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## YEAR 7

|  | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
|--|---|----------|--|----------|---|----------|
| <b>ART, CRAFT AND DESIGN</b><br><b>Specialism: Art</b> |   |          |  |          |   |          |
| <b>What students are learning</b>                      | Festival of skills: <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>   |          | Marine life: <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Clay sculpture</li> </ul>   |          | Music and Art: <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Mixed media</li> </ul>   |          |
| <b>Key Content and Skills</b>                          | <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> |          | <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> |          | <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> |          |
| <b>Assessment</b>                                      | Teacher feedback given, both verbal and written, throughout the term.<br>All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> <li>• Researching &amp; analysing</li> <li>• Creating</li> </ul>   |          | Teacher feedback given, both verbal and written, throughout the term.<br>All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> <li>• Researching &amp; analysing</li> <li>• Creating</li> </ul>  |          | Teacher feedback given, both verbal and written, throughout the term.<br>All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> <li>• Researching &amp; analysing</li> <li>• Creating</li> </ul>   |          |



|  |  |  |   |
|--|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Planning &amp; reflecting</li> </ul>  | <ul style="list-style-type: none"> <li>• Planning &amp; reflecting</li> </ul>  | <ul style="list-style-type: none"> <li>• Planning &amp; reflecting</li> </ul>   |
| <p><b>How can students prepare beyond the classroom?</b></p>           | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look up the formal elements</li> <li>• Practise application of tone</li> <li>• Look up still life artists</li> <li>• Practise drawing from a photograph</li> <li>• Practise drawing from real life</li> <li>• Practise blending colours and tone</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research the environmental issues that marine life face</li> <li>• Practise drawing marine life of any kind</li> <li>• Practise using mark-making to create texture</li> <li>• Practise your clay techniques</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research artists who respond to music such as Kandinsky</li> <li>• Practise formal element techniques learnt in term 1</li> <li>• Research the meanings and connotations of colours</li> <li>• Research abstract art and why people make it</li> </ul> |
| <p><b>ART, CRAFT AND DESIGN</b></p> <p><b>Specialism: Graphics</b></p> |  |  |   |
| <p><b>What students are learning</b></p>                               | <p>What is Graphics?</p>   | <p>Typography</p>  | <p>Logo and Monograms</p>   |
| <p><b>Key Content and Skills</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>   | <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>                    | <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>Assessment</b></p>   | <p>Teacher feedback given, both verbal and written, throughout this period.</p>  | <p>Teacher feedback given, both verbal and written, throughout this period.</p> <p>All pieces of work are marked to together against the objectives:</p> <ul style="list-style-type: none"> <li>• Researching &amp; analysing</li> </ul>   |   |

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|  |  | <ul style="list-style-type: none"> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul>   |   |
| <b>How can students prepare beyond the classroom?</b>                  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Look at different types of font styles on the internet</li> <li>● Look up different poster designers</li> <li>● Research shape and onomatopoeia and typography</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Look at different types of font styles on the internet</li> <li>● Look up different poster designers</li> <li>● Research shape and onomatopoeia typography</li> </ul>  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research monograms and where they can be found in the consumer industry</li> <li>● Look up different types of logos</li> <li>● Research what 'branding' is</li> </ul>                  |
| <p><b>ART, CRAFT AND DESIGN</b></p> <p><b>Specialism: Textiles</b></p> |  |   |   |
| <b>What students are learning</b>                                      | Recording, investigation and analysing   | Exploring, designing and developing   | Resolving, creating and reflecting  |
| <b>Key Content and Skills</b>  | <ul style="list-style-type: none"> <li>● Introduction to textiles</li> <li>● Health &amp; safety in the textiles room</li> <li>● Researching artists and designers</li> <li>● Observational work to inform product designs</li> </ul>      | <ul style="list-style-type: none"> <li>● Understanding and implementing brand designs</li> <li>● Upscaling</li> <li>● Layered coloured fabric</li> <li>● Collagraph printing</li> </ul>   | <ul style="list-style-type: none"> <li>● Students will learn how to safely use a sewing machine</li> <li>● Understand how to hand stitch</li> <li>● Learn what and how to apply seam allowances and a hem</li> <li>● Construction techniques</li> </ul> |
| <b>Assessment</b>  | Teacher feedback given, both verbal and written, throughout this period  | <p>Teacher feedback given, both verbal and written, throughout this period.</p> <p>All pieces of work are marked to together against the objectives:</p> <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul> |   |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research artists' and designers' work under the theme of 'packaged food'</li> <li>● Practise their drawing skills e.g complete direct observational drawings of packaged food</li> <li>● Research how to print different textures</li> </ul>   |                                     | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research hand stitch techniques</li> <li>● Learn parts of the sewing machine, operating a sewing machine safely (Bernina 1008)</li> <li>● Research what a seam allowance and a hem is</li> </ul> |                             | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Refine any work in their sketchbook</li> <li>● Research what a production plan is</li> <li>● Refresh your memory on skills practised so far this year</li> </ul>    |                     |
| <p><b>COMPUTER SCIENCE</b></p>                               |   |                                     |   |                             |  |                     |
| <p><b>What students are learning</b></p>                     | <p>Using computers safely, responsibly and effectively</p>  | <p>Microbit- Physical Computing</p> | <p>Introduction to Flowol</p>   | <p>Python Turtle/Basics</p> | <p>Python Turtle/Basics continued</p>  | <p>Spreadsheets</p> |
| <p><b>Key Content and Skills</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> <li>● Google Slides</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Google quizzes</li> <li>● Forms</li> </ul> |                                     | <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> <li>● Students will learn about modelling and analysing data using spreadsheets</li> </ul> |                     |

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| <b>Assessment</b>                                     | In-lesson teacher-assessed tasks.<br><br>Topic quizzes and retrieval practice and key word tests<br><br>End of unit test   | In-lesson teacher-assessed tasks.<br><br>Topic quizzes and retrieval practice and key word tests<br><br>End of unit test | In-lesson teacher-assessed tasks.<br><br>Topic quizzes and retrieval practice and key word tests<br><br>End of unit test   | In-lesson teacher-assessed tasks.<br><br>Topic quizzes and retrieval practice and key word tests<br><br>End of unit test | In-lesson teacher-assessed tasks.<br><br>Topic quizzes and retrieval practice and key word tests<br><br>End of unit test  | In-lesson teacher-assessed tasks.<br><br>Topic quizzes and retrieval practice and key word tests<br><br>End of unit test |  |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>Complete some reading on online safety:<br/><a href="https://www.childnet.com/young-people">https://www.childnet.com/young-people</a></li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Visit Seneca learning, KS3 Computer Science, Computational Thinking, Algorithms and go through the Algorithms and Flowcharts lesson.</li> <li><a href="https://app.senecalarning.com/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/session">https://app.senecalarning.com/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/session</a></li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Develop their skills in programming by practising on python turtle programming. Python can be used through online platform Repl it. It can also be downloaded as an app on tablet or phone to practise on the go.</li> <li>This is a great website to become familiar with Python Turtle - <a href="https://realpython.com/beginners-guide-python-turtle/">https://realpython.com/beginners-guide-python-turtle/</a></li> </ul> |  |  |
| <b>CULTURAL STUDIES</b>                               |  |  |  |  |   |  |  |
| <b>What students are learning</b>                     | Friendship   | Identity and Diversity<br><br>Festivals of light   | What makes a good leader?  | How was the world created?<br><br>Where does evil and suffering come from?   | Decision-making and our own values and morals<br><br>Lifestyles - now and in the future   | Puberty  |  |

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| <p><b>Key Content and Skills</b></p> | <ul style="list-style-type: none"> <li>● What do we value in a good friend?</li> <li>● 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> | <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</li> </ul> | <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> | <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> <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</li> </ul> | <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> <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</li> </ul> | <ul style="list-style-type: none"> <li>● The impact of puberty physically and emotionally</li> <li>● How to manage the changes that students may be 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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|   |   | <p>how can it be prevented?</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>Punishment</p> <ul style="list-style-type: none"> <li>● Capital Punishment - what is it, religious and non-religious views</li> <li>● Religion, crime and punishment including: Heaven and Hell. and reincarnation</li> </ul> | <p>healthy?</p> <ul style="list-style-type: none"> <li>● Resilience</li> </ul>  |   |
| <b>Assessment</b>                                     | <p>Assessment will contain a combination of essay and multiple choice questions, focusing on key religious teachings learnt in lessons</p>  | <p>Assessment will contain a combination of essay and one mark questions, focusing on identity, families and discrimination</p>  | <p>Assessment will contain a combination of essay and one-mark questions, focusing on different styles of leadership used around the world</p>   | <p>Exam will contain a combination of essay and one-mark questions, focusing on topics studied in Cultural Studies so far, including British Values, voting in the UK, discrimination and religious festivals</p>                | <p>Assessment will contain a combination of essay and one-mark questions, focusing on creation theories and why there is suffering in the world</p>                 | <p>Review of the topic: will contain a combination of word-fill and labelling questions to check students' understanding of puberty</p> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Consider what they give to, and want from, a friendship</li> <li>● Watch the news to consider how much politics affects their</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Watch the news to be aware of leadership around the world and in different situations</li> <li>● Ask three people how they think the</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Discuss the topics with friends and family exploring different opinions and experiences</li> </ul> |   |

|                                   |   |  |  |  |   |  |
|-----------------------------------|---|--|--|--|---|--|
|                                   | <ul style="list-style-type: none"> <li>community and the country</li> <li>Research Festivals of Light celebrations by three religions of their choice</li> </ul>    | <ul style="list-style-type: none"> <li>world was created</li> <li>Research three theories about why evil and suffering exist</li> </ul>                    |  |  |   |  |
| <b>DRAMA</b>                      |   |  |  |  |   |  |
| <b>What students are learning</b> | The History of Theatre  | Mime / Introduction to Physical Skills   | Mask / Neutral Mask  | A Midsummer Night's Dream  | Speaking Poetry / Introduction to Vocal Skills  | Wind in the Willows  |
| <b>Key Content and Skills</b>     | This unit covers important moments in the history of theatre and allows students a chance to experience some of the techniques that were developed in those moments | This unit focuses on physical choices such as gait, gesture, posture, rhythm, eye line, eye contact, through looking at traditional and modern mime skills | This unit builds on the physical choices learned in the previous unit by beginning to apply them to specific stories and narratives, whilst building character based around a mask | Students learn about the play, looking at how to communicate the character and tell the story, and begin to look at Shakespearean language | Poems are used as a way of exploring how we can use our vocal choices to create an emotional response in an audience. Students are introduced to accent, pitch, rhythm, pace and tone | Students study a text, observe professional performance of character and perform a scene, writing an evaluative paragraph of their peers' work |
| <b>Assessment</b>                 | 20 mark short answer knowledge Test (Drama Goal 2)  | Paragraph of written analysis of other students' work (Drama Goal 3)   | Individual or group performance in a mask (Drama Goal 1)   | Performance of a scene from the play (Drama Goal 1)  | Preparation of a poem for performance (Drama Goal 2)  | Analysis of other students' performance of a scene (Drama Goal 3)  |
| <b>How can</b>                    | Revise the names  | Practise the   | Watch mask   | Watch <a href="#">National</a>   | Read as much  | Read the novel by  |

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| <p><b>students prepare beyond the classroom?</b></p>     | <p>and facts learned in lessons</p> <p>Find and watch a performance from each of the eras you have studied</p> <p>Read three of the books from the Key Stage 3 Drama reading list</p> | <p>observation techniques students have been taught at home</p> <p>Practise miming at home - play charades with your family, or try the 'breaking down activities' game with your family</p> | <p>performances on youtube, and practise making big physical choices to accompany the masks</p> <p>Try making your own mask and seeing what the challenges are in terms of creating emotion in a mask</p> | <p><a href="#">Theatre's 'Shakespeare or Stormzy'</a>, or any Shakespeare production.</p> <p>Learn lines for your performance</p> <p>Visit the Globe Theatre</p> <p>Watch a modern version of A Midsummer Night's Dream, such as the recent BBC adaptation</p> | <p>poetry as possible</p> <p>Go to a live poetry reading</p> <p>Talk to family and friends about what different poems mean</p> <p>Write a poem specifically to be performed - think about how the rhythm and the rhyme can be improved by your vocal work</p> | <p>Kenneth Grahame</p> <p>Watch videos of the woodland animals involved and use the skills from Autumn 2 to approximate them</p> <p>Visit the zoo, and either record video or (if you're feeling brave) attempt to perform as those animals, eventually turning those animals into characters to perform as</p> |
| <p><b>ENGLISH</b></p> <p><b>Character and Voices</b></p> |   |  |   |  |   |   |
| <p><b>What students are learning</b></p>                 | <p>Villains</p>   | <p>Frankenstein Play</p>   | <p>Rhetoric into Shakespeare</p>  | <p>Poetic Voices</p>   | <p>Novel: Trash</p>   | <p>Media/Representation</p>   |
| <p><b>Key Content and Skills</b></p>                     | <ul style="list-style-type: none"> <li>Students explore character archetypes in a range of</li> </ul>   | <ul style="list-style-type: none"> <li>Following the previous unit, students further develop their understanding</li> </ul>  | <ul style="list-style-type: none"> <li>Students explore how Shakespeare has created voices for his</li> </ul>   | <ul style="list-style-type: none"> <li>Based on their understanding of how Shakespeare creates voices,</li> </ul>  | <ul style="list-style-type: none"> <li>A dual narrative mystery novel set in Brazil. Students explore shifts in</li> </ul>  | <ul style="list-style-type: none"> <li>How are 'characters' represented in the media? This unit explores</li> </ul>   |



RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | Greek myths and establish firstly how villains are presented in these stories but also consider what truly makes a villain  | of villainy and look at how writers craft complex characters and create sympathy for them   | characters through some of his most famous speeches  | students now use their own voices in the form of poetry. They look at different forms of poetry and how they express ideas   | voice/narrative perspectives and what that brings to the story  | how voices are crafted in the media and how they can be used to represent people or ideas about them in certain ways  |
| <b>Assessment</b>                                     | Write an opinion article responding to a statement about one of the villains we have covered  | Personal response reading analysis  | Write a speech about something you care about  | Write and perform a poem expressing certain views on a topic   | Reading analysis on a writer's method used in Trash   | Write a magazine article expressing your viewpoints   |
| <b>How can students prepare beyond the classroom?</b> | <ul style="list-style-type: none"> <li>• Exposure to opinion articles in newspapers and magazines</li> <li>• Review the texts covered in the booklet + comprehension questions</li> <li>• Discussion on their views and opinions on the characters and stories</li> </ul> | <ul style="list-style-type: none"> <li>• Review the text + comprehension questions</li> <li>• Discussion of their views and opinions on the characters and stories</li> </ul> | <ul style="list-style-type: none"> <li>• Exposure to famous speeches</li> <li>• Review the texts covered in the booklet + comprehension questions</li> <li>• Discussion of their views and opinions on a topic they are interested in</li> <li>• Writing practice</li> </ul> | <ul style="list-style-type: none"> <li>• Exposure to poems you and your child enjoy</li> <li>• Discuss song lyrics: their meanings and why they are effective</li> <li>• Discussion of their views and opinions on a topic they are interested in</li> </ul> | <ul style="list-style-type: none"> <li>• Review the text + comprehension questions</li> <li>• Discuss how the writer has used characterisation and narrative perspective to tell the story</li> </ul> | <ul style="list-style-type: none"> <li>• Exposure to opinion articles in magazines</li> <li>• Review and discuss the viewpoints and representations covered in the booklet</li> <li>• Discussion of their views and opinions on the 'characters' and 'stories'</li> </ul> |

| FOOD AND NUTRITION                                    |  |                                  |  |   |   |                             |
|---|--|----------------------------------|--|---|---|-----------------------------|
| <b>What students are learning</b>                     | Health and safety<br>Eatwell Guide   | Carbohydrates<br>Fats and Sugars | Dairy<br>Protein   | Breakfast<br>Hydration  | Food Choices  | Product design and cooking  |
| <b>Key Content and Skills</b>                         | Health and safety in the kitchen - noticing the dangers and what to do in case of an emergency<br><br>Understanding why we need to learn about all the key components in the eatwell guide                 |                                  | Starting to use other parts of the kitchen to create the recipes<br><br>Understanding why we need to learn about all the key components in the eatwell guide   | Understanding the importance of hydration and breakfast and the significant impact it has on wellbeing. | Understanding and applying positive food choices in our lives.<br><br>How the media plays a part in our food choice.<br><br>Designing our own product.  |                             |
| <b>Assessment</b>                                     | <b>Practical assessment</b>  | <b>Practical assessment</b>      | <b>Practical assessment</b>  | <b>Practical assessment</b>   | <b>Practical assessment</b>   | <b>Practical assessment</b> |
| <b>How can students prepare beyond the classroom?</b> | Students should:<br>Practise practical skills such as: <ul style="list-style-type: none"> <li>• Washing and cleaning up</li> <li>• Cutting techniques</li> <li>• Using the hob and oven at home</li> </ul> |                                  | Students should:<br>Practise practical skills such as: <ul style="list-style-type: none"> <li>• Washing and cleaning up</li> <li>• Cutting techniques</li> <li>• Using the hob and oven at home</li> <li>• Using external devices like blenders</li> </ul> |   | Students should:<br>Practise practical skills such as: <ul style="list-style-type: none"> <li>• Washing and cleaning up</li> <li>• Cutting techniques</li> <li>• Using the hob and oven at home</li> <li>• Choosing what meals you want to eat at home</li> </ul> |                             |
| GEOGRAPHY   |  |                                  |  |   |   |                             |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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| <p><b>What students are learning</b></p> | <p>Unit 1: Geography Introduction and Atlas Skills</p> <p>Unit 2: Water, Rivers and Flooding</p>  | <p>Unit 3: Map Skills and the British Isles</p>   | <p>Unit 4: Cold Environments</p>   | <p>Unit 5: Settlement - from Ruislip to Megacities</p>   | <p>Unit 6: Coasts and Oceans</p>  | <p>Unit 7: Ecosystems and Biodiversity</p>  |
| <p><b>Key Content and Skills</b></p>     | <p>Unit 1: Recognising countries and continents; understanding regions; using latitude and longitude</p> <p>Unit 2: How rivers provide fresh water and shape the land. The causes of flooding and how we try to manage floods in the UK. How the UK's longest river, the Severn, changes from its source to its mouth</p> | <p>Understanding symbols, grid references, direction and scale; the physical and human geography of the British Isles</p> | <p>Mountain ranges and glaciation. The story of the successful 1953 Mount Everest expedition. Antarctica - what challenges face this unique continent and how is it managed?</p> | <p>How the growth of the London Underground led to Ruislip's expansion. Urbanisation trends and megacities</p> | <p>How do coastal processes create different landforms? How does the sea both erode and create new land? How is coastal change managed?</p> | <p>Hot deserts, savanna and tropical rainforests. What challenges face global biodiversity?</p> |
| <p><b>Assessment</b></p>                 | <p>Describing</p>   | <p>Water, Rivers and</p>  | <p>Year 7 exam: Map</p>  | <p>Antarctica (formal</p>  | <p>Ruislip through</p>  | <p>Coasts and Oceans</p>  |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | physical and human Geography written task. Atlas skills spelling test   | Flooding (formal assessment out of 30)   | Skills and the British Isles (formal assessment out of 70)  | assessment out of 30)   | time written task   | (formal assessment out of 30)   |
| <b>How can students prepare beyond the classroom?</b> | <p>Unit 1: Research the world's seven continents and five oceans. Practise their spellings. What is the meaning of some of the world's regional terms, eg. Middle East and sub-Saharan Africa?</p> <p>Research the purpose of latitude and longitude.</p> <p>Unit 2: Research the water cycle and a typical river's journey from its source (start) to its mouth (end). What can you find out about the</p> | <p>Unit 3: Find out about Ordnance Survey map skills using the website: <a href="http://www.ordnancesurvey.co.uk/mapzone">www.ordnancesurvey.co.uk/mapzone</a>. Research the difference between Great Britain, the United Kingdom and the British Isles.</p> <p>Practise all the key map skills learnt in class ready for the Year 7 exam: map symbols, grid references, distance, direction, scale, height, drawing a contour line cross-section. The 'map zone' website can help with this</p> | <p>Unit 4: Research the world's main mountain ranges (such as the Himalayas, Rockies and Andes). Research the 1953 British expedition to climb Mount Everest. Research the continent of Antarctica and how it's managed under the Antarctic Treaty (recommended website <a href="http://www.coolantarctica.com">www.coolantarctica.com</a>)</p> | <p>Use the Internet or local library to research historic photos of Ruislip. Research how the growth of the Underground led to Ruislip's expansion. Research the world's biggest cities</p> | <p>Research coastal landforms. Find out about the Jurassic Coast World Heritage Site (key case study). Research different types of coastal defences</p> | <p>Research ecosystems such as rainforests, savanna and hot deserts</p> <p>Research 'biodiversity hotspots' and the IUCN 'Red List'</p> |

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|                                   | <p>River Severn, the UK's longest river?</p> <p>How is fresh water provided to our homes using water from rivers, aquifers and reservoirs?</p> <p>What is a flood and how are they managed?</p> <p>How does the Environment Agency website show flood risk?</p> | <p>(<a href="http://www.ordnancesurvey.co.uk/mapzone">www.ordnancesurvey.co.uk/mapzone</a>) Also revise the difference between the UK, Great Britain and the British Isles. (Unit 3)</p> |  |   |  |  |
| <b>HISTORY</b>                    |   |  |  |   |  |  |
| <b>What students are learning</b> | <p>What is History?</p> <p>What Happened to Lindow Man?</p>   | <p>What makes the Romans still significant?</p>  | <p>How did the Normans change England?</p> <p>Miserable Middle Ages? Life and Belief 1066-1500</p>   | <p>What posed the greatest challenge to the authority of English kings?</p> | <p>A Clash of Civilizations? The Crusades 1085-1200</p>  | <p>A Golden Age? The Islamic World 622-1258</p> <p>How did the Wars of the Roses change the future of England?</p> |
| <b>Content and Second-Order</b>   | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Historical skills</li> <li>• Lindowman</li> </ul>   |  | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• 1066 succession crisis.</li> <li>• Establishing control - castles, Feudal</li> </ul> |   | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The Islamic world</li> <li>• First, Second and Third Crusades</li> </ul> |  |

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| <p><b>Concepts</b></p>    | <ul style="list-style-type: none"> <li>● Black Romans</li> <li>● Roman Government and Society</li> <li>● Should Anglo-Saxon England be known as the Dark Age?</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Sources and Evidence</li> <li>● Significance</li> </ul> |   | <p>system, Domesday Book, The Harrying of the North</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 and The Peasants Revolt</li> <li>● Simon de Montfort and parliament</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Cause and Consequence</li> <li>● Change and Continuity</li> <li>● Sources and Evidence</li> </ul> |   | <ul style="list-style-type: none"> <li>● Pope Urban, Richard the Lionheart, Saladin</li> <li>● Wars of the Roses: Background and 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>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Interpretations</li> <li>● Significance</li> <li>● Similarity and Difference (experience)</li> </ul> |   |
| <p><b>Assessment*</b></p> | <p><b>Sources and Evidence</b></p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u>Making inferences on Lindow Man</u></p>                           | <p><b>Significance</b></p> <p>This objective assesses understanding of the importance and significance of events/people in the past.</p> <p><u>Describe two features of the fall of Rome.</u></p> | <p><b>Cause and Consequence</b></p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u>How was William I able to control England?</u></p>   | <p><b>Change and Continuity</b></p> <p>This objective assesses understanding of how the past was different, the changes that took place and how some aspects continued.</p> <p><u>Good King John? King John, the barons and Magna Carta</u></p> | <p><b>Historical Interpretations</b></p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><u>Interpretations of Saladin and Richard</u></p>  | <p><b>Historical Knowledge and understanding</b></p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u>Retrieval questions quiz</u></p> |

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|   | Focus for year: <ul style="list-style-type: none"> <li>• Writing like an historian</li> <li>• Making inferences</li> <li>• Using sources</li> </ul>  |  |  |   |   |   |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>• <a href="#">Watch Explain this</a> a series of short animations that offer concise explanations of key topics in KS3 History.</li> <li>• Investigate The Romans <a href="#">here</a>.</li> <li>• Investigate the Anglo-Saxon period <a href="#">here</a>.</li> </ul> Students could: <ul style="list-style-type: none"> <li>• Watch the Horrible Histories episodes on <a href="#">BBC Iplayer</a>.</li> <li>• Read the Horrible Histories books.</li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>• Investigate the Norman Conquest <a href="#">here</a>.</li> <li>• Research what changes William the Conqueror made to England <a href="#">here</a>.</li> <li>• Watch clips relating to the Norman Conquest on BBC teach <a href="#">here</a>.</li> <li>• Watch BBC teach episode <i>Why should I care about the Norman Conquest?</i> <a href="#">Here</a>.</li> <li>• Investigate <a href="#">Thomas Becket</a>, the <a href="#">Magna Carta</a> and the <a href="#">Peasants' Revolt</a>.</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>• Investigate the Crusades <a href="#">here</a>.</li> <li>• Investigate Medieval Islamic Civilizations <a href="#">here</a>.</li> </ul> |   |
|   | <b>MATHS</b>   |  |  |   |   |   |
| <b>What students are learning</b>                     | Number   | Number, ratio and proportion   | Number and algebra   | Algebra and graphs  | Algebra   | Geometry and measures   |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>• Baseline assessment (KS2 knowledge)</li> <li>• Basic number</li> <li>• Directed numbers</li> </ul>  | <ul style="list-style-type: none"> <li>• Rounding &amp; Estimation</li> <li>• Bounds</li> <li>• Fractions</li> <li>• Indices &amp; Standard form</li> <li>• Ratio</li> </ul> | <ul style="list-style-type: none"> <li>• Percentages, growth &amp; decay</li> <li>• Basic algebra</li> <li>• Quadratic algebra</li> <li>• Algebraic proof</li> <li>• Algebraic</li> </ul>  | <ul style="list-style-type: none"> <li>• Formulae</li> <li>• Simultaneous equations</li> <li>• Linear graphs</li> <li>• Quadratic graphs</li> <li>• Real life graphs</li> </ul> | <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Functions and function machines</li> <li>• Inequalities</li> <li>• Linear programming</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Area &amp; perimeter</li> <li>• Circles, arcs and sectors</li> <li>• Angles</li> <li>• Angles in polygons</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Decimals</li> <li>Factors &amp; Multiples</li> <li>Set theory</li> </ul>  | <ul style="list-style-type: none"> <li>Proportion</li> </ul> | fractions  | <ul style="list-style-type: none"> <li>Distance-time graphs</li> </ul> |   |   |
|   | <p>Parents/Guardians can support their child’s learning using the following websites:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student<br/> <a href="#">Corbett Maths</a><br/>                     The websites above have video tutorials, worksheets and exam-style questions.</p> <p>All homework is set as revision tasks. This is set weekly on Google Classroom, please see this for specific details. Homework is self-marked and visually checked by the class teacher for quality of presentation and working out.</p> <p>Students are formally assessed five times a year. This is announced in class by the teacher and a topic list will be provided on Google Classroom approximately 2 weeks in advance.<br/>                     Assessments are marked within five working days and common misconceptions and errors are re-taught to all students before receiving their assessments back. Assessments are specific to a class.</p> |  |  |  |   |   |
| <b>Assessment</b>                                     | <b>Approximate assessment date:</b><br>Wb 4th September 2023   | <b>Approximate assessment date:</b><br>Wb 16th October 2023  | <b>Approximate assessment date:</b><br>Wb 18th December 2023   | <b>Approximate assessment date:</b><br>Wb 5th February 2024            | <b>Approximate assessment date:</b><br>Wb 25th March 2024   | <b>Approximate assessment date:</b><br>Wb 20th May 2024 |
|   | <p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/>                     Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.</i></p>   |  |  |  |   |   |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Ensure they have a scientific calculator and know how to use it properly</li> <li>Revise their timetables and their</li> </ul>  |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Bring all correct equipment to lesson, especially a calculator</li> <li>Use hegartymaths.com to revise any topics from last term and to complete</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the websites below to help remind themselves of the topics listed</li> <li><a href="http://www.hegartymaths.com">www.hegartymaths.com</a></li> <li><a href="http://www.vle.mathswatch.com">www.vle.mathswatch.com</a></li> </ul> |   |



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|  | <ul style="list-style-type: none"> <li>reverse for division</li> <li>● Revise KS2 knowledge of fractions</li> <li>● Revise arithmetic with decimals</li> </ul>   | all homework                      |   | <ul style="list-style-type: none"> <li>● BBC Bitesize KS3</li> </ul> |  |  |
| <b>MODERN FOREIGN LANGUAGES</b><br><b>Specialism: French</b> |  |                                   |   |  |  |  |
| <b>What students are learning</b>                            | To talk about themselves and their family  | To Talk about subjects they study | To talk about their school life   | To talk about what they do in their free time                        | To describe where they live and what they eat at home  | To talk about what they can do in town and how to make plans to go out |
| <b>Key Content and Skills</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> <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>● 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> <li>● Present tense eg. verbs</li> <li>● Using opinion verbs and phrases</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> <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> |  |
| <b>Assessment</b>  | N/A  | Module 1<br>Assessment: La        | Module 2<br>Assessment: En  | Module 3<br>Assessment: Mon  | EOY/Module 4: Ma<br>vie de famille   |  |

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|  |  | <p>rentrée</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 14-15</p> <p>Homework booklet - consolidation exercises pgs 10-13</p> | <p>classe</p> <p>(Skills tested: speaking and reading)</p> <p>Homework booklet - vocabulary on pgs 26-27</p> <p>Homework booklet - consolidation exercises pgs 22-25</p>   | <p>temps Libre</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 38-39</p> <p>Homework booklet - consolidation exercises pgs 34-37</p> | <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 50-51</p> <p>Homework booklet - consolidation exercises pgs 46-49</p>                               |  |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research and make a list of words related to each topic using the online dictionary <a href="http://www.wordreference.com">www.wordreference.com</a> (students may wish to create a vocabulary booklet with the words they have found in English and French which they can use to memorise them but also show the class teacher in September)</li> <li>• Use <a href="http://www.bbcbitesize.co.uk">www.bbcbitesize.co.uk</a> and listen and watch clips in French under KS3/Modern Foreign/French Languages</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look at vocabulary in workbooks for the topics that are to be studied</li> <li>• Continue to revise vocabulary from previous topics</li> <li>• Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Learn vocabulary (meaning and spelling) from their homework booklet; 15/20 minutes every day would be optimal</li> </ul> |  |

| <p style="text-align: center;"><b>MODERN FOREIGN LANGUAGES</b></p> <p style="text-align: center;"><b>Specialism: Spanish</b></p> |   |                   |  |                      |  |   |
|--|---|-------------------|--|----------------------|--|---|
| <b>What students are learning</b>  | Mi vida = my life   | Mi vida = my life | Mi tiempo libre = my free-time   | Mi insti = my school | Mi insti = my school   | Mi familia y mis amigos = My family and friends |
| <b>Key Content and Skills</b>  | <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> </ul> |                   | <ul style="list-style-type: none"> <li>● Opinions</li> <li>● What you do in your spare time</li> <li>● Weather</li> <li>● Sports</li> <li>● Saying what are your favourite things</li> <br/> <li>● Talking about what you study</li> <li>● Giving opinions on the subjects you study</li> <li>● Using adjectives to talk about your school/subjects/teachers.</li> </ul> |                      | <ul style="list-style-type: none"> <li>● Describing your school facilities</li> <li>● Talking about what you do at breaktime</li> <br/> <li>● Describing the members of your family/friends</li> <li>● Using adjectives to describe hair/eye colour and personality</li> <li>● Using the verbs “ser” = to be and “tener” = to have describe our family/friends</li> <li>● Describing where you live</li> <li>● Use the verb "estar" = to be</li> </ul> |   |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|  |   |  |  |   |  |  |
|--|---|--|--|---|--|--|
| <p><b>Assessment</b></p>                                     | <p>N/A</p>  | <p>Module 1<br/>Assessment: Mi Vida</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 12-13</p> <p>Homework booklet - consolidation exercises pgs 7-11</p> | <p>Module 2<br/>Assessment: Mi tiempo libre</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 23-24</p> <p>Homework booklet - consolidation exercises pgs 18-22</p>  | <p>Module 3<br/>Assessment: Mi insti</p> <p>(Skills tested: speaking and reading)</p> <p>Homework booklet - vocabulary on pgs 34-35</p> <p>Homework booklet - consolidation exercises pgs 29-33</p> | <p>EOY/Module 4: Mi familia y mis amigos</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 45-46</p> <p>Homework booklet - consolidation exercises pgs 40-44</p> |  |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research and make a list of words related to each topic using the online dictionary <a href="http://www.wordreference.com">www.wordreference.com</a> (students may wish to create a vocabulary booklet with the words they have found in English and Spanish which they can use to memorise them but also show the class teacher in September)</li> <li>• Use <a href="http://www.bcbitesize.co.uk">www.bcbitesize.co.uk</a> and listen and watch clips in Spanish under KS3/Modern Foreign/Spanish Languages</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look at vocabulary in workbooks for the topics that are to be studied</li> <li>• Continue to revise vocabulary from previous topics</li> <li>• Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use the booklets to revise vocabulary; learn 5 words per week; use websites to practise vocabulary and revise</li> </ul>                |  |

| <b>MUSIC</b>                      |   |  |   |  |  |  |
|-----------------------------------|---|--|---|--|--|--|
| <b>What students are learning</b> | <u><b>Elements of music</b></u><br>Students will learn about the elements of music and how to identify them in a piece of Music   | <u><b>Graphic Scores</b></u><br>Students will use the elements of music learnt previously to create their own piece of music | <u><b>March &amp; the Waltz</b></u><br>Students will learn how to perform the Ruislip High School March using rhythmic notation   | <u><b>The Keyboard</b></u><br>Students will learn how to read music and play the keyboard  | <u><b>Horror Music</b></u><br>Students will learn how to use the Chromatic scale to compose music  | <u><b>Instruments of The Orchestra</b></u><br>Students will learn about the Instruments of the Orchestra   |
| <b>Key Content and Skills</b>     | Students will learn the elements of music and be able to identify them through practical activities.<br>Keywords include: Dynamics, Tempo, Pitch, Timbre<br>Texture, Silence, Attack and decay, Duration, Crescendo | Students will use the elements of music in order to create their own graphic score piece and perform it                      | Students will learn how to use the following notes and symbols:<br>Crotchet, Crotchet rest, Minim, Minim rest, Quaver, Quaver rest, Double Bar, Time Signature<br>Semibreve<br>Semibreve rest | Students will learn how to play the following notes on the keyboard: C, D, E, F, G, A, B<br>They will also learn about the treble and bass clefs, the stave and nar lines. | Students will learn about the following keywords:<br>Dissonance, Rallentando<br>Accelerando<br>Diminuendo<br>Crescendo, Ostinato<br>Ternary Form<br>Harmony, Dynamics<br>Binary Form | Students will learn about the instruments of the orchestra and the different instrumental families such as the strings, the woodwind, the brass and the percussion |
| <b>Assessment</b>                 | Keyword & listening test  | Graphic Score composition & performance with percussion instruments  | Rhythm-focused performance on the Ruislip High School Marches   | Keyboard performance   | Keyboard composition piece   | Listening assessment   |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students will need to revise their key terms and find examples for each of them using their voice or a musical instrument</p>  | <p>Students could listen to music of their choice and try to create a graphic score to represent what they hear while using a variety of musical elements</p> | <p>Students could listen to a variety of pieces of music that are either a march or a waltz</p>  | <p>Students could look on the Internet and find a picture of a keyboard and learn where the notes are or research how to write the treble clef notes on the stave</p> | <p>Students could research horror movie soundtracks to get inspiration for their own compositional work</p>  | <p>Students could listen to a variety of pieces of music that involve different instrumental families in different styles such as baroque, classical, jazz and popular music</p> |
| <p><b>PHYSICAL EDUCATION</b></p>                             |   |   |  |   |  |  |
| <p><b>What students are learning</b></p>                     | <p>Indoor athletics<br/>Invasion games (baseline testing)</p>   | <p>Netball/ football<br/>Health-related fitness</p>   | <p>Dance/gymnastics<br/>OAA</p>  | <p>Dance/gymnastics<br/>Rugby/futsal</p>  | <p>Athletics<br/>Cricket/rounders</p>  | <p>Athletics<br/>Cricket/rounders</p>  |
| <p><b>Key Content and Skills</b></p>                         | <p>Indoor athletics: exploring different events</p> <p>Invasion games: exploring different types of invasion games</p> <p>Football/netball: skills required for football and netball</p> <p>Health related fitness: explore different components of fitness required for different sports</p> |   | <p>Dance: explore various dance concepts through Indian dance</p> <p>Gymnastics: travel, balances and creating sequences</p> <p>OAA: orienteering and map-reading skills</p> <p>Rugby/futsal: skills required for rugby and futsal</p> |   | <p>Athletics: students learn about the importance of health and safety of using throwing equipment. They explore the skills required to carry out different athletics disciplines - shot put, discus, hammer, sprinting, long distance running</p> <p>Cricket/rounders: exploring the skills required for cricket and rounders</p> |  |

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| <b>Assessment</b>                                     | Practical assessment  | Practical assessment   | Practical assessment  |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>• Keep active and try to complete 20 minutes of physical activity a day</li> <li>• Join an after-school club</li> <li>• Research the activities being taught and watch videos of the skills required</li> </ul>   |  |   |
| <b>SCIENCE</b>  |   |  |   |
| <b>What students are learning</b>                     | <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>• <i>Let's think science</i></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>• <i>Let's think science</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Biology: Interdependence</li> <li>• Chemistry: Acids and alkalis</li> <li>• Physics: Forces</li> <li>• <i>Let's think science</i></li> </ul>   |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>• How to stay safe in the science lab</li> <li>• The names of key pieces of equipment</li> <li>• How to carry out a valid scientific experiment</li> <li>• How to draw graphs</li> <li>• Cells, tissues, organs and organ systems</li> <li>• States of matter, diffusion and gas pressure</li> <li>• Energy stores and energy resources</li> <li>• <i>To be able to identify variables and relationships between variables</i></li> <li>• <i>To be able to write a method</i></li> </ul> | <ul style="list-style-type: none"> <li>• Fertilisation, menstrual cycle, puberty and plant reproduction</li> <li>• Inheritance and continuous and discontinuous variation</li> <li>• Physical and chemical changes, solubility and separation techniques</li> <li>• Atoms, elements, compounds and mixtures</li> <li>• The solar system, seasons, phases of the moon, eclipses and telescopes</li> <li>• <i>To be able to classify information into groups and apply ratios and probability</i></li> </ul> | <ul style="list-style-type: none"> <li>• Food chains and webs, bioaccumulation and predator- prey relationships</li> <li>• Acids and alkali, indicators, pH scale, making salts and neutralisation</li> <li>• Forces, mass, Weight, air resistance, friction and pressure.</li> <li>• <i>To be able to apply inverse probability to different examples</i></li> </ul> |

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| <p><b>Assessment</b></p>                                     | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>• 3x mastery quizzes</li> <li>• 2x teacher-assessed tasks (choice from living organisms, matter and energy)</li> <li>• <a href="#">Yr 7 cumulative assessment 1</a></li> </ul>  | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>• 3x mastery quizzes</li> <li>• 2x teacher assessed tasks (choice from physical and chemical changes, reproduction and genetics, and space)</li> <li>• <a href="#">Yr 7 cumulative assessment 2</a></li> </ul>   | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>• 3x mastery quizzes</li> <li>• 2x teacher assessed tasks (choice from interdependence, acids and alkali &amp; forces )</li> <li>• <a href="#">Yr 7 cumulative assessment 3</a></li> </ul>   |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Find out what scientists do in real life - what kinds of scientists are there?</li> <li>• Refresh their memory about how science investigations are done in school, especially the words 'input variable' and 'outcome variable'.</li> </ul> <p>Once the term has started students should:</p> <ul style="list-style-type: none"> <li>• Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers</li> <li>• Revise topics using <a href="#">KS3 BBC Bitesize material online</a></li> <li>• Revise the topics using the online textbook found on Kerboodle</li> </ul> <p>Username example: lhide (first initial followed by surname)</p> <p>Password example : lhide (first initial followed by surname OR the one you have reset it to)</p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research our solar system and look up simple chemical reactions on the internet.</li> </ul> <p>Once the term has started students should:</p> <ul style="list-style-type: none"> <li>• Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers</li> <li>• Revise topics using <a href="#">KS3 BBC Bitesize material online</a></li> <li>• Revise the topics using the online textbook found on Kerboodle</li> </ul> <p>Username example: lhide (first initial followed by surname)</p> <p>Password example : lhide (first initial followed by surname OR the one you have reset it to)</p> <p>Institution code: uht6</p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research different forces and how forces affect everyday scientific examples</li> <li>• Look up simple chemical reactions on the internet</li> <li>• Research different ecosystems and how plants and animals are adapted to survive</li> <li>• Watch clips relating to the topics on <i>BBC Bitesize</i> KS3 Science <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a></li> </ul> <p>Once the term has started students should:</p> <ul style="list-style-type: none"> <li>• Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers</li> <li>• Revise topics using <a href="#">KS3 BBC Bitesize material online</a></li> <li>• Revise the topics using the online textbook found on Kerboodle</li> </ul> |



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|  | <p>Institution code: uht6</p> <ul style="list-style-type: none"> <li>● Use exercise books to consolidate learning and revise</li> </ul> <p>Revision suggestions include:</p> <ul style="list-style-type: none"> <li>- Make revision flashcards</li> <li>- Make a mind map</li> <li>- Complete practice questions</li> <li>- Complete an online quiz to test yourself</li> <li>- Get a family member or friend to test knowledge of the key definitions/concepts</li> </ul> |  | <p>Username example: lhide (first initial followed by surname)<br/>                 Password example : lhide (first initial followed by surname OR the one you have reset it to)<br/>                 Institution code: uht6</p> |
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**YEAR 8**

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|----------|----------|----------|
| <p><b>ART, CRAFT AND DESIGN</b><br/> <b>Specialism: Art</b></p> |   |  |   |          |          |          |
| <p><b>What students are learning</b></p>                        | <p>Culture, Customs and Traditions:</p> <ul style="list-style-type: none"> <li>● Drawing</li> <li>● Print-making</li> </ul>   | <p>Urban art:</p> <ul style="list-style-type: none"> <li>● Drawing</li> <li>● Design</li> </ul>  | <p>Nature inspired sculptures:</p> <ul style="list-style-type: none"> <li>● Drawing</li> <li>● Clay sculpture</li> </ul>  |          |          |          |
| <p><b>Key Content and Skills</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> </ul> | <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> </ul> | <ul style="list-style-type: none"> <li>● Direct observational skills</li> <li>● Application of tone and media to create depth and texture</li> <li>● Use of mark-making to show texture and form</li> </ul> |          |          |          |

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|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>● Meaning and connotations of objects in art</li> </ul>   |   | <ul style="list-style-type: none"> <li>● Construction techniques with clay</li> </ul>   |
| <b>Assessment</b>  | <p>Teacher feedback given, both verbal and written, throughout the term.<br/>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul> | <p>Teacher feedback given, both verbal and written, throughout the term.<br/>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul>            | <p>Teacher feedback given, both verbal and written, throughout the term.<br/>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul>  |
| <b>How can students prepare beyond the classroom?</b>                  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Learn about Mexican Day of the Dead</li> <li>● Learn the definition of culture, customs and traditions</li> <li>● Learn about symmetry and tessellations in art and design</li> </ul>                                   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research what Urban Art is</li> <li>● Research the difference between graffiti and vandalism</li> <li>● Research artists that respond to social and political issues</li> <li>● Watch news reports on the artist Banksy</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research what art was created during The Blitz</li> <li>● Practise observational drawing based on the techniques learnt in term 1</li> <li>● Research artists that created art during WW2</li> <li>● Recall/research clay techniques learnt last year</li> </ul> |
| <p><b>ART, CRAFT AND DESIGN</b></p> <p><b>Specialism: Graphics</b></p> |  |   |   |
| <b>What students are learning</b>                                      | Packaging  | Logo and branding   | Creating packaging  |
| <b>Key Content and Skills</b>  | <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> </ul>   | <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</li> </ul>   | <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> </ul>  |

|  |  |   |   |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>Understanding legal elements of graphics design</li> <li>Developing ideas for students own fragrance packaging</li> </ul>   | <ul style="list-style-type: none"> <li>a good logo</li> <li>Developing and refining design ideas</li> <li>Practical/making skills to create fragrance packaging</li> </ul>  | <ul style="list-style-type: none"> <li>Advertisement- pros and cons</li> </ul>  |
| <b>Assessment</b>  | Teacher feedback given, both verbal and written, throughout this period.   | Teacher feedback given, both verbal and written, throughout this period.<br>All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> <li>Researching &amp; analysing</li> <li>Creating</li> <li>Planning &amp; reflecting</li> </ul>  |   |
| <b>How can students prepare beyond the classroom?</b>                  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Experiment with free editing software such as <a href="http://www.photopea.com">www.photopea.com</a></li> <li>Research the importance of brand identity/ slogans and logos</li> <li>Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project</li> <li>Practise sketching 3D forms to develop drawing skills</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Take an interest in 2D design, Photoshop/ Publisher/PowerPoint</li> <li>Research the importance of brand identity/ slogans and bylines</li> <li>Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project</li> <li>Practise sketching in 3D to develop communication skills</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Experiment with free editing software such as <a href="http://www.photopea.com">www.photopea.com</a></li> <li>Research the importance of brand identity/ slogans and bylines</li> <li>Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project</li> <li>Practise sketching in 3D to develop communication skills</li> </ul> |
| <p><b>ART, CRAFT AND DESIGN</b></p> <p><b>Specialism: Textiles</b></p> |  |   |   |
| <b>What students are learning</b>                                      | Recording, investigation and analysing   | Exploring, designing and developing   | Resolving, creating and reflecting  |
| <b>Key Content</b>   | <ul style="list-style-type: none"> <li>Introduction to the animal theme</li> <li>Health &amp; safety in the textiles room</li> </ul>   | <ul style="list-style-type: none"> <li>Refining animal designs</li> <li>Understand how to completed and apply</li> </ul>  | <ul style="list-style-type: none"> <li>Students will be reminded how to use a sewing machine safely</li> </ul>  |

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| <b>and Skills</b>                                     | <ul style="list-style-type: none"> <li>● Researching artists and designers</li> <li>● Create initial designs inspired by artists/designers based off of endangered animals</li> </ul>   | <p>freezer paper stencils</p> <ul style="list-style-type: none"> <li>● Students will learn how to safely use an iron</li> <li>● Understand The different qualities of fabric and which ones to select for applique</li> </ul>   | <ul style="list-style-type: none"> <li>● Understand how to hand stitch</li> <li>● How to applique fabric</li> <li>● Learn what and how to apply seam allowances and a hem</li> <li>● Construction techniques</li> </ul>   |                         |  |                            |
| <b>Assessment</b>                                     | <p>Teacher feedback given, both verbal and written, throughout this period.</p>   |   | <p>Teacher feedback given, both verbal and written, throughout this period.</p> <p>All pieces of work are marked to together against the objectives:</p> <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul> |                         |  |                            |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008)</li> <li>● Research textiles techniques</li> <li>● Refresh your memory on skills practised or researched last year</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research what fabric is best for applique and why</li> <li>● Research how to create simple and complex freezer paper stencils</li> <li>● Research hand stitch techniques</li> <li>● Refresh your memory on skills practised or researched last year</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Refine any work in their sketchbook</li> <li>● Research what a production plan is</li> <li>● Refresh your memory on skills practised so far this year</li> </ul>   |                         |  |                            |
| <b>COMPUTER SCIENCE</b>                               |   |   |   |                         |  |                            |
| <b>What students are learning</b>                     | Understanding computers   | Python introduction   | Python introduction cont...   | Artificial Intelligence | Computer crime and cyber security  | Programming with Gamemaker |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>● Building Computers (hardware)</li> <li>● Input and output devices</li> <li>● Little man computer - machine</li> </ul>  |   | <ul style="list-style-type: none"> <li>● Sequence, selection, iteration, variables and algorithms through python turtle programming.</li> </ul>   |                         | <ul style="list-style-type: none"> <li>● Copyright and Ownership</li> <li>● Privacy and Security</li> <li>● Self Image and Identity</li> </ul> |                            |

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|   | <ul style="list-style-type: none"> <li>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>Develop an understanding of how Artificial Intelligence works.</li> <li>Students will also develop a chatbot using the concepts learnt in this unit</li> </ul>   |   | <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> <li>Online Bullying</li> <li>Online Relationships</li> <li>Students will use their problem solving and computational thinking skills to design a game using the Game maker software. It also introduces students to more challenging concepts of programming in accessible and fun ways</li> </ul>                                     |   |
| <b>Assessment</b>                                     | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>   | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p> | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>   | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p> | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>   | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Do some wider reading about the hardware components of computers. The following link is a good start: <a href="http://www.teach-ict.com/gcse_new/net_works/hardware/miniweb/index.htm">http://www.teach-ict.com/gcse_new/net_works/hardware/miniweb/index.htm</a></li> <li>More reading about the fetch-decode-execute cycle: <a href="http://www.teach-ict.com/gcse_computing/ocr/212_computing_hardware/cpu/miniweb/pg3.php">http://www.teach-ict.com/gcse_computing/ocr/212_computing_hardware/cpu/miniweb/pg3.php</a></li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Visit Seneca learning, KS3 Computer Science, Computational Thinking, Algorithms and go through the Algorithms and Flowcharts lesson.</li> <li><a href="https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/session">https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/session</a></li> <li>Develop their skills in programming by practising on python turtle</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research the topic keywords</li> <li>Research how to set a good password</li> <li>Students should revisit the programming concepts learnt during Autumn and Spring terms.</li> <li>Develop their skills in programming by practising on python turtle programming. Python can be used through online platform Repl it. It can also be downloaded as an app on tablet or phone</li> </ul> |   |

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|  |  | <p>programming. Python can be used through online platform Repl.it. It can also be downloaded as an app on tablet or phone to practise on the go.</p> <ul style="list-style-type: none"> <li>This is a great website to become familiar with Python Turtle - <a href="https://realpython.com/beginners-guide-python-turtle/">https://realpython.com/beginners-guide-python-turtle/</a></li> </ul> | <p>to practise on the go.</p> <ul style="list-style-type: none"> <li>This is a great website to become familiar with Python Turtle - <a href="https://realpython.com/beginners-guide-python-turtle/">https://realpython.com/beginners-guide-python-turtle/</a></li> </ul> |
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**CULTURAL STUDIES**

| <b>What students are learning</b> | Healthy lifestyles  | World religions  | Promoting equality and diversity   | Healthy relationships  | Peace and conflict   | Life skills   |
|-----------------------------------|---|--|--|--|--|---|
| <b>Key Content and Skills</b>     | <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 classes of drugs, and the impact they can have on a person</li> </ul> | <ul style="list-style-type: none"> <li>Timeline of religions and key elements</li> <li>Christianity</li> <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>Christianity today</li> <li>Islam</li> </ul> | <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> <li>Where to turn for help and why</li> </ul> | <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</li> </ul> | <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> <li>The role of religion in peace</li> <li>Do you think</li> </ul> | <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> </ul> |

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|  | <p>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> | <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> </ul> | <p>seeking help is important if concerned about prejudice or discrimination</p> | <p>services.</p> <ul style="list-style-type: none"> <li>• How to be assertive and negotiate with those around you.</li> <li>• Can religions teach us how to build relationships?</li> </ul> | <p>religious people should fight in a war?</p> <ul style="list-style-type: none"> <li>• Getting along as a school community, for example everyone taking responsibility to stop bullying and sexual harassment</li> <li>• Should we always forgive?</li> </ul> | <ul style="list-style-type: none"> <li>• First aid basics</li> </ul> |
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|   |   | <ul style="list-style-type: none"> <li>• The importance of the Guru Granth Sahib, the 10 Gurus and their significance</li> <li>• Key values, symbolism and principles</li> <li>• Sikhism today and teaching of equality</li> </ul> |  |  |   |   |
| <b>Assessment</b>                                     | Assessment will contain a combination of essay and one-mark questions, focusing on the impact of social media, smoking and drugs on a person  | Assessment will contain a combination of essay and one-mark questions, focusing on students' knowledge of two religions studied.   | Assessment will contain a combination of essay and one-mark questions, focusing on prejudice and discrimination, examples, Equality Act 2010 and the impact on society   | Exam will contain a combination of essay and one-mark questions, focusing on topics covered so far this year, including how religious belief may guide a follower when making decisions, physical and mental health and elements that impact these | Assessment will contain a combination of essay and one-mark questions, focusing on why war occurs, its impact on people and if forgiveness is possible  | Review will contain a combination of short answer questions, focusing on how decisions made now may impact a person's future, including online gaming, gambling and addiction |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Ask five people whether they believe in God and why. Do they have a religion?</li> <li>• How might having a religion or being an atheist have an impact on the day-to-day</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Ask five people their experiences of stereotyping and the effect it has had on them.</li> <li>• Which is more important: equality or</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Watch the news for stories linking specifically to one or more of the following topics - religion/ war/ peace/ the role that Britain plays around the</li> </ul> |   |



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|                                   | <p>life of an individual, or decisions that someone makes?</p> <ul style="list-style-type: none"> <li>• Why do some people turn to or away from religion during their lives?</li> <li>• Discuss topics that are raised in the lessons</li> </ul> | <p>equity? Is it possible to show both?</p> <ul style="list-style-type: none"> <li>• Find three news stories that show the concept of equality and/or equity.</li> <li>• Discuss topics that are raised in the lessons</li> </ul> | <p>world</p> <ul style="list-style-type: none"> <li>• Discuss different career paths with family and friends discussing both the positive and negative aspects of the career</li> </ul> |  |  |   |
| <b>DRAMA</b>                      |  |   |   |  |  |   |
| <b>What students are learning</b> | Aspects of Production Design   | Adaptation - from page to the stage   | Greek Theatre / Antigone  | Commedia dell'arte   | Jacobean Theatre   | Verbatim Theatre and True Stories   |
| <b>Key Content and Skills</b>     | Students learn about lighting, sound, costume, set, staging and production design  | Students study a variety of dramatic adaptations, looking at successful and unsuccessful examples, eventually beginning to work on their own.   | Students look at the key components of Greek Theatre through the story of 'Antigone'  | This unit focuses on the traditional 'lazzi', and the archetypal characters found in Commedia. There is an introduction to the fundamentals of comedy and audience interaction | Students look at the natural progression from Commedia to Jacobean performance style, and look at how Jacobean plays have been adapted and transposed throughout history | This unit introduces the idea of verbatim theatre and the adaptation of historical and significant events into performances |
| <b>Assessment</b>                 | Evaluation of production elements in a live performance (Drama Goal 3)   | Adapting a piece of prose into a scene (Drama Goal 2)   | Scene study from Antigone (Drama Goal 1)  | Performing a Commedia scene (Drama Goal 1)   | Evaluating a Shakespeare play (Drama Goal 3)   | Researching and planning a Verbatim performance (Drama Goal 2)  |
| <b>How can students</b>           | Watch <a href="#">'How we made it' series from National Theatre</a>  | Find then read and watch novels and the accompanying stage  | <a href="#">Watch the National Theatre's Antigone series</a>  | Watch Mr Bean and other physically-driven  | Visit the Globe Theatre<br>Watch a   | Watch Alecky Blythe performances  |

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| <b>prepare beyond the classroom?</b>               | Revise from notes   | or film adaptation   | Learn lines for the assessment  | comedies   | Shakespearean performance that you haven't watched in school  | Watch <a href="#">an introduction to verbatim theatre</a>   |
| <b>ENGLISH</b><br><b>Disruption &amp; Conflict</b> |   |  |   |  |   |   |
| <b>What students are learning</b>                  | An Introduction to the Gothic genre   | Sawbones   | Exploring the dystopian genre   | Animal Farm  | Romeo & Juliet  | Uncomfortable Truth Poetry  |
| <b>Key Content and Skills</b>                      | <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> | <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> | <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> | <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> | <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> | <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>Assessment</b>                                  | Write the opening to a gothic short story   | Reading analysis on structure in Sawbones  | Reading analysis on a writer's method used in one of the texts covered  | Write a speech based on a stimulus from Animal Farm  | Personal response reading analysis  | Reading analysis of a poem covered  |
| <b>How can students</b>                            | <ul style="list-style-type: none"> <li>Review the texts covered in the booklet +</li> </ul>   | <ul style="list-style-type: none"> <li>Review the text + comprehension questions</li> </ul>  | <ul style="list-style-type: none"> <li>Review the texts in the booklet + comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>Review the text + comprehension questions</li> </ul>  | <ul style="list-style-type: none"> <li>Review the texts in the booklet + comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>Review the poems in the booklet +</li> </ul>   |

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| <p><b>prepare beyond the classroom?</b></p> | <p>comprehension questions</p> <ul style="list-style-type: none"> <li>• Creative/descriptive writing practice</li> </ul>                  | <ul style="list-style-type: none"> <li>• Discuss how the writer has used setting, characterisation and narrative perspective to tell the story. Is it effective and why?</li> </ul> | <p>questions</p> <ul style="list-style-type: none"> <li>• Discuss how the writer has used setting, characterisation and narrative perspective to tell the story. Is it effective and why?</li> </ul> | <ul style="list-style-type: none"> <li>• Exposure to famous speeches</li> <li>• Writing practice</li> </ul> | <p>questions</p> <ul style="list-style-type: none"> <li>• Discuss how the writer has used setting, characterisation and language to tell the story. Is it effective and why?</li> <li>• Discuss their opinion on the story/characters</li> </ul> | <p>comprehension questions</p> <ul style="list-style-type: none"> <li>• What are the meanings of the poems and how are they presented?</li> <li>• How has language and structure been used to create a message?</li> </ul> |
| <p><b>FOOD AND NUTRITION</b></p>            |   |   |  |   |  |  |
| <p><b>What students are learning</b></p>    | <p>Health and safety recap</p> <p>Nutritional analysis</p> <p>Healthy Eating</p> <p>8 tips to a better diet</p>                           |   | <p>Food miles and where our food comes from</p> <p>Food and science</p> <p>Energy balance</p>  |   | <p>Micronutrients and vitamins</p> <p>Build a menu challenge</p>   |  |
| <p><b>Key Content and Skills</b></p>        | <p>How can we assess someone's diet?</p> <p>Gaining knowledge of the dangers of unhealthy eating and implementing strategies to help.</p> |   | <p>Understanding the economical impact of where food comes from.</p> <p>How food works for us in the body, what is the impact of eating the right or wrong foods.</p>                                |   | <p>Understanding the importance of micronutrients</p> <p>Beginning to plan and implement your own menu</p>   |  |
| <p><b>Assessment</b></p>                    | <p>Practical assessment</p>   | <p>Practical assessment</p>   | <p>Practical assessment</p>  | <p>Practical assessment</p>   | <p>Practical assessment</p>  | <p>Practical assessment</p>  |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:<br/>Practise practical skills such as:</p> <ul style="list-style-type: none"> <li>● Washing and cleaning up</li> <li>● Cutting techniques</li> <li>● Using the hob and oven at home</li> </ul>   | <p>Students should:<br/>Practise practical skills such as:</p> <ul style="list-style-type: none"> <li>● Washing and cleaning up</li> <li>● Cutting techniques</li> <li>● Using the hob and oven at home</li> </ul> | <p>Students should:<br/>Practise practical skills such as:</p> <ul style="list-style-type: none"> <li>● Washing and cleaning up</li> <li>● Cutting techniques</li> <li>● Using the hob and oven at home</li> </ul>  |   |   |  |
| <p><b>GEOGRAPHY</b></p>                                      |  |  |   |   |   |  |
| <p><b>What students are learning</b></p>                     | <p>Unit 1: Plate Tectonics and Volcanoes</p>   | <p>Unit 2: Earthquakes and Tsunamis</p>  | <p>Unit 3: Life in Japan<br/><br/>Unit 4: Population: 8 billion and counting</p>  | <p>Unit 5: Energy resources</p>   | <p>Unit 6: Weather, Climate and Climate Change</p>  | <p>Unit 7: Journey through Europe and Africa</p>   |
| <p><b>Key Content and Skills</b></p>                         | <p>The structure of the Earth and tectonic plate boundaries. Key volcanic examples include Mount St Helens (USA), Kilauea (Hawaii, USA), Mount Pinatubo (Philippines), Soufriere Hills (Montserrat, Caribbean), Yellowstone (USA) and Krakatoa (Indonesia)</p> | <p>Why does California experience earthquakes and what attempts are made to reduce the risk?<br/>What happened in the 2004 Indian Ocean tsunami? How effective are modern tsunami warning systems?</p>             | <p>Unit 3: What is the unique culture of Japan?<br/>What are the main features of Japan’s human and physical geography?<br/>Why is Japan a HIC? (high income country)<br/><br/>Unit 4: How did the world’s population explode from 1 billion in 1800 to over 8 billion today?<br/>What are the latest</p> | <p>How long will fossil fuels last?<br/>What are the features of renewable energy sources?<br/>What is the story of the USA’s Hoover Dam?<br/>Is the UK right to have a focus on offshore wind farms and building new nuclear power stations?</p> | <p>How is weather measured and forecasted?<br/>What is the climate of London and how does it compare to the rest of the British Isles?<br/>What is climate change? How does the Paris Climate Agreement aim to tackle the climate change challenge?</p> | <p>How many countries are in Europe?<br/>What are Europe’s key human and physical geography features?<br/>How many countries are in Africa?<br/>What are Africa’s key human and physical geography features?</p> |

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|   |  |  | trends in world population?<br>Why did China end its one-child policy?  |  |   |   |
| <b>Assessment</b>                                     | Plate Tectonics and Volcanoes (formal assessment out of 30)  | Earthquakes and Tsunamis (formal assessment out of 30)   | Year 8 exam (autumn term topics, formal assessment out of 50)   | World population written task  | Weather, Climate and Climate Change (formal assessment out of 30)   | European country written research task  |
| <b>How can students prepare beyond the classroom?</b> | <p>Research the meaning of the Earth's crust, mantle, outer core and inner core.</p> <p>What is the "plate tectonics theory"?</p> <p>Research famous volcanoes and the impacts they have caused, eg. Soufriere Hills (Montserrat), Kilauea (Hawaii), Pinatubo (Philippines), Krakatoa (Indonesia).</p> | <p>How does the San Andreas Fault cause earthquake risk in California?</p> <p>How can buildings be designed to have less risk of falling down in an earthquake?</p> <p>What is a tsunami and how can they be caused by earthquakes? What happened in the 2004 Indian Ocean tsunami and 2011 Japan tsunami?</p> | <p>Unit 3: Research the key physical features of Japan, for example Mount Fuji and how many islands make up the country.</p> <p>Research the human geography of Japan such as its population, major cities and culture</p> <p>Unit 4: Research the population of the UK and how it compares to the world's most populated countries. Research how the world's population is changing. Research which countries have</p> | <p>Research how long fossil fuels might last (coal, oil and gas).</p> <p>Research forms of renewable energy, such as hydro-electric power stations and wind farms. Research how the UK is the world leader in offshore wind farms and building a new nuclear power station (Hinkley Point C)</p> | <p>Take an interest in the weather forecast.</p> <p>Research the causes of climate change, eg. the enhanced greenhouse effect</p> <p>Research the effects of climate change, for example on low-lying islands</p> | <p>Find out about how many countries Europe has and the continent's main physical features</p> <p>Find out about how many countries Africa has and the continent's main physical features</p> |

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|  |  |  | growing or declining populations   |  |  |  |
| <b>HISTORY</b>                           |  |  |  |  |  |  |
| <b>What students are learning</b>        | Why did Henry VIII create the Church of England?   | How diverse was Tudor England?<br>How stable was 16th century England? | Oliver Cromwell: Hero or Butcher of England?<br><br>What did people think and feel in Stuart England: Science and Superstition and the World of Samuel Pepys   | How 'revolutionary' was the French Revolution?<br><br>How did the World Experience the British Empire? | How did protests occur during the Civil Rights movement?<br><br>How did the World Experience the British Empire?   | 'Disastrous and terrible' or the 'dawn of liberty:' Changes and experiences during the Industrial Revolution |
| <b>Content and Second-Order Concepts</b> | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Henry VIII</li> <li>Black Tudors</li> <li>Elizabeth I</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Sources and evidence</li> </ul> |  | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The English Civil War</li> <li>Oliver Cromwell</li> <li>Samuel Pepys</li> <li>Science and Superstition</li> <li>Causes, course and impact of the French Revolution</li> <li>The British Empire</li> <li>The Slave Trade</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Interpretations</li> <li>Similarity and Difference</li> </ul> |  | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The Civil Rights movement</li> <li>The Indian Raj</li> <li>The partition of India</li> <li>The Industrial Revolution</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Interpretations</li> <li>Sources and Evidence</li> <li>Similarity and Difference</li> </ul> |  |

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|   | <ul style="list-style-type: none"> <li>Sources and Evidence</li> </ul>  |   |  |  |  |   |
| <b>Assessment*</b>                                    | <p><b>Cause and Consequence</b></p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u>Why did Henry VIII create the Church of England?</u></p>   | <p><b>Sources and Evidence</b></p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u>How useful - Portraits of Elizabeth</u></p> | <p><b>Historical Interpretations</b></p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><u>Interpretations of Oliver Cromwell</u></p>  | <p><b>Sources and Evidence</b></p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u>How useful - Middle passage Slave ship Brookes</u></p> | <p><b>Significance</b></p> <p>This objective assesses understanding of the importance and significance of events/people in the past.</p> <p><u>What was the most significant impact of British rule on India</u></p>   | <p><b>Historical Knowledge and understanding</b></p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u>Retrieval questions quiz</u></p> |
|   | <p>Focus for year:</p> <ul style="list-style-type: none"> <li>Using sources</li> <li>Cause and Consequence</li> <li>Introducing interpretations</li> </ul>  |   |  |  |  |   |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li><a href="#">Watch Explain this</a> a series of short animations that offer concise explanations of key topics in KS3 History.</li> <li>Investigate The Tudors <a href="#">here</a>.</li> <li>Watch <i>The Time Traveller's Guide to Elizabethan England</i> <a href="#">here</a>.</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research the English Civil Wars <a href="#">here</a>.</li> <li>Research the British Empire <a href="#">here</a>.</li> <li>Investigate the transatlantic slave trade <a href="#">here</a>.</li> <li>Watch this <a href="#">series</a> of thought provoking clips in which Historian David Olusoga</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research the Industrial Revolution <a href="#">here</a>.</li> <li><a href="#">Watch Why did the Industrial Revolution happen here</a>.</li> <li>Watch Dan Snow's <i>History of Railways</i> <a href="#">here</a>.</li> <li>Watch <i>Victorian Villains</i> <a href="#">here</a>.</li> </ul> |   |

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|                                   | <ul style="list-style-type: none"> <li>• Watch <a href="#">this</a> BBC Teach clip to find out what sources can reveal about Elizabeth I's personality.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• Watch the Horrible Histories episodes on <a href="#">BBC Iplayer</a>.</li> <li>• Read the Horrible Histories books.</li> <li>• Borrow the book <i>Treason</i> by Berlie Doherty from the History department</li> </ul> | <p>looks at the abolition of slavery in Britain.</p>  |  |   |  |  |
| <b>MATHS</b>                      |   |   |  |   |  |  |
| <b>What students are learning</b> | Geometry and measures   | Geometry and statistics   | Statistics and probability   | Number  | Number, ratio and proportion   | Algebra  |
| <b>Key Content and Skills</b>     | <ul style="list-style-type: none"> <li>• Pythagoras and trigonometry</li> <li>• Scale, bearings, constructions and loci</li> <li>• 3D shapes, surfaces areas and volumes</li> <li>• Compound measures</li> </ul>  | <ul style="list-style-type: none"> <li>• Similarity &amp; congruence</li> <li>• Vectors</li> <li>• Transformations</li> <li>• Averages</li> </ul> | <ul style="list-style-type: none"> <li>• Representing data</li> <li>• Probability</li> </ul> | <ul style="list-style-type: none"> <li>• Basic number</li> <li>• Directed numbers</li> <li>• Decimals</li> <li>• Factors &amp; Multiples</li> <li>• Set theory</li> <li>• Rounding &amp; Estimation</li> <li>• Bounds</li> <li>• Fractions</li> </ul> | <ul style="list-style-type: none"> <li>• Indices, Surds &amp; Standard form</li> <li>• Ratio</li> <li>• Proportion</li> <li>• Percentages, growth &amp; decay</li> </ul> | <ul style="list-style-type: none"> <li>• Basic algebra</li> <li>• Quadratic algebra</li> <li>• Algebraic proof</li> <li>• Algebraic fractions</li> <li>• Formulae</li> </ul> |
|                                   | <p>Parents/Guardians can support their child's learning using the following website:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student</p>   |   |  |   |  |  |



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|   | <p><a href="#">Corbett Maths</a></p> <p>The websites above have video tutorials, worksheets and exam style questions.</p> <p>All homework is set as revision tasks. This is set weekly on Google Classroom, please see this for specific details. Homework is self-marked and visually checked by the class teacher for quality of presentation and working out.</p> <p>Students are formally assessed five times a year. This is announced in class by the teacher and a topic list will be provided on Google Classroom approximately 2 weeks in advance.</p> <p>Assessments are marked within five working days and common misconceptions and errors are re-taught to all students before receiving their assessments back. Assessments are specific to a class.</p> |   |   |  |   |                                       |
| <b>Assessment</b>   | <b>Approximate assessment date:<br/>Wb 30th October 2023</b>  | <b>Approximate assessment date:<br/>Wb 8th January 2024</b> | <b>Approximate assessment date:<br/>Wb 19th February 2024</b>   | <b>Approximate assessment date:<br/>Wb 15th April 2024</b> | <b>Approximate assessment date:<br/>Wb 3rd June 2024</b>  |                                       |
|   | <p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/>Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.</i></p>   |   |   |  |   |                                       |
| <b>How can students prepare beyond the classroom?</b>                   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Recap on previous learning on topics</li> <li>Ensure that basics are well understood, for example: indices, properties of 2D and 3D shapes, familiarising yourself with different measures and ways to represent data</li> </ul>   |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Bring all correct equipment to lesson, especially a calculator</li> <li>Use hegartymaths.com to revise any topics from last term and to complete all homework</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the websites below to help remind themselves of the topics listed</li> <li><a href="http://www.hegartymaths.com">www.hegartymaths.com</a></li> <li><a href="http://www.vle.mathswatch.com">www.vle.mathswatch.com</a></li> <li>BBC Bitesize KS3</li> </ul> |                                       |
| <p><b>MODERN FOREIGN LANGUAGES</b></p> <p><b>Specialism: French</b></p> |   |   |   |  |   |                                       |
| <b>What students</b>  | To talk about past holidays   | To discuss what people do for various                       | To talk about going on school trips   | To talk about their digital leisures                       | To talk about where you live and have   | To talk about their daily routine and |

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| are learning  |  | festivals  |   |   | lived  | sports they play |
|---|--|--|---|---|--|------------------|
| <b>Key Content and Skills</b>                         | <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>                |                  |
| <b>Assessment</b>                                     | Written piece of work assessed   | Module 1<br>Assessment: Vive les vacances!<br><br>(Skills tested: speaking and reading)<br><br>Homework booklet - vocabulary on pgs 12-13<br><br>Homework booklet - consolidation exercises pgs 8-11 | Module 2<br>Assessment: J'adore les fêtes!<br><br>(Skills tested: listening and writing)<br><br>Homework booklet - vocabulary on pgs 24-25<br><br>Homework booklet - consolidation exercises pgs 20-23  | Module 3<br>Assessment: À loisir<br><br>(Skills tested: speaking and reading)<br><br>Homework booklet - vocabulary on pgs 36-37<br><br>Homework booklet - consolidation exercises pgs 32-35 | EOY/Module 4: Le monde est petit<br><br>(Skills tested: listening and writing)<br><br>Homework booklet - vocabulary on pgs 48-49<br><br>Homework booklet - consolidation exercises pgs 44-47 |                  |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>Look at vocabulary in workbooks for the topics that are to be studied</li> <li>Continue to revise vocabulary from previous topics</li> </ul>   |  | Students should: <ul style="list-style-type: none"> <li>Look at vocabulary in workbooks for the topics that are to be studied</li> <li>Continue to revise vocabulary from previous topics</li> </ul>  |   | Students should: <ul style="list-style-type: none"> <li>Learn vocabulary (meaning and spelling) from their homework booklet</li> <li>15/20 minutes every day would be optimal</li> </ul>     |                  |

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|   | <ul style="list-style-type: none"> <li>Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul>  |   | <ul style="list-style-type: none"> <li>Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul>   |                                |   |                                    |
| <b>MODERN FOREIGN LANGUAGES</b><br><b>Specialism: Spanish</b> |  |   |   |                                |   |                                    |
| <b>What students are learning</b>                             | Mis vacaciones = my holidays   | Todo sobre mi vida = Everything about my life | Todo sobre mi vida = Everything about my life   | A Comer! = Let's eat!          | A Comer! = Let's eat!   | ¿Qué hacemos? = What are we doing? |
| <b>Key Content and Skills</b>                                 | <ul style="list-style-type: none"> <li>Using the preterite tense to talk about where you went on your holiday and who you went with</li> <li>Using the preterite tense to talk about how you travelled</li> <li>Using the preterite tense to talk about what you did</li> <li>Using the preterite tense to give opinions</li> <li>Talking about what you do on your mobile phone</li> <li>What music you like/dislike and why</li> </ul> |   | <ul style="list-style-type: none"> <li>Talking about your favourite TV programmes</li> <li>Using the comparative to compare your favourite TV shows</li> <li>Use the preterite and present together to talk about what you did yesterday and what you normally do</li> <li>Talking about your food likes/dislikes</li> <li>Talking about mealtimes</li> <li>Using the near future tense to talk about what we are going to do</li> <li>Ordering food in a restaurant and buying food for a party</li> </ul> |                                | <ul style="list-style-type: none"> <li>Using opinions</li> <li>Using the present and future tenses together</li> <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>Assessment</b>   | Written piece of work assessed   | Module 1 Assessment: Mis vacaciones           | Module 2 Assessment: Todo sobre mi vida   | Module 3 Assessment: ¡A Comer! | EOY/Module 4: ¿Qué hacemos?   |                                    |

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|   |  | (Skills tested: speaking and reading)<br><br>Homework booklet - vocabulary on pgs 11-12<br><br>Homework booklet - consolidation exercises pgs 6-10 | (Skills tested: listening and writing)<br><br>Homework booklet - vocabulary on pgs 23-24<br><br>Homework booklet - consolidation exercises pgs 17-22   | (Skills tested: speaking and reading)<br><br>Homework booklet - vocabulary on pgs 35-36<br><br>Homework booklet - consolidation exercises pgs 30-34 | (Skills tested: listening and writing)<br><br>Homework booklet - vocabulary on pgs 48-49<br><br>Homework booklet - consolidation exercises pgs 42-47                                       |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look at vocabulary in workbooks for the topics that are to be studied</li> <li>• Continue to revise vocabulary from previous topics</li> <li>• Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look at vocabulary in workbooks for the topics that are to be studied</li> <li>• Continue to revise vocabulary from previous topics</li> <li>• Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use the booklets to revise vocabulary, learn 10 words per week, use websites to practise vocabulary and revise</li> </ul> |  |
| <b>MUSIC</b>  |  |  |  |   |  |  |
| <b>What students are learning</b>                     | <u><b>African Music</b></u><br>Students will learn to play an African piece of music and perform this to the   | <u><b>Blues Music</b></u><br>Students will learn about the 12-bar blues and how to improvise   | <u><b>Moods and Emotions</b></u><br>Students will learn how to use major and minor scales to   | <u><b>Moods and Emotions</b></u><br>Students will complete the composition and  | <u><b>Rap Music</b></u><br>Students will learn about Hip Hop culture and write their own   | <u><b>Musical Theatre</b></u><br>Students will learn about the history of Musical Theatre and learn to perform a |

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|   | class  |  | compose Music that expresses a mood  | perform it   | anti-smoking Rap   | piece (singing)  |
| <b>Key Content and Skills</b>                         | Students will learn key words such as call and response, polyrhythm and ostinato and learn how to play the Djembe drum | Students will learn how to play the blues scale, chords and how to improvise on keyboards/guitar and ukulele | Students will work on keyboard skills on a number of different practical tasks including learning a variety of scales which will then be used in their composition | Students will look into keywords and compositional devices such as choice of voice, tempo and harmony and be assessed on their performance of their work | Students will understand the elements of Rap Music through listening and performing tasks. Keywords/content include: Tone change, rhyming pairs, time signatures | Students will learn key vocabulary such as what a jukebox or book musical, duet, chorus and solo is and sing songs from famous musical productions |
| <b>Assessment</b>                                     | Percussion Performance   | Keyboard Performance   | Assessment Stage 1 - listening paper. Major minor pieces   | Assessment Stage 2 composition   | Rap Performance  | Singing Performance  |
| <b>How can students prepare beyond the classroom?</b> | Students can research west African traditional instruments such as the Djembe, Bobgos, Agogo bells and African Shaker  | Students can research the history of Blues music and find the names of different famous Blues artists        | Students can research and learn all types of major and minor key signatures beyond the ones taught in class  | Students can learn how to play major and minor scales from page 4 in their booklets and research how to play D major and B minor                         | Students can create their own backing beat to go with their rap lyrics using the songmaker tool on google  | Students can research different types of musicals, watch recorded musical productions and learn key songs  |
| <b>PHYSICAL EDUCATION</b>                             |  |  |  |  |  |  |
| <b>What students are learning</b>                     | Indoor athletics/HRF<br>Netball/futsal/  | Indoor athletics/HRF<br>Netball, rugby/futsal  | Dance/gymnastics<br>OAA  | Dance/gymnastics<br>Rugby/gaelic   | Athletics<br>Rounders/cricket  | Athletics<br>Rounders/cricket  |

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|   | football  |  |  |  |  |
| <b>Key Content and Skills</b>                         | <p>Indoor athletics: Leading different indoor athletics events.</p> <p>HRF: exploring different methods of training required to improve the components of fitness that students learnt in Year 7.</p> <p>Netball, futsal rugby and football: using the skills learnt in Year 7 to develop an understanding of tactics needed to develop understanding of the game, eg. looking at how outwitting techniques can be used for centre passes in netball.</p> | <p>Dance: learn about the film 'Bugsy Malone'. Students create choreography based on themes from this film and incorporate the skills learnt in Year 7.</p> <p>Gymnastics: students build on knowledge from Year 7 to explore different group balances and the type of fitness required to do gymnastics.</p> <p>Gaelic football: explore the skills required to do Gaelic football. This is students' first taste of Gaelic football.</p> | <p>Athletics: how to become competitive in each athletic discipline using the skills learnt in Year 7, eg. using a rotation or glide to improve throw.</p> <p>Rounders/cricket: develop understanding of game play through exploring different tactics required to be successful in games. e.g. 'magic triangle' using base 1 to get a player out when the batter has missed the ball.</p> |  |  |
| <b>Assessment</b>                                     | Practical assessment  | Practical assessment   | Practical assessment   |  |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep active and try to complete 20 minutes of physical activity a day</li> <li>• Join an after-school club</li> <li>• Research each sport identifying skills, positions and rules</li> </ul>   |  |  |  |  |
| <b>SCIENCE</b>  |   |  |  |  |  |
| <b>What students are learning</b>                     | <ul style="list-style-type: none"> <li>• Biology: Digestive system</li> <li>• Chemistry: Types of reactions</li> <li>• Physics: Electricity and magnetism</li> <li>• <i>Let's think science</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Biology: Microbes and inheritance</li> <li>• Chemistry: The periodic table and metals</li> <li>• Physics: Waves</li> <li>• <i>Let's think science</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Biology: Biological reactions</li> <li>• Chemistry: The Earth and climate</li> <li>• Physics: Forces and motion</li> </ul>  |  |  |

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| <p><b>Key Content and Skills</b></p>                         | <ul style="list-style-type: none"> <li>● Food groups and food tests</li> <li>● The digestive system and organs</li> <li>● Enzymes</li> <li>● Movement of substances</li> <li>● Atoms in chemical reactions</li> <li>● Chemical reactions and burning fuels</li> <li>● Thermal decomposition, exothermic and endothermic reactions</li> <li>● Electricity, current and circuits</li> <li>● Conductors and insulators</li> <li>● Voltage and resistance</li> <li>● Magnets and electromagnetism</li> <li>● <i>Making predictions, reasoning probability and correlations</i></li> </ul> | <ul style="list-style-type: none"> <li>● Microbes and immunity</li> <li>● Vaccinations and antibiotics</li> <li>● Organ donation and stem cells</li> <li>● Stem cells</li> <li>● Effects on health</li> <li>● Inheritance, evolution and extinction</li> <li>● The periodic table, metals and non-metals</li> <li>● Trends in group 1, 7 and 0</li> <li>● Reactivity series and displacement</li> <li>● Extraction of metals</li> <li>● Waves, light and colours</li> <li>● Reflection and refraction</li> <li>● The speed of sound, hearing and changing sounds</li> <li>● <i>Understanding formal models and compound variables</i></li> </ul> | <ul style="list-style-type: none"> <li>● Respiration, fermentation, breathing and gas exchange</li> <li>● Photosynthesis in plants, uses of sugars and stomata for transport</li> <li>● Structure of the Earth</li> <li>● Different types of rocks</li> <li>● The rock cycle and the atmosphere</li> <li>● Effects of climate changes</li> <li>● The Earth's resources and recycling</li> <li>● Forces and their effects, pressure and friction</li> <li>● Speed and distance-time graphs</li> <li>● Hook's law and moments</li> </ul> |
| <p><b>Assessment</b></p>                                     | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>● 3x mastery quizzes</li> <li>● 2x teacher assessed tasks (choice from digestive system, types of reactions and electricity and magnetism)</li> <li>● <a href="#">Yr8 cumulative assessment 1</a></li> </ul>  | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>● 3x mastery quizzes</li> <li>● 2x teacher assessed tasks (choice from microbes and inheritance, the periodic table and metals and waves)</li> <li>● <a href="#">Yr8 cumulative assessment 2</a></li> </ul>  | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>● X3 mastery quizzes</li> <li>● 2x teacher assessed tasks (Choice from biological reactions, the Earth and climate and forces and motion)</li> <li>● <a href="#">Yr8 cumulative assessment 3</a></li> </ul>  |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Learn the spellings and definitions of the keywords for the topic using the keyword glossaries</li> <li>● Revise topics using KS3 of BBC Bitesize material online</li> <li>● Revise the topics using the online</li> </ul>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Review their knowledge of chemical reactions from Year 7</li> <li>● Research the Group 1 metals and their reactivity with water</li> <li>● Research different types of forces and their effects</li> </ul>  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Recall Year 7 knowledge on the different types of waves and how they can be used in everyday life</li> <li>● Research different ecosystems and how plants and animals are adapted to survive</li> <li>● Research the meaning of motion in</li> </ul>  |

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|  | <p>textbook found on Kerboodle<br/>                 Username example: lhide (first initial followed by surname)<br/>                 Password example : lhide (first initial followed by surname OR the one you have reset it to)<br/>                 Institution code: uht6</p> <ul style="list-style-type: none"> <li>• Use the topic sheet to check learning</li> <li>• Use exercise books to consolidate learning and revise</li> </ul> |  | <p>physics</p> <ul style="list-style-type: none"> <li>• Watch clips relating to the topics on <i>BBC Bitesize</i> KS3 Science<br/> <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a></li> </ul> |
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**YEAR 9**

|   | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1 | Summer 2 |
|---|---|----------|--|----------|----------|----------|
| <p><b>ART, CRAFT AND DESIGN</b><br/> <b>Specialism: Art</b></p> |   |          |  |          |          |          |
| <p><b>What students are learning</b></p>                        | <p>Food &amp; drink:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Mixed media</li> </ul>   |          | <p>Identity:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Mixed media</li> <li>• Painting</li> </ul>  |          |          |          |
| <p><b>Key Content and Skills</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>• How to combine different medias successfully</li> <li>• How to mix paint</li> </ul> |          | <ul style="list-style-type: none"> <li>• Interpretations of a single theme</li> <li>• Portraiture</li> <li>• Art history and context</li> <li>• Still life</li> <li>• Compositions</li> <li>• Observational drawing</li> <li>• Mixed media work</li> </ul> |          |          |          |



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|  | <ul style="list-style-type: none"> <li>How to enlarge an image</li> </ul>  | <ul style="list-style-type: none"> <li>In depth analysis of artwork</li> </ul>  |   |
| <b>Assessment</b>  | <p>Teacher feedback given, both verbal and written, throughout the term.<br/>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> <li>Researching &amp; analysing</li> <li>Creating</li> <li>Planning &amp; reflecting</li> </ul>                       | <p>Teacher feedback given, both verbal and written, throughout the term.</p>  | <p>Teacher feedback given, both verbal and written, throughout the term.<br/>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> <li>Researching &amp; analysing</li> <li>Creating</li> <li>Planning &amp; reflecting</li> </ul>            |
| <b>How can students prepare beyond the classroom?</b>                            | <p>Students should:</p> <ul style="list-style-type: none"> <li>Learn some facts about Pop Art</li> <li>Look at the work of Roy Lichtenstein, Andy Warhol and Claes Oldenburg</li> <li>Practise observational drawing of mass produced products e.g cans of food, beauty products etc.</li> </ul>         | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research the shape and proportions of a portrait</li> <li>Practise drawing facial features</li> <li>Look into understanding the connection and meaning behind artwork</li> <li>Research how to make skin colours</li> </ul>                      | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research artists who look at the theme of identity in their artwork</li> <li>Research mixed media- artists who look at portraying identity</li> <li>Reflect on your own identity and what/who makes you who you are</li> </ul> |
| <p><b>ART, CRAFT AND DESIGN</b></p> <p><b>Specialism: Graphics and media</b></p> |  |   |   |
| <b>What students are learning</b>  | Media codes and conventions  | Graphics techniques and tools   | Using Affinity  |
| <b>Key Content and Skills</b>  | <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> | <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> | <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>                 |

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| <b>Assessment</b>   | Teacher feedback given, both verbal and written, throughout this period.  |   | Teacher feedback given, both verbal and written, throughout this period.<br>All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul>  |
| <b>How can students prepare beyond the classroom?</b>       | Students should: <ul style="list-style-type: none"> <li>● Research examples of posters from action adventures</li> <li>● Research what mise-en-scene is</li> <li>● Watch age appropriate action adventure movies looking out for symbolism and meaning</li> </ul> | Students should: <ul style="list-style-type: none"> <li>● Research examples of posters from action adventures</li> <li>● Research what mise-en-scene is</li> <li>● Watch age appropriate action adventure movies looking out for symbolism and meaning</li> </ul>   | Students should: <ul style="list-style-type: none"> <li>● Experiment with free editing software such as <a href="http://www.photopea.com">www.photopea.com</a></li> <li>● Research what a storyboard is</li> <li>● Look at some of the characteristics of action adventure trailers</li> <li>● Research information included on DVD covers</li> </ul> |
| <b>ART, CRAFT AND DESIGN</b><br><b>Specialism: Textiles</b> |   |   |   |
| <b>What students are learning</b>                           | Recording, investigation and analysing  | Exploring, designing and developing   | Resolving, creating and reflecting  |
| <b>Key Content and Skills</b>                               | <ul style="list-style-type: none"> <li>● Introduction to the bugs and beetles theme</li> <li>● Health &amp; safety in the textiles room</li> <li>● Researching artists and designers</li> <li>● Create initial designs inspired by artists/designers</li> </ul>   | <ul style="list-style-type: none"> <li>● Refining bug/beetle design</li> <li>● Learn what and how to apply seam allowances and a hems</li> <li>● How to accurately hand paint fabric including gradients and texture</li> <li>● Understand the different qualities of fabric and how they are made</li> </ul> | <ul style="list-style-type: none"> <li>● Students will be reminded how to use a sewing machine safely</li> <li>● How to freehand stitch on a sewing machine</li> <li>● Understand how to hand stitch</li> <li>● How to applique fabric</li> <li>● Construction techniques to create a 3D textiles outcome</li> </ul>                                  |

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| <b>Assessment</b>                                     | Teacher feedback given, both verbal and written, throughout this period.   |   | Teacher feedback given, both verbal and written, throughout this period.<br>All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> <li>● Researching &amp; analysing</li> <li>● Creating</li> <li>● Planning &amp; reflecting</li> </ul>     |   |  |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>● Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008)</li> <li>● Research textiles techniques</li> <li>● Refresh your memory on skills practised or researched last year</li> </ul> | Students should: <ul style="list-style-type: none"> <li>● Research what fabric is best for applique and why</li> <li>● Research how to freehand stitching on a swimming machine (Bernina 1008)</li> <li>● Research hand stitch techniques</li> <li>● Refresh your memory on skills practised or researched last year</li> </ul> | Students should: <ul style="list-style-type: none"> <li>● Refine any work in their sketchbook</li> <li>● Research what a production plan is</li> <li>● Refresh your memory on skills practised so far this year</li> <li>● Research new techniques such as fusions and couching</li> </ul> |   |  |
| <b>CITIZENSHIP</b>                                    |  |   |  |   |  |
| <b>What students are learning</b>                     | <ul style="list-style-type: none"> <li>● Principles and values in the UK</li> <li>● Identity</li> </ul>  | <ul style="list-style-type: none"> <li>● Media and the free press</li> <li>● Participation in democracy</li> </ul>  | <ul style="list-style-type: none"> <li>● Politics and Participation</li> <li>● Political power (in the UK)</li> <li>● Local and devolved government</li> </ul>   | <ul style="list-style-type: none"> <li>● Where does political power reside?</li> <li>● How do others govern themselves?</li> <li>● Bringing about political change</li> </ul> | <ul style="list-style-type: none"> <li>● Active Citizenship Project</li> </ul>   |
| <b>Key Content and Skills</b>                         | The key principles and values underpinning British society today.  | Changes and movement of population over time:   | The fundamental principles of law to ensure rights and   | How citizens' rights have changed and developed over time,  | Students will be expected, either alone or working with others, to carry out an investigation into a citizenship issue based |

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|  | <p>The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.</p> <p>Key factors that create individual, group, national and global identities.</p> | <p>the impact on different communities in the UK; the nature of immigration and migration to and from the UK.</p> <p>The need for mutual respect and understanding in a diverse society and the values that underpin democratic society.</p> <p>Identity and multiple identities; the diverse nature of the UK population.</p> <p>The rights, responsibilities and role of the media and a free press in informing and influencing public opinion, providing a forum for the communication and exchange of ideas and opinions, and in holding those in power to account.</p> | <p>freedoms, the presumption of innocence and equality before the law.</p> <p>The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination.</p> <p>Rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.</p> <p>The operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the roles of legal representatives; how the different criminal and civil courts work; tribunals and other means of dispute resolution.</p> | <p>from the importance of Magna Carta (1215) to today and the Human Rights Act (1998).</p> <p>Common law, legislation and how they differ.</p> <p>The right to representation; the role and history of trade unions in supporting and representing workers; the role of employers' associations.</p> <p>The nature of criminality in the UK today: differing types of crimes; profile of criminality in the UK; factors affecting crime rates in society and strategies to reduce crime.</p> <p>How we deal with those who commit</p> | <p>upon any part of the subject knowledge content. The investigation will lead to citizenship action. This will enable students to demonstrate the application of citizenship skills, processes and methods.</p> <p>Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.</p> <p>Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates.</p> <p>Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts.</p> <p>Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society.</p> <p>Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.</p> <p>The investigation will be assessed through a set of questions in Paper 1 Section A. The</p> |
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|  |  | <p>The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity.</p> <p>The operation of press regulation and examples of where censorship is used.</p> | <p>Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces).</p> <p>How civil law differs from criminal law.</p> <p>How the legal systems differ within the UK.</p> | <p>crime: differing forms of punishment available in the UK; the purposes of sentencing; the effectiveness of differing types of sentence; how the youth justice system operates.</p> <p>The importance of key international agreements and treaties in regard to human rights: the UN Universal Declaration on Human Rights; the European Convention on Human Rights; the UN Convention on the Rights of the Child; the Human Rights Act (1998).</p> <p>The role of international law in conflict situations: to protect victims of conflict; how international humanitarian law</p> | <p>questions will seek to draw upon the knowledge and understanding of the skills, methods and processes students have gained from taking citizenship action.</p> <p>These questions will account for 15% of the total GCSE marks.</p> |
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|   |  |   |  | helps establish the rules of war.  |  |   |
| <b>Assessment</b>                                     | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain.  | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 2 - rights and Responsibilities.   | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.   | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Active Citizenship. |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Keep up to date with what is happening in the news, looking for examples of British values, human rights, migration and social media.</li> <li>Use different sources for up-to-date news, considering: are they all informing the public about the same stories - and how?</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Keep up to date with what is happening in the news.</li> <li>Research laws in Britain that protect our freedoms and consider whether they work.</li> <li>Think about what makes students who they are? What gives them their identity?</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Widen their awareness of what is happening in the news and the current political situation within the UK<br/> <a href="https://www.bbc.co.uk/news/politics">https://www.bbc.co.uk/news/politics</a><br/><br/> <a href="https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics">https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics</a><br/><br/> <a href="https://www.bbc.co.uk/bitesize/subject/s/z3ckjxs">https://www.bbc.co.uk/bitesize/subject/s/z3ckjxs</a><br/><br/> <a href="https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation">https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation</a><br/><br/> <a href="https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship">https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship</a> </li> </ul> |   |

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|                                   |   |   |   |   |   | <a href="https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship">https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship</a> |
| <b>COMPUTER SCIENCE</b>           |   |   |   |   |   |   |
| <b>What students are learning</b> | Advanced Flowol   | Advanced Python   | Advanced Python continued   | Data Representation (Image and Sound)   | Networking and system security  | iDEA program (Bronze (all)/Silver)  |
| <b>Key Content and Skills</b>     | <ul style="list-style-type: none"> <li>Flowol - Introduction and advanced skills</li> </ul>   |   | <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> |   | <ul style="list-style-type: none"> <li>iDEA program</li> </ul>  |   |
| <b>Assessment</b>                 | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>       | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p> | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>   | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p> | <p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>         | <p>All students to earn Bronze certificates with some students earning Silver certificates</p>  |
| <b>How can students</b>           | <p>Students should:</p> <ul style="list-style-type: none"> <li>Identify everyday situations where computer control is used</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>The following website can be visited to read up about the topic:</li> </ul>  |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research the meaning of these terms using the following link:</li> </ul> |   |

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| <p><b>prepare beyond the classroom?</b></p> | <ul style="list-style-type: none"> <li>• Identify common types of sensors used by control systems</li> <li>• Identify control flowchart symbols and understand how they are used to break down problems</li> <li>• Produce flowchart-based solutions for control systems that include sequences and loops</li> <li>• Explain why control systems might fail and how this might impact on safety</li> <li>• Produce control solutions for problems that include subroutines</li> <li>• Produce control solutions for problems that include variables</li> </ul> | <p><a href="https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/2">https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/2</a></p> | <p><a href="https://www.bbc.co.uk/bitesize/guides/zs87sbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zs87sbk/revision/1</a></p> <ul style="list-style-type: none"> <li>• Look at the following website to familiarise: <a href="https://idea.org.uk/">https://idea.org.uk/</a></li> </ul> |
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**DRAMA**

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| <p><b>What students are learning</b></p> | <p>What makes a good play?</p>  | <p>Physical Theatre</p>   | <p>Brecht, Epic and Allegorical Theatre</p>  | <p>Miller and Mamet - Naturalism in American Theatre</p>   | <p>Unheard Voices - Introduction to Devising</p>  | <p>Devising and Dramaturgy</p>  |
| <p><b>Key Content and Skills</b></p>     | <p>Students draw on knowledge from Y8 to look at how all aspects of a performance come together. How does the lighting change an actor’s decisions? How does the costume help the director?</p> | <p>Students are introduced to the genre of physical theatre with a focus on the work of Frantic Assembly.</p> | <p>This unit explores the impact of Brecht’s theory and writings on modern theatre, and the different devices used in allegorical theatre.</p> | <p>Students explore Stanislavskian techniques and characterisation through the work of American writers like Mamet and Miller, and also compare the text to Chekhov.</p> | <p>Students look at using techniques explored in Sprint Term 1 and 2 to bring to life a diverse range of voices and stories through a variety of stimuli, in a group setting.</p> | <p>Students draw together all aspects of a performance to create their own devised piece, using the full sound and lighting equipment in the theatre.</p> |
| <p><b>Assessment</b></p>                 | <p>Evaluating live</p>  | <p>Physical Theatre</p>   | <p>Evaluating “The</p>   | <p>Performing a</p>  | <p><i>Assessment takes</i></p>  | <p>Logging process of,</p>  |



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|   | performance (Drama Goal 3)   | Performance (Drama Goal 1)  | Resistible Rise of Arturo Ui" (Drama Goal 3)   | naturalistic scene (Drama Goal 1)  | <i>place in following half term</i>   | and performing, devised piece (Drama Goals 1 and 2)  |
| <b>How can students prepare beyond the classroom?</b> | Watch <a href="#">The National Theatre's Playwright Series</a>   | Watch:<br><br>Read sections of 'Actor Movement' by Vanessa Ewan<br><br>Watch anything by Frantic Assembly on their youtube channel  | Watch documentaries about the second World War<br><br>Read Animal Farm by George Orwell  | Watch films with Meryl Streep, Philip Seymour Hoffman, Vincent Cassel,   | Watch: <a href="#">Exploring the Black Plays Archive (National Theatre)</a><br><br>Read: The Frantic Assembly Book of Devising<br><br>Work on script and lines outside lessons                                      | Watch your performance back and make notes on what went well and what didn't<br><br>Keep a log in your drama book of the devising process  |
| <b>ENGLISH</b><br><b>Power and Freedom</b>            |  |   |  |  |   |  |
| <b>What students are learning</b>                     | Belonging & Othering   | Merchant of Venice  | Protest Poetry   | Noughts & Crosses (play)   | Purple Hibiscus   | Real World Issues  |
| <b>Key Content and Skills</b>                         | <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</li> </ul> | <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> | <ul style="list-style-type: none"> <li>Students read and analyse a variety of poems that explore different themes of protest within them.</li> </ul> | <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> | <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</li> </ul> | <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</li> </ul> |

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|   | own creative piece in response to the texts studied.   |  |   |   | writer, the influence it can have and the writer's aims in doing so.   | important. Writing and speaking are powerful tools to be utilised and students practise doing just this.   |
| <b>Assessment</b>                                     | Descriptive writing based on a stimulus  | Personal response reading analysis   | Reading analysis: comparison of views   | Writing an essay to explain your views on a question on the text  | Personal response reading analysis   | Create a speech arguing your views on a particular social issue  |
| <b>How can students prepare beyond the classroom?</b> | <ul style="list-style-type: none"> <li>Exposure to descriptive writing particularly in fiction</li> <li>Review and discuss the viewpoints and topics covered in the booklet</li> <li>Writing practise</li> </ul> | <ul style="list-style-type: none"> <li>Review the text + comprehension questions</li> <li>Discuss how the writer has used characterisation and narrative perspective to tell the story</li> <li>Discuss their opinion on the story/characters</li> </ul> | <ul style="list-style-type: none"> <li>Review the text + comprehension questions</li> <li>Discuss how the writer has used characterisation and narrative perspective to tell the story</li> </ul> | <ul style="list-style-type: none"> <li>Review the text + comprehension questions</li> <li>Discuss how the writer has used characterisation and narrative perspective to tell the story</li> </ul> | <ul style="list-style-type: none"> <li>Review the text + comprehension questions</li> <li>Discuss how the writer has used characterisation and narrative perspective to tell the story</li> <li>Discuss their opinion on the story/characters</li> </ul> | <ul style="list-style-type: none"> <li>Exposure to famous speeches</li> <li>Review the texts/topics covered in the booklet + comprehension questions</li> <li>Discussion of their views and opinions on a topic they are interested in</li> <li>Writing/speaking practise</li> </ul> |
| <b>GEOGRAPHY</b>                                      |  |  |   |   |  |  |
| <b>What students are learning</b>                     | Unit 1: International Development  | Unit 2: The Americas, South America and Brazil   | Unit 3: Globalisation and Earning a Living  | Unit 4: Superpower Geography  | Unit 5: The Middle East  | Unit 6: Geographical Conflicts<br>Unit 7: Tourism  |
| <b>Key Content</b>                                    | What are the features  | What are the key   | Why has the rate of   | To what extent is the   | Why is the Middle  | Unit 6: HS2, UK  |

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| <p><b>and Skills</b></p> | <p>of HICs and LICs? (high and low income countries).<br/>How can the development gap be reduced?<br/>How can shanty towns be improved?<br/>What does Hans Rosling say about global development trends?<br/>What are the UN's Global Goals?</p> | <p>human and physical features of North and South America?<br/>What is Canada's oil sands region?<br/>How has Costa Rica developed as an ecotourism destination?<br/>Why do migrants arrive at the USA/Mexico border?</p> <p>Is Brazil making progress towards becoming a HIC? (High income country)<br/>What's life like in Rio de Janeiro?<br/>Why does deforestation happen in the Amazon Rainforest? How effective are efforts to reduce the pace of deforestation?</p> | <p>globalisation accelerated?<br/>What are the key industries of the UK and how has this changed over time?<br/>How global and sustainable is the fashion industry?</p> | <p>USA the world's number 1 superpower?<br/>How significant are the BRIC countries? (Brazil, Russia, India and China)</p> | <p>East a significant region of Asia?<br/>How sustainable is tourism in Dubai?</p>               | <p>airport capacity, Falklands Islands, Canada's oil sands region</p> <p>Unit 7: How has the tourism industry grown to become one of the world's biggest industries?<br/>Why is the UK in the world's top 10 most visited countries?<br/>How sustainable is tourism on the coast of Spain?<br/>How sustainable is tourism in the Galapagos Islands?</p> |
| <p><b>Assessment</b></p> | <p>International Development (formal assessment out of 30)</p>  | <p>South America and Brazil (formal assessment out of 30)</p>   | <p>Globalisation and Earning a Living (formal assessment out of 30)</p>   | <p>Superpower Geography written task</p>  | <p>Year 9 exam (Year 9 topics so far plus Superpower Countries, formal assessment out of 60)</p> | <p>Ecotourism written task</p>  |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>How can key indicators help determine a country's level of development – e.g. GDP, HDI and life expectancy? What do these terms mean? How can trade affect development? For example, which country sells most cocoa beans? Which country sells most bananas? Are these countries rich? How can natural disasters affect development, e.g. the 2010 Haiti earthquake? What is a shanty town? How can the living conditions in shanty towns be improved? What are the UN Sustainable Development Goals?</p> | <p>Where is South America, what countries are in this continent and what are its main physical features such as mountain ranges and waterfalls? Where is Brazil, how many people live in this country and what are its main cities? How important is Brazil on the international stage? Why is deforestation an issue in the Amazon Rainforest and what is being done to tackle it?</p> | <p>Research the concept of 'globalisation'. Consider how 'global' you are in what you eat and wear. Research the main UK industries and employment sectors. Research a trans-national company, for example Nike or Apple</p> | <p>Research the concept of 'superpower countries'. To what extent is the USA the world's main superpower country? To what extent do Russia and China challenge the USA as superpower countries?</p> | <p>Research which countries are in the Middle East<br/><br/>Research the question 'How sustainable is tourism in Dubai?'</p> | <p>Research the development of Blackpool as a UK coastal resort<br/><br/>Find out about the positives and negatives of tourism in the Galapagos Islands</p> |
| <p><b>HISTORY</b></p>  |  |   |  |   |  |   |
| <p><b>Content and Second-Order</b></p>                       | <p>Why did people protest during the Industrial Revolution?</p>  | <p>How did people campaign for women's suffrage?</p>  | <p>What made war more likely than peace by 1914?</p>   | <p>What long shadows did the First World War cast?</p>  | <p>How did people experience the Nazis' Final Solution?</p>  | <p>How did Britain change from 1945-2000?</p>   |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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| <b>Concepts</b>               | Why were the Police unable to catch the Whitechapel Murderer?   |   | How was the First World War a Global War?  | What was the key turning point of the Second World War?  |   | How did Warfare develop after the Second World War?   |
| <b>Key Content and Skills</b> | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Protest during the 19th century</li> <li>• Victorian Values</li> <li>• The Suffragettes</li> <li>• Whitechapel and The East End</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Cause and Consequence</li> <li>• Significance</li> <li>• Sources and Evidence</li> </ul> |   | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The Causes of WWI</li> <li>• Experiences of war</li> <li>• Germany between WWI and WWII</li> <li>• Appeasement</li> <li>• The Second World War’s key turning points</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change and Continuity</li> <li>• Cause and Consequence</li> <li>• Similarity and Difference</li> </ul> |  | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The Holocaust</li> <li>• Post-war reforms in Britain</li> <li>• Social change in Britain</li> <li>• The development of warfare in the late 20th century</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change and Continuity</li> <li>• Similarity and Difference</li> <li>• Sources and Evidence</li> </ul> |   |
| <b>Assessment*</b>            | <p><b>Cause and Consequence</b></p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p>  | <p><b>Sources and Evidence</b></p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> | <p><b>Cause and Consequence</b></p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p>   | <p><b>Historical Interpretations</b></p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> | <p><b>Sources and Evidence</b></p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, and making inferences from them.</p> <p><u>Inferences on resistance</u></p>  | <p><b>Historical Knowledge and understanding</b></p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u>Retrieval questions quiz</u></p> |

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|  | <p><u>Explain why the Police were unable to catch the Whitechapel Murderer?</u></p>   | <p><u>How useful - Investigating women's suffrage</u></p>   | <p><u>Explain the causes of the First World War</u></p>  | <p><u>Interpretations of appeasement</u></p> |  |  |
|  | <p>Focus for year:</p> <ul style="list-style-type: none"> <li>• Sources and evidence</li> <li>• Cause and Consequence</li> <li>• Interpretations</li> <li>• Similarity and Difference (experience)</li> </ul>   |   |  |  |  |  |
| <p><b>How can students prepare beyond the classroom?</b></p>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• <a href="#">Watch</a> <i>Explain this</i> a series of short animations that offer concise explanations of key topics in KS3 History.</li> <li>• Investigate the fight for female suffrage <a href="#">here</a>.</li> <li>• <a href="#">Watch</a> this collection brings together a selection of five short films from the BBC's archives, to help illustrate some of the changes in women's rights in the UK during the 20th century.</li> <li>• <a href="#">Watch</a> this animation about <i>Forgotten Suffragettes</i>.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• Watch the Horrible Histories episodes on <a href="#">BBC Iplayer</a>.</li> <li>• Read the Horrible Histories books.</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research WWI <a href="#">here</a>.</li> <li>• Visit <a href="#">here</a> for a collection of video resources and interactive articles for students studying World War One.</li> <li>• Research Interwar Germany <a href="#">here</a>.</li> <li>• Research WWII <a href="#">here</a>.</li> <li>• Visit <a href="#">here</a> for a collection of video resources and interactive articles for students studying World War Two.</li> <li>• <a href="#">Watch</a> WWII stories.</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research the Holocaust <a href="#">here</a>.</li> <li>• <a href="#">Watch</a> <i>Exploring the Past - Post War Britain</i>.</li> <li>• Research the Cold War <a href="#">here</a>.</li> </ul> |  |  |  |
| <p><b>*All assessments will assess Communication</b><br/> <b>This objective assesses communication of knowledge and understanding, use of key vocabulary as well as use of spelling, punctuation and grammar</b></p> |   |   |  |  |  |  |

| MATHS  |  |  |   |  |   |  |
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| <b>What students are learning</b>  | Algebra and graphs   | Algebra, geometry and measures   | Geometry and measures   | Geometry and measures  | Geometry, measures, statistics and probability  | A mixture of all strands that will equip students for a solid start for GCSE Maths in Year 10                              |
| <b>Key Content and Skills</b>  | <ul style="list-style-type: none"> <li>● Simultaneous equations</li> <li>● Linear graphs</li> <li>● Quadratic graphs</li> <li>● Real life graphs</li> <li>● Distance-time graphs</li> <li>● Sequences</li> </ul> | <ul style="list-style-type: none"> <li>● Functions and function machines</li> <li>● Inequalities</li> <li>● Linear programming</li> <li>● Area &amp; perimeter</li> <li>● Circles, arcs and sectors</li> </ul> | <ul style="list-style-type: none"> <li>● Angles</li> <li>● Angles in polygons</li> <li>● Circle theorems</li> <li>● Pythagoras and trigonometry</li> <li>● Scale, bearings, constructions and loci</li> </ul> | <ul style="list-style-type: none"> <li>● 3D shapes, surfaces areas and volumes</li> <li>● Compound measures</li> <li>● Similarity &amp; 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> </ul> | <ul style="list-style-type: none"> <li>● Recap of misconceptions during the year</li> <li>● Preparation for KS4</li> </ul> |
| <p>Parents/Guardians can support their child’s learning using the following website:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student<br/> <a href="#">Corbett Maths</a><br/>                     The websites above have video tutorials, worksheets and exam style questions.</p> <p>All homework is set as revision tasks. This is set weekly on Google Classroom, please see this for specific details. Homework is self-marked and visually checked by the class teacher for quality of presentation and working out.</p> <p>Students are formally assessed five times a year. This is announced in class by the teacher and a topic list will be provided on Google Classroom approximately 2 weeks in advance.</p> <p>Assessments are marked within five working days and common misconceptions and errors are re-taught to all students before receiving their assessments back. Assessments are specific to a class</p> |  |  |   |  |   |  |

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| <b>Assessment</b>  | <b>Approximate assessment date:</b><br>Wb 30th October 2023  | <b>Approximate assessment date:</b><br>Wb 8th January 2024 | <b>Approximate assessment date:</b><br>Wb 19th February 2024  | <b>Approximate assessment date:</b><br>Wb 22nd April 2024           | <b>Approximate assessment date:</b><br>Wb 3rd June 2024   |   |
| <p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/>Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment</i></p> |  |  |   |   |   |   |
| <b>How can students prepare beyond the classroom?</b>  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Recap previous learning on topics</li> <li>Ensure they have the correct equipment (scientific calculator, compass, protractor, ruler, pen and pencil)</li> <li>Practise their written arithmetic and mental arithmetic</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Bring all correct equipment to lesson, especially a calculator</li> <li>Use hegartymaths.com to revise any topics from last term and to complete all homework</li> </ul>   |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the websites below to help remind themselves of the topics listed</li> <li><a href="http://www.hegartymaths.com">www.hegartymaths.com</a></li> <li><a href="http://www.vle.mathswatch.com">www.vle.mathswatch.com</a></li> <li>BBC Bitesize KS3</li> </ul> |   |
| <p><b>MODERN FOREIGN LANGUAGES</b></p> <p><b>Specialism: French</b></p>  |  |  |   |   |   |   |
| <b>What students are learning</b>  | To talk about extra-curricular activities  | To talk about their plans for the future                   | To talk about what things will be like in the future  | To talk about how they were in the past and how things have changed | To talk about protecting the environment  | To talk about french-speaking countries and territories |
| <b>Key Content and Skills</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> </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> </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</li> </ul>  |   |



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|   | <ul style="list-style-type: none"> <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 how things have changed</li> <li>Using the perfect and perfect tense together</li> </ul>   | change using the conditional tense  |   |   |
| <b>Assessment</b>                                     | <p>Written piece of work assessed</p>   | <p>Module 1 Assessment: Mon monde à moi</p> <p>(Skills tested: listening and writing)</p> <p>Textbook - vocabulary on pgs 28-29</p> <p>Grammar and translation booklet - consolidation exercises pgs 18-19</p> <p>Grammar and translation booklet - Verbs and glossary - pg 78-88</p> | <p>Module 2 Assessment: Projets d'avenir</p> <p>(Skills tested: speaking and reading)</p> <p>Textbook - vocabulary on pgs 52-53</p> <p>Grammar and translation booklet - consolidation exercises pgs 34-35</p> <p>Grammar and translation booklet - Verbs and glossary - pg 78-88</p> | <p>Module 3 Assessment: Ma vie en musique</p> <p>(Skills tested: listening and writing)</p> <p>Textbook - vocabulary on pgs 76-77</p> <p>Grammar and translation booklet - consolidation exercises pgs 50-51</p> <p>Grammar and translation booklet - Verbs and glossary - pg 78-88</p> | <p>EOY/Module 4: Le meilleur des mondes</p> <p>(Skills tested: listening &amp; reading)</p> <p>Textbook - vocabulary on pgs 100-101</p> <p>Grammar and translation booklet - consolidation exercises pgs 62-63</p> <p>Grammar and translation booklet - Verbs and glossary - pg 78-88</p> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research and make a list of words related to each topic using the online dictionary <a href="http://www.wordreference.com">www.wordreference.com</a> (students may wish to create a vocabulary booklet with the words they have found in English and French which</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Look at vocabulary in workbooks for the topics that are to be studied</li> <li>Continue to revise vocabulary from previous topics</li> <li>Use programmes such as <i>Memrise!</i> and <i>BBC</i></li> </ul>            | <p>Students should:</p> <ul style="list-style-type: none"> <li>Learn vocabulary (meaning and spelling) from their homework booklet</li> <li>15/20 minutes every day would be optimal</li> </ul>   |   |   |

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|  | <p>they can use to memorise them but also show the class teacher in September)</p> <ul style="list-style-type: none"> <li>Look at and study the conjugations for the tenses that will be covered:             <ul style="list-style-type: none"> <li>perfect tense:                 <br/><a href="http://www.bbc.co.uk/education/guides/z2h6tfr/revision">http://www.bbc.co.uk/education/guides/z2h6tfr/revision</a> </li> <li>Near future:                 <br/><a href="http://www.bbc.co.uk/bitesize/standard/french/grammar/future/revision/1/">http://www.bbc.co.uk/bitesize/standard/french/grammar/future/revision/1/</a> </li> <li>Future tense:                 <br/><a href="http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/verbsh/futuretensehirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/verbsh/futuretensehirev1.shtml</a> </li> </ul> </li> <li>Use <a href="http://www.bbc.co.uk/bbc_bitesize">www.bbc.co.uk/bbc_bitesize</a> and listen and watch clips in French under KS3/Modern Foreign/French Languages</li> </ul> | <p><i>Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</p> |  |
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**MODERN FOREIGN LANGUAGES**

**Specialism: Spanish**

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| <b>What students are learning</b> | Somos así = this is us   | ¡Oriéntate! = Give yourself aims! | ¡Oriéntate! = Give yourself aims!  | En forma = keeping fit | En forma = keeping fit  | Jóvenes en acción = Young people in action |
| <b>Key Content and Skills</b>     | <ul style="list-style-type: none"> <li>Talking about things you like to do</li> <li>Present tense – irregular verbs</li> <li>Talking about films</li> <li>Near future tense</li> </ul> |                                   | <ul style="list-style-type: none"> <li>Using the near future tense to talk about future plans</li> <li>Describing a typical day</li> </ul> |                        | <ul style="list-style-type: none"> <li>Using se debe and no se debe to talk about what we must/must not do to keep fit</li> <li>Talking about ailments</li> </ul> |  |

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|   | <ul style="list-style-type: none"> <li>Talking about life as a celebrity</li> <li>Using the preterite tense</li> <li>Saying what you do at work</li> <li>Saying what job they would like to do</li> </ul>   | <ul style="list-style-type: none"> <li>Talking about diet</li> <li>Talking about how we keep fit</li> <li>Describing our daily routine using reflexive verbs</li> </ul>  | <ul style="list-style-type: none"> <li>Talking about children's rights using the verb poder</li> <li>Talking about Fairtrade</li> <li>Talking about recycling</li> <li>Talking about our town and how it has changed</li> </ul> |  |  |
| <b>Assessment</b>                                     | <p>Written piece of work assessed</p>   | <p>Module 1 Assessment: Somos así</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 11-12</p> <p>Homework booklet - consolidation exercises pgs 7-10</p>   | <p>Module 2 Assessment: ¡Oriéntate!</p> <p>(Skills tested: speaking and reading)</p> <p>Homework booklet - vocabulary on pgs 23-24</p> <p>Homework booklet - consolidation exercises pgs 17-22</p>                              | <p>Module 3 Assessment: En Forma</p> <p>(Skills tested: listening and writing)</p> <p>Homework booklet - vocabulary on pgs 30-33</p> <p>Homework booklet - consolidation exercises pgs 34-35</p> | <p>EOY/Module 4: Jóvenes en acción</p> <p>(Skills tested: listening &amp; reading)</p> <p>Homework booklet - vocabulary on pgs 46-47</p> <p>Homework booklet - consolidation exercises pgs 40-45</p> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research and make a list of words related to each topic using the online dictionary <a href="http://www.wordreference.com">www.wordreference.com</a> (students may wish to create a vocabulary booklet with the words they have found in English and Spanish which they can use to memorise them but also show the class teacher in September)</li> <li>Look at and study the conjugations for the tenses that will be covered:</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Look at vocabulary in workbooks for the topics that are to be studied</li> <li>Continue to revise vocabulary from previous topics</li> <li>Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the booklets to revise vocabulary, learning 20 words per week</li> <li>Use websites to practise vocabulary and revise</li> </ul>                             |  |  |

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|  | <ul style="list-style-type: none"> <li>o Preterite tense:<br/><a href="https://www.spanishdict.com/guide/spanish-preterite-tense-forms/">https://www.spanishdict.com/guide/spanish-preterite-tense-forms/</a></li> <li>o Near future tense:<br/><a href="http://study.com/academy/lesson/immediate-future-tense-in-spanish.html">http://study.com/academy/lesson/immediate-future-tense-in-spanish.html</a></li> <li>o Present tense – irregular verbs:<br/><a href="https://www.spanishdict.com/guide/spanish-irregular-present-tense">https://www.spanishdict.com/guide/spanish-irregular-present-tense</a></li> <li>● Use <a href="http://www.bbc.com/1/health/2015/05/150515_bbc_bitesize_spanish_languages">www.bbc.com/1/health/2015/05/150515_bbc_bitesize_spanish_languages</a> and listen and watch clips in Spanish under KS3/Modern Foreign/Spanish Languages</li> </ul> |  |  |
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| <b>MUSIC</b> |
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| <b>What students are learning</b> | <u><b>Variation in Music</b></u><br>Students will learn the meaning of ‘Variation’ in Music and create the own variation of Frere Jacques | <u><b>BritPop</b></u><br>Students will learn the history of BritPop music and learn how to play/sing an Oasis song in bands | <u><b>Music for Adverts</b></u><br>Students will learn about the purpose of music in film and tv and compose music to go with a scene | <u><b>Music for Adverts</b></u><br>Students will learn about the purpose of music in film and tv and complete their composition | <u><b>Reggae Music</b></u><br>Students will learn the characteristics of Reggae Music and perform a piece in bands  | <u><b>What makes a good song?</b></u><br>Understand the different textural and structural elements of a song/popular song |
| <b>Key Content and Skills</b>     | Students will learn how a popular theme tune can be changed to create a variation. They will also recap their keyboard skills from last   | Students will learn about two BritPop bands through listening exercises that identify the characteristics of the            | Students will learn about diegetic and non-diegetic music as well as look back into the history of film music starting with           | Students will learn about diegetic and non-diegetic music as well as look back into the history of film music starting with     | Students will learn to identify the key features of Reggae Music through listening tasks and practicals focusing on | Popular Song Structure<br>Introduction, Lyrics, Hook, Riff, Melody, Texture, Chords, Accompaniment, Bass                  |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | year and work on a practical task to create their own variation of a popular theme tune   | style. Keywords include shoe-gazing and verse-chorus form  | Silent Films in the 1920s  | Silent Films in the 1920s   | songs by Bob Marley.. Keywords include syncopation and riffs   | Line, Lead Sheet, Arrangement   |
| <b>Assessment</b>                                     | Keyboard Assessment   | Band Performance   | Listening assessment   | Keyboard/Music Tech Composition   | Band Skills Performance  | Performing a pop song   |
| <b>How can students prepare beyond the classroom?</b> | Students can find out different ways in which a tune can be varied considering the elements of music such as dynamics, tempo, pitch, duration and key   | Students can find more BritPop bands and do extended listening on the style of music we are working on | Students could watch a short excerpt from a Charlie Chaplin film and take note of how the music enhances the action of the film  | Students can research the use of music technology in film music and famous softwares used to create soundtracks | Students can research the life of Bob Marley and other famous Reggae artists and do extended listening on the style we are working on  | Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded |
| <b>PHYSICAL EDUCATION</b>                             |   |  |  |   |  |   |
| <b>What students are learning</b>                     | HRF/trampolining<br>Netball/football  | HRF/trampolining/table tennis<br>Futsal/rugby  | GCSE PE/BTEC Taster lessons<br>OAA   | Dance/Basketball<br>Sports Education  | Athletics<br>Rounders/cricket  | Danish longball<br>Rounders/cricket   |
| <b>Key Content and Skills</b>                         | <p>HRF: students learn about the principles of training and create their own training sessions using this knowledge</p> <p>Trampolining: students learn about the health and safety of using a trampoline. Explore different skills required for trampolining</p> |  | <p>OAA: students in Year 9 carry out various team-building challenges each week where they look at different types of communication, teamwork, strategic thinking and creativity</p> <p>GCSE PE/BTEC taster lessons: during this unit students will learn about the difference between the two courses so that they have a greater insight into what is required for the</p> |   | <p>Rounders and cricket: students in Year 9 will recap skills and rules required to play these activities. They will also start to practise umpiring and playing full sided competitive games</p> <p>Athletics: students in Year 9 will recap the skills and rules of each discipline and will then take on leadership roles through running</p> |   |

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|   |   | <p>course. The topics covered are: warm up and cool down, skill classification, the muscular system, principles of training, sport provision, barriers that affect participation in sport and components of fitness</p> <p>Sports Education: Students will create lesson plans which focus on a different skill each week. They will then deliver their own plans taking on different roles such as team manager, captain, warm up coach, drill coach, equipment manager, vice captain, umpire, publicist and score keeper</p> | <p>competitions. Students will gain opportunities in timing, measuring, recording and setting up. Students will also have the opportunity to compete against other students across a range of athletic disciplines to gain points</p>  |
| <b>Assessment</b>                                     | Practical assessment  | Practical assessment   | Practical assessment   |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Keep active and try to complete 20 minutes of physical activity a day</li> <li>● Join an after-school club</li> </ul>  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research each sport identifying the main rules and skill required</li> <li>● Begin to assess their strengths and weaknesses in each activity</li> </ul>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Use the internet to recap the rules required in the activities taught</li> <li>● Research different leadership roles, eg. coach, manager and publicist. How could these roles be implemented in the activities being taught?</li> </ul> |
| <b>SCIENCE</b>  |   |  |  |
| <b>What students are learning</b>                     | <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> | <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>   | <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> </ul>   |

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|  | <ul style="list-style-type: none"> <li>● P1 Conservation and dissipation of energy</li> </ul>   | <ul style="list-style-type: none"> <li>● P3 Energy resources</li> </ul>   | <ul style="list-style-type: none"> <li>● unplanned pregnancy and pregnancy choices</li> <li>● relationship expectations</li> <li>● <b>Biology</b></li> <li>● B4 - Organisation of animal and plant cells</li> <li>● <b>Chemistry</b></li> <li>● C3 Structure and bonding</li> </ul>   |
| <b>Key Content and Skills</b>          | <p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>● To know how to use a microscope properly</li> <li>● To explain the difference between animal and plant cells</li> <li>● To compare the three types of transport - osmosis, active transport and diffusion.</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>● To correctly label an atom</li> <li>● To be able to tell the difference between ions and isotopes</li> <li>● To balance equations</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>● To recall the 8 energy stores</li> <li>● To correctly calculate energy using the correct equation</li> </ul> | <p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>● To explain the different stages of the cell cycle</li> <li>● To evaluate the use of stem cells</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>● To describe the history of the periodic table</li> <li>● To explain trends of the periodic table</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>● To describe the differences between non renewable and renewable energy with examples</li> <li>● Explain the differences between renewable energy sources</li> </ul> | <p><b>RHSE- relationships</b></p> <ul style="list-style-type: none"> <li>● How to be safe in relationships</li> <li>● How to prevent STIs</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>● To outline the stages of digestion with functions of organs</li> <li>● To describe how enzymes work with examples</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>● To describe the differences between the three types of bonding</li> <li>● To be able to draw a covalent molecule</li> <li>● To be able to draw an ion</li> <li>● To write ionic formula</li> <li>● To compare giant covalent compounds</li> </ul> |
| <b>Assessment</b>                      | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>● 3x mastery quizzes (B1, C1 &amp; P1)</li> <li>● Teacher assessed task</li> <li>● <a href="#">Yr9 cumulative assessment 1</a></li> </ul>   | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>● 3x mastery quizzes (B2, C2 &amp; P3)</li> <li>● Teacher assessed task</li> <li>● <a href="#">Yr9 cumulative assessment 2</a></li> </ul>   | <p>Each student will complete:</p> <ul style="list-style-type: none"> <li>● 1x mastery quizzes (B3, C3)</li> <li>● Teacher assessed task</li> <li>● <a href="#">Yr9 cumulative assessment 3</a></li> </ul>  |
| <b>How can students prepare beyond</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Revise KS3 knowledge using the <a href="#">KS3 BBC bitesize</a></li> </ul>   | <p>Once the term has started, students should:</p> <ul style="list-style-type: none"> <li>● Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic</li> </ul>   | <p>Once the term has started, students should:</p> <ul style="list-style-type: none"> <li>● Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic</li> </ul>   |

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| <p><b>the classroom?</b></p> | <p>Once the term has started, students should:</p> <ul style="list-style-type: none"> <li>● Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic</li> <li>● Use exercise books to consolidate learning and revise</li> <li>● Use the online kerboodle textbook (topics B1, C1, P1)</li> <li>● Example username: lhide (first initial followed by surname)</li> </ul> <p>Example password: lhide (first initial followed by surname OR the password you set it to)</p> <p>Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> | <ul style="list-style-type: none"> <li>● Use exercise books to consolidate learning and revise</li> <li>● Use the online kerboodle textbook (topics B2, C2, P2)</li> </ul> <p>Example username: lhide (first initial followed by surname)</p> <p>Example password: lhide (first initial followed by surname OR the password you set it to)</p> <p>Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> | <ul style="list-style-type: none"> <li>● Use exercise books to consolidate learning and revise</li> <li>● Use the online kerboodle textbook (topics B3, P3)</li> </ul> <p>Example username: lhide (first initial followed by surname)</p> <p>Example password: lhide (first initial followed by surname OR the password you set it to)</p> <p>Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> |
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**YEAR 10**

|   | Autumn 1   | Autumn 2 | Spring 1 | Spring 2  | Summer 1 | Summer 2 |
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| <p><b>ART, CRAFT AND DESIGN</b></p> <p><b>Specialism: Fine Art and Textiles</b></p> |  |          |          |   |          |          |
| <p><b>What students are learning</b></p>  | <p>Natural Forms:</p> <ul style="list-style-type: none"> <li>● Broadening skills in different media</li> <li>● Refinement of current skills learnt in KS3</li> </ul> |          |          | <p>Sustained project:</p> <ul style="list-style-type: none"> <li>● Applying developed skills</li> <li>● Refining skills and techniques</li> </ul> |          |          |



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| <p><b>Key Content and Skills</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 create a coherent 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> |   |  | <ul style="list-style-type: none"> <li>● Understanding the multiple interpretations of a theme 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>Assessment</b></p>                                     | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>  | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p> | <p>Formative holistic marking for entire project</p>   | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>   | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>  | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p> |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research the topic theme and the different ways it could be interpreted</li> <li>● Find three artists/designers who relate to the theme</li> <li>● Complete five direct observational drawings of images linked to the theme eg. buildings, anatomy etc.</li> <li>● Go to galleries OR view galleries collections online to gain inspiration linked to the them</li> </ul>  |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research the topics theme</li> <li>● Find three artists/designers who relate to the theme</li> <li>● Complete five direct observational drawings</li> <li>● Go to galleries OR view galleries collections online to gain inspiration</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research the topics theme</li> <li>● Find three artists/designers who relate to the new theme</li> <li>● Complete five direct observational drawings</li> <li>● Go to galleries OR view galleries collections online to gain inspiration</li> </ul> |   |
| <p><b>CITIZENSHIP</b></p>                                    |  |   |  |   |  |   |

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| <p><b>What students are learning</b></p> | <ul style="list-style-type: none"> <li>Political power in the UK</li> <li>Local and devolved power</li> </ul>   | <ul style="list-style-type: none"> <li>Where does political power reside?</li> <li>How do others govern themselves?</li> </ul>  | <p>Review of four themes covered as part of Citizenship GCSE course, linking together keys themes and skills</p>  | <p>Revision and exam skills covering the whole course content</p>  | <p>Next step and choices post 16</p>   |
| <p><b>Key Content and Skills</b></p>     | <p>The concept of democracy and different forms of democracy, including representative democracy.</p> <p>The values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law.</p> <p>The institutions of the British constitution: the power of government, the Prime Minister and cabinet; the sovereignty of Parliament; the roles of the legislature, the opposition, political</p> | <p>The nature of the 'First Past the Post' system based on parliamentary constituencies; the frequency of Westminster elections.</p> <p>Other voting systems used in UK elections, including proportional systems and the advantages and disadvantages of each.</p> <p>The difference between the executive, the legislature, the judiciary and the monarchy. The nature of bicameral</p> | <p>The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.</p> <p>The second theme, rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.</p> <p>The third theme, politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.</p> | <p>Life in modern Britain</p> <p>Rights and responsibilities</p> <p>Politics and participation</p> <p>Active citizenship</p> | <p>Skills for employment</p> <p>Post-16 options and applications</p> <p>Post-18 options and planning</p> |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <p>parties, the Monarch, citizens, the judiciary, the police and the civil service.</p> <p>How the relationships between the institutions form an uncodified British constitution and examples of how this is changing.</p> <p>The role and structure of elected local government; the services provided by local government for citizens in local communities; roles and accountability of councillors.</p> <p>The nature and organisation of regional and devolved government: Scotland, Wales, Northern Ireland and</p> | <p>Westminster parliament, the respective roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch.</p> <p>The major political parties contesting UK general elections; key philosophical differences between the political parties operating in UK general elections.</p> <p>How parliament works: scrutinising government and making it accountable; parliamentary questions, committees, debates.</p> |  |  |  |
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <p>England.</p> <p>How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'.</p> <p>Who can stand for election and how candidates are selected.</p> <p>Who can and cannot vote in elections and why; debates about the voting age.</p> <p>Issues relating to voter turnout, voter apathy and suggestions for</p> | <p>The role of MPs; representing their constituencies, debating policy; scrutinising legislation.</p> <p>Ceremonial roles including Black Rod; key parliamentary roles including the Speaker, whips, front bench and back bench MPs.</p> <p>The legislative process; parliamentary debates and deliberation of public issues and policy.</p> <p>The formation of government by the leader of the political party with a majority in the House of Commons, or by a coalition of parties.</p> |  |  |  |
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <p>increasing voter turnout at elections.</p> <p>How public taxes are raised and spent by the government locally and nationally.</p> <p>The practice of budgeting and managing risk and how it is used by the government to manage complex decisions about the allocation of public funding.</p> <p>Different viewpoints and debates about how governments and other service providers make provision for welfare, health, the elderly and education.</p> | <p>The role of the Prime Minister, cabinet and ministers; the power of the Prime Minister and cabinet.</p> <p>The organisation of government administration into departments, ministries and agencies; role of the civil service.</p> <p>How citizens can contribute to parliamentary democracy and hold those in power to account.</p> <p>How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political</p> |  |  |  |
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  |  | <p>participation of citizens.</p> <p>The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.</p> <p>The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for</p> |  |  |  |
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|   |   | different groups in society.   |   |  |  |  |
| <b>Assessment</b>                                     | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Politics and Participation.   | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Themes 1, 2,3 and 4. | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Themes 1, 2, 3 and 4.   | Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Themes 1, 2,3 and 4. | <b>Students sit formal AQA GCSE exams</b>  | Review questions set on a Google form, to check students' understanding on the topics covered. |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Be watching political programmes on TV or the internet (satirical comedy programmes are acceptable).</li> <li>● Be watching the news at least twice a week, with a focus on decisions those in power are making, and what those who oppose the government are doing.</li> <li>● Who are current pressure groups, what are they doing and what are they pressuring the government to do?</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Create revision guides for all their units.</li> <li>● Re-read their Year 9 Citizenship Project and use it to practise for their active citizenship section.</li> <li>● Use AQA Citizenship Studies book by Mike Mitchell to investigate what different countries do in terms of governing themselves.</li> <li>● Use AQA Citizenship Studies book by Mike Mitchell to investigate how the different areas of the British judicial system work.</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Have an awareness of what is happening in the news and the current political situation within the UK<br/> <a href="https://www.bbc.co.uk/news/politics">https://www.bbc.co.uk/news/politics</a><br/> <a href="https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics">https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics</a><br/> <a href="https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation">https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation</a><br/> <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a></li> </ul> |  |

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|                                   |  |  | <a href="https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship">https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship</a><br><a href="https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship">https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship</a>   |  |   |  |
| <b>COMPUTER SCIENCE</b>           |  |  |  |  |   |  |
| <b>What students are learning</b> | <p>Boolean Logic - How computers process data</p> <p>Programming language environment</p>  | <p>Introduction to programming Fundamentals and data types</p> | <p>System architecture</p> <p>Plan , design and create algorithms. Learn about sorting and searching algorithms</p>  | <p>System architecture</p> <p>Plan , design and create algorithms . Learn about sorting and searching algorithms</p> | <p>Advanced Programming skills</p> <p>Testing Robust programs</p>   | <p>Practical programming Tasks</p> <p>Ethical Legal issues in computer science</p> |
| <b>Key Content and Skills</b>     | <ul style="list-style-type: none"> <li>• Simple logic diagrams using the operations AND, OR and NOT</li> <li>• Truth tables</li> <li>• Combining Boolean operators using AND, OR and NOT</li> <li>• Applying logical operators in truth tables to solve problems</li> <li>• Characteristics and purpose of different levels of programming language:                             <ul style="list-style-type: none"> <li>• o High-level languages</li> <li>• o Low-level languages</li> </ul> </li> <li>• The purpose of translators</li> <li>• The characteristics of a compiler and an interpreter</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</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> |  |



RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|                         | <ul style="list-style-type: none"> <li>● Common tools and facilities available in an integrated development environment (IDE):             <ul style="list-style-type: none"> <li>● o Editors</li> <li>● o Error diagnostics</li> <li>● o Run-time environment</li> <li>● o Translators</li> </ul> </li> <li>● The use of variables, constants, operators, inputs, outputs and assignments</li> <li>● The use of the three basic programming constructs used to control the flow of a program:             <ul style="list-style-type: none"> <li>● o Sequence</li> <li>● o Selection</li> <li>● o Iteration (count- and condition-controlled loops)</li> </ul> </li> <li>● The common arithmetic operators</li> <li>● The common Boolean operators AND, OR, NOT</li> <li>● The use of data types:             <ul style="list-style-type: none"> <li>● o Integer</li> <li>● o Real</li> <li>● o Boolean</li> <li>● o Character and string</li> <li>● o Casting</li> </ul> </li> </ul> | <p>project will be completed by students, complete with documentation</p>  |   |           |
| <b>Assessment</b>       | End of topic test for each unit covered during each half term  |  |   | June PPEs |
| <b>How can students</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Watch Craig and Dave videos for the topics given -</li> </ul>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Work through their CGP revision guide for each topic</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Use OCR programming challenges booklet to develop independent</li> </ul> |           |

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| <p><b>prepare beyond the classroom?</b></p> | <ul style="list-style-type: none"> <li>• <a href="https://student.craigndave.org/gcse-vid/eos">https://student.craigndave.org/gcse-vid/eos</a></li> <li>• Revise programming skills especially file handling and use of different programming constructs in combination <a href="https://www.101computing.net/category/python-challenges/">https://www.101computing.net/category/python-challenges/</a> website can be a good resource to challenge themselves and learn programming /problem solving. Start at beginner level</li> </ul> | <ul style="list-style-type: none"> <li>• Use the <i>Teach ICT</i> website to go over topics again that we have covered in class:<br/><a href="http://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_ho_me.html">http://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_ho_me.html</a></li> <li>• Work through Python booklets and log on to Grok learning to practise skills in Python;</li> <li>• Familiarise themselves with real world scenarios involving technology. We suggest they watch episodes of:<br/><i>The Gadget show:</i><br/><a href="http://www.channel5.com/show/the-gadget-show/">http://www.channel5.com/show/the-gadget-show/</a><br/><i>Click</i><br/><a href="http://www.bbc.co.uk/programmes/b006m9ry">http://www.bbc.co.uk/programmes/b006m9ry</a><br/>and also keep in touch with the RSS feed on BBC Technology website<br/><a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a></li> </ul> | <p>programming skills</p> <ul style="list-style-type: none"> <li>• Code daily at home to develop Python skills</li> <li>• Do flipped learning of topics from CGP revision guide</li> <li>• Use Craig and Dave videos for flipped learning of topics</li> </ul> |
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**DRAMA**

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| <p><b>What students are learning</b></p> | <p>Introduction to Character and Devising</p> | <p>Component 2 Devising begins</p> | <p>Component 2 devising and performance is finalised</p> | <p>Component 2 logbook is completed</p> | <p>Set text for Component 1 is read and work begins on Section A and Section B of the written exam</p> | <p>Students complete study of Section A and B of Component 1 (the written exam)</p> |
|--|---|------------------------------------|--|---|--|---|

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| <b>Key Content and Skills</b>                         | A focus on the physical and vocal skills required to create a character, and also the writing of a character through a huge variety of texts and monologues                          | Students work in groups, devising for their Component 2 performance. This work is based on stimuli provided by their drama teacher                | Students perform their Component 2 piece   | Students complete the writing of their coursework  | Students are introduced to the written exam and the set text that they write about in Section B  | Students complete their study of the content for Sections A and B of Component 1  |
| <b>Assessment</b>                                     | Practical assessment against the Component 2 (Practical) mark scheme   | None - preparation for Component 2 is completed   | Component 2 is internally assessed as part of the GCSE course  | Component 2 coursework is completed  | Regular class-based feedback on written work   | Students complete a full assessment of Sections A and B                           |
| <b>How can students prepare beyond the classroom?</b> | <p>Watch: Any performance in theatre, film and tv and break it down by vocal and physical choices</p> <p>Read: A play a week, focusing on how characters are written and created</p> | <p>Rehearse outside lesson time for Component 2 devised pieces</p> <p>Read: A play a week, focusing on how characters are written and created</p> | <p>Rehearse outside lesson time for Component 2 devised pieces</p> <p>Ensure a log is kept of the devising and rehearsal process</p> | <p>Ensure a log is kept of the devising and rehearsal process</p> <p>Complete coursework in study club</p> | <p>Research the contextual factors of the Component 1 set text</p> <p>Ensure you have a plan for every section of the play in terms of interpretation, costume</p> | <p>Revise all the content for Sections A and B, completing practice questions</p> |
| <b>ENGLISH</b>  |  |   |  |  |  |   |
| <b>What</b>   | Fiction  |   | Heroism  |  | <ul style="list-style-type: none"> <li>Power imbalances</li> </ul>   |   |

|   |   |                   |  |                     |  |         |
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| <b>students are learning</b>                          | Voices of War   |                   | Abuse of Power: Leaders  |                     | <ul style="list-style-type: none"> <li>Powerful Voices</li> </ul>  |         |
| <b>Key Content and Skills</b>                         | <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> <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> |                   | <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> <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> |                     | <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> <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> |         |
| <b>Assessment</b>                                     | Reading analysis<br>Language and Structure  | Poetry comparison | Extract question:<br>Macbeth   | Writing non-fiction | Extract question:<br>J&H   | Writing |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Read a range of fiction and non-fiction novels and short stories from different genres</li> <li>Read fiction and non-fiction on modern wars such as WW1, WW2, the Vietnam war, the Iraq war</li> </ul>   |                   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch an age-appropriate adaptation of Shakespeare's Macbeth</li> <li>Revise Power and Conflict poetry both from their anthology and Mr Bruff videos</li> <li>Read opinion and viewpoint writing widely across a range of non-fiction sources</li> </ul>  |                     | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch films/documentaries and/or read books about the 19th century and the Victorian era for support with the understanding of context for Stevenson's novella 'The Strange Case of Dr. Jekyll and Mr. Hyde'</li> <li>Read a range of fiction &amp; non-fiction</li> </ul>  |         |

| ENTERPRISE AND MARKETING                              |   |  |   |   |  |                     |
|---|---|--|---|---|--|---------------------|
| <b>What students are learning</b>                     | <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>  |                     |
| <b>Key Content and Skills</b>                         | <p>Introduction to marketing in a business and how a business will carry out market research including different types of research.</p> <p>Practising market research and then using the skills to complete the R068 NEA.</p> <p>Exam skills on how to answer different questions</p> |  | <p>Continue teaching knowledge in order to complete the NEA. This will include topics such as market segments, customer profile and the design mix.</p> <p>Students will create three designs and be able to explain the strengths and weaknesses based on the research they conducted</p> <p>Teaching R067 Topic 2 finances. Students then use these skills to calculate the costs, revenue, profit and breakeven for their products</p> |   | <p>Teaching R067 Topic 2 finances. Students then use these skills to calculate the costs, revenue, profit and breakeven for their products- continued.</p> <p>Teaching the R067 risk and rewards of starting a business and then applying those skills and knowledge to their NEA proposal</p> |                     |
| <b>Assessment</b>                                     | Informal class tests  | Class assessment on R067 Topic 1 NEA started | Assessment of coursework- formal feedback   | Assessment of coursework- formal feedback | Assessment of coursework- formal feedback  | R068 NEA submission |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research the following key terms: Market segmentation; Market research; Primary research; Secondary research; Variable cost Fixed cost; Total Cost; Revenue; Break-even chart; Product life</li> </ul>               |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research topics such as the factors for consideration when starting a business</li> <li>● Watch or listen to the news</li> <li>● Make keywords cards and revise them for R067</li> </ul>   |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Research topics such as the factors for consideration when starting a business</li> <li>● Watch or listen to the news</li> <li>● Make keywords cards and revise them (this is in their folders and in the</li> </ul>          |                     |

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|                                   | cycle; Extension strategies External factors (exchange rates, interest rates, etc.)  |   |  |   | student area of SMHW)   | <ul style="list-style-type: none"> <li>• Ensure Learning objective 1 and 2 is completed up to the required standard for R066</li> <li>• Attend catch-up sessions on Tuesday and Thursday after school if needed</li> </ul> |
| <b>GEOGRAPHY</b>                  |  |   |  |   |   |  |
| <b>What students are learning</b> | <p>Paper 1: Living with the Physical Environment</p> <p>Section A: The Challenge of Natural Hazards</p> <p>Section B: The Living World</p>                           | <p>Paper 1: Living with the Physical Environment</p> <p>Section B: The Living World (continued)</p> <p>Section C: Physical Landscapes in the UK</p> | <p>Paper 1: Living with the Physical Environment</p> <p>Section C: Physical Landscapes in the UK (continued)</p> | <p>Paper 2: Challenges in the Human Environment</p> <p>Section A: Urban Issues and Challenges</p> | <p>Paper 2: Challenges in the Human Environment (continued)</p> <p>Section A: Urban Issues and Challenges (continued)</p> | <p>Paper 3: Geographical Applications</p> <p>Section B: Fieldwork</p>  |
| <b>Key Content and Skills</b>     | <p>Paper 1A: Natural Hazards</p> <p>Research: what is the definition of a natural hazard? What types of natural hazards are associated with the various types of</p> | <p>Paper 1C: Physical Landscapes in the UK</p> <p>Research the topic's key case studies: A UK stretch of coastline (Swanage to</p>                  | Continued (see left)   | <p>Paper 2A: Urban Issues and Challenges</p> <p>Global urbanisation patterns. Megacities.</p>     | Continued (see left)  | <p>Follow-up from the field trip:</p> <p>Fieldwork enquiry 1: Does Hengistbury Head have effective coastal management?</p>   |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <p>tectonic plate boundary?</p> <p>Research this case study: Nepal earthquake 2015. Causes, effects, responses</p> <p>Research this case study: Japan earthquake 2011. Causes, effects, responses</p> <p>Research: what are tropical storms? What is the difference between a hurricane, cyclone and typhoon? How are these hazards managed?</p> <p>Research this case study: Typhoon Haiyan, 2013. Causes, effects, responses</p> <p>Research: what weather hazards</p> | <p>Hengistbury Head, Dorset)</p> <p>Coastal management (Hengistbury Head)</p> <p>The course of a UK river (River Severn)</p> <p>A UK flood management scheme (Boscastle)</p> |  | <p>Rio de Janeiro case study</p> <p>London case study</p> <p>Sustainable urban living with a focus on London's East Village</p> |  | <p>Fieldwork enquiry 2: Does Hengistbury Head attract tourism?</p> |
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <p>affect the UK? What happened in the 2004 Boscastle flood and what were the responses?</p> <p>Research: what are the natural and human causes of climate change? What is being done from the local to international level to tackle climate change?</p> <p><u>Paper 1B: Living World</u><br/>What is an ecosystem? Consider the biotic and abiotic factors that make up a pond ecosystem</p> <p>Physical characteristics of tropical rainforests</p> <p>Case study: Amazon Rainforest.</p> |  |  |  |  |  |
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| <b>beyond the classroom?</b>      |   |   |  |  |  |  |
| <b>HEALTH AND SOCIAL CARE</b>     |   |   |  |  |  |  |
| <b>What students are learning</b> | New Course administered by Pearson<br>PIES development through the life stages  | The impact of a range of factors on growth and development  | Component 2 Working in HSC   |  |  |  |
| <b>Key Content and Skills</b>     | <ul style="list-style-type: none"> <li>● Understanding Personal Development and Relationships</li> <li>● Exploring Health, Social Care and Early Years Provision</li> </ul> | <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> | <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 years services</li> <li>● The principles of care and values that underpin all care work with service users</li> </ul> |  |  |  |

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| <p><b>Assessment</b></p>                                     | <p>Feb - Pearson Exam Board Release date</p> <p>Component 1 Part 1, 2,3a and 3b</p>   | <p>Controlled assessment 6 hours in class in controlled assessment conditions</p> | <p>Feb - Pearson Exam Board Release date</p> <p>Component 1 Part 1, 2,3a and 3b</p>  | <p>Controlled assessment 6 hours in class in controlled assessment conditions</p> | <p>Preparation for October Controlled assessment Component 2 assessment in class practise assessments</p>   | <p>Preparation for October Controlled assessment Component 2 assessment in class practise assessments</p> |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Create a personal checklist of all the health services that they and their family use</li> <li>● Collect leaflets from surgeries, supermarkets and sports centres about health related matters</li> </ul> <p><a href="http://www.bbc.co.uk/iplayer/episode/b08y6cv4/hospital-series-2-episode-4">http://www.bbc.co.uk/iplayer/episode/b08y6cv4/hospital-series-2-episode-4</a></p> <ul style="list-style-type: none"> <li>● Watch at least two episodes of Hospital and write a 100 word summary on the programme, focusing on two professionals involved, eg. consultant, nurse, paramedic ambulance driver. What is the role, what job do they do?</li> <li>● Find out about the qualifications required for the two professionals roles they have looked at</li> </ul> <p><a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a></p> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Look at developmental stages <a href="https://www.nhs.uk/pages/home.aspx">https://www.nhs.uk/pages/home.aspx</a></li> <li>● Look at magazines and media images to create a timeline of development across the life stages</li> <li>● Research aspects of intellectual development</li> <li>● Be able to give examples of intellectual development in each life stage</li> <li>● Revise key terms for each life stage</li> <li>● Create a glossary</li> <li>● Plan the egg project – prepare family and friends for the task. Plan ahead to find opportunities for your egg to experience aspects of PIES development</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Identify a person who could possibly be used for this report</li> <li>● Identify the client group</li> <li>● Be able to describe the current needs of this person</li> <li>● Identify the services they use to help meet their needs</li> <li>● Conduct primary and secondary research through homework tasks</li> </ul> |   |

| HISTORY   |  |   |  |   |  |   |
|---|--|---|--|---|--|---|
| <b>What students are learning</b>                     | Weimar and Nazi Germany 1919-1939  | Weimar and Nazi Germany 1919-1939                                       | Weimar and Nazi Germany 1919-1939.<br><br>Superpower Relations and the Cold War  | Superpower Relations and the Cold War.                          | Superpower Relations and the Cold War.   | Migration in Britain from c800 through to the present day |
| <b>Key Content and Skills</b>                         | <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> <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> <li>c800-c1500: Migration in medieval England</li> </ul>  |   |
| <b>Assessment</b>                                     | Students will write exam style questions.  | Students will write exam style questions and complete a knowledge test. | Students will write exam style questions.  | <b>Year 10 PPE</b><br>Students will write exam style questions. | Students will write exam style questions.  | Students will write exam style questions.                 |
|   | Exam preparation and exam technique focus  |   |  |   |  |   |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>Use <a href="#">this</a> website to research Germany 1919-1939. Read the learner guides and complete the quizzes.</li> <li>Watch the lessons <a href="#">here</a> and take the quizzes to revise the content for Weimar</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>Use <a href="#">this</a> website to research the Cold War topic (not the section on the Vietnam War). Read the learner guides and complete the quizzes.</li> <li>Watch the BBC series on The Cold War</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>Use the revision guide to support what they are learning in class - <a href="#">Paper 1</a> Migrants in Britain, c.800-present day.</li> </ul> |   |

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|                                   | <p>and Nazi Germany, 1919-1939.</p> <ul style="list-style-type: none"> <li>• Watch the Weimar and Nazi Germany videos <a href="#">here</a></li> </ul>                | <ul style="list-style-type: none"> <li>• Watch the lessons <a href="#">here</a> and take the quizzes to revise the content for the Cold War</li> </ul>  |  |   |   |
| <b>LATIN</b>                      |  |   |  |   |   |
| <b>What students are learning</b> | To talk about the Roman family structure, their daily life in Pompeii and classes of citizens  | To discuss Roman beliefs and their leisure activities. To talk about the eruption of Mount Vesuvius.  | To talk about Roman Britain  | To talk about Alexandria and Egypt under Roman rules (daily life, political context, cohabiting religions, etc) | <p><u>Language</u>: To talk about the Roman political nomenclature in Britain</p> <p><u>Literature</u>: To study and analyse “Sagae Thessalae” by Apuleius<br/>To Start the analysis of “Pythius” by Cicero</p> |
| <b>Key Content and Skills</b>     | <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> </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>• Analyse “Sagae Thessalae” by Apuleius</li> <li>• Start the analysis of “Pythius” by</li> </ul> |   |   |

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|   |  |   |   |   | Cicero  |   |
| <b>Assessment</b>                                     | <ul style="list-style-type: none"> <li>7 weekly vocabulary tests, <a href="#">Stages 1-8</a>.</li> <li>1 short translation into English, <a href="#">Stages 1-8</a>.</li> <li><a href="#">Defined vocabulary list (whole course)</a></li> </ul>  | <ul style="list-style-type: none"> <li>7 weekly vocabulary tests, <a href="#">Stages 1-12</a>.</li> <li>1 short translation into English, <a href="#">Stages 1-12</a>.</li> <li><a href="#">Defined vocabulary list (whole course)</a></li> </ul> | <ul style="list-style-type: none"> <li>7 weekly vocabulary tests, <a href="#">Stages 1-15</a>.</li> <li>1 short translation into English, <a href="#">Stages 1-15</a>.</li> <li><a href="#">Defined vocabulary list (whole course)</a></li> </ul>                           | <ul style="list-style-type: none"> <li>7 weekly vocabulary tests, <a href="#">Stages 1-17</a>.</li> <li>1 foundation paper (OCR old specification)</li> <li><a href="#">Defined vocabulary list (whole course)</a></li> </ul> | <ul style="list-style-type: none"> <li>7 weekly vocabulary tests, <a href="#">Stages 1-20</a>.</li> <li>1 foundation paper (OCR old specification)</li> <li><a href="#">Defined vocabulary list (whole course)</a></li> </ul>   | <ul style="list-style-type: none"> <li>7 weekly vocabulary tests, <a href="#">Stages 1-22</a>.</li> <li>1 exam-like literature assessment on “sagae Thessalae” by Apuleius</li> <li><a href="#">Defined vocabulary list (whole course)</a></li> </ul> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch the following documentary: <a href="https://www.youtube.com/watch?v=rggk_H3jEgw">https://www.youtube.com/watch?v=rggk_H3jEgw</a> “Meet the Romans with Mary Beard” (three episodes)</li> <li>Look at the Cambridge Latin Course website and start to look at the first texts we will study: <a href="https://www.clc.cambridgescp.com/books/book-i">https://www.clc.cambridgescp.com/books/book-i</a></li> <li>Start looking at Roman poetry, especially the life and work of Apuleius</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise all your vocabulary Stage 1-20</li> <li>Revise the verb endings of all the tenses we have seen so far</li> <li>Practice translation by translating unseen texts from the Cambridge website</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Learn vocabulary (meaning/ spelling cases) from their booklet - 15/20 minutes every day would be optimal</li> <li>Practice translation of texts – Students could go through previously translated texts from book 2 or practise Language past papers from the WJEC website (Level 1 and 2)</li> <li>Start Learning analysis and translation of seen extracts from Sagae Thessalae</li> </ul> |   |
| <b>MATHS</b>  |  |   |   |   |   |   |

| What students are learning    | Number   | Number, ratio, proportion and algebra  | Algebra and graphs  | Algebra and graphs   | Geometry and measures  | Geometry and measures  |
|-------------------------------|--|--|---|--|--|--|
| <b>Key Content and Skills</b> | <ul style="list-style-type: none"> <li>● Basic number</li> <li>● Directed numbers</li> <li>● Decimals</li> <li>● Factors &amp; Multiples</li> <li>● Set theory</li> <li>● Rounding &amp; Estimation</li> <li>● Bounds</li> <li>● Fractions</li> <li>● Indices, Surds &amp; Standard form</li> </ul>  | <ul style="list-style-type: none"> <li>● Ratio</li> <li>● Proportion</li> <li>● Percentages, growth &amp; decay</li> <li>● Basic algebra</li> <li>● Quadratic algebra</li> <li>● Algebraic proof</li> <li>● Algebraic fractions</li> </ul> | <ul style="list-style-type: none"> <li>● Formulae &amp; Iteration</li> <li>● Simultaneous equations</li> <li>● Linear graphs</li> <li>● Quadratic &amp; non linear graphs</li> <li>● Circle graphs</li> </ul> | <ul style="list-style-type: none"> <li>● Real life graphs</li> <li>● Distance-time graphs</li> <li>● Sequences</li> <li>● Functions and function machines</li> <li>● Inequalities</li> <li>● Linear programming</li> </ul> | <ul style="list-style-type: none"> <li>● Area &amp; perimeter</li> <li>● Circles, arcs and sectors</li> <li>● Angles</li> <li>● Angles in polygons</li> <li>● Circle theorems</li> </ul> | <ul style="list-style-type: none"> <li>● Pythagoras and trigonometry</li> <li>● Scale, bearings, constructions and loci</li> </ul> |
|                               | <p>Parents/Guardians can support their child’s learning using the following website:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student<br/> <a href="#">Corbett Maths</a><br/> <a href="#">Maths Genie</a><br/> <a href="#">Maths Made Easy</a></p> <p>The websites above have video tutorials, worksheets, exam style questions by topic and past exam papers</p> <p>All homework is set as revision tasks. This is set weekly on Google Classroom, please see this for specific details. Homework is self-marked and visually checked by the class teacher for quality of presentation and working out</p> <p>Students are formally assessed five times a year. This is announced in class by the teacher and a topic list will be provided on Google Classroom approximately 2 weeks in advance. This includes Pre Public Examinations (PPEs)<br/>                     Assessments are marked within five working days and common misconceptions and errors are re-taught to all students before receiving their assessments back. Assessments are specific to a class</p> |  |   |  |  |  |

| Assessment   | Approximate assessment date:<br>Wb 6th November 2023   | Approximate assessment date:<br>Wb 22nd January 2024  | Approximate assessment date:<br>Wb 18th March 2024   | Approximate assessment date:<br>Wb 20th June 2024   | Approximate assessment date:<br>Wb 8th July 2024   |   |
|--|--|---|--|---|--|---|
| <p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/>Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment</i></p> |  |   |  |   |  |   |
| How can students prepare beyond the classroom?   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use mathswatchvle.com and Hegartymaths.com to revise weaker topics</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Bring all correct equipment to lesson, especially a calculator</li> <li>Use hegartymaths.com to revise any topics from last term and to complete all homework</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Complete all homework to the best of their ability</li> <li>Use <a href="http://www.vle.mathswatch.com">www.vle.mathswatch.com</a> and <a href="http://hegartymaths.com/">hegartymaths.com/</a> to revise topics; rearranging formula, substitution, ratio and proportion and solving equations</li> <li>Bring a calculator to all maths lessons</li> </ul> |   |  |   |
| <b>MEDIA</b>   |  |   |  |   |  |   |
| What students are learning   | Component 1:<br>Section A - Advertising and Marketing  | Component 1:<br>Section A & B – The Film Industry   | Component 1:<br>Section B – Fortnite   | Component 1:<br>Section A & B – Newspapers  | Component 3:<br>Practical Production Unit<br><br>Component 1:<br>Section B – The Archers                   | Component 2: TV Comedy<br><br>Component 3: The NEA  |
| Key Content and Skills   | <ul style="list-style-type: none"> <li>Students will complete their study of the</li> </ul>  | <ul style="list-style-type: none"> <li>Students will explore the marketing for the film's The</li> </ul>  | <ul style="list-style-type: none"> <li>Students will study Fortnite, focusing on the media themes</li> </ul>   | <ul style="list-style-type: none"> <li>Students will explore The Guardian and The Sun,</li> </ul> | <ul style="list-style-type: none"> <li>In the summer term all students will be working on their</li> </ul> | <ul style="list-style-type: none"> <li>Students will explore issues of representation,</li> </ul> |



RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|                   | <p>Component 1, Section A set texts - This Girl Can and Quality Street adverts</p> | <p>Man with the Golden Gun and Spectre</p> <ul style="list-style-type: none"> <li>Students will explore the industry issues related to the film No Time To Die</li> </ul> | <p>of Industry and Audience</p> <p>Key theories to be studied: Uses &amp; Gratifications, Young &amp; Rubicam, Stuart Hall</p> | <p>focusing on the media themes of Media Language, Representation, Audience &amp; Industry</p> <p>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'</p> | <p>individual practical productions</p> <ul style="list-style-type: none"> <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> <li>Students will study The Archers, focusing on the media themes of Industry and Audience;</li> <li>Key theory to be studied: Uses &amp; Gratifications</li> </ul> | <p>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</p> <ul style="list-style-type: none"> <li>Students will continue working on their production work</li> </ul> |
| <b>Assessment</b> | <p>Settling in assessment - Representation comparison essay</p>                    | <p>Comparison Essay between 'This Girl Can' and an unseen print advert</p>  | <p>Component 1, Section B, Question 3 (Industry) practice questions focused on No Time to Die</p>                              | <p>Year 10 PPEs - full Component 1 exam paper</p>  | <p>Component 1, Section B, Questions 3 and 4 practice questions focused on The Archers</p>   | <p>Component 3 - Statement of Aims</p>  |

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|   |   |  | Component 1,<br>Section B, Question<br>4 (Audience)<br>practice questions<br>focused on Fortnite   |  |  |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look at a range of adverts and think about how audiences are targeted through the advert (how do they get audiences to buy the product?)</li> <li>• Watch a James Bond film of their choice</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Analyse both set articles from The Sun and The Guardian, in addition to one full edition of each paper of their choice. They should be confident analysing both papers in depth for Media Language, Representation, Audience and Industry</li> <li>• Read one whole edition of both The Sun and The Guardian (the editions should be from the same day). Please keep hold of the newspaper you read</li> <li>• Be able to analyse the issues of Audience and Industry surrounding the mobile video game, Fortnite</li> <li>• Be able to answer a set of Section B questions focused on the film industry, in relation to Fortnite, with confidence</li> <li>• Be able to analyse the issues of Audience and Industry surrounding BBC Radio 4 soap opera, The Archers</li> <li>• Be able to answer a set of Section B questions focused on the film industry, in relation to Pokémon Go, with confidence</li> <li>• Listen to three episodes of The</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research a range of posters for teen/coming-of-age films, thinking about how characters are represented; what types of camera shots are used; what colours are used; and what language is used as part of the design</li> </ul> |  |  |  |

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|                                   |  | Archers on iPlayer                |  |   |  |                                 |
| <b>MODERN FOREIGN LANGUAGES</b>   |  |                                   |  |   |  |                                 |
| <b>Specialism: French</b>         |  |                                   |  |   |  |                                 |
| <b>What students are learning</b> | To describe yourself, family and friends   | To talk about leisure activities  | To talk about their daily life and customs   |   | To give opinions about their town, region and country and talk about school  |                                 |
| <b>Key Content and Skills</b>     | <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> |                                   | <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> |   | <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> <li>• Giving information and opinions on school and school subjects</li> </ul> |                                 |
| <b>Assessment</b>                 | Written piece of work assessed   | Module 1 Assessment: Qui suis-je? | Module 2 Assessment: Le temps des loisirs  | Module 3 Assessment: Jours ordinaires, jours de | Module 4 Assessment: De la ville à la campagne   | Module 6 Assessment: Au collège |

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|  |  | <p>(Skills tested: listening, reading and writing)</p> <p>Theme: Identity &amp; Culture</p> <p>Vocabulary Book pages 15-18</p> | <p>(Skills tested: listening, reading and writing)</p> <p>Theme: Identity &amp; Culture</p> <p>Vocabulary Book pages 19-22</p>  | <p>fêtes</p> <p>(Skills tested: listening, reading and writing)</p> <p>Theme: Identity &amp; Culture</p> <p>Vocabulary Book pages 23-26</p> | <p>(Skills tested: listening and reading)</p> <p>Theme: Local area, holiday &amp; travel</p> <p>Vocabulary Book pages 27-30</p> <p>PPE (Skills tested: listening, reading and writing - Foundation tier)</p>  | <p>(Skills tested: listening, reading and writing)</p> <p>Theme: Local area, holiday &amp; travel</p> <p>Vocabulary Book pages 31-34</p> <p>PPE Oral Examination (Foundation tier)</p> |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Revise vocabulary from old homework books independently from KS3 on the topics that have been seen before in KS3</li> <li>● Use programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous topics</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Continue to revise vocabulary independently from the previous two units so that it is not forgotten</li> <li>● Look at vocabulary for food, clothes, towns, weather and directions that were covered in KS3 to recap what is already known</li> <li>● Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Continue to revise vocabulary independently from the previous two units so that it is not forgotten</li> <li>● Look at vocabulary for food, clothes, towns, weather and directions that were covered in KS3 to remind yourselves of what you know already</li> <li>● Use programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |  |

| <p style="text-align: center;"><b>MODERN FOREIGN LANGUAGES</b></p> <p style="text-align: center;"><b>Specialism: Spanish</b></p> |  |                                     |  |                               |   |                               |
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| <b>What students are learning</b>  | ¡Desconéctate! = Switch off!   | ¡Desconéctate! = Switch off!        | Mi vida en el insti = my life at school  | Mi gente = My people          | Intereses e influencias = Interests and influences  | Ciudades = towns              |
| <b>Key Content and Skills</b>  | <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> <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>● Theme: Identity and culture</li> <li>● Students will be learning to talk about:</li> <li>● describing people</li> <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> |                               | <ul style="list-style-type: none"> <li>● Talking about what is trending</li> <li>● Perfect tense</li> <li>● Discussing different types of entertainment</li> <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> |                               |
| <b>Assessment</b>  | Written piece of work assessed   | Module 1 Assessment: ¡Desconéctate! | Module 2 Assessment: Mi vida en el insti   | Module 3 Assessment: Mi gente | Module 4 assessment: Intereses e influencias  | Module 5 Assessment: Ciudades |

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|   |  | (Skills tested: listening, reading and writing)<br><br>Theme: Local Area, holiday and Travel Vocabulary Book pages 12-15  | (Skills tested: listening, reading and writing)<br><br>Theme: School Vocabulary Book pages 16-19   | (Skills tested: listening, reading and writing)<br><br>Theme: Identity and Culture Vocabulary Book pages 20-23 | (Skills tested: listening and reading) on Theme Identity and Culture<br><br>Vocabulary Book pages 24-27<br><br>PPE (Skills tested: listening, reading and writing - Foundation tier) | (Skills tested: listening, reading and writing) on Theme: Local Area, holiday and Travel Vocabulary Book pages 28-31<br>PPE Oral Examination (Foundation tier) |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Look up/recap vocabulary for the topics in the first column that were covered in KS3 to remind themselves of what they know already</li> <li>● Use websites such as Memrise and BBC Bitesize to practise listening skills and vocabulary</li> <li>● Look up the tenses which will be covered below and familiarise themselves with the conjugations: <ul style="list-style-type: none"> <li>○ Preterite tense:</li> </ul> </li> </ul> <p><a href="https://www.spanishdict.com/guide/spanish-preterite-tense-forms/">https://www.spanishdict.com/guide/spanish-preterite-tense-forms/</a></p> <ul style="list-style-type: none"> <li>○ Near future tense:</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Continue to revise vocabulary independently from the previous two units so that it is not forgotten</li> <li>● Look at vocabulary for free-time activities, describing family and friends, TV programmes and sports which were covered in KS3 to recap what is already known</li> <li>● Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Continue to revise vocabulary independently from the previous three units so that it is not forgotten</li> <li>● Look at vocabulary for towns, sports, free-time activities, TV programmes and films were covered in KS3</li> <li>● Use programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |  |  |  |

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|                                   | <a href="http://study.com/academy/lesson/immediate-future-tense-in-spanish.html">http://study.com/academy/lesson/immediate-future-tense-in-spanish.html</a><br>o Imperfect tense:<br><br><a href="https://www.spanishdict.com/guide/spanish-imperfect-tense-forms">https://www.spanishdict.com/guide/spanish-imperfect-tense-forms</a> |   |  |   |   |   |
| <b>MUSIC</b>                      |  |   |  |   |   |   |
| <b>What students are learning</b> | GCSE Edexcel Music<br>Introduction<br>Set works, Solo Performance and MuseScore Composition  | Set works, Solo Performance and GarageBand Composition introduction | Set works, Ensemble performance and GarageBand fight scene composition | Set works, Ensemble performances and free composition         | Set Works: focusing on dictation and comparison questions             | Solo Performance<br>Choice and free composition focus                           |
| <b>Key Content and Skills</b>     | Instrumental Music<br>Set Works<br>- Bach<br>- Beethoven   | Vocal Set Works<br>- Music for a while<br>- Killer Queen            | Music for Stage & Screen Set Works<br>- Star Wars<br>- Defying Gravity | Fusion Set Works<br>- Samba Prelude<br>- Release              | A combination of all set works and key vocabulary explored previously | Working on developing practical skills such as accuracy, fluency and expression |
| <b>Assessment</b>                 | Mini set work assessments + MuseScore Composition  | Mini set work assessments + Performance recordings                  | Mini set work assessments + Garageband composition                     | Mini set work assessments and ensemble performance recordings | Set work, dictation and comparison assessments                        | Mini set work assessments   |
| <b>How can students prepare</b>   | Students could prepare a solo on their chosen instrument or voice and perform to the class and listen to a professional recording of the performance to assist them with their rehearsal   |   |  |   |   |   |

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| <p><b>beyond the classroom?</b></p>                   | <p>Students could also listen to two pieces of music of their choice and identify the following musical features:</p> <ul style="list-style-type: none"> <li>● Pitch</li> <li>● Rhythm</li> <li>● Metre</li> <li>● Tempo</li> <li>● Voices and instruments used</li> <li>● Dynamics</li> <li>● Special effects used</li> <li>● Style and genre</li> </ul>                               |   |   |
| <p><b>PHYSICAL EDUCATION</b><br/><b>BTEC/GCSE</b></p> |   |   |   |
| <p><b>What students are learning</b></p>              | <p><b><u>GCSE PE:</u></b><br/>Component 1<br/>Topic 1: Applied anatomy and physiology</p> <p>Component 2<br/>Topic 1: Health, fitness and wellbeing</p> <p>Component 3<br/>Netball and Cross-country</p> <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> </ul> | <p><b><u>GCSE PE:</u></b><br/>Component 1<br/>Topic 1: Applied anatomy and physiology<br/>Topic 3: Physical training</p> <p>Component 2<br/>Topic 2: Sport psychology</p> <p>Component 3<br/>Gaelic football</p> <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> </ul> | <p><b><u>GCSE PE:</u></b><br/>Component 1<br/>Topic 3: Physical training</p> <p>Component 2<br/>Topic 2: Sport psychology</p> <p>Component 3<br/>Athletics</p> <p>Component 4-PEP</p> <ul style="list-style-type: none"> <li>● Aim and planning analysis</li> <li>● Carrying out and monitoring the PEP Evaluation of the PEP</li> </ul> <p><b><u>BTEC Sport:</u></b></p> |



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|                               |  |  | <ul style="list-style-type: none"> <li>● Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity</li> </ul>   |
| <b>Key Content and Skills</b> | <p><b>GCSE PE:</b></p> <p>Component 1</p> <ul style="list-style-type: none"> <li>● The musculo-skeletal system, cardio-respiratory system</li> </ul> <p>Component 2</p> <ul style="list-style-type: none"> <li>● Physical, emotional and social well-being, lifestyle choice and sedentary lifestyles, energy balance</li> </ul> <p><b>BTEC Sport:</b></p> <ul style="list-style-type: none"> <li>● Types of provision in sport</li> <li>● Equipment and Technology</li> <li>● Preparing participants to take part in sport</li> </ul> | <p><b>GCSE PE:</b></p> <p>Component 1/4</p> <ul style="list-style-type: none"> <li>● Anaerobic and aerobic exercise</li> <li>● The relationship between health and fitness and the role that exercise plays in both</li> <li>● The components of fitness, benefits for sport and how fitness is measured and improved</li> <li>● The principles of training and their application to personal exercise/ training programmes</li> </ul> <p>Component 2</p> <ul style="list-style-type: none"> <li>● Classification of skills and SMART targets</li> </ul> <p><b>BTEC Sport:</b></p> <ul style="list-style-type: none"> <li>● Components of fitness.</li> <li>● Roles and responsibilities of officials</li> </ul> | <p><b>GCSE PE:</b></p> <p>Component 2</p> <ul style="list-style-type: none"> <li>● Guidance and feedback</li> <li>● Mental preparation in sport</li> </ul> <p>Component 4</p> <ul style="list-style-type: none"> <li>● Personal Exercise Plan (PEP)</li> </ul> <p>Coursework unit:<br/>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.</p> <p><b>BTEC Sport:</b></p> <ul style="list-style-type: none"> <li>● Fitness and health and their importance in sport.</li> <li>● Fitness Testing</li> <li>● Training Methods</li> <li>● Training Programmes</li> </ul> |
| <b>Assessment</b>             | <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: Coursework completed over five supervised hours in class</p>  | <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: Coursework completed over four supervised hours in class</p>  | <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: PPE papers and end of topic tests</p>  |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <p><b><u>GCSE</u></b></p> <ul style="list-style-type: none"> <li>● Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise</li> <li>● Complete homework set each week</li> <li>● Complete 30 minutes of revision each week</li> <li>● Read through PowerPoints on google classroom</li> <li>● Complete 30 minutes of physical activity three times a week</li> </ul> <p><b><u>BTEC</u></b></p> <ul style="list-style-type: none"> <li>● Complete homework tasks that are set each week.</li> <li>● All resources used in class are on Google Classroom and are accessible at home.</li> <li>● Ensure that notes are being kept up to date as these can be used in the coursework assessment</li> <li>● Take part in physical activity regularly</li> </ul> |  |   |
| <p><b>SCIENCE</b></p>  |   |  |   |
| <p><b>What students are learning</b></p>                     | <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             <ul style="list-style-type: none"> <li>● P4 Electric circuits</li> </ul> </li> <li>● B5 Communicable diseases</li> <li>● C4 Chemical calculations</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>  | <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> <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> </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> <li>● B9 Respiration</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>● B9 Respiration</li> <li>● B10 The Human Nervous System</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> </ul> |

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|                                      | <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>Physics:</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>● C7 Energy changes</li> <li>● C8 Rates and equilibrium</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>● P6 Molecules and matter</li> <li>● P7 Radioactivity</li> </ul>   | <ul style="list-style-type: none"> <li>● C10 Organic reactions</li> <li>● C11 Polymers</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>● P9 Motion</li> <li>● P10 Forces &amp; motion</li> </ul>  |
| <p><b>Key Content and Skills</b></p> | <p><b>Combined Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>● Identify the four types of pathogens and describe how each of them can harm the body.</li> <li>● To label the heart and describe how each section carries out its role</li> <li>● To describe transpiration in plants after observing it during the required practical.</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>● Be able to explain the differences between ionic, covalent and metallic bonding</li> <li>● Describe features and properties of giant structures</li> <li>● Carry out calculations that are relevant to chemical equations</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>● Build and use electric circuits</li> <li>● Describe how the national grid works</li> </ul> | <p><b>Combined Science:</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>● Describe how a vaccine works</li> <li>● Name the defence systems that the body has</li> <li>● Name a few non communicable diseases, how they occur and the risk factors associated</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>● Be able to write out reactions with metals and describe how they behave with different substances</li> <li>● Make a salt using appropriate techniques</li> <li>● Explain how electrolysis works and be able to write out half equations</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>● Plan a method to investigate density for regular and irregular objects.</li> <li>● Calculate density</li> <li>● Identify the differences of alpha, beta</li> </ul> | <p><b>Combined Science:</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>● Write out the balanced symbol equation for photosynthesis</li> <li>● Describe which factors influence the rate of photosynthesis and carry out a practical to investigate this</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>● Describe the difference between endothermic and exothermic</li> <li>● Calculate bond enthalpy</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>● Describe the centre of mass for objects</li> <li>● Draw parallelogram of forces</li> <li>● Analyse and explain speed-distance and velocity-time graphs</li> </ul> <p><b>Triple Science:</b></p> <p><b>Biology:</b></p> |

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|  | <ul style="list-style-type: none"> <li>● Be able to identify wires in a plug and their function</li> </ul> <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● To label the heart and describe how each section carries out its role</li> <li>● To describe transpiration in plants after observing it during the required practical.</li> <li>● Identify the four types of pathogens and describe how each of them can harm the body.</li> <li>● Correctly plate bacteria on agar and identify the colonies</li> <li>● Describe plant diseases and defences</li> <li>● Describe how a vaccine works</li> <li>● Explain the role of monoclonal antibodies</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Be able to explain the differences between ionic, covalent and metallic bonding</li> <li>● Describe features and properties of giant structures</li> <li>● Carry out calculations that are relevant to chemical equations</li> <li>● Successfully carry out a titration.</li> <li>● Be able to write out reactions with metals and describe how they behave</li> </ul> | <ul style="list-style-type: none"> <li>● and gamma radiation</li> <li>● Calculate half life</li> </ul> <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Name a few non communicable diseases, how they occur and the risk factors associated</li> <li>● Write out the balanced symbol equation for photosynthesis</li> <li>● Describe which factors influence the rate of photosynthesis and carry out a practical to investigate this</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Explain how electrolysis works and be able to write out half equations</li> <li>● Describe the difference between endothermic and exothermic</li> <li>● Calculate bond enthalpy</li> <li>● Calculate rate and explain how it can be influenced by factors.</li> <li>● Explain how equilibrium can shift dependent on conditions</li> <li>● Investigate rate using appropriate techniques and equipment</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● Plan a method to investigate density for regular and irregular objects</li> <li>● Understand and calculate Boyle's law</li> </ul> | <ul style="list-style-type: none"> <li>● Explain the difference between aerobic and anaerobic respiration</li> <li>● Describe what role the liver plays in metabolism</li> <li>● Describe and explain how the nervous and hormonal system work</li> <li>● Describe features of the eye and the brain</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Calculate rate and explain how it can be influenced by factors</li> <li>● Explain how equilibrium can shift dependent on conditions</li> <li>● Investigate rate using appropriate techniques and equipment</li> <li>● Explain how crude oil is split into useful hydrocarbons</li> <li>● Identify, draw and name different organic compounds</li> <li>● Describe condensation and addition polymerisation</li> <li>● Explain how DNA, amino acids and glucose are natural polymers</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● Analyse and explain speed-distance and velocity-time graphs</li> <li>● Calculate acceleration</li> <li>● Explain forces and braking</li> <li>● Calculate momentum</li> </ul> |
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | <ul style="list-style-type: none"> <li>with different substances</li> <li>Make a salt using appropriate techniques</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between non-renewable and renewable energy with named examples.</li> <li>Build and use electric circuits</li> <li>Describe how the national grid works</li> <li>Be able to identify wires in a plug and their function</li> <li>Describe what electrical fields and charges are</li> </ul> |  | <ul style="list-style-type: none"> <li>Calculate density</li> <li>Identify the differences of alpha, beta and gamma radiation</li> <li>Calculate half life</li> <li>Explain the difference between nuclear fission and nuclear fusion.</li> <li>Describe the centre of mass for objects</li> <li>Calculate moments and resultant force</li> <li>Draw parallelogram of forces</li> </ul> |  | <ul style="list-style-type: none"> <li>Identify safety features of cars</li> </ul>  |  |
| <b>Assessment Year 10 Combined GCSE</b>               | Teacher assessed task   | <a href="#">Yr 10 cumulative assessment 1</a>                                | Teacher assessed task   | <a href="#">Yr 10 cumulative assessment 2</a>                                | Teacher assessed task   | <a href="#">Yr 10 cumulative assessment 3</a>                                |
| <b>Assessment Year 10 Triple GCSE</b>                 | Teacher assessed task   | Yr 10 cumulative assessment 1<br><a href="#">biology, chemistry, physics</a> | Teacher assessed task   | Yr 10 cumulative assessment 2<br><a href="#">Biology, Chemistry, Physics</a> | Teacher assessed task   | Yr 10 cumulative assessment 3<br><a href="#">Biology, Chemistry, Physics</a> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise the topics they studied in Year 9 using <a href="#">bbc bitesize</a> or use the online kerboodle textbook (B1, B2, B3, C1, C2, P1 and P2)</li> </ul> <p>Example username: lhide (first initial followed by surname)</p>   |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use revision guides to pre-read before the lessons</li> <li>Visit BBC bitesize GCSE - revision notes, tests and videos<br/><a href="https://www.bbc.com/bitesize/subjects/zrkw2hv">https://www.bbc.com/bitesize/subjects/zrkw2hv</a></li> </ul>  |  | <p>Students should:</p> <ul style="list-style-type: none"> <li><a href="#">BBC bitesize</a> or <a href="#">freescience lessons</a></li> <li><a href="#">complete past paper questions</a></li> <li>Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic</li> <li>Use exercise books to consolidate</li> </ul> |  |

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|                           | <p>Example password: lhide (first initial followed by surname OR the password you set it to)<br/>                 Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> <p>Once the term has started, students should:</p> <ul style="list-style-type: none"> <li>● Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic</li> <li>● Use exercise books to consolidate learning and revise</li> <li>● Use the online kerboodle textbook</li> </ul> <p>Example username: lhide (first initial followed by surname)<br/>                 Example password: lhide (first initial followed by surname OR the password you set it to)<br/>                 Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> | <ul style="list-style-type: none"> <li>● Visit My GCSE Science - video tutorials providing support and recap<br/><br/> <a href="https://www.my-gcse-science.com/">https://www.my-gcse-science.com/</a></li> <li>● Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic</li> <li>● Use exercise books to consolidate learning and revise</li> <li>● Use the online kerboodle textbook</li> </ul> <p>Example username: lhide (first initial followed by surname)<br/>                 Example password: lhide (first initial followed by surname OR the password you set it to)<br/>                 Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> | <p>learning and revise</p> <ul style="list-style-type: none"> <li>● Use the online kerboodle textbook</li> </ul> <p>Example username: lhide (first initial followed by surname)<br/>                 Example password: lhide (first initial followed by surname OR the password you set it to)<br/>                 Institution code: uht6</p> <ul style="list-style-type: none"> <li>- Create flashcards for the topic</li> <li>- Create a mind map for the topic</li> <li>- Create ten questions with answers for the topic</li> </ul> |          |                     |                     |
| <b>TRAVEL AND TOURISM</b> |  |   |  |          |                     |                     |
| <b>What</b>               | <b>Component 1</b>   | <b>Component 1</b>  | Start completing   | Continue | <b>Component 2:</b> | <b>Component 2:</b> |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|                                      |  |  |  |  |  |  |
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| <p><b>students are learning</b></p>  | <p>Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry</p> <p>Learning outcome B: Explore popular visitor destinations</p> <p><b>Component 3</b><br/>Learning Outcome A: Factors that influence global travel and tourism</p> | <p>Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry</p> <p>Learning outcome B: Explore popular visitor destinations</p> <p><b>Component 3</b><br/>Learning Outcome A: Factors that influence global travel and tourism</p> | <p>the PSA for Component 1</p>   | <p>completing the PSA for Component 1</p> <p><b>Component 3</b><br/>Learning Outcome A: Factors that influence global travel and tourism</p> | <p>Learning outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends</p> <p>Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met.</p> <p><b>Component 3</b><br/>Learning Outcome B: Impact of travel and tourism and sustainability</p> | <p>Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met</p> <p><b>Component 3</b><br/>Learning Outcome B: Impact of travel and tourism and sustainability</p> |
| <p><b>Key Content and Skills</b></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>  |  |
| <p><b>Assessment</b></p>             | <p>Informal class assessments for Component 3</p> <p>Practise the</p>  | <p>Informal class assessments for Component 3</p> <p>Practise the</p>  | <p>Informal class assessments for Component 3</p> <p>Practise the</p>  | <p>Complete the Component 1 NEA</p>  | <p>Informal class assessments for Component 3</p>  | <p>Informal class assessments for Component 3</p> <p>Practise the</p>  |

|   |   |                       |   |  |  |                       |
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|   | Component 1 NEA tasks   | Component 1 NEA tasks | Component 1 NEA tasks<br><br>Complete the Component 1 NEA   |  |  | Component 2 NEA tasks |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>Research the following key terms: Accommodation providers, Transport operators, Visitor attractions, Tour operators, Travel agents, Tourism promotion and Ancillary services</li> </ul> |                       | Students should: <ul style="list-style-type: none"> <li>Research the benefits and drawbacks of different transport methods</li> <li>Watch or listen to the news and what travel restrictions are in place for countries and why</li> <li>Make keywords cards and revise them for Component 3</li> <li>Ensure coursework is to the highest standard and deadlines are met</li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Research topics such as the factors that influence global travel</li> <li>Research different popular destinations and why they are so popular</li> <li>Ensure coursework is to the highest standard and deadlines are met</li> <li>Attend catch-up sessions if needed</li> </ul> |                       |

**YEAR 11**

|  | Autumn 1           | Autumn 2 | Spring 1            | Spring 2 | Summer 1 | Summer 2 |
|--|--------------------|----------|---------------------|----------|----------|----------|
| <b>ART, CRAFT AND DESIGN</b><br><b>Specialism: Fine Art and Textiles</b> |                    |          |                     |          |          |          |
| <b>What students are learning</b>  | Sustained project: |          | Externally set task |          |          |          |



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| <p><b>Key Content and Skills</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> |   | <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 10 hour exam</li> </ul> |   |  |  |
| <p><b>Assessment</b></p>                                     | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection Time(DIRT)<br/>This can be verbal, written or video</p>  | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection Time(DIRT)<br/>This can be verbal, written or video</p> | <p>Summative holistic marking for entire coursework</p>   | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection Time(DIRT)<br/>This can be verbal, written or video</p> | <p>Summative holistic marking for entire coursework &amp; externally set tasks for exam board submission</p> |  |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Review the work completed towards the end of last year and highlight areas for improvement and areas of success</li> <li>• Take primary photographs that link to your theme within natural forms</li> <li>• Complete large scale work outside your</li> </ul>   |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Take primary photographs that link to your theme within natural forms/Structure</li> <li>• Complete large scale work outside your sketchbook to gain extra marks if all improvements have been made</li> </ul>   |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul>     |  |

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|                                   | sketchbook to gain extra marks if all improvements have been made <ul style="list-style-type: none"> <li>Go to galleries OR view galleries collections online to gain inspiration</li> </ul>   | <ul style="list-style-type: none"> <li>Go to galleries OR view galleries collections online to gain inspiration</li> </ul> |   |                            |                            |                            |
| <b>COMPUTER SCIENCE</b>           |  |  |   |                            |                            |                            |
| <b>What students are learning</b> | Networks and protocols.<br>LANs, WANs and wireless networks<br>Revision of Year 10 topics  | Network security threats and solutions<br>Revision of Year 10 topics   | Translators and IDEs.<br>Revision of programming concepts   | Revision of all components | Revision of all components | Revision of all components |
| <b>Key Content and Skills</b>     | <b>Component 1:</b> <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> <b>Component 2:</b> <ul style="list-style-type: none"> <li>2.3 Robust Programs</li> </ul> |  | <b>Component 1 (50% of final GCSE):</b> <ul style="list-style-type: none"> <li>System security</li> <li>Revision and exam practice of all topics covered to date</li> </ul> <b>Component 2 (50% of final GCSE):</b> <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> <b>Programming Project - not assessed but useful for Paper 2:</b> <ul style="list-style-type: none"> <li>Students should continue to practise their skills in Python (programming language)</li> </ul> |                            |                            |                            |
| <b>Assessment</b>                 | End of topic test for each unit covered during the half term   | November PPEs  | End of topic test for each unit covered during each half term   |                            |                            |                            |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Continue to revise all the topics covered and solve the exam-style questions uploaded on Google Classroom</li> <li>• Use PIXL revision booklets and their own notes to revise</li> <li>• Use CGP textbook and Teach ICT website to read through the above topics. They MUST take notes in their books (summarised) as evidence of learning</li> </ul> |                   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Work through their CGP revision guide for each topic</li> <li>• Students can also use the <i>Teach ICT</i> website to go over topics again that we have covered in class:<br/><a href="http://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html">http://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html</a></li> <li>• Students should be working through their Python booklets and log on to <a href="http://www.w3schools.com">W3 Schools</a> to practise Python programming</li> <li>• Students should familiarise themselves with real world scenarios involving technology. We suggest they watch episodes of:<br/><i>The Gadget show:</i><br/><a href="http://www.channel5.com/show/the-gadget-show/">http://www.channel5.com/show/the-gadget-show/</a><br/><i>Click</i><br/><a href="http://www.bbc.co.uk/programmes/b006m9ry">http://www.bbc.co.uk/programmes/b006m9ry</a><br/>and also keep in touch with the RSS feed on BBC Technology website<br/><a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a></li> </ul> |                         | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |  |
| <p><b>CULTURAL STUDIES</b></p>                               |  |                   |   |                         |  |  |
| <p><b>What</b></p>   | <p>Relationships</p>   | <p>Next steps</p> | <p>Choices and</p>  | <p>Maintaining good</p> | <p>Stress management</p>   |  |

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| <p><b>students are learning</b></p>  |  |  | <p>influences</p> <p>Equality Act 2010 sexism and misogyny and its impact</p>   | <p>mental and physical health in the future</p> <p>Impact of religious beliefs on students' lives now and in the future</p>  | <p>techniques</p> <p>Life skills and life management</p>  |  |
| <p><b>Key Content and Skills</b></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> </ul> | <ul style="list-style-type: none"> <li>● Fertility and different views on family life, including pregnancy, adoption, abortion and miscarriage</li> <li>● The law regarding forced marriages</li> <li>● Impact of pornography</li> <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</li> </ul> | <ul style="list-style-type: none"> <li>● Making safe and healthy life choices</li> <li>● Personal safety</li> <li>● Responding to social media and societal pressures and their impacts</li> <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> | <ul style="list-style-type: none"> <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> | <ul style="list-style-type: none"> <li>● Reviewing revision techniques</li> <li>● How to recognise signs of changing mental health in oneself and others, the support available, and how to support a loved one.</li> <li>● Balancing online and other activities</li> <li>● Factors that can maintain good physical health after school and living on your own.</li> </ul> |  |

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|   |  | <ul style="list-style-type: none"> <li>management</li> <li>Understanding the risks of gambling, fraud and cyber crime</li> </ul> |   |   |   |                                      |
| <b>Assessment</b>                                     | Review questions set on a Google form, to check students' understanding on the topics covered  | Review questions set on a Google form, to check students' understanding on the topics covered                                    | Review questions set on a Google form, to check students' understanding on the topics covered   | Review questions set on a Google form, to check students' understanding on the topics covered |   |                                      |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>Consider questions on each topic</li> <li>Research in preparation or after the lesson using the following websites<br/> <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a><br/> <a href="https://www.brook.org.uk/">https://www.brook.org.uk/</a><br/> <a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Research options for Post 16</li> <li>Log into Unifrog</li> <li>Consider the type of lifestyle you would like in the future, and how you will pay for it</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul> |                                      |
| <b>DRAMA</b>  |  |  |   |   |   |                                      |
| <b>What students are learning</b>                     | Component 3 of the GCSE and Section C of the written exam.   | Component 3 continues alongside preparation for the PPEs - a full written exam   | Component 3 practical work  | Component 3 is assessed, and revision continues for Component 1                               | GCSE exams  | GCSE exams / Preparation for A Level |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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| <b>Key Content and Skills</b>                         | Students begin work in practical lessons on their chosen scenes and in theory lessons they work on Section C, the live theatre evaluation  | Students complete their knowledge of Component 1 and revise for, then complete, the PPE             | Students complete their rehearsals for Component 3                          | Students have revision lessons ready for their written exam after the examiner sees their Component 3 | Component 1                   | Component 1<br><br>A Level Preparation: theatre trips, reading, workshops |
| <b>Assessment</b>                                     | Continual feedback in lessons on practical and written work  | PPE - full Component 1  | Continual classroom assessment for Component 3                              | Component 3 is externally assessed  | Public exams completed        | Public exams completed  |
| <b>How can students prepare beyond the classroom?</b> | Re-watch, if possible, the play studied for Section C<br><br>Learn lines for scenes for Component 3 and research the play and any contextual factors that may have an impact on your performance | Revise for Component 1 in its entirety<br><br>Continue the work on Component 3 outside lesson times | Rehearse for Component 3<br><br>Revise Component 1 material outside lessons | Component 3 preparation outside lessons<br><br>Component 1 revision                                   | Component 1 revision          | Component 1 revision  |
| <b>ENGLISH</b>  |  |   |   |   |                               |   |
| <b>What students are</b>                              | An Inspector Calls and Unseen poetry   |   | Unseen Poetry<br><br>Paper 1 Reading and Writing                            |   | Revision and exam preparation |   |

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| <b>learning</b>                                       | Viewpoints and Perspectives: Reading and Writing  |   |  |                       |   |            |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>Studying the play <i>An Inspector Calls</i>, practising unseen poetry analysis in preparation for Sections A &amp; C of Literature Paper 2.</li> <li>Viewpoint writing and practice alongside introduction of the Reading section of Language Paper 2</li> </ul>   |   | <ul style="list-style-type: none"> <li>Preparation for unseen poetry.</li> <li>Creative Writing practice and revision alongside introduction to the Reading section of Language Paper 1.</li> </ul>  |                       | Use the <a href="#">Guided Revision</a> spreadsheet and the other online resources below to support your revision |            |
| <b>Assessment</b>                                     | An Inspector Calls exam question  | PPE: Macbeth, poetry comparison and Non-fiction | Fiction Writing  | Extract question: J&H | Reading Analysis<br>An Inspector Calls  | GCSE Exams |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Research Macbeth</li> <li>BBC Bitesize: <a href="http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/">http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/</a></li> <li>Mr Bruff analysis: <a href="https://www.youtube.com/watch?v=EP_hB8AzAnlk">https://www.youtube.com/watch?v=EP_hB8AzAnlk</a> &amp;</li> <li>Mr Bruff e-book: <a href="http://mrbruff.com/product/mr-bruffs-guide-to-shakespeares-macbeth-ebook/">http://mrbruff.com/product/mr-bruffs-guide-to-shakespeares-macbeth-ebook/</a></li> <li>SparkNotes Macbeth: <a href="http://nfs.sparknotes.com/macbeth/">http://nfs.sparknotes.com/macbeth/</a></li> <li>Plot summary: <a href="http://www.sparknotes.com/shakespeare/macbeth/summary.html">http://www.sparknotes.com/shakespeare/macbeth/summary.html</a></li> <li>Macbeth in 96 seconds:</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise all texts (<i>An Inspector Calls</i>, <i>Jekyll &amp; Hyde</i>, and <i>Macbeth</i>) ensuring knowledge of character, plot, themes, context and quotations by heart. Self-quiz and test</li> <li>Use GCSE Pod, Seneca, <i>BBC Bitesize</i>, Mr Bruff and Collins Snap guides alongside teacher provided resources (e.g. consolidation booklet) to revise</li> <li>Read a wide range of fiction and non-fiction texts to support with the Language papers, which will have unseen texts from the 19th, 20th and 21st Centuries</li> <li>Watch film adaptations of <i>Macbeth</i> and read around or watch</li> </ul> |                       | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul>            |            |

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|  | <p><a href="https://www.youtube.com/watch?v=F5nlx2XzP-4">https://www.youtube.com/watch?v=F5nlx2XzP-4</a></p> <ul style="list-style-type: none"> <li>• Macbeth whole script:<br/><a href="http://shakespeare.mit.edu/macbeth/full.html">http://shakespeare.mit.edu/macbeth/full.html</a></li> <li>• Watch film versions of Macbeth, including the recent Michael Fassbender version (2015) – for more versions:<br/><a href="http://www.indiewire.com/2015/11/macbeth-on-screen-7-great-film-versions-of-shakespeares-classic-tragedy-101764/">http://www.indiewire.com/2015/11/macbeth-on-screen-7-great-film-versions-of-shakespeares-classic-tragedy-101764/</a></li> <li>• Revise Power and Conflict Poetry</li> <li>• Read and range of fiction and nonfiction</li> </ul> | <p>films/documentaries about the Jacobean (Shakespearean) era to support with the historical and contextual knowledge of <i>Macbeth</i></p>   |   |
| <p><b>ENTERPRISE AND MARKETING</b></p>   |   |   |   |
| <p><b>What students are learning</b></p> | <ul style="list-style-type: none"> <li>• <b>R065</b> Completing coursework</li> <li>• <b>R064</b> Enterprise and marketing concepts: (50%) - revision on other units as well</li> <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>R066:</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>Key Content and Skills</b></p>     | <p>Revision skills and exam skills are practised in preparation for the external January assessment</p>   | <p>Creating a brand and promoting the hat design created in R065 and delivering a</p>   | <p>Creating a brand and promoting the hat design created in R065 and delivering a</p> |



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|   | Independent coursework skills   |  | pitch in order to promote this design to potential investors<br><br>Independent coursework skills<br>Improve coursework based on feedback  |  | pitch in order to promote this design to potential investors<br><br>Independent coursework skills<br>Practising their presentation skill before delivering the professional pitch.<br>Improve coursework based on feedback   |                                    |
| <b>Assessment</b>                                     | <b>December PPE</b>   | R064 January external assessment.<br>R065 submission | Coursework feedback throughout this time   | Coursework feedback throughout this time | Coursework feedback throughout this time   | Formal pitches R066 May submission |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Ensure R065 is completed the the required standard</li> <li>• Research three popular brands of your choice and collect evidence of the promotional techniques used to target a chosen audience or all types of customers- in preparation for R066.</li> <li>• Read through booklets to revisit topics for the R064 exam</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Watch a few episodes of The <a href="#">Apprentice</a>. Concentrate on what went well and what could have gone better</li> <li>• Use the <a href="#">checklist</a> to ensure that you have completed all the tasks</li> <li>• Attend catch up sessions or improve coursework immediately without delay. Use <a href="#">mark schemes pages 17-20</a> to see what you need to do to achieve a MB3</li> <li>• <a href="#">Research</a> what will make a good pitch, the best layout of the room</li> <li>• Use the <a href="#">peer assessment feedback sheet on page 21-22</a> and assess your own pitch or ask someone to assess you while preparing</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Watch a few episodes of The <a href="#">Apprentice</a>. Concentrate on what went well and what could have gone better</li> <li>• Use the <a href="#">checklist</a> to ensure that you have completed all the tasks</li> <li>• Attend catch up sessions or improve coursework immediately without delay. Use <a href="#">mark schemes pages 17-20</a> to see what you need to do to achieve a MB3</li> <li>• <a href="#">Research</a> what will make a good pitch, the best layout of the room</li> <li>• Use the <a href="#">peer assessment feedback sheet on page 21-22</a> and assess your own pitch or ask someone to assess you while preparing</li> </ul> |                                    |

| GEOGRAPHY                         |   |   |  |   |   |            |
|-----------------------------------|---|---|--|---|---|------------|
| <b>What students are learning</b> | <p>Paper 3: Geographical Applications</p> <p>Section B: Fieldwork (continued)</p> <p>Paper 2: Challenges in the Human Environment</p> <p>Section B: The Changing Economic World</p>   | <p>Paper 2: Challenges in the Human Environment</p> <p>Section C: The Challenge of Resource Management</p>  | <p>Paper 2: Challenges in the Human Environment</p> <p>Section C: The Challenge of Resource Management (continued)</p> | <p>Paper 3: Geographical Applications</p> <p>Section A: Issue evaluation</p> <p>Revision and exam preparation</p>   | <p>Revision and public exam preparation</p> | <p>N/a</p> |
| <b>Key Content and Skills</b>     | <p>Paper 2B: The meaning of global indicators of development, e.g. GNI, HDI, literacy rates</p> <p>The demographic transition model. What is it? How does it link to development?</p> | <p>Paper 2C: Food and water resources in the UK</p> <p>The global distribution of energy consumption and supply; fossil fuel extraction issues; moving towards renewable energy; energy</p> | <p>Continued (see left)</p>  | <p>Revise the whole course so far using your PLCs (personal learning checklists)</p> <p>Paper 1 Living with the Physical Environment</p> <p>Paper 2 Challenges in the Human Environment</p> |   |            |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|                          | <p>The causes and consequences of uneven global development? How can the development gap be reduced using fair trade, debt relief and tourism?</p> <p>Case study: tourism in a low income country: Jamaica</p> <p>Case study: Brazil, a NEE (newly emerging economy). How economically developed is Brazil?</p> <p>Case study: The UK, a HIC (high income country). How is the UK's economy changing?</p> | <p>conservation strategies</p> <p>Key case studies: Canada's oil sands region</p> <p>Peru's Chambamontera micro-hydro scheme</p> |   | <p>Paper3 Geographical Applications (including fieldwork)</p>  |  |  |
| <p><b>Assessment</b></p> | <p>Paper 3 Section B: Fieldwork</p>   | <p>Year 11 PPEs.<br/>Paper 1 Section A, B and C</p> <p>Paper 2 Section A.</p>  | <p>Paper 2 Section B: The Changing Economic World</p> | <p>Paper 2 Section C: The Challenge of Resource Management</p> | <p>Paper 3 Section A: Issue evaluation.<br/>Paper 2 PPE</p> <p>Paper 3 PPE</p> |  |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Research the case studies outlined above</p>   | <p>Research the case studies outlined above</p> | <p>Research the case studies outlined above</p>   | <p>Revise all three papers using the revision 'Megabooks'</p> |   |  |
| <p><b>HEALTH AND SOCIAL CARE</b></p>                         |   |   |   |   |   |  |
| <p><b>What students are learning</b></p>                     | <p>December PPE<br/>Component 3 Exam preparation</p>  |   | <p>30.1.22 External Exam</p>  |   |   |  |
| <p><b>Key Content and Skills</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> <li>● The effect of life events on personal development</li> </ul> |   | <p>Students study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.</p> <p>A Understand the different types of health and social care services and barriers to accessing them</p> <p>B Demonstrate care values and review own practice</p> <p>Students will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <ul style="list-style-type: none"> <li>● <b>Care values:</b> empowering and promoting independence by involving</li> </ul> |   | <ul style="list-style-type: none"> <li>● Coursework Submission</li> <li>● Component 2 Part A and Part B</li> </ul> <p>Component 2 Part B<br/>Working in HSC Role Play Task and Report B Demonstrate care values and review own practice</p> |  |

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|                          |  |  | <p>individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered<br/>                 respect for the individual by respecting service users’ needs, beliefs and identity<br/>                 maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)<br/>                 preserving the dignity of individuals to help them maintain privacy and self-respect<br/>                 effective communication that displays empathy and warmth<br/>                 safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm<br/>                 promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour</p> |  |  |  |
| <p><b>Assessment</b></p> | <p>There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related</p> | <p>There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables</p> | <p>Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual</p>  | <p>Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual</p> | <p>Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual</p> |  |

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|   | to a real-life situation  | learning to be brought together and related to a real-life situation | underpinning for the sector through realistic tasks and activities   | underpinning for the sector through realistic tasks and activities | underpinning for the sector through realistic tasks and activities   |     |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>purchase the BTech Award Health &amp; Social Care - Revision Guide available from <a href="https://www.pearsonschoolsandcolleges.co.uk">https://www.pearsonschoolsandcolleges.co.uk</a></li> </ul>                                  |  | Students should: <ul style="list-style-type: none"> <li>Respond to feedback from draft marking of coursework and resubmit coursework to be completed within the assessment window</li> <li>Use revision guide - create flash cards and minmaps and retrieval activities, mini test banks on googleclassroom</li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Revise and prepare for exams if a retake option has been agreed</li> </ul> |     |
| <b>HISTORY</b>  |   |  |  |  |  |     |
| <b>What students are learning</b>                     | Migration in Britain from c800 through to the present day   | Migration in Britain from c800 through to the present day            | Anglo-Saxon and Norman England   | Anglo-Saxon and Norman England                                     | Revision   | N/A |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <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> <li>Historic Environment: Notting Hill, c1948–c1970</li> </ul> |  | <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>   |  | <ul style="list-style-type: none"> <li>Revision</li> </ul>   |     |

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| <b>Assessment</b>                                     | Students will write exam style questions.  | <b>Year 11 PPE</b><br>Students will write 5 exam style questions as part of their PPE. | Students will write exam style questions.   | Students will write exam style questions. | Students will write exam style questions.  | N/A |
| Exam preparation and exam technique focus             |  |  |   |   |  |     |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should</p> <ul style="list-style-type: none"> <li>Use the revision guide to support what they are learning in class - <a href="#">Paper 1</a> Migrants in Britain, c.800-present day.</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch BBC documentaries numbers 9 and 10 on the attached link <a href="#">here</a></li> <li>Watch the Anglo-Saxon and Norman England videos: <a href="#">BBC Teach</a> episodes 1-6<br/><a href="#">A long, long time ago</a><br/><a href="#">Battle of Hastings</a></li> <li>Use <a href="#">this</a> website to research the Anglo-Saxon and Norman England topic. Read the learner guides and complete the quizzes</li> <li>Practice exam questions on Anglo-Saxon and Norman England (Booklet B1: Anglo-Saxon and Norman England, c1060-88). These can be found <a href="#">here</a>.</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams, the following revision guides can be used:<br/><a href="#">Paper 2</a> British Depth Study - Anglo-Saxon and Norman England, c1060-1088<br/><a href="#">Paper 2</a> Period Study - Superpower Relations and the Cold War 1941-1991<br/><a href="#">Paper 3</a> Weimar and Nazi Germany 1919-1939</li> </ul> |     |
| <b>LATIN</b>  |  |  |   |   |  |     |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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| <p><b>What students are learning</b></p> | <p><u>Language:</u>To talk about the importance of the city of Bath in Roman times</p> <p><u>Literature:</u> To finish the analysis of “Pythius” by Cicero</p>  | <p><u>Language:</u> To talk about Roman beliefs, magic and curses</p> <p><u>Literature:</u> To start the study of Vrigil’s “The Aeneid”</p>   | <p><u>Language:</u> To talk about the Roman army</p> <p><u>Literature:</u> To finish the study of Vrigil’s “The Aeneid”</p>  | <p><u>Language:</u> to talk about the city of Rome</p> <p><u>Literature:</u> to start learning all the set texts by heart</p>   | <p><u>Language and literature:</u> to revise for you language and literature papers</p>   |
| <p><b>Key Content and Skills</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 Vrigil’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>Assessment</b></p>                 | <ul style="list-style-type: none"> <li>• 1 foundation paper (OCR old specification), <a href="#">Stages 1-24</a></li> <li>• <a href="#">Defined vocabulary list (whole course)</a></li> </ul>   | <ul style="list-style-type: none"> <li>• 1 past paper (OCR new specification) <a href="#">Stages 1-26</a></li> <li>• 1 exam-like literature assessment on “sagae Thessalae” by Apuleius and Pythius by Cicero.</li> <li>• Use literature booklet</li> </ul> | <ul style="list-style-type: none"> <li>• 1 past paper (OCR new specification) <a href="#">Stages 1-28</a></li> <li>• 1 exam-like literature assessment on “Aeneid” by Virgil</li> <li>• Use literature booklet provided to revise</li> </ul>                     | <ul style="list-style-type: none"> <li>• 1 past paper (OCR new specification) <a href="#">Stages 1-30</a></li> <li>• <a href="#">Defined vocabulary list (whole course)</a></li> <li>• 1 exam-like literature assessment on “sagae Thessalae” by Apuleius and Pythius by</li> </ul> | <ul style="list-style-type: none"> <li>• 1 past paper (OCR new specification) <a href="#">Stages 1- 32</a></li> <li>• <a href="#">Defined vocabulary list (whole course)</a></li> <li>• 1 exam-like literature assessment on “Aeneid” by Virgil</li> <li>• Use literature booklet provided to revise</li> </ul> |



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|   |  | provided to revise.  |  | <p>Cicero</p> <ul style="list-style-type: none"> <li>• Use literature booklet provided to revise</li> </ul> |   |                 |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Look at the Cambridge Latin Course website and start to look at the first texts we will study:<br/><a href="https://www.clc.cambridgescp.com/books/book-iii">https://www.clc.cambridgescp.com/books/book-iii</a></li> <li>• Keep on revising their vocabulary three times a week (Stage 1-25)</li> <li>• Start revising "Sagae Thessalae" from the Literature booklet</li> <li>• Start revising "Pythius" from the booklet</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Start preparing their Literature revision booklet</li> <li>• Aim at translating extra texts and have them checked and marked</li> <li>• Keep on revising vocabulary for the Language Paper</li> <li>• Start revising grammatical structures and tenses</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |   |   |                 |
| <b>MATHS</b>  |  |  |  |   |   |                 |
| <b>What students are learning</b>                     | Geometry and measures  | Statistics and probability   | A variety of topics specific to the class based on finding from PPEs. This will include exam practice    | A variety of topics specific to the class based on finding from PPEs. This will include exam practice       | A variety of topics specific to the class based on finding from PPEs. This will include exam practice |                 |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>• 3D shapes, surfaces areas and volumes</li> </ul>  | <ul style="list-style-type: none"> <li>• Averages</li> <li>• Representing data</li> </ul>  | <ul style="list-style-type: none"> <li>• Revision topics specific to class</li> </ul>                    | <ul style="list-style-type: none"> <li>• Revision topics specific to class</li> </ul>                       | GCSEs completed in early June.  | GCSEs completed |

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|  | <ul style="list-style-type: none"> <li>• Compound measures</li> <li>• Similarity &amp; congruence</li> <li>• Vectors</li> <li>• Transformations</li> </ul> | <ul style="list-style-type: none"> <li>• Probability</li> </ul> |  |  |  |  |
| <p>Parents/Guardians can support their child’s learning using the following website:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student<br/> <a href="#">Corbett Maths</a><br/> <a href="#">Maths Genie</a><br/> <a href="#">Maths Made Easy</a><br/>                     The websites above have video tutorials, worksheets, exam style questions by topic and past exam papers</p> <p>All homework is set as revision tasks. This is set weekly on Google Classroom, please see this for specific details. Homework is self-marked and visually checked by the class teacher for quality of presentation and working out. Students also begin weekly exam papers (Test Tuesdays) in lessons. It is encouraged students complete these in their own time</p> <p>Students are formally assessed two - three times in year 11. This is announced in class by the teacher and a topic list will be provided on Google Classroom approximately 2 weeks in advance. This includes Pre Public Examinations (PPEs)<br/>                     Assessments are marked within five working days and common misconceptions and errors are re-taught to all students before receiving their assessments back. Assessments are specific to a class</p> |  |   |  |  |  |  |
| <b>Assessment</b>  | <b>Approximate assessment date:<br/>Wb 16th October 2023</b>   | <b>Approximate assessment date:<br/>Wb 4th December 2023</b>    | <b>Approximate assessment date:<br/>Wb 11th March 2024</b> |  |  |  |
| <p style="text-align: center;"><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/>                     Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.</i></p>   |  |   |  |  |  |  |
| <b>How can</b>   | Students should:   | Students should:  | Students should:   |  |  |  |

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| <p><b>students prepare beyond the classroom?</b></p> | <ul style="list-style-type: none"> <li>• Bring all correct equipment, including scientific calculator, compass and protractor</li> <li>• Use mathswatchvle.com and hegartymaths.com to go through weaker topics</li> <li>• Complete all Test Tuesday booklets</li> </ul> | <ul style="list-style-type: none"> <li>• Bring all correct equipment to lesson, especially a calculator</li> <li>• Use hegartymaths.com to revise any topics from last term and to complete all homework</li> <li>• Complete all Test Tuesday booklets</li> </ul>   | <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul>  |   |   |
| <p><b>MEDIA</b></p>                                  |  |   |   |   |   |
| <p><b>What students are learning</b></p>             | <p>Component 2: TV Comedy</p> <p>Component 3: The NEA</p>  | <p>Component 2: TV Comedy</p> <p>Component Two: Music Industry</p>  | <p>Component Two: Music Industry</p>  | <p>Component Two: Music Industry</p> <p>Exam Revision</p>   | <p>Exam Revision</p>  |
| <p><b>Key Content and Skills</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 The IT Crowd, in preparation for Section A of the Component 2 examination</li> </ul>      | <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 The IT Crowd, in preparation for Section A of the Component 2 examination</li> </ul> | <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</li> </ul> | <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</li> </ul> | <ul style="list-style-type: none"> <li>• Exam Revision</li> </ul> |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <ul style="list-style-type: none"> <li>Students will continue working on their production work</li> </ul>   | <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> | B)   | <p>B)</p> <ul style="list-style-type: none"> <li>Exam Revision</li> </ul>       |  |
| <b>Assessment</b>                          | <p>Component 2, Section A - Question 1 focused on TV Comedy</p> <p>Component 3, NEA - Draft</p>   | <p>Component 3, NEA - Draft</p> <p>Year 11 PPE - Full Component 1 Paper</p>  | <p>Component 2, Section A - Question 1 and Question 2 focused on TV Comedy</p> <p>Component 3, NEA - Final Submission</p>  | <p>Component 2, Section B - Questions 3 and 4 focused on the Music Industry</p> | Full Component 2 paper   |
| <b>How can students prepare beyond the</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise all technical terminology</li> <li>Revise all the set texts covered so far on the course: This Girl Can advert</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch a range of music videos to help students gain an understanding of music video conventions and how they appeal to a range of target audiences</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul> |

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| <b>classroom?</b>  | Quality Street advert<br>The Sun<br>The Guardian<br>Spectre<br>The Man with the Golden Gun poster<br>GQ<br>Pride<br>The Archers<br>Fortnite   |  |   |   |                              |
| <b>MODERN FOREIGN LANGUAGES</b><br><b>Specialism: French</b> |   |  |   |   |                              |
| <b>What students are learning</b>                            | To talk about holidays  | To talk about future aspirations, study and work | To talk about the environment in a globalised context   |   |                              |
| <b>Key Content and Skills</b>                                | <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> <li>● Using the pluperfect tense</li> <li>● Discussing career choices</li> <li>● Talking about future plans, hopes and wishes</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> |                              |
| <b>Assessment</b>  | Module 5<br>Assessment: Les   | Module 7<br>Assessment: Bon                      | Module 8<br>Assessment: Un  |   | GCSE papers in all 4 skills. |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <p>vacances</p> <p>(Skills tested: listening, reading and writing)</p> <p>Theme: School</p> <p>Vocabulary Book pages 35-38</p>   | <p>travail</p> <p>(Skills tested: listening and reading)</p> <p>Theme: Future Aspirations, study &amp; work</p> <p>Vocabulary Book pages 39-42</p> <p>PPE (Skills tested: listening, reading and writing and speaking - Foundation and Higher tiers)</p>   | <p>oeil sur le monde</p> <p>(Skills tested: listening, reading and writing)</p> <p>Theme: International and global dimension</p> <p>Vocabulary Book pages 43-46</p> |  | <p>Speaking - April/May</p> <p>Listening, reading and writing - May/June</p> |  |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Continue to revise vocabulary independently from the previous units so that it is not forgotten</li> <li>• Look at vocabulary for holidays and travel that was seen in KS3 and new vocabulary in the vocabulary list in Studio 4 p118</li> <li>• Research what the pluperfect tense is and how it is formed/used</li> <li>• Use programmes such as Memrise and BBC Bitesize to practise listening skills</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Continue to revise vocabulary independently from the previous units so that it is not forgotten and is retained for the examinations</li> <li>• Look at vocabulary for the upcoming unit see what is already known and prepare for what will be learnt</li> <li>• Use programmes such as <i>Memrise</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul>  |  |  |  |

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|   | and vocabulary from previous units and the units in this term  |                           |  |      |  |      |
| <b>MODERN FOREIGN LANGUAGES</b><br><b>Specialism: Spanish</b> |  |                           |  |      |  |      |
| <b>What students are learning</b>                             | De costumbre = Habits  | ¡A currar! = Off to work! | Hacia un mundo mejor = To get a better world   | Exam | Exam   | Exam |
| <b>Key Content and Skills</b>                                 | <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> </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> |      |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|  | <ul style="list-style-type: none"> <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> |  |  |  |
| <b>Assessment</b>                          | <p>Module 6<br/>Assessment: De costumbre</p> <p>(Skills tested: listening, reading and writing)</p> <p>Theme: Identity and Culture</p> <p>Vocabulary Book pages 32-36</p>   | <p>Module 7<br/>Assessment: ¡A currar!</p> <p>(Skills tested: listening and reading)</p> <p>Theme: Future Aspirations, study and work</p> <p>Vocabulary Book pages 37-41</p> <p>PPE (Skills tested: listening, reading and writing and speaking - Foundation and Higher tiers)</p> | <p>Module 8<br/>Assessment: Hacia un mundo mejor</p> <p>(Skills tested: listening, reading and writing)</p> <p>Theme: International and global dimension</p> <p>Vocabulary Book pages 42-46</p>                  | <p>GCSE papers in all 4 skills.</p> <p>Speaking - April/May</p> <p>Listening, reading and writing - May/June</p> |
| <b>How can students prepare beyond the</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Continue to revise vocabulary independently from the previous four modules covered in Year 10 so that it is not forgotten</li> </ul>             |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Continue to revise vocabulary independently from the previous units so that it is not forgotten and is retained for the examinations</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul>         |



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| <p><b>classroom?</b></p> | <ul style="list-style-type: none"> <li>● Look at vocabulary for modules 5 and 6 in their vocabulary booklets and pages 114/115 and 136/137</li> <li>● Use programmes such as Memrise and BBC Bitesize</li> <li>● Practise listening skills and vocabulary from previous units and the units in this term</li> <li>● Look up the tenses which will be covered below and familiarise themselves with the conjugations:             <ul style="list-style-type: none"> <li>○ Preterite tense:                 <br/><a href="https://www.spanishdict.com/guide/spanish-preterite-tense-forms/">https://www.spanishdict.com/guide/spanish-preterite-tense-forms/</a> <ul style="list-style-type: none"> <li>○ reflexive verbs in preterite tense:                     <br/><a href="http://www.learnalanguage.com/learn-spanish/spanish-verbs/preterite-reflexive.php">http://www.learnalanguage.com/learn-spanish/spanish-verbs/preterite-reflexive.php</a> </li> </ul> </li> <li>○ near future tense:                 <br/><a href="http://study.com/academy/lesson/immediate-future-tense-in-spanish.html">http://study.com/academy/lesson/immediate-future-tense-in-spanish.html</a> </li> <li>○ imperfect tense:                 <br/><a href="https://www.spanishdict.com/guide/spanish-imperfect-tense-forms">https://www.spanishdict.com/guide/spanish-imperfect-tense-forms</a> </li> <li>○ future tense:                 <br/><a href="https://www.spanishdict.com/guide/simple-future-regular-forms-and-tenses">https://www.spanishdict.com/guide/simple-future-regular-forms-and-tenses</a> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Look at vocabulary for the upcoming unit see what is already known and prepare for what will be learnt</li> <li>● Use programmes such as <i>Memrise</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term</li> </ul> |  |
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|   | <p>o conditional tense:</p> <p><a href="https://www.spanishdict.com/guide/conditional-tense">https://www.spanishdict.com/guide/conditional-tense</a></p>            |  |  |
| <b>MUSIC</b>  |   |  |  |
| <b>What students are learning</b>                     | Revision of set works and frequent exam practice papers   | Revision of set works and frequent exam practice papers  | Revision of set works and frequent exam practice papers  |
| <b>Key Content and Skills</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 recordings</li> <li>• Composition submissions</li> </ul>  | <ul style="list-style-type: none"> <li>• Revision</li> </ul>   |
| <b>Assessment</b>                                     | Practice papers   | Practice papers  | Practice papers  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use the Edexcel performance guide to choose a suitable piece for their solo performance</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Choose a solo and ensemble piece and start to rehearse this ready for the practical exam</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |
| <b>PHYSICAL EDUCATION</b>                             |   |  |  |
| <b>BTEC/GCSE</b>                                      |   |  |  |

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| <p><b>What students are learning</b></p> | <p><b><u>GCSE PE:</u></b><br/>                 Component 1<br/>                 Topic 2: Movement analysis</p> <p>Component 2<br/>                 Topic 3: Socio-cultural influences</p> <p>Component 3<br/>                 Trampolining</p> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <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><br/>                 Component 1<br/>                 Topic 2: Movement analysis</p> <p>Component 2<br/>                 Topic 3: Socio-cultural influences</p> <p>Component 3<br/>                 Football<br/>                 Preparation for moderation</p> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>● Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity.</li> <li>● FIRST ATTEMPT AT EXAMINATION</li> </ul> | <p><b><u>GCSE PE:</u></b></p> <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>● RETAKE OF EXAMINATION IF NECESSARY</li> </ul>  |
| <p><b>Key Content and Skills</b></p>     | <p><b><u>GCSE PE:</u></b><br/>                 Component 1</p> <ul style="list-style-type: none"> <li>● Levers and Planes of Axes</li> </ul> <p>Component 2</p> <ul style="list-style-type: none"> <li>● Socio-cultural influence, commercialisation and sporting behaviours</li> </ul> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>● Fitness and health and their importance in sport.</li> <li>● Fitness Testing</li> </ul> | <p><b><u>GCSE PE:</u></b></p> <ul style="list-style-type: none"> <li>● Levers and Planes of Axes</li> </ul> <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>● Fitness and health and their importance in sport.</li> <li>● Fitness Testing</li> <li>● Training Methods</li> <li>● Training Programmes</li> <li>● FIRST ATTEMPT AT EXAMINATION</li> </ul>   | <p><b><u>BTEC Sport</u></b></p> <ul style="list-style-type: none"> <li>● Component 3 Exam</li> <li>● Fitness and health and their importance in sport</li> <li>● Fitness Testing</li> <li>● Training Methods</li> <li>● Training Programmes</li> <li>● RETAKE OF EXAMINATION IF NECESSARY</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Training Methods</li> <li>• Training Programmes</li> </ul>  |  |  |
| <b>Assessment</b>                                     | GCSE PE: end of topic tests and practical assessment   | GCSE PE: end of topic tests and practical assessment<br>BTEC: EXTERNAL EXAM  | GCSE PE: end of topic tests and practical assessment<br>BTEC: EXTERNAL EXAM (if required)                |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <p><b><u>BTEC</u></b></p> <ul style="list-style-type: none"> <li>• Aim to understand the needs of their favourite sports. What are the demands?</li> <li>• Create training plans that can make them better in their sport</li> </ul> <p><b><u>GCSE</u></b></p> <ul style="list-style-type: none"> <li>• Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise</li> <li>• Complete homework set each week</li> <li>• Complete 30 minutes of revision each week</li> <li>• Read through PowerPoints on Google Classroom</li> <li>• Complete 30 minutes of physical activity three times a week</li> <li>• Hand in practical videos in preparation for component 3 assessment</li> </ul> | <p>Students should:</p> <p><b><u>BTEC</u></b></p> <ul style="list-style-type: none"> <li>• Remember PE classes and activities. What warm ups did you like?</li> <li>• Remember your favourite drill in your favourite sport</li> <li>• Create a training session within your favourite sport</li> </ul> <p><b><u>GCSE</u></b></p> <ul style="list-style-type: none"> <li>• Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise;</li> <li>• Hand in practical videos in preparation for component 3 assessment</li> <li>• Attend after-school revision club</li> <li>• Meet with PE mentor weekly</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |
| <b>SCIENCE</b>  |  |  |  |
| <b>What</b>   | <b><u>Combined Science:</u></b>  | <b><u>Combined Science:</u></b>  | <b><u>Combined Science:</u></b>  |

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| <p><b>students are learning</b></p> | <ul style="list-style-type: none"> <li>● B10 The human nervous system</li> <li>● B11 Hormonal control</li> <li>● B12 Reproduction</li> <li>● C8 Rates and equilibrium</li> <li>● C9 Crude oil and fuels</li> <li>● P10 Forces and motion</li> <li>● P11 Wave properties</li> <li>● P12 Electromagnetic waves</li> </ul> <p><b><u>Triple Science:</u></b><br/><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● B12 Homeostasis in action</li> <li>● B13 Reproduction</li> <li>● B14 Variation and evolution</li> <li>● B15 Adaptation, interdependence and competition</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> <li>● C14 The Earth's resources</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>● P10 Forces and motion</li> <li>● P11 Forces and pressure</li> <li>● P12 Wave properties</li> <li>● P13 Electromagnetic waves</li> </ul> <p><b><u>ELC/GCSE foundation class</u></b><br/><i>ELC Biology unit</i><br/><i>ELC Physics unit</i></p> | <ul style="list-style-type: none"> <li>● B13 Variation and evolution</li> <li>● B14 Genetics and evolution</li> <li>● B16 Organising the ecosystem</li> <li>● B17 Biodiversity and ecosystem</li> <li>● C10 Chemical analysis</li> <li>● C11 The Earth's atmosphere</li> <li>● C12 The Earth's resources</li> <li>● P12 Electromagnetic waves</li> <li>● P13 Electromagnetism</li> </ul> <p><b><u>Triple Science:</u></b><br/><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <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>● P14 Light</li> <li>● P15 Electromagnetism</li> <li>● P16 Space</li> </ul> <p><b><u>ELC/GCSE foundation class</u></b><br/>B10 The human nervous system<br/>B11 Hormonal coordination</p> | <p>Revision and summer examination series</p> <p><b><u>Triple Science:</u></b><br/>Revision and summer examination series</p> |
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|                                      | <p>B9 Respiration<br/>                 C6 Electrolysis<br/>                 C7 Energy changes<br/>                 P7 Radiation<br/>                 P8 Forces in balance<br/>                 P9 Motion<br/>                 P10 Forces and motion<br/>                 P11 Wave properties</p>   | <p>B12 Reproduction<br/>                 C9 Crude oil and fuels<br/>                 C10 Chemical analysis<br/>                 C11 The Earth's atmosphere<br/>                 C12 The Earth's resources</p>  |                      |
| <p><b>Key Content and Skills</b></p> | <p><b><u>Combined Science:</u></b></p> <ul style="list-style-type: none"> <li>Describe and explain how the nervous and hormonal system work</li> <li>Describe sexual and asexual reproduction</li> <li>Understand the basic principles of single gene inheritance</li> <li>Describe and explain factors which speed up chemical reactions</li> <li>Know what a hydrocarbon is and describe the structure and chemical properties of alkanes and alkenes</li> <li>Know the properties of transverse and longitudinal waves</li> <li>Describe the uses and properties of EM waves</li> </ul> <p><b><u>Triple Science:</u></b><br/> <b><u>Biology:</u></b><br/> <b><u>Describe and explain how the body responds to changing conditions</u></b></p> <ul style="list-style-type: none"> <li>Describe sexual and asexual</li> </ul> | <p><b><u>Combined Science</u></b></p> <ul style="list-style-type: none"> <li>Describe and explain the meaning of evolution and natural selection and give examples</li> <li>Describe single gene inheritance</li> <li>Understand feeding relationships</li> <li>Describe how organisms are adapted to their environment</li> <li>Compare analytical techniques to identify compounds</li> <li>Describe the evolution of the atmosphere of the earth over the history of the earth</li> <li>Consider the impact of a product on the environment over its lifetime</li> <li></li> <li>Explain how a magnet behaves</li> <li>Know the properties of transverse and longitudinal waves</li> <li>Recall the electromagnetic spectrum and list uses of each</li> </ul> | <p>Exam practice</p> |

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|  | <p>reproduction including the advantages and disadvantages of each</p> <ul style="list-style-type: none"> <li>● Explain how water levels are controlled by the body</li> <li>● Describe and explain the meaning of evolution and natural selection and give examples</li> <li>● Describe single gene inheritance and explain what Mendel contributed to genetics</li> <li>● Describe and explain theories of evolution including natural selection</li> <li>● Describe how organisms are adapted to their environment and the relationships between organisms</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Describe and explain how chemists test analyse chemicals</li> <li>● Describe the evolution of the atmosphere of the earth over the history of the earth</li> <li>● Consider the impact of a product on the environment over its lifetime</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>● Describe how forces interact</li> <li>● Explain the factors which affect pressure</li> <li>● Know the properties of transverse and longitudinal waves</li> </ul> | <p><b><u>Triple Science:</u></b></p> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>● Describe how organisms are adapted to their environment</li> <li>● Understand feeding relationships</li> <li>● Explain how food is produced and how farming techniques are linked to the food chain</li> </ul> <p><b><u>Chemistry</u></b></p> <ul style="list-style-type: none"> <li>● Explain how the atmosphere has changed over time</li> <li>● Explain how we obtain resources and how we use them in everyday life</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>● Describe the behaviour of lightwaves</li> <li>● Explain how a magnet behaves</li> <li>● Describe how a motor works</li> <li>● Explain the formation and organisation of the Universe</li> </ul> |  |
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|  | <ul style="list-style-type: none"><li>● Describe the uses and properties of EM waves</li></ul> <p><b><u>ELC</u></b></p> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"><li>● Describe how to stay healthy with a balanced diet and regular exercise.</li><li>● Describe respiration in humans.</li><li>● Recall that the human body has automatic control systems: the nervous and (endocrine) hormonal systems.</li><li>● Recall that hormones are secreted by glands and are transported to target organs by the bloodstream.</li><li>● Recognise the main features of the menstrual cycle</li></ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"><li>● Describe a force as a push or pull acting on an object due to an interaction with another force.</li><li>● Recall that speed is measured by the distance travelled in a certain time.</li><li>● Describe how reactions affect thinking distance, braking distance and stopping distance.</li></ul> |  |  |
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RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | <ul style="list-style-type: none"> <li>Describe how a driver’s reaction time can be affected by tiredness, drugs and alcohol and distractions.</li> <li>Explain how the braking distance of a vehicle can be affected by adverse road and weather conditions and the poor condition of the vehicle</li> </ul>                                |   |  |   |                              |
| <b>Assessment Year 11 Combined GCSE</b>               | <a href="#">October cumulative assessment class 1 and 2</a><br><br><a href="#">October cumulative assessment class 3 (ELC/GCSE class)</a><br><br><a href="#">ELC Biology Assessment</a>  | <a href="#">Yr 11 PPE paper 1’s combined science biology, chemistry and physics</a><br><br><a href="#">ELC Physics Assessment</a>   | <a href="#">Year 11 Physics combined paper 2 PPE</a> | <a href="#">Yr 11 cumulative paper 2 combined science biology and chemistry</a>   | In class paper 1 and paper 2 |
| <b>Assessment Year 11 Triple GCSE</b>                 | <a href="#">October cumulative assessment</a>  | <a href="#">Yr 11 PPE paper 1’s biology, chemistry and physics</a>  |  | <a href="#">Yr 11 PPE paper 2 biology, chemistry and physics</a>  | In class paper 1 and paper 2 |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Read relevant chapters in their revision guides</li> <li>Read relevant sections on BBC Bitesize</li> <li>Use Seneca Learning to develop knowledge skills                             <ul style="list-style-type: none"> <li>Use the kerboodle textbook</li> </ul> </li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Using their revision guides and revision cards to consolidate lessons.</li> <li>BBC bitesize GCSE (AQA specification) - revision notes, tests and videos</li> </ul> <p><a href="https://www.bbc.com/bitesize/subjects/z">https://www.bbc.com/bitesize/subjects/z</a></p> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> <li><a href="#">Complete as many past paper questions as possible</a></li> </ul> |                              |

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|-----------------------------------|---|---|---|
|                                   |   | <a href="#">rkw2hv</a> <ul style="list-style-type: none"> <li>My GCSE Science - video tutorials providing support and recap <a href="https://www.my-gcsescience.com/">https://www.my-gcsescience.com/</a></li> </ul>  |   |
| <b>TRAVEL AND TOURISM</b>         |   |   |   |
| <b>What students are learning</b> | <p>Learning aim A: Investigate travel and tourism customer service</p> <p>Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector</p> <p>Learning aim C: Understand the importance of customer service to travel and tourism organisations</p> | <p>Finalising coursework for final submission of Unit 3</p> <p>Start Unit 4</p> <p>Learning aim A: Know the major international travel and tourism destinations and gateways</p> <p>Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor</p> | <p>Learning aim A: Know the major international travel and tourism destinations and gateways</p> <p>Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor</p> <p>Learning aim C: Be able to plan international travel to meet the needs of visitors</p> |
| <b>Key Content</b>                | <ul style="list-style-type: none"> <li>Unit 3: The Travel and Tourism</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 3: The Travel and Tourism</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 4: International Travel and</li> </ul>  |

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| <b>and Skills</b>                                     | Customer Experience  |  | Customer Experience<br><ul style="list-style-type: none"> <li>Unit 4: International Travel and Tourism Destinations</li> </ul>  |  | Tourism Destinations   |                        |
| <b>Assessment</b>                                     | Coursework assessed and feedback given - chance to improve   | Coursework assessed and feedback given - chance to improve | Final Unit 3 submitted  | Coursework assessed and feedback given - chance to improve | Coursework assessed and feedback given - chance to improve   | Final Unit 4 submitted |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>Research different domestic travel destinations and why they are so popular</li> <li>Make sure deadlines are met for submission of coursework</li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Watch or listen to the news and what travel restrictions are in place for countries and why</li> <li>Ensure coursework is to the highest standard and deadlines are met.</li> <li>Attend catch up sessions as needed</li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>Research different popular destinations and why they are so popular.</li> <li>Ensure coursework is to the highest standard and deadlines are met.</li> <li>Attend catch-up sessions if needed</li> </ul> |                        |

**YEAR 12**

|  | Autumn 1  | Autumn 2  | Spring 1 | Spring 2 | Summer 1   | Summer 2 |
|--|---|---|----------|----------|--|----------|
| <b>ART, CRAFT AND DESIGN</b><br><b>Specialism: Fine Art and Textiles</b> |   |   |          |          |  |          |
| <b>What students are learning</b>  | Skills project  | Unusual viewpoints  |          |          | Personal investigation   |          |
| <b>Key Content</b>   | <ul style="list-style-type: none"> <li>Broaden skill level</li> </ul> | <ul style="list-style-type: none"> <li>Gain a greater understanding on the assessment objectives</li> </ul> |          |          | <ul style="list-style-type: none"> <li>Start Personal investigation (PI) on</li> </ul> |          |

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| <p><b>and Skills</b></p>                                     | <p>through experimentation - showing breadth of how media can be used</p> <ul style="list-style-type: none"> <li>Experiments with different subjects matters to find own style and ideas</li> </ul>  | <ul style="list-style-type: none"> <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>independent themes</p> <ul style="list-style-type: none"> <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><b>Assessment</b></p>                                     | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>  | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>   | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>   | <p>Formative holistic marking for entire project</p> | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p>  | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection<br/>Time(DIRT)<br/>This can be verbal, written or video</p> |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Complete extensive experimentation on media - avoid repetitive experimentation</li> <li>Push themselves out of their comfort zone</li> <li>Go to galleries OR view galleries collections online to gain inspiration</li> <li>Start thinking about what subject matter they would like to focus on for their 'unusual viewpoints' project</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Complete extensive experimentation on media - avoid repetitive experimentation</li> <li>Push themselves out of their comfort zone</li> <li>Go to galleries OR view galleries collections online to gain inspiration</li> <li>Research ideas that can inform development</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Complete research on techniques that could help represent their chosen theme</li> <li>Push themselves out of their comfort zone</li> <li>Go to galleries OR view galleries collections online to gain inspiration</li> </ul>        |   |

| COMPUTER SCIENCE                  |   |   |  |                   |   |   |
|-----------------------------------|---|---|--|-------------------|---|---|
| <b>What students are learning</b> | Revisit GCSE Programming skills<br><br>Networks<br><br>Learn about the concepts of databases  | NEA<br><br>Elements of computational thinking                 | Data Structures<br>Algorithms<br>Software development<br>NEA   | Algorithms<br>NEA | Data structures and programming   | Data structures and programming continues |
| <b>Key Content and Skills</b>     | <b>Component 1:</b> <ul style="list-style-type: none"> <li>• Networks</li> <li>• Types of Programming Language</li> <li>• Introduction to Programming</li> <li>• Databases</li> </ul> <b>Component 2:</b> <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> |   | <b>Component 1:</b> <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> <b>Component 2:</b> <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> |                   | <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> |   |
| <b>Assessment</b>                 | Settling in assessment  | End of topic test for each unit covered during each half term |  |                   |   | June PPEs                                 |
| <b>How can students</b>           | Students should: <ul style="list-style-type: none"> <li>• Complete flipped learning using PG Online book for the relevant chapters</li> </ul>   |   | Students should: <ul style="list-style-type: none"> <li>• Complete flipped learning using PG Online book for the relevant chapters</li> </ul>  |                   | Students should: <ul style="list-style-type: none"> <li>• Read the textbook chapters on the topics to be covered</li> </ul>   |   |

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| <p><b>prepare beyond the classroom?</b></p> | <ul style="list-style-type: none"> <li>• Watch the relevant videos in Craig and Dave :<br/><a href="https://student.craigndave.org/a-level-videos">https://student.craigndave.org/a-level-videos</a></li> <li>• Make notes / mindmaps /flashcards about keywords in their books</li> <li>• Practice programming at home using the OCR Coding challenges booklet</li> </ul> | <ul style="list-style-type: none"> <li>• Watch the relevant videos in Craig and Dave :<br/><a href="https://student.craigndave.org/a-level-ideos">https://student.craigndave.org/a-level-ideos</a></li> <li>• Make notes / mindmaps / flashcards about keywords in their books</li> <li>• Practice programming at home using the OCR Coding challenges booklet</li> </ul> | <ul style="list-style-type: none"> <li>• Complete end-of-chapter questions</li> <li>• Complete exams questions given to them</li> <li>• Complete all homework to the best of ability</li> <li>• Go through the Logicly website for hands-on practise of logic gates</li> <li>• Solving OCR Programming Tasks/Challenges</li> <li>• Watch Craig and Dave videos for flipped learning of topics</li> </ul> |
|---|--|---|--|

**DRAMA**

|  |   |   |   |   |  |   |
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| <p><b>What students are learning</b></p> | <p>Alternating between Yerma (Comp. 1 Sect. B) and Caucasian Chalk Circle (Comp. 1 Sect. A)</p>   | <p>Component 1 and Component 2</p>  | <p>Component 2</p>  | <p>Component 2</p>  | <p>Component 1 and Component 2</p>   | <p>Section A/B and Section C of Component 1</p>   |
| <p><b>Key Content and Skills</b></p>     | <p>The text, the writer of the text, and the social, cultural and historical context for the text is all studied in preparation for Component 1</p> | <p>The text from the previous term is finished and work begins on Component 2 devised</p> | <p>Devising sessions and rehearsals for Component 2's practical element</p> | <p>Component 2 piece is performed and coursework begins</p> | <p>Coursework for Component 2 is finalised and study of Section C for Component 1 begins</p> | <p>Students either see or discuss live performances and consolidate their knowledge of Section A or B</p> |
| <p><b>Assessment</b></p>                 | <p>Regular practice exam questions</p>  | <p>Continual feedback given during devised</p>  | <p>Practical assessments are continuous</p>                                 | <p>Component 2 is assessed formally</p>                     | <p>Coursework is finalised and marked</p>  | <p>PPEs - Section A/B and C assessed</p>  |

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|   |   | process and exam questions continue  | throughout this half term  |  |   |   |
| <b>How can students prepare beyond the classroom?</b> | <p>Watch performances by either of the writers for the text studied</p> <p>Read: (i) Anything from the Year 12 section on the KS5 Drama Reading List<br/>(ii) A play every week from the Drama Library</p> <p>Familiarise yourself with the exam walkthroughs in the A Level Megabook</p> | <p>Research and watch devised pieces</p> <p>Research the work of companies like Complicité and Kneehigh who specialise in devised work</p> <p>Rehearse outside lesson time</p> | <p>Rehearsal outside lesson time</p> <p>Work on vocal and physical choices of character, which is often underdeveloped in devised work</p> | <p>Rehearsal outside lesson time</p> <p>Work on vocal and physical choices of character, which is often underdeveloped in devised work</p> | <p>Ensure you have extensive notes on the Section C play, if already watched</p> <p>See as much live theatre as you can in your own time</p> <p>Familiarise yourself with the exam walkthroughs in the A Level Megabook</p> | <p>Ensure you have extensive notes on the Section C play, if already watched</p> <p>Read: (i) Anything from the Year 12 section on the KS5 Drama Reading List<br/>(ii) A play every week from the Drama Library</p> |
| <b>ECONOMICS</b>                                      |   |  |  |  |   |   |
| <b>What students are learning</b>                     | <p>Microeconomics</p> <p>Macroeconomics</p>   |  | <p>Microeconomics</p> <p>Macroeconomics</p>  |  | <p>Review/recap Year 12 content</p> <p>Start Year 13 content</p>  |   |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>1.1 The Nature of Economics</li> <li>1.2 How Markets Work</li> </ul>   |  | <ul style="list-style-type: none"> <li>1.3 Market Failure</li> <li>1.4 Government Intervention</li> </ul>                                  |  | <ul style="list-style-type: none"> <li>Review of first year content</li> <li>Essay technique</li> </ul>   |   |

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|   | <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>   |   | <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>Case study analysis for Paper 3</li> </ul> <p>Microeconomics</p> <ul style="list-style-type: none"> <li>3.1 Business Growth</li> <li>3.3 Revenues, Costs and Profits</li> </ul>  |             |
| <b>Assessment</b>                                     | RAKS booklet for every topic<br>Tracker tests twice per half term   | RAKS booklet for every topic<br>Tracker tests twice per half term | RAKS booklet for every topic<br>Tracker tests twice per half term  | RAKS booklet for every topic<br>Tracker tests twice per half term | PPE   | Summer exam |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Review the Specification for the units from the Autumn Term of the Curriculum map</li> <li>For video support watch content from:                             <ul style="list-style-type: none"> <li>Econplusdal: <a href="https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g">https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g</a></li> <li>Jacob Clifford: <a href="https://www.youtube.com/c/ACDCLeadership/featured">https://www.youtube.com/c/ACDCLeadership/featured</a></li> </ul> </li> <li>For quizzes and walkthroughs access Seneca Learning: <a href="https://app.senecalearning.com/">https://app.senecalearning.com/</a></li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Review the Specification for the units from the Spring Term of the Curriculum map</li> <li>Complete condensed notes and worksheet of Year 12 content (Unit 1 and Unit 2)</li> <li>For video support watch content from:                             <ul style="list-style-type: none"> <li>Econplusdal: <a href="https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g">https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g</a></li> <li>Jacob Clifford: <a href="https://www.youtube.com/c/ACDCLeadership/featured">https://www.youtube.com/c/ACDCLeadership/featured</a></li> </ul> </li> <li>For quizzes and walkthroughs access Seneca Learning: <a href="https://app.senecalearning.com/">https://app.senecalearning.com/</a></li> <li>For exam Practice use: <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> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Review all learning from the year following the resources shown above.</li> <li>Reflect on feedback and follow up your action plan</li> <li>In light of the PPE's focus your revision on specific units</li> <li>There is a full range of revision material available on <a href="https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/">https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/</a></li> <li>The exam technique guidance is particularly useful in preparation for any set of exams. Students must review this and be certain of the breakdown of marks for each length of question: <a href="https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fp">https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fp</a></li> </ul> |             |



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|                                   |  |   | <a href="https://www.mt.physicsandmathstutor.com/download/Economics%2FA-level%2FNotes%2FEdexcel-A%2FExam%2520Technique%2520-%2520AS-level%2520Papers%2520-%2520Edexcel%2520(A)%2520Economics%2520A-level.pdf">mt.physicsandmathstutor.com%2Fdownload%2FEconomics%2FA-level%2FNotes%2FEdexcel-A%2FExam%2520Technique%2520-%2520AS-level%2520Papers%2520-%2520Edexcel%2520(A)%2520Economics%2520A-level.pdf</a> |   |  |                     |
| <b>AQA ENGLISH LITERATURE</b>     |  |   |   |   |  |                     |
| <b>What students are learning</b> | Narrative and Feminist: Theory in Literature<br><br>Social and Political Protest Texts: The Kite Runner and The Handmaid’s Tale  |   | Aspects of Tragedy and Keats Poetry<br><br>Songs of Innocence and Experience - Blake  |   | Unseen Protest Prose and Poetry<br><br>Ecocritical, Postcolonial and Marxist theories and The Literary Canon<br><br>Prose NEA                                |                     |
| <b>Key Content and Skills</b>     | Application of critical theory to text   | Exam questions focused on texts as protest novels | Exam questions focused on texts as protest poems  | Exam questions focused on texts as tragic poems | Unseen text skills   | Critical Theory NEA |
| <b>Assessment</b>                 | Students complete timed writing practise bi-weekly and feedback will be given in line with the sixth form feedback policy<br><br>This will be a range of questions from: <ul style="list-style-type: none"> <li>● Component 1: Aspects of Tragedy</li> <li>● Component 2: Social and Political Protest texts</li> <li>● NEA: Critical anthology</li> </ul> |   |   |   |  |                     |
| <b>How can students prepare</b>   | Students should: <ul style="list-style-type: none"> <li>● Complete the summer work set on Google classroom</li> <li>● Read a wide range of 19th-21st</li> </ul>  |   | Students should: <ul style="list-style-type: none"> <li>● Revise notes from Handmaid’s Tale and The Kite Runner.</li> <li>● Research the critical reception of KR and</li> </ul>  |   | Students should: <ul style="list-style-type: none"> <li>● Read a wide range of 19th-21st century literature</li> <li>● Revise the Kite Runner and</li> </ul> |                     |

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| <p><b>beyond the classroom?</b></p>      | <p>century literature</p> <ul style="list-style-type: none"> <li>• Explore articles on the EMC website:</li> <li>• <a href="https://www.englishandmedia.co.uk/e-magazine/emag-login/">https://www.englishandmedia.co.uk/e-magazine/emag-login/</a><br/>Username: English@ruislip<br/>Password: English</li> </ul> | <p>HMT.</p> <ul style="list-style-type: none"> <li>• Read a wide range of 19th-21st century literature</li> <li>• Start reading and thinking about potential books for your coursework</li> </ul> | <p>Handmaid’s Tale</p> <ul style="list-style-type: none"> <li>• Revise the critical lenses covered in class</li> <li>• Select a book to analyse against a lens in your coursework</li> </ul> |                             |   |  |
| <p><b>GEOGRAPHY</b></p>                  |   |   |  |                             |   |  |
| <p><b>What students are learning</b></p> | <p>Paper 1: Physical Geography</p> <p>Section C: Hazards</p> <p>Paper 2: Human Geography</p> <p>Section B: Changing Places</p>  | <p>Continued (see left)</p>   | <p>Paper 1B: Coastal Systems and Landscapes</p> <p>Paper 2C: Resource Security</p>   | <p>Continued (see left)</p> | <p>Year 12 exam revision</p> <p>Unit 3: Geography fieldwork investigation (NEA non-examined assessment)</p> | <p>Unit 3: Geography fieldwork investigation (Continued)</p> |
| <p><b>Key Content and Skills</b></p>     | <p>Paper 1C:<br/>The concept of a hazard; plate tectonics; volcanic hazards; seismic hazards; storm hazards; fires in nature</p> <p>Unit 2C: The nature and importance of</p>   | <p>Continued (see left)</p>   | <p>Paper 1B: Coasts as natural systems, coastal systems and processes, coastal landscape development, coastal management</p> <p>Paper 2C: Energy security, water security, mineral</p>       | <p>Continued (see left)</p> | <p>Key fieldwork locations: Great Yarmouth, Hemsby, Cromer, Bacton, Happisburgh, Sea Palling</p>            | <p>Geography fieldwork investigation write-up</p>            |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | places; place relationships, connections, meaning and representation; local place case study (the development of Ruislip); distant place case study (Detroit) |  | (iron ore) security  |  |  |  |
| <b>Assessment</b>                                     | Several practice exam questions   | Paper 1 Hazards.<br>Paper 2 Changing Places  | Several practice exam questions  | Paper 1 Coastal Systems and Landscapes<br><br>Paper 2 Resource Security                                    | Several practice exam questions  | Year 12 exam   |
| <b>How can students prepare beyond the classroom?</b> | Carry out further research into each case study specified in the topic PLCs (personal learning checklists)  | Carry out further research into each case study specified in the topic PLCs (personal learning checklists) | Carry out further research into each case study specified in the topic PLCs (personal learning checklists) | Carry out further research into each case study specified in the topic PLCs (personal learning checklists) | Carry out further research into each case study specified in the topic PLCs (personal learning checklists) | Carry out further research into each case study specified in the topic PLCs (personal learning checklists) |
| <b>GOVERNMENT AND POLITICS</b>                        |   |  |  |  |  |  |
| <b>What students are learning</b>                     | UK Politics   |  | UK Politics  |  | Paper 3 - Political Ideology   |  |

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| <b>Key Content and Skills</b>                         | <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>   | <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>Assessment</b>                                     | Settling in assessment (two 9 mark exam questions)<br><br>For each topic a 9 and 25 mark question in the AQA exam style  | For each topic a 9 and 25 mark question in the AQA exam style   | For each topic a 9 and 25 mark question in the AQA exam style   | For each topic a 9 and 25 mark question in the AQA exam style | For each topic a 9 and 25 mark question in the AQA exam style | Pre Public Exam (PPE) 2hrs Paper 1 of the AQA syllabus |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>• Watch current affairs programmes such as Prime Ministers Questions, Sunday with Laura Keunssberg and BBC News</li> </ul> | Students should: <ul style="list-style-type: none"> <li>• Go to tutor2u website for some basic knowledge on these topics</li> <li>• Use the parliament.uk website to find out what legislation is being debated</li> <li>• Continue to read a broadsheet newspaper for up-to-date examples of the key events in British politics</li> </ul> | Students should: <ul style="list-style-type: none"> <li>• Go to the tutor2u website to gain a better understanding of ideologies</li> <li>• Learn the five main thinkers for each of the ideologies studied</li> </ul>  |   |   |  |
| <b>HEALTH AND SOCIAL CARE</b>                         |  |   |   |   |   |  |
| <b>What</b>   | Unit 1 Human Lifespan and development  | Unit 1 Exam sat and content taught for Unit   | Unit 2 Working in HSC   |   |   |  |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |   |                                 |  |  |  |                              |
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| <b>students are learning</b>                          | external unit   |                                 | 2 begin in January<br>External Exam unit   |  | External Exam Unit   |                              |
| <b>Key Content and Skills</b>                         | Understanding of life stages and the growth and development through each life stage . Factors that have an impact on growth and development |                                 | Roles and responsibilities of HSC professionals. Understanding the role of legislation in providing and receiving care |  | May- Unit 2 exam external unit<br><br>Unit 5 coursework begins taking into account the synoptic units 1&2  |                              |
| <b>Assessment</b>                                     | Preparation for January Exam<br><br>Mini assessments and homework tasks   | Practise assessments internally | January Early Entry<br>Unit 1 Human Lifespan<br>Development  | Results issues and discussion between student and teachers to secure retake option if required | Unit 2 Working in Health & Social Care - external exam unit  |                              |
| <b>How can students prepare beyond the classroom?</b> | Revision materials provided<br>Practise assessment questions<br>Use of Tutor2u resources<br>Google classroom links provided by the teacher  |                                 | January exam taken with a view to re-entry later on in the summer series if required                                   |  | Revision materials provided<br>Practise assessment questions<br>Use of Tutor2u resources<br>Google classroom links provided by the teacher<br>Coursework - Case Study analysis - knowing and understanding the complexities of each case |                              |
| <b>HISTORY</b>  |   |                                 |  |  |  |                              |
| <b>Breadth Study*</b>                                 |   |                                 |  |  |  |                              |
| <b>What students are learning</b>                     | Year 1 content:<br>Henry VII  | Year 1 content:<br>Henry VII    | Year 1 content:<br>Henry VIII  | Year 1 content:<br>Henry VIII  | Revision of all Year 1 content   | Year 2 content:<br>Edward VI |

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| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>Tudors: The reign of Henry VII</li> </ul>   |   | <ul style="list-style-type: none"> <li>Tudors: The reign of Henry VIII</li> </ul>  |  | <ul style="list-style-type: none"> <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>     |   |
| <b>Assessment</b>                                     | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.                                  | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.                        |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch all 4 parts of 'Henry VIII: Mind of a Tyrant' documentary and take notes – first part here <a href="https://www.youtube.com/watch?v=BXp1R1JXw7M&amp;list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&amp;index=11">https://www.youtube.com/watch?v=BXp1R1JXw7M&amp;list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&amp;index=11</a></li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Watch all 4 parts of 'Henry VIII: Mind of a Tyrant' documentary and take notes – first part here <a href="https://www.youtube.com/watch?v=BXp1R1JXw7M&amp;list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&amp;index=11">https://www.youtube.com/watch?v=BXp1R1JXw7M&amp;list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&amp;index=11</a></li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Listen to this 30 minute podcast on the reign of Edward VI - <a href="https://refactor.podbean.com/e/38-edward-vi/">https://refactor.podbean.com/e/38-edward-vi/</a></li> </ul> |   |
| <b>Depth Study **</b>                                 |  |   |  |  |  |   |
| <b>What students are learning</b>                     | The condition of Russia in 1914. Causes and Course of The February Revolution  | Developments between the revolutions. Causes and Course of The October Revolution | Bolshevik Control during The Russian Civil War. Economy during wartime   | Consolidation of the Bolshevik Regime            | The Rise of Stalin. Ideological and economic issues in the party   | The decision to collectivise and industrialise. The Great Economic Turn |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>Russia: The Bolshevik Civil War, Lenin's view on International Relations, The</li> </ul>  |   | <ul style="list-style-type: none"> <li>Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red</li> </ul>  |  | <ul style="list-style-type: none"> <li>Stalin's rise to power, 1924–1929</li> <li>Ideological debates and issues in the</li> </ul>   |   |

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|   | Red Terror, The struggle for power after Lenin’s death   |  | Terror, The struggle for power after Lenin’s death   |   | leadership struggle <ul style="list-style-type: none"> <li>• Economic developments</li> <li>• Government, propaganda and the beginning of the Stalinist cult</li> </ul>                        |  |
| <b>Assessment</b>                                     | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.  | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.   |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>• Research the topics using ‘alpha history’ and other appropriate websites;</li> <li>• Watch the YouTube documentary on the Russian Civil War<br/><a href="https://www.youtube.com/watch?v=9dqmlIOBq_sQ&amp;list=PLGh01umbQxuoGCJPJlyufM24H2-LwMNYa">https://www.youtube.com/watch?v=9dqmlIOBq_sQ&amp;list=PLGh01umbQxuoGCJPJlyufM24H2-LwMNYa</a></li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>• Research the topics using ‘alpha history’ and other appropriate websites;</li> <li>• Watch the YouTube documentary on the Russian Civil War<br/><a href="https://www.youtube.com/watch?v=9dqmlIOBq_sQ&amp;list=PLGh01umbQxuoGCJPJlyufM24H2-LwMNYa">https://www.youtube.com/watch?v=9dqmlIOBq_sQ&amp;list=PLGh01umbQxuoGCJPJlyufM24H2-LwMNYa</a></li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>• Watch a documentary on Stalin; there are several on YouTube</li> </ul>   |  |
| <b>LAW</b>  |  |  |  |   |  |  |
| <b>What students are learning</b>                     | Unit 1 <ul style="list-style-type: none"> <li>• English Legal system:</li> <li>• Criminal Courts</li> <li>• Lay People</li> <li>• Legal professions</li> <li>• Judges</li> <li>• Basic elements of criminal liability</li> <li>• Non-fatal</li> </ul>  | Unit 1 <ul style="list-style-type: none"> <li>• English Legal system</li> <li>• Sentencing</li> <li>• Statutory Interpretation</li> <li>• Precedent</li> <li>• Fatal offences</li> </ul> | Unit 2 <ul style="list-style-type: none"> <li>• Tort of negligence</li> <li>• Duty</li> <li>• Breach</li> <li>• Damage</li> </ul> Unit 1 <ul style="list-style-type: none"> <li>• Property offences</li> </ul>   | Unit 2 <ul style="list-style-type: none"> <li>• Psychiatric injury</li> <li>• Pure economic loss</li> <li>• Negligent misstatement</li> <li>• Consent</li> <li>• Contributory negligence</li> </ul> | Unit 2 <ul style="list-style-type: none"> <li>• Occupiers Liability</li> <li>• Nuisance</li> <li>• Rylands v Fletcher</li> <li>• Remedies</li> <li>• Courts</li> <li>• Legal advice</li> </ul> | Unit 2 <ul style="list-style-type: none"> <li>• Fault</li> <li>• Morality</li> <li>• Theories of Tort</li> <li>• Law making</li> </ul> |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|                               | offences   |  | <ul style="list-style-type: none"> <li>Capacity defences</li> </ul>  | Unit 1 <ul style="list-style-type: none"> <li>Necessity defences</li> <li>Attempts</li> <li>Theories of criminal law</li> </ul> | Unit 1 <ul style="list-style-type: none"> <li>Fault</li> <li>Justice</li> </ul>  |   |
| <b>Key Content and Skills</b> | <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>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> |   |
| <b>Assessment</b>             | A series of 5 mark, 10 mark and MCQ exam assessments   | A series of 5 mark, 10 mark and MCQ exam assessments | A series of 5 mark, 10 mark and MCQ exam assessments.<br><br>A 30 mark paper 1 Assessment  | A series of 5, 10, 15 mark and MCQ exam assessments.<br><br>A 30 mark paper 1 Assessment  | A series of 5 mark, 10 mark and MCQ exam assessments.<br><br>A 30 mark paper 2 Assessment  | Unit 1 PPE (2 hours)<br><br>A series of 5, 10 mark and MCQ exam assessments |



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| <p><b>How can students prepare beyond the classroom?</b></p>  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Keep up-to-date with legal developments by visiting <i>Law in Action</i> on the BBC Radio 4 website</li> <li>Visit a courtroom and watch a trial from the public gallery to gain an understanding of the courts</li> </ul> |                                 | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the Lawteacher website to understand case law</li> <li>Read the relevant chapters in the textbook to gain a basic understanding of the concepts</li> <li>Listen to podcasts on BBC Radio 4 Law in Action programme for up-to-date developments in the law</li> </ul>                             |                                 | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the LawTeacher website to understand case law</li> <li>Read the relevant chapters in the textbook to gain a basic understanding of the concepts</li> <li>Listen to podcasts on BBC Radio 4 Law in Action programme for up-to-date developments in the law</li> </ul> |                             |
| <p><b>MATHS</b></p>   |   |                                 |   |                                 |   |                             |
| <p><b>What students are learning</b></p>  | <p>Algebra and Trigonometry</p>   | <p>Algebra and Trigonometry</p> | <p>Trigonometry and Calculus</p>  | <p>Statistics and Mechanics</p> | <p>Statistics and Mechanics</p>   | <p>Algebra and Geometry</p> |
| <p><b>Key Content and Skills</b></p>  | <ul style="list-style-type: none"> <li>Algebraic expressions</li> <li>Quadratics equations and inequalities &amp; graphs,</li> <li>Coordinate geometry</li> <li>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</li> <li>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 PPEs.</li> <li>Start second year of the A level content - algebra methods and radians</li> </ul>  |                             |
| <p>Parents/Guardians can support their child's learning using the following website:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student</p> |   |                                 |   |                                 |   |                             |

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|   | <p><a href="#">Corbett Maths</a><br/> <a href="#">Dr Frostmaths</a><br/> <a href="#">TLMaths</a></p> <p>The websites above have video tutorials, worksheets and exam style questions</p> <p>All homework is to complete tasks from textbook or worksheets or from online resources. These tasks need to be completed for the next lesson. The nature of the course builds on information learnt from previous lessons. All students should spend a minimum of 5 hours a week on homework</p> |  |   |  |
| <b>Assessment</b>                                     | <p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/> Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.</i></p>   |  |   |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Bring all correct equipment to lesson, especially a calculator</li> <li>• Use <a href="http://mathswatchvle.com">mathswatchvle.com</a> to go through any topics they do not understand</li> </ul>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Bring all correct equipment to lesson, especially a Classwiz calculator</li> <li>• Use <a href="http://mathswatchvle.com">mathswatchvle.com</a> to go through any topics they do not understand including recapping on vectors, averages and histograms from GCSE</li> <li>• Use <a href="http://mathsgenie.com">mathsgenie</a> to practise/revise topics from the Autumn term</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Complete all review exercises and end of chapter chapter exercises from the Pure textbook</li> <li>• Use their PLCs for targeted revision</li> <li>• Complete past exam questions - these can be found on <a href="http://physicsandmathstutor.com">physicsandmathstutor.com</a>.</li> </ul> |  |
| <b>MEDIA</b>  |  |  |   |  |
| <b>What students are learning</b>                     | <p>Component 1, Section B</p> <p>Component 1, Section A &amp; B – Newspapers</p>   | <p>Component 1, Section A – Music Videos</p> <p>Component 1, Section B – Radio</p>   | Component 2: Section B - Magazines  | Component 3: Practical Production Unit |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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| <p><b>Key Content and Skills</b></p>              | <ul style="list-style-type: none"> <li>• Film: I, Daniel Blake and Black Panther</li> <li>• Video Games: Assassin's Creed</li> <li>• Students will explore issues of media language, representation, industry and audience in The Times and The Daily Mirror</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be exploring the issues of media language and representation in Beyonce's 'Formation' and Sam Fender 'Seventeen Going Under'</li> <li>• Students will be exploring the issues of industry and audience in 'Late Night Woman's Hour'</li> </ul> | <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 Component 2 examination</li> </ul> | <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 October half term</li> </ul> <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>Assessment</b></p>                          | <p>Settling in assessment - Component 1, Representation Question</p>  | <p>Component 1, Section A (Representation and Media Language)</p>   | <p>Component 1, Section B, Questions 3 and 4 focused on Film industry and Radio</p>  | <p>Component 2, Section B, focused on Magazines</p>   | <p>Year 12 PPEs - Full Component 1 paper</p>  | <p>Component 3, NEA - Statement of Aims</p> |
| <p><b>How can students prepare beyond the</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Ensure their theory trackers are up-to-date and they are able to confidently recall the key media theories studied so far on the course</li> </ul>   |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Ensure their theory trackers are up to date and go over all class notes</li> <li>• Revise content already covered for at least 1 hour a week</li> </ul>               |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Research different posters for mainstream films</li> <li>• Research music videos (in any music genre)</li> </ul> |   |

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| <p><b>classroom?</b></p>                              | <ul style="list-style-type: none"> <li>• Watch at least three films produced by Marvel</li> <li>• Read one full edition of The Daily Mirror and one full edition of The Times (preferably covering the same day)</li> </ul>  | <ul style="list-style-type: none"> <li>• Read one edition of The Times and one edition of The Daily Mirror in full</li> </ul>  | <ul style="list-style-type: none"> <li>• Read at least three magazines of their choice, thinking about how they appeal to their target audiences and the types of adverts included in the magazine</li> </ul>   |
| <p><b>PHYSICAL EDUCATION</b><br/><b>BTEC/GCSE</b></p> |  |  |   |
| <p><b>What students are learning</b></p>              | <p><b><u>BTEC Sport:</u></b><br/>Unit 1 - Anatomy and physiology</p>   | <p><b><u>BTEC Sport:</u></b><br/>Unit 3 – Careers in Sport</p>   | <p><b><u>BTEC Sport:</u></b><br/>Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</p>  |
| <p><b>Key Content and Skills</b></p>                  | <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> | <ul style="list-style-type: none"> <li>• Part A and B:<br/><b>A:</b> Understand the career and job opportunities in the sports industry</li> <li><b>B:</b> Explore own skills using a skills audit to inform a career development action plan</li> <li>• Part C and D:<br/><b>C:</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</li> <li><b>D:</b> Reflect on the recruitment and selection process and your individual performance</li> </ul> | <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> |

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| <b>Assessment</b>                                     | Examination  |   | Coursework  |   | Examination  |  |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>• Use BBC bitesize for skeletal, muscular, respiratory and cardiovascular revision</li> <li>• Use the Google Classroom for powerpoint notes and revision guides</li> <li>• Track and monitor answers in each lesson to help with recalling the correct information in tests</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>• Ensure all deadlines are being met</li> <li>• Use the resources on Google Classroom to help with the structure of your coursework</li> <li>• Read through the assignment briefs carefully</li> <li>• Use the recommended reading list posted on Google Classroom</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>• Use past papers to practise examination answers. Ensure notes are kept up to date</li> <li>• Use the resources on Google Classroom to help revise for the exam</li> <li>• Research the 'Eatwell Guide' in preparation for topics to be studied in Year 13</li> </ul> |  |
| <b>PSYCHOLOGY</b>                                     |  |   |   |   |  |  |
| <b>What students are learning</b>                     | <ul style="list-style-type: none"> <li>• Research Methods</li> <li>• Approaches</li> <li>• Memory</li> <li>• Social Influence</li> </ul>   | Memory Approaches<br>Social Influence               | <ul style="list-style-type: none"> <li>• Psychopathology</li> <li>• Attachment</li> </ul>   | <ul style="list-style-type: none"> <li>• Psychopathology</li> <li>• Attachment</li> </ul> | Biopsychology Issues and Debates   | Biopsychology Issues and Debates               |
| <b>Key Content and Skills</b>                         | <u>Key skills</u> <ul style="list-style-type: none"> <li>• AO1: Description of research</li> <li>• AO2: Application of research</li> <li>• AO3: Evaluation of research</li> </ul> <u>Key content</u> for each unit can be found in the PLCs linked <a href="#">here</a>  |   | <u>Key skills</u> <ul style="list-style-type: none"> <li>• AO1: Description of research</li> <li>• AO2: Application of research</li> <li>• AO3: Evaluation of research</li> </ul> <u>Key content</u> for each unit can be found in the PLCs linked <a href="#">here</a>   |   | <u>Key skills</u> <ul style="list-style-type: none"> <li>• AO1: Description of research</li> <li>• AO2: Application of research</li> <li>• AO3: Evaluation of research</li> </ul> <u>Key content</u> for each unit can be found in the PLCs linked <a href="#">here</a>  |  |
| <b>Assessment</b>                                     | Mid unit tests completed as 'walking talking' paper  | Mid unit tests completed as 'walking talking' paper | Mid unit tests completed as 'walking talking' paper   | Mid unit tests completed as 'walking talking' paper                                       | Mid unit tests completed as 'walking talking' paper  | Summer PPEs<br><br>Mid unit tests completed as |

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|   | End of unit tests completed in exam conditions  | End of unit tests completed in exam conditions | End of unit tests completed in exam conditions  | End of unit tests completed in exam conditions | End of unit tests completed in exam conditions   | 'walking talking' paper<br>End of unit tests completed in exam conditions |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>Create 16 mark essay plans for all possible essay questions using revision guides</li> </ul>       |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>Create 16 mark essay plans for all possible essay questions using revision guides</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>Create 16 mark essay plans for all possible essay questions using revision guides</li> </ul>            |   |
| <b>SCIENCE</b>  |   |  |   |  |  |   |
| <b>What students are learning</b>                     | <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> </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>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>● Bonding</li> <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> </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> <p><b><u>Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>● Scalars and vectors</li> <li>● Equations of Motion</li> </ul> | <p><b><u>Organic Chemistry:</u></b></p> <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>● Equilibrium and moments</li> <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>Electricity:</u></b></p> <ul style="list-style-type: none"> <li>● Circuits</li> <li>● Component characteristics</li> <li>● Emf and internal resistance</li> <li>● Resistivity</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>Key Content and Skills</b></p> | <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● To be able to use and interpret data collected for quantitative tests</li> <li>● Identify variables that must be controlled in their investigation into</li> </ul>  | <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Participate in dissections and explain gas exchange systems for a variety of organisms</li> <li>● Interpret information relating to the</li> </ul>   | <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● To be able to calculate gross primary productivity</li> <li>● To be able to devise investigations into the effect of named minerals on plant</li> </ul>   |

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|  | <p>rate of reaction</p> <ul style="list-style-type: none"> <li>● Be able to calculate uncertainties in measurements and represent data in graphically</li> <li>● Be able to describe the structure and functions of carbohydrates, lipids, proteins, enzymes, water, ions, ATP and DNA</li> <li>● To compare and contrast eukaryotic and prokaryotic cells</li> <li>● To be able to calculate mitotic index</li> <li>● Be able to determine water potential of different plant tissues</li> <li>● To understand how the body recognises antigen and brings about phagocytosis</li> <li>● To discuss ethical issues associated with vaccinations and monoclonal antibodies</li> </ul> <p><b><u>Chemistry:</u></b></p> <p>There are 2 exams papers for AS (Y12) Chemistry. The two links below provide a breakdown of each topic that is examined in each paper</p> <p><a href="#">AS Paper 1 Exam breakdown</a><br/> <a href="#">AS Paper 2 Exam breakdown</a></p> <p>The key content and skills for each topic are listed on the specification which is on</p> | <p>effects of lung disease on gas exchange and/or ventilation</p> <ul style="list-style-type: none"> <li>● Interpret data relating to the effects of pollution and smoking on the incidence of lung disease</li> <li>● Evaluate the way in which experimental data led to statutory restrictions on the sources of risk factors</li> <li>● Recognise correlations and causal relationships.</li> <li>● Interpret data relating to pressure and volume changes during the cardiac cycle</li> <li>● Analyse and interpret data associated with specific risk factors and the incidence of cardiovascular disease</li> <li>● Be able to use and set up a potometer to describe transpiration</li> <li>● Relate the base sequence of nucleic acids to the amino acid sequence of polypeptides, when provided with suitable data about the genetic code</li> <li>● To describe how variation occurs and its important in biodiversity</li> <li>● To use data to calculate index of diversity</li> </ul> <p><b><u>Chemistry:</u></b></p> <p>For a student version of the specification (PLC) please click the link below. This is a tick sheet of all the required learning, topic by topic</p> | <p>growth</p> <ul style="list-style-type: none"> <li>● To be able to understand the need to manage the conflict between human needs and conservation in order to maintain the sustainability of natural resources</li> <li>● Evaluate evidence and data concerning issues relating to the conservation of species and habitats and consider conflicting evidence</li> <li>● use given data to calculate the size of a population estimated using the mark-release-recapture method.</li> <li>● To describe different nutrient cycles and understand their importance to different organisms</li> <li>● To be able to classify organisms appropriately</li> </ul> <p><b><u>Chemistry:</u></b></p> <p>For past paper practice questions listed topic by topic please click the two links below</p> <p><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources">https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources</a></p> <p><a href="https://drive.google.com/drive/folders/1_P8Qr-dfwsMePvrXs9OASzF18IO-FNW0?usp=share_link">https://drive.google.com/drive/folders/1_P8Qr-dfwsMePvrXs9OASzF18IO-FNW0?usp=share_link</a></p> |
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|  | <p>the link below. Scroll down to page 8 to find the list of topics detailed in the documents above. If you click the topic they will hyperlink to a page detailing all of the required learning</p> <p><b>AQA Chemistry Specification 7404 7...</b></p> <p><b>Physics:</b><br/>There are 2 exam papers for AS combining all sections covered up to the Easter break</p> |   | <p><u><a href="#">Year 1 PLC</a></u></p> <p>For further specific revision resources and links click the links below</p> <p><u><a href="#">Revision Resources AS Paper 1</a></u><br/><u><a href="#">Revision Resources AS Paper 2</a></u><br/><u><a href="#">KS5 Useful Chemistry Resources</a></u></p> <p><b>Physics:</b><br/>Use the interactive plc found here to assess strengths and weaknesses and complete past paper questions set on Google Class.</p> |   | <p><u><a href="https://drive.google.com/drive/folders/1S2RUxaBF1E0erCSYjRbTvt5OinM93tc?usp=share_link">https://drive.google.com/drive/folders/1S2RUxaBF1E0erCSYjRbTvt5OinM93tc?usp=share_link</a></u></p> <p><b>Physics:</b><br/>Relate the areas of mechanics and waves so far studied to circular motion and thermal physics.</p> |   |
| <p><b>Assessment Year 12 Biology</b></p>   | <ul style="list-style-type: none"> <li>● Settling in assessment</li> <li>● <u><a href="#">Cumulative MTA</a></u></li> <li>● 2x Mastery quizzes</li> </ul>  | <ul style="list-style-type: none"> <li>● <u><a href="#">2x End of topic tests (Cells and Biological molecules)</a></u></li> <li>● Cumulative MTA</li> <li>● 2x Mastery quizzes</li> </ul> | <ul style="list-style-type: none"> <li>● <u><a href="#">Cumulative long assessment</a></u></li> <li>● 3X Mastery quizzes</li> </ul>  | <ul style="list-style-type: none"> <li>● <u><a href="#">2x End of topic tests</a></u></li> <li>● 1x Mastery quiz</li> </ul> | <ul style="list-style-type: none"> <li>● <u><a href="#">2x Cumulative MTA</a></u></li> </ul>  | <ul style="list-style-type: none"> <li>● <u><a href="#">Full paper 1 and 2 (AS Level)</a></u></li> <li>● 2x Mastery quizzes</li> </ul>  |
| <p><b>Assessment Year 12 Chemistry</b></p> | <ul style="list-style-type: none"> <li>● Settling in test (Atomic Structure)</li> <li>● Amount of Substance EOT</li> <li>● Bonding EOT</li> </ul>  | <ul style="list-style-type: none"> <li>● Energetics EOT</li> <li>● Redox Grp2 Grp7 EOT</li> </ul>   | <ul style="list-style-type: none"> <li>● Equilibria Kc EOT</li> <li>● Full AS Paper 1</li> </ul>   | <ul style="list-style-type: none"> <li>● Intro to organic and Alcohols EOT</li> <li>● Alkanes and Alkenes EOT</li> </ul>    | <ul style="list-style-type: none"> <li>● Full AS Paper 1 and Paper 2</li> </ul>   | <ul style="list-style-type: none"> <li>● Link to resources for whole year<br/><u><a href="https://classroom.google.com/r/NTQ1MzYzMzc5ODUz/so-rt-last-name">https://classroom.google.com/r/NTQ1MzYzMzc5ODUz/so-rt-last-name</a></u></li> </ul> |

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| <p><b>Assessment Year 12 Physics</b></p>                     | <ul style="list-style-type: none"> <li>● Settling In Test</li> <li>● Quantum Phenomena</li> </ul>   | <ul style="list-style-type: none"> <li>● Waves</li> <li>● Refractive Index</li> <li>● Cumulative</li> </ul>   | <ul style="list-style-type: none"> <li>● Forces In Equilibrium</li> <li>● Motion</li> <li>● Newtons Laws</li> <li>● Momentum</li> </ul>   | <ul style="list-style-type: none"> <li>● Work &amp; Power</li> <li>● Electric Circuits</li> <li>● Resistivity</li> </ul> | <ul style="list-style-type: none"> <li>● Cumulative</li> <li>● Materials</li> <li>● Practical Electricity</li> </ul> | <ul style="list-style-type: none"> <li>● Circular Motion</li> <li>● SHM</li> <li>● Cumulative</li> </ul> |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Review their knowledge of GCSE Biology applicable to each new topic</li> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practice in applying new knowledge</li> <li>● Use their textbook and notes to review knowledge</li> <li>● Use the textbook to read the relevant content on the new topics</li> <li>● Use their PLCs and glossaries to check learning</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Review their knowledge of GCSE chemistry applicable to each new topic. Consider using previous notes, revision guides and <i>BBC Bitesize</i></li> <li>● Ensure they pre-read the relevant sections in the textbook before coming to class</li> <li>● Use lesson time for discussing difficulties encountered during</li> </ul> | <p>Students should:</p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Review their knowledge of GCSE Biology applicable to each new topic</li> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge</li> <li>● Use their textbook and notes to review knowledge</li> <li>● Use the textbook to read the relevant content on the new topics</li> <li>● Use their PLCs and glossaries to check learning</li> <li>● Review the revision guide sections after every lesson and attempt the warm up and exam questions to self-assess topic understanding</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Review their knowledge of GCSE chemistry applicable to each new topic. Consider using previous notes, revision guides and <i>BBC Bitesize</i></li> </ul> | <p>Students should:</p> <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● Review their knowledge of GCSE Biology applicable to each new topic</li> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge</li> <li>● Use their textbook and notes to review knowledge</li> <li>● Use the textbook to read the relevant content on the new topics</li> <li>● Use their PLCs and glossaries to check learning</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Review their knowledge of GCSE chemistry applicable to each new topic</li> <li>● Ensure they pre-read the relevant sections in the textbook before coming to class</li> <li>● Use lesson time for discussing difficulties encountered during</li> </ul> |  |  |  |

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|                                   | <p>pre-reading and for practise in applying new knowledge</p> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Use Kerboodle to consolidate knowledge</li> <li>• Complete all “flip-learning” as set</li> <li>• Complete all google class quizzes and make amendments as necessary</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure they pre-read the relevant sections in the textbook before coming to class</li> <li>• Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>• Research the bulk properties of materials</li> <li>• Research uses of superconductors</li> <li>• Use the Kerboodle knowledge quizzes and the weekly tasks set on google classroom to build your knowledge</li> </ul> | <p>pre-reading and for practise in applying new knowledge</p> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Use flipperty flash cards for each topic</li> <li>• Complete past paper examination questions</li> <li>• Complete multiple choice growth tasks</li> </ul> |  |   |
| <b>SOCIOLOGY</b>                  |  |  |   |  |   |
| <b>What students are learning</b> | <p>What is Sociology?<br/>Research Methods<br/>Theory Introduction<br/>Education and Research Methods</p>  | <p>Families &amp; Households Paper 2</p> <p>Education and Research Methods</p>   | <p>Families &amp; Households Paper 2</p> <p>Education and Research Methods</p>  | <p>Education and Research Methods</p> <p>Theory Paper 3</p>  | <p>Education and Research Methods</p> <p>Theory Paper 3</p> |
| <b>Key Content and Skills</b>     | <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;</li> </ul>  | <ul style="list-style-type: none"> <li>• Demography</li> <li>• Social Policy</li> <li>• Childhood</li> <li>• Gender achievement in</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> </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<br/>Paper 2</li> </ul> |   |

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|   | Households<br><br><u><b>Key Skills</b></u><br><br>A01 Knowledge and understanding<br>A02 Analysis Development<br>A03 Evaluation   |   | Education<br><ul style="list-style-type: none"> <li>• Ethnic minority achievement in Education</li> <li>• Class achievement in Education</li> </ul>   | <ul style="list-style-type: none"> <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>• 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>  |  |
| <b>Assessment</b>                                     | <b>Initial Settling in assessment</b><br>Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions  | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions   | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions  | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions  | Summer PPEs<br><br>Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions |
| <b>How can students prepare beyond the classroom?</b> | Students should: <ul style="list-style-type: none"> <li>• Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>• Create 10 mark and 20 mark essay plans for all possible essay questions using revision guides and class notes</li> </ul> |   | Students should: <ul style="list-style-type: none"> <li>• Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>• Create 10 mark and 20 mark essay plans for all possible essay questions using revision guides and class notes</li> <li>• Preparation for end of year assessment</li> </ul> |  | Students should: <ul style="list-style-type: none"> <li>• Use the topic guides provided to read ahead on these topics</li> <li>• Answer PLC questions at the start of the revision guides to test their knowledge on new concepts</li> <li>• Complete topic summary sheets for each sub topic</li> <li>• Wider reading - lists provided to encourage and extend reading</li> </ul> |  |

| TRAVEL AND TOURISM                |   |   |   |  |  |   |
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| <b>What students are learning</b> | <p><b>Unit 1 The World of Travel and tourism</b></p> <p>A Types of travel and tourism.</p> <p>B The types of travel and tourism organisations, their roles and the products and services they offer to customers.</p> <p>C The scale of the travel and tourism industry</p> | <p>D Factors affecting the travel and tourism industry</p> <p>Unit 1 Revision</p> | <p><b>Unit 3 Principles of Marketing in Travel and Tourism</b></p> <p>Learning aim A:<br/>Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism</p> <p>Learning aim B:<br/>Examine the impact that marketing activities have on the success of different travel and tourism organisations</p> | <p>Learning aim C:<br/>Carry out market research in order to identify a new travel and tourism product or service</p> <p>Learning aim D:<br/>Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives</p> | <p>Learning aim D:<br/>Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives</p> | <p><b>Unit 2 Global Destinations</b></p> <p>A Geographical awareness, locations and features giving appeal to global destinations</p> |
| <b>Key Content and Skills</b>     | Unit 1: The World of Travel and Tourism   |   | Unit 3 Principles of Marketing in Travel and Tourism  |  | Unit 3 Principles of Marketing in Travel and Tourism<br><br>Unit 2 Global Destinations   |   |
| <b>Assessment</b>                 | Informal Class assessments  | Formal January assessment   | Coursework feedback   | Coursework feedback  | Final coursework submission  | Informal Class Assessment   |

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| <p><b>How can students prepare beyond the classroom?</b></p> | <ul style="list-style-type: none"> <li>• Keep completing the revision tasks set throughout the course. Printed for you in your folders</li> <li>• Create keyword revision cards</li> <li>• Revise using <a href="#">digital flashcards</a> and quizzes</li> <li>• Test your knowledge using <a href="#">quizlet</a></li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Create keywords cards</li> <li>• Test your knowledge using <a href="#">quizlet</a></li> <li>• Revise using <a href="#">digital flashcards</a> and quizzes</li> <li>• Use PLC, notes and the revision guide to ensure that they have revised</li> <li>• Complete as many practice questions as possible and hand them in for marking</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use PLC, notes and the revision guide to ensure that they have revised</li> <li>• Complete as many practice questions as possible and hand them in for marking</li> <li>• Create keywords cards</li> <li>• Test your knowledge using <a href="#">quizlet</a></li> <li>• Revise using <a href="#">digital flashcards</a> and quizzes</li> </ul> |
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**YEAR 13**

|   | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
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| <p><b>ART, CRAFT AND DESIGN</b><br/>Specialism: Fine Art and Textiles</p> |   |          |   |          |          |          |
| <p><b>What students are learning</b></p>                                  | <p>Personal investigation</p>   |          | <p>Externally set task</p>  |          |          |          |
| <p><b>Key Content and Skills</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> </ul> |          | <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 15 hour exam</li> </ul> |          |          |          |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

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|   | <ul style="list-style-type: none"> <li>● Apply high level refinements that show development and refine of skills and ideas</li> <li>● Understanding how to write and 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>  |   |   |   |  |
| <b>Assessment</b>                                     | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection Time(DIRT)<br/>This can be verbal, written or video</p>   | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection Time(DIRT)<br/>This can be verbal, written or video</p> | <p>Summative holistic marking for entire coursework</p>   | <p>Teacher feedback to inform students<br/>Dedicated Improvement and Reflection Time(DIRT)<br/>This can be verbal, written or video</p> | <p>Summative holistic marking for entire coursework &amp; externally set tasks for exam board submission</p> |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Complete their essay</li> <li>● Complete large scale work outside of their sketchbook</li> <li>● Complete experimentations linking to the process of selected artists</li> <li>● Complete thought out and rigorous refinement and development which shows the process of your sketchbook and tells a visual story</li> <li>● Complete tasks on checklist handed out prior to the summer break</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Complete their essay</li> <li>● Complete large scale work outside of their sketchbook</li> <li>● Complete thought-out refinement and development which shows the process and tells a visual story</li> <li>● Complete tasks on checklist handed out prior to the summer break</li> <li>● Work in developing a personal and meaningful outcome</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Revise and prepare for exams</li> </ul>     |

| COMPUTER SCIENCE                  |   |  |  |   |          |          |
|-----------------------------------|---|--|--|---|----------|----------|
| <b>What students are learning</b> | System software and software generation<br><br>Operating system<br>Ethical legal and cultural issues in computer science<br><br>Revision  | Ethical legal and cultural issues in computer science<br><br>NEA | NEA<br><br>Revision of Algorithms<br><br>Boolean algebra   | NEA<br><br>Revision   | Revision | Revision |
| <b>Key Content and Skills</b>     | <p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>Operating Systems</li> <li>Applications Generation</li> <li>Systems Software</li> <li>Ethical legal cultural issues</li> </ul> <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> |  | <p><b>Component 1:</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> <li>Boolean Algebra</li> </ul> <p><b>Component 2:</b></p> <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>Assessment</b>                 | October PPEs  | End of topic test for each unit covered during this half term.   | January PPEs   | End of topic test for each unit covered during each half term |          |          |



|  |  |   |  |
|--|--|---|--|
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Watch Craig and Dave videos for the topics given<br/><a href="https://student.craigndave.org/a-level-videos">https://student.craigndave.org/a-level-videos</a></li> <li>• Practise advanced programming skills like file handling, 2D arrays, functions and procedures.</li> <li>• Visit the website:<br/><a href="https://www.101computing.net/category/python-challenges/">https://www.101computing.net/category/python-challenges/</a> to practise the above skills on mini projects as given in the Python programming challenges (Intermediate)</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Complete flipped learning using PG Online book for the relevant chapters</li> <li>• Watch the relevant videos in Craig and Dave :<br/><a href="https://student.craigndave.org/a-level-videos">https://student.craigndave.org/a-level-videos</a></li> <li>• Make notes / mindmaps / flashcards about keywords in their books</li> <li>• Practice programming at home using the OCR Coding challenges booklet</li> <li>• Complete all exam style questions given to them during the lessons</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |
|--|--|---|--|

**DRAMA**

|  |   |  |   |   |                                       |                                       |
|--|---|--|---|---|---------------------------------------|---------------------------------------|
| <p><b>What students are learning</b></p> | <p>Alternating between Yerma (Comp. 1 Sect. B) and Caucasian Chalk Circle (Comp. 1 Sect. A)</p>   | <p>Component 1 and Component 3</p>   | <p>Component 3</p>  | <p>Component 3 and Component 1</p>  | <p>Component 1</p>                    | <p>Component 1</p>                    |
| <p><b>Key Content and Skills</b></p>     | <p>The text, the writer of the text, and the social, cultural and historical context for the text is all studied in preparation for Component 1</p> | <p>The text from the previous term is finished and work begins on the scripted performance for Component 3</p> | <p>Component 3 is rehearsed and the coursework begins</p> | <p>Coursework and performance finalised for Component 3 and revision begins for Component 1</p> | <p>Component 1 revision for exams</p> | <p>Component 1 revision for exams</p> |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |  |  |  |   |   |   |
|---|--|--|--|---|---|---|
| <b>Assessment</b>                                     | Regular practice exam questions  | Component 3 is continually assessed  | Component 3 is continually assessed, Internal PPEs   | Component 3 is formally and externally assessed, coursework for Comp 3 is marked  | Continuous exam practice  | Continuous exam practice  |
| <b>How can students prepare beyond the classroom?</b> | <p>Watch performances by either of the writers for the text studied</p> <p>Read: (i) Anything from the Year 13 section on the KS5 Drama Reading List</p> <p>(ii) A play every week from the Drama Library</p> <p>Familiarise yourself with the exam walkthroughs in the A Level Megabook</p> | Read plays by the writers studied for Component 3, and spend time outside lessons working on your character and lines for the chosen performance | Learn lines for Component 3 and rehearse outside lesson time   | Familiarise yourself with the exam walkthroughs in the A Level Megabook<br>Ensure you have a clear overall vision for the Section A and Section B texts, and have memorised the vision and have a clear picture for how it would be implemented | Familiarise yourself with the exam walkthroughs in the A Level Megabook<br>Ensure you have a clear overall vision for the Section A and Section B texts, and have memorised the vision and have a clear picture for how it would be implemented | Familiarise yourself with the exam walkthroughs in the A Level Megabook<br>Ensure you have a clear overall vision for the Section A and Section B texts, and have memorised the vision and have a clear picture for how it would be implemented |
| <b>ECONOMICS</b>                                      |  |  |  |   |   |   |
| <b>What students are learning</b>                     | <p>Microeconomics</p> <p>Macroeconomics</p>  |  | <p>Microeconomics</p> <p>Macroeconomics</p>  |   | Revise/recap/exam practice and preparation  |   |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>3.2 Business Objectives</li> <li>3.4 Market Structures</li> </ul>   |  | <ul style="list-style-type: none"> <li>3.4 Market Structures</li> <li>3.6 Government Intervention</li> </ul> |   | <ul style="list-style-type: none"> <li>Revision</li> <li><a href="https://www.expert-tuition.co.uk/past">https://www.expert-tuition.co.uk/past</a></li> </ul>   |   |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |  |  |   |   |                      |                      |
|---|--|--|---|---|----------------------|----------------------|
|   | <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>   | <ul style="list-style-type: none"> <li>● 3.5 Labour Market</li> <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>  | <p><a href="#">-papers/a-level-economics/</a></p> <p><a href="https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel/">https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel/</a></p> <ul style="list-style-type: none"> <li>● Utilise Seneca Learning<br/><a href="https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g">https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g</a></li> </ul>  |   |                      |                      |
| <b>Assessment</b>                                     | RAKS booklet for every topic<br>Tracker tests twice per half term  | RAKS booklet for every topic<br>Tracker tests twice per half term  | PPE<br>RAKS booklet for every topic<br>Tracker tests twice per half term  | RAKS booklet for every topic<br>Tracker tests twice per half term | A Level examinations | A Level examinations |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Review the Specification for the units from the Autumn Term of the Curriculum map</li> <li>● Complete condensed notes and worksheet of Year 12 content (Unit 1 and Unit 2)</li> <li>● For video support watch content from: <ul style="list-style-type: none"> <li>○ Econplusdal:<br/><a href="https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g">https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g</a></li> <li>○ Jacob Clifford:<br/><a href="https://www.youtube.com/c/ACDCLeadership/featured">https://www.youtube.com/c/ACDCLeadership/featured</a></li> </ul> </li> <li>● For quizzes and walkthroughs access Seneca Learning:<br/><a href="https://app.senecalearning.com/">https://app.senecalearning.com/</a></li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Review the Specification for the units from the Spring Term of the Curriculum map</li> <li>● Complete condensed notes and worksheet of Year 13 content (Unit 3 and Unit 4)</li> <li>● For video support watch content from: <ul style="list-style-type: none"> <li>○ Econplusdal:<br/><a href="https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g">https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g</a></li> <li>○ Jacob Clifford:<br/><a href="https://www.youtube.com/c/ACDCLeadership/featured">https://www.youtube.com/c/ACDCLeadership/featured</a></li> </ul> </li> <li>● For quizzes and walkthroughs access Seneca Learning: <a href="https://app.senecalearning.com/">https://app.senecalearning.com/</a></li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Review all learning from the year following the resources shown above.</li> <li>● Reflect on feedback and follow up your action plan</li> <li>● In light of the PPE’s focus your revision on specific units</li> <li>● There is a full range of revision material available on <a href="https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/">https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/</a> <ul style="list-style-type: none"> <li>○ The exam technique guidance is particularly useful in preparation for any set of exams. Students must review this</li> </ul> </li> </ul> |   |                      |                      |

|   |   |   |  |
|---|---|---|--|
|   | <ul style="list-style-type: none"> <li>For exam Practice use:<br/><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> </ul>  | <ul style="list-style-type: none"> <li>For exam Practice use:<br/><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> </ul>            | and be certain of the breakdown of marks for each length of question:<br><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> |
| <b>EDUQAS A-LEVEL ENGLISH</b>                         |   |   |  |
| <b>What students are learning</b>                     | <p>NEA: Theory and Independence</p> <p>Tragedy: Othello and Death of a Salesman</p>   | PPE Revision of all texts, unseen extracts and exam skills  | Revision of all content  |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>Marxist Theory</li> <li>Post Colonial Theory</li> <li>Ecocritical Theory</li> <li>Literary Canon</li> <li>Othello</li> <li>The Tragic genre</li> <li>Death of a Salesman</li> </ul>  | <ul style="list-style-type: none"> <li>Revision of the Keats</li> <li>Revision The Handmaid’s Tale, The Kite Runner and Blake Poetry</li> <li>Unseen extract analysis</li> <li>Revision of Othello and Death of a Salesman</li> </ul> | <ul style="list-style-type: none"> <li>Revision and exam preparation</li> </ul>  |
| <b>Assessment</b>                                     | <p>Students complete timed writing practise bi-weekly and feedback will be given in line with the sixth form feedback policy.</p> <p>This will be a range of questions from:</p> <ul style="list-style-type: none"> <li>Paper 1: Aspects of Tragedy</li> <li>Paper 2: Social and Political Protest</li> </ul> |   |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Read all the texts</li> <li>Create knowledge organisers for Othello and Death of A Salesman</li> <li>Mindmap and explode key quotations</li> <li>Watch productions of Othello and Death</li> </ul>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Ensure all poems are annotated and notes on themes and context are detailed and secure</li> <li>Start to build revision notes comparing the tragic texts</li> </ul>    | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul>   |

|  |   |  |  |   |   |  |
|--|---|--|--|---|---|--|
|  | <p>of A Salesman</p>  | <ul style="list-style-type: none"> <li>• Start to build revision notes comparing the protest texts</li> <li>• Plan exam questions with detailed notes and quotations</li> <li>• Create flashcards and regularly test themselves using these.</li> <li>• Complete practice essays and revision tasks on areas identified for improvement from the PPEs using resources provided</li> <li>• Revise quotations, themes, characters, contexts and dramatic techniques</li> <li>• Make use of the Independent reading guides to support contextual understanding for unseen prose extract.</li> </ul> |  |   |   |  |
| <p><b>GEOGRAPHY</b></p>                  |   |  |  |   |   |  |
| <p><b>What students are learning</b></p> | <p>Unit 3: Geography fieldwork investigation (Continued)</p> <p>Paper 1A: Water and Carbon Cycles</p> <p>Paper 2A: Global Systems and Global Governance</p> <p>Geographical statistics skills</p> | <p>Continued (see left)</p>  | <p>Paper 1A: Water and carbon cycles (continued)</p> <p>Paper 2A: Global systems and global governance (continued)</p> | <p>Revision and public exam preparation</p> | <p>Revision and public exam preparation</p> |  |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|                                      |  |  |                             |   |   |  |
|--------------------------------------|--|--|-----------------------------|---|---|--|
| <p><b>Key Content and Skills</b></p> | <p>Paper 1A: Water and carbon cycles as natural systems; the water cycle; the carbon cycle; water, carbon and life on Earth; tropical rainforest case study; local river case study</p> <p>Paper 2A: Globalisation; Global systems such as the World Bank, International Monetary Fund and United Nations; International trade and access to markets; global food commodity case study (banana industry); transnational corporation case study (Apple); Antarctica as a global common and the management of Antarctica</p> | <p>Geographical statistics skills: measures of central tendency (mean, mode, median); measures of dispersion (range, interquartile range, standard deviation). Inferential and relational statistics: Spearman’s rank correlation, Chi-square test</p> | <p>Continued (see left)</p> | <p>Revision and public exam preparation</p> | <p>Revision and public exam preparation</p> |  |
| <p><b>Assessment</b></p>             | <p>Autumn term</p>   | <p>Several practice</p>  | <p>Spring term PPE</p>      | <p>Paper 1 Water and</p>                    | <p>Exam practice</p>                        |  |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |  |  |  |   |  |     |
|---|--|--|--|---|--|-----|
|   | department PPE (Paper 1 and Paper 2)   | exam questions   | (Paper 1 and Paper 2)  | Carbon Cycles. Paper 2 Global Systems and Global Governance       |  |     |
| <b>How can students prepare beyond the classroom?</b> | Carry out further research into each case study specified in the topic PLCs (personal learning checklists)   | Carry out further research into each case study specified in the topic PLCs (personal learning checklists) | Carry out further research into each case study specified in the topic PLCs (personal learning checklists)   | Public exam revision using the bespoke department revision guides | Public exam revision using the bespoke department revision guides  |     |
| <b>GOVERNMENT AND POLITICS</b>                        |  |  |  |   |  |     |
| <b>What students are learning</b>                     | <ul style="list-style-type: none"> <li>Government and Politics of the USA</li> </ul>   |  | <ul style="list-style-type: none"> <li>Government and Politics of the USA</li> <li>Comparative Politics</li> </ul>   |   | <ul style="list-style-type: none"> <li>Revision of all content.</li> </ul>   |     |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>The constitutional framework of US government</li> <li>The judicial branch of government</li> <li>The legislative branch of government: Congress</li> <li>The electoral process and direct democracy</li> <li>Political parties</li> <li>Pressure groups</li> </ul> |  | <ul style="list-style-type: none"> <li>The executive branch of government: President</li> <li>Civil rights</li> <li>Comparative political parties</li> <li>Comparative constitutional arrangements</li> <li>Comparative executives</li> <li>Comparative judiciaries</li> <li>Comparative electoral and party systems</li> <li>Comparative pressure groups</li> <li>Comparative civil rights</li> </ul> |   | <ul style="list-style-type: none"> <li>Revision of content in for:</li> <li>UK Government and politics</li> <li>Political Ideas</li> </ul> |     |
| <b>Assessment</b>                                     | Students will be asked a range of 25   | Students will be asked a range of 25   | There will be a Paper 3 Pre Public Exam (PPE)  | Students will be asked a range of 25 mark                         | There will be a PPE Paper 2: US  | N/A |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |   |  |  |  |   |   |
|---|---|--|--|--|---|---|
|   | mark extract and 9 mark exam style questions  | mark extracts and 9 mark exam style questions  | Political Ideas<br>Students will be asked a range of 25 mark extracts and 9 mark exam style questions  | extracts and 9 mark exam style questions   | Government and Politics   |   |
| <b>How can students prepare beyond the classroom?</b> | Students should listen to the regular BBC podcast Americast<br><br>Students should also read an American new website such CNN.com   | Students should listen to the regular BBC podcast Americast<br><br>Students should also read an American new website such CNN.com  | Students should listen to the regular BBC podcast Americast<br><br>Students should also read an American new website such CNN.com  | Students should listen to the regular BBC podcast Americast<br><br>Students should also read an American new website such CNN.com  | Students should listen to the regular BBC podcast Americast<br><br>Students should also read an American new website such CNN.com   | Students should listen to the regular BBC podcast Americast<br><br>Students should also read an American new website such CNN.com   |
| <b>HEALTH AND SOCIAL CARE</b>                         |   |  |  |  |   |   |
| <b>What students are learning</b>                     | Unit 5 - Understanding the care and support needs of individuals and the role that the professionals and external bodies in upholding professional care standards   | Unit 10 - Students will study the different approaches that sociologists have used to explain health and social care issues. They will consider different definitions of health and illness and examine the impact that family, occupation, social class and other aspects of our environment and culture have on our health and wellbeing | Unit 10 - Students will study the different approaches that sociologists have used to explain health and social care issues. They will consider different definitions of health and illness and examine the impact that family, occupation, social class and other aspects of our environment and culture have on our health and wellbeing | Unit 10 - Students will study the different approaches that sociologists have used to explain health and social care issues. They will consider different definitions of health and illness and examine the impact that family, occupation, social class and other aspects of our environment and culture have on our health and wellbeing | Students will explore the following contextual questions, Why are birth rates falling in European countries ,Why are we living longer?<br><br>These will be incorporated within the demands of the assignment brief set by the exam board | Students will explore the following contextual questions, Why are birth rates falling in European countries ,Why are we living longer?<br><br>These will be incorporated within the demands of the assignment brief set by the exam board |
| <b>Key Content and Skills</b>                         | Knowledge and understanding of unit content<br>Use synoptic links with course content from Unit 1 and Unit 2<br>Application of content to the case study<br>Using the criteria to structure extended writing in coursework proforma | Knowledge and understanding of unit content<br>Use synoptic links with course content from Unit 1 and Unit 2<br>Application of content to the case study<br>Using the criteria to structure extended writing in coursework proforma<br>Unit 5 Meeting Individual Care and Support  | Knowledge and understanding of unit content<br>Use synoptic links with course content from Unit 1 and Unit 2<br>Application of content to the case study<br>Using the criteria to structure extended writing in coursework proforma<br>Unit 5 Meeting Individual Care and Support  | Knowledge and understanding of unit content<br>Use synoptic links with course content from Unit 1 and Unit 2<br>Application of content to the case study<br>Using the criteria to structure extended writing in coursework proforma<br>Unit 5 Meeting Individual Care and Support  |   |   |



|   |   |  |   |
|---|---|--|---|
|   |   | Needs<br>Unit 10 - Spring Term 2<br>Understanding of sociological perspectives and its application to Health & Social Care and wider society   |   |
| <b>What students are learning</b>       | Unit 5 - Understanding the care and support needs of individuals and the role that the professionals and external bodies in upholding professional care standards   | Unit 10 - Students will study the different approaches that sociologists have used to explain health and social care issues. They will consider different definitions of health and illness and examine the impact that family, occupation, social class and other aspects of our environment and culture have on our health and wellbeing   | Students will explore the following contextual questions, Why are birth rates falling in European countries ,Why are we living longer?<br><br>These will be incorporated within the demands of the assignment brief set by the exam board |
| <b>Key Content and Skills</b>           | Knowledge and understanding of unit content<br>Use synoptic links with course content from Unit 1 and Unit 2<br>Application of content to the case study<br>Using the criteria to structure extended writing in coursework proforma | Knowledge and understanding of unit content<br>Use synoptic links with course content from Unit 1 and Unit 2<br>Application of content to the case study<br>Using the criteria to structure extended writing in coursework proforma<br>Unit 5 Meeting Individual Care and Support Needs<br>Unit 10 - Spring Term 2<br>Understanding of sociological perspectives and its application to Health & Social Care and wider society |   |
| <b>HISTORY</b><br><b>Breadth Study*</b> |   |  |   |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |  |  |  |  |  |     |
|---|--|--|--|--|--|-----|
| <b>What students are learning</b>                     | Year 2 content: Mary I   | Year 2 content: Elizabeth I                      | Year 2 content: Elizabeth I  | Year 2 content: Elizabeth I                      | Revision of all course content   | N/A |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <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>The reign of Elizabeth I</li> <li>NEA (coursework)</li> </ul>   |  | <ul style="list-style-type: none"> <li>Revision</li> </ul>   |     |
| <b>Assessment</b>                                     | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions.   | N/A |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Complete all summer work given to them by their class teachers</li> <li>Watch the video clips on the following website to aid with their extended project</li> </ul> <p><a href="http://www.bbc.co.uk/education/topics/zjqj6sg/resources/1">http://www.bbc.co.uk/education/topics/zjqj6sg/resources/1</a></p> |  | <p>TUDORS</p> <ul style="list-style-type: none"> <li>Read and make notes on the relevant parts of the revision guide on SMHW for Elizabeth topics</li> <li>Watch Starkey’s Elizabeth documentaries - <a href="https://www.youtube.com/watch?v=VQbvaGl4jrg">https://www.youtube.com/watch?v=VQbvaGl4jrg</a> part 1</li> <li><a href="https://www.youtube.com/watch?v=ivX-RkofpqM">https://www.youtube.com/watch?v=ivX-RkofpqM</a> part 2</li> <li><a href="https://www.youtube.com/watch?v=d0S6xhuf4hc">https://www.youtube.com/watch?v=d0S6xhuf4hc</a> part 3</li> <li><a href="https://www.youtube.com/watch?v=Pqq3obA6GpA">https://www.youtube.com/watch?v=Pqq3obA6GpA</a> part 4</li> </ul> <p>NEA</p> <ul style="list-style-type: none"> <li>Continue working independently and meeting all deadlines for their enquiry</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul> |     |
| <b>Depth Study**</b>                                  |  |  |  |  |  |     |

RUISLIP HIGH SCHOOL CURRICULUM MAP 2023-2024

|   |  |  |  |   |  |                |
|---|--|--|--|---|--|----------------|
| <b>What students are learning</b>                     | Collectivisation and The five Year Plans   | The Development of The Stalin Cult               | Stalinism, Politics and Control. The Great Terror, Stalin and International Relations  | The Great Patriotic War. Impact of the war.                   | High Stalinism, International Relations post wwII, The Death of Stalin and Stalin's Legacy.            | N/A            |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>Stalin's Russia</li> </ul>  |  | <ul style="list-style-type: none"> <li>Russia = WWII and the impact on Soviet Russia, Stalin and International relations, 'High Stalinism'</li> </ul>  |   | <ul style="list-style-type: none"> <li>Revision</li> </ul>   |                |
| <b>Assessment</b>                                     | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions.   | Students will write/plan 2 exam style questions.              | Students will write/plan 2 exam style questions.   | N/A            |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Complete all summer work given to them by their class teachers</li> <li>Watch the video clips on the following website to aid with their extended project</li> </ul> <p><a href="http://www.bbc.co.uk/education/topics/zjqi6sg/resources/1">http://www.bbc.co.uk/education/topics/zjqi6sg/resources/1</a></p> |  | <p>Students should:</p> <p>RUSSIA</p> <ul style="list-style-type: none"> <li>Research the topics using appropriate websites</li> <li>Research how Stalin dealt with Czechoslovakia, Germany, Britain, France, Japan and China</li> </ul> <p>NEA</p> <ul style="list-style-type: none"> <li>Continue working independently and meeting all deadlines for their enquiry</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul> |                |
| <b>LAW</b>  |  |  |  |   |  |                |
| <b>What students are</b>                              | Unit 2   | Unit 2   | Paper 2  | <ul style="list-style-type: none"> <li>Theories of</li> </ul> | <ul style="list-style-type: none"> <li>Delegated</li> </ul>  | Revision/Exams |

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|                                      |  |  |  |   |   |  |
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| <p><b>learning</b></p>               | <ul style="list-style-type: none"> <li>Psychiatric injury</li> <li>Pure economic loss</li> <li>Negligent misstatement</li> <li>Consent</li> <li>Contributory negligence</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>Essential requirements of contract</li> </ul> | <ul style="list-style-type: none"> <li>Occupiers Liability</li> <li>Nuisance</li> <li>Rylands v Fletcher</li> <li>Remedies</li> <li>Civil Courts</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>Contract terms: Express and implied terms, conditions and warranties. Specific terms implied by statute law in relation to consumer contracts and exclusion clauses</li> </ul> | <ul style="list-style-type: none"> <li>Law making</li> <li>Legal advice</li> <li>Justice</li> <li>Fault</li> <li>Theories of Tort</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>Vitiating factors</li> <li>Discharge of a contract</li> <li>Remedies</li> </ul> | <p>Contract</p> <ul style="list-style-type: none"> <li>Morality Justice</li> <li>Balancing conflict of Interest</li> <li>Theories of contract</li> </ul> <ul style="list-style-type: none"> <li>Paper 1 revision</li> </ul> | <p>legislation</p> <ul style="list-style-type: none"> <li>EU law making</li> <li>Theories of criminal law</li> </ul> <ul style="list-style-type: none"> <li>Paper 1 revision</li> </ul> |  |
| <p><b>Key Content and Skills</b></p> | <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>Revision</li> </ul>  |  |
| <p><b>Assessment</b></p>             | <p>A series of 5, 10, 15 mark and MCQ exam assessments.</p>  | <p>A series of 5, 10, 15 mark and MCQ exam assessments.</p>  | <p>Unit 2 PPE</p> <p>A series of 5, 10, 15 mark and MCQ exam</p>   | <p>Unit 3 PPE</p> <p>A series of 5, 10, 15 mark and MCQ exam</p>  | <p>A series of 5, 10, 15 and 30 mark and MCQ exam assessments</p>   |  |

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|   | A 30 mark paper 2 assessment   | A 30 mark paper 2 and 3 assessment | assessments<br><br>A 30 mark paper 2 assessment  | assessments.<br><br>A 30 mark paper 3 assessment |  |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep up-to-date with legal developments by visiting <i>Law in Action</i> on the BBC Radio 4 website</li> <li>• Revise Year 12 content by making case cards and learning key definitions</li> <li>• Practise completing past exam papers to more fully understand exam expectations</li> </ul> |                                    | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep up-to-date with legal developments by visiting <i>Law in Action</i> on the BBC Radio 4 website</li> <li>• Revise Year 12 content by making case cards and learning key definitions</li> <li>• Practise completing past exam papers to more fully understand exam expectations</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |  |
| <b>MATHS</b>  |  |                                    |  |  |  |  |
| <b>What students are learning</b>                     | Algebra, trigonometry and vectors  | Algebra, trigonometry and vectors  | Algebra, trigonometry, mechanics and statistics  | Mechanics and statistics                         | Algebra, trigonometry, mechanics and statistics  |  |
| <b>Key Content and Skills</b>                         | <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>• Applied topics mechanics and statistics, including revision of Year 12</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Revision</li> </ul>   |  |
|   | <p>Parents/Guardians can support their child's learning using the following website:<br/> <a href="#">Mathswatch</a> - login details provided to the student<br/> <a href="#">Hegarty Maths</a> - login details provided to the student<br/> <a href="#">Corbett Maths</a></p>   |                                    |  |  |  |  |

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|   | <p><a href="#">Dr Frostmaths</a><br/><a href="#">TLMaths</a></p> <p>The websites above have video tutorials, worksheets and exam style questions<br/>All homework is to complete tasks from textbook or worksheets or from online resources. These tasks need to be completed for the next lesson. The nature of the course builds on information learnt from previous lessons. All students should spend a minimum of 5 hours a week on homework</p> |   |  |   |  |
| <b>Assessment</b>                                     | <p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.<br/>Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.</i></p>   |   |  |   |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use Solomon.net, examsolutions.net and YouTube clips to revise differentiation and trigonometric equations learnt in Year 12 in preparation for Year 13</li> </ul>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Bring all correct equipment to lesson, especially a Classwizz calculator</li> <li>• Use <a href="http://mathswatchvle.com">mathswatchvle.com</a> to go through any topics they do not understand from Year 1 mechanics and statistics</li> <li>• Use mathsgenie to practise/revise topics from the Autumn term and Year 1 content</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |   |  |
| <b>MEDIA</b>  |   |   |  |   |  |
| <b>What students are learning</b>                     | <p>Component 3<br/>Component 2, Section A: Documentary</p>  | <p>Component 2, Section A: Documentary<br/>Component 2, Section C: Online Media</p>   | <p>Component 2, Section C: Online Media<br/>Revision of Component 1, Section A + B</p>                   | <p>Component 2, Section B: Magazines</p>  | <p>Revision</p>  |
| <b>Key Content and Skills</b>                         | <ul style="list-style-type: none"> <li>• Students will be continuing with</li> </ul>  | <ul style="list-style-type: none"> <li>• Students will be continuing with</li> </ul>  | <ul style="list-style-type: none"> <li>• Revision of set texts and theory for</li> </ul>                 | <ul style="list-style-type: none"> <li>• Students will revise their in depth study</li> </ul> | <ul style="list-style-type: none"> <li>• Revision</li> </ul> |

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|   | <p>their Component 3 coursework pieces – production of a film marketing campaign or a music video</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>Section A of the Component 2 exam, exploring television in the global age, focusing on The Jinx and No Burqas Behind Bars</p> | <p>both sections of the Component 1 exam</p>  | <p>of the magazine 'Vogue' and compare it to the independent magazine 'The Big Issue'</p> |  |
| <b>Assessment</b>                                     | <p>Component 2, Section A focused on Documentary</p>   | <p>Component 3, NEA - Draft</p> <p>Component 2, Section C focused on Online Media</p>  | <p>Component 3, NEA - Final Submission</p> <p>Year 13 PPEs - Full Component 1 paper and Component 2, Section A and C</p>                          | <p>Full Component 2 paper</p>   |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise the media terminology and theory covered in Year 12</li> </ul>   |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>Ensure their theory trackers are up to date and go over all class notes</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>Revise and prepare for exams</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Revise all the Component 1 set texts:             <ul style="list-style-type: none"> <li>○ Tide advert</li> <li>○ WaterAid advert</li> <li>○ Kiss of the Vampire poster</li> <li>○ I, Daniel Blake</li> <li>○ Straight Outta Compton</li> <li>○ The Daily Mirror</li> <li>○ The Times</li> <li>○ Assassin’s Creed III: Liberation</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>● Revise content already covered for at least 3 hours a week, using the revision packs produced by the department</li> <li>● Look over and organise their notes for Vogue, in preparation for the magazine lessons</li> </ul>   |  |
| <p><b>PHYSICAL EDUCATION</b></p> <p><b>BTEC/GCSE</b></p> |  |  |  |
| <p><b>What students are learning</b></p>                 | <p><b><u>BTEC SPORT</u></b><br/> <b>Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</b></p>  | <p><b><u>BTEC Sport:</u></b><br/>           Unit 4 - Sports Leaders</p>  |  |
| <p><b>Key Content and Skills</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> | <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> <li>● <b>Learning Aim C</b> – Explore and effective leadership style when leading a team during sport and exercise activities</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>   |   |   |  |   |                     |
| <b>Assessment</b>                                     | Examination  |   | Coursework  |  |   |                     |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Use past papers to practise examination answers. Ensure notes are kept up to date</li> <li>● Use the resources on Google Classroom to help revise for the exam</li> <li>● Ensure that notes for the examination are detailed and handed in on time</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Ensure all deadlines are being met.</li> <li>● Use the resources on Google Classroom to help with the structure of your coursework</li> <li>● Read through the assignment briefs carefully</li> <li>● Use the recommended reading list posted on Google Classroom</li> </ul> |  |   |                     |
| <b>PSYCHOLOGY</b>                                     |  |   |   |  |   |                     |
| <b>What students are learning</b>                     | <ul style="list-style-type: none"> <li>● Research methods</li> <li>● Issues and debates</li> </ul>   | <ul style="list-style-type: none"> <li>● Issues and debates</li> <li>● Relationships</li> </ul> | <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Eating Behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>● Eating behaviour</li> <li>● Aggression</li> </ul> | Revision of all units   | Public examinations |
| <b>Key Content and Skills</b>                         | <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>● AO1: Description of research</li> <li>● AO2: Application of research</li> <li>● AO3: Evaluation of research</li> </ul> <p><u>Key content</u> for each unit can be found in the PLCs linked <a href="#">here</a></p>  |   | <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>● AO1: Description of research</li> <li>● AO2: Application of research</li> <li>● AO3: Evaluation of research</li> </ul> <p><u>Key content</u> for each unit can be found in the PLCs linked <a href="#">here</a></p>   |  | <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>● AO1: Description of research</li> <li>● AO2: Application of research</li> <li>● AO3: Evaluation of research</li> </ul> <p><u>Key content</u> for each unit can be found in the PLCs linked <a href="#">here</a></p> |                     |

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| <p><b>Assessment</b></p>                                     | <p>Mid unit tests completed as 'walking talking' paper<br/>End of unit tests completed in exam conditions</p>   | <p>Mid unit tests completed as 'walking talking' paper<br/>End of unit tests completed in exam conditions</p> | <p>January PPEs<br/><br/>Mid unit tests completed as 'walking talking' paper<br/>End of unit tests completed in exam conditions</p>   | <p>Mid unit tests completed as 'walking talking' paper<br/>End of unit tests completed in exam conditions</p> | <p>Past paper practice and timed essays to assess knowledge of all units as part of revision</p>  | <p>Public examinations</p> |
| <p><b>How can students prepare beyond the classroom?</b></p> | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>• Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>• Create 16 mark essay plans for all possible essay questions using revision guides</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>• Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>• Create 16 mark essay plans for all possible essay questions using revision guides</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>• Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>• Create 16 mark essay plans for all possible essay questions using revision guides</li> </ul> |                            |
| <p><b>SCIENCE</b></p>  |   |   |   |   |   |                            |
| <p><b>What students are learning</b></p>                     | <p><b><u>Biology:</u></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><u>Biology:</u></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><u>Chemistry:</u></b></p>  |   | <ul style="list-style-type: none"> <li>• Revision</li> </ul>  |                            |

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|                                      | <p><b><u>Chemistry:</u></b><br/> <b><u>Physical chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Gaseous Equilibria Kp</li> <li>● Acids and bases</li> </ul> <p><b><u>Inorganic chemistry:</u></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><u>Physics:</u></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><u>Physical chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Electrode Potentials</li> <li>● Transition Metals</li> </ul> <p><b><u>Organic chemistry:</u></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><u>Physics:</u></b><br/> <b><u>Nuclear Physics:</u></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><u>Electromagnetism:</u></b></p> <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> |   |
| <p><b>Key Content and Skills</b></p> | <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● To be able to identify environmental factors that limit the rate of</li> </ul>   | <p><b><u>Biology:</u></b></p> <ul style="list-style-type: none"> <li>● To compare the structure, location and general properties of slow and fast skeletal</li> </ul>  | <p><b><u>Chemistry:</u></b><br/>         For past paper practice questions listed topic by topic please click the two links</p> |

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|  | <p>photosynthesis</p> <ul style="list-style-type: none"> <li>● Evaluate data relating to common agricultural practices used to overcome the effect of these limiting factors.</li> <li>● To use chromatography to investigate the pigments isolated from leaves of different plants, eg, leaves from shade-tolerant and shade-intolerant plants or leaves of different colours.</li> <li>● To investigate the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts.</li> <li>● To investigate the effect of a named variable on the rate of respiration of cultures of single-celled organisms.</li> <li>● To investigate the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze.</li> <li>● To understand the importance of receptors</li> <li>● To use information provided to predict and explain the effects of specific drugs on a synapse.</li> <li>● To interpret information relating to examples of negative and positive feedback.</li> <li>● Evaluate the positions of health advisers and the food industry in relation to the increased incidence of type II diabetes.</li> </ul> <p><b><u>Chemistry:</u></b></p> | <p>muscle fibres</p> <ul style="list-style-type: none"> <li>● To calculate allele, genotype and phenotype frequencies from appropriate data using the Hardy–Weinberg equation.</li> <li>● To explain why individuals within a population of a species may show a wide range of variation in phenotype</li> <li>● To explain why genetic drift is important only in small populations</li> <li>● To explain how natural selection and isolation may result in change in the allele and phenotype frequency and lead to the formation of a new species</li> <li>● To explain how evolutionary change over a long period of time has resulted in a great diversity of species.</li> <li>● To relate the nature of a gene mutation to its effect on the encoded polypeptide.</li> <li>● To evaluate the use of stem cells in treating human disorders.</li> <li>● To interpret data provided from investigations into gene expression</li> <li>● Evaluate appropriate data for the relative influences of genetic and environmental factors on phenotype.</li> <li>● To interpret information relating to the use of recombinant DNA technology</li> <li>● Evaluate the ethical, financial and social issues associated with the use and ownership of recombinant DNA technology in agriculture, in industry and in medicine</li> <li>● Be able to balance the humanitarian aspects</li> </ul> | <p>below</p> <p><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources">https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources</a></p> <p><a href="https://drive.google.com/drive/folders/1S2RUxaBF1E0erCSYjRbTvvt5OinM93tc?usp=share_link">https://drive.google.com/drive/folders/1S2RUxaBF1E0erCSYjRbTvvt5OinM93tc?usp=share_link</a></p> <p><a href="https://drive.google.com/drive/folders/1X2Y-yO9wuXTTSUffzKUB3NEmlVLiLF7D?usp=share_link">https://drive.google.com/drive/folders/1X2Y-yO9wuXTTSUffzKUB3NEmlVLiLF7D?usp=share_link</a></p> <p><b><u>Physics:</u></b><br/>The weekly tasks this term concentrate on multiple choice skills.</p> |
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|  | <p>There are 3 papers for the Y13 Chemistry A level Exam. Please click the links below to see the topics examined in each paper</p> <p><a href="#">Paper 1 Exam breakdown</a><br/> <a href="#">Paper 2 Exam breakdown</a><br/> <a href="#">Paper 3 Exam breakdown</a></p> <p>The key content and skills for each topic are listed on the specification which is on the link below. Scroll down to page 8 to find the list of topics detailed in the documents above. If you click the topic they will hyperlink to a page detailing all of the required learning</p> <p><b>AQA Chemistry Specification 7404 74...</b></p> <p><b>Physics:</b><br/>         There are 3 exam papers for the A-level exam.<br/>         Paper 1 is focused on Year 12 work; Paper 2 on Year 13 work and Paper 3 is focused on practical skills and the optional Astrophysics unit.</p> | <p>of recombinant DNA technology with the opposition from environmentalists and anti-globalisation activists</p> <ul style="list-style-type: none"> <li>• To relate recombinant DNA technology to gene therapy.</li> <li>• Explain the biological principles that underpin genetic fingerprinting techniques</li> <li>• Interpret data showing the results of gel electrophoresis to separate DNA fragments</li> <li>• Explain why scientists might use genetic fingerprinting in the fields of forensic science, medical diagnosis, animal and plant breeding.</li> </ul> <p><b>Chemistry:</b><br/>         For a student version of the specification (PLC) please click the links below. These are tick sheets of all the required learning, topic by topic</p> <p><a href="#">Year 1 PLC</a><br/> <a href="#">Year 2 PLC</a></p> <p>For further specific revision resources and links click the links below</p> <p><a href="#">Revision Paper 1</a><br/> <a href="#">Revision Paper 2</a><br/> <a href="#">Revision Paper 3</a><br/> <a href="#">KS5 Useful Chemistry Resources</a></p> <p><b>Physics:</b><br/>         There are weekly revision tasks set on Google</p> |  |
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|  |   |   | class as well the interactive plc. The weekly tasks are designed to improve confidence on Paper 3 questions and are mainly practical-style past papers. |   |  |  |
| <b>Assessment Year 13 Biology</b>      | <ul style="list-style-type: none"> <li>• <a href="#">Full paper 1</a></li> <li>• End of topic test (Ecology)</li> <li>• 2x Mastery quizzes</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">X2 End of topic tests (Homeostasis and photosynthesis and respiration)</a></li> <li>• <a href="#">1x Cumulative MTA</a></li> <li>• 2x Mastery quizzes</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Combined paper 1 and 2</a></li> <li>• 2x Cumulative MTA</li> </ul>                                 | <ul style="list-style-type: none"> <li>• <a href="#">2x End of topic tests (Organisms response to changes and Genetics, populations, evolution and ecosystems)</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Paper 3</a></li> </ul>                              |  |
| <b>Assessment Year 13 Chemistry</b>    | <ul style="list-style-type: none"> <li>• Cumulative assessment in class</li> <li>• Acids EOT</li> <li>• Electrode Potentials EOT</li> </ul>           | <ul style="list-style-type: none"> <li>• Transition Metals EOT</li> <li>• Aqueous Ions EOT</li> </ul>   | <ul style="list-style-type: none"> <li>• Full A Level P1</li> <li>• Carboxylic acids EOT</li> <li>• Aromatic EOT</li> </ul>                             | <ul style="list-style-type: none"> <li>• Polymers, Amino acids, DNA EOT</li> <li>• NMR and analysis EOT</li> <li>• Full Paper 2</li> <li>• Full Paper 3</li> </ul>            | <ul style="list-style-type: none"> <li>• Full papers 1, 2 &amp; 3</li> </ul>                             | <p>Link to resources for whole year</p> <p><a href="https://drive.google.com/drive/folders/1cNmegD_qENok_iZUm7JY42sGedHkFQzm?usp=sharing">https://drive.google.com/drive/folders/1cNmegD_qENok_iZUm7JY42sGedHkFQzm?usp=sharing</a></p> |
| <b>Assessment Year 13 Physics</b>      | <ul style="list-style-type: none"> <li>• Full paper 1</li> <li>• Further Mechanics MTA</li> <li>• Gravitation MTA</li> </ul>                          | <ul style="list-style-type: none"> <li>• Electric Fields MTA</li> <li>• Astrophysics MTA</li> </ul>   | <ul style="list-style-type: none"> <li>• Full paper 1</li> <li>• Combined paper 2 &amp; 3</li> <li>• Electromagnetism MTA</li> </ul>                    | <ul style="list-style-type: none"> <li>• Nuclear Physics MTA</li> </ul>   | <ul style="list-style-type: none"> <li>• Full papers 1, 2 &amp; 3</li> </ul>                             |  |
| <b>How can students prepare beyond</b> | <p>Students should:</p> <p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Read around the topics, eg. New</li> </ul>                    |   | <p>Students should:</p> <p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Review their knowledge of GCSE Biology</li> </ul>               |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul> |  |

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| <p><b>the classroom?</b></p> | <p>Scientist</p> <ul style="list-style-type: none"> <li>● Use the textbook to familiarise with the content</li> <li>● Review and update Year 12 PLC</li> <li>● Thoroughly revise Year 12 Biology as these new topics will build upon what was taught last year</li> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Review and update Year 12 PLCs</li> <li>● Thoroughly revise Year 12 chemistry as these new topics will build upon what was taught last year</li> <li>● Ensure they pre-read the relevant sections in the textbook before coming to class</li> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● Read around the topics, eg. New Scientist</li> <li>● Use the Kerboodle textbook to familiarise with the content</li> </ul> <p>*Complete the weekly revision tasks set in Google Classroom</p> | <p>applicable to each new topic</p> <ul style="list-style-type: none"> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge</li> <li>● Use their textbook and notes to review knowledge</li> <li>● Use the textbook and notes to review knowledge</li> <li>● Use the textbook to read the relevant content on the new topics</li> <li>● Use their PLCs and glossaries to check learning</li> <li>● Review the revision guide sections after every lesson and attempt the warm up and exam questions to self-assess topic understanding</li> </ul> <p><b><u>Chemistry:</u></b></p> <ul style="list-style-type: none"> <li>● Review and update Y12 PLCs for organic chemistry</li> <li>● Thoroughly revise Yr 12 organic chemistry as these new topics will build upon what was taught last year</li> <li>● Ensure they pre-read the relevant sections in the textbook before coming to class</li> <li>● Use lesson time for discussing difficulties encountered during pre-reading and for practice in applying new knowledge</li> </ul> <p><b><u>Physics:</u></b></p> <ul style="list-style-type: none"> <li>● Organise folders</li> <li>● Revise Y12 work thoroughly</li> </ul> |  |
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|                                   |   |   | <ul style="list-style-type: none"> <li>• Complete state and explain ppqs on google</li> <li>• Research cyclotrons</li> <li>• Research mass spectrometry</li> <li>• Use the Kerboodle knowledge quizzes and the weekly tasks set on google classroom to build your knowledge</li> </ul>  |   |  |
| <b>SOCIOLOGY</b>                  |   |   |   |   |  |
| <b>What students are learning</b> | Beliefs in Society<br><br>Crime and Deviance  | Beliefs in Society<br><br>Crime and Deviance  | Beliefs in Society<br><br>Crime and Deviance  | Revision of all content across all three papers   | Revision of all content across all three papers<br><br>Exams |
| <b>Key Content and Skills</b>     | <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> <li>• Research Methods</li> </ul> <p><b>Key Skills</b></p> <p><b>A01</b> Knowledge and understanding<br/><b>A02</b> Analysis Development<br/><b>A03</b> Evaluation</p> | <ul style="list-style-type: none"> <li>• Role of Crime and deviance in society</li> <li>• Perspectives of Crime</li> <li>• Crime statistics</li> <li>• Media and Crime</li> </ul> <p>PLCs linked <a href="#">here</a></p> | <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> | <p><b>Key Skills</b></p> <p>A01 Knowledge and understanding<br/>A02 Analysis Development<br/>A03 Evaluation</p> |  |



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| <b>Assessment</b>                                     | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions  | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions | January PPEs<br><br>Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions  | Mid unit tests completed as 'walking talking' paper<br>End of unit tests completed in exam conditions | Past paper practice and timed essays to assess knowledge of all units as part of revision   | Public examinations |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Complete wider reading</li> <li>● Complete summer challenge homework</li> <li>● Complete the preparation tasks that have been set for Beliefs Module including a visit to five different religious worship venues</li> <li>● Complete the preparation tasks that have been set for Crime and Deviance module including reading of theories chapter on crime and deviance</li> </ul> |   | <p>Students should:</p> <p>Paper 2: Topics in Sociology:</p> <ul style="list-style-type: none"> <li>● Revise key words, concepts and evaluation points for each topic</li> <li>● Continue to complete 10 mark and 20 mark questions from the bank of questions</li> <li>● Allocate time for revision for Year 1 Families and Households and Year 2 Beliefs in Society topics</li> </ul> <p>Paper 3: Theory and Methods:</p> <ul style="list-style-type: none"> <li>● Ensure understanding of new theories</li> <li>● Apply new theories and look for synoptic links over Year 1 and Year 2 topics</li> <li>● Check understanding and application through completion of question banks for paper 3</li> </ul> |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Use the revision guides, exam questions and PLCs provided to test knowledge</li> <li>● Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports</li> <li>● Create 10, 20, 30 mark essay plans for all possible essay questions using revision guides</li> <li>● Use Tutor2u for revision videos on all content</li> <li>● Wider reading - lists provided to encourage and extend reading</li> </ul> |                     |
| <b>TRAVEL AND TOURISM</b>                             |  |   |  |   |   |                     |
| <b>What students are learning</b>                     | B Potential advantages and disadvantages of  | D Consumer trends, motivating and enabling factors and  | <b>Unit 3 Principles of Marketing in Travel and Tourism</b>  | Learning aim C: Carry out market research in order to identify a new                                  | Learning aim D: Produce a promotional   |                     |

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|   | <p>travel options to access global destinations</p> <p>C Travel planning, itineraries, costs and suitability matched to customer needs</p> <p>D Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p>   | <p>their potential effect on the popularity and appeal of global destinations</p> <p>E Factors affecting the popularity and appeal of destinations</p> <p>Revision</p> | <p>Learning aim A:<br/>Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism</p> <p>Learning aim B:<br/>Examine the impact that marketing activities have on the success of different travel and tourism organisations</p> | <p>travel and tourism product or service</p> <p>Learning aim D:<br/>Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives</p> | <p>campaign for a new travel and tourism product or service, to meet stated objectives</p>  |  |
| <b>Key Content and Skills</b>                         | Unit 2: Global Destinations   |  | Unit 3: Principles of Marketing in Travel and Tourism  |   | Unit 3: Principles of Marketing in Travel and Tourism   |  |
| <b>Assessment</b>                                     | Informal Assessments  | External Assessment  | Coursework Assessment and feedback   | Coursework Assessment and feedback  | Final Submission of coursework  |  |
| <b>How can students prepare beyond the classroom?</b> | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Use the PLC, notes and the revision guide to ensure that they have revised</li> <li>● Complete as many practice questions as possible and hand them in for marking</li> <li>● Create keywords cards</li> <li>● Test your knowledge using <a href="#">quizlet</a></li> <li>● Revise using <a href="#">digital flashcards</a> and</li> </ul> |  | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Make sure coursework is completed by required deadlines</li> <li>● Ensure revision is done on chosen destinations</li> </ul>  |   | <p>Students should:</p> <ul style="list-style-type: none"> <li>● Make sure coursework is completed by required deadlines</li> <li>● Ensure revision is done on chosen destinations</li> </ul> |  |

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