:</u></b></p> <p><b><u>Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>● Momentum &amp; Impulse</li> <li>● Collisions</li> <li>● Conservation of Energy</li> <li>● Hooke's Law</li> <li>● Young Modulus</li> </ul> <p><b><u>Waves:</u></b></p> <ul style="list-style-type: none"> <li>● Diffraction</li> <li>● Interference</li> <li>● Diffraction gratings</li> <li>● Polarisation</li> </ul>		<ul style="list-style-type: none"> <li>● Organic analysis</li> <li>● Thermodynamics</li> <li>● The rate equation and Arrhenius</li> </ul> <p><b><u>Physics:</u></b></p> <p><b><u>Circular motion:</u></b></p> <ul style="list-style-type: none"> <li>● Centripetal force</li> <li>● Centripetal acceleration</li> </ul> <p><b><u>Simple harmonic motion:</u></b></p> <ul style="list-style-type: none"> <li>● Oscillating systems</li> <li>● Energy in SHM system</li> <li>● Resonance</li> </ul> <p><b><u>Thermal Physics:</u></b></p> <ul style="list-style-type: none"> <li>● Brownian motion</li> <li>● Ideal gases</li> <li>● Kinetic theory</li> </ul>
<p><b><u>SOCIOLOGY</u></b></p>	<p><b><u>What is Sociology:</u></b></p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Paper 1 Education and Research Methods in Context</li> <li>● Paper 2 Introduction to Families &amp; Households</li> </ul>	<ul style="list-style-type: none"> <li>● Demography</li> <li>● Social Policy</li> <li>● Childhood</li> <li>● Gender achievement in Education</li> <li>● Ethnic minority achievement in Education</li> <li>● Class achievement in Education</li> </ul>	<ul style="list-style-type: none"> <li>● Paper 1 methods in Context</li> <li>● Topic 5 The role of education in society</li> <li>● Paper 2</li> <li>● Families and Households</li> <li>● Topic 5 Changing Family patterns</li> <li>● Topic 6 Family Diversity</li> <li>● Topic 7 Families and Social Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Paper 1 methods in Context</li> <li>● Topic 4 Gender difference in Education</li> <li>● Topic 5 The role of education in society</li> <li>● Paper 2</li> <li>● Families and Households</li> <li>● Topic 5 Changing Family patterns</li> <li>● Topic 6 Family Diversity</li> <li>● Topic 7 Families and Social Policy</li> </ul>

<p><a href="#">TRAVEL AND TOURISM</a></p>	<ul style="list-style-type: none"> <li>Unit 9: Visitor Attractions</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1: The World of Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>Students will be preparing for and sitting the Key Stage 5 Travel and Tourism external exam: “Unit 1: The World of Travel and Tourism”</li> </ul>
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### YEAR 13

Click the link for ideas to prepare for the topics to be taught.	Autumn term	Spring term	Summer term
<p><a href="#">COMPUTER SCIENCE</a></p>	<p><b><u>Component 1:</u></b></p> <ul style="list-style-type: none"> <li>Operating Systems</li> <li>Applications Generation</li> <li>Systems Software</li> <li>Networks</li> <li>Web Technologies</li> </ul>	<p><b><u>Component 1:</u></b></p> <ul style="list-style-type: none"> <li>Computing related legislation</li> <li>Ethical, moral and cultural issues</li> <li>Revision of all topics</li> </ul> <p><b><u>Component 2:</u></b></p>	

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	<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>● Thinking Abstractly</li> <li>● Thinking Ahead</li> <li>● Thinking Procedurally</li> <li>● Students should continue working in their projects and act on feedback from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Thinking Logically</li> <li>● Thinking Concurrently</li> <li>● Practice programming skills specially coding the data structures (queues, stacks , circular queues, linked lists etc)</li> <li>● Students should continue working in their projects and act on feedback from the teacher</li> </ul>	
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>● Component 3 preparation - Script</li> </ul>	<ul style="list-style-type: none"> <li>● Component 3: Making theatre (practical)</li> <li>● Set Texts: Frozen by Bryony Lavery, The Resistible Rise of Arturo Ui by Bertolt Brecht &amp; Road by Jim Cartwright</li> </ul>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>
<b>ECONOMICS</b>	<p>Microeconomics</p> <ul style="list-style-type: none"> <li>● 3.1 Business Growth</li> <li>● 3.3 Revenues, Costs and Profits</li> <li>● 3.2 Business Objectives</li> <li>● 3.4 Market Structures</li> </ul> <p>Macroeconomics</p> <ul style="list-style-type: none"> <li>● 4.1 International Economies</li> <li>● 4.5 The Role of the State</li> <li>● 4.2 Poverty and Inequality</li> </ul>	<p>Microeconomics</p> <ul style="list-style-type: none"> <li>● 3.4 Market Structures</li> <li>● 3.6 Government Intervention</li> <li>● 3.5 Labour Market</li> </ul> <p>Macroeconomics</p> <ul style="list-style-type: none"> <li>● 4.3 Emerging and developing economies</li> <li>● 4.5 The Role of the State</li> <li>● 4.4 The Financial Sector</li> </ul>	<ul style="list-style-type: none"> <li>● Revision</li> <li>● <a href="https://www.expert-tuition.co.uk/past-papers/a-level-economics/">https://www.expert-tuition.co.uk/past-papers/a-level-economics/</a></li> <li>● <a href="https://www.physicsandmathstutor.com/economics-revision/a-level-edexcela/">https://www.physicsandmathstutor.com/economics-revision/a-level-edexcela/</a></li> <li>● Utilise Seneca Learning</li> <li>● <a href="https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g">https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g</a></li> </ul>
<b>ENGLISH</b> <b>Eduqas A Level Literature 2022-23</b>	<ul style="list-style-type: none"> <li>● Revision of Christina Rossetti Poetry</li> <li>● <i>The Tempest</i> by William Shakespeare</li> <li>● <i>The Duchess of Malfi</i> by John Webster</li> <li>● Revision of Duffy/Larkin and A Streetcar Named Desire</li> <li>● Unseen Prose and Unseen Poetry</li> </ul>	<ul style="list-style-type: none"> <li>● Carol Ann Duffy 'Mean Time' (in conjunction with revising Philip Larkin's 'Whitsun Weddings')</li> <li>● Revision of the poetry of Christina Rossetti</li> <li>● Revision of drama texts (The Tempest/Duchess of Malfi and A Streetcar Named Desire</li> <li>● Writing comparative drama essays</li> <li>● Analysis of unseen prose extracts (1880-1910)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Revision and exam preparation</b></li> </ul>

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<p><u><a href="#">FINE ART AND TEXTILES</a></u></p>	<p><b>Personal investigation:</b></p> <ul style="list-style-type: none"> <li>• Completing a sustained project based on the theme of their choice</li> <li>• Provide context for the artwork students are creating</li> <li>• Show in depth knowledge and understanding of the assessment objectives.</li> <li>• Apply high level refinements that show development and refine of skills and ideas.</li> <li>• Understanding how to write an Art essay based on their chosen theme</li> <li>• How to analyse work based on the formal elements and principles of Art and well as understanding how interpretation can change based on context.</li> </ul>	<p><b>Externally set task:</b></p> <ul style="list-style-type: none"> <li>• Complete a project based on an external starting point</li> <li>• Develop skills of independent interpretations of an independent theme</li> <li>• Apply knowledge learnt through the coursework process to create a refined and highly developed exams sketchbook</li> <li>• Create a personal and meaningful response in the 15 hour exam.</li> </ul>	
<p><u><a href="#">GEOGRAPHY</a></u></p>	<p><b>Continue Unit 3: Independent Fieldwork Investigation</b> (continued from the Year 12 field trip to Norfolk)</p> <p><b>Physical Geography (Paper 1): Water and Carbon Cycles.</b> This topic includes:</p> <ul style="list-style-type: none"> <li>• Water and carbon cycles as natural systems; water cycle, carbon cycle, climate and life on Earth</li> <li>• Case study: a tropical rainforest setting (Amazon) to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.</li> <li>• Case study: a river catchment(s) at a local scale (Boscastle). Engage with field data and consider the impact of precipitation upon drainage basin stores and transfers</li> </ul>	<p>Continued from the autumn term:</p> <p><b>Physical Geography (Paper 1): Water and Carbon Cycles.</b> See details, left.</p> <p><b>Human Geography (Paper 2): Global Systems and Global Governance.</b> See details, left.</p> <p>Revision and exam preparation using the PLC for each topic (personal learning checklist).</p>	<p><b>Revision and exam preparation.</b></p> <p>This is based on PLCs (personal learning checklists) and bespoke revision guides made by the department.</p>

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	<p>and implications for sustainable water supply and/or flooding</p> <p><b>Human Geography (Paper 2): Global Systems and Global Governance.</b> This topic includes:</p> <ul style="list-style-type: none"> <li>● Globalisation; global systems; international trade and access to markets</li> <li>● Case study: a specified TNC and its impacts on those countries in which it operates (Apple technology)</li> <li>● Case study: World trade in at least one food commodity (bananas)</li> <li>● Case study: the governance of Antarctica as a 'global common' with particular reference to the Antarctic Treaty</li> </ul>		
<a href="#">HISTORY</a>	<ul style="list-style-type: none"> <li>● Stalin's Russia</li> <li>● The reigns of Edward VI and Mary I</li> <li>● Civil Rights in The USA (Extended Project)</li> </ul>	<ul style="list-style-type: none"> <li>● Russia = WWII and the impact on Soviet Russia, Stalin and International relations, 'High Stalinism'</li> <li>● The reign of Elizabeth I</li> <li>● NEA (coursework)</li> </ul>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>
<a href="#">LAW</a>	<ul style="list-style-type: none"> <li>● Tort</li> <li>● Contract Law</li> <li>● English Legal System - rule of law, delegated legislation, European Union, judicial independence</li> </ul>	<ul style="list-style-type: none"> <li>● Contract Law</li> <li>● English Legal System - rule of law, delegated legislation, European Union, judicial independence</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Revision</b></li> </ul>
<a href="#">MATHS</a>	<ul style="list-style-type: none"> <li>● Differentiation</li> <li>● Numerical Methods</li> <li>● Integration</li> <li>● Parametric equations</li> <li>● Vectors</li> </ul>	<ul style="list-style-type: none"> <li>● Mechanics and statistics</li> </ul>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>

<p><u>MEDIA</u></p>	<p><b><u>Component 3:</u></b></p> <ul style="list-style-type: none"> <li>Students will be continuing with their Component 3 coursework pieces – production of a film marketing campaign or a music video.</li> </ul> <p><b><u>Component 2, Section A: Documentary:</u></b></p> <ul style="list-style-type: none"> <li>Students will be continuing with Section A of the Component 2 exam, exploring television in the global age, focusing on The Jinx and No Burqas Behind Bars</li> </ul>	<p><b><u>Component 2, Section A: Documentary:</u></b></p> <ul style="list-style-type: none"> <li>Students will be continuing with Section A of the Component 2 exam, exploring television in the global age, focusing on The Jinx and No Burqas Behind Bars</li> </ul> <p><b><u>Component 2, Section C: Online Media:</u></b></p>	<p><b><u>Component 2, Section C: Online Media:</u></b></p> <p><b><u>Revision of Component 1, Section A + B:</u></b></p> <ul style="list-style-type: none"> <li>Revision of set texts and theory for both sections of the Component 1 exam.</li> </ul>	<p><b><u>Component 2, Section B: Magazines:</u></b></p> <ul style="list-style-type: none"> <li>Students will revise their in depth study of the magazine 'Vogue' and compare it to the independent magazine 'The Big Issue'.</li> </ul>	<ul style="list-style-type: none"> <li><b>Revision</b></li> </ul>
<p><u>PE</u></p>	<p><b><u>BTEC SPORT</u></b></p> <p><b>Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</b></p> <p>Topic 1 - Examine Lifestyle factors and their effect on health and well being</p> <ul style="list-style-type: none"> <li>Exercise and well being</li> <li>Benefits of healthy diet</li> </ul>		<p><b><u>BTEC Sport:</u></b></p> <ul style="list-style-type: none"> <li>Unit 4 - Sports Leaders                     <ul style="list-style-type: none"> <li><b>Learning Aim A</b> – Understand the roles, qualities and characteristics of an effective sports leader</li> <li><b>Learning Aim B</b> – Examine the importance of psychological factors and their link with effective leadership</li> </ul> </li> </ul>		



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	<ul style="list-style-type: none"> <li>● Government recommendations</li> <li>● Negative lifestyle factors</li> <li>● Lifestyle modification techniques</li> </ul> <p>Topic 2 - Understand the screening process for training programming</p> <ul style="list-style-type: none"> <li>● Par Q</li> <li>● Health monitoring tests</li> <li>● Interpreting data</li> </ul> <p>Topic 3 - Understand programme related nutritional needs</p> <ul style="list-style-type: none"> <li>● Components of a balanced diet</li> <li>● Energy</li> <li>● Hydration and Dehydration</li> <li>● Nutritional strategies</li> </ul> <p>Unit 3 - Careers in sport (will run into the summer term for a short while)</p> <p>Part C and D:  <b>C:</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway  <b>D:</b> Reflect on the recruitment and selection process and your individual performance</p>	<ul style="list-style-type: none"> <li>● <b>Learning Aim C</b> – Explore and effective leadership style when leading a team during sport and exercise activities</li> </ul>	
<p><a href="#"><u>PHILOSOPHY</u></a></p>	<p>Epistemology: Reason as a source of knowledge</p> <ul style="list-style-type: none"> <li>● Innatism</li> <li>● the intuition and deduction thesis</li> <li>● the limits of knowledge</li> </ul> <p>Moral Philosophy:</p> <ul style="list-style-type: none"> <li>● Utilitarianism</li> <li>● Kantian deontological ethics</li> </ul>	<p>Moral Philosophy:</p> <ul style="list-style-type: none"> <li>● Aristotelian virtue ethics</li> <li>● Applied ethics</li> <li>● Meta-ethics</li> </ul>	<p>Revision of Paper 1 (Epistemology &amp; Moral Philosophy) and Paper 2 (Metaphysics of God and Metaphysics of Mind)</p>

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<p><u>PSYCHOLOGY</u></p>	<ul style="list-style-type: none"> <li>● Research methods</li> <li>● Issues and debates</li> <li>● Relationships</li> </ul>	<p><b>Paper 3:</b></p> <ul style="list-style-type: none"> <li>● Eating Behaviour</li> <li>● Aggression</li> </ul> <p><b>Revision of all Paper 1 and 2 topics</b></p>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>
<p><u>SCIENCE</u></p>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>● Homeostasis</li> <li>● Photosynthesis</li> <li>● Respiration</li> <li>● Nervous system</li> <li>● Survival responses</li> </ul> <p><b>Chemistry:</b></p> <p><b>Physical chemistry:</b></p> <ul style="list-style-type: none"> <li>● Gaseous Equilibria Kp</li> <li>● Acids and bases</li> </ul> <p><b>Inorganic chemistry:</b></p> <ul style="list-style-type: none"> <li>● Transition metals</li> <li>● Reactions of aqueous ions</li> <li>● Period 3 elements and their oxides</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>● Thermal physics</li> <li>● Gravitational fields</li> <li>● Electric fields</li> <li>● Astrophysics</li> </ul>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>● Muscle structures</li> <li>● Populations and Evolution</li> <li>● Mutations and Gene Expression</li> <li>● Genome projects and Gene technologies</li> </ul> <p><b>Chemistry:</b></p> <p><b>Physical chemistry:</b></p> <ul style="list-style-type: none"> <li>● Electrode Potentials</li> <li>● Transition Metals</li> </ul> <p><b>Organic chemistry:</b></p> <ul style="list-style-type: none"> <li>● Aldehydes and ketones</li> <li>● Carboxylic acids and derivatives</li> <li>● Optical isomerism</li> <li>● Aromatic chemistry</li> <li>● Amines</li> <li>● Polymers</li> <li>● Amino acids, DNA and proteins</li> <li>● Chromatography and NMR</li> <li>● Organic synthesis</li> </ul> <p><b>Physics:</b></p> <p><b>Nuclear Physics:</b></p> <ul style="list-style-type: none"> <li>● NZ Stability</li> <li>● Inverse Square Law</li> <li>● Mass-energy</li> <li>● Electron diffraction</li> </ul> <p><b>Electromagnetism:</b></p>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>

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			<ul style="list-style-type: none"> <li>● Capacitors</li> <li>● Magnetic fields</li> <li>● Electromagnetic induction</li> <li>● Charges particles and accelerators</li> <li>● AC circuits</li> </ul>	
<a href="#">SOCIOLOGY</a>	<ul style="list-style-type: none"> <li>● Beliefs in Society Paper 2</li> <li>● Crime and Deviance Paper 3</li> <li>● Theory and Methods Paper 1,2,3</li> </ul>	<ul style="list-style-type: none"> <li>● Role of Crime and deviance in society</li> <li>● Perspectives of Crime</li> <li>● Crime statistics</li> </ul>	<ul style="list-style-type: none"> <li>● Paper 2 Topics in Sociology</li> <li>● Religion and social change</li> <li>● Organisations, movements and members</li> <li>● Ideology and Science</li> <li>● Paper 3 Theory and Methods</li> <li>● Objectivity and values in sociology</li> <li>● Action Theories</li> <li>● Globalisation, modernity and postmodernity</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Revision</b></li> </ul>
<a href="#">TRAVEL AND TOURISM</a>	<ul style="list-style-type: none"> <li>● Unit 2: Global Destinations</li> </ul>		<ul style="list-style-type: none"> <li>● Unit 3: Principles of Marketing in Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 3: Principles of Marketing in Travel and Tourism</li> </ul>