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YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART, CRAFT AND DESIGN Specialism: Art						
What students are learning	Festival of skills: <ul style="list-style-type: none"> • Drawing • Painting 		Marine life: <ul style="list-style-type: none"> • Drawing • Clay sculpture 		Music and Art: <ul style="list-style-type: none"> • Drawing • Painting • Mixed media 	
Key Content and Skills	<ul style="list-style-type: none"> • Rules and expectations in the art rooms • Artistic formal elements • Application of tonal and colour pencil • Application of watercolour • Still life • Composition • Fauvism 		<ul style="list-style-type: none"> • Observational drawing skills • Application of tonal and colour pencil to create visual texture • How to use clay • Composition • Application of paint to create depth • Scientific drawings 		<ul style="list-style-type: none"> • Understanding what abstract art is • Interpretation and expression of sound • Meaning and connotations of colour and shape • Art history and context • Artwork analysis • Composition • Colour theory 	
Assessment	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:		Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:		Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:	

	<ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting 	<ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting 	<ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Look up the formal elements Practise application of tone Look up still life artists Practise drawing from a photograph Practise drawing from real life Practise blending colours and tone 	<p>Students should:</p> <ul style="list-style-type: none"> Research the environmental issues that marine life face Practise drawing marine life of any kind Practise using mark-making to create texture Practise your clay techniques 	<p>Students should:</p> <ul style="list-style-type: none"> Research artists who respond to music such as Kandinsky Practise formal element techniques learnt in term 1 Research the meanings and connotations of colours Research abstract art and why people make it
<p align="center">ART, CRAFT AND DESIGN</p> <p align="center">Specialism: Graphics</p>			
What students are learning	What is Graphics?	Typography	Logo and Monograms
Key Content and Skills	<ul style="list-style-type: none"> Health & safety in the graphics rooms Typography How Graphics is used in the real world Image analysis Colour theory 	<ul style="list-style-type: none"> Typography Literacy link - idioms, onomatopoeia Designing ideas based on previous knowledge Application of colour pencil Identifying and appropriate themes and ideas 	<ul style="list-style-type: none"> Understanding monograms Looking at how branding is used Understanding and analysing what makes a good logo Developing logo designing skills
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the

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

			● Planning & reflecting			
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Research artists’ and designers’ work under the theme of ‘packaged food’● Practise their drawing skills e.g complete direct observational drawings of packaged food● Research how to print different textures	Students should: <ul style="list-style-type: none">● Research hand stitch techniques● Learn parts of the sewing machine, operating a sewing machine safely (Bernina 1008)● Research what a seam allowance and a hem is	Students should: <ul style="list-style-type: none">● Refine any work in their sketchbook● Research what a production plan is● Refresh your memory on skills practised so far this year			
COMPUTER SCIENCE						
What students are learning	Using computers safely, responsibly and effectively	Microbit- Physical Computing	Introduction to Flowol	Spreadsheets	Python Turtle/Basics	Python Turtle/Basics
Key Content and Skills	<ul style="list-style-type: none">● Copyright and Ownership● Privacy and Security● Self Image and Identity● Managing online information● Health, wellbeing and lifestyle● Online Bullying● Online Relationships● Google Slides● Google Docs● Google Sheets● Google quizzes● Forms		<ul style="list-style-type: none">● Solving problems with flowcharts● Sequencing● Sensors● Subroutines● Actuators TS● Variables● Students will learn about modelling and analysing data using spreadsheets.		<ul style="list-style-type: none">● Sequence, selection, iteration, variables and algorithms through python turtle programming.	

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

Key Content and Skills	<ul style="list-style-type: none"> • What do we value in a good friend? • How to be a good friend • Avoiding toxic friendships • Banter and bullying • What can religions teach us about friendships and how to treat people? (Good Samaritan) • What can religions teach us about friendships and how to treat people? (Bilal) 	<ul style="list-style-type: none"> • What is identity and why is it important? • British Values • What is my identity? What makes me who I am? • How are families similar and different? What might influence decisions made in a family? • Religious Discrimination - what is it? How does society and religion teach us not to discriminate? • Racism and Xenophobia - what is it? How does society and religion teach us to treat everyone equally? • Radicalisation - what is it, and 	<ul style="list-style-type: none"> • What are the qualities of a good leader? • Comparing democracy and dictatorship • Democracy and Dictatorship: Rights and Responsibilities • Democracy and freedom - what is democracy, what freedoms does it offer and is it perfect? • UK election system. MPs and general elections 	<ul style="list-style-type: none"> • Students' views on how the world was created. • Religious views on the creation of the world (Abramic view including differences and Hinduism) • Big Bang theory • Design theory, including Paley's design argument • Religious and non-religious views on evil and suffering • Theories of punishment - what is the purpose of punishment? • Youth Crime in the UK • Christian views on Crime and Punishment • Islamic views on Crime and 	<ul style="list-style-type: none"> • What are morals and where do they come from? • Impact of right and wrong decisions on ourselves and others • How can we shop ethically? • Religious teachings on considering others when making decisions • Wants and needs • Budgeting and managing money • Different financial products • Bank Accounts • Future aspirations • How can I keep healthy? • How can I keep my mind 	<ul style="list-style-type: none"> • The impact of puberty physically and emotionally • How to manage the changes that students may be going through, and where to seek help • How to regulate emotions, changes in body confidence and ways to develop self confidence
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		<p>how can it be prevented?</p> <ul style="list-style-type: none"> • Hinduism & Diwali • Judaism & Hanukkah • Islam & Eid • Christianity & Christmas 		<p>Punishment</p> <ul style="list-style-type: none"> • Capital Punishment - what is it, religious and non-religious views • Religion, crime and punishment including: Heaven and Hell. and reincarnation 	<p>healthy?</p> <ul style="list-style-type: none"> • Resilience 	
Assessment	<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>
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Consider what they give to, and want from, a friendship • Watch the news to consider how much politics affects their 		<p>Students should:</p> <ul style="list-style-type: none"> • Watch the news to be aware of leadership around the world and in different situations • Ask three people how they think the 		<p>Students should:</p> <ul style="list-style-type: none"> • Discuss the topics with friends and family exploring different opinions and experiences 	

	<ul style="list-style-type: none"> community and the country Research Festivals of Light celebrations by three religions of their choice 	<ul style="list-style-type: none"> world was created Research three theories about why evil and suffering exist 	
DRAMA			
What students are learning	Voice: <ul style="list-style-type: none"> Speaking Poetry Storytelling 	Body <ul style="list-style-type: none"> Silent Movies Mime Neutral Mask 	Production <ul style="list-style-type: none"> A Midsummer Night's Dream
Key Content and Skills	<p>This unit serves as an introduction to how to use your voice both as a performer and as a public speaker. Students learn about the key vocal skills: tone, accent, pace, pitch, volume and rhythm - and how to make choices in their use to affect an audience. Students are exposed to a diverse range of poetry and stories, ranging from Langston Hughes to Beowulf.</p>	<p>This unit serves as an introduction to how to use your body as a performer and to create a narrative, building towards the creation of character. Students look at how narrative was created without sound in silent films, how to mime effectively and the concept of the Neutral Mask from Lecoq's work.</p>	<p>Students are introduced to Shakespeare in performance, and also bring together their learning from the previous two terms to make choices in performance. Students study a text, observe professional performance of character and perform a scene, writing an evaluative paragraph of a professional piece of work.</p>
Assessment	<p>Learn a poem by heart and perform it out loud, assessed on the Practical Assessment Grid</p>	<p>Individual or group performance in a mask, assessed on the Practical Assessment Grid</p>	<p>Evaluation of a professional live performance, assessed on the Evaluation Assessment Grid</p>
How can students	<p>Revise the definitions of the key words</p> <p>Read three of the books from the Key</p>	<p>Revise the definitions of the key words</p> <p>Read three of the books from the Key</p>	<p>Revise the definitions of the key words</p> <p>Read three of the books from the Key</p>

prepare beyond the classroom?	Stage 3 Drama reading list		Stage 3 Drama reading list		Stage 3 Drama reading list	
	Find and learn by heart other poems that are by the same poets we have looked at		Watch mask performances on youtube, and practise making big physical choices to accompany the masks		Watch a variety of adaptations of A Midsummer Night’s Dream	
	Practise reading stories allowed to parents, guardians or siblings		Try making your own mask and seeing what the challenges are in terms of creating emotion in a mask		Read the entirety of the play, using an Arden Shakespeare or a ‘Shakespeare made easy’ version	
ENGLISH - Character and Voice						
What students are learning	Villains	Frankenstein Play	Rhetoric into Shakespeare	Poetic Voices	Novel: Trash	Media/Representat ion
Key Content and Skills	<ul style="list-style-type: none">Students explore character archetypes in a range of Greek myths and establish firstly how villains are presented in these stories but also consider what truly makes a villain	<ul style="list-style-type: none">Following the previous unit, students further develop their understanding of villainy and look at how writers craft complex characters and create sympathy for them	<ul style="list-style-type: none">Students explore how Shakespeare has created voices for his characters through some of his most famous speeches	<ul style="list-style-type: none">Based on their understanding of how Shakespeare creates voices, students now use their own voices in the form of poetry. They look at different forms of poetry and how they express ideas	<ul style="list-style-type: none">A multi-narrative mystery novel set in Brazil. Students explore shifts in voice/narrative perspectives and what that brings to the story	<ul style="list-style-type: none">How are ‘characters’ represented in the media? This unit explores how voices are crafted in the media and how they can be used to represent people or ideas about them in certain ways

Assessment	Write an opinion article responding to a statement about one of the villains we have covered	Creative writing from the monster's perspective	Reading analysis of a rhetorical Shakespeare speech	Write and perform a poem expressing certain views on a topic	Reading analysis on a writer's method used in Trash	Create a deliberately biased piece of writing and write a commentary to explain logic.
How can students prepare beyond the classroom?	<ul style="list-style-type: none"> Exposure to opinion articles in newspapers and magazines Review the texts covered in the booklet + comprehension questions Discussion on their views and opinions on the characters and stories 	<ul style="list-style-type: none"> Review the text + comprehension questions Discussion of their views and opinions on the characters and stories Consider other character's opinions and motives 	<ul style="list-style-type: none"> Exposure to famous speeches Review the texts covered in the booklet + comprehension questions Discussion of their views and opinions on a topic they are interested in Writing practice 	<ul style="list-style-type: none"> Exposure to poems you and your child enjoy Discuss song lyrics: their meanings and why they are effective Discussion of their views and opinions on a topic they are interested in 	<ul style="list-style-type: none"> Review the text + comprehension questions Discuss how the writer has used characterisation and narrative perspective to tell the story 	<ul style="list-style-type: none"> Exposure to opinion articles in magazines Review and discuss the viewpoints and representations covered in the booklet Discussion of their views and opinions on the 'characters' and 'stories'
FOOD AND NUTRITION						
What students are learning	Health and safety Eatwell Guide	Carbohydrates Fats and Sugars	Dairy Protein	Breakfast Hydration	Food Choices	Product design and cooking
Key Content and Skills	Health and safety in the kitchen - noticing the dangers and what to do in case of an emergency		Starting to use other parts of the	Understanding the importance of hydration and	Understanding and applying positive food choices in our lives.	

	Understanding why we need to learn about all the key components in the eatwell guide		kitchen to create the recipes Understanding why we need to learn about all the key components in the eatwell guide	breakfast and the significant impact it has on wellbeing.	How the media plays a part in our food choice. Designing our own product.	
Assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	Students should: Practise practical skills such as: <ul style="list-style-type: none">• Washing and cleaning up• Cutting techniques• Using the hob and oven at home		Students should: Practise practical skills such as: <ul style="list-style-type: none">• Washing and cleaning up• Cutting techniques• Using the hob and oven at home• Using external devices like blenders		Students should: Practise practical skills such as: <ul style="list-style-type: none">• Washing and cleaning up• Cutting techniques• Using the hob and oven at home• Choosing what meals you want to eat at home	
GEOGRAPHY						
What students are learning	Unit 1: Geography Introduction and Atlas Skills Unit 2: Water, Rivers and Flooding	Unit 3: Map Skills and the British Isles	Unit 4: Cold Environments	Unit 5: Settlement - from Ruislip to Megacities	Unit 6: Coasts and Oceans	Unit 7: Ecosystems and Biodiversity

Key Content and Skills	<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. Infiltration fieldwork in the EcoHub outdoor classroom. 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</p> <p>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</p> <p>What challenges face global biodiversity?</p>
Assessment	<p>Describing physical and human Geography written task. Atlas</p>	<p>Water, Rivers and Flooding (formal assessment out of 30)</p>	<p>Map Skills and the British Isles (formal assessment out of 70)</p>	<p>Antarctica (formal assessment out of 30)</p>	<p>Ruislip through time written task</p>	<p>Coasts and Oceans (formal assessment out of 30)</p>

	skills spelling test					
How can students prepare beyond the classroom?	<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 River Severn, the UK's longest river?</p>	<p>Unit 3: Find out about Ordnance Survey map skills using the website: www.ordnancesurvey.co.uk/mapzone. 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 (www.ordnancesurvey.co.uk/mapzone). Also revise the difference between</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 www.coolantarctica.com).</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>

	How is fresh water provided to our homes using water from rivers, aquifers and reservoirs? What is a flood and how are they managed? How does the Environment Agency website show flood risk?	the UK, Great Britain and the British Isles. (Unit 3).				
HISTORY						
What students are learning	What is History? What Happened to Lindow Man?	What makes the Romans still significant?	How did the Normans change England? Miserable Middle Ages? Life and Belief 1066-1500	What posed the greatest challenge to the authority of English kings?	A Clash of Civilizations? The Crusades 1085-1200	A Golden Age? The Islamic World 622-1258 How did the Wars of the Roses change the future of England?
Content and Second-Order Concepts	Content: <ul style="list-style-type: none"> Historical skills Lindowman Black Romans Roman Government and Society Should Anglo-Saxon England be 		Content: <ul style="list-style-type: none"> 1066 succession crisis. Establishing control - castles, Feudal system, Domesday Book, The Harrying of the North Henry II and Thomas Becket 		Content: <ul style="list-style-type: none"> The Islamic world First, Second and Third Crusades Pope Urban, Richard the Lionheart, Saladin Wars of the Roses: Background and 	

	<p>known as the Dark Age?</p> <p>Concepts:</p> <ul style="list-style-type: none"> Sources and Evidence Significance 		<ul style="list-style-type: none"> King John, the barons and Magna Carta The Black Death and The Peasants Revolt Simon de Montfort and parliament <p>Concepts:</p> <ul style="list-style-type: none"> Cause and Consequence Change and Continuity Sources and Evidence 		<p>Key battles</p> <ul style="list-style-type: none"> Women of the Wars of the Roses Investigation into the Prince in the Tower and interpretations of Richard III <p>Concepts:</p> <ul style="list-style-type: none"> Interpretations Significance Similarity and Difference (experience) 	
Assessment*	<p>Sources and Evidence</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>Significance</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>Cause and Consequence</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>Change and Continuity</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>Historical Interpretations</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>Historical Knowledge and understanding</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"> Writing like an historian 					

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

	<p>Multiples</p> <ul style="list-style-type: none"> Set theory 					
	<p>Parents/Guardians can support their child's learning using the following websites: Mathswatch - login details provided to the student Corbett Maths</p> <p>The websites above have video tutorials, worksheets and exam-style questions. The 5 a day activities are excellent resources for all years as mini revision tasks.</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 3 weeks in advance. 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	<p>Approximate assessment date: Wb 2nd September 2024</p>	<p>Approximate assessment date: Wb 21st October 2024</p>	<p>Approximate assessment date: Wb 16th December 2024</p>	<p>Approximate assessment date: Wb 10th February 2025</p>	<p>Approximate assessment date: Wb 31st March 2025</p>	<p>Approximate assessment date: Wb 19th May 2025</p>
	<p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom. 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"> Ensure they have a scientific calculator and know how to use it properly Revise their timetables and their reverse for division Revise KS2 knowledge of fractions Revise arithmetic with decimals 		<p>Students should:</p> <ul style="list-style-type: none"> Bring all correct equipment to lesson, especially a calculator Use Mathswatch to revise any topics from last term and to complete all homework 		<p>Students should:</p> <ul style="list-style-type: none"> Use the websites below to help remind themselves of the topics listed www.vle.mathswatch.com BBC Bitesize KS3 	

MODERN FOREIGN LANGUAGES Specialism: French						
What students are learning	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
Key Content and Skills	<ul style="list-style-type: none"> Alphabet Numbers Saying how old you are Days of the week and months Describing the classroom Saying what you like/dislike Colours Family Opinions Describing oneself Freetime activities School subjects Uniform Typical French schools Telling the time 		<ul style="list-style-type: none"> Talking about weather and season Talking about sports you play and activities you do in your free time Describing your family and where you live Talk about the food you like and dislike Forming and answering questions Present tense eg. verbs Using opinion verbs and phrases 		<ul style="list-style-type: none"> Talk about animals Using high numbers Describing your family Using the possessive adjectives Describing where you live Talking about what you have for breakfast Learning about Bastille Day Talking about places in a town Saying where you go at the weekend Inviting someone out Saying what you are going to do using the future tense 	
Assessment	N/A	Module 1 Assessment: La rentrée (Skills tested: listening, reading and writing)	Module 2 Assessment: En classe (Skills tested: speaking and reading)	Module 3 Assessment: Mon temps Libre (Skills tested: listening and writing)	Module 4: Ma vie de famille (Skills tested: reading and translation)	

		Homework booklet - vocabulary on pgs 14-15 Homework booklet - consolidation exercises pgs 10-13	Homework booklet - vocabulary on pgs 26-27 Homework booklet - consolidation exercises pgs 22-25	Homework booklet - vocabulary on pgs 38-39 Homework booklet - consolidation exercises pgs 34-37	Homework booklet - vocabulary on pgs 50-51 Homework booklet - consolidation exercises pgs 46-49	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Research and make a list of words related to each topic using the online dictionary www.wordreference.com (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)Use www.bbcbitesize.co.uk and listen and watch clips in French under KS3/Modern Foreign/French Languages		Students should: <ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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		Students should: <ul style="list-style-type: none">Learn vocabulary (meaning and spelling) from their homework booklet; 15/20 minutes every day would be optimal	
MODERN FOREIGN LANGUAGES						
Specialism: Spanish						
What students are learning	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

Key Content and Skills	<ul style="list-style-type: none"> Introducing yourself Talking about personalities Numbers Brothers and sisters Saying when your birthday is Alphabet Pets Colours 		<ul style="list-style-type: none"> Opinions What you do in your spare time Weather Sports Saying what are your favourite things Talking about what you study Giving opinions on the subjects you study Using adjectives to talk about your school/subjects/teachers. 		<ul style="list-style-type: none"> Describing your school facilities Talking about what you do at breaktime Describing the members of your family/friends Using adjectives to describe hair/eye colour and personality Using the verbs “ser” = to be and “tener” = to have describe our family/friends Describing where you live Use the verb "estar" = to be 	
Assessment	N/A	<p>Module 1 Assessment: Mi Vida</p> <p>(Skills tested: Writing, reading and listening, which includes dictation)</p> <p>Homework booklet - vocabulary on pgs 12-13</p> <p>Homework booklet - consolidation exercises pgs 7-11</p>	<p>Module 2 Assessment: Mi tiempo libre</p> <p>(Skills tested: writing and listening which includes dictation)</p> <p>Homework booklet - vocabulary on pgs 23-24</p> <p>Homework booklet - consolidation exercises pgs 18-22</p>	<p>Module 3 Assessment: Mi insti</p> <p>(Skills tested: reading and speaking which includes reading aloud)</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: reading and translation into English and also into Spanish)</p> <p>Homework booklet - vocabulary on pgs 45-46</p> <p>Homework booklet - consolidation exercises pgs 40-44</p>	
How can	Students should:		Students should:		Students should:	

students prepare beyond the classroom?	<ul style="list-style-type: none">Research and make a list of words related to each topic using the online dictionary www.wordreference.com (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)Use www.bbcbitesize.co.uk and listen and watch clips in Spanish under KS3/Modern Foreign/Spanish Languages	<ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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	<ul style="list-style-type: none">Use the booklets to revise vocabulary; learn 5 words per week; use websites to practise vocabulary and revise			
MUSIC						
What students are learning	<u>Elements of music</u> Students will learn about the elements of music and how to identify them in a piece of Music	<u>Graphic Scores</u> Students will use the elements of music learnt previously to perform a graphic score	<u>March & the Waltz</u> Students will learn how to perform the Ruislip High School March using rhythmic notation	<u>The Keyboard</u> Students will learn how to read music and play the keyboard	<u>Horror Music</u> Students will learn how to use the Chromatic scale to compose music	<u>Instruments of The Orchestra</u> Students will learn about the Instruments of the Orchestra
Key Content and Skills	Students will learn the elements of music and be able to identify them	Students will use the elements of music in order to perform a graphic score piece	Students will learn how to use the following notes and symbols:	Students will learn how to play the following notes on the keyboard: C, D, E, F, G, A, B	Students will learn about the following keywords: Dissonance, Rallentando	Students will learn about the instruments of the orchestra and the different

	through practical activities. Keywords include: Dynamics, Tempo, Pitch, Timbre Texture, Silence, Attack and decay, Duration, Crescendo		Crotchet, Crotchet rest, Minim, Minim rest, Quaver, Quaver rest, Double Bar, Time Signature Semibreve Semibreve rest	They will also learn about the treble and bass clefs, the stave and nar lines.	Accelerando Diminuendo Crescendo, Ostinato Ternary Form Harmony, Dynamics Binary Form	instrumental families such as the strings, the woodwind, the brass and the percussion. <u>Practical</u> : Students will learn how to play the melody of 'Spring' by Vivaldi
Assessment	Keyword & listening test	Graphic Score performance with percussion instruments	Rhythm-focused performance on the Ruislip High School Marches	Keyboard performance	Keyboard composition piece	Listening assessment
How can students prepare beyond the classroom?	Students will need to revise their key terms and find examples for each of them using their voice or a musical instrument	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	Students could listen to a variety of pieces of music that are either a march or a waltz	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	Students could research horror movie soundtracks to get inspiration for their own compositional work	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
PHYSICAL EDUCATION						
What students	Indoor athletics	Netball/ football	Dance/gymnastics	Dance/gymnastics	Athletics	Athletics

are learning	Invasion games (baseline testing)	Health-related fitness	OAA	Rugby/futsal	Cricket/rounders	Cricket/rounders
Key Content and Skills	Indoor athletics: exploring different events. Invasion games: exploring different types of invasion games. Football/netball: skills required for football and netball. Health related fitness: explore different components of fitness required for different sports		Dance: explore various dance concepts through Indian dance. Gymnastics: travel, balances and creating sequences. OAA: orienteering and map-reading skills. Rugby/futsal: skills required for rugby and futsal.		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. Cricket/rounders: exploring the skills required for cricket and rounders.	
Assessment	Practical assessment		Practical assessment		Practical assessment	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Keep active and try to complete 20 minutes of physical activity a dayJoin an after-school clubResearch the activities being taught and watch videos of the skills required					
SCIENCE						
What students are learning	<ul style="list-style-type: none">How Science WorksBiology: Living organismsChemistry: MatterPhysics: EnergyLet's think science		<ul style="list-style-type: none">Biology: Reproduction and geneticsChemistry: Physical and chemical changesPhysics: SpaceLet's think science		<ul style="list-style-type: none">Biology: InterdependenceChemistry: Acids and alkalisPhysics: ForcesLet's think science	

Key Content and Skills	<ul style="list-style-type: none"> • How to stay safe in the science lab • The names of key pieces of equipment • How to carry out a valid scientific experiment • How to draw graphs • Cells, tissues, organs and organ systems • States of matter, diffusion and gas pressure • Energy stores and energy resources • <i>To be able to identify variables and relationships between variables</i> • <i>To be able to write a method</i> 	<ul style="list-style-type: none"> • Fertilisation, menstrual cycle, puberty and plant reproduction • Inheritance and continuous and discontinuous variation • Physical and chemical changes, solubility and separation techniques • Atoms, elements, compounds and mixtures • The solar system, seasons, phases of the moon, eclipses and telescopes • <i>To be able to classify information into groups and apply ratios and probability</i> 	<ul style="list-style-type: none"> • Food chains and webs, bioaccumulation and predator- prey relationships • Acids and alkali, indicators, pH scale, making salts and neutralisation • Forces, mass, Weight, air resistance, friction and pressure. • <i>To be able to apply inverse probability to different examples</i>
Assessment	<p>Each student will complete:</p> <ul style="list-style-type: none"> • 3x mastery quizzes • 2x teacher-assessed tasks (choice from living organisms, matter and energy) • Yr 7 cumulative assessment 1 	<p>Each student will complete:</p> <ul style="list-style-type: none"> • 3x mastery quizzes • 2x teacher assessed tasks (choice from physical and chemical changes, reproduction and genetics, and space) • Yr 7 cumulative assessment 2 	<p>Each student will complete:</p> <ul style="list-style-type: none"> • 3x mastery quizzes • 2x teacher assessed tasks (choice from interdependence, acids and alkali & forces) • Yr 7 cumulative assessment 3
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Find out what scientists do in real life - what kinds of scientists are there? • Refresh their memory about how science investigations are done in school, especially the words 'input variable' and 'outcome variable'. <p>Once the term has started students</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Research our solar system and look up simple chemical reactions on the internet. <p>Once the term has started students should:</p> <ul style="list-style-type: none"> • Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge 	<p>Students should:</p> <ul style="list-style-type: none"> • Research different forces and how forces affect everyday scientific examples • Look up simple chemical reactions on the internet • Research different ecosystems and how plants and animals are adapted to survive • Watch clips relating to the topics on

	<p>should:</p> <ul style="list-style-type: none"> • Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers • Revise topics using KS3 BBC Bitesize material online • Revise the topics using the online textbook found on Kerboodle <p>Username example: lhide (first initial followed by surname) Password example : lhide (first initial followed by surname OR the one you have reset it to) Institution code: uht6</p> <ul style="list-style-type: none"> • Use exercise books to consolidate learning and revise <p>Revision suggestions include:</p> <ul style="list-style-type: none"> - Make revision flashcards - Make a mind map - Complete practice questions - Complete an online quiz to test yourself - Get a family member or friend to test knowledge of the key definitions/concepts 	<p>organisers</p> <ul style="list-style-type: none"> • Revise topics using KS3 BBC Bitesize material online • Revise the topics using the online textbook found on Kerboodle <p>Username example: lhide (first initial followed by surname) Password example : lhide (first initial followed by surname OR the one you have reset it to) Institution code: uht6</p>	<p><i>BBC Bitesize</i> KS3 Science https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p> <p>Once the term has started students should:</p> <ul style="list-style-type: none"> • Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers • Revise topics using KS3 BBC Bitesize material online • Revise the topics using the online textbook found on Kerboodle <p>Username example: lhide (first initial followed by surname) Password example : lhide (first initial followed by surname OR the one you have reset it to) Institution code: uht6</p>
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YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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ART, CRAFT AND DESIGN Specialism: Art			
What students are learning	Culture and urban environments: <ul style="list-style-type: none"> • Drawing • Painting • Print-making • Design 		Nature inspired sculptures: <ul style="list-style-type: none"> • Drawing • Clay sculpture
Key Content and Skills	<ul style="list-style-type: none"> • Rules and expectations in the art rooms • Understanding of how to draw a building • Understanding of how culture is represented through art • Meaning and connotations in art • Graffiti: Art or Vandalism? • Social and political based Art • Colour theory 		<ul style="list-style-type: none"> • Direct observational skills • Application of tone and media to create depth and texture • Use of mark-making to show texture and form • Construction techniques with clay
Assessment	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting 		Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Learn about Mexican Day of the Dead • Learn the definition of culture, customs and traditions • Learn about symmetry and tessellations in art and design 	Students should: <ul style="list-style-type: none"> • Research what Urban Art is • Research the difference between graffiti and vandalism • Research artists that respond to social and political issues 	Students should: <ul style="list-style-type: none"> • Research what art was created during The Blitz • Practise observational drawing based on the techniques learnt in term 1 • Research artists that created art during

		<ul style="list-style-type: none"> • Watch news reports on the artist Banksy 	WW2 <ul style="list-style-type: none"> • Recall/research clay techniques learnt last year
ART, CRAFT AND DESIGN Specialism: Graphics			
What students are learning	Packaging	Logo and branding	Creating packaging
Key Content and Skills	<ul style="list-style-type: none"> • Health & safety in the graphics rooms • Types of packing and their uses • Introduction to theme of fragrance packaging • Understanding legal elements of graphics design • Developing ideas for students own fragrance packaging 	<ul style="list-style-type: none"> • Colour Theory • Logo Design and Theory • Importance of branding • Understanding and analysing what makes a good logo • Developing and refining design ideas • Practical/making skills to create fragrance packaging 	<ul style="list-style-type: none"> • Application of prior knowledge onto final packing design • Photo editing software • Company branding • Advertisement- pros and cons
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting

How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopea.com • Research the importance of brand identity/ slogans and logos • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching 3D forms to develop drawing skills 	<p>Students should:</p> <ul style="list-style-type: none"> • Take an interest in 2D design, Photoshop/ Publisher/PowerPoint • Research the importance of brand identity/ slogans and bylines • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching in 3D to develop communication skills 	<p>Students should:</p> <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopea.com • Research the importance of brand identity/ slogans and bylines • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching in 3D to develop communication skills
<p align="center">ART, CRAFT AND DESIGN</p> <p align="center">Specialism: Textiles</p>			
What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting
Key Content and Skills	<ul style="list-style-type: none"> • Introduction to the animal theme • Health & safety in the textiles room • Researching artists and designers • Create initial designs inspired by artists/designers based off of endangered animals 	<ul style="list-style-type: none"> • Refining animal designs • Understand how to complete and apply freezer paper stencils • Students will learn how to safely use an iron • Understand the different qualities of fabric and which ones to select for applique 	<ul style="list-style-type: none"> • Students will be reminded how to use a sewing machine safely • Understand how to hand stitch • How to applique fabric • Learn what and how to apply seam allowances and a hem • Construction techniques
Assessment	<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"> • Researching & analysing • Creating

				● Planning & reflecting		
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008)● Research textiles techniques● Refresh your memory on skills practised or researched last year		Students should: <ul style="list-style-type: none">● Research what fabric is best for applique and why● Research how to create simple and complex freezer paper stencils● Research hand stitch techniques● Refresh your memory on skills practised or researched last year		Students should: <ul style="list-style-type: none">● Refine any work in their sketchbook● Research what a production plan is● Refresh your memory on skills practised so far this year	
COMPUTER SCIENCE						
What students are learning	Understanding computers	Python introduction	Website Design	Artificial Intelligence	Computer crime and cyber security	Summer Project
Key Content and Skills	<ul style="list-style-type: none">● Building Computers (hardware)● Input and output devices● Little man computer - machine code/assembler● Components of the CPU● Impact on performance of different components● Fetch-decode-execute cycle● Registers and von Neumann architecture		<ul style="list-style-type: none">● Use Google sites to help understand the principles of website design.● Create and develop a website based on those principles.● Develop an understanding of how Artificial Intelligence works.● Students will also develop a chatbot using the concepts learnt in this unit.		<ul style="list-style-type: none">● Copyright and Ownership● Privacy and Security● Self Image and Identity● Managing online information● Health, wellbeing and lifestyle● Online Bullying● Online Relationships● Students will use their problem solving and computational thinking skills to design a complete project which involves all the skills they have learnt.	
Assessment	In-lesson teacher-assessed tasks.	In-lesson teacher-assessed tasks.	In-lesson teacher-assessed tasks.	In-lesson teacher-assessed tasks.	In-lesson teacher-assessed tasks.	In-lesson teacher-assessed tasks.

	Topic quizzes and retrieval practice and key word tests End of unit test	Topic quizzes and retrieval practice and key word tests End of unit test	Topic quizzes and retrieval practice and key word tests End of unit test	Topic quizzes and retrieval practice and key word tests End of unit test	Topic quizzes and retrieval practice and key word tests End of unit test	Topic quizzes and retrieval practice and key word tests End of unit test
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Do some wider reading about the hardware components of computers. The following link is a good start: http://www.teach-ict.com/gcse_new/net_works/hardware/miniweb/index.htmMore reading about the fetch-decode-execute cycle: http://www.teach-ict.com/gcse_computing/ocr/212_computing_hardware/cpu/miniweb/pg3.php		Students should: <ul style="list-style-type: none">Visit Seneca learning, KS3 Computer Science, Computational Thinking, Algorithms and go through the Algorithms and Flowcharts lesson.https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/sessionDevelop 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.This is a great website to become familiar with Python Turtle - https://realpython.com/beginners-guide-python-turtle/		Students should: <ul style="list-style-type: none">Research the topic keywordsResearch how to set a good passwordStudents should revisit the programming concepts learnt during Autumn and Spring terms.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.This is a great website to become familiar with Python Turtle - https://realpython.com/beginners-guide-python-turtle/	
CULTURAL STUDIES						
What students are learning	Healthy lifestyles	World religions	Promoting equality and diversity	Healthy relationships	Peace and conflict	Life skills

Key Content and Skills	<ul style="list-style-type: none"> • What is a healthy lifestyle? • Impact of caffeine • Laws, impact and cost of smoking and vaping • Different types of drugs, law relating to buying and distributing different classes of drugs, and the impact they can have on a person in both the short and long term • The impact of social media on a person's life and decision making, including online safety and the law • Mental health • Religious views on living a healthy life 	<ul style="list-style-type: none"> • Timeline of religions and key elements Christianity <ul style="list-style-type: none"> • Belief in God and the holy trinity • Importance of the bible, the parables and the potential impact of a Christian • Rites of passage • Christianity today Islam <ul style="list-style-type: none"> • Belief in God and the Prophets • Importance of the Qur'an. The life of the Prophet Muhammad and the potential impact of a Muslim • Rites of passage Hinduism <ul style="list-style-type: none"> • Belief in Brahman, Brahman's many forms and a 	<ul style="list-style-type: none"> • My identity • Importance of equality and equity • Equality Act 2010 and hate crime • Religious teachings on equality • The impact on stereotyping and discrimination • Where to turn for help and why seeking help is important if concerned about prejudice or discrimination 	<ul style="list-style-type: none"> • Key features of healthy and unhealthy relationships, both online and in person • Sexual orientation and gender identity • The law relating to consent and the sharing of images online and via messaging services. • How to be assertive and negotiate with those around you. • Can religions teach us how to build relationships? 	<ul style="list-style-type: none"> • Britain's role in conflict currently in the world • World organisations that promote peace • Can there ever be a just war? • The role of religion in war • The role of religion in peace • Do you think religious people should fight in a war? • Getting along as a school community, for example everyone taking responsibility to stop bullying and sexual harassment • Should we always forgive? 	<ul style="list-style-type: none"> • Where will I be in ten years? • Online careers support - Unifrog • Cost of living, how to make informed financial decisions, and managing money • Identifying online scams, gaming and gambling and how to seek help • First aid basics

		<p>selection of other deities</p> <ul style="list-style-type: none"> ● Importance of the Hindu scriptures and the central stories of Hinduism ● Rites of passage, and the idea of moksha ● Hinduism today ● Sikhism ● Belief in one universal God and the description of God in the Mool Mantra ● The importance of the Guru Granth Sahib, the 10 Gurus and their significance ● Key values, symbolism and principles ● Sikhism today and teaching of equality 				
Assessment	Assessment will contain a combination of essay	Assessment will contain a combination of essay	Assessment will contain a combination of essay	Exam will contain a combination of essay and one-mark	Assessment will contain a combination of essay	Review will contain a combination of short answer questions,

	and one-mark questions, focusing on the impact of social media, smoking and drugs on a person	and one-mark questions, focusing on students' knowledge of two religions studied	and one-mark questions, focusing on prejudice and discrimination, examples, Equality Act 2010 and the impact on society	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	and one-mark questions, focusing on why war occurs, its impact on people and if forgiveness is possible	focusing on how decisions made now may impact a person's future, including online gaming, gambling and addiction
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Ask five people whether they believe in God and why. Do they have a religion?● How might having a religion or being an atheist have an impact on the day-to-day life of an individual, or decisions that someone makes?● Why do some people turn to or away from religion during their lives?● Discuss topics that are raised in the lessons		Students should: <ul style="list-style-type: none">● Ask five people their experiences of stereotyping and the effect it has had on them.● Which is more important: equality or equity? Is it possible to show both?● Find three news stories that show the concept of equality and/or equity.● Discuss topics that are raised in the lessons		Students should: <ul style="list-style-type: none">● 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 world● Discuss different career paths with family and friends discussing both the positive and negative aspects of the career	
DRAMA						
What students are learning	Voice: <ul style="list-style-type: none">● Greek Theatre● The Tempest		Body <ul style="list-style-type: none">● Commedia Dell'Arte● Comedy		Production <ul style="list-style-type: none">● Warhorse	

Key Content and Skills	Students delve deeper into the Voice work they began in Year 7, looking at how to create a character with voice but also how the key aspects of vocal work are affected by the context of character, in both Greek Theatre and The Tempest.		Students use the vocal skills they have improved since Year 7 whilst learning the physical disciplines and characterisations needed for comedy, with an in depth focus on the physical comedy of Commedia Dell'Arte.		Students study a professional production, and learn about the key aspects of production design; lighting, sound, costume, set and staging.	
Assessment	Performing a scene from either Antigone or The Tempest, assessed on the Practical Assessment Grid		Pair or group performance of a Commedia Lazzi, assessed on the Practical Assessment Grid		Evaluation of a professional live performance, assessed on the Evaluation Assessment Grid	
How can students prepare beyond the classroom?	Revise the definitions of the key words Read three of the books from the Key Stage 3 Drama reading list Watch the National Theatre’s version of Antigone, looking at how the characters and chorus are created through voice Consider the vocal choices you would make as Caliban and try learning a speech and performing it as a recording		Revise the definitions of the key words Read three of the books from the Key Stage 3 Drama reading list Watch commedia performances online, and practise replicating and adapting the physical choices		Revise the definitions of the key words Read three of the books from the Key Stage 3 Drama reading list Read the novel of Warhorse and see how the descriptive paragraphs were captured by the lighting and sound team Watch another production using puppetry, such as The Table, or other Handspring productions, and see how different effects are achieved in different ways.	
ENGLISH - Disruption & Conflict						
What students are learning	An Introduction to the Gothic genre	Sawbones	Exploring the dystopian genre	Animal Farm	Romeo & Juliet	Uncomfortable Truth Poetry
Key Content	● Students explore	● A mystery novel	● Students analyse	● Students explore	● How is conflict	● How can conflict

and Skills	a range of Gothic texts including poetry, novel extracts and short stories before writing their own gothic piece of creative writing.	with a modern take on the Gothic genre. Students build an understanding of how plots unfold and how writers develop them.	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.	a range of writer's methods employed by the characters, before students write and perform their own persuasive speech.	and disruption introduced in Romeo and Juliet? Students also explore and compare different productions and learn how to write about drama.	be dealt with in poetry? Why is the poetic form suitable for expressing those conversations that are difficult to have in the first place?
Assessment	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.
How can students prepare beyond the classroom?	<ul style="list-style-type: none"> Review the texts covered in the booklet + comprehension questions. Creative/descriptive writing practice. 	<ul style="list-style-type: none"> Review the text + comprehension questions. Discuss how the writer has used setting, characterisation and narrative perspective to tell the story. Is it effective and why? 	<ul style="list-style-type: none"> Review the texts in the booklet + comprehension questions. Discuss how the writer has used setting, characterisation and narrative perspective to tell the story. Is it effective and why? 	<ul style="list-style-type: none"> Review the text + comprehension questions. Exposure to famous speeches. Writing practice. 	<ul style="list-style-type: none"> Review the texts in the booklet + comprehension questions. Discuss how the writer has used setting, characterisation and language to tell the story. Is it effective and why? Discuss their opinion on the story/characters. 	<ul style="list-style-type: none"> Review the poems in the booklet + comprehension questions. What are the meanings of the poems and how are they presented? How has language and structure been used to create a message?

FOOD AND NUTRITION						
What students are learning	Health and safety recap		Food miles and where our food comes from		Micronutrients and vitamins	
	Nutritional analysis		Food and science		Build a menu challenge	
	Healthy Eating		Energy balance			
	8 tips to a better diet					
Key Content and Skills	How can we assess someone's diet?		Understanding the economical impact of where food comes from.		Understanding the importance of micronutrients	
	Gaining knowledge of the dangers of unhealthy eating and implementing strategies to help.		How food works for us in the body, what is the impact of eating the right or wrong foods.		Beginning to plan and implement your own menu	
Assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	Students should: Practise practical skills such as: <ul style="list-style-type: none">● Washing and cleaning up● Cutting techniques● Using the hob and oven at home		Students should: Practise practical skills such as: <ul style="list-style-type: none">● Washing and cleaning up● Cutting techniques● Using the hob and oven at home		Students should: Practise practical skills such as: <ul style="list-style-type: none">● Washing and cleaning up● Cutting techniques● Using the hob and oven at home	
GEOGRAPHY						
What students are learning	Unit 1: Plate Tectonics and Volcanoes.	Unit 2: Earthquakes and Tsunamis.	Unit 3: Life in Japan.	Unit 5: Energy resources.	Unit 6: Weather, Climate and Climate Change.	Unit 7: Journey through Europe and Africa.
			Unit 4: Population: 8			

			billion and counting.			
Key Content and Skills	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).	Why does California experience earthquakes and what attempts are made to reduce the risk? What happened in the 2004 Indian Ocean tsunami? How effective are modern tsunami warning systems?	Unit 3: What is the unique culture of Japan? What are the main features of Japan's human and physical geography? Why is Japan a HIC? (high income country). Unit 4: How did the world's population explode from 1 billion in 1800 to over 8 billion today? What are the latest trends in world population? Why did China end its one-child policy?	How long will fossil fuels last? What are the features of renewable energy sources? What is the story of the USA's Hoover Dam? Is the UK right to have a focus on offshore wind farms and building new nuclear power stations?	How is weather measured and forecasted? What is the climate of London and how does it compare to the rest of the British Isles? What is climate change? How does the Paris Climate Agreement aim to tackle the climate change challenge?	How many countries are in Europe? What are Europe's key human and physical geography features? How many countries are in Africa? What are Africa's key human and physical geography features?
Assessment	Plate Tectonics and Volcanoes (formal assessment out of 30).	Earthquakes and Tsunamis (formal assessment out of 30).	Geography of Japan (formal assessment out of 30).	World population written task.	Weather, Climate and Climate Change (formal assessment out of 30).	European country written research task.
How can	Research the meaning of the	How does the San Andreas Fault cause	Unit 3: Research the key physical features	Research how long fossil fuels might last	Take an interest in the weather forecast.	Find out about how many countries

<p>students prepare beyond the classroom?</p>	<p>Earth's crust, mantle, outer core and inner core. What is the "plate tectonics theory"? Research famous volcanoes and the impacts they have caused, eg. Soufriere Hills (Montserrat), Kilauea (Hawaii), Pinatubo (Philippines), Krakatoa (Indonesia).</p>	<p>earthquake risk in California? How can buildings be designed to have less risk of falling down in an earthquake? 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>of Japan, for example Mount Fuji and how many islands make up the country. Research the human geography of Japan such as its population, major cities and culture. 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 growing or declining populations.</p>	<p>(coal, oil and gas). 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>Research the causes of climate change, eg. the enhanced greenhouse effect. Research the effects of climate change, for example on low-lying islands.</p>	<p>Europe has and the continent's main physical features. Find out about how many countries Africa has and the continent's main physical features.</p>
<p>HISTORY</p>						
<p>What students are learning</p>	<p>Why did Henry VIII create the Church of England?</p>	<p>How diverse was Tudor England? How stable was 16th and 17th century England?</p>	<p>Oliver Cromwell: Hero or Butcher of England? What did people think and feel in Stuart England:</p>	<p>How 'revolutionary' was the French Revolution? 'Disastrous and terrible' or the 'dawn of liberty:' Changes</p>	<p>How did the world experience the British Empire? Who was responsible for the abolition of slavery?</p>	<p>How did the world experience the British Empire? How did protests occur during the Civil Rights movement?</p>

			Science and Superstition and the world of Samuel Pepys	and experiences during the Industrial Revolution		
Content and Second-Order Concepts	Content: <ul style="list-style-type: none"> Henry VIII Black Tudors Elizabeth I Concepts: <ul style="list-style-type: none"> Cause and Consequence Sources and evidence 		Content: <ul style="list-style-type: none"> The English Civil War Oliver Cromwell Samuel Pepys Science and Superstition Causes, course and impact of the French Revolution The Industrial Revolution Concepts: <ul style="list-style-type: none"> Cause and Consequence Interpretations Similarity and Difference Sources and Evidence 		Content: <ul style="list-style-type: none"> The Industrial Revolution The British Empire The Slave Trade The British Raj The partition of India The Civil Rights movement Concepts: <ul style="list-style-type: none"> Interpretations Sources and Evidence Similarity and Difference 	
Assessment*	Cause and Consequence This objective assesses understanding of the cause/s of events and changes in the past as well as the	Sources and Evidence This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and	Historical Interpretations This objective assesses understanding of different opinions and ideas about the past, including, comparing views and	Significance This objective assesses understanding of the importance and significance of events/people in the past.	Sources and Evidence This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and	Historical Knowledge and understanding This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.

	consequences of them immediately and into the future. <u>Why did Henry VIII create the Church of England?</u>	examining and evaluating the utility of sources. <u>How useful - Portraits of Elizabeth</u>	evaluating views using knowledge. <u>Interpretations of Oliver Cromwell</u>	<u>What was the most significant impact of British rule on India</u>	examining and evaluating the utility of sources. <u>How useful - Middle passage Slave ship Brookes</u>	<u>Retrieval questions quiz</u>
	Focus for year: <ul style="list-style-type: none">● Using sources● Cause and Consequence● Introducing interpretations					
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Watch Explain this a series of short animations that offer concise explanations of key topics in KS3 History.● Investigate The Tudors here.● Watch <i>The Time Traveller's Guide to Elizabethan England</i> here.● Watch this BBC Teach clip to find out what sources can reveal about Elizabeth I's personality. Students could: <ul style="list-style-type: none">● Watch the Horrible Histories episodes on BBC Iplayer.● Read the Horrible Histories books.● Borrow the book <i>Treason</i> by Berlie Doherty from the History department		Students should: <ul style="list-style-type: none">● Research the Industrial Revolution here.● Watch Why did the Industrial Revolution happen here.● Watch Dan Snow's <i>History of Railways</i> here.● Watch <i>Victorian Villains</i> here.		Students should: <ul style="list-style-type: none">● Research the English Civil Wars here.● Research the British Empire here.● Investigate the transatlantic slave trade here.● Watch this series of thought provoking clips in which Historian David Olusoga looks at the abolition of slavery in Britain.	

MATHS						
What students are learning	Geometry and measures	Geometry and statistics	Statistics and probability	Number	Number, ratio and proportion	Algebra
Key Content and Skills	<ul style="list-style-type: none"> Pythagoras and trigonometry Scale, bearings, constructions and loci 3D shapes, surfaces areas and volumes Compound measures 	<ul style="list-style-type: none"> Similarity & congruence Vectors Transformations Averages 	<ul style="list-style-type: none"> Representing data Probability 	<ul style="list-style-type: none"> Basic number Directed numbers Decimals Factors & Multiples Set theory Rounding & Estimation Bounds Fractions 	<ul style="list-style-type: none"> Indices, Surds & Standard form Ratio Proportion Percentages, growth & decay 	<ul style="list-style-type: none"> Basic algebra Quadratic algebra Algebraic proof Algebraic fractions Formulae
	<p>Parents/Guardians can support their child's learning using the following website: Mathswatch - login details provided to the student Corbett Maths</p> <p>The websites above have video tutorials, worksheets and exam style questions. The 5 a day activities are excellent resources for all years as mini revision tasks.</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 3 weeks in advance. 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: Wb 4th November 2024	Approximate assessment date: Wb 6th January 2025	Approximate assessment date: Wb 24th February 2025	Approximate assessment date: Wb 21st April 2025	Approximate assessment date: Wb 2nd June 2025	
	Assessment dates are subject to change and will be communicated to students on GoogleClassroom. Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.					
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Recap on previous learning on topicsEnsure that basics are well understood, for example: indices, properties of 2D and 3D shapes, familiarising yourself with different measures and ways to represent data		Students should: <ul style="list-style-type: none">Bring all correct equipment to lesson, especially a calculatorUseMathswatch to revise any topics from last term and to complete all homework		Students should: <ul style="list-style-type: none">Use the websites below to help remind themselves of the topics listedwww.vle.mathswatch.comBBC Bitesize KS3	
MODERN FOREIGN LANGUAGES						
Specialism: French						
What students are learning	To talk about past holidays	To discuss what people do for various festivals	To talk about going on school trips	To talk about their digital leasures	To talk about where you live and have lived	To talk about their daily routine and sports they play
Key Content and Skills	<ul style="list-style-type: none">Talking about school holidaysPerfect tenseSaying where you went and howUsing negatives in the perfect tenseFestivals and celebrationsBuying food at the marketFuture tense		<ul style="list-style-type: none">Talking about celebrities and TV programmesDigital technologyForming and answering questionsTalking about leisure activitiesUsing three tenses together		<ul style="list-style-type: none">Describing where you liveWeatherDaily routineReflexive verbsUsing 3 tenses together	
Assessment	Written piece of	Module 1	Module 2	Module 3	Module 4: Le monde	

	work assessed	Assessment: Vive les vacances! (Skills tested: listening, reading and writing) Homework booklet - vocabulary on pgs 12-13 Homework booklet - consolidation exercises pgs 8-11	Assessment: J'adore les fêtes! (Skills tested: speaking and reading) Homework booklet - vocabulary on pgs 24-25 Homework booklet - consolidation exercises pgs 20-23	Assessment: À loisir (Skills tested: listening and writing) Homework booklet - vocabulary on pgs 36-37 Homework booklet - consolidation exercises pgs 32-35	est petit (Skills tested: reading and translation) Homework booklet - vocabulary on pgs 48-49 Homework booklet - consolidation exercises pgs 44-47	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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		Students should: <ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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		Students should: <ul style="list-style-type: none">Learn vocabulary (meaning and spelling) from their homework booklet15/20 minutes every day would be optimal	
MODERN FOREIGN LANGUAGES						
Specialism: Spanish						
What students	Mis vacaciones = my	Todo sobre mi vida =	Todo sobre mi vida =	A Comer! = Let's eat!	A Comer! = Let's eat!	¿Qué hacemos? =

are learning	holidays	Everything about my life	Everything about my life			What are we doing?
Key Content and Skills	<ul style="list-style-type: none"> Using the preterite tense to talk about where you went on your holiday and who you went with Using the preterite tense to talk about how you travelled Using the preterite tense to talk about what you did Using the preterite tense to give opinions Talking about what you do on your mobile phone What music you like/dislike and why 		<ul style="list-style-type: none"> Talking about your favourite TV programmes Using the comparative to compare your favourite TV shows Use the preterite and present together to talk about what you did yesterday and what you normally do Talking about your food likes/dislikes Talking about mealtimes Using the near future tense to talk about what we are going to do Ordering food in a restaurant and buying food for a party 		<ul style="list-style-type: none"> Using opinions Using the present and future tenses together Arranging to go out Making excuses! How you get ready What you are going to wear Saying this/these Using the present, preterite and future tenses together 	
Assessment	Written piece of work assessed	<p>Module 1 Assessment: Mis vacaciones</p> <p>(Skills tested: reading and listening, which includes dictation)</p> <p>Homework booklet - vocabulary on pgs 11-12</p>	<p>Module 2 Assessment: Todo sobre mi vida</p> <p>(Skills tested: reading and speaking, which includes reading aloud)</p> <p>Homework booklet - vocabulary on pgs 23-24</p>	<p>Module 3 Assessment: ¡A Comer!</p> <p>(Skills tested: writing and listening, which includes dictation)</p> <p>Homework booklet - vocabulary on pgs 35-36</p>	<p>Module 4: ¿Qué hacemos?</p> <p>(Skills tested: reading and translation into English and also into Spanish)</p> <p>Homework booklet - vocabulary on pgs 48-49</p>	

		Homework booklet - consolidation exercises pgs 6-10	Homework booklet - consolidation exercises pgs 17-22	Homework booklet - consolidation exercises pgs 30-34	Homework booklet - consolidation exercises pgs 42-47	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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		Students should: <ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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		Students should: <ul style="list-style-type: none">Use the booklets to revise vocabulary, learn 10 words per week, use websites to practise vocabulary and revise	
MUSIC						
What students are learning	<u>African Music</u> Students will learn to play an African piece of music and perform this to the class	<u>Rap Music</u> Students will learn about Hip Hop culture and write their own anti-smoking Rap	<u>Moods and Emotions</u> Students will learn how to use major and minor scales to compose Music that expresses a mood	<u>Moods and Emotions</u> Students will complete the composition and perform it	<u>Blues Music</u> Students will learn about the 12-bar blues and how to improvise	<u>Musical Theatre</u> Students will learn about the history of Musical Theatre and learn to perform a piece (singing)
Key Content and Skills	Students will learn key words such as call and response,	Students will understand the elements of Rap	Students will work on keyboard skills on a number of different	Students will look into keywords and compositional	Students will learn how to play the blues scale, chords and	Students will learn key vocabulary such as what a jukebox or

	polyrhythm and ostinato and learn how to play the Djembe drum	Music through listening and performing tasks. Keywords/content include: Tone change, rhyming pairs, time signatures	practical tasks including learning a variety of scales which will then be used in their composition	devices such as choice of voice, tempo and harmony and be assessed on their performance of their work	how to improvise on keyboards/guitar and ukulele	book musical, duet, chorus and solo is and sing songs from famous musical productions
Assessment	Percussion Performance	Rap Performance	Assessment Stage 1 - listening paper.	Assessment Stage 2 composition	Keyboard Performance	Singing Performance
How can students prepare beyond the classroom?	Students can research west African traditional instruments such as the Djembe, Bobgos, Agogo bells and African Shaker	Students can create their own backing beat to go with their rap lyrics using the songmaker tool on google	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 research the history of Blues music and find the names of different famous Blues artists	Students can research different types of musicals, watch recorded musical productions and learn key songs
PHYSICAL EDUCATION						
What students are learning	Indoor athletics/HRF Netball/futsal/football	Indoor athletics/HRF Netball, rugby/futsal	Dance/gymnastics OAA	Dance/gymnastics Rugby/gaelic	Athletics Rounders/cricket	Athletics Rounders/cricket
Key Content and Skills	Indoor athletics: Leading different indoor athletics events. HRF: exploring different methods of training required to improve the components of		Dance: learn about the film 'Bugsy Malone'. Students create choreography based on themes from this film and incorporate the skills learnt in Year 7.		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.	

	fitness that students learnt in Year 7. 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.	Gymnastics: students build on knowledge from Year 7 to explore different group balances and the type of fitness required to do gymnastics. Gaelic football: explore the skills required to do Gaelic football. This is students’ first taste of Gaelic football.	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.
Assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Keep active and try to complete 20 minutes of physical activity a day● Join an after-school club● Research each sport identifying skills, positions and rules		
SCIENCE			
What students are learning	<ul style="list-style-type: none">● Biology: Digestive system● Chemistry: Types of reactions● Physics: Electricity and magnetism● <i>Let’s think science</i>	<ul style="list-style-type: none">● Biology: Microbes and inheritance● Chemistry: The periodic table and metals● Physics: Waves● <i>Let’s think science</i>	<ul style="list-style-type: none">● Biology: Biological reactions● Chemistry: The Earth and climate● Physics: Forces and motion
Key Content and Skills	<ul style="list-style-type: none">● Food groups and food tests● The digestive system and organs● Enzymes● Movement of substances● Atoms in chemical reactions● Chemical reactions and burning fuels	<ul style="list-style-type: none">● Microbes and immunity● Vaccinations and antibiotics● Organ donation and stem cells● Stem cells● Effects on health● Inheritance, evolution and extinction	<ul style="list-style-type: none">● Respiration, fermentation, breathing and gas exchange● Photosynthesis in plants, uses of sugars and stomata for transport● Structure of the Earth● Different types of rocks

	<ul style="list-style-type: none"> Thermal decomposition, exothermic and endothermic reactions Electricity, current and circuits Conductors and insulators Voltage and resistance Magnets and electromagnetism <i>Making predictions, reasoning probability and correlations</i> 	<ul style="list-style-type: none"> The periodic table, metals and non-metals Trends in group 1, 7 and 0 Reactivity series and displacement Extraction of metals Waves, light and colours Reflection and refraction The speed of sound, hearing and changing sounds <i>Understanding formal models and compound variables</i> 	<ul style="list-style-type: none"> The rock cycle and the atmosphere Effects of climate changes The Earth's resources and recycling Forces and their effects, pressure and friction Speed and distance-time graphs Hook's law and moments
Assessment	<p>Each student will complete:</p> <ul style="list-style-type: none"> 3x mastery quizzes 2x teacher assessed tasks (choice from digestive system, types of reactions and electricity and magnetism) Yr8 cumulative assessment 1 	<p>Each student will complete:</p> <ul style="list-style-type: none"> 3x mastery quizzes 2x teacher assessed tasks (choice from microbes and inheritance, the periodic table and metals and waves) Yr8 cumulative assessment 2 	<p>Each student will complete:</p> <ul style="list-style-type: none"> X3 mastery quizzes 2x teacher assessed tasks (Choice from biological reactions, the Earth and climate and forces and motion) Yr8 cumulative assessment 3
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Learn the spellings and definitions of the keywords for the topic using the keyword glossaries Revise topics using KS3 of BBC Bitesize material online Revise the topics using the online textbook found on Kerboodle <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"> Review their knowledge of chemical reactions from Year 7 Research the Group 1 metals and their reactivity with water Research different types of forces and their effects 	<p>Students should:</p> <ul style="list-style-type: none"> Recall Year 7 knowledge on the different types of waves and how they can be used in everyday life Research different ecosystems and how plants and animals are adapted to survive Research the meaning of motion in physics Watch clips relating to the topics on BBC Bitesize KS3 Science https://www.bbc.co.uk/bitesize/subjects/zng4d2p

	Institution code: uht6 <ul style="list-style-type: none"> • Use the topic sheet to check learning • Use exercise books to consolidate learning and revise 		
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YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART, CRAFT AND DESIGN Specialism: Art						
What students are learning	Food & drink: <ul style="list-style-type: none"> • Drawing • Painting • Mixed media 		Identity: <ul style="list-style-type: none"> • Drawing • Mixed media • Painting 			
Key Content and Skills	<ul style="list-style-type: none"> • Rules and expectations in the art rooms • Pop art; its inspiration and influences post WW2 • Popular culture and how it influenced pop art • Observational drawing • How to combine different medias successfully • How to mix paint • How to enlarge an image 		<ul style="list-style-type: none"> • Interpretations of a single theme • Portraiture • Art history and context • Still life • Compositions • Observational drawing • Mixed media work • In depth analysis of artwork 			
Assessment	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:		Teacher feedback given, both verbal and written, throughout the term.		Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:	

	<ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting 		<ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Learn some facts about Pop Art Look at the work of Roy Lichtenstein, Andy Warhol and Claes Oldenburg Practise observational drawing of mass produced products e.g cans of food, beauty products etc. 	<p>Students should:</p> <ul style="list-style-type: none"> Research the shape and proportions of a portrait Practise drawing facial features Look into understanding the connection and meaning behind artwork Research how to make skin colours 	<p>Students should:</p> <ul style="list-style-type: none"> Research artists who look at the theme of identity in their artwork Research mixed media- artists who look at portraying identity Reflect on your own identity and what/who makes you who you are
<p style="text-align: center;">ART, CRAFT AND DESIGN</p> <p style="text-align: center;">Specialism: Graphics and media</p>			
What students are learning	Media codes and conventions	Graphics techniques and tools	Using Affinity
Key Content and Skills	<ul style="list-style-type: none"> Health & safety in the graphics/media room The action/adventure genre Media codes, conventions and semiotics Learning technical language for graphics and media Analysing existing posters to inform own ideas 	<ul style="list-style-type: none"> Developing own action adventure ideas and poster design. Develop understanding and application of media codes, conventions and semiotics Learning technical language for graphics and media Introduction to photo editing software 	<ul style="list-style-type: none"> Completing poster design based on developed and refined plan Using Affinity to create a strong developed action adventure poster Reflecting and evaluation poster design Pitch and presentations
Assessment	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"> Researching & analysing

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

				<ul style="list-style-type: none">● Creating● Planning & reflecting	
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none">● Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008)● Research textiles techniques● Refresh your memory on skills practised or researched last year		<p>Students should:</p> <ul style="list-style-type: none">● Research what fabric is best for applique and why● Research how to freehand stitching on a swimming machine (Bernina 1008)● Research hand stitch techniques● Refresh your memory on skills practised or researched last year		<p>Students should:</p> <ul style="list-style-type: none">● Refine any work in their sketchbook● Research what a production plan is● Refresh your memory on skills practised so far this year● Research new techniques such as fusions and couching
CITIZENSHIP					
What students are learning	<ul style="list-style-type: none">● Principles and values in the UK● Identity	<ul style="list-style-type: none">● Media and the free press● Participation in democracy	<ul style="list-style-type: none">● Politics and Participation● Political power (in the UK)● Local and devolved government	<ul style="list-style-type: none">● Where does political power reside?● How do others govern themselves?● Bringing about political change	<ul style="list-style-type: none">● Active Citizenship Project
Key Content and Skills	<p>The key principles and values underpinning British society today.</p> <p>The human, moral, legal and political rights and the duties, equalities</p>	<p>Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and</p>	<p>The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the</p>	<p>How citizens' rights have changed and developed over time, from the importance of Magna Carta (1215) to today and the Human Rights Act</p>	<p>Students will be expected, either alone or working with others, to carry out an investigation into a citizenship issue based 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</p>

	<p>and freedoms of citizens.</p> <p>Key factors that create individual, group, national and global identities.</p>	<p>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. 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>The right of the media to investigate and report on issues of</p>	<p>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>Rights and legal entitlements of citizens at differing</p>	<p>(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 crime: differing forms of punishment available in the UK; the purposes of</p>	<p>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 questions will seek to draw upon the knowledge and understanding of the skills, methods and processes students have gained from taking citizenship action.</p>
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		<p>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>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>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 helps establish the rules of war.</p>	<p>These questions will account for 15% of the total GCSE marks.</p>	
Assessment	Assessment will contain	Assessment will	Assessment will	Assessment will	Assessment will	Assessment will

	a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain.	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.	contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 2 - rights and Responsibilities.	contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.	contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.	contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Active Citizenship.
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Keep up to date with what is happening in the news, looking for examples of British values, human rights, migration and social media. Use different sources for up-to-date news, considering: are they all informing the public about the same stories - and how? 		<p>Students should:</p> <ul style="list-style-type: none"> Keep up to date with what is happening in the news. Research laws in Britain that protect our freedoms and consider whether they work. Think about what makes students who they are? What gives them their identity? 		<p>Students should:</p> <ul style="list-style-type: none"> Widen their awareness of what is happening in the news and the current political situation within the UK https://www.bbc.co.uk/news/politics https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics https://www.bbc.co.uk/bitesize/subject/s/z3ckjxs https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship 	

COMPUTER SCIENCE						
What students are learning	Computational Thinking	Advanced Python	Ethical , legal , cultural impacts	Data Science	Data Representation (Image and Sound)	iDEA program (Bronze (all)/Silver)
Key Content and Skills	<ul style="list-style-type: none"> • Introductions to Flowcharts and pseudocodes. • Use a while loop to repeat a section of code • Use a for loop to repeat a section of code • Store and update values in a list • Append data to a list • Use a for() loop to step through a list • Using and understanding procedures • Using and understanding functions 		<ul style="list-style-type: none"> • Learn about the laws governing computers and its use. • Learn the ethical, moral and cultural impacts of using computers . • Define data science • Explain how visualising data can help identify patterns and trends in order to help us gain insights • Use an appropriate software tool to visualise data sets and look for patterns or trends • Cleanse data • Learn how to protect online data and information. 		<ul style="list-style-type: none"> • iDEA program • Learn how data like images and sound is represented by computers . 	
Assessment	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	All students to earn Bronze certificates with some students earning Silver certificates

How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Identify everyday situations where computer control is used Identify common types of sensors used by control systems Identify control flowchart symbols and understand how they are used to break down problems Produce flowchart-based solutions for control systems that include sequences and loops Explain why control systems might fail and how this might impact on safety Produce control solutions for problems that include subroutines Produce control solutions for problems that include variables 	<p>Students should:</p> <ul style="list-style-type: none"> The following website can be visited to read up about the topic: https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/2 	<p>Students should:</p> <ul style="list-style-type: none"> Research the meaning of these terms using the following link: https://www.bbc.co.uk/bitesize/guides/zs87sbk/revision/1 Look at the following website to familiarise: https://idea.org.uk/
<p style="text-align: center;">DRAMA</p>			
What students are learning	<p>Voice:</p> <ul style="list-style-type: none"> Brecht / Allegorical Theatre Naturalism 	<p>Body</p> <ul style="list-style-type: none"> Physical Theatre The Curious Incident of the Dog in the Nighttime 	<p>Production</p> <ul style="list-style-type: none"> Devising; practitioners and influences Devising; performance
Key Content and Skills	<p>This unit explores the impact of Brecht's theory and writings on modern theatre, and the different devices used in allegorical theatre, followed by Stanislavskian techniques and characterisation through the work of American writers like Mamet and Miller with a clear focus</p>	<p>Students are introduced to the genre of physical theatre with a focus on the work of Frantic Assembly, then consider how the work of Frantic is used to explore and express the narrative in The Curious Incident of the Dog in the Nighttime</p>	<p>Students learn about the process of devising for the first half of term, and spend the second half of term using all the skills they have learned over their KS3 journey to create their own production, including all design aspects.</p>

	on how adaptations to voice make these devices and practices successful. Students use elements from previous Voice terms as well as production knowledge from Term3 of Y8.					
Assessment	Performance of a text in a naturalistic style, assessed on the Practical Assessment Grid		Performance of a Physical Theatre duet, assessed on the Practical ASsessment Grid.		Group performance, assessed on the Practical Assessment Grid.	
How can students prepare beyond the classroom?	Read Animal Farm by George Orwell Watch films with Meryl Streep, Philip Seymour Hoffman and Vincent Cassel Read three of the books from the Key Stage 3 Drama reading list.		Read sections of ‘Actor Movement’ by Vanessa Ewan Watch anything by Frantic Assembly on their youtube channel Watch DV8 performances Practise the physical disciplines learned in class		Read: The Frantic Assembly Book of Devising Keep a log of the devising process and reflect on which rehearsal practices were best for your group and why Watch The National Theatre’s Playwright Series	
ENGLISH - Power and Freedom						
What students are learning	Belonging & Othering	Merchant of Venice	Protest Poetry	Noughts & Crosses (play)	Purple Hibiscus	Real World Issues
Key Content and Skills	<ul style="list-style-type: none">Students explore a range of fiction and non-fiction texts around the theme of belonging and othering. They explore a variety of outsider narratives	<ul style="list-style-type: none">Students continue to study the theme of othering and the consequences of powerlessness in Shakespeare’s Merchant of Venice.	<ul style="list-style-type: none">Students read and analyse a variety of poems that explore different themes of protest within them.	<ul style="list-style-type: none">How are the themes of power and freedom explored in the modern play? An exploration of the shifts in power and how stagecraft can	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Consolidating their entire study of English at KS3, students use their own voices as their power. They craft their voices and views, and deliver

	and diverse voices, before writing their own creative piece in response to the texts studied.			reflect and portray these.	how narrative voice is used by a writer, the influence it can have and the writer's aims in doing so.	speeches on what they deem is important. Writing and speaking are powerful tools to be utilised and students practise doing just this.
Assessment	Descriptive writing based on a stimulus.	Personal response reading analysis.	Poetic comparison	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.
How can students prepare beyond the classroom?	<ul style="list-style-type: none"> • Exposure to descriptive writing particularly in fiction. • Review and discuss the viewpoints and topics covered in the booklet. • Writing practise. 	<ul style="list-style-type: none"> • Review the text + comprehension questions. • Discuss how the writer has used characterisation and narrative perspective to tell the story. • Discuss their opinion on the story/characters 	<ul style="list-style-type: none"> • Exposure to poems you and your child enjoy. • Discuss song lyrics: their meanings and why they are effective. • Discussion of their views and opinions on a topic they are interested in. 	<ul style="list-style-type: none"> • Review the text + comprehension questions. • Discuss how the writer has used characterisation and narrative perspective to tell the story. 	<ul style="list-style-type: none"> • Review the text + comprehension questions. • Discuss how the writer has used characterisation and narrative perspective to tell the story. • Discuss their opinion on the story/characters. 	<ul style="list-style-type: none"> • Exposure to famous speeches. • Review the texts/topics covered in the booklet + comprehension questions. • Discussion of their views and opinions on a topic they are interested in. • Writing/speaking practise.
GEOGRAPHY						

What students are learning	Unit 1: International Development.	Unit 2: The Americas, South America and Brazil.	Unit 3: Globalisation and Earning a Living. Unit 4: GIS Geographical Information Systems.	Unit 5: Superpower Geography.	Unit 6: Geographical Conflicts. And Decisions. Unit 7: The Middle East.	Unit 8: Local fieldwork task. Unit 9: Tourism.
Key Content and Skills	What are the features of HICs and LICs? (high and low income countries). How can the development gap be reduced? How can shanty towns be improved? What does Hans Rosling say about global development trends? What are the UN's Global Goals?	What are the key human and physical features of North and South America? What is Canada's oil sands region? How has Costa Rica developed as an ecotourism destination? Why do migrants arrive at the USA/Mexico border? Is Brazil making progress towards becoming a HIC? (High income country) What's life like in Rio de Janeiro? Why does deforestation happen in the Amazon Rainforest? How effective are efforts to	Unit 3: Why has the rate of globalisation accelerated? Unit 3: What are the key industries of the UK and how has this changed over time? How global and sustainable is the fashion industry? Unit 4: What are Geographical Information Systems?	To what extent is the USA the world's number 1 superpower? How significant are the BRIC countries? (Brazil, Russia, India and China).	Unit 6: Why is there a proposal to add a third runway at Heathrow Airport? Why is HS2 a controversial project? Should a cruise ship port be built in Grand Cayman? Unit 7: Why is the Middle East a significant region of Asia? How sustainable is tourism in Dubai?	Unit 8: Fieldwork enquiry: Should Ruislip High School expand any further? Does Ruislip High School face a flood risk? Unit 9: How has the tourism industry grown to become one of the world's biggest industries? Why is the UK in the world's top 10 most visited countries? How sustainable is tourism on the coast of Spain? How sustainable is tourism in the Galapagos Islands?

		reduce the pace of deforestation?				
Assessment	International Development (formal assessment out of 30).	South America and Brazil (formal assessment out of 30).	Globalisation and Earning a Living (formal assessment out of 30).	Superpower Geography data presentation task.	Geographical Conflicts. And Decisions (formal assessment out of 30).	Ecotourism written task.
How can students prepare beyond the classroom?	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?	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?	Unit 3: 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. Unit 4: Study the ArcGIS website.	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?	Unit 6: Research the plan for a third runway at Heathrow Airport. Unit 7: Research which countries are in the Middle East. Research the question 'How sustainable is tourism in Dubai?'	Unit 9: Research the development of Blackpool as a UK coastal resort. Find out about the positives and negatives of tourism in the Galapagos Islands.

	What are the UN Sustainable Development Goals?					
HISTORY						
Content and Second-Order Concepts	<p>Why did people protest during the Industrial Revolution?</p> <p>Why were the Police unable to catch the Whitechapel Murderer?</p>	How did people campaign for women's suffrage?	<p>What made war more likely than peace by 1914?</p> <p>How was the First World War a Global War?</p>	<p>What long shadows did the First World War cast?</p> <p>What was the key turning point of the Second World War?</p>	How did people experience the Nazis' Final Solution?	<p>How did Britain change from 1945-2000?</p> <p>How did Warfare develop after the Second World War?</p>
Key Content and Skills	<p>Content:</p> <ul style="list-style-type: none"> • The Industrial Revolution • Protest during the 19th century • Victorian Values • The Suffragettes • Whitechapel and The East End <p>Concepts:</p> <ul style="list-style-type: none"> • Cause and Consequence • Significance • Sources and Evidence 		<p>Content:</p> <ul style="list-style-type: none"> • The Causes of WWI • Experiences of war • Germany between WWI and WWII • Appeasement • The Second World War's key turning points <p>Concepts:</p> <ul style="list-style-type: none"> • Change and Continuity • Cause and Consequence • Similarity and Difference 		<p>Content:</p> <ul style="list-style-type: none"> • The Holocaust • Post-war reforms in Britain • Social change in Britain • The development of warfare in the late 20th century <p>Concepts:</p> <ul style="list-style-type: none"> • Change and Continuity • Similarity and Difference • Sources and Evidence 	
Assessment*	Cause and Consequence	<p>Sources and Evidence</p> <p>This objective assesses</p>	Cause and Consequence	Historical Interpretations	<p>Sources and Evidence</p> <p>This objective assesses</p>	Historical Knowledge and understanding

	<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>Explain why the Police were unable to catch the Whitechapel Murderer?</u></p>	<p>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 useful - Investigating women's suffrage</u></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>Explain the causes of the First World War</u></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 appeasement</u></p>	<p>understanding of contemporary sources, including interpreting sources, and making inferences from them.</p> <p><u>Inferences on resistance</u></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">● Sources and evidence● Cause and Consequence● Interpretations● Similarity and Difference (experience)					
<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none">● Watch <i>Explain this</i> a series of short animations that offer concise explanations of key topics in KS3 History.● Investigate the fight for female suffrage here.● Watch 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.● Watch this animation about <i>Forgotten</i>	<p>Students should:</p> <ul style="list-style-type: none">● Research WWI here.● Visit here for a collection of video resources and interactive articles for students studying World War One.● Research Interwar Germany here.● Research WWII here.● Visit here for a collection of video resources and interactive articles for students studying World War Two.● Watch WWII stories.			<p>Students should:</p> <ul style="list-style-type: none">● Research the Holocaust here.● Watch <i>Exploring the Past - Post War Britain</i>.● Research the Cold War here.	

	<i>Suffragettes.</i> Students could: <ul style="list-style-type: none">● Watch the Horrible Histories episodes on BBC iplayer.● Read the Horrible Histories books.					
*All assessments will assess Communication This objective assesses communication of knowledge and understanding, use of key vocabulary as well as use of spelling, punctuation and grammar						
MATHS						
What students are learning	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
Key Content and Skills	<ul style="list-style-type: none">● Simultaneous equations● Linear graphs● Quadratic graphs● Real life graphs● Distance-time graphs● Sequences	<ul style="list-style-type: none">● Functions and function machines● Inequalities● Linear programming● Area & perimeter● Circles, arcs and sectors	<ul style="list-style-type: none">● Angles● Angles in polygons● Circle theorems● Pythagoras and trigonometry● Scale, bearings, constructions and loci	<ul style="list-style-type: none">● 3D shapes, surfaces areas and volumes● Compound measures● Similarity & congruence● Vectors	<ul style="list-style-type: none">● Transformations● Averages● Representing data● Probability	<ul style="list-style-type: none">● Recap of misconceptions during the year● Preparation for KS4
	Parents/Guardians can support their child’s learning using the following website: Mathswatch - login details provided to the student Corbett Maths The websites above have video tutorials, worksheets and exam style questions.					

	<p>The 5 a day activities are excellent resources for all years as mini revision tasks.</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 3 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>					
Assessment	Approximate assessment date: Wb 11th November 2024	Approximate assessment date: Wb 13th January 2025	Approximate assessment date: Wb 3rd March 2025	Approximate assessment date: Wb 28th April 2025	Approximate assessment date: Wb 9th June 2025	
	Assessment dates are subject to change and will be communicated to students on GoogleClassroom. Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.					
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Recap previous learning on topicsEnsure they have the correct equipment (scientific calculator, compass, protractor, ruler, pen and pencil)Practise their written arithmetic and mental arithmetic		Students should: <ul style="list-style-type: none">Bring all correct equipment to lesson, especially a calculatorUse Mathswatch to revise any topics from last term and to complete all homework		Students should: <ul style="list-style-type: none">Use the websites below to help remind themselves of the topics listedwww.vle.mathswatch.comBBC Bitesize KS3	
MODERN FOREIGN LANGUAGES						
Specialism: French						
What students are learning	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	To talk about protecting the environment	To talk about french-speaking countries and

				changed		territories
Key Content and Skills	<ul style="list-style-type: none">• Talking about likes and dislikes• After school clubs and activities• Reflexive verbs• Describing birthday celebrations• Perfect tense• Discussing what you're going to wear• Future tenses• Talking about earning money• Talking about what you want to do when you're older• What things will be like in the future	<ul style="list-style-type: none">• Talking about musical tastes• Using the direct object pronoun• Describing what you used to be like• Imperfect tense• Comparing your primary and secondary schools• Using comparatives• Talking about how things have changed• Using the perfect and perfect tense together	<ul style="list-style-type: none">• Talking about food• Discussing eating habits• Using a range of negatives• Talking about animals and the natural world• Using superlatives• Talking about plastic and the environment• Talking about what you would like to change using the conditional tense			

Assessment	Written piece of work assessed	Module 1 Assessment: Mon monde à moi (Skills tested: listening and writing) Textbook - vocabulary on pgs 28-29 Grammar and translation booklet - consolidation exercises pgs 18-19 Grammar and translation booklet - Verbs and glossary - pg 78-88	Module 2 Assessment: Projets d'avenir (Skills tested: speaking and reading) Textbook - vocabulary on pgs 52-53 Grammar and translation booklet - consolidation exercises pgs 34-35 Grammar and translation booklet - Verbs and glossary - pg 78-88	Module 3 Assessment: Ma vie en musique (Skills tested: listening and writing) Textbook - vocabulary on pgs 76-77 Grammar and translation booklet - consolidation exercises pgs 50-51 Grammar and translation booklet - Verbs and glossary - pg 78-88	Module 4: Le meilleur des mondes (Skills tested: translation and reading) Textbook - vocabulary on pgs 100-101 Grammar and translation booklet - consolidation exercises pgs 62-63 Grammar and translation booklet - Verbs and glossary - pg 78-88	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Research and make a list of words related to each topic using the online dictionary www.wordreference.com (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)Look at and study the conjugations for the			Students should: <ul style="list-style-type: none">Look at vocabulary in workbooks for the topics that are to be studiedContinue to revise vocabulary from previous topicsUse 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		Students should: <ul style="list-style-type: none">Learn vocabulary (meaning and spelling) from their homework booklet15/20 minutes every day would be optimal

	<p>tenses that will be covered:</p> <ul style="list-style-type: none">o perfect tense: <p>http://www.bbc.co.uk/education/guides/z2h6tfr/revision</p> <ul style="list-style-type: none">o Near future: <p>http://www.bbc.co.uk/bitesize/standard/french/grammar/future/revision/1/</p> <ul style="list-style-type: none">o Future tense: <p>http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/verbsh/futuretense/hirev1.shtml</p> <ul style="list-style-type: none">● Use www.bbc.co.uk/bitesize and listen and watch clips in French under KS3/Modern Foreign/French Languages					
MODERN FOREIGN LANGUAGES						
Specialism: Spanish						
What students are learning	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
Key Content and Skills	<ul style="list-style-type: none">● Talking about things you like to do● Present tense – irregular verbs● Talking about films● Near future tense● Talking about life as a celebrity● Using the preterite tense		<ul style="list-style-type: none">● Using the near future tense to talk about future plans● Describing a typical day● Talking about diet● Talking about how we keep fit		<ul style="list-style-type: none">● Using se debe and no se debe to talk about what we must/must not do to keep fit● Talking about ailments● Talking about children’s rights using the verb poder	

	<ul style="list-style-type: none"> Saying what you do at work Saying what job they would like to do 		<ul style="list-style-type: none"> Describing our daily routine using reflexive verbs 		<ul style="list-style-type: none"> Talking about Fairtrade Talking about recycling Talking about our town and how it has changed 	
Assessment	Written piece of work assessed	<p>Module 1 Assessment: Somos así</p> <p>(Skills tested: reading and speaking, which includes reading aloud)</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: writing and listening, which includes dictation)</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: writing and listening, which includes dictation)</p> <p>Homework booklet - vocabulary on pgs 30-33</p> <p>Homework booklet - consolidation exercises pgs 34-35</p>	<p>Module 4: Jóvenes en acción</p> <p>(Skills tested: reading & translation into English and into Spanish)</p> <p>Homework booklet - vocabulary on pgs 46-47</p> <p>Homework booklet - consolidation exercises pgs 40-45</p>	
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Research and make a list of words related to each topic using the online dictionary www.wordreference.com (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) Look at and study the conjugations for the tenses that will be covered: 		<p>Students should:</p> <ul style="list-style-type: none"> Look at vocabulary in workbooks for the topics that are to be studied Continue to revise vocabulary from previous topics 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 		<p>Students should:</p> <ul style="list-style-type: none"> Use the booklets to revise vocabulary, learning 20 words per week Use websites to practise vocabulary and revise 	

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

	will also recap their keyboard skills from last year and work on a practical task to create their own variation of a popular theme tune	identify the characteristics of the style. Keywords include shoe-gazing and verse-chorus form	the history of film music starting with Silent Films in the 1920s	the history of film music starting with Silent Films in the 1920s	listening tasks and practicals focusing on songs by Bob Marley.. Keywords include syncopation and riffs	Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement
Assessment	Keyboard Assessment	Band Performance	Listening assessment	Keyboard/Music Tech Composition	Band Skills Performance	Performing a pop song
How can students prepare beyond the classroom?	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
PHYSICAL EDUCATION						
What students are learning	HRF/trampolining Netball/football	HRF/trampolining/table tennis Futsal/rugby	GCSE PE/BTEC Taster lessons OAA	Dance/Basketball Sports Education	Athletics Rounders/cricket	Danish longball Rounders/cricket
Key Content and Skills	HRF: students learn about the principles of training and create their own training sessions using this knowledge. Trampolining: students learn about the health and safety of using a trampoline. Explore different skills required for trampolining.		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. GCSE PE/BTEC taster lessons: during this unit students will learn about the difference		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. Athletics: students in Year 9 will recap the skills	

		<p>between the two courses so that they have a greater insight into what is required for the 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>and rules of each discipline and will then take on leadership roles through running 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>
Assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Keep active and try to complete 20 minutes of physical activity a day Join an after-school club 	<p>Students should:</p> <ul style="list-style-type: none"> Research each sport identifying the main rules and skill required Begin to assess their strengths and weaknesses in each activity 	<p>Students should:</p> <ul style="list-style-type: none"> Use the internet to recap the rules required in the activities taught Research different leadership roles, eg. coach, manager and publicist. How could these roles be implemented in the activities being taught?
SCIENCE			
What students are learning	<p><u>Biology:</u></p> <ul style="list-style-type: none"> B1 Cell structure and transport 	<p><u>Biology:</u></p> <ul style="list-style-type: none"> B2 Cell division 	<p><u>RHSE- relationships</u></p> <ul style="list-style-type: none"> starting out in romantic relationships

	<p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • C1 Atomic structure <p><u>Physics:</u></p> <ul style="list-style-type: none"> • P1 Conservation and dissipation of energy 	<p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • C2 The periodic table <p><u>Physics:</u></p> <ul style="list-style-type: none"> • P3 Energy resources 	<ul style="list-style-type: none"> • capacity to consent • preventing STIs • contraception • unplanned pregnancy and pregnancy choices • relationship expectations • <u>Biology</u> • B3 - Organisation of animal and plant cells • B16 - Adaptations and Interdependence
Key Content and Skills	<p><u>Biology:</u></p> <ul style="list-style-type: none"> • To know how to use a microscope properly • To explain the difference between animal and plant cells • To compare the three types of transport - osmosis, active transport and diffusion. <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • To correctly label an atom • To be able to tell the difference between ions and isotopes • To balance equations <p><u>Physics:</u></p> <ul style="list-style-type: none"> • To recall the 8 energy stores • To correctly calculate energy using the correct equation 	<p><u>Biology:</u></p> <ul style="list-style-type: none"> • To explain the different stages of the cell cycle • To evaluate the use of stem cells <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • To describe the history of the periodic table • To explain trends of the periodic table <p><u>Physics:</u></p> <ul style="list-style-type: none"> • To describe the differences between non renewable and renewable energy with examples • Explain the differences between renewable energy sources 	<p><u>RHSE- relationships</u></p> <ul style="list-style-type: none"> • How to be safe in relationships • How to prevent STIs <p><u>Biology</u></p> <ul style="list-style-type: none"> • To outline the stages of digestion with functions of organs • To describe how enzymes work with examples • To explain why certain animals and plants have certain adaptations • To be able to describe how to use a quadrat and transect to measure abundance of a species
Assessment	<p>Each student will complete:</p> <ul style="list-style-type: none"> • 3x mastery quizzes (B1, C1 & P1) • Teacher assessed task • Yr9 cumulative assessment 1 	<p>Each student will complete:</p> <ul style="list-style-type: none"> • 3x mastery quizzes (B2, C2 & P3) • Teacher assessed task • Yr9 cumulative assessment 2 	<p>Each student will complete:</p> <ul style="list-style-type: none"> • 1x mastery quizzes (B3, B16) • Teacher assessed task • Yr9 cumulative assessment 3
How can	<p>Students should:</p> <ul style="list-style-type: none"> • Revise KS3 knowledge using the KS3 BBC 	<p>Once the term has started, students should:</p> <ul style="list-style-type: none"> • Use their keyword lists/ knowledge 	<p>Once the term has started, students should:</p> <ul style="list-style-type: none"> • Use their keyword lists/ knowledge

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART, CRAFT AND DESIGN Specialism: Fine Art and Textiles						
What	Natural Forms:			Sustained project:		

students are learning	<ul style="list-style-type: none"> Broadening skills in different media Refinement of current skills learnt in KS3 			<ul style="list-style-type: none"> Applying developed skills Refining skills and techniques 		
Key Content and Skills	<ul style="list-style-type: none"> Gain a greater understanding on the assessment objectives Expand skills set and knowledge of how to use different media Understand how to create a coherent sketchbook Understanding of how artists can influence your own work Taking primary images Understanding how to record ideas through drawings and annotations Create a personal and meaningful response 			<ul style="list-style-type: none"> Understanding the multiple interpretations of a theme project Continuing to develop understanding of the assessment objectives Expand skills set and knowledge of how to use different media Understanding of how to analyse the work of others Focus on recording and refinement 		
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Formative holistic marking for entire project	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Research the topic theme and the different ways it could be interpreted Find three artists/designers who relate to the theme Complete five direct observational drawings of images linked to the theme eg. buildings, anatomy etc. Go to galleries OR view galleries collections online to gain inspiration linked to the them 		<p>Students should:</p> <ul style="list-style-type: none"> Research the topics theme Find three artists/designers who relate to the theme Complete five direct observational drawings Go to galleries OR view galleries collections online to gain inspiration 		<p>Students should:</p> <ul style="list-style-type: none"> Research the topics theme Find three artists/designers who relate to the new theme Complete five direct observational drawings Go to galleries OR view galleries collections online to gain inspiration 	

CITIZENSHIP					
What students are learning	<ul style="list-style-type: none"> Political power in the UK Local and devolved power 	<ul style="list-style-type: none"> Where does political power reside? How do others govern themselves? 	Review of four themes covered as part of Citizenship GCSE course, linking together keys themes and skills	Revision and exam skills covering the whole course content	Next step and choices post 16
Key Content and Skills	<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</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</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>

	<p>Parliament; the roles of the legislature, the opposition, political 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</p>	<p>judiciary and the monarchy. The nature of bicameral 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,</p>			
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	<p>government: Scotland, Wales, Northern Ireland and 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</p>	<p>committees, debates.</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</p>			
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	<p>voter turnout, voter apathy and suggestions for 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>House of Commons, or by a coalition of parties.</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</p>			
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		<p>means to improve voter engagement and the political 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</p>			
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		voluntary groups in providing a voice and support for different groups in society.				
Assessment	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.	Students sit formal AQA GCSE exams	Review questions set on a Google form, to check students' understanding on the topics covered.
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Be watching political programmes on TV or the internet (satirical comedy programmes are acceptable). • 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. • Who are current pressure groups, what are they doing and what are they pressuring the government to do? 		<p>Students should:</p> <ul style="list-style-type: none"> • Create revision guides for all their units. • Re-read their Year 9 Citizenship Project and use it to practise for their active citizenship section. • Use AQA Citizenship Studies book by Mike Mitchell to investigate what different countries do in terms of governing themselves. • Use AQA Citizenship Studies book by Mike Mitchell to investigate how the different areas of the British judicial system work. 		<p>Students should:</p> <ul style="list-style-type: none"> • Have an awareness of what is happening in the news and the current political situation within the UK https://www.bbc.co.uk/news/politics https://www.bbc.co.uk/cbbc/findout-more/find-out-more-politics https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation 	

			https://www.bbc.co.uk/bitesize/subjects/z3ckjxs https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship			
COMPUTER SCIENCE						
What students are learning	Boolean Logic - How computers process data Programming language environment	Introduction to programming Fundamentals and data types	System architecture Plan , design and create algorithms. Learn about sorting and searching algorithms	System architecture Plan , design and create algorithms . Learn about sorting and searching algorithms	Advanced Programming skills Testing Robust programs	Practical programming Tasks Ethical Legal issues in computer science
Key Content and Skills	<ul style="list-style-type: none">Simple logic diagrams using the operations AND, OR and NOTTruth tablesCombining Boolean operators using AND, OR and NOTApplying logical operators in truth tables to solve problemsCharacteristics and purpose of different levels of programming language:<ul style="list-style-type: none">High-level languages		Component 1: <ul style="list-style-type: none">1.1.1 Architecture of the CPU1.1.2 CPU Performance1.1.3 Embedded systems1.2.1 Primary storage (Memory)1.2.2 Secondary storage Component 2: <ul style="list-style-type: none">2.1.1 Computational thinking2.1.2 Designing, creating and refining algorithms		Component 2: <ul style="list-style-type: none">2.2.1 Programming fundamentals2.2.3 Additional programming techniques2.3 Producing robust programsPractical Programming Skills	

	<ul style="list-style-type: none"> o Low-level languages The purpose of translators The characteristics of a compiler and an interpreter Common tools and facilities available in an integrated development environment (IDE): <ul style="list-style-type: none"> o Editors o Error diagnostics o Run-time environment o Translators The use of variables, constants, operators, inputs, outputs and assignments The use of the three basic programming constructs used to control the flow of a program: <ul style="list-style-type: none"> o Sequence o Selection o Iteration (count- and condition-controlled loops) The common arithmetic operators The common Boolean operators AND, OR, NOT The use of data types: <ul style="list-style-type: none"> o Integer o Real o Boolean o Character and string o Casting 	<ul style="list-style-type: none"> 2.2.1 Programming fundamentals 1.2 Memory and storage <p>Programming Project:</p> <ul style="list-style-type: none"> Every half term a small programming project will be completed by students, complete with documentation 	
Assessment	End of topic test for each unit covered during each half term.		June PPEs

How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none">● Watch Craig and Dave videos for the topics given - https://student.craigndave.org/gcse-videos● Revise programming skills especially file handling and use of different programming constructs in combination https://www.101computing.net/category/python-challenges/ website can be a good resource to challenge themselves and learn programming /problem solving. Start at beginner level	<p>Students should:</p> <ul style="list-style-type: none">● Work through their CGP revision guide for each topic● Use the <i>Teach ICT</i> website to go over topics again that we have covered in class: http://www.teach-ict.com/2016/GCSE Computing/OCR J276/OCR J276 home.html● Work through Python booklets and log on to Grok learning to practise skills in Python;● Familiarise themselves with real world scenarios involving technology. We suggest they watch episodes of: <i>The Gadget show</i>: http://www.channel5.com/show/the-gadget-show/ Click http://www.bbc.co.uk/programmes/b006m9ry and also keep in touch with the RSS feed on BBC Technology website http://www.bbc.co.uk/news/technology	<p>Students should:</p> <ul style="list-style-type: none">● Use OCR programming challenges booklet to develop independent programming skills● Code daily at home to develop Python skills● Do flipped learning of topics from CGP revision guide● Use Craig and Dave videos for flipped learning of topics			
DRAMA						
What students are	Introduction to Character and Devising	Component 2 Devising begins	Component 2 devising and performance is	Component 2 logbook is completed	Set text for Component 1 is read and work	Students complete study of Section A and B of

learning			finalised		begins on Section A and Section B of the written exam	Component 1 (the written exam)
Key Content and Skills	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.
Assessment	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
How can students prepare beyond the classroom?	<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>

ENGLISH						
What students are learning	Fiction Voices of War		Heroism Abuse of Power: Leaders		<ul style="list-style-type: none"> • Power imbalances • • Powerful Voices • 	
Key Content and Skills	<ul style="list-style-type: none"> • 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. • 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. 		<ul style="list-style-type: none"> • 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. • How does Macbeth abuse his power? How can parallels be drawn between Macbeth and other leaders in real life and other literary texts? • A study of poetry and non-fiction. 		<ul style="list-style-type: none"> • Where are there power imbalances in society as a whole? An exploration into poetry, non-fiction and fiction (Jekyll & Hyde) on poverty and what the imbalance can lead to. • 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? 	
Assessment	Reading analysis Language and Structure	Poetry comparison	Extract question: Macbeth	Writing non-fiction	Extract question: J&H	Writing
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Read a range of fiction and non-fiction novels and short stories from different genres • Read fiction and non-fiction on modern wars such as WW1, WW2, the Vietnam war, the Iraq war 		Students should: <ul style="list-style-type: none"> • Watch an age-appropriate adaptation of Shakespeare's Macbeth • Revise Power and Conflict poetry both from their anthology and Mr Bruff videos • Read opinion and viewpoint writing 		Students should: <ul style="list-style-type: none"> • 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' 	

			widely across a range of non-fiction sources		● Read a range of fiction & non-fiction	
GEOGRAPHY						
What students are learning	<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>
Key Content and Skills	<p>Paper 1A: Natural Hazards Research: what is the definition of a natural hazard? What types of natural hazards are associated with the various types of tectonic plate boundary?</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 Hengistbury Head, Dorset).</p>	<p>Continued (see left).</p>	<p>Paper 2A: Urban Issues and Challenges.</p> <p>Global urbanisation patterns. Megacities. Rio de Janeiro case study.</p> <p>London case study.</p>	<p>Continued (see left).</p>	<p>Follow-up from the field trip:</p> <p>Fieldwork enquiries Physical Geography: Does Hengistbury Head have effective coastal management?</p> <p>Human Geography: Does Mudeford</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 affect the UK? What happened in the 2004 Boscastle flood</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>Sustainable urban living with a focus on London's East Village.</p>		<p>Spit attract tourism?</p>
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	<p>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> 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. Vegetation characteristics and biodiversity.</p>					
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	<p>What are the causes and impacts of deforestation? Management of deforestation.</p> <p>Cold environment case study: Life in Svalbard (Norway). Opportunities and challenges.</p> <p>How are cold environments managed? (Focus on Svalbard and the continent of Antarctica).</p>					
Assessment	Several practice exam questions.	Paper 1 Section A: The Challenge of Natural Hazards.	Paper 1 Section B: The Living World.	Year 10 exam (Paper 1 Sections A and B).	Paper 1 Section C: Physical Landscapes in the UK.	Paper 2 Section A: Urban Issues and Challenges.
How can students prepare beyond the classroom?	Research the case studies outlined above.	Research the case studies outlined above.	Research the case studies outlined above.	Research the case studies outlined above.	Research the case studies outlined above.	Research the case studies outlined above.

HEALTH AND SOCIAL CARE						
What students are learning	New Course administered by Pearson PIES development through the life stages		The impact of a range of factors on growth and development		Component 2 Working in HSC	
Key Content and Skills	<ul style="list-style-type: none"> Understanding Personal Development and Relationships Exploring Health, Social Care and Early Years Provision 		<ul style="list-style-type: none"> Physical growth and development across the life stages , including gross and fine motor skills Intellectual and cognitive development across the life stages Emotional maturity across the life stages Self-concept across the life stages and how it is affected by factors such as gender and appearance Social development across the life stages including the formation of relationships with others and the socialisation process 		<ul style="list-style-type: none"> The type of care needs of major service user groups The types of services that exist to meet service user need How services have developed and how they are organised The ways in which people can obtain care services and the barriers that could prevent service users gaining access to those care services The main roles and skills of people providing health, social care and early years services The principles of care and values that underpin all care work with service users 	
Assessment	Feb - Pearson Exam Board Release date Component 1 Part 1, 2, 3a and 3b	Controlled assessment 6 hours in class in controlled assessment conditions	Feb - Pearson Exam Board Release date Component 1 Part 1, 2, 3a and 3b	Controlled assessment 6 hours in class in controlled assessment conditions	Preparation for October Controlled assessment Component 2 assessment in class practise assessments	Preparation for October Controlled assessment Component 2 assessment in class practise assessments

How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none">● Create a personal checklist of all the health services that they and their family use● Collect leaflets from surgeries, supermarkets and sports centres about health related matters <p>http://www.bbc.co.uk/iplayer/episode/b08y6cv4/hospital-series-2-episode-4</p> <ul style="list-style-type: none">● 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?● Find out about the qualifications required for the two professionals roles they have looked at <p>https://nationalcareersservice.direct.gov.uk/</p>	<p>Students should:</p> <ul style="list-style-type: none">● Look at developmental stages https://www.nhs.uk/pages/home.aspx● Look at magazines and media images to create a timeline of development across the life stages● Research aspects of intellectual development● Be able to give examples of intellectual development in each life stage● Revise key terms for each life stage● Create a glossary● 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	<p>Students should:</p> <ul style="list-style-type: none">● Identify a person who could possibly be used for this report● Identify the client group● Be able to describe the current needs of this person● Identify the services they use to help meet their needs● Conduct primary and secondary research through homework tasks			
HISTORY						
What students are learning	Weimar and Nazi Germany 1919-1939	Weimar and Nazi Germany 1919-1939	Weimar and Nazi Germany 1919-1939. 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

Key Content and Skills	<ul style="list-style-type: none">• The Weimar Republic 1918-1929• Hitler’s Rise to Power, 1919-1933• Nazi Control and Dictatorship, 1933-1939		<ul style="list-style-type: none">• Life in Nazi Germany, 1933-1939• The origins of The Cold War, 1941-1958• Cold War crises, 1958–70		<ul style="list-style-type: none">• The end of the Cold War, 1970–91• c800–c1500: Migration in medieval England	
Assessment	Students will write exam style questions.	Students will write exam style questions and complete a knowledge test.	Students will write exam style questions.	Year 10 PPE Students will write exam style questions.	Students will write exam style questions.	Students will write exam style questions.
	Exam preparation and exam technique focus					
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Use this website to research Germany 1919-1939. Read the learner guides and complete the quizzes.• Watch the lessons here and take the quizzes to revise the content for Weimar and Nazi Germany, 1919-1939.• Watch the Weimar and Nazi Germany videos here		Students should: <ul style="list-style-type: none">• Use this website to research the Cold War topic (not the section on the Vietnam War). Read the learner guides and complete the quizzes.• Watch the BBC series on The Cold War here• Watch the lessons here and take the quizzes to revise the content for the Cold War		Students should: <ul style="list-style-type: none">• Use the revision guide to support what they are learning in class - Paper 1 Migrants in Britain, c.800-present day.	
MATHS						
What students are	Number	Number, ratio, proportion and algebra	Algebra and graphs	Algebra and graphs	Geometry and measures	Geometry and measures

learning						
Key Content and Skills	<ul style="list-style-type: none"> Basic number Directed numbers Decimals Factors & Multiples Set theory Rounding & Estimation Bounds Fractions Indices, Surds & Standard form 	<ul style="list-style-type: none"> Ratio Proportion Percentages, growth & decay Basic algebra Quadratic algebra Algebraic proof Algebraic fractions 	<ul style="list-style-type: none"> Formulae & Iteration Simultaneous equations Linear graphs Quadratic & non linear graphs Circle graphs 	<ul style="list-style-type: none"> Real life graphs Distance-time graphs Sequences Functions and function machines Inequalities Linear programming 	<ul style="list-style-type: none"> Area & perimeter Circles, arcs and sectors Angles Angles in polygons Circle theorems 	<ul style="list-style-type: none"> Pythagoras and trigonometry Scale, bearings, constructions and loci
	<p>Parents/Guardians can support their child's learning using the following website: Mathswatch - login details provided to the student Corbett Maths Maths Genie Maths Made Easy</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 3 weeks in advance. This includes Pre Public Examinations (PPEs)</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>					
Assessment	Approximate assessment date:	Approximate assessment date:	Approximate assessment date:	Approximate assessment date:	Approximate assessment date:	

	Wb 4th November 2024	Wb 27th January 2025	Wb 24th March 2025	Wb 9th June 2025	Wb 7th July 2025	
	Assessment dates are subject to change and will be communicated to students on GoogleClassroom. Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.					
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Use mathswatchvle.com and to revise weaker topics		Students should: <ul style="list-style-type: none">• Bring all correct equipment to lesson, especially a calculator• Use Mathswatch to revise any topics from last term and to complete all homework		Students should: <ul style="list-style-type: none">• Complete all homework to the best of their ability• Use www.vle.mathswatch.com to revise topics; rearranging formula, substitution, ratio and proportion and solving equations• Bring a calculator to all maths lessons	
MEDIA						
What students are learning	Component 1: Section A - Advertising and Marketing	Component 1: Section A & B – The Film Industry	Component 1: Section B – Fortnite	Component 1: Section A & B – Newspapers	Component 3: Practical Production Unit Component 1: Section B – The Archers	Component 2: TV Comedy Component 3: The NEA
Key Content and Skills	<ul style="list-style-type: none">• Students will complete their study of the Component 1, Section A set texts - This Girl	<ul style="list-style-type: none">• Students will explore the marketing for the film's The Man with the Golden Gun and Spectre	<ul style="list-style-type: none">• Students will study Fortnite, focusing on the media themes of Industry and Audience	<ul style="list-style-type: none">• Students will explore The Guardian and The Sun, focusing on the media themes of Media	<ul style="list-style-type: none">• In the summer term all students will be working on their individual practical productions	<ul style="list-style-type: none">• Students will explore issues of representation, how media language is used to create

	Can and Quality Street adverts	<ul style="list-style-type: none"> Students will explore the industry issues related to the film No Time To Die 	Key theories to be studied: Uses & Gratifications, Young & Rubicam, Stuart Hall	<p>Language, Representation, Audience & Industry</p> <p>Key theories to be studied: Roland Barthes, Vladimir Propp, Stuart Hall, Uses & Gratification, Young & Rubicam's 'The 4 Cs' and Levi-Strauss' 'Binary Oppositions'</p>	<ul style="list-style-type: none"> 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. Students will study The Archers, focusing on the media themes of Industry and Audience; Key theory to be studied: Uses & Gratifications 	<p>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"> Students will continue working on their production work
Assessment	Settling in assessment - Representation comparison essay	Comparison Essay between 'This Girl Can' and an unseen print advert	<p>Component 1, Section B, Question 3 (Industry) practice questions focused on No Time to Die.</p> <p>Component 1, Section B, Question 4 (Audience)</p>	Year 10 PPEs - full Component 1 exam paper	Component 1, Section B, Questions 3 and 4 practice questions focused on The Archers	Component 3 - Statement of Aims

			practice questions focused on Fortnite.			
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none">• 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?)• Watch a James Bond film of their choice	<p>Students should:</p> <ul style="list-style-type: none">• 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• 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• Be able to analyse the issues of Audience and Industry surrounding the mobile video game, Fortnite• Be able to answer a set of Section B questions focused on the film industry, in relation to Fortnite, with confidence• Be able to analyse the issues of Audience and Industry surrounding BBC Radio 4 soap opera, The Archers• Be able to answer a set of Section B questions focused on the film industry, in relation to Pokémon Go, with confidence• Listen to three episodes of The Archers on iPlayer	<p>Students should:</p> <ul style="list-style-type: none">• 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			

MODERN FOREIGN LANGUAGES Specialism: French						
What students are learning	Media, technology	My personal world	Studying and my future	Lifestyle and wellbeing	Lifestyle and wellbeing continued Travel and tourism	
Key Content and Skills	<ul style="list-style-type: none"> What you do online What you do to stay active What you watch Making plans to go out What you did last weekend Taking part in an interview 	<ul style="list-style-type: none"> Your identity Your weekend routine Friends and friendship What people look like Role models Celebrations 	<ul style="list-style-type: none"> School life in Francophone countries School subjects and school life School rules Making progress at school What school used to be like Learning languages 	<ul style="list-style-type: none"> Opinions on food Meals and mealtimes Good mental health 	<ul style="list-style-type: none"> Illness and accidents Improvements to life Lifestyle changes Holidays and accommodation Ideal holiday What you will see and do on holiday Festivals Reviewing and booking accommodation Activities on holiday 	
Assessment	Module 1 Assessment: Tu as du temps à perdre? (Skills tested: listening, reading and writing) Theme: Media and technology, my personal world	Module 2 Assessment: Mon clan, ma tribu (Skills tested: listening and reading) Theme: My personal world	Module 3 Assessment: Ma vie scolaire (Skills tested: listening, speaking and reading) Theme: Studying and my future	Assessed piece of writing	Module 4 Assessment: En pleine forme (Skills tested: listening, reading and writing) Theme:Lifestyle and wellbeing	Speaking assessment

How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Revise vocabulary from old homework books independently from KS3 on the topics that have been seen before in KS3● Use programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous topics		Students should: <ul style="list-style-type: none">● Continue to revise vocabulary independently from the previous two units so that it is not forgotten● Look at vocabulary that was covered in KS3 in these topics to recap what is already known● 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		Students should: <ul style="list-style-type: none">● Continue to revise vocabulary independently from the previous two units so that it is not forgotten● Look at vocabulary that was covered in KS3 in these topics to remind yourselves of what you know already● Use programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous units and the units in this term	
MODERN FOREIGN LANGUAGES						
Specialism: Spanish						
What students are learning	¡Diviértete! = Have fun	¡Diviértete! = Have fun!	Viajes = Travels	Mi gente, mi mundo = Mi people, my world	Mi estilo de vida = My lifestyle	¡A clase! = To class
Key Content and Skills	<ul style="list-style-type: none">● Spanish speaking sports stars● Life online● Sports and free time activities● Present tense - regular and irregular verbs● Arranging to go out● Near future tense● Weekend activities● Preterite tense● When things go wrong● Direct object pronouns● Recognising and using 3 tenses together		<ul style="list-style-type: none">● Opinions● Travel plans● Comparatives● Spanish speaking world● Superlatives● 'if' clauses● Saying what you did on holiday● Where you stayed oh holiday● Imperfect tense● Possessive adjectives● Describing people● Present continuous tense		<ul style="list-style-type: none">● Typical foods in spanish speaking countries● Daily routines● Mealtimes and food trends● Comparing old and new habits● Imperfect tense● Illnesses and injuries● Reflexive verbs in the preterite tense● Future plans for health and well being● Simple future tense● Schools in Spain● Absolute superlatives	

		<ul style="list-style-type: none">Who you admireFriendships and relationshipsReflexive verbsIdentity and what matters to youProblems and giving advice			<ul style="list-style-type: none">Typical day at schoolRelative pronounsTalking about your studiesHow you would change your schoolConditional tenseImpersonal verbs with an infinitiveTalking about students and teachers at schoolNegativesForming questionsFalse friends	
Assessment	Written piece of work assessed	Module 1 Assessment: ¡Diviértete! (Skills tested: listening, reading and writing)	Module 2 Assessment: Viajes (Skills tested: listening, reading and writing)	Module 3 Assessment: Mi gente, mi mundo (Skills tested: listening, reading and writing)	Module 4 assessment: Mi estilo de vida (Skills tested: listening and reading) PPE (Skills tested: speaking, listening, reading and writing - Foundation tier)	Module 5 Assessment: ¡A clase! (Skills tested: listening, reading and writing) PPE Oral Examination (Foundation tier)
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Look up/recap vocabulary for the topics in the first column that were covered in KS3 to remind themselves of what they know alreadyUse websites such as Memrise and BBC Bitesize to practise listening skills and		Students should: <ul style="list-style-type: none">Continue to revise vocabulary independently from the previous two units so that it is not forgottenLook at vocabulary for free-time activities, describing family and friends, TV programmes and sports		Students should: <ul style="list-style-type: none">Continue to revise vocabulary independently from the previous three units so that it is not forgottenLook at vocabulary for towns, sports, free-time activities, TV programmes and films were covered in KS3	

	<p>vocabulary</p> <ul style="list-style-type: none">Look up the tenses which will be covered below and familiarise themselves with the conjugations:<ul style="list-style-type: none">Preterite tense: https://www.spanishdict.com/guide/spanish-preterite-tense-forms/Near future tense: http://study.com/academy/lesson/immediate-future-tense-in-spanish.htmlImperfect tense: https://www.spanishdict.com/guide/spanish-imperfect-tense-forms	<p>which were covered in KS3 to recap what is already known</p> <ul style="list-style-type: none">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	<ul style="list-style-type: none">Use programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous units and the units in this term			
MUSIC						
What students are learning	GCSE Edexcel Music Introduction 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 Choice and free composition focus
Key Content and Skills	Instrumental Music Set Works <ul style="list-style-type: none">BachBeethoven	Vocal Set Works <ul style="list-style-type: none">Music for a whileKiller Queen	Music for Stage & Screen Set Works <ul style="list-style-type: none">Star WarsDefying Gravity	Fusion Set Works <ul style="list-style-type: none">Samba PreludeRelease	A combination of all set works and key vocabulary explored previously	Working on developing practical skills such as accuracy, fluency and expression

Assessment	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
How can students prepare beyond the classroom?	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 Students could also listen to two pieces of music of their choice and identify the following musical features: <ul style="list-style-type: none">● Pitch● Rhythm● Metre● Tempo● Voices and instruments used● Dynamics● Special effects used● Style and genre					
PHYSICAL EDUCATION BTEC/GCSE						
What students are learning	<u>Core PE</u> First Aid training Individual sports Invasion games These will vary each half term. <u>GCSE PE:</u> Component 1 Topic 1: Applied anatomy and physiology		<u>Core PE</u> First Aid training Individual sports Invasion games These will vary each half term. <u>GCSE PE:</u> Component 1 Topic 1: Applied anatomy and physiology Topic 3: Physical training		<u>Core PE</u> First Aid training Individual sports Invasion games These will vary each half term. <u>GCSE PE:</u> Component 1 Topic 3: Physical training	

	<p>Component 2 Topic 1: Health, fitness and wellbeing</p> <p>Component 3 Netball and Cross-country</p> <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> Component 1 Delivery - Preparing Participants to Take Part in Sport and Physical Activity 	<p>Component 2 Topic 2: Sport psychology</p> <p>Component 3 Gaelic football</p> <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> Component 2 Delivery - Taking Part and Improving Other Participants' Sporting Performance 	<p>Component 2 Topic 2: Sport psychology</p> <p>Component 3 Athletics</p> <p>Component 4-PEP</p> <ul style="list-style-type: none"> Aim and planning analysis Carrying out and monitoring the PEP Evaluation of the PEP <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity.
Key Content and Skills	<p><u>GCSE PE:</u></p> <p>Component 1</p> <ul style="list-style-type: none"> The musculo-skeletal system, cardio-respiratory system <p>Component 2</p> <ul style="list-style-type: none"> Physical, emotional and social well-being, lifestyle choice and sedentary lifestyles, energy balance <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> Types of provision in sport Equipment and Technology Preparing participants to take part in sport 	<p><u>GCSE PE:</u></p> <p>Component 1/4</p> <ul style="list-style-type: none"> Anaerobic and aerobic exercise The relationship between health and fitness and the role that exercise plays in both The components of fitness, benefits for sport and how fitness is measured and improved The principles of training and their application to personal exercise/ training programmes <p>Component 2</p> <ul style="list-style-type: none"> Classification of skills and SMART 	<p><u>GCSE PE:</u></p> <p>Component 2</p> <ul style="list-style-type: none"> Guidance and feedback Mental preparation in sport <p>Component 4</p> <ul style="list-style-type: none"> Personal Exercise Plan (PEP) <p>Coursework unit: 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>targets</p> <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Components of fitness. • Roles and responsibilities of officials 	<p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Fitness and health and their importance in sport. • Fitness Testing • Training Methods • Training Programmes.
Assessment	<p>Core PE: Practical assessment. Pass, Merit or Distinction</p> <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: Coursework completed over five supervised hours in class.</p>	<p>Core PE: Practical assessment. Pass, Merit or Distinction</p> <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: Coursework completed over four supervised hours in class</p>	<p>Core PE: Practical assessment. Pass, Merit or Distinction</p> <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: PPE papers and end of topic tests.</p>
How can students prepare beyond the classroom?	<p>Students should:</p> <p><u>Core PE</u></p> <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Practice and use First Aid App <p><u>GCSE</u></p> <ul style="list-style-type: none"> • Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise • Complete homework set each week • Complete 30 minutes of revision each week • Read through PowerPoints on google classroom • Complete 30 minutes of physical activity three times a week <p><u>BTEC</u></p> <ul style="list-style-type: none"> • Complete homework tasks that are set each week. 		

	<ul style="list-style-type: none">• All resources used in class are on Google Classroom and are accessible at home.• Ensure that notes are being kept up to date as these can be used in the coursework assessment• Take part in physical activity regularly.		
SCIENCE			
What students are learning	<p><u>Combined Science</u></p> <ul style="list-style-type: none">• P2- Energy by heating• B4 Organising plants and animals• C3 Structure & bonding<ul style="list-style-type: none">• P4 Electric circuits• B5 Communicable diseases• C4 Chemical calculations• P5 Domestic electricity <p><u>Triple Science:</u></p> <p><u>Biology:</u></p> <ul style="list-style-type: none">• B4 Organising plants animals• B5 Communicable diseases• B6 Preventing and treating diseases <p><u>Chemistry:</u></p> <ul style="list-style-type: none">• C3 Structure & bonding• C4 Chemical calculations• C5 Chemical changes <p><u>Physics:</u></p> <ul style="list-style-type: none">• P2- Energy by heating• P3 Energy resources• P4 Electric circuits• P5 Domestic electricity	<p><u>Combined Science:</u></p> <ul style="list-style-type: none">• B6 Preventing and treating diseases• C5 Chemical changes• P6 Molecules and matter• B7 Non communicable diseases• C6 Electrolysis• P7 Radioactivity <p><u>Triple Science:</u></p> <p><u>Biology:</u></p> <ul style="list-style-type: none">• B7 Non-communicable diseases• B8 Photosynthesis <p><u>Chemistry:</u></p> <ul style="list-style-type: none">• C6 Electrolysis• C7 Energy changes• C8 Rates and equilibrium <p><u>Physics:</u></p> <ul style="list-style-type: none">• P6 Molecules and matter• P7 Radioactivity	<p><u>Combined Science:</u></p> <ul style="list-style-type: none">• B8 Photosynthesis• C7 Energy changes• P8 Forces in balance• B9 Respiration• P9 Motion <p><u>Triple Science:</u></p> <p><u>Biology:</u></p> <ul style="list-style-type: none">• B9 Respiration• B10 The Human Nervous System <p><u>Chemistry:</u></p> <ul style="list-style-type: none">• C8 Rates and Equilibrium• C9 Crude oil and fuels• C10 Organic reactions• C11 Polymers <p><u>Physics:</u></p> <ul style="list-style-type: none">• P9 Motion• P10 Forces & motion

<p>Key Content and Skills</p>	<p><u>Combined Science</u> <u>Biology</u></p> <ul style="list-style-type: none"> Identify the four types of pathogens and describe how each of them can harm the body. To label the heart and describe how each section carries out its role To describe transpiration in plants after observing it during the required practical. <p><u>Chemistry</u></p> <ul style="list-style-type: none"> Be able to explain the differences between ionic, covalent and metallic bonding Describe features and properties of giant structures Carry out calculations that are relevant to chemical equations <p><u>Physics</u></p> <ul style="list-style-type: none"> Build and use electric circuits Describe how the national grid works Be able to identify wires in a plug and their function <p><u>Triple Science:</u> <u>Biology:</u></p> <ul style="list-style-type: none"> To label the heart and describe how each section carries out its role To describe transpiration in plants after 	<p><u>Combined Science:</u> <u>Biology</u></p> <ul style="list-style-type: none"> Describe how a vaccine works Name the defence systems that the body has Name a few non communicable diseases, how they occur and the risk factors associated <p><u>Chemistry</u></p> <ul style="list-style-type: none"> Be able to write out reactions with metals and describe how they behave with different substances Make a salt using appropriate techniques Explain how electrolysis works and be able to write out half equations <p><u>Physics</u></p> <ul style="list-style-type: none"> Plan a method to investigate density for regular and irregular objects. Calculate density Identify the differences of alpha, beta and gamma radiation Calculate half life <p><u>Triple Science:</u> <u>Biology:</u></p> <ul style="list-style-type: none"> Name a few non communicable diseases, how they occur and the risk factors associated Write out the balanced symbol 	<p><u>Combined Science:</u> <u>Biology</u></p> <ul style="list-style-type: none"> Write out the balanced symbol equation for photosynthesis Describe which factors influence the rate of photosynthesis and carry out a practical to investigate this <p><u>Chemistry</u></p> <ul style="list-style-type: none"> Describe the difference between endothermic and exothermic Calculate bond enthalpy <p><u>Physics</u></p> <ul style="list-style-type: none"> Describe the centre of mass for objects Draw parallelogram of forces Analyse and explain speed-distance and velocity-time graphs <p><u>Triple Science:</u> <u>Biology:</u></p> <ul style="list-style-type: none"> Explain the difference between aerobic and anaerobic respiration Describe what role the liver plays in metabolism Describe and explain how the nervous and hormonal system work Describe features of the eye and the brain
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	<p>observing it during the required practical.</p> <ul style="list-style-type: none"> Identify the four types of pathogens and describe how each of them can harm the body. Correctly plate bacteria on agar and identify the colonies Describe plant diseases and defences Describe how a vaccine works Explain the role of monoclonal antibodies <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> Be able to explain the differences between ionic, covalent and metallic bonding Describe features and properties of giant structures Carry out calculations that are relevant to chemical equations Successfully carry out a titration. Be able to write out reactions with metals and describe how they behave with different substances Make a salt using appropriate techniques <p><u>Physics:</u></p> <ul style="list-style-type: none"> Explain the difference between non-renewable and renewable energy with named examples. Build and use electric circuits 	<p>equation for photosynthesis</p> <ul style="list-style-type: none"> Describe which factors influence the rate of photosynthesis and carry out a practical to investigate this <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> Explain how electrolysis works and be able to write out half equations Describe the difference between endothermic and exothermic Calculate bond enthalpy Calculate rate and explain how it can be influenced by factors. Explain how equilibrium can shift dependent on conditions Investigate rate using appropriate techniques and equipment <p><u>Physics:</u></p> <ul style="list-style-type: none"> Plan a method to investigate density for regular and irregular objects Understand and calculate Boyle's law Calculate density Identify the differences of alpha, beta and gamma radiation Calculate half life Explain the difference between nuclear fission and nuclear fusion. Describe the centre of mass for objects Calculate moments and resultant force 	<p><u>Chemistry:</u></p> <ul style="list-style-type: none"> Calculate rate and explain how it can be influenced by factors Explain how equilibrium can shift dependent on conditions Investigate rate using appropriate techniques and equipment Explain how crude oil is split into useful hydrocarbons Identify, draw and name different organic compounds Describe condensation and addition polymerisation Explain how DNA, amino acids and glucose are natural polymers <p><u>Physics:</u></p> <ul style="list-style-type: none"> Analyse and explain speed-distance and velocity-time graphs Calculate acceleration Explain forces and braking Calculate momentum Identify safety features of cars
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	<ul style="list-style-type: none"> Describe how the national grid works Be able to identify wires in a plug and their function Describe what electrical fields and charges are 		<ul style="list-style-type: none"> Draw parallelogram of forces 		
Assessment Year 10 Combined GCSE	Teacher assessed task	Yr 10 cumulative assessment 1	Teacher assessed task	Yr 10 cumulative assessment 2	Teacher assessed task Yr 10 cumulative assessment 3
Assessment Year 10 Triple GCSE	Teacher assessed task	Yr 10 cumulative assessment 1 biology , chemistry , physics	Teacher assessed task	Yr 10 cumulative assessment 2 Biology , Chemistry , Physics	Teacher assessed task Yr 10 cumulative assessment 3 Biology , Chemistry , Physics
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Revise the topics they studied in Year 9 using bbc bitesize or use the online kerboodle textbook (B1, B2, B3, C1, C2, P1 and P2) <p>Example username: lhide (first initial followed by surname) Example password: lhide (first initial followed by surname OR the password you set it to) Institution code: uht6</p> <ul style="list-style-type: none"> Create flashcards for the topic Create a mind map for the topic Create ten questions with answers for the topic 		<p>Students should:</p> <ul style="list-style-type: none"> Use revision guides to pre-read before the lessons Visit BBC bitesize GCSE - revision notes, tests and videos https://www.bbc.com/bitesize/subjects/zrkw2hv Visit My GCSE Science - video tutorials providing support and recap https://www.my-gcsescience.com/ Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic Use exercise books to consolidate learning and revise 		<p>Students should:</p> <ul style="list-style-type: none"> BBC bitesize or freescience lessons complete past paper questions Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic Use exercise books to consolidate learning and revise Use the online kerboodle textbook <p>Example username: lhide (first initial followed by surname) Example password: lhide (first initial followed by surname OR the password you set it to) Institution code: uht6</p> <ul style="list-style-type: none"> Create flashcards for the topic

	<p>Once the term has started, students should:</p> <ul style="list-style-type: none"> • Use their keyword lists/ knowledge organisers to revise definitions and spellings for keywords for the topic • Use exercise books to consolidate learning and revise • Use the online kerboodle textbook Example username: lhide (first initial followed by surname) Example password: lhide (first initial followed by surname OR the password you set it to) Institution code: uht6 <ul style="list-style-type: none"> - Create flashcards for the topic - Create a mind map for the topic - Create ten questions with answers for the topic 	<ul style="list-style-type: none"> • Use the online kerboodle textbook Example username: lhide (first initial followed by surname) Example password: lhide (first initial followed by surname OR the password you set it to) Institution code: uht6 <ul style="list-style-type: none"> - Create flashcards for the topic - Create a mind map for the topic - Create ten questions with answers for the topic 	<ul style="list-style-type: none"> - Create a mind map for the topic - Create ten questions with answers for the topic
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YEAR 11

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

learning						
Key Content and Skills	<ul style="list-style-type: none">• Provided greater evidence of the assessment objectives• Refine skills set and knowledge of how to use different media• Show evidence of how artists can influence your own work• Taking purposeful and refined primary images• Understanding how to record ideas through experimentation and in depth annotations• Show a journey of development throughout a sustained project• Create a personal and meaningful response		<ul style="list-style-type: none">• Complete a project based on an external starting point• Develop skills of independent interpretations of an independent theme• Apply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbook• Create a personal and meaningful response in the 10 hour exam.			
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework & externally set tasks for exam board submission	
How can students prepare beyond the	Students should: <ul style="list-style-type: none">• Review the work completed towards the end of last year and highlight areas for improvement and areas of success• Take primary photographs that link to		Students should: <ul style="list-style-type: none">• Take primary photographs that link to your theme within natural forms/Structure• Complete large scale work outside		Students should: <ul style="list-style-type: none">• Revise and prepare for exams	

classroom?	<div>your theme within natural forms</div> <ul style="list-style-type: none">Complete large scale work outside your sketchbook to gain extra marks if all improvements have been madeGo to galleries OR view galleries collections online to gain inspiration	<div>your sketchbook to gain extra marks if all improvements have been made</div> <ul style="list-style-type: none">Go to galleries OR view galleries collections online to gain inspiration				
COMPUTER SCIENCE						
What students are learning	Networks and protocols. LANs, WANs and wireless networks Revision of Year 10 topics	Network security threats and solutions Revision of Year 10 topics	Translators and IDEs. Revision of programming concepts	Revision of all components	Revision of all components	Revision of all components
Key Content and Skills	<div>Component 1:</div> <ul style="list-style-type: none">1.4 Wired and wireless networks1.5 Network protocols and layers1.6 System security <div>Component 2:</div> <ul style="list-style-type: none">2.3 Robust Programs		<div>Component 1 (50% of final GCSE):</div> <ul style="list-style-type: none">System securityRevision and exam practice of all topics covered to date <div>Component 2 (50% of final GCSE):</div> <ul style="list-style-type: none">Producing Robust programsTranslators and facilities of languagesData representation -Images and SoundsRevision and exam practice of all topics covered to date <div>Programming Project - not assessed but useful for Paper 2:</div> <ul style="list-style-type: none">Students should continue to practise their skills in Python (programming language)			
Assessment	End of topic test for	November PPEs	End of topic test for each unit covered during each half term.			

	each unit covered during the half term		
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Continue to revise all the topics covered and solve the exam-style questions uploaded on Google Classroom Use PIXL revision booklets and their own notes to revise 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 	<p>Students should:</p> <ul style="list-style-type: none"> Work through their CGP revision guide for each topic Students can also use the <i>Teach ICT</i> website to go over topics again that we have covered in class: http://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html Students should be working through their Python booklets and log on to W3 Schools to practise Python programming Students should familiarise themselves with real world scenarios involving technology. We suggest they watch episodes of: <i>The Gadget show</i>: http://www.channel5.com/show/the-gadget-show/ Click http://www.bbc.co.uk/programmes/b006m9ry and also keep in touch with the RSS feed on BBC Technology website http://www.bbc.co.uk/news/technology 	<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams

CULTURAL STUDIES						
What students are learning	Relationships	Next steps	Choices and influences Equality Act 2010 sexism and misogyny and its impact	Maintaining good mental and physical health in the future Impact of religious beliefs on students' lives now and in the future	Stress management techniques Life skills and life management	
Key Content and Skills	<ul style="list-style-type: none"> Relationship expectations and values Managing relationship challenges and where to seek help if required Identifying and responding to harassment and abuse Maintaining sexual health, having good sex and sexual health services Religious views on relationships 	<ul style="list-style-type: none"> Fertility and different views on family life, including pregnancy, adoption, abortion and miscarriage The law regarding forced marriages Impact of pornography Skills for employment Post-16 options and applications Post-18 options and planning Online presence 	<ul style="list-style-type: none"> Making safe and healthy life choices Personal safety Responding to social media and societal pressures and their impacts Looking after the environment Different diets Donating to charities Forgiveness Divorce Life after death 	<ul style="list-style-type: none"> Self examination and noticing changes Blood, organ and stem cell donation Discrimination and extremism Religious teachings linking with lifestyle choices, keeping safe, medical donations and discrimination 	<ul style="list-style-type: none"> Reviewing revision techniques How to recognise signs of changing mental health in oneself and others, the support available, and how to support a loved one. Balancing online and other activities Factors that can maintain good physical health after school and 	

		<ul style="list-style-type: none">and reputationFinancial planning and good money managementUnderstanding the risks of gambling, fraud and cyber crime			living on your own.	
Assessment	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.		
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Consider questions on each topicResearch in preparation or after the lesson using the following websites https://www.talktofrank.com/ https://www.brook.org.uk/ https://www.childline.org.uk/		Students should: <ul style="list-style-type: none">Research options for Post 16Log into UnifrogConsider the type of lifestyle you would like in the future, and how you will pay for it		Students should: <ul style="list-style-type: none">Revise and prepare for exams	
DRAMA						
What students are learning	Component 3 of the GCSE and Section C of the written exam.	Component 3 continues alongside preparation for the	Component 3 practical work	Component 3 is assessed, and revision continues for Component 1	GCSE exams	GCSE exams / Preparation for A Level

		PPEs - a full written exam				
Key Content and Skills	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 A Level Preparation: theatre trips, reading, workshops
Assessment	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
How can students prepare beyond the classroom?	Re-watch, if possible, the play studied for Section C 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 Continue the work on Component 3 outside lesson times	Rehearse for Component 3 Revise Component 1 material outside lessons	Component 3 preparation outside lessons Component 1 revision	Component 1 revision	Component 1 revision
ENGLISH						

What students are learning	An Inspector Calls and Unseen poetry Viewpoints and Perspectives: Reading and Writing		Unseen Poetry Paper 1 Reading and Writing		Revision and exam preparation	
Key Content and Skills	<ul style="list-style-type: none"> Studying the play An Inspector Calls, practising unseen poetry analysis in preparation for Sections A & C of Literature Paper 2. Viewpoint writing and practice alongside introduction of the Reading section of Language Paper 2 		<ul style="list-style-type: none"> Preparation for unseen poetry. Creative Writing practice and revision alongside introduction to the Reading section of Language Paper 1. 		Use the Guided Revision spreadsheet and the other online resources below to support your revision.	
Assessment	An Inspector Calls exam question	PPE: AIC, unseen poetry and Non-fiction	Fiction Writing	Extract question: J&H	Reading Analysis An Inspector Calls	GCSE Exams
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Research Macbeth BBC Bitesize: http://www.bbc.co.uk/schools/gcsebitesize/english/literature/dramamacbeth/ Mr Bruff analysis: https://www.youtube.com/watch?v=EP_hB8AzAnlk & Mr Bruff e-book: http://mrbruff.com/product/mr-bruffs-guide-to-shakespeares-macbeth-ebook/ SparkNotes Macbeth: http://nfs.sparknotes.com/macbeth/ Plot summary: 		Students should: <ul style="list-style-type: none"> Revise all texts (<i>An Inspector Calls</i>, <i>Jekyll & Hyde</i>, and <i>Macbeth</i>) ensuring knowledge of character, plot, themes, context and quotations by heart. Self-quiz and test Use GCSE Pod, Seneca, <i>BBC Bitesize</i>, Mr Bruff and Collins Snap guides alongside teacher provided resources (e.g. consolidation booklet) to revise 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 		Students should: <ul style="list-style-type: none"> Revise and prepare for exams 	

	<ul style="list-style-type: none">http://www.sparknotes.com/shakespeare/macbeth/summary.htmlMacbeth in 96 seconds: https://www.youtube.com/watch?v=F5nlx2XzP-4Macbeth whole script: http://shakespeare.mit.edu/macbeth/full.html<u>Watch film versions of Macbeth, including the recent Michael Fassbender version (2015) – for more versions:</u> http://www.indiewire.com/2015/11/macbeth-on-screen-7-great-film-versions-of-shakespeares-classic-tragedy-101764/Revise Power and Conflict PoetryRead and range of fiction and nonfiction	<p>21st Centuries</p> <ul style="list-style-type: none">Watch film adaptations of <i>Macbeth</i> and read around or watch films/documentaries about the Jacobean (Shakespearean) era to support with the historical and contextual knowledge of <i>Macbeth</i>				
GEOGRAPHY						
What students are learning	<p>Paper 3: Geographical Applications.</p> <p>Section B: Fieldwork (continued).</p> <p>Paper 2: Challenges in the Human Environment.</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>	Revision and public exam preparation.	N/a

	Section B: The Changing Economic World.					
Key Content and Skills	<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>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</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 conservation strategies.</p> <p>Key case studies: Canada's oil sands region.</p> <p>Peru's Chambamontera micro-hydro scheme.</p>	Continued (see left).	<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> <p>Paper3 Geographical Applications (including fieldwork).</p>		

	economy). How economically developed is Brazil? Case study: The UK, a HIC (high income country). How is the UK's economy changing?					
Assessment	Paper 3 Section B: Fieldwork.	Year 11 PPEs. Paper 1 Section A, B and C. Paper 2 Section A.	Paper 2 Section B: The Changing Economic World.	Paper 2 Section C: The Challenge of Resource Management.	Paper 3 Section A: Issue evaluation. Paper 2 PPE. Paper 3 PPE.	
How can students prepare beyond the classroom?	Research the case studies outlined above.	Research the case studies outlined above.	Research the case studies outlined above.	Revise all three papers using the revision 'Megabooks' and online quizzes.		
HEALTH AND SOCIAL CARE						
What students are learning	December PPE Component 3 Exam preparation		30.1.22 External Exam			
Key Content and Skills	<ul style="list-style-type: none"> Definition of Health & Wellbeing Physiological indicators Blood Pressure , 		Students study and explore practically, health and social care services and how		<ul style="list-style-type: none"> Coursework Submission Component 2 Part A and Part B 	

	<p>Peak Flow , Temperature, BMI</p> <ul style="list-style-type: none"> • Environmental factors • Expected and Unexpected life Events • Care Values • Health & Wellbeing plans • Types of Support • Barriers to accessing support • The effect of life events on personal development 	<p>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> <p>• Care values: empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered respect for the individual by respecting service users' needs, beliefs and identity maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) preserving the dignity of individuals to help them maintain privacy and self-respect effective communication that displays empathy and warmth safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm o promoting anti-discriminatory practice by being</p>	<p>Component 2 Part B</p> <p>Working in HSC Role Play Task and Report</p> <p>B Demonstrate care values and review own practice.</p>
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			aware of types of unfair discrimination and avoiding discriminatory behaviour.			
Assessment	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 to a real-life situation	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 to a real-life situation	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 underpinning for the sector through realistic tasks and activities	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 underpinning for the sector through realistic tasks and activities	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 underpinning for the sector through realistic tasks and activities	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• purchase the BTech Award Health & Social Care - Revision Guide available from https://www.pearsonschoolsandfecolleges.co.uk		Students should: <ul style="list-style-type: none">• Respond to feedback from draft marking of coursework and resubmit coursework to be completed within the assessment window• Use revision guide - create flash cards and minmaps and retrieval activities, mini test banks on googleclassroom		Students should: <ul style="list-style-type: none">• Revise and prepare for exams if a retake option has been agreed	
HISTORY						

What students are learning	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
Key Content and Skills	<ul style="list-style-type: none"> c1500–c1700: Migration in early modern England c1700–c1900: Migration in eighteenth- and nineteenth-century Britain c1900–present: Migration in modern Britain Historic Environment: Notting Hill, c1948–c1970 		<ul style="list-style-type: none"> Anglo-Saxon England and the Norman Conquest, 1060–66 William I in power: securing the kingdom, 1066–87 Norman England, 1066–88 		<ul style="list-style-type: none"> Revision 	
Assessment	Students will write exam style questions.	Year 11 PPE 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						
How can students prepare beyond the classroom?	Students should <ul style="list-style-type: none"> Use the revision guide to support what they are learning in class - Paper 1 Migrants in Britain, c.800-present day. 		Students should: <ul style="list-style-type: none"> Watch BBC documentaries numbers 9 and 10 on the attached link here Watch the Anglo-Saxon and Norman England videos: BBC Teach episodes 1-6 		Students should: <ul style="list-style-type: none"> Revise and prepare for exams, the following revision guides can be used: Paper 2 British Depth Study - Anglo-Saxon and Norman England, 	

		A long, long time ago Battle of Hastings <ul style="list-style-type: none">• Use this website to research the Anglo-Saxon and Norman England topic. Read the learner guides and complete the quizzes• Practice exam questions on Anglo-Saxon and Norman England (Booklet B1: Anglo-Saxon and Norman England, c1060-88). These can be found here.	c1060-1088 Paper 2 Period Study - Superpower Relations and the Cold War 1941-1991 Paper 3 Weimar and Nazi Germany 1919-1939			
MATHS						
What students are learning	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.	
Key Content and Skills	<ul style="list-style-type: none">• 3D shapes, surfaces areas and volumes• Compound measures• Similarity & congruence• Vectors• Transformations	<ul style="list-style-type: none">• Averages• Representing data• Probability	<ul style="list-style-type: none">• Revision topics specific to class	<ul style="list-style-type: none">• Revision topics specific to class	GCSEs completed in early June.	GCSEs completed

	<p>Parents/Guardians can support their child's learning using the following website: Mathswatch - login details provided to the student Corbett Maths Maths Genie Maths Made Easy</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. 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 3 weeks in advance. This includes Pre Public Examinations (PPEs) 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: Wb 14th October 2024	Approximate assessment date: Wb 2nd December 2024	Approximate assessment date: Wb 10th March 2025			
	<p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom. 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"> Bring all correct equipment, including scientific calculator, compass and protractor Use mathswatchcvle.com to go through weaker topics Complete all Test Tuesday booklets 		<p>Students should:</p> <ul style="list-style-type: none"> Bring all correct equipment to lesson, especially a calculator Use Mathswatch to revise any topics from last term and to complete all homework Complete all Test Tuesday booklets 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams 	

MEDIA					
What students are learning	<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>
Key Content and Skills	<ul style="list-style-type: none"> 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. Students will continue working on their production work. 	<ul style="list-style-type: none"> 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. Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). Exam Revision 	<ul style="list-style-type: none"> Exam Revision

		'Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section B).			
Assessment	Component 2, Section A - Question 1 focused on TV Comedy Component 3, NEA - Draft	Component 3, NEA - Draft Year 11 PPE - Full Component 1 Paper	Component 2, Section A - Question 1 and Question 2 focused on TV Comedy Component 3, NEA - Final Submission	Component 2, Section B - Questions 3 and 4 focused on the Music Industry	Full Component 2 paper
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Revise all technical terminology • Revise all the set texts covered so far on the course: This Girl Can advert Quality Street advert The Sun The Guardian Spectre The Man with the Golden Gun poster GQ Pride The Archers 		Students should: <ul style="list-style-type: none"> • 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 		Students should: <ul style="list-style-type: none"> • Revise and prepare for exams

	Fortnite				
MODERN FOREIGN LANGUAGES Specialism: French					
What students are learning	My neighbourhood	My personal world, my neighbourhood	Studying and my future	Revision and speaking exam preparation	Revision and speaking exam preparation
Key Content and Skills	<ul style="list-style-type: none"> Statistics about the environment Geography and the climate Environmental problems Protecting the environment New technologies 	<ul style="list-style-type: none"> Describing your town or village Asking for and understanding directions Shopping for clothes Ideal home Visiting another town or city 	<ul style="list-style-type: none"> Summer plans Future plans and hopes Travelling and earning money Possible future career paths Talking about different jobs <ul style="list-style-type: none"> Revision of listening, speaking, reading and writing skills in modules 1-8 	<ul style="list-style-type: none"> Revision and speaking examination preparation 	
Assessment	Module 6 Assessment: Notre planète (Skills tested: listening, reading and writing) Theme: My	Module 7 Assessment: Mon petit monde à moi (Skills tested: listening and reading) Theme: My personal world, my neighbourhood	Module 8 Assessment: Mes projets d'avenir (Skills tested: listening, reading and writing) Theme: Studying and my future	GCSE papers in all 4 skills. Speaking - April/May Listening, reading and writing - May/June	

	neighbourhood	PPE (Skills tested: listening, reading and writing and speaking - Foundation and Higher tiers				
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Continue to revise vocabulary independently from the previous units so that it is not forgottenLook at vocabulary for holidays and travel that was seen in KS3 and new vocabulary in the vocabulary list in Studio 4 p118Research what the pluperfect tense is and how it is formed/usedUse programmes such as Memrise and BBC Bitesize to practise listening skills and vocabulary from previous units and the units in this term		Students should: <ul style="list-style-type: none">Continue to revise vocabulary independently from the previous units so that it is not forgotten and is retained for the examinationsLook at vocabulary for the upcoming unit see what is already known and prepare for what will be learntUse 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	Students should: <ul style="list-style-type: none">Revise and prepare for exams		
MODERN FOREIGN LANGUAGES						
Specialism: Spanish						
What students are learning	De costumbre = Habits	¡A currar! = Off to work!	Hacia un mundo mejor = To get a better world	Exam	Exam	Exam

Key Content and Skills	<ul style="list-style-type: none">• Talking about places in a town• Asking and understanding directions• Describing features of a region• Planning what to do• Future tense• Shopping for clothes and presents• Using demonstrative adjectives• Talking about problems in a town• Conditional tense• Describing a visit in the past• Preterite tense• Imperfect tense• Describing mealtimes• Talking about illnesses and injuries• Talking about typical foods• Using the passive• Comparing different festivals• Avoiding the passive• Describing a special day• Using reflexive verbs in the preterite tense• Ordering in a restaurant• Irregular verbs in the preterite tense• Using absolute superlatives• Talking about a musical festival			<ul style="list-style-type: none">• Talking about jobs and work experience• Talking about how you earn your money• Talking about the importance of languages• Discussing plans for the future• Talking about the environment, health and other global issues			<ul style="list-style-type: none">• Revision	
	Assessment	Module 6 Assessment: De costumbre (Skills tested: listening, reading	Module 7 Assessment: ¡A currar! (Skills tested: listening and	Module 8 Assessment: Hacia un mundo mejor (Skills tested: listening, reading		GCSE papers in all 4 skills. Speaking - April/May		

	<p>and writing)</p> <p>Theme: Identity and Culture</p> <p>Vocabulary Book pages 32-36</p>	<p>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>and writing)</p> <p>Theme: International and global dimension</p> <p>Vocabulary Book pages 42-46</p>		<p>Listening, reading and writing - May/June</p>	
<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> Continue to revise vocabulary independently from the previous four modules covered in Year 10 so that it is not forgotten Look at vocabulary for modules 5 and 6 in their vocabulary booklets and pages 114/115 and 136/137 Use programmes such as Memrise and BBC Bitesize Practise listening skills and vocabulary from previous units and the units in this term Look up the tenses which will be covered below and familiarise themselves with the conjugations: 		<p>Students should:</p> <ul style="list-style-type: none"> Continue to revise vocabulary independently from the previous units so that it is not forgotten and is retained for the examinations Look at vocabulary for the upcoming unit see what is already known and prepare for what will be learnt 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 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams 	

	<ul style="list-style-type: none"> o Preterite tense: https://www.spanishdict.com/guide/spanish-preterite-tense-forms/ o reflexive verbs in preterite tense: http://www.learnalanguage.com/learn-spanish/spanish-verbs/preterite-reflexive.php o near future tense: http://study.com/academy/lesson/immediate-future-tense-in-spanish.html o imperfect tense: https://www.spanishdict.com/guide/spanish-imperfect-tense-forms o future tense: https://www.spanishdict.com/guide/simple-future-regular-forms-and-tenses o conditional tense: https://www.spanishdict.com/guide/conditional-tense 		
MUSIC			
What students are	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

learning			
Key Content and Skills	<ul style="list-style-type: none"> • Individual compositions • Solo and ensemble performances 	<ul style="list-style-type: none"> • Performance recordings • Composition submissions 	<ul style="list-style-type: none"> • Revision
Assessment	Practice papers	Practice papers	Practice papers
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Use the Edexcel performance guide to choose a suitable piece for their solo performance 	<p>Students should:</p> <ul style="list-style-type: none"> • Choose a solo and ensemble piece and start to rehearse this ready for the practical exam 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams
<p style="text-align: center;">PHYSICAL EDUCATION BTEC/GCSE</p>			

<p>What students are learning</p>	<p><u>Core PE</u> First Aid training Individual sports Invasion games These will vary each half term.</p> <p><u>GCSE PE:</u> Component 1 Topic 2: Movement analysis</p> <p>Component 2 Topic 3: Socio-cultural influences</p> <p>Component 3 Trampolining</p> <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity. 	<p><u>Core PE</u> First Aid training Individual sports Invasion games These will vary each half term.</p> <p><u>GCSE PE:</u> Component 1 Topic 2: Movement analysis</p> <p>Component 2 Topic 3: Socio-cultural influences</p> <p>Component 3 Football Preparation for moderation</p> <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity. • FIRST ATTEMPT AT EXAMINATION 	<p><u>Core PE</u> First Aid training Individual sports Invasion games These will vary each half term.</p> <p><u>GCSE PE:</u></p> <ul style="list-style-type: none"> • Revision <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • RETAKE OF EXAMINATION IF NECESSARY
<p>Key Content and Skills</p>	<p><u>GCSE PE:</u> Component 1</p> <ul style="list-style-type: none"> • Levers and Planes of Axes. <p>Component 2</p> <ul style="list-style-type: none"> • Socio-cultural influence, commercialisation and sporting 	<p><u>GCSE PE:</u></p> <ul style="list-style-type: none"> • Levers and Planes of Axes. <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Fitness and health and their importance in sport. 	<p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Component 3 Exam • Fitness and health and their importance in sport. • Fitness Testing • Training Methods

	<p>behaviours</p> <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Fitness and health and their importance in sport. • Fitness Testing • Training Methods • Training Programmes. 	<ul style="list-style-type: none"> • Fitness Testing • Training Methods • Training Programmes. • FIRST ATTEMPT AT EXAMINATION 	<ul style="list-style-type: none"> • Training Programmes. • RETAKE OF EXAMINATION IF NECESSARY
Assessment	<p>Core PE: Practical assessment. Pass, Merit or Distinction</p> <p>GCSE PE: end of topic tests and practical assessment</p>	<p>Core PE: Practical assessment. Pass, Merit or Distinction</p> <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: EXTERNAL EXAM</p>	<p>Core PE: Practical assessment. Pass, Merit or Distinction</p> <p>GCSE PE: end of topic tests and practical assessment</p> <p>BTEC: EXTERNAL EXAM (if required)</p>
How can students prepare beyond the classroom?	<p>Students should:</p> <p><u>BTEC</u></p> <ul style="list-style-type: none"> • Aim to understand the needs of their favourite sports. What are the demands? • Create training plans that can make them better in their sport <p><u>GCSE</u></p> <ul style="list-style-type: none"> • Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise • Complete homework set each week • Complete 30 minutes of revision each week • Read through PowerPoints on Google Classroom 	<p>Students should:</p> <p><u>BTEC</u></p> <ul style="list-style-type: none"> • Remember PE classes and activities. What warm ups did you like? • Remember your favourite drill in your favourite sport • Create a training session within your favourite sport <p><u>GCSE</u></p> <ul style="list-style-type: none"> • Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise; • Hand in practical videos in preparation for component 3 assessment • Attend after-school revision club • Meet with PE mentor weekly 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams <p><u>Core PE</u></p> <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Practice and use First Aid App

	<ul style="list-style-type: none"> • Complete 30 minutes of physical activity three times a week • Hand in practical videos in preparation for component 3 assessment <p>Core PE</p> <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Practice and use First Aid App 	<p>Core PE</p> <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Practice and use First Aid App 	
SCIENCE			
What students are learning	<p>Combined Science:</p> <ul style="list-style-type: none"> • B10 The human nervous system • B11 Hormonal control • B12 Reproduction • C8 Rates and equilibrium • C9 Crude oil and fuels • P10 Forces and motion • P11 Wave properties • P12 Electromagnetic waves <p>Triple Science:</p> <p>Biology:</p> <ul style="list-style-type: none"> • B12 Homeostasis in action • B13 Reproduction • B14 Variation and evolution • B15 Adaptation, interdependence and competition 	<p>Combined Science:</p> <ul style="list-style-type: none"> • B13 Variation and evolution • B14 Genetics and evolution • B16 Organising the ecosystem • B17 Biodiversity and ecosystem • C10 Chemical analysis • C11 The Earth's atmosphere • C12 The Earth's resources • P12 Electromagnetic waves • P13 Electromagnetism <p>Triple Science:</p> <p>Biology:</p> <ul style="list-style-type: none"> • B17 Organising an ecosystem • B18 Biodiversity and ecosystems <p>Chemistry:</p>	<p>Combined Science:</p> <p>Revision and summer examination series</p> <p>Triple Science:</p> <p>Revision and summer examination series</p>

	<p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • C12 Chemical analysis - required practicals • C13 Chemistry of the atmosphere • C14 The Earth's resources <p><u>Physics</u></p> <ul style="list-style-type: none"> • P10 Forces and motion • P11 Forces and pressure • P12 Wave properties • P13 Electromagnetic waves 	<ul style="list-style-type: none"> • C14 The Earth's resources • C15 Using our resources <p><u>Physics</u></p> <ul style="list-style-type: none"> • P14 Light • P15 Electromagnetism • P16 Space 	
Key Content and Skills	<p><u>Combined Science:</u></p> <ul style="list-style-type: none"> • Describe and explain how the nervous and hormonal system work • Describe sexual and asexual reproduction • Understand the basic principles of single gene inheritance • Describe and explain factors which speed up chemical reactions • Know what a hydrocarbon is and describe the structure and chemical properties of alkanes and alkenes • Know the properties of transverse and longitudinal waves • Describe the uses and properties of EM waves <p><u>Triple Science:</u> <u>Biology:</u></p>	<p><u>Combined Science</u></p> <ul style="list-style-type: none"> • Describe and explain the meaning of evolution and natural selection and give examples • Describe single gene inheritance • Understand feeding relationships • Describe how organisms are adapted to their environment • Compare analytical techniques to identify compounds • Describe the evolution of the atmosphere of the earth over the history of the earth • Consider the impact of a product on the environment over its lifetime • Explain how a magnet behaves • Know the properties of transverse and longitudinal waves • Recall the electromagnetic spectrum and list uses of each 	Exam practice

	<p><u>Describe and explain how the body responds to changing conditions</u></p> <ul style="list-style-type: none"> • Describe sexual and asexual reproduction including the advantages and disadvantages of each • Explain how water levels are controlled by the body • Describe and explain the meaning of evolution and natural selection and give examples • Describe single gene inheritance and explain what Mendel contributed to genetics • Describe and explain theories of evolution including natural selection • Describe how organisms are adapted to their environment and the relationships between organisms <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • Describe and explain how chemists test analyse chemicals • Describe the evolution of the atmosphere of the earth over the history of the earth • Consider the impact of a product on the environment over its lifetime <p><u>Physics</u></p> <ul style="list-style-type: none"> • Describe how forces interact • Explain the factors which affect 	<p><u>Triple Science:</u></p> <p><u>Biology</u></p> <ul style="list-style-type: none"> • Describe how organisms are adapted to their environment • Understand feeding relationships • Explain how food is produced and how farming techniques are linked to the food chain <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Explain how the atmosphere has changed over time • Explain how we obtain resources and how we use them in everyday life <p><u>Physics</u></p> <ul style="list-style-type: none"> • Describe the behaviour of lightwaves • Explain how a magnet behaves • Describe how a motor works • Explain the formation and organisation of the Universe 	
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	<p>pressure</p> <ul style="list-style-type: none">• Know the properties of transverse and longitudinal waves• Describe the uses and properties of EM waves <p><u>Physics</u></p> <ul style="list-style-type: none">• Describe a force as a push or pull acting on an object due to an interaction with another force.• Recall that speed is measured by the distance travelled in a certain time.• Describe how reactions affect thinking distance, braking distance and stopping distance.• Describe how a driver’s reaction time can be affected by tiredness, drugs and alcohol and distractions.• Explain how the braking distance of a vehicle can be affected by adverse road and weather conditions and the poor condition of the vehicle					
Assessment Year 11 Combined GCSE	Yr 11 October assessment -Biology paper 1 topics only	Yr 11 PPE paper 1’s combined science biology, chemistry and physics - Chemistry and Physics paper 1 topics only		Year 11 Physics combined paper 2 PPE	In class paper 1 and paper 2	

Assessment Year 11 Triple GCSE	October cumulative assessment	Yr 11 PPE paper 1's biology, chemistry and physics		Yr 11 PPE paper 2 biology, chemistry and physics	In class paper 1 and paper 2	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Read relevant chapters in their revision guides • Read relevant sections on BBC Bitesize • Use Seneca Learning to develop knowledge skills • Use the kerboodle textbook 		Students should: <ul style="list-style-type: none"> • Using their revision guides and revision cards to consolidate lessons. • BBC bitesize GCSE (AQA specification) - revision notes, tests and videos https://www.bbc.com/bitesize/subjects/zrkw2hv <ul style="list-style-type: none"> • My GCSE Science - video tutorials providing support and recap https://www.my-gcsescience.com/		Students should: <ul style="list-style-type: none"> • Revise and prepare for exams • Complete as many past paper questions as possible 	

YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART, CRAFT AND DESIGN Specialism: Fine Art and Textiles						
What students are learning	Skills project	Unusual viewpoints			Personal investigation	
Key Content	• Broaden skill level	• Gain a greater understanding on the assessment objectives			• Start Personal investigation (PI) on	

and Skills	<p>through experimentation - showing breadth of how media can be used</p> <ul style="list-style-type: none">Experiments with different subjects matters to find own style and ideas	<ul style="list-style-type: none">Complete a project based on an independent starting pointDevelop refined drawing skillsHigh developed and diverse experimentation based on high quality imagesIn-depth analysis of artists work that directly informs and develops students workLarger scale experimentations and outcomesUnderstanding the underpinning ideas and themes of artworks			<p>independent themes</p> <ul style="list-style-type: none">Start essay in response to PI themeContinuing to develop understanding of the assessment objectivesExpand skills set and knowledge of how to make direct links between deeper meaning of the theme	
Assessment	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Formative holistic marking for entire project</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none">Complete extensive experimentation on media - avoid repetitive experimentationPush themselves out of their comfort zoneGo to galleries OR view galleries collections online to gain inspirationStart thinking about what subject matter they would like to focus on for their ‘unusual viewpoints’ project			<p>Students should:</p> <ul style="list-style-type: none">Complete extensive experimentation on media - avoid repetitive experimentationPush themselves out of their comfort zoneGo to galleries OR view galleries collections online to gain inspirationResearch ideas that can inform development		<p>Students should:</p> <ul style="list-style-type: none">Complete research on techniques that could help represent their chosen themePush themselves out of their comfort zoneGo to galleries OR view galleries collections online to gain inspiration

COMPUTER SCIENCE						
What students are learning	Revisit GCSE Programming skills Networks Learn about the concepts of databases	NEA Elements of computational thinking	Data Structures Algorithms Software development NEA	Algorithms NEA	Data structures and programming	Boolean algebra
Key Content and Skills	Component 1: <ul style="list-style-type: none">• Networks• Types of Programming Language• Introduction to Programming• Databases Component 2: <ul style="list-style-type: none">• Programming Techniques• Elements of computational thinking.• NEA- Students will start with project Introduction		Component 1: <ul style="list-style-type: none">• Structure and Function of Processor• Types of Processor• Input, Output and storage• Software Development• Data Structures Component 2: <ul style="list-style-type: none">• Computational methods• Programming Techniques• Algorithms- Data Structures• NEA- Students will start with project Analysis		<ul style="list-style-type: none">• 1.4.2- Data Structures• 1.4.1- Data Types• 2.2.1- Programming Techniques• 2.3.1- Algorithms• Boolean Algebra	
Assessment	Settling in assessment	End of topic test for each unit covered during each half term.				June PPEs
How can students	Students should: <ul style="list-style-type: none">• Complete flipped learning using PG		Students should: <ul style="list-style-type: none">• Complete flipped learning using PG		Students should: <ul style="list-style-type: none">• Read the textbook chapters on the	

prepare beyond the classroom?	<div>Online book for the relevant chapters</div> <ul style="list-style-type: none">• Watch the relevant videos in Craig and Dave : https://student.craigndave.org/a-level-videos• Make notes / mindmaps /flashcards about keywords in their books• Practice programming at home using the OCR Coding challenges booklet	<div>Online book for the relevant chapters</div> <ul style="list-style-type: none">• Watch the relevant videos in Craig and Dave : https://student.craigndave.org/a-level-ideos• Make notes / mindmaps / flashcards about keywords in their books• Practice programming at home using the OCR Coding challenges booklet	<div>topics to be covered</div> <ul style="list-style-type: none">• Complete end-of-chapter questions• Complete exams questions given to them• Complete all homework to the best of ability• Go through the Logically website for hands-on practise of logic gates• Solving OCR Programming Tasks/Challenges• Watch Craig and Dave videos for flipped learning of topics			
DRAMA						
What students are learning	Alternating between Yerma (Comp. 1 Sect. B) and Caucasian Chalk Circle (Comp. 1 Sect. A)	Component 1 and Component 2	Component 2	Component 2	Component 1 and Component 2	Section A/B and Section C of Component 1
Key Content and Skills	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	The text from the previous term is finished and work begins on Component 2 devised	Devising sessions and rehearsals for Component 2's practical element	Component 2 piece is performed and coursework begins	Coursework for Component 2 is finalised and study of Section C for Component 1 begins	Students either see or discuss live performances and consolidate their knowledge of Section A or B.
Assessment	Regular practice exam questions	Continual feedback given	Practical assessments are	Component 2 is assessed formally	Coursework is finalised and	PPEs - Section A/B and C assessed

		during devised process and exam questions continue	continuous throughout this half term		marked	
How can students prepare beyond the classroom?	<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 (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 (ii) A play every week from the Drama Library</p>
ECONOMICS						
What students are learning	<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>	
Key Content	<ul style="list-style-type: none"> 1.1 The Nature of Economics 		<ul style="list-style-type: none"> 1.3 Market Failure 		<ul style="list-style-type: none"> Review of first year content 	

and Skills	<ul style="list-style-type: none"> 1.2 How Markets Work 2.1 Measures of Economic Performance 2.2 Aggregate Demand 2.3 Aggregate Supply 2.4 National Income 		<ul style="list-style-type: none"> 1.4 Government Intervention 2.1 Further Measures of Economic Performance 2.5 Economic Growth 2.6 Macroeconomic Objectives and Policy 		<ul style="list-style-type: none"> Essay technique Case study analysis for Paper 3 <p>Microeconomics</p> <ul style="list-style-type: none"> 3.1 Business Growth 3.3 Revenues, Costs and Profits 	
Assessment	RAKS booklet for every topic Tracker tests twice per half term	RAKS booklet for every topic Tracker tests twice per half term	RAKS booklet for every topic Tracker tests twice per half term	RAKS booklet for every topic Tracker tests twice per half term	PPE	Summer exam
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Review the Specification for the units from the Autumn Term of the Curriculum map For video support watch content from: <ul style="list-style-type: none"> Econplusdal: https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g Jacob Clifford: https://www.youtube.com/c/ACDCLeadership/featured For quizzes and walkthroughs access Seneca Learning: https://app.senecalearning.com/ 		<p>Students should:</p> <ul style="list-style-type: none"> Review the Specification for the units from the Spring Term of the Curriculum map Complete condensed notes and worksheet of Year 12 content (Unit 1 and Unit 2) For video support watch content from: <ul style="list-style-type: none"> Econplusdal: https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g Jacob Clifford: https://www.youtube.com/c/ACDCLeadership/featured For quizzes and walkthroughs access Seneca Learning: https://app.senecalearning.com/ For exam Practice use: 		<p>Students should:</p> <ul style="list-style-type: none"> Review all learning from the year following the resources shown above. Reflect on feedback and follow up your action plan In light of the PPE's focus your revision on specific units There is a full range of revision material available on https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/ 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: 	

		https://www.expert-tuition.co.uk/past-papers/a-level-economics/		https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fpmt.physicsandmathstutor.com%2Fdownloads%2FEconomics%2FA-level%2FNotes%2FEdexcel-A%2FExam%2520Technique%2520-%2520AS-level%2520Papers%2520-%2520Edexcel%2520(A)%2520Economics%2520A-level.pdf .		
AQA ENGLISH LITERATURE						
What students are learning	Narrative and Feminist: Theory in Literature Social and Political Protest Texts: The Kite Runner and The Handmaid’s Tale		Essay and exam skills Songs of Innocence and Experience - Blake		NEA and Aspects of Tragedy /Keats Poetry Ecocritical, Postcolonial and Marxist theories and The Literary Canon Poetry NEA	
Key Content and Skills	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
Assessment	Students complete timed writing practise bi-weekly and feedback will be given in line with the sixth form feedback policy. This will be a range of questions from: <ul style="list-style-type: none">● Component 1: Aspects of Tragedy● Component 2: Social and Political Protest texts● NEA: Critical anthology					
How can students	Students should: <ul style="list-style-type: none">● Complete the summer work set on		Students should: <ul style="list-style-type: none">● Revise notes from Handmaid’s Tale and		Students should: <ul style="list-style-type: none">● Read a wide range of 19th-21st	

prepare beyond the classroom?	<p>Google classroom</p> <ul style="list-style-type: none">• Read a wide range of 19th-21st century literature• Explore articles on the EMC website:• https://www.englishandmedia.co.uk/emagazine/emag-login/ Username: English@ruislip Password: English	<p>The Kite Runner.</p> <ul style="list-style-type: none">• Research the critical reception of KR and HMT.• Read a wide range of 19th-21st century literature• Start reading and thinking about potential books for your coursework.	<p>century literature</p> <ul style="list-style-type: none">• Revise the Kite Runner and Handmaid’s Tale• Revise the critical lenses covered in class• Select a book to analyse against a lens in your coursework.			
GEOGRAPHY						
What students are learning	<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>
Key Content and Skills	<p>Paper 1C: The concept of a hazard; plate tectonics; volcanic hazards; seismic hazards; storm hazards; fires in nature.</p>	<p>Continued (see left).</p>	<p>Paper 1B: Coasts as natural systems, coastal systems and processes, coastal landscape development, coastal management.</p>	<p>Continued (see left).</p>	<p>Key fieldwork locations: Great Yarmouth, Hemsby, Cromer, Bacton, Winterton, Happisburgh, Sea Palling.</p>	<p>Geography fieldwork investigation write-up.</p>

	Unit 2C: The nature and importance of places; place relationships, connections, meaning and representation; local place case study (the development of Ruislip); distant place case study (Detroit).		Paper 2C: Energy security, water security, mineral (iron ore) security.			
Assessment	Several practice exam questions.	Paper 1 Hazards. Paper 2 Changing Places.	Several practice exam questions.	Paper 1 Coastal Systems and Landscapes. Paper 2 Resource Security.	Several practice exam questions.	Year 12 exam.
How can students prepare beyond the classroom?	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).
GOVERNMENT AND POLITICS						
What	UK Politics		UK Politics		Paper 3 - Political Ideology	

students are learning						
Key Content and Skills	<ul style="list-style-type: none"> Democracy and participation Elections and referendums Prime minister and cabinet Parliament 		<ul style="list-style-type: none"> UK political parties UK pressure groups UK constitution UK judiciary European Union Devolution 		<ul style="list-style-type: none"> Students will learn about each of the ideologies listed below and their beliefs on: human nature, society, the state, the economy Liberalism Socialism Conservatism Nationalism 	
Assessment	Settling in assessment (two 9 mark exam questions)	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
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Watch current affairs programmes such as Prime Ministers Questions, Sunday with Laura Kuenssberg and BBC News 		<p>Students should:</p> <ul style="list-style-type: none"> Go to tutor2u website for some basic knowledge on these topics Use the parliament.uk website to find out what legislation is being debated Continue to read a broadsheet newspaper for up-to-date examples of the key events in British politics 		<p>Students should:</p> <ul style="list-style-type: none"> Go to the tutor2u website to gain a better understanding of ideologies Learn the five main thinkers for each of the ideologies studied 	

HEALTH AND SOCIAL CARE					
What students are learning	Unit 1 Human Lifespan and development external unit		Unit 1 Exam sat and content taught for Unit 2 begin in January External Exam unit		Unit 2 Working in HSC External Exam Unit
Key Content and Skills	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 Unit 5 coursework begins taking into account the synoptic units 1&2
Assessment	Preparation for January Exam Mini assessments and homework tasks	Practise assessments internally	January Early Entry Unit 1 Human Lifespan 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
How can students prepare beyond the classroom?	Revision materials provided Practise assessment questions Use of Tutor2u resources 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 Practise assessment questions Use of Tutor2u resources Google classroom links provided by the teacher Coursework - Case Study analysis - knowing and understanding the complexities of each case
HISTORY - Breadth Study*					

What students are learning	Year 1 content: Henry VII	Year 1 content: Henry VII	Year 1 content: Henry VIII	Year 1 content: Henry VIII	Revision of all Year 1 content	Year 2 content: Edward VI
Key Content and Skills	<ul style="list-style-type: none">Tudors: The reign of Henry VII		<ul style="list-style-type: none">Tudors: The reign of Henry VIII		<ul style="list-style-type: none">The later years of Henry VIII (1540-1547)Social and economic change in the reign of Henry VIII (1509-1547)The reign of Edward VI: the start of a ‘mid-Tudor crisis’?	
Assessment	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.
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Watch all 4 parts of ‘Henry VIII: Mind of a Tyrant’ documentary and take notes – first part here https://www.youtube.com/watch?v=BXp1R1JXw7M&list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&index=11		Students should: <ul style="list-style-type: none">Watch all 4 parts of ‘Henry VIII: Mind of a Tyrant’ documentary and take notes – first part here https://www.youtube.com/watch?v=BXp1R1JXw7M&list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&index=11		Students should: <ul style="list-style-type: none">Listen to this 30 minute podcast on the reign of Edward VI - https://refactor.podbean.com/e/38-edward-vi/	
History - Depth Study**						
What students are learning	The condition of Russia in 1914.	Developments between the revolutions. Causes and Course	Bolshevik Control during The Russian Civil War.	Consolidation of the Bolshevik Regime	The Rise of Stalin. Ideological and economic issues in the party	The decision to collectivise and industrialise. The

	Causes and Course of The February Revolution	of The October Revolution	Economy during wartime			Great Economic Turn
Key Content and Skills	<ul style="list-style-type: none"> Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after Lenin's death 		<ul style="list-style-type: none"> Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after Lenin's death 		<ul style="list-style-type: none"> Stalin's rise to power, 1924–1929 Ideological debates and issues in the leadership struggle Economic developments Government, propaganda and the beginning of the Stalinist cult 	
Assessment	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.
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Research the topics using 'alpha history' and other appropriate websites; Watch the YouTube documentary on the Russian Civil War https://www.youtube.com/watch?v=9dqmlOBq_sQ&list=PLGh01umbQxuoGCJPJlyufM24H2-LwMNYa 		<p>Students should:</p> <ul style="list-style-type: none"> Research the topics using 'alpha history' and other appropriate websites; Watch the YouTube documentary on the Russian Civil War https://www.youtube.com/watch?v=9dqmlOBq_sQ&list=PLGh01umbQxuoGCJPJlyufM24H2-LwMNYa 		<p>Students should:</p> <ul style="list-style-type: none"> Watch a documentary on Stalin; there are several on YouTube 	
LAW						
What students are learning	<p>Unit 1</p> <ul style="list-style-type: none"> English Legal system: Criminal Courts 	<p>Unit 1</p> <ul style="list-style-type: none"> English Legal system Sentencing 	<p>Unit 2</p> <ul style="list-style-type: none"> Tort of negligence Duty 	<p>Unit 2</p> <ul style="list-style-type: none"> Psychiatric injury Pure economic loss 	<p>Unit 2</p> <ul style="list-style-type: none"> Occupiers Liability Nuisance 	<p>Unit 2</p> <ul style="list-style-type: none"> Fault Morality Theories of Tort

	<ul style="list-style-type: none"> • Lay People • Legal professions • Judges • Basic elements of criminal liability • Non-fatal offences 	<ul style="list-style-type: none"> • Statutory Interpretation • Precedent • Fatal offences 	<ul style="list-style-type: none"> • Breach • Damage <p>Unit 1</p> <ul style="list-style-type: none"> • Property offences • Capacity defences 	<ul style="list-style-type: none"> • Negligent misstatement • Consent • Contributory negligence <p>Unit 1</p> <ul style="list-style-type: none"> • Necessity defences • Attempts • Theories of criminal law 	<ul style="list-style-type: none"> • Rylands v Fletcher • Remedies • Courts • Legal advice <p>Unit 1</p> <ul style="list-style-type: none"> • Fault • Justice 	<ul style="list-style-type: none"> • Law making
Key Content and Skills	<ul style="list-style-type: none"> • The English Legal System • Criminal Law 		<ul style="list-style-type: none"> • Judicial precedent • Statutory interpretation • Introduction to tort • Theft & robbery • Attempts • General defences • Concepts of law 		<ul style="list-style-type: none"> • Liability in negligence for economic loss and psychiatric injury • Occupiers' liability • Nuisance • Vicarious liability • Defences • Remedies • Nature of civil law • Civil courts • Alternative dispute resolution • Parliamentary law making • Law reform 	
Assessment	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. A 30 mark paper 1 Assessment	A series of 5, 10, 15 mark and MCQ exam assessments. A 30 mark paper 1 Assessment	A series of 5 mark, 10 mark and MCQ exam assessments. A 30 mark paper 2 Assessment	Unit 1 PPE (2 hours) A series of 5, 10 mark and MCQ exam assessments

How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">Keep up-to-date with legal developments by visiting <i>Law in Action</i> on the BBC Radio 4 websiteVisit a courtroom and watch a trial from the public gallery to gain an understanding of the courts		Students should: <ul style="list-style-type: none">Use the Lawteacher website to understand case lawRead the relevant chapters in the textbook to gain a basic understanding of the conceptsListen to podcasts on BBC Radio 4 Law in Action programme for up-to-date developments in the law		Students should: <ul style="list-style-type: none">Use the LawTeacher website to understand case lawRead the relevant chapters in the textbook to gain a basic understanding of the conceptsListen to podcasts on BBC Radio 4 Law in Action programme for up-to-date developments in the law	
MATHS						
What students are learning	Algebra and Trigonometry	Algebra and Trigonometry	Trigonometry and Calculus	Statistics and Mechanics	Statistics and Mechanics	Algebra and Geometry
Key Content and Skills	<ul style="list-style-type: none">Algebraic expressionsQuadratics equations and inequalities & graphs,Coordinate geometryTrigonometric identities and equations		<ul style="list-style-type: none">Continue working through the pure maths topics, including Integration,Exponentials and Logarithms and Vectors.The Applied module will also be taught, looking at modelling and acceleration for mechanics, while statistics will be focusing on measures of location and spread and data representation.		<ul style="list-style-type: none">Applied topicsStatisticsMechanicsPreparation for PPEs.Start second year of the A level content - algebra methods and radians	
	Parents/Guardians can support their child’s learning using the following website: Mathswatch - login details provided to the student					

	<p> Corbett Maths Dr Frostmaths TLMaths </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>			
Assessment	<p> <i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom.</i> <i>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"> Bring all correct equipment to lesson, especially a calculator Use mathswatchvle.com to go through any topics they do not understand 	<p>Students should:</p> <ul style="list-style-type: none"> Bring all correct equipment to lesson, especially a Classwiz calculator Use mathswatchvle.com to go through any topics they do not understand including recapping on vectors, averages and histograms from GCSE Use mathsgenie to practise/revise topics from the Autumn term 	<p>Students should:</p> <ul style="list-style-type: none"> Complete all review exercises and end of chapter chapter exercises from the Pure textbook Use their PLCs for targeted revision Complete past exam questions - these can be found on physicsandmathstutor.com. 	
MEDIA				
What students are learning	<p>Component 1, Section B</p> <p>Component 1, Section A & B –</p>	<p>Component 1, Section A – Music Videos</p> <p>Component 1,</p>	Component 2: Section B - Magazines	Component 3: Practical Production Unit

	Newspapers	Section B – Radio				
Key Content and Skills	<ul style="list-style-type: none">Film: I, Daniel Blake and Black PantherVideo Games: Assassin's CreedStudents will explore issues of media language, representation, industry and audience in The Times and The Daily Mirror	<ul style="list-style-type: none">Students will be exploring the issues of media language and representation in Beyonce's 'Formation' and Sam Fender 'Seventeen Going Under'Students will be exploring the issues of industry and audience in 'Late Night Woman's Hour'	<ul style="list-style-type: none">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		<ul style="list-style-type: none">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 <p>For the unit students will be working on producing a marketing campaign for either:</p> <ul style="list-style-type: none">A music video for a mainstream artist targeting a mainstream audience of 16-24 year old music aficionadosA mainstream film promotion campaign for 16-24 year olds	
	Assessment	Settling in assessment - Component 1, Representation Question	Component 1, Section A (Representation and Media Language)	Component 1, Section B, Questions 3 and 4 focused on Film industry and Radio	Component 2, Section B, focused on Magazines	Year 12 PPEs - Full Component 1 paper
How can students prepare	Students should: <ul style="list-style-type: none">Ensure their theory trackers are up-to-date and they are able to		Students should: <ul style="list-style-type: none">Ensure their theory trackers are up to date and go over all class notes		Students should: <ul style="list-style-type: none">Research different posters for mainstream films	

beyond the classroom?	<p>confidently recall the key media theories studied so far on the course</p> <ul style="list-style-type: none"> • Watch at least three films produced by Marvel • Read one full edition of The Daily Mirror and one full edition of The Times (preferably covering the same day) 	<ul style="list-style-type: none"> • Revise content already covered for at least 1 hour a week • Read one edition of The Times and one edition of The Daily Mirror in full 	<ul style="list-style-type: none"> • Research music videos (in any music genre) • 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
<p align="center">PHYSICAL EDUCATION</p> <p align="center">BTEC/GCSE</p>			
What students are learning	<p><u>BTEC Sport:</u></p> <p>Unit 1 - Anatomy and physiology</p>	<p><u>BTEC Sport:</u></p> <p>Unit 3 – Careers in Sport</p>	<p><u>BTEC Sport:</u></p> <p>Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</p>
Key Content and Skills	<p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Unit 1 - Anatomy and Physiology • The skeletal system • The muscular system • The respiratory system • The cardiovascular system • The energy system 	<ul style="list-style-type: none"> • Part A and B: <p>A: Understand the career and job opportunities in the sports industry</p> <p>B: Explore own skills using a skills audit to inform a career development action plan</p> <ul style="list-style-type: none"> • Part C and D: <p>C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p>	<p>Topic 1 - Examine Lifestyle factors and their effect on health and well being</p> <ul style="list-style-type: none"> • Exercise and well being • Benefits of healthy diet • Government recommendations • Negative lifestyle factors • Lifestyle modification techniques

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

Assessment	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Summer PPEs Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Use the revision guides, exam questions and PLCs provided to test knowledge• Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports• Create 16 mark essay plans for all possible essay questions using revision guides		Students should: <ul style="list-style-type: none">• Use the revision guides, exam questions and PLCs provided to test knowledge• Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports• Create 16 mark essay plans for all possible essay questions using revision guides		Students should: <ul style="list-style-type: none">• Use the revision guides, exam questions and PLCs provided to test knowledge• Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports• Create 16 mark essay plans for all possible essay questions using revision guides	
SCIENCE						
What students are learning	<u>Biology:</u> <ul style="list-style-type: none">• Biological molecules• Cells and cell division• Enzymes• DNA and RNA• Transport across membranes• The immune response		<u>Biology:</u> <ul style="list-style-type: none">• Exchange and transport in animals and plants• The Circulatory system• DNA, genes and protein synthesis• Genetic diversity		<u>Biology:</u> <ul style="list-style-type: none">• Populations in ecosystems• Classification• Energy transfers in ecosystems• Nutrient cycles <u>Chemistry:</u>	

	<p><u>Physical Chemistry:</u></p> <ul style="list-style-type: none"> • Atomic Structure • Amount of Substance • Bonding • Energetics • Redox • Equilibria and Kc <p><u>Inorganic Chemistry:</u></p> <ul style="list-style-type: none"> • Periodicity • Group 2 alkaline earths • Group 7 Halogens <p><u>Physics:</u></p> <ul style="list-style-type: none"> • Particles • Interactions • Antimatter • Quarks • Wave particle duality <p><u>Waves:</u></p> <ul style="list-style-type: none"> • Diffraction • Interference • Diffraction gratings • Polarisation <p><u>Mechanics:</u></p> <ul style="list-style-type: none"> • Scalars and vectors • Equations of Motion 	<p><u>Physical Chemistry:</u></p> <ul style="list-style-type: none"> • Equilibria and Kc • Kinetics <p><u>Organic Chemistry:</u></p> <ul style="list-style-type: none"> • Intro to organic • Alkanes • Haloalkanes • Alkenes • Alcohols • Organic analysis <p><u>Physics:</u></p> <p><u>Mechanics:</u></p> <ul style="list-style-type: none"> • Equilibrium and moments • Momentum & Impulse • Collisions • Conservation of Energy • Hooke's Law • Young Modulus <p><u>Electricity:</u></p> <ul style="list-style-type: none"> • Circuits • Component characteristics • Emf and internal resistance • Resistivity 	<ul style="list-style-type: none"> • Introduction to organic chemistry • Alkanes and haloalkanes • Alkenes • Alcohols • Organic analysis • Thermodynamics • The rate equation and Arrhenius <p><u>Physics:</u></p> <p><u>Circular motion:</u></p> <ul style="list-style-type: none"> • Centripetal force • Centripetal acceleration <p><u>Simple harmonic motion:</u></p> <ul style="list-style-type: none"> • Oscillating systems • Energy in SHM system • Resonance <p><u>Thermal Physics:</u></p> <ul style="list-style-type: none"> • Brownian motion • Ideal gases • Kinetic theory
Key Content	<u>Biology:</u>	<u>Biology:</u>	<u>Biology:</u>

<p>and Skills</p>	<ul style="list-style-type: none"> • To be able to use and interpret data collected for quantitative tests • Identify variables that must be controlled in their investigation into rate of reaction • Be able to calculate uncertainties in measurements and represent data in graphically • Be able to describe the structure and functions of carbohydrates, lipids, proteins, enzymes, water, ions, ATP and DNA • To compare and contrast eukaryotic and prokaryotic cells • To be able to calculate mitotic index • Be able to determine water potential of different plant tissues • To understand how the body recognises antigen and brings about phagocytosis • To discuss ethical issues associated with vaccinations and monoclonal antibodies <p><u>Chemistry:</u></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>AS Paper 1 Exam breakdown</p>	<ul style="list-style-type: none"> • Participate in dissections and explain gas exchange systems for a variety of organisms • Interpret information relating to the effects of lung disease on gas exchange and/or ventilation • Interpret data relating to the effects of pollution and smoking on the incidence of lung disease • Evaluate the way in which experimental data led to statutory restrictions on the sources of risk factors • Recognise correlations and causal relationships. • Interpret data relating to pressure and volume changes during the cardiac cycle • Analyse and interpret data associated with specific risk factors and the incidence of cardiovascular disease • Be able to use and set up a potometer to describe transpiration • Relate the base sequence of nucleic acids to the amino acid sequence of polypeptides, when provided with suitable data about the genetic code • To describe how variation occurs and its important in biodiversity • To use data to calculate index of diversity <p><u>Chemistry:</u></p>	<ul style="list-style-type: none"> • To be able to calculate gross primary productivity • To be able to devise investigations into the effect of named minerals on plant growth • 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 • Evaluate evidence and data concerning issues relating to the conservation of species and habitats and consider conflicting evidence • use given data to calculate the size of a population estimated using the mark-release-recapture method. • To describe different nutrient cycles and understand their importance to different organisms • To be able to classify organisms appropriately <p><u>Chemistry:</u></p> <p>For past paper practice questions listed topic by topic please click the two links below</p> <p>https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources</p>
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	<p>AS Paper 2 Exam breakdown</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>AQA Chemistry Specification 7404 7...</p> <p>Physics: There are 2 exam papers for AS combining all sections covered up to the Easter break</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>Year 1 PLC</p> <p>For further specific revision resources and links click the links below</p> <p>Revision Resources AS Paper 1 Revision Resources AS Paper 2 KS5 Useful Chemistry Resources</p> <p>Physics: Use the interactive plc found here to assess strengths and weaknesses and complete past paper questions set on Google Class.</p>		<p>https://drive.google.com/drive/folders/1_P8Qr-dfwsMePvrXs9OASzF18IO-FNW0?usp=share_link</p> <p>https://drive.google.com/drive/folders/1S2RUxaBF1E0erCSYjRbTvt5OinM93tc?usp=share_link</p> <p>Physics: Relate the areas of mechanics and waves so far studied to circular motion and thermal physics.</p>	
Assessment Year 12 Biology	<ul style="list-style-type: none"> Settling in assessment Cumulative MTA 2x Mastery quizzes 	<ul style="list-style-type: none"> 2x End of topic tests (Cells and Biological molecules) Cumulative MTA 2x Mastery quizzes 	<ul style="list-style-type: none"> Cumulative long assessment 3X Mastery quizzes 	<ul style="list-style-type: none"> 2x End of topic tests 1x Mastery quiz 	<ul style="list-style-type: none"> 2x Cumulative MTA 	<ul style="list-style-type: none"> Full paper 1 and 2 (AS Level) <ul style="list-style-type: none"> 2x Mastery quizzes
Assessment Year 12 Chemistry	<ul style="list-style-type: none"> Settling in test Amount of Substance EOT 	<ul style="list-style-type: none"> Energetics EOT Redox Grp2 Grp7 EOT 	<ul style="list-style-type: none"> Equilibria Kc EOT Full AS Paper 1 	<ul style="list-style-type: none"> Intro to organic and Alcohols EOT Alkanes and Alkenes EOT 	<ul style="list-style-type: none"> Full AS Paper 1 and Paper 2 	<ul style="list-style-type: none"> Link to resources for whole year https://classroom.g

	<ul style="list-style-type: none"> Bonding EOT 					oogle.com/r/NTQ1MzYzMzc5ODUz/so-rt-last-name
Assessment Year 12 Physics	<ul style="list-style-type: none"> Settling In Test Quantum Phenomena 	<ul style="list-style-type: none"> Waves Refractive Index Cumulative 	<ul style="list-style-type: none"> Forces In Equilibrium Motion Newtons Laws Momentum 	<ul style="list-style-type: none"> Work & Power Electric Circuits Resistivity 	<ul style="list-style-type: none"> Cumulative Materials Practical Electricity 	<ul style="list-style-type: none"> Circular Motion SHM Cumulative
How can students prepare beyond the classroom?	<p>Students should:</p> <p><u>Biology:</u></p> <ul style="list-style-type: none"> Review their knowledge of GCSE Biology applicable to each new topic Use lesson time for discussing difficulties encountered during pre-reading and for practice in applying new knowledge Use their textbook and notes to review knowledge Use the textbook to read the relevant content on the new topics Use their PLCs and glossaries to check learning <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> Review their knowledge of GCSE chemistry applicable to each new topic. Consider using previous notes, revision guides and <i>BBC Bitesize</i> 		<p>Students should:</p> <p><u>Biology:</u></p> <ul style="list-style-type: none"> Review their knowledge of GCSE Biology applicable to each new topic Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge Use their textbook and notes to review knowledge Use the textbook to read the relevant content on the new topics Use their PLCs and glossaries to check learning Review the revision guide sections after every lesson and attempt the warm up and exam questions to self-assess topic understanding <p><u>Chemistry:</u></p>		<p>Students should:</p> <p><u>Biology:</u></p> <ul style="list-style-type: none"> Review their knowledge of GCSE Biology applicable to each new topic Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge Use their textbook and notes to review knowledge Use the textbook to read the relevant content on the new topics Use their PLCs and glossaries to check learning <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> Review their knowledge of GCSE chemistry applicable to each new topic 	

	<ul style="list-style-type: none">• Ensure they pre-read the relevant sections in the textbook before coming to class• Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge <p>Physics:</p> <ul style="list-style-type: none">• Use Kerboodle to consolidate knowledge• Complete all “flip-learning” as set• Complete all google class quizzes and make amendments as necessary	<ul style="list-style-type: none">• Review their knowledge of GCSE chemistry applicable to each new topic. Consider using previous notes, revision guides and <i>BBC Bitesize</i>• Ensure they pre-read the relevant sections in the textbook before coming to class• Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge <p>Physics:</p> <ul style="list-style-type: none">• Use the revision guides, exam questions and PLCs provided to test knowledge• Research the bulk properties of materials• Research uses of superconductors• Use the Kerboodle knowledge quizzes and the weekly tasks set on google classroom to build your knowledge	<ul style="list-style-type: none">• Ensure they pre-read the relevant sections in the textbook before coming to class• Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge <p>Physics:</p> <ul style="list-style-type: none">• Use flipperty flash cards for each topic• Complete past paper examination questions• Complete multiple choice growth tasks		
SOCIOLGY					
What students are learning	What is Sociology? Research Methods Theory Introduction Education and Research Methods	Families & Households Paper 2 Education and Research Methods	Families & Households Paper 2 Education and Research Methods	Education and Research Methods Theory Paper 3	Education and Research Methods Theory Paper 3
Key Content	<ul style="list-style-type: none">• Introduction	<ul style="list-style-type: none">• Demography	<ul style="list-style-type: none">• Paper 1 methods	<ul style="list-style-type: none">• Paper 1 Methods in Context	

and Skills	<ul style="list-style-type: none"> Paper 1 Education and Research Methods in Context Paper 2 Introduction to Families & Households <p>Key Skills</p> <p>A01 Knowledge and understanding A02 Analysis Development A03 Evaluation</p>		<ul style="list-style-type: none"> Social Policy Childhood Gender achievement in Education Ethnic minority achievement in Education Class achievement in Education 	<p>in Context</p> <ul style="list-style-type: none"> Topic 5 The role of education in society Paper 2 Families and Households Topic 5 Changing Family patterns Topic 6 Family Diversity Topic 7 Families and Social Policy 	<ul style="list-style-type: none"> Topic 4 Gender difference in Education Topic 5 The role of education in society <p>Paper 2</p> <ul style="list-style-type: none"> Families and Households Topic 5 Changing Family patterns Topic 6 Family Diversity Topic 7 Families and Social Policy 	
Assessment	<p>Initial Settling in assessment</p> <p>Mid unit tests completed as 'walking talking' paper</p> <p>End of unit tests completed in exam conditions</p>	<p>Mid unit tests completed as 'walking talking' paper</p> <p>End of unit tests completed in exam conditions</p>	<p>Mid unit tests completed as 'walking talking' paper</p> <p>End of unit tests completed in exam conditions</p>	<p>Mid unit tests completed as 'walking talking' paper</p> <p>End of unit tests completed in exam conditions</p>	<p>Mid unit tests completed as 'walking talking' paper</p> <p>End of unit tests completed in exam conditions</p>	<p>Summer PPEs</p> <p>Mid unit tests completed as 'walking talking' paper</p> <p>End of unit tests completed in exam conditions</p>
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Use the revision guides, exam questions and PLCs provided to test knowledge Create 10 mark and 20 mark essay plans for all possible essay questions using revision guides and class notes 		<p>Students should:</p> <ul style="list-style-type: none"> Use the revision guides, exam questions and PLCs provided to test knowledge Create 10 mark and 20 mark essay plans for all possible essay questions using revision guides and class notes Preparation for end of year assessment 		<p>Students should:</p> <ul style="list-style-type: none"> Use the topic guides provided to read ahead on these topics Answer PLC questions at the start of the revision guides to test their knowledge on new concepts Complete topic summary sheets for 	

			each sub topic • Wider reading - lists provided to encourage and extend reading
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YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART, CRAFT AND DESIGN Specialism: Fine Art and Textiles						
What students are learning	Personal investigation		Externally set task			
Key Content and Skills	<ul style="list-style-type: none">• Completing a sustained project based on the theme of their choice• Provide context for the artwork students are creating• Show in depth knowledge and understanding of the assessment objectives.• Apply high level refinements that show development and refine of skills and ideas.• Understanding how to write and Art essay based on their chosen theme• How to analyse work based on the		<ul style="list-style-type: none">• Complete a project based on an external starting point• Develop skills of independent interpretations of an independent theme• Apply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbook• Create a personal and meaningful response in the 15 hour exam.			

	formal elements and principles of Art and well as understanding how interpretation can change based on context.					
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework & externally set tasks for exam board submission	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Complete their essay• Complete large scale work outside of their sketchbook• Complete experimentations linking to the process of selected artists• Complete thought out and rigorous refinement and development which shows the process of your sketchbook and tells a visual story• Complete tasks on checklist handed out prior to the summer break		Students should: <ul style="list-style-type: none">• Complete their essay• Complete large scale work outside of their sketchbook• Complete thought-out refinement and development which shows the process and tells a visual story• Complete tasks on checklist handed out prior to the summer break• Work in developing a personal and meaningful outcome		Students should: <ul style="list-style-type: none">• Revise and prepare for exams	
COMPUTER SCIENCE						
What students are learning	System software and software generation	Ethical legal and cultural issues in	NEA	NEA	Revision	Revision

	<p>Operating system</p> <p>Ethical legal and cultural issues in computer science</p> <p>Revision</p>	<p>computer science</p> <p>NEA</p>	Revision of Algorithms	Revision		
Key Content and Skills	<p>Component 1:</p> <ul style="list-style-type: none"> Operating Systems Applications Generation Systems Software Ethical legal cultural issues <p>Component 2:</p> <ul style="list-style-type: none"> Thinking Abstractly Thinking Ahead Thinking Procedurally Students should continue working in their projects and act on feedback from the teacher 		<p>Component 1:</p> <ul style="list-style-type: none"> Computing related legislation Ethical, moral and cultural issues Revision of all topics <p>Component 2:</p> <ul style="list-style-type: none"> Thinking Logically Thinking Concurrently Practice programming skills specially coding the data structures (queues, stacks , circular queues, linked lists etc) Students should continue working in their projects and act on feedback from the teacher 			
Assessment	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.		
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Watch Craig and Dave videos for the topics given <p>https://student.craigndave.org/a-level-</p>		<p>Students should:</p> <ul style="list-style-type: none"> Complete flipped learning using PG Online book for the relevant chapters Watch the relevant videos in Craig and 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams 	

	videos <ul style="list-style-type: none">● Practise advanced programming skills like file handling, 2D arrays, functions and procedures.● Visit the website: https://www.101computing.net/category/python-challenges/ to practise the above skills on mini projects as given in the Python programming challenges (Intermediate)	Dave : https://student.craigndave.org/a-level-videos <ul style="list-style-type: none">● Make notes / mindmaps / flashcards about keywords in their books● Practice programming at home using the OCR Coding challenges booklet● Complete all exam style questions given to them during the lessons				
DRAMA						
What students are learning	Alternating between Yerma (Comp. 1 Sect. B) and Caucasian Chalk Circle (Comp. 1 Sect. A)	Component 1 and Component 3	Component 3	Component 3 and Component 1	Component 1	Component 1
Key Content and Skills	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	The text from the previous term is finished and work begins on the scripted performance for Component 3	Component 3 is rehearsed and the coursework begins	Coursework and performance finalised for Component 3 and revision begins for Component 1	Component 1 revision for exams	Component 1 revision for exams
Assessment	Regular practice exam questions	Component 3 is continually assessed	Component 3 is continually assessed, Internal PPEs	Component 3 is formally and externally assessed, coursework	Continuous exam practice	Continuous exam practice

				for Comp 3 is marked		
How can students prepare beyond the classroom?	<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>	<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</p>	<p>Learn lines for Component 3 and rehearse outside lesson time</p>	<p>Familiarise yourself with the exam walkthroughs in the A Level Megabook</p> <p>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</p>	<p>Familiarise yourself with the exam walkthroughs in the A Level Megabook</p> <p>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</p>	<p>Familiarise yourself with the exam walkthroughs in the A Level Megabook</p> <p>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</p>
ECONOMICS						
What students are learning	<p>Microeconomics</p> <p>Macroeconomics</p>	<p>Microeconomics</p> <p>Macroeconomics</p>	<p>Microeconomics</p> <p>Macroeconomics</p>	<p>Revise/recap/exam practice and preparation</p>		
Key Content and Skills	<ul style="list-style-type: none"> 3.2 Business Objectives 3.4 Market Structures 4.1 International Economies 4.5 The Role of the State 	<ul style="list-style-type: none"> 3.4 Market Structures 3.6 Government Intervention 3.5 Labour Market 4.3 Emerging and developing economies 	<ul style="list-style-type: none"> 3.4 Market Structures 3.6 Government Intervention 3.5 Labour Market 4.3 Emerging and developing economies 	<ul style="list-style-type: none"> Revision <p>https://www.expert-tuition.co.uk/past-papers/a-level-economics/</p> <p>https://www.physicsandmathstutor.co</p>		

	<ul style="list-style-type: none"> 4.2 Poverty and Inequality 		<ul style="list-style-type: none"> 4.5 The Role of the State 4.4 The Financial Sector 		m/economics-revision/a-level-edexcel-a/ <ul style="list-style-type: none"> Utilise Seneca Learning https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g 	
Assessment	RAKS booklet for every topic Tracker tests twice per half term	RAKS booklet for every topic Tracker tests twice per half term	PPE RAKS booklet for every topic Tracker tests twice per half term	RAKS booklet for every topic Tracker tests twice per half term	A Level examinations	A Level examinations
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Review the Specification for the units from the Autumn Term of the Curriculum map Complete condensed notes and worksheet of Year 12 content (Unit 1 and Unit 2) For video support watch content from: <ul style="list-style-type: none"> Econplusdal: https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g Jacob Clifford: https://www.youtube.com/c/ACDCLeadership/featured For quizzes and walkthroughs access Seneca Learning: https://app.senecalearning.com/ For exam Practice use: https://www.expert-tuition.co.uk/past-papers/a-level-economics/ 		<p>Students should:</p> <ul style="list-style-type: none"> Review the Specification for the units from the Spring Term of the Curriculum map Complete condensed notes and worksheet of Year 13 content (Unit 3 and Unit 4) For video support watch content from: <ul style="list-style-type: none"> Econplusdal: https://www.youtube.com/channel/UCQbBh9Jn2ljcSPZOiNKJu0g Jacob Clifford: https://www.youtube.com/c/ACDCLeadership/featured For quizzes and walkthroughs access Seneca Learning: https://app.senecalearning.com/ For exam Practice use: https://www.expert-tuition.co.uk/past-papers/a-level-economics/ 		<p>Students should:</p> <ul style="list-style-type: none"> Review all learning from the year following the resources shown above. Reflect on feedback and follow up your action plan In light of the PPE's focus your revision on specific units There is a full range of revision material available on https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/ <ul style="list-style-type: none"> 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: https://www.physicsandmathstutor.com/ 	

ENGLISH A-LEVEL LITERATURE			
What students are learning	NEA: Theory and Independence Tragedy: Othello and Death of a Salesman	PPE Revision of all texts, unseen extracts and exam skills	Revision of all content
Key Content and Skills	<ul style="list-style-type: none"> • Marxist Theory • Post Colonial Theory • Ecocritical Theory • Literary Canon • Othello • The Tragic genre • Death of a Salesman 	<ul style="list-style-type: none"> • Revision of the Keats • Revision The Handmaid's Tale, The Kite Runner and Blake Poetry • Unseen extract analysis • Revision of Othello and Death of a Salesman 	<ul style="list-style-type: none"> • Revision and exam preparation
Assessment	<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"> • Paper 1: Aspects of Tragedy • Paper 2: Social and Political Protest 		
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Read all the texts • Create knowledge organisers for Othello and Death of A Salesman • Mindmap and explode key quotations • Watch productions of Othello and Death of A Salesman 	<p>Students should:</p> <ul style="list-style-type: none"> • Ensure all poems are annotated and notes on themes and context are detailed and secure • Start to build revision notes comparing the tragic texts • Start to build revision notes comparing the protest texts • Plan exam questions with detailed notes and 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams

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

	<p>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>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>			preparation.	
Assessment	Autumn term department PPE (Paper 1 and Paper	Several practice exam questions.	Spring term PPE (Paper 1 and Paper 2).	Paper 1 Water and Carbon Cycles. Paper 2 Global	Exam practice.	

	2).			Systems and Global Governance.		
How can students prepare beyond the classroom?	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.	
GOVERNMENT AND POLITICS						
What students are learning	<ul style="list-style-type: none"> Government and Politics of the USA 		<ul style="list-style-type: none"> Government and Politics of the USA Comparative Politics 		<ul style="list-style-type: none"> Revision of all content. 	
Key Content and Skills	<ul style="list-style-type: none"> The constitutional framework of US government The judicial branch of government The legislative branch of government: Congress The electoral process and direct democracy Political parties Pressure groups 		<ul style="list-style-type: none"> The executive branch of government: President Civil rights Comparative political parties Comparative constitutional arrangements Comparative executives Comparative judiciaries Comparative electoral and party systems Comparative pressure groups Comparative civil rights 		<ul style="list-style-type: none"> Revision of content for: UK Government and politics Political Ideas 	
Assessment	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

	mark extract and 9 mark exam style questions.	mark extracts and 9 mark exam style questions.	Political Ideas 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	
How can students prepare beyond the classroom?	Students should listen to the regular BBC podcast Americast. Students should also read an American new website such CNN.com.	Students should listen to the regular BBC podcast Americast. Students should also read an American new website such CNN.com.	Students should listen to the regular BBC podcast Americast. Students should also read an American new website such CNN.com.	Students should listen to the regular BBC podcast Americast. Students should also read an American new website such CNN.com.	Students should listen to the regular BBC podcast Americast. Students should also read an American new website such CNN.com.	
HEALTH AND SOCIAL CARE						
What students are learning	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? These will be incorporated within the demands of the assignment brief set by the exam board			
Key Content and Skills	Knowledge and understanding of unit content Use synoptic links with course content from Unit 1 and Unit 2 Application of content to the case study Using the criteria to structure extended writing in coursework proforma	Knowledge and understanding of unit content Use synoptic links with course content from Unit 1 and Unit 2 Application of content to the case study Using the criteria to structure extended writing in coursework proforma Unit 5 Meeting Individual Care and Support				

		Needs Unit 10 - Spring Term 2 Understanding of sociological perspectives and its application to Health & Social Care and wider society	
What students are learning	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? These will be incorporated within the demands of the assignment brief set by the exam board
Key Content and Skills	Knowledge and understanding of unit content Use synoptic links with course content from Unit 1 and Unit 2 Application of content to the case study Using the criteria to structure extended writing in coursework proforma	Knowledge and understanding of unit content Use synoptic links with course content from Unit 1 and Unit 2 Application of content to the case study Using the criteria to structure extended writing in coursework proforma Unit 5 Meeting Individual Care and Support Needs Unit 10 - Spring Term 2 Understanding of sociological perspectives and its application to Health & Social Care and wider society	
HISTORY - Breadth Study*			

What students are learning	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
Key Content and Skills	<ul style="list-style-type: none">The reigns of Edward VI and Mary ICivil Rights in The USA (Extended Project)		<ul style="list-style-type: none">The reign of Elizabeth INEA (coursework)		<ul style="list-style-type: none">Revision	
Assessment	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
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none">Complete all summer work given to them by their class teachersWatch the video clips on the following website to aid with their extended project <p>http://www.bbc.co.uk/education/topics/zjqj6sg/resources/1</p>		<p>TUDORS</p> <ul style="list-style-type: none">Read and make notes on the relevant parts of the revision guide on SMHW for Elizabeth topicsWatch Starkey’s Elizabeth documentaries - https://www.youtube.com/watch?v=VQbvaGl4jrg part 1https://www.youtube.com/watch?v=ivX-RkofpqM part 2https://www.youtube.com/watch?v=d0S6xhuf4hc part 3https://www.youtube.com/watch?v=Pqq3obA6GpA part 4 <p>NEA</p> <ul style="list-style-type: none">Continue working independently and meeting all deadlines for their enquiry		<p>Students should:</p> <ul style="list-style-type: none">Revise and prepare for exams	
Depth Study**						

What students are learning	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
Key Content and Skills	● Stalin's Russia		● Russia = WWII and the impact on Soviet Russia, Stalin and International relations, 'High Stalinism'		● Revision	
Assessment	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
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Complete all summer work given to them by their class teachers● Watch the video clips on the following website to aid with their extended project http://www.bbc.co.uk/education/topics/zjgi6sg/resources/1		Students should: RUSSIA <ul style="list-style-type: none">● Research the topics using appropriate websites● Research how Stalin dealt with Czechoslovakia, Germany, Britain, France, Japan and China NEA <ul style="list-style-type: none">● Continue working independently and meeting all deadlines for their enquiry		Students should: <ul style="list-style-type: none">● Revise and prepare for exams	
LAW						
What students are	Unit 2	Unit 2	Paper 2	● Theories of	● Delegated	Revision/Exams

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

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

	<p>Dr Frostmaths TLMaths</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>				
Assessment	Assessment dates are subject to change and will be communicated to students on GoogleClassroom. Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.				
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Use Solomon.net, examsolutions.net and YouTube clips to revise differentiation and trigonometric equations learnt in Year 12 in preparation for Year 13	Students should: <ul style="list-style-type: none">• Bring all correct equipment to lesson, especially a Classwizz calculator• Use mathswatchvle.com to go through any topics they do not understand from Year 1 mechanics and statistics• Use mathsgenie to practise/revise topics from the Autumn term and Year 1 content	Students should: <ul style="list-style-type: none">• Revise and prepare for exams		
MEDIA					
What students are learning	Component 3 Component 2, Section A: Documentary	Component 2, Section A: Documentary Component 2, Section C: Online Media	Component 2, Section C: Online Media Revision of Component 1, Section A + B	Component 2, Section B: Magazines	Revision

Key Content and Skills	<ul style="list-style-type: none"> Students will be continuing with their Component 3 coursework pieces – production of a film marketing campaign or a music video 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Revision of set texts and theory for both sections of the Component 1 exam 	<ul style="list-style-type: none"> Students will revise their in depth study of the magazine 'Vogue' and compare it to the independent magazine 'The Big Issue' 	<ul style="list-style-type: none"> Revision
Assessment	Component 2, Section A focused on Documentary	Component 3, NEA - Draft Component 2, Section C focused on Online Media	Component 3, NEA - Final Submission Year 13 PPEs - Full Component 1 paper and Component 2, Section A and C	Full Component 2 paper	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Revise the media terminology and theory covered in Year 12 		Students should: <ul style="list-style-type: none"> Ensure their theory trackers are up to date and go over all class notes 		Students should: <ul style="list-style-type: none"> Revise and prepare for exams

	<ul style="list-style-type: none"> ● Revise all the Component 1 set texts: <ul style="list-style-type: none"> ○ Tide advert ○ WaterAid advert ○ Kiss of the Vampire poster ○ I, Daniel Blake ○ Straight Outta Compton ○ The Daily Mirror ○ The Times ○ Assassin's Creed III: Liberation 	<ul style="list-style-type: none"> ● Revise content already covered for at least 3 hours a week, using the revision packs produced by the department ● Look over and organise their notes for Vogue, in preparation for the magazine lessons 	
<p style="text-align: center;">PHYSICAL EDUCATION</p> <p style="text-align: center;">BTEC/GCSE</p>			
What students are learning	<p><u>BTEC SPORT</u></p> <p>Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</p>	<p><u>BTEC Sport:</u></p> <p>Unit 4 - Sports Leaders</p>	
Key Content and Skills	<p>Topic 1 - Examine Lifestyle factors and their effect on health and well being</p> <ul style="list-style-type: none"> ● Exercise and well being ● Benefits of healthy diet ● Government recommendations ● Negative lifestyle factors ● Lifestyle modification techniques <p>Topic 2 - Understand the screening process for training programming</p> <ul style="list-style-type: none"> ● Par Q ● Health monitoring tests ● Interpreting data 	<ul style="list-style-type: none"> ● Learning Aim A – Understand the roles, qualities and characteristics of an effective sports leader ● Learning Aim B – Examine the importance of psychological factors and their link with effective leadership ● Learning Aim C – Explore and effective leadership style when leading a team during sport and exercise activities 	

	Topic 3 - Understand programme related nutritional needs <ul style="list-style-type: none">• Components of a balanced diet• Energy• Hydration and Dehydration• Nutritional strategies					
Assessment	Examination		Coursework			
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Use past papers to practise examination answers. Ensure notes are kept up to date• Use the resources on Google Classroom to help revise for the exam• Ensure that notes for the examination are detailed and handed in on time.		Students should: <ul style="list-style-type: none">• Ensure all deadlines are being met.• Use the resources on Google Classroom to help with the structure of your coursework• Read through the assignment briefs carefully• Use the recommended reading list posted on Google Classroom.			
PSYCHOLOGY						
What students are learning	<ul style="list-style-type: none">• Research methods• Issues and debates	<ul style="list-style-type: none">• Issues and debates• Relationships	<ul style="list-style-type: none">• Relationships• Eating Behaviour	<ul style="list-style-type: none">• Eating behaviour• Aggression	Revision of all units	
Key Content and Skills	<u>Key skills</u> <ul style="list-style-type: none">• AO1: Description of research• AO2: Application of research• AO3: Evaluation of research		<u>Key skills</u> <ul style="list-style-type: none">• AO1: Description of research• AO2: Application of research• AO3: Evaluation of research		<u>Key skills</u> <ul style="list-style-type: none">• AO1: Description of research• AO2: Application of research• AO3: Evaluation of research	

	<u>Key content</u> for each unit can be found in the PLCs linked here .		<u>Key content</u> for each unit can be found in the PLCs linked here .		<u>Key content</u> for each unit can be found in the PLCs linked here .	
Assessment	Mid unit tests completed as ‘walking talking’ paper End of unit tests completed in exam conditions	Mid unit tests completed as ‘walking talking’ paper End of unit tests completed in exam conditions	January PPEs Mid unit tests completed as ‘walking talking’ paper End of unit tests completed in exam conditions	Mid unit tests completed as ‘walking talking’ paper End of unit tests completed in exam conditions	Past paper practice and timed essays to assess knowledge of all units as part of revision.	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">● Use the revision guides, exam questions and PLCs provided to test knowledge● Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports● Create 16 mark essay plans for all possible essay questions using revision guides		Students should: <ul style="list-style-type: none">● Use the revision guides, exam questions and PLCs provided to test knowledge● Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports● Create 16 mark essay plans for all possible essay questions using revision guides		Students should: <ul style="list-style-type: none">● Use the revision guides, exam questions and PLCs provided to test knowledge● Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports● Create 16 mark essay plans for all possible essay questions using revision guides	
SCIENCE						
What students are learning	<u>Biology:</u> <ul style="list-style-type: none">● Homeostasis● Photosynthesis● Respiration● Nervous system		<u>Biology:</u> <ul style="list-style-type: none">● Muscle structures● Populations and Evolution● Mutations and Gene Expression● Genome projects and Gene technologies		<ul style="list-style-type: none">● Revision	

	<ul style="list-style-type: none"> Survival responses <p><u>Chemistry:</u></p> <p><u>Physical chemistry:</u></p> <ul style="list-style-type: none"> Gaseous Equilibria Kp Acids and bases <p><u>Inorganic chemistry:</u></p> <ul style="list-style-type: none"> Transition metals Reactions of aqueous ions Period 3 elements and their oxides <p><u>Physics:</u></p> <ul style="list-style-type: none"> Thermal physics Gravitational fields Electric fields Astrophysics 	<p><u>Chemistry:</u></p> <p><u>Physical chemistry:</u></p> <ul style="list-style-type: none"> Electrode Potentials Transition Metals <p><u>Organic chemistry:</u></p> <ul style="list-style-type: none"> Aldehydes and ketones Carboxylic acids and derivatives Optical isomerism Aromatic chemistry Amines Polymers Amino acids, DNA and proteins Chromatography and NMR Organic synthesis <p><u>Physics:</u></p> <p><u>Nuclear Physics:</u></p> <ul style="list-style-type: none"> NZ Stability Inverse Square Law Mass-energy Electron diffraction <p><u>Electromagnetism:</u></p> <ul style="list-style-type: none"> Capacitors Magnetic fields Electromagnetic induction Charges particles and accelerators AC circuits 	
Key Content and	<u>Biology:</u>	<u>Biology:</u>	<u>Chemistry:</u>

<p>Skills</p>	<ul style="list-style-type: none"> • To be able to identify environmental factors that limit the rate of photosynthesis • Evaluate data relating to common agricultural practices used to overcome the effect of these limiting factors. • 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. • To investigate the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts. • To investigate the effect of a named variable on the rate of respiration of cultures of single-celled organisms. • To investigate the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze. • To understand the importance of receptors • To use information provided to predict and explain the effects of specific drugs on a synapse. • To interpret information relating to examples of negative and positive feedback. • Evaluate the positions of health advisers and the food industry in relation to the increased incidence of type II diabetes. 	<ul style="list-style-type: none"> • To compare the structure, location and general properties of slow and fast skeletal muscle fibres • To calculate allele, genotype and phenotype frequencies from appropriate data using the Hardy–Weinberg equation. • To explain why individuals within a population of a species may show a wide range of variation in phenotype • To explain why genetic drift is important only in small populations • 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 • To explain how evolutionary change over a long period of time has resulted in a great diversity of species. • To relate the nature of a gene mutation to its effect on the encoded polypeptide. • To evaluate the use of stem cells in treating human disorders. • To interpret data provided from investigations into gene expression • Evaluate appropriate data for the relative influences of genetic and environmental factors on phenotype. • To interpret information relating to the use of recombinant DNA technology • Evaluate the ethical, financial and social issues associated with the use and ownership of recombinant DNA technology 	<p>For past paper practice questions listed topic by topic please click the two links below</p> <p>https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources</p> <p>https://drive.google.com/drive/folders/1S2RUxaBF1E0erCSYjRbTvv5t5OinM93tc?usp=share_link</p> <p>https://drive.google.com/drive/folders/1X2Y-yO9wuXTTSUffzKUB3NEmlVLiLF7D?usp=share_link</p> <p>Physics: The weekly tasks this term concentrate on multiple choice skills.</p>
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	<p><u>Chemistry:</u> 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>Paper 1 Exam breakdown Paper 2 Exam breakdown Paper 3 Exam breakdown</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>■ AQA Chemistry Specification 7404 74...</p> <p><u>Physics:</u> There are 3 exam papers for the A-level exam. 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>in agriculture, in industry and in medicine</p> <ul style="list-style-type: none"> ● Be able to balance the humanitarian aspects of recombinant DNA technology with the opposition from environmentalists and anti-globalisation activists ● To relate recombinant DNA technology to gene therapy. ● Explain the biological principles that underpin genetic fingerprinting techniques ● Interpret data showing the results of gel electrophoresis to separate DNA fragments ● Explain why scientists might use genetic fingerprinting in the fields of forensic science, medical diagnosis, animal and plant breeding. <p><u>Chemistry:</u> 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>Year 1 PLC Year 2 PLC</p> <p>For further specific revision resources and links click the links below</p> <p>Revision Paper 1 Revision Paper 2 Revision Paper 3 KS5 Useful Chemistry Resources</p>	
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			Physics: There are weekly revision tasks set on Google 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.			
Assessment Year 13 Biology	<ul style="list-style-type: none"> • Full paper 1 • End of topic test (Ecology) • 2x Mastery quizzes 	<ul style="list-style-type: none"> • X2 End of topic tests (Homeostasis and photosynthesis and respiration) • 1x Cumulative MTA • 2x Mastery quizzes 	<ul style="list-style-type: none"> • Combined paper 1 and 2 • 2x Cumulative MTA 	<ul style="list-style-type: none"> • 2x End of topic tests (Organisms response to changes and Genetics, populations, evolution and ecosystems) 	<ul style="list-style-type: none"> • Paper 3 	
Assessment Year 13 Chemistry	<ul style="list-style-type: none"> • Cumulative assessment in class • Acids EOT • Electrode Potentials EOT 	<ul style="list-style-type: none"> • Transition Metals EOT • Aqueous Ions EOT 	<ul style="list-style-type: none"> • Full A Level P1 • Carboxylic acids EOT • Aromatic EOT 	<ul style="list-style-type: none"> • Polymers, Amino acids, DNA EOT • NMR and analysis EOT • Full Paper 2 • Full Paper 3 	<ul style="list-style-type: none"> • Full papers 1, 2 & 3 	Link to resources for whole year https://drive.google.com/drive/folders/1cNmeqD_qENok_iZUm7JY42sGedHkFOzm?usp=sharing
Assessment Year 13 Physics	<ul style="list-style-type: none"> • Full paper 1 • Further Mechanics MTA • Gravitation MTA 	<ul style="list-style-type: none"> • Electric Fields MTA • Astrophysics MTA 	<ul style="list-style-type: none"> • Full paper 1 • Combined paper 2 & 3 • Electromagnetism MTA 	<ul style="list-style-type: none"> • Nuclear Physics MTA 	<ul style="list-style-type: none"> • Full papers 1, 2 & 3 	

<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <p><u>Biology:</u></p> <ul style="list-style-type: none"> • Read around the topics, eg. New Scientist • Use the textbook to familiarise with the content • Review and update Year 12 PLC • Thoroughly revise Year 12 Biology as these new topics will build upon what was taught last year • Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • Review and update Year 12 PLCs • Thoroughly revise Year 12 chemistry as these new topics will build upon what was taught last year • Ensure they pre-read the relevant sections in the textbook before coming to class • Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge <p><u>Physics:</u></p> <ul style="list-style-type: none"> • Read around the topics, eg. New Scientist • Use the Kerboodle textbook to familiarise with the content <p>*Complete the weekly revision tasks set</p>	<p>Students should:</p> <p><u>Biology:</u></p> <ul style="list-style-type: none"> • Review their knowledge of GCSE Biology applicable to each new topic • Use lesson time for discussing difficulties encountered during pre-reading and for practise in applying new knowledge • Use their textbook and notes to review knowledge • Use the textbook and notes to review knowledge • Use the textbook to read the relevant content on the new topics • Use their PLCs and glossaries to check learning • Review the revision guide sections after every lesson and attempt the warm up and exam questions to self-assess topic understanding <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • Review and update Y12 PLCs for organic chemistry • Thoroughly revise Yr 12 organic chemistry as these new topics will build upon what was taught last year • Ensure they pre-read the relevant sections in the textbook before coming to class • Use lesson time for discussing difficulties encountered during pre-reading and for practice in applying new knowledge 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams
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	in Google Classroom	Physics: <ul style="list-style-type: none">● Organise folders● Revise Y12 work thoroughly● Complete state and explain ppqs on google● Research cyclotrons● Research mass spectrometry● Use the Kerboodle knowledge quizzes and the weekly tasks set on google classroom to build your knowledge				
SOCIOLOGY						
What students are learning	Beliefs in Society Crime and Deviance	Beliefs in Society Crime and Deviance	Beliefs in Society Crime and Deviance	Revision of all content across all three papers	Revision of all content across all three papers	Exams
Key Content and Skills	<ul style="list-style-type: none">● Beliefs in Society Paper 2● Crime and Deviance Paper 3● Theory and Methods Paper 1,2,3● Research Methods Key Skills A01 Knowledge and understanding A02 Analysis	<ul style="list-style-type: none">● Role of Crime and deviance in society● Perspectives of Crime● Crime statistics● Media and Crime PLCs linked here	<ul style="list-style-type: none">● Paper 2 Topics in Sociology● Religion and social change● Organisations, movements and members● Ideology and Science● Paper 3 Theory and Methods● Objectivity and values in sociology● Action Theories● Globalisation, modernity and postmodernity		Key Skills A01 Knowledge and understanding A02 Analysis Development A03 Evaluation	

	Development A03 Evaluation					
Assessment	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	January PPEs Mid unit tests completed as 'walking talking' paper End of unit tests completed in exam conditions	Mid unit tests completed as 'walking talking' paper 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
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Complete wider reading Complete summer challenge homework Complete the preparation tasks that have been set for Beliefs Module including a visit to five different religious worship venues Complete the preparation tasks that have been set for Crime and Deviance module including reading of theories chapter on crime and deviance 		Students should: <p>Paper 2: Topics in Sociology:</p> <ul style="list-style-type: none"> Revise key words, concepts and evaluation points for each topic Continue to complete 10 mark and 20 mark questions from the bank of questions Allocate time for revision for Year 1 Families and Households and Year 2 Beliefs in Society topics <p>Paper 3: Theory and Methods:</p> <ul style="list-style-type: none"> Ensure understanding of new theories Apply new theories and look for synoptic links over Year 1 and Year 2 topics Check understanding and application through completion of question banks for paper 3 		Students should: <ul style="list-style-type: none"> Use the revision guides, exam questions and PLCs provided to test knowledge Use the exam question documents on Google classroom to access past paper questions, mark schemes and examiner reports Create 10, 20, 30 mark essay plans for all possible essay questions using revision guides Use Tutor2u for revision videos on all content Wider reading - lists provided to encourage and extend reading 	