

Whole School Curriculum Map							
English Language		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Year 7	Autobiography and recount texts: Childhood theme. Purpose: The creator’s intentions in producing a text. Style: The characteristic way that a writer uses linguistic devices, literary devices and features for purpose and effect. Audience imperatives: The impact and desired responses from whomever the text is aimed at.		Novel: The Boy in the Striped Pyjamas: Structure & Style		Shakespeare: Social Historical Context and biographical research. Study of Shakespearean sonnets. Elizabethan attitudes (e.g. Superstition and the Monarchy.)	
	Why?	To show how our experiences shape our perspectives To understand how to use language for creative purposes To understand that all texts are written for a purpose- a reason.		How language is used to support communication and self-expression. That there are many sides to a character so we will be better equipped at understanding people in real life situations. That written text has been organised and structured with intent- to have an effect on the reader.		To see how comedy and humour change over time Understand that ideas of romantic love change over time- there are many accepted forms of love in today’s world.	
	Assessment	Essay response: how writers convey their viewpoints and perspectives in recount texts. Explanation text: Of the key features and conventions	Character description: Creative response. Rant- opinion and persuasive based piece on topic of an annoyance	Immersion in the whole text- context, plot, character and themes. Creative response: writers convey setting.	Essay response: Writers convey character. Explanation text: writer has used structural features to interest the reader	A non-chronological report about the Life and times of Shakespeare. Poetry Analysis: How is the concept of love presented	Questions: Purpose of comedy and Shakespeare humour through character
	Cultural Capital	Read/ analyse a range of texts from different cultures & social contexts. Understanding of cultural & social diversity- builds tolerance & understanding. To understand persuasive techniques so as not to be manipulated by persuasive methods. (Won’t be persuaded by false advertising, ‘fake news’, shop ‘offers’ etc)		Reading popular modern fiction. Students will understand and respond emotionally to learning about the Holocaust- prejudice and discrimination.		Reading Shakespeare- significant writer within our literary heritage. Allows for understanding of how language, ideas and values change over the course of time. Recognition of the changing meaning of language and vocabulary over time. (How language can insult and hurt if not used in the correct context.) Understanding established forms of poetry- Sonnet.	
	Year 8	Gothic Genre Pre 1900- Gothic characters and setting. Shelley, Stoker, Bronte, Poe, Gaskell.	Character Description- Creative writing	Satirical writing A Modest Proposal by Johnathon Swift.	Poetry Analysis: prejudice and discrimination Maya Angelou Langston Hughes	A View From the Bridge : Arthur Miller	Shakespeare - Love Patriarchal love Romantic and lustful love. Platonic love
	Why?	Gothic horror still impacts and influences modern writers and filmmakers today. Recognition that historical texts still influence a modern audience today.	Writers use structure with intent. How structure manipulates the feelings of a reader. To be aware of how a writer will try to influence thoughts and emotions via structure.	Learn the meaning of irony and satire so that they can recognise these forms of language and not be manipulated or ignorant to points made.	Learn that racial discrimination exists in the world and explore ideas of prejudice through poetry and self-expression so we may better combat it.	To understand conventions and rules of social orders that also exists in today’s world. Raise awareness of ideas of illegal immigration, loyalty and betrayal.	Relationships have changed over time- how changes in society have allowed more freedom for women. Rightful acceptance of equal gender rights in today’s world as opposed to the past.
	Assessment	Essay response- how has the writer used structural features to interest the reader?	Create own character description and setting	Persuasive speech Assessed use of satire to highlight a social issue- homelessness.	Explode a poem Assessed unseen poetry comparison	Essay response: How does the writer explore social issues here and elsewhere in the text?	Comparative essay exploring the concept of love through a range of Shakespearean characters.
	Cultural Capital	Literary canon- classic gothic writers that the students should know as part of our literary heritage.	Engaging with the gothic genre and language of a classic literary movement through creativity. Using language to be creative.	Social issues faced in the Victorian era and how writers have used satire and irony to encourage social reform. Understanding of homelessness & displacement in today’s society.	American South and racism/ prejudice that is presented in poetry. Poetry from established and well-respected poets with a cultural and global perspective.	To study a well-established author (Literary heritage) and conventions of the Drama genre.	To study a major playwright, from the literary canon, whose work is of relevance today. Shakespeare’s works and language influences fiction and film in today’s society.
	Year 9	Speech Writing on education. T4W style.	Love & Relationships extracts – fiction and non-fiction.	Writing to inform a newspaper article. T4W style.	Creative writing use of foreshadowing. T4W style.	Classic characters 19 <sup>th</sup> Century Fiction & creation of own character	Classic settings 19 <sup>th</sup> Century Fiction & creation of own setting
	Why?	To learn inference and analysis of language features used by writers. To explore speech writing as a persuasive device.	To analyse poetic devices and specific teaching/ revision of reading skills – skimming and scanning, inference.	Understand Newspaper; layout, power of images, structure – news/ feature /opinion pieces, emotive language, writing clearly, concisely and correctly	How to Create tension, show not tell, language, paragraphing, planning	To improve literacy through reading and improve textual analysis	To understand language features used by writer
	Assessment	Multiple choice quiz on taught vocabulary. Written speech about education.	Multiple choice quiz on vocabulary Comprehension questions on an unseen poem about love.	MCQ on vocabulary Comprehension questions on extract from ToTs	MCQ on vocabulary own short story to include tension, action and suspense.	MCQ on vocab own character description (picture stimulus)	MCQ on vocab own setting description (picture stimulus)
	Cultural Capital	Educational experiences around the world and over time. E .g. Dickens on schools for orphans, Ziuddin Yousafzai: My Daughter, Malala.	What makes a healthy relationship? Key authors: Duffy, de Bernieres, Emily Bronte, Byron.	Shakespeare - trip to RSC performance at Marlowe Theatre, Canterbury.	Short stories from non-English writers.	Steinbeck and the American Dream; ideas about prejudice. Classic 19th C authors	As term 5.
	Year 10	P2 Q5 Speaking and Listening	P1 Q1, Q2 and Q3, P2 Q3: Extracts from ACC, Jaws, 1984 (rats), short films Alma & The Present for structure.	P1 Q4: Extracts such as The Perfume (violence), The Graveyard Book (murder)	P2 Q4: Setting up SouperStar/ children as street sellers begging sources.	Cluster 2 power of nature, P1 Q5	P&C cluster 3 power of memory, P2 Q1, Q2, Q4

	<b>Why?</b>	To understand how writing can be powerful - others’ writing as well as our own. To consider other ideas about power that writers have.	To revisit and develop reading skills from Year 9. How to read an unseen text. To develop WHAT/HOW/WHY and analysis skills. To understand how GCSE Lang Paper 1 will look.	Link back to Term 1 - victims of conflict. To become familiar with Q4 on Lang Paper 1.	To gain a secure knowledge of AIC - exam skills will be developed in Year 11. To consider how writers use methods to reveal their feelings/ attitudes/perspectives.	Link back to term 1 - poetic devices and ideas about power. Teach how to compare poems.  Develop ideas about narrative and descriptive writing from Years 7-9. Focus on crafting brilliant sentences. Use poems as stimulus material.	Link back to Term 4 - how do we develop different perspectives? Link back to previous work on poetry: devices etc. Comparison of poem.  Non-fiction extracts to link to poems and aid understanding of them.  Prep for Year 10 PPEs.
	<b>Assessment</b>	Lang P2 Q5 (7th <sup>th</sup> Oct)	Lang: P1 Q1, Q2, Q3 (16 <sup>th</sup> Dec)	Lang: P1 Q4 (3 <sup>rd</sup> Feb)	Lang P2 Q4: (23 <sup>rd</sup> March)	MCQ on poems and vocab. Lit: Essay comparing two poems (named poem known in advance) Lang: P1 Q5 - choice of tasks.	MCQ on poems and vocab Lang PPE Lit PPE
	<b>Cultural Capital</b>	Careers focus: jobs that English can lead to; great poets; patriotism; how conflict affects people; links to WWI, Crimean War, Gulf War.	How writers try to address big issues? To know and understand writers’ intentions?	Ideas about violence and victims.	RSC live broadcast 5th March What is a community? What different attitudes towards community do people have? Setting up of small business. Children as street sellers. Exploitation of children.	Romantic ideas about nature; WWII and kamikaze pilots	Refugee crisis; ideas about identity.
	<b>Year 11</b>	Extracts about identity – Lennie James/19 <sup>th</sup> C Hooligans (AO1 – synthesis, AO3 – comparison).	Extracts from ACC, Frankenstein, Great Expectations, The Sniper	Extracts from MAAN, Enduring Love, To Kill a Mocking Bird, A Thousand Splendid Sons	Description of strike, work settings. Narratives: servant’s tale, protestor’s experience. Letters/speeches		
	<b>Why?</b>	Start of Year 11 - turning point in students’ lives. Choices to be made, paths to be taken. What will they go through this year? Focus on resilience. What makes us who we are?	Building on knowledge from Year 10 of ACC and becoming familiar with exam strategy for ACC and Lang questions.				
	<b>Assessment</b>	Lang P2 Q2 and P2 Q4	PPEs - Lang 1 /2	MAAN – exam q Lang P1 Q4			
	<b>Cultural Capital</b>	Why do people develop different perspectives? How do they express them?	How do great writers use language and structure to create meaning?	How can I state how I react when reading the text? How do I evaluate a text?	What part can I play in my community?		
English Literature	<b>Year 9</b>	Blood Brothers	Love Poetry	The Taming of the Shrew	Short Stories – 3 from Telling Tales	Of Mice and Men	Of Mice and Men
	<b>Why?</b>	Develop comprehension, inference, analysis of language features, structure analysis characterisation, theme and form of a play.	To learn about poetic devices, structural analysis, punctuation, stanza lengths, line lengths, inference, quotation retrieval, context, theme, perspective, mood, tone.	T of S – tbc	To develop Form, PEEZL paragraphs, Structural analysis – using terminology, Quotation retrieval	To develop information retrieval, skimming and scanning and comprehension answers. To explore use of quotation to support inference, context (historical, cultural, social, reception, genre) creation of tension (ellipses, cliff-hanger, short sentences, foreshadowing) and analysis of this, analysis of characterisation, identification and understanding of language features used by the writer.	
	<b>Assessment</b>	Speech linked to theme of Blood Brothers – link vocab to mark scheme.	Comprehension MCQs on a poem and a short extract, vocab questions	Tof S MC and extract longer answer, term MCQ	Creative writing task and MC Quiz on term	Classic character MCQ and description of character written task (picture as stimulus)	OMAM extract MCQs and longer answer, MCQs on term
	<b>Cultural Capital</b>	Nature vs Nurture National poetry day	How writers through the ages use language to express love?	RSC play	Language as Communication	Prejudice and Dreams	Where in the World
	<b>Year 10</b>	Intro to Power and Conflict Poetry Cluster The Charge of The Light Brigade/ Bayonet Charge, Remains, Poppies, Exposure War Photographer –reality/effects of conflict.	A Christmas Carol: text immersion. See sections to focus on. K+U of plot, character, themes, contexts. .	Macbeth: RSC style.	AIC: text immersion. K+U of plot, characters, themes, contexts.		
	<b>Why?</b>	To understand how writing can be powerful - others’ writing as well as our own. To consider other ideas about power that writers have.	To understand the significance of writers' intentions. Link to last term: what was Dickens’ intended impact of ACC? To gain a secure knowledge of ACC - exam skills will be developed in Year 11.	To gain a secure knowledge of Macbeth for GCSE study - exam skills will be developed in Year 11	Link back to Term 1 - different perspectives on conflict. Link back to Term 2 and ideas about social responsibility.		
	<b>Assessment</b>	Multiple choice on Cluster 1 and vocab (14 <sup>th</sup> Oct) question on one named poem	ACC: Multiple Choice (16 <sup>th</sup> Dec) and exam q (9 <sup>th</sup> Dec)	Macb: Multiple Choice (10 <sup>th</sup> Feb) and exam q (10 <sup>th</sup> Feb)	AIC: Multiple Choice (30 <sup>th</sup> March) and exam q (30 <sup>th</sup> March)		

	<b>Cultural Capital</b>	How can language be powerful? What others ideas about power do writers have?	See language	See language	See language		
	<b>Year 11</b>	Power & Conflict Cluster 5: Tissue, COMH, Emigree link back to previous poems about identity Unseen Poetry	ACC: Revision AO1, AO2, AO3 (based on MC analysis). Extract to whole.	MAAN: Revision, AO1, AO2, AO3. Extract to whole (based on PPE analysis)	AIC: Revision, AO1, AO2, AO3.		
	<b>Why?</b>						
	<b>Assessment</b>	Unseen poetry ACC MC Knowledge quiz	Lit Composite (ACC and P&C) MAAN MC knowledge quiz	MAAN – exam q			
	<b>Cultural Capital</b>						
History	<b>Year 7</b>	The Norman Conquest: Immersion in the power struggle of 1066.	The Bayeux Tapestry: bias, reliability, origin, Analysis of BT sources and comparison to written accounts Saxon chronicles. The Feudal System.	Medieval society-structure of the Medieval church and monasteries. Influence of religion on society	King John- Why were the Barons angry with King John? The Magna Carta	What were the Crusades? Events, people, timelines, religion across the world	Compare the battles techniques & soldiers /armies/ crusaders of both sides: evaluate sources.
	<b>Why?</b>	To understand how Norman Conquest changed the <b>identity</b> of the British people?		To explore how change in the sources of <b>power</b> determine ideology		To explore how religion can often be the cause or driver of war	
	<b>Assessment</b>	Non-Narrative Essay- Q: How did William win the Battle of Hastings? Analysis of facts/details/sources.	Writing of a non-chronological report explaining these four key features of William’s rule.	Persuasive Speech: Where did the power lie?	Recount text-. 1st person perspective. deconstruction of historical recounts: The Black Death	Non-chronological text- Why did people join the Crusades?	Create a soliloquy from perspective of a potential crusader
	<b>Cultural Capital</b>	Our British heritage: multicultural society		The effect of power on people	Law and order. Scientific knowledge how views can change	Importance of belief systems and identity balanced against tolerance and respect	
	<b>Year 8</b>	Change and continuity: Tudors (Reformation, Edward VI and Mary)	Causation: Elizabethan England	Significance: Stuart England	Source and use of evidence: Plague and fire of London	Interpretation: Empire and Revolution	Change and continuity: Life in Victorian England
	<b>Why?</b>	To investigate the lasting impact of the reformation on our society?	To see how Queen Elizabeth’s legacy helped change perceptions of women in power	How the outcome of the civil war affected British politics.			
	<b>Assessment</b>	Hot write - King Richard sources	Hot write – Spanish Armada	Hot write – How civil war changed British politics	Interpretation essay response	Interpretation essay response	
	<b>Cultural Capital</b>						
	<b>Year 9</b>	Causes of WW1 Local history study	Experiences in the trenches Overview of cultural, political and economic consequences of WW1	Rise of the Nazi party and establishment of Hitler as Fuhrer	Outbreak of WW2- appeasement, Hitler’s foreign policy Overview of major WW2 events	Overview of Nazi treatment of Jews 1933-1945	Overview of post WW2 USA history and culture
	<b>Why?</b>	Explore why countries go to war and who suffers most.	Look at how culture develops	Question if democracy always works	To see why we should be proud of where we live?	To learn never to repeat mistakes of the past	The influence of Hollywood and the media on our understanding of world events
	<b>Assessment</b>	Essay: Why did Oliver Smith end up at war?	Analysis of accuracy of “The Mule Track”	Interpretation essay response	Display board about Ramsgate and WW2	Holocaust memorial	Critical film review of Forrest Gump
	<b>Cultural Capital</b>	Oliver Smith ended up at war - local history. Trip to Elham and local war graves	Painting: Paul Nash “The Mule Track”	Rise of dictatorship	Ramsgate's role in WW2? Trip to Ramsgate tunnels	Holocaust	Forrest Gump have a place in the History classroom?





	<b>Cultural Capital</b>	Students understand what happens when it rains and the river’s journey from source to mouth.	Global outlook- Dhaka, Bangladesh. Flooding in LEDC countries as well.				Challenging fake news
	<b>Year 9</b>	Weather and Climate Change – measurements, temperature and rain	Weather Hazards, Hurricanes and Drought air streams; air pressure; depressions; anticyclones; biome	Ecosystems and Values adaptation; deforestation; shifting cultivation	Global Development: Social; economic Environmental; Regional; national local	Resource Management: Conservation; exploitation; migration Environmental; Plantation; agriculture; Ecotourism	Changing Cities; Brandt Line; Shanty Town; GNI; GDP; GNP; Trade; GATT; Trade-Bloc; Fairtrade; Aid
	<b>Why?</b>	To know why the UK’s Weather and Climate is so Variable	To discuss if Climate Change is a natural process.	To know how important are soils to an ecosystem	To explore what we are doing too our planet	To be aware the impact of exploitation of our environments	To know what are the human and physical challenges facing our planet
	<b>Assessment</b>						
	<b>Cultural Capital</b>	To predict the weather in our everyday lives	When would you need to know what the climate is like in the workplace	How does human activity have an impact on our planet?	Can what we do at the local level impact at the global level?	How important is it that we live sustainably?	What can we do in our lives to help?
	<b>Year 10</b>	weather and climate: measure; factors of temperature: role of air streams; air pressure; high and low pressure systems; Global atmospheric Circulation; Climate Change: Evidence and Impacts	Factors of development; food and water security; GDP, GNP, GNI and HDI; Political Corruption; Development Gap; Inequality; fair Trade; Debt Relief; TNCs; Top-Down & Bottom-Up Projects; India; outsourcing	Environmental Exploitation; Plantation; deforestation distribution of resources; energy, food and water consumption; renewable and non-renewable resources	Urbanization: the process in HICs and LICs; megacities; UK population; Conurbations; development of Birmingham; Suburbanization; counter-urbanization, and Re-Urbanization.	Eco-systems: Biome ; nutrient cycles; abiotic and biotic factors; different ecosystems in the UK; humans impact; characteristics of TRs; deforestation; DWE; threats.	Fieldwork; Location; data collection methods; Quantitative/ qualitative data; present your data; mathematical statistical methods; analyse data; conclusions
	<b>Why?</b>	To know what drives our global climate. To find out the different hazards & if they effect people differently.	To know the impact of rapid development and globalization	How we exploit our world. How has energy demand changed and what is the impact	What the nature of urbanization is and how it’s managed.	How climate (& CC) have an impact on our global biodiversity. What the important issues about sustainability are.	How fieldwork is planned and evaluated.
	<b>Assessment</b>						
	<b>Cultural Capital</b>	How does the weather and climate effect our lives?	To what extent is your life driven by globalization?	Will we always be able to assume that we have water/food security?	What would it be like to spend some time in a slum?	Everything we buy or consume has a link to an ecosystem.	In the workplace, you may be asked to complete a piece of research.
	<b>Year 11</b>	Types of rock; tectonic processes; humans impact on landscapes; drainage basin; processes of erosion, transport and deposition in a river; landforms; causes and effects of flooding in the UK; hydrograph; flood risk	Paper 3- Fieldwork Enquiry Coasts/ Urban Areas and Fieldwork Coastal marine processes of erosion, transport and deposition; causes and effects of coastal erosion and cliff recession; storm surge; costal management	Global Development; food and water security; GDP, GNP, GNI and HDI; Political Corruption; Development Gap; Inequality; fair Trade; Debt Relief; TNCs; Top-Down & Bottom-Up Projects; India; outsourcing	UK Landscapes and Mapping and revision Timetable		
	<b>Why?</b>	How has the UK’s unique geological history shaped our history?	How climate change have a role to do with coastal flooding	How fieldwork is conducted and evaluated			
	<b>Assessment</b>						
	<b>Cultural Capital</b>	When you buy a house what will the impact of flooding have on your decision-making?	What is the influence of the UK being an island nation influenced its geography?	What would it be like to spend some time in a slum?			
<b>Modern Foreign Languages</b>	<b>Year 7</b>	¡Bienvenidos! Introduce yourself Greetings Alphabet Numbers/Age Months/Birthday	Tú y yo Family members Animals Describing pets Colours Hair and eyes Physical descriptions	Vamos al instituto School subjects and opinions Timetable Numbers revision and telling the time Talking about school.	¿Dónde vives? Talking about your home and where it is Describing your home. Daily routines	Voy al polideportivo Places to visit Directions to places Describe cities/ weather	¿Qué deportes practicas? Sports and free time activities Weekend activities Describe what you/others do at the weekend.
	<b>Why?</b>	To communicate our name and practice spellings, ask someone’s name, greet someone. Know the numbers from 1-31 and months of the year.	To learn about family members, ask and respond to questions related to siblings. Learn about animals and how to describe eyes, hair and personality.	To be able to talk about school and school subjects and give opinions on them.	To talk about what types of homes and place and describe your homes. Communicate daily routines using time phrases.	To talk about visiting different places in town. Give and understand directions to places, using imperative verbs and talk about the weather in the present tense, referring to different seasons.	To talk about free time activities and sports, using different verbs in the present tense. Use opinions and time phrases in dialogues when talking about sports and free time activities.
	<b>Assessment</b>	Reading, translations and writing assessment on: Numbers Greetings Conversation	Reading, Writing Self-description Describing others Reading comprehension on name, age, physical appearance and personality.	Giving opinions on school subjects, Giving the time in Spanish. Reading comprehension on school facilities.	Writing and talking about where you live. Reading comprehension on your home. Listening on daily routines.	Reading comprehension on directions. Writing and speaking about places in the city. Listening comprehension on weather.	Giving opinions about sports. Translations on weekend activities. Reading comprehension on activities used in the near future tense.

	<b>Cultural Capital</b>	Students will be able to communicate with people from Spanish speaking countries by ask and respond to questions on topics of name, age and how they are.	Students will be able to talk about family, animals and personal description; interpret cultural information found in the Media on these topics.	Students will be able to have discussions about school; apply their knowledge of time telling and understanding whilst on holidays or watching Spanish television.	Students will be able to have conversation about the place where they live and their homes and be able to say what they do during the day.	Students will feel confident to talk about the weather and talk about places they like to visit.	Students will be able to have conversations about free time activities and give opinions in Spanish on sports.
	<b>Year 8</b>	Nos presentamos Personal details/Comparing people Family members/ introducing family members Gifts/ and thanking people for gifts.	La comida Foods and opinions Types of food Meals Quantities of food and money Ordering food	E compras Clothes/ comparing clothes. Asking to try clothes on and how much they are. Describe clothes Clothes for different occasions	El turismo Places of interest  Holidays  Past holidays	¡Diviértete! Going out  Movies  Describing an event.	La salud Parts of the body and illnesses  Medical advice  Healthy living
	<b>Why?</b>	To describe themselves and others and to compare people using a range of adjectives. To talk about family members and how to introduce them to people. Students are learning to thank people in Spanish for gifts.	To know foods and how to give opinions and reasons on them. Students will also be able to talk about different types of foods and describe them, being able to say what they eat for three types of meals in a restaurant. They will learn how to ask for quantities of food and how much they cost.	To be able to talk about what they are wearing and to compare clothes. Students will also know how to order clothes in a shop ask for sizes and discuss prices. They will be able to describe what they wear for different occasions.	To understand how to say different places of interest in Spanish and how to talk about present and past holidays destinations, who they travel with, transport, opinions and activities. Students will also learn about some cultural aspects of Cuba.	To know how to plan to go out to different places/ times of the day. Students will also know how to give opinions on movie genres and reasons why. Students will know how to describe an even in the present tense.	To know how to talk about what hurts them, what medication to take for different illnesses and understand people giving advice and saying what they are going to do to improve their health.
	<b>Assessment</b>	Translations on personal details. Reading comprehension on personal details and descriptions.	Reading comprehension on a variety of foods, opinions and reasons. Translations from Spanish into English. Write about their diet.	Translations on clothes/ opinions. Listening comprehension on clothes buying/ money. Writing about what they wear.	Translations on past holidays. Write about present holidays. Reading and listening comprehension on Cuba.	Reading comprehension on going out. Writing: Give opinions on types of movies and reasons. Listening comprehension on an event.	Translations on what hurts them. Conversation on advice and medication. Reading comprehension and writing on healthy life.
	<b>Cultural Capital</b>	Student will be able to understand and communicate personal details about people from Spanish speaking countries and be able to thank them for gifts.	Students will be able to order food in a restaurant, express their interests and opinions about food. They will also be able to order foods in markets and talk about money.	Students will be able to buy and talk about clothes in Spanish and talk about what they wear for different occasions.	Students will have an understanding of some of the cultural aspects of a Spanish speaking country and will be able to talk about / understand about holiday destinations.	Students will have the ability to understand and to give simple opinions and reason on why they like certain genres. They will be able to understand and discuss arrangements to go out with others.	Students will be able to communicate if they are hurt on holidays and will be able to understand the advice given to them by others on medication and health.
	<b>Year 9</b>	Understand a series of short statements giving varied personal and family information.	How to talk about school subjects and understand how to tell the time.  To talk about your daily routine.	How to talk about the weather and to order in a restaurant. Asking information in a tourist office and talk about past holidays.	To be able to ask and give directions to places and dealing with accidents.	To be able to talk about illnesses and say how you feel. To be able to book a hotel, find information about accommodation and make complaints.	To be able to talk about jobs, chores and money. Able to talk about what kind of life you lead (healthy/ unhealthy) and about films/ TV programmes.
	<b>Why?</b>	When can we use Spanish outside of school?	How skilled am I in Spanish?	When would I have to speak Spanish?	How do I ask for directions in Spanish?	How can learning Spanish relates to expanding my English vocabulary?	How can a Spanish GCSE help me in my future?
	<b>Assessment</b>	Writing and reading Describe yourself and family Home and where you live	Reading, translations and speaking School life (subjects, opinions, what you can do at school	Reading and listening Holidays in the present and past tense. Ordering in a restaurant	Reading, writing and speaking Directions (map) Ask for information Reading a train table	Reading and writing Give advice for illness Reserve a room R +W	Reading, writing and translations Films opinions and TV programmes Writing / Translating Money and jobs Reading
	<b>Cultural Capital</b>						
	<b>Year 10</b>	Talk about yourself and family members; getting on with others; about personal relations & future relationships. Grammar practice	Talking about: communicating online. Uses of social media. Advantages and disadvantages of mobiles..	Talking about television, music, films; free-time activities in the past. Food and meals. Sports you love and clothes shopping.	Talk about celebration & how we celebrate; Describing international festivals.	Describing your home and chores. Talking about compass points, surroundings & types of accommodation Describing what a town is like.	Describing holiday destinations & preferences Talking about holiday activities accommodation & visiting different places in France.
	<b>Why?</b>	When can we use French outside of school	To know how skilled am I in French	To know when I would have to speak French	To prepare for the French exam questions	How learning French relates to expanding my English vocabulary	To ensure I am ready for the French GCSEs

	<b>Assessment</b>	Write an email to your friend about your family (50 words) Reading on future relationships Use of grammar: possessive adjectives	Translation on On garde le contact Reading about advantages and disadvantages of mobile technology Speaking (cards) about social media	1-minute presentation about film/ programme you like/ dislike Reading text about food Writing about sports you like/ dislike (40 words)	Match up festivals and descriptions Use of the perfect tense with etre Write a blog (30 words) about your favourite festival	Writing about your home and town (50 words) Listening (where people live) Fill in gaps with demonstrative pronouns	Writing about holiday (3 tenses) Reading on activities Translations using avoir+etre in the perfect tense
	<b>Cultural Capital</b>						
	<b>Year 11</b>	Describing holiday destinations Talking about holiday preferences & activities Accommodation & visiting different places in France. Weather.	Talking about charities Describing charity work & eating habits. Comparing old and new health habits Discussing addictions and different health problems.	Discussing local environmental issues and actions Discussing environmental Problems and their solutions Discussing social issues Discussing inequality & ethical shopping (Studio)	Exam like revision booklets for all themes		
	<b>Why?</b>	How we can use French outside of school	To know how skilled am I in French	So I can answer the French exam questions	To ensure I am ready for the French GCSEs		
	<b>Assessment</b>	Writing about holiday (3 tenses) (50-90 words) Reading on activities Translations using avoir+etre in the perfect tense	Speaking- eating habits comprehension: charity work texts Translations: charities Use of expressions of quantity	Translating/ reading: environmental issues Write about inequalities in your region			
	<b>Cultural Capital</b>						
Mathematics	<b>Year 7</b>	Analysing and displaying data. Number calculations	Expressions, functions and formulae	Decimals and measures and fractions	Probability, ratio and proportions	Lines, angles and triangles. Sequences and graphs	Transformations
	<b>Why?</b>	Statistics is a major mathematical component of our world that some depend on and others hardly give a passing glance.	Function machines are a way of writing rules or instructions to work out problems. Formulas are used by many people on a daily basis, Scientists, business etc .	Decimals and fractions are used daily in everyone's lives. Shopping, calculating finances, calculating money off etc. If you are going to have a home you will need to know how to measure a room in order to decorate.	Interchange between Percentages, Decimals and Fractions, to help with your shopping. If you know the probability of something happening you can better prepare. If you are cooking and you need to adapt a recipe, you will need to change the amount of ingredients but keep the proportions the same.	The probability of being killed by a shark is much smaller than being killed by a chair.	Learn about transformations of shapes and design, designers need to enlargement and transformation from screen into real life.
	<b>Assessment</b>						
	<b>Cultural Capital</b>	Statistics has significant value and is used in areas from government to big business.	Algebra is a language that people in every country in the world can understand and it does not have to be translated.	Managing finances	Shopping and deals - not being coned	How likely things are – risk analysis	Design and architecture
	<b>Year 8</b>	Number, sequences and graphs	Area and volume. Expressions & equations	Expressions and equations. Lines and angles	Real life graphs. Decimals & ratio.	Calculating with fractions. Straight line graphs	Percentages, decimals & fractions
	<b>Why?</b>	The world around us relies on many different sequences, from the forming of an embryo to the Fibonacci sequence. Predictions of patterns and sequences allow us to predict what may happen in the future.	What is the optimum size of a box? How easy is it to mislead someone with a graph?	Our ability to problem solve is what separates us from other animals.	When is a ratio simplified? Can you use a scale map?	Plot your savings	Compare sale prices using different formats (FDP) Which is better value?
	<b>Assessment</b>						
	<b>Cultural Capital</b>	How patterns can link humanity	Box making activity – Can you save money?	The human mind and problem solving abilities	Use a scale map to find distances	How much should you save?	Best value opportunities whilst shopping
	<b>Year 9 Foundation</b>	Transition to GCSE - Number - Algebra - Data Unit 1 – Number			Unit 2 – Algebra	Unit 3 – Graphs, Tables and Charts Unit 4 - Fractions and Percentages	Unit 5 – Equations, Inequalities and Sequences

	<b>Why?</b>	Decimals are used commonly in everyday life, for example in money and measurement. Index notation is a Short way of writing a number that is multiplied by itself several times. For example, the number of stars in the Milky Way is about 100 billion or 100 000 000 000, which can be written as $10^{11}$ .		Writing expressions in more than one-way helps you work with them in the easiest way.	Displaying data in a graph makes it easier to interpret. To know how to scale up for recipes or work out discounts in shops	Equations help us solve problems. Inequalities can be used to compare quantities. Formula can work out numbers for example how much interest your savings will earn. Sequences is about patterns for example to perform a piece of music.	Engineers need to know about angle properties when designing buildings like The Shard in London.
	<b>Assessment</b>						
	<b>Cultural Capital</b>	Discuss Careers using mathematics and the importance of key skills in any job	Competition surrounding Prime numbers - \$3000 for any new prime under 100 million digits	To learn the history of algebra and how mathematical language can transcend language and cultural barriers	Have you been misled by a chart? Which chart is best to use?	Problem solving for example engineering	How we can construct and design using angles or how to work about angles of attack or defence in a sporting game.
	<b>Year 9 Higher</b>	Transition to GCSE - Number - Algebra - Data Unit 1 – Number		Unit 2 – Algebra	Unit 3 Interpreting and representing data Unit 4 – Fractions, Ratio and Percentages	Unit 5 – Angles and Trigonometry	Unit 6 – Graphs
	<b>Why?</b>	To know how to use estimates, recognise patterns and use standard form for example Astronomers use the lowest common multiple of patterns Scientists use standard form to write very small or very large numbers.		Writing expressions in more than one-way helps you work with them in the easiest way. For example distances travelled of a car journey or to work out the acceleration of a Formula 1 racing car. Understand how Patterns linking data are often used to recognise trends in the data.	Understand how diagrams provide a quick way of comparing data for example the salaries of men and women. You can use reciprocals to work out the gradients of perpendicular graphs, as well as to simplify calculations. Percentage change calculations help us to compare the cost of living.	Engineers need to know about angle properties when designing buildings like The Shard in London. Also Polygons are used in the construction of buildings and bridges due to their strength and beauty. Pythagoras’ theorem is used to calculate the distances travelled by aircraft.	You can apply all the things you have learned about graphs to many interesting and practical contexts that you often come. For example, engineering, science and financial services.
	<b>Assessment</b>						
	<b>Cultural Capital</b>	Discuss Careers using mathematics and the importance of key skills in any job	How big is an atom? How can you write this in a sensible way? Think like a scientist	How the world is linked through patterns	Have you been misled by a chart? Which chart is best to use?	History of Pythagoras’ theorem and the Pythagoreans	What can be modelled using graphs?
	<b>Year 10 Foundation</b>	Unit 5 – Equations, Inequalities and Sequences Unit 6 – Angles	Unit 7 – Averages and Mean -Mean, Mode, Median and Range Unit 8 – Perimeter, Area and Volume	Unit 9 – Graphs - Real-life graphs - Straight-line graphs Unit 10 - transformations	Unit 11 – Ratio and Proportion Unit 12 – Right angled triangles	Unit 13 - Probability Unit 14 – Multiplicative Reasoning	Unit 15 – Constructions, Loci and Bearings Unit 16 – Quadratic Equations and graphs -
	<b>Why?</b>	Retrieval and revision	It is easier to see patterns & trends in large amounts of data if it is grouped. E.G batch testing in a sweet factory. Working out spatial requirements is key to any construction or interior design work but also scientists may need to convert between $\text{mm}^2$ and $\text{cm}^2$ or work out volume and mass of a block of metal to calculate density.	To know how modelling a relationship allows you to make an informed choice. For example, this supports game design for character movement, GPS, scientific/ engineering research of quantity and movement. To how to use a variety of transformations to create inspirational designs. For example in graphic design, maps and pictures.	To know how to use ratios for example working out proportions, test driving vehicles or simply identifying which product may be cheaper to buy. Builders use Pythagoras’ theorem to check the layout. Computer game developers use trigonometry to control character movements Civil Engineers use trigonometry to calculate angles.	Calculating probabilities can help work out if things are fair. Modelling probabilities can help scientists predict the outcomes of random events. If we know how likely, sequences of events are it can help us plan. Percentage changes often happen over a period of time. E.g., the value of a car depreciates. Compound measures are used to see quantity changes	Expanding two brackets is a skill needed for graphing and analysing quadratic functions. Factorising an expression helps you solve the equation algebraically. You do not always need a graph to solve quadratic equations as they can be solved algebraically.
	<b>Assessment</b>						
	<b>Cultural Capital</b>	History of Pythagoras’ theorem and the Pythagoreans	What can be modelled using graphs?		Ratio and Proportion what is fair, how can you decide?	What are the chances, to bet or not to bet	Could you navigate if you were lost? Can you plan a garden project?
	<b>Year 10 Higher</b>	Unit 7 – Area and Volume	Unit 8 – Transformations and Constructions	Inequalities - Solving quadratic and simultaneous equations. Unit 10 – Probability	Unit 11 – Multiplicative Reasoning	Unit 12 – Similarity and Congruence - Similarity and congruence in 2D and 3D. Unit 13 – Trigonometry	Unit 14 - Further Statistics. Unit 15 – Equations and Graphs
	<b>Why?</b>	To be able to work out area and volume. The volume of drink in a can, or the volume of water in a pipe, can be modelled as a cylinder.	Constructing shapes accurately reduces errors, which can be costly & even dangerous. From Architects and car mechanics to special effects artists & Interior designers, they all require the knowledge for transformation and construction.	Anything you can do with an equation you can also do with an inequality. It helps us to consider a wider range of potential answers to problems. Use a probability tree diagram to find the probability of two or more events you will avoid missing any combinations. Conditional probability is used in statistics.	Repeated proportional change can be used to predict changes in population size over short periods of time. Police Accident Investigation Teams use kinematics formulae to work out the speed of cars involved in serious accidents.	£1 coins are congruent. This means that coin machines can recognise their value. We use similarity to draw floor plans to scale. You can work out the height of a skyscraper using similar triangles. A scale model is similar to the original. Architects use 3D scale models of big projects to give their clients a better understanding..	To understand our behaviour, scientists need to know our opinions. They need to sample us. Having a running total of data helps you work out how many data values are less than or greater than a given number. Market research companies analyse our responses to surveys



	Assessment						
	Cultural Capital	Can you optimise the volume given materials	Builders use Loci on a daily basis. Plan a new building with regulations	What are the chances, to bet or not to bet?	To predict changes in our environment through the impact we have	History – how did we measure the size of the earth – why is a metre the size it is?	Human behaviour through data and the power of marketing
	Year 11 Foundation	Unit 15 – Constructions, Loci and Bearings	Unit 17 – Perimeter, Area and Volume 2	Class Personalised Plan using PPE results	Class Personalised Plan using PPE results		
	Why?	Expanding two brackets is a skill needed for graphing and analysing quadratic functions. Factorising an expression helps you solve the equation algebraically. You don’t always need a graph to solve quadratic equations as they can be solved algebraically.	You need to know the circumference of a bike wheel to work out the distance travelled for each revolution of the wheel. You need to know the area of a trampoline to work out the amount of material needed. The volume of the cylinders in a car is directly related to the power of the car.				
	Assessment						
	Cultural Capital	Builders use Loci on a daily basis. Plan a new building with regulations	How big is an atom? How can you write this in a sensible way? Revision Strategies	Do you know your weaknesses?			
	Year 11 Higher	Unit 16 – Circle Theorems	Unit 18 – Vectors and Geometric Proof.	Class Personalised Plan using PPE results	Class Personalised Plan using PPE results		
	Why?	Physicists rearrange complex formulae to find important measures. Bridge designers use algebraic fractions to make sure designs are structurally safe. Opticians use algebraic fractions when working out a lens prescription and Pharmacists to calculate the correct dosage.	You can describe journeys using vectors for example a flight from Bristol to Birmingham is a vector with magnitude 125km and direction 0210. Civil Engineers use vectors in road design to model the movement of a vehicle travelling along a curved section of road. Programmers use vectors to calculate collisions between objects and/or people in computer games.				
	Assessment						
	Cultural Capital	Builders use Loci on a daily basis. Plan a new building with regulations	How big is an atom? How can you write this in a sensible way? Revision Strategies	Do you know your weaknesses?			
Combined Science	Year 7	Matter Particle model Changes in state Pressure and diffusion Solutions and solubility Separating mixtures	Energy and Waves Energy sources Renewable energy Sound and Light Organisms Organisation of Human Body	Organisms (cont.) Plant and Animal cells Specialised cells Reactions Chemical reactions Elements Metals and non-metals	Forces and Electromagnets Forces Electrical circuits Speed Static electricity Gravity	Genes and Ecosystems Variation Adaptation Puberty Reproductive system	Earth Structure of the Earth Rock cycle Ceramics Solar system
	Why?	To know what materials are like inside and what gives materials its properties. To learn how can we separate mixtures.	Understand the connection between a lump of coal and a sandwich. Explore how we will we generate electricity in the future. How do we move?	Learn what we are made of. To know what are chemical reactions and their patterns.	Find out where forces come from. Know how to we measure speed. Explore if gravity is the same on the moon.	Understand how organisms vary and adapt to their habitat. Learn how new humans are made. Discover how plants reproduce. Know how organisms interact within an ecosystem.	Learn how we classify rocks and how they are recycled. Explore how big the solar system and the universe is. How have our ideas about space changed?
	Assessment	Practical assessment – Making salts T4W assessment – Gas Pressure End of Unit assessment	Practical assessment – Refraction T4W assessment – Renewable energy, Arm movement End of Unit assessment	Practical assessments – Cheek and Onion cells, Neutralization T4W assessment – Identifying unknown elements End of unit assessment	Practical assessment – Resistance in a wire T4W assessment – Series vs Parallel circuits End of unit assessments	Practical assessment – Quadrats sampling T4W assessment – Adaptations in animals End of unit assessment	Practical assessment – Rock type analysis T4W assessment – Sedimentary rock formation End of unit assessment

	<b>Cultural Capital</b>	Understanding the properties of different materials and why certain materials are used to make everyday objects.	How is our energy produced? What are the challenges the planet currently face and how will we meet energy demand in the future?	Understanding how the cells we are made from grow. How different substances react with one another.	How do we work out the speed something is travelling? Understanding the forces that act on us and how they interact.	Understanding how our changing planet affects animals and their ecosystems. Understanding how new humans are made and how we inherit genes from our parents.	Understanding the structure of the earth and how it changes. Understanding our place in the universe.
	<b>Year 8</b>	Organisms Breathing Drugs, alcohol and smoking Nutrition Digestion	Forces and Electromagnets Friction and drag Squashing and stretching Turning forces Pressure in gases, liquid and solids Magnetism and Electromagnets	Matter Elements, atoms and compounds Chemical formulae Polymers The periodic table Energy and Waves Energy transfer Radiation and insulation	Energy and Waves (cont.) Sound, water and energy waves Reactions Types of reactions Combustion and thermal decomposition Conservation of mass Endothermic vs exothermic and energy levels	Earth Global warming and climate change The carbon cycle Extracting metals Recycling	Genes and Ecosystems Darwin and natural selection Preserving biodiversity and extinction Inheritance, DNA and genetics Respiration and biotechnology Photosynthesis and plants.
	<b>Why?</b>	Find out how drugs, alcohol and smoking effect humans. Learn how we breathe and what gas exchange is. Know what nutrients to different foods give the body and how do we digest these?	Know what are the forces that act on objects in different situations. Learn what determines pressure. Find out what a magnetic field is and it relates to the earth. What is the relationship between electricity and magnetism and why is it important?	Know what are atoms and elements. Understand the properties and patterns of elements and how this relates to the development of the periodic table. Know how is energy transferred and what happens when we watch the telly or use devices.	Know what ultrasound is and how we use it. Discover what happens during a chemical reaction. Learn why energy is transferred during chemical reactions.	Explore what causes climate change and how we stop/reduce it. Know how we obtain the materials we need from the earth.	Understand what natural selection is and how we inherit characteristics from our parents. Learn how animals and plants transfer energy from food.
	<b>Assessment</b>	Practical assessment – Food tests T4W assessment – Digestion and Enzymes End of Unit assessment	Practical assessment – Making and electromagnet T4W assessment – Pressure End of Unit assessment	Practical assessment – Making polymers T4W assessment – Groups of the periodic table End of Unit assessment	Practical assessment – Insulation, Conservation of mass reactions T4W assessment – Microwaves frequency, Energy level diagrams End of Unit assessment	Practical assessment – Extracting metals T4W assessment – Global warming End of Unit assessment	Practical assessment – Rate of photosynthesis T4W assessment – Biodiversity End of Unit assessment
	<b>Cultural Capital</b>	Understanding the science behind making healthy lifestyle choices.	The importance of the forces that act on us. Why a compass always points north. How could electromagnets be used for future travel?	How is chemistry used to create useful every day materials? How can you reduce electricity bills?	How does insulation help reduce energy bills? What impact do the products of burning have on the environment?	What is happening to the earth's climate and what are the effects of this? What can we do to change global warming?	Why and how do I inherit characteristics from my parents? Why are plants so important in balancing the earth's atmosphere?
	<b>Rotational overview</b>	For resource management reasons, it is necessary for the trilogy syllabus to be delivered on a rotational basis with staff teaching different subject areas (biology, chemistry and physics) at different times. However, the order in which modules are taught and the time by which they are to be completed, are fixed. See appendices 1a and 1b for more details. Completion of modules by classes is recorded on the associated tracking sheets. Staff register their completion of a module by writing their staff code, in black, in the relevant box. Codes in red indicate the modules staff are currently teaching. Boxes shaded grey denote modules that were completed in proceeding years. See appendices 1b and 1c for examples. The active version of the 2019-20 module coverage sheets can be found in the science area (T:\Staff Resources\Science Area\KS4).					
	<b>Year 9</b>	B1 Cell structure & transport / B2 Cell division / B3 Organisation & the digestive system /B4 Organising animals & plants / C1 Atomic structure / C2 The periodic table / P1 Conservation & dissipation of energy / P2 Energy transfer by heating / P3 Energy resources / C3 Structure & bonding / C4 Chemical calculations / P4 Electric circuits. Topics should be taught in the order they appear in these lists (on a termly rotation basis) The exceptions are modules B16, B17, C10, C11, C12, and P13. These modules are 'stand-alone' and do not require preceding modules before completion. These modules are also short, and can be taught when time is limited e.g. end of terms.					
	<b>Why?</b>						
	<b>Assessment</b>	PPE assessments for Yr 9 in June will cover the first three modules of each subject. Required practical: Using a light microscope / Investigating osmosis / Food tests / Preparing salts from insoluble carbonate/oxide /Investigating electrolysis of solutions / Investigating energy changes / Investigating rates of reaction / Investigating heat capacity / Investigating resistance & electrical components / Investigating resistance in series & parallel circuits / Measure density					
	<b>Cultural Capital</b>	Water & carbon cycles (human impact) / Crude oil (societal needs vs. environmental impacts) / The Earth's atmosphere (pollution and climate change) / Processing waste (pollution, recycling, reusing) / Potable water (sewage treatment, generating clean water) / Wasting energy (pollution, cost) / Generating electricity (The National Grid, power stations, renewable vs non-renewable energy sources, pollution)					
	<b>Year 10</b>	B5 Communicable diseases / B6 Preventing & treating disease / B7 Non-communicable diseases / B8 Photosynthesis / B9 Respiration / C5 Chemical changes C6 Electrolysis / C7 Energy changes / P5 Electricity in the home / P6 Molecules & matter / P7 Radioactivity / P8 Forces in balance.					
	<b>Why?</b>						
	<b>Assessment</b>	PPE assessments for Yr10 in June will be AQA paper 1-specimen exams for each subject. Pupils should take either the standard higher/foundation end-of-chapter test after completing each module (see dept. folder). Test results should be entered in to the relevant electronic tracking sheet. Required practical: Effect of light intensity on photosynthesis / Investigating human reaction time / Measuring population sizes / Separating ink/food dyes by chromatography / Purifying water / Investigating the extension of a spring / Investigating force and acceleration / Investigating wave properties / Investigating infrared radiation					

	Cultural Capital	Communicable diseases (STIs and herd vaccination programs) / Non-communicable diseases (diseases caused mainly by lifestyle choices) / Drug trials (animal and human testing) / Genetic disorders and screening (individual, ethical, and economic perspectives) / Electrical devices (energy usage, economic issues) Extraction of metals from the Earth (societal needs vs. environmental impacts)					
	Year 11	B10 The human nervous system / B11 Hormonal coordination / B12 Reproduction / B13 Variation & evolution /B14 Genetics & evolution / B15 Adaptation, independence & competition / B16 Organising an ecosystem / B17 Biodiversity & ecosystems / C9 Crude oil & fuels / C10 Chemical analysis / C11 The Earth's atmosphere / C12 The Earth's resource / P9 Motion / P10 Forces & motion / P11 Wave properties / P12 Electromagnetic spectrum P13 Electromagnetism					
	Why?						
	Assessment						
	Cultural Capital	Genetic engineering and selective breeding (impact on natural variation & creation of designer organisms) Biodiversity (positive and negative human impacts) Radioactivity (dangers, uses, pollution) Ionising Radiation (ozone layer and pollution)					
Single Biology	Year 10	B1 Cell structure & transport B2 Cell division	B3 Organisation & the digestive system B4 Organising animals & plants	B5 Communicable diseases B6 Preventing & treating disease	B7 Non -communicable diseases B8 Photosynthesis	B9 Respiration B10 The human nervous system	B11 Hormonal coordination B12 Homeostasis in action
	Why?						
	Assessment	Using a light microscope Growing bacteria Osmosis	Food tests Effect of pH on amylase		Photosynthesis rate	Human reaction time	Germinating seedlings
	Cultural Capital						
	Year 11	B13 Reproduction B14 Variation and evolution	B15 Genetics and evolution B16 Adaptation, independence & competition	B17 Organising an ecosystem B18 Biodiversity & ecosystems	Revision		
	Why?						
	Assessment		Population Size	Rate of decay			
	Cultural Capital						
Computer Science	Year 7	Algorithms/ Scratch Programming Rotation					
	Why?	As human beings we learn how to solve problems by watching other people and then trying to solve them ourselves. By learning about different problem solving techniques and seeing how algorithms are designed, helps us to face the next challenge we come across in a logical way and break each challenge down into a step by step process allowing for problems to be solved in a manageable way					
	Assessment	Assessment 1 - Inquiring and analysing, Assessment 2 - Developing ideas, Assessment 3 - Creative solutions, Assessment 4 - Practical Game creation, Assessment 5 - Evaluation					
	Cultural Capital	To investigate how personal relationships with properties of objects, people and ideas help own personal and cultural expression.					
	Year 8	Scratch Programming		Data Representation: Binary/ Hex/ Denary/ Binary Addition/ Character Sets			Logic Gates
	Why?	As human beings, we learn how to solve problems by watching other people and then trying to solve them ourselves. By learning about different problem solving techniques and seeing how algorithms are designed, helps us to face the next challenge we come across in a logical way and break each challenge down into a step-by-step process allowing for problems to be solved in a manageable way. Building on year 7		Learn why bits are the basic building block of all computers no matter how small the device. Understand how bit patterns represent numbers. Perform simple operations using bit patterns and learn the language of computers.			Learn how Logic gates are part of the majority of devices and even simple technology - such as a doorbell. How every input has an output and how you can use and apply logic gates to everyday situations.

				Learn the universal language of all computers.			
	Assessment	End of unit game creation		End of unit assessment			
	Cultural Capital	To investigate how personal relationships with properties of objects, people and ideas help own personal and cultural expression.		To investigate different number systems that are used in the world. WW2 code breakers links to Bletchley park			
	Year 9	CPU - Cache, Cores & Speed Memory RAM & ROM / Virtual (High) Storage Basics Storage In-depth	Networks: LAN/WAN Performance of networks and Client Server/P2P Network Hardware	Data; Recap Binary Hex Binary Addition / Shifts Character Sets Images Sound /compression	Computational logic: Logic Gates / DIV/Mod	Programming project	Creative Project
	Why?	Understand and recognise the function of the main internal parts of basic computer architecture. Understand how computers use memory and storage and their roles within a computer system.	Know the names of networking hardware. Know the purpose of the hardware and protocols. Understand the client-server model and Peer to Peer model. Understand performance in networking.	Know that digital computers use binary to represent all data. Understand how bit patterns represent numbers. Perform simple operations using bit patterns. Understand the relationship between resolution and colour depth.	Know boolean logic. Understand how computers use logic with binary to work. Know DIV & MOD	Understand how algorithms are implemented on digital devices as programs. Design simple algorithms using iteration and selection. Detect and correct errors in algorithms.	Collect, organise and present data and information in digital content. Recognise the audience when designing and creating digital content. Uses criteria to evaluate the quality of solutions and can identify improvements to be made.
	Assessment	End of Unit Test	End of Unit Test	End of Unit Test	End of Unit Test	End of Unit Test / Completed Program	Completed Digital content / Evaluation.
	Cultural Capital	Enable students to use computational thinking and creativity to understand and change the world. To provide insights into both natural and artificial systems. To understand how digital systems work and put this knowledge to use through programming. To ensure that students are digital literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.					
	Year 10	Data: Binary Conversions Hexadecimal conversions Binary Addition Check Digits Character Sets Images Sound Compressions Memory: Difference Between RAM/ROM Virtual Memory Storage	Storage; Von Neumann Architecture Common CPU components FDE Cycle Clock Speed / Cores / Cache Embedded Systems Computational Logic: Gates Truth Tables MOD DIV	Network: Factors involving Networking The Internet: DNS Hosting The Cloud Virtual Networking (Concept) Network Topologies Wi-Fi Ethernet	Network: IP / MAC addressing Protocols Layers (Concept) Packet Switching Programming: SQL Forms of Attack Threats to a Network Preventing vulnerabilities	Functionality of System Software Operating Systems Utility Software Backup	Programming tasks in Preparation for the NEA (20 Hour Non Examined Assessment) at the start of Year 11
	Why?	Understanding what the bits are doing enables you to work out how much space will be required to get high-quality colour, hard-to-crack secret codes, a unique ID for every device in the world, or text that uses more characters than the usual English alphabet	Understanding the role of the Von Neumann architecture means that students are better prepared to understand the performance of a computer. They can better select a Machine for different purposes based on internal specifications	Knowing how the internet works makes students better digital citizens. Understanding how the internet works and how websites are hosted means they can decide if they would use these services.	Understanding the underlying Rules that govern the internet makes students more aware of the dangers of the networked devices in their possession. Exploiting networks (white collar) and the role of Cyber security opens students eyes to other roles in digital industries	Keeping a system maintained - up -to-date and operating efficiently means students will be able to diagnose and clean their own systems without the need for third parties.	Computer science programming project allows students to work on their programming skills, resilience and overall understanding of algorithmic thinking. OCR SET TASK
	Assessment	End of unit tests - Kahoot Starters	End of unit tests - Kahoot Starters	End of unit tests - Kahoot Starters	End of unit tests - Kahoot Starters	End of unit tests - Kahoot Starters	
	Cultural Capital						
	Year 11	NEA Prep: Testing / Testing Table/ Pseudo Code / Programing in prep for NEA/ Success criteria /Evaluation/ Abstraction/ NEA	Ethical/ Translators/ algorithms / programming techniques / memory	Binary / HEX/ networking/ sort / programming techniques/ computational logic	Ethical / algorithms / programming techniques translators / CPU / memory/ storage / robust programs / system security		
	Why?		Ensuring students understand the impact their use of technology has on the environment enables students to make informed choices.	Revision for exam	Revision for exam		
	Assessment	Lesson by lesson		As per staff request	As per staff request		
	Cultural Capital						

Ethics and Philosophy	Year 7	Greek Gods and Goddesses	Buddhism- becoming the Buddha	Christianity	Christianity Jesus and miracle stories	Multiculturalism- and human rights	Multiculturalism- a contemporary society
	Why?	Students should know about classic Greek mythology and its influences / links to language and ideas today.	There are many different religions in the world other than Christianity. Teach tolerance and acceptance of different beliefs.	What is Christianity? Understand how this religion may shape our lives/society- Easter, Christmas. Birth and resurrection. Social rules and influences from this religion on daily lives.	Belief and faith- exploration and evaluation of what we believe. Compare to Buddhism. Link to NDE and modern miracle stories.	We live in a multicultural world- diverse cultures and religions that we should be tolerant of. To know how the culture of our country has changed over the years- to explore the benefits of a diverse culture.	Technology and the media- how this has shaped our modern world. Fake news.....censorship etc
	Assessment	Create own God/Goddess using the 5 typical traits.	Knowledge quizzes History of this religion, 8 fold path.	T4W Explanation text about this religion.	T4W Discursive essay- Can the story of Jairus’ daughter be classed as a miracle?	Knowledge Quizzes Opinion responses.	Report about the effect of technology on our lives.
	Cultural Capital	Recap understanding of Ancient Gods.	Global / religious/ cultural awareness of other religions.	Religious / cultural awareness and tolerance.	Religious / cultural awareness. Tolerance of others’ beliefs.	Knowledge of human rights and the rights of the child. (UN Convention)	To understand the dangers that technology can pose as well as the benefits.
	Year 8	Beliefs about immortality: NDEs, reincarnation, dualism, ghosts and channelling	Existence: Christianity The First Cause Argument & the theories/arguments behind creation	Introduction to Islam Prophet Muhammad early Life; Five Pillars of Islam; Festivals Pilgrimages	God & miracles Examples of miracles from scripture Buddhism; Hume’s argument	Religious attitudes to prejudice; Mahatma Gandhi; Martin Luther King; Desmond Tutu.	Young people's faith; initiation, moral codes; faith groups, activities and festivals; the roles of school and home
	Why?	People are entitled to their own beliefs.	Can scientific theories replace religious beliefs? Tolerance of beliefs and attitudes.	To explore the Islam faith	To be able to formulate an opinion on the existence of miracles	Be aware of prejudice and the way religion can tackle it.	The impact of faith on ourselves by observing others
	Assessment	Discursive essay- is immortality a credible belief?	‘Do miracles prove God exists’: assessment. Text: Angels of Mons				
	Cultural Capital	Immortality, looking at the topic from different perspectives. Evidence will be researched using contrasting religious and non-religious viewpoints.	To learn and formulate an educated opinion on Creation. To be respectful of others' views and beliefs.	To broaden understanding of religious faith and its impact on society	Understanding of people's religious belief and being open minded	To see how religion can unify people to tackle prejudice	Young person's responses to their faith and the impact on their life
	Year 9	Religious attitudes to crime and punishment ideas about human nature, wrongdoing and the punishment of offenders	Religion and animal rights; human responsibility for other species and the contemporary use and abuse of animals	Religious attitudes to matters of life; beliefs about life, considering advances in medical technology can affect people’s lives	Religion and early life; attitudes about abortion, including the sanctity of life and the legal rights of those involved	Religious attitudes to the elderly and death; the sanctity of life and consider how they affect the elderly	The problems of evil and suffering; believers account in a world that they believe is created by God
	Why?	‘Is crime ever justified’	‘Should humanity stop eating animals to help save the world’	‘When does medical advancement become morally wrong’	‘Who should control what a women does with her body?’	‘Euthanasia should be the law at a pre-determined age?’	‘MEDC’s should do more to help LEDC’s?’
	Assessment	Assessment based on topics within unit. Questioning as per GCSE specification.	AQA specification Unit 1.-GCSE format questioning.	‘Matters of life’ (Inclusion of questions from last two assessments)	‘Religion and Early Life’	‘Religious attitudes to the elderly and death.’	Based on AQA ‘The problems of evil and suffering’
	Cultural Capital	Evaluation of the impact of crime on individuals, communities and the world.	Consider the moral/ethical implications of eating other species and if it would benefit humankind to become vegetarian/ vegan.	Consideration of who should benefit from medical advancements - should restrictions be applied.	Study recent changes of law in Southern America- and consider who should make the above decisions.	Responsibility is it to care for the elderly; individual, family or the State?	Consideration of the types of suffering that exist in the UK and the wider world. Who is responsible?
	Year 10	Christianity: Beliefs and teachings; nature of God and core Christian beliefs	Religion and Life; origin of life and the value humans place upon it	Buddhism: teachings; Buddha, four sights dependent arising	Buddhism: Beliefs and teachings; marks of existence & noble truths	Religion, peace and conflict; war, terrorism, extremism, Holy war, pacifism	Buddhism: Practices (Focus meditation and worship 1-5 Unit 2)
	Why?	‘How does religion fit into the modern world’	‘How did we get here and where are we going’	‘Why is there no God in Buddhism’		Understand Britain has a duty of care for countries experiencing conflict’	‘Wellbeing and meditation-is it beneficial?’



	<b>Assessment</b>	Assessment: AQA GCSE example paper ‘Christianity: Beliefs and teachings.’ (End of unit	Mid-termly revision tests. AQA GCSE example paper ‘Religion and Life’ AQA website.	Two assessments: End of term 3 assessment on key concepts learned so far, end of unit assessment at the end of term 4 AQA GCSE paper Buddhism Beliefs and teachings. Revision assessment: Christianity & Religion and Life.		AQA GCSE Religion, peace and conflict assessment. Buddhism assessment.	Assessment meditation.
	<b>Cultural Capital</b>	Evaluation of the impact of religion on individuals, communities and the world.	Understand the influence of religion, beliefs, teachings & practices on individuals, communities and societies.	Develop the ability to present well-developed, reasoned arguments showing a multitude of views.		Develop an awareness of what is happening in other parts of the world and the consequences for Britain.	The usefulness of meditation within everyday life and wellbeing.
	<b>Year 11</b>	Religion and Life; Origins and value of life	Buddhism: Beliefs and teachings ( revision )	Christianity: Practices and role of the church in the community	Buddhism: Practices revising mediation and worship		
	<b>Why?</b>	Can humans ever design a utopian society’	How does Buddhism fit into secular Britain’	What is it like to be a religious teenager in modern Britain/ The world?	‘How Buddhists practise their faith in modern Britain alongside people from many different faiths’		
	<b>Assessment</b>	Assessment example of GCSE paper AQA ‘Religion and Life’. (End of unit) Assessment example of GCSE paper AQA ‘Religion, crime and punishment’	Mid-termly revision tests. Assessment example of GCSE paper AQA Buddhism A Beliefs and teachings. (End of unit)				
	<b>Cultural Capital</b>	Evaluation of the impact of human interaction with the environment.	Knowledge of world religions. Knowledge of other cultures. Influence of religion and beliefs on others and themselves.	Influence of religion, beliefs, teachings & practices on individuals, communities and societies.	Understanding of how religious beliefs coincide with people of other faiths or no religious belief.		
Art	<b>Year 7 rotation</b>	Investigate the outcomes of a range of materials and how they can be used to create Abstract art. Teach the formal elements: line, tone, shape, form, colour, texture, and pattern. Explore the techniques of hatching, Cross-hatching, stippling and blending. Careers in Art and design. Colour pencil techniques. Colour theory. Practical exploration throughout.					
	<b>Why?</b>	Abstract art requires you to have an open, inquiring mind; you must enter the painting /drawing and see where it takes you. It will allow you to develop personal opinions and how you justify your own.					
	<b>Assessment</b>	Assessment 1: Shading techniques. Assessment 2: Analysing abstract art Assessment 3: Understanding colour.					
	<b>Cultural Capital</b>	All students given the opportunity to visit Turner Contemporary. All students encouraged to enter local and national art competitions. Some students are participating in the ‘Pioneering Places project’ Students are participating in Turner Prize winner 2019, Oscar Murillo’s ‘Global Frequencies Project’ Some students will be supporting a Primary school art conference, February 2020					
	<b>Year 8 rotation</b>	Drawing of the face and facial elements. Exploration of portraiture. Understanding of the culture and art work associated with the Mexican Day of the Dead. Exploring a range of work by Day of the Dead Art artists. Creation of own day of the Dead artwork based on stimulus material and understanding on the cultural references and religious rites. Project extension on 3D design for Day of the Dead.					
	<b>Why?</b>	To further develop skills in a variety of media and to develop an understanding of other cultures.					
	<b>Assessment</b>	Assessment 1: PPE on facial drawing. Assessment 2: Design of Day of the Dead skull with image references.					
	<b>Cultural Capital</b>	All students encouraged to enter local and national art competitions. Students are participating in Turner Prize winner 2019, Oscar Murillo’s ‘Global Frequencies Project’					
	<b>Year 9</b>	Unit 1: Arts practice: A: Identify and plan an arts challenge B: Implement and review arts challenge	Unit 1: Arts pathways: C: Review arts events D: Undertake arts research continuation of personal challenge	Unit 2: Arts Leadership: Plan the project: A: Identify leadership role and plan the project’s aims B: Plan the practical issues	Unit 2: Arts Leadership: Deliver the project: C: Effective Arts leadership D: Working effectively with others	Unit 2: Arts leadership: Review the project: E: Review the project and leadership role Review and improvement of all units for portfolio	Consolidation of all units Opportunity to work on a further personal art (mini) project
<b>Why?</b>	To know what specialist and transferable skills do the arts give you.	understand why the arts are important and What career paths are available	Introduction to leadership	Problem solving in project management	How to review a project effectively	How can I ensure my project is able to pass the course?	

	<b>Assessment</b>	Detailed action plan created Evidence from challenge .Review of action plan. Review of challenge.	Arts events Personal review of Arts events. How the review was shared with others. Information about arts practitioners and their career path. Research into future opportunities in the arts with own summary.	Details of leadership skills they wish to develop A description of the arts project chosen, its aims and scope. A description of leadership role within the project. A detailed project plan.	Evidence of project delivery. Ongoing reflection during project and working with others. Evidence of problem solving and feedback from others	A review of the leadership project Clear improvements made to portfolio. A complete portfolio	Portfolio meets all the assessment criteria in order to pass. Students are prepared to be potentially interviewed by the moderator.
	<b>Cultural Capital</b>	Students are able to reflect on their current skills set and be able to identify areas for development. This project will enable them to develop their skills set.	Students will be able to consider their options for careers to allow them to choose appropriate subjects for GCSE	To be able to demonstrate leadership (and teamwork) through an arts related event/activity Learning about how to plan, review and deliver a project.			Learn presentation skills to help ensure portfolio is assessment ready. Learn interview skills
	<b>Year 10</b>	Use of different materials. Formal elements. Personal response to way of working. Specialist terminology knowledge audit. Thorough planning for own work. Refine & develop ideas creatively.	Hundertwasser/ Gaudi art and architecture. Each student, following staff discussion, will choose one of the 15 questions which they feel will give them the best outcome. Local Gallery visit.	Preparation for PPE (5 hour exam) 3D/ ceramic/ mod-roc outcome based on Hundertwasser/ Gaudi work Produce own personal outcome based on research & planning, showing links to artist research. Choose one of the units to develop into a 3D outcome.	Own project chosen from a selection of past exam questions.		
	<b>Why?</b>	How I state reaction when seeing a piece of artwork. How to analyse, evaluate and annotate an artist’s work	How artists/ designers have influenced architecture and design.	How to translate a 2D drawing into a 3D outcome to engage viewer.	What area of art interests me most?		
	<b>Assessment</b>			Check preparation against student mark sheet/ planner to show AO1,2 and 3 are all complete.			
	<b>Cultural Capital</b>	Specialist art terminology knowledge audit. Thorough planning for own work Refine/ develop ideas creatively. Take risks!	Local Gallery visit.	Produce own personal outcome based on research and planning, showing links to artist research.			
	<b>Year 11</b>	Portraits & Print-making: artist research & analysis. Own ideas & developments using a range of media. Refine and review work. Use of formal elements: Develop printing skills leading to drypoint portrait. (PPE)	Start on final exam. Go through paper Give out weekly guide. Start research AO1 Thorough planning for own work. Refine/ develop ideas creatively. Annotate and evaluate all work. AOs 1, 2 and 3 before Easter.	Final preparation and final exam (10 hours) Clear links to artist. Confident/ skilful use of materials. Thorough evaluation.	Finishing off and developing display/ presentation skills for school art exhibition. Use target setting/ feedback sheets and ‘Quick fix’ ideas to improve any pages of sketchbook that need improvement.		
	<b>Why?</b>	Have camera phones & apps changed people’s perception of how they see themselves?	Which of the exam questions is most suited to the way I like to work?	How to state how I react when seeing a piece of artwork	What do I consider ‘good’ art to be? How can I achieve it?		
	<b>Assessment</b>	Specialist art terminology knowledge audit. Thorough planning for own work. Refine/ develop ideas creatively. Take risks! Annotate and evaluate all work.		Moderation and Standardisation of C/W and final exam both internally and with CAT.	Grades submitted to exam board by 31/5/20		
	<b>Cultural Capital</b>	Personal response/ outcome based on most successful/ preferred way of working.	Each student, following staff discussion, will choose one of the 15 questions which they feel will give them the best outcome. Local Gallery visit.	Produce own personal outcome based on research and planning, showing links to artist research.	Choose one of the units to develop into a 3D outcome.		
<b>Photography</b>	<b>Year 10</b>	Basic photography and editing skills explored through a range of one off tasks and mini projects being inspired by different Photography styles/genres and Photographers/artists along the way.		'Complete' photography project to get students used to the structure and expectations of Syllabus. Project will cover research, photographers as inspiration, photoshoots, contact sheets, editing, idea development, experimenting, annotations and evaluations & will culminate in a final piece.		Major coursework extended project will begin - students will decide their own personal direction for this project which will continue into year 11	
	<b>Why?</b>	To explore how photography can be used for a range of products and services.		To look at a range of photographic styles and find out what interests me the most.		To know what form photographic outcomes can take.	
	<b>Assessment</b>						
	<b>Cultural Capital</b>	Students undertaking photography must explore practical and relevant critical and contextual sources. Such as the work of historical and contemporary photographers and the different purposes. Intentions and functions of photography as appropriate to their own work.		Students will be given a range of themes to select from for their project, (possibly taken from past papers) based on their strengths and interests from terms 1/2 work.		Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student’s stated intentions or a design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication.	

	Year 11	Coursework: Alphabet project PPE (5 hours) ‘Contrast’ completed before exam Outcomes can be screen or print-based, Comprise still or moving images.	Exam paper & weekly guide Increase awareness of the wide variety of photography, lens and light-based processes. Outcomes & differences between, including how different genres are applied & adapted to meet particular needs.	Photography Final Exam (10 hours)  Continue working on ideas/ refinements for final outcome.			
	Why?						
	Assessment						
	Cultural Capital						
IMedia	Year 10	R082 - Creating Digital Graphics LO1 and L02		R081 - Exam Unit		R082 - Creating Digital Graphics LO3 and L04	
	Why?	Graphics and planning techniques are used throughout all other units allowing for fundamentals to be laid down at the beginning of the course.		Planning techniques of projects is key to any successful project. As students have had experience using planning techniques in R082, the unit builds upon the practical knowledge learned.		Graphic creation and evaluation follow on from the external examination unit in terms of real life project development making this section more relatable and understandable for students.	
	Assessment	Coursework based - Class feedback given. Individual feedback is against exam board guidelines until it is marked.		PPE’s throughout the terms External Exam in May		Coursework based - Class feedback given. Individual feedback is against exam board guidelines until it is marked.	
	Cultural Capital	Understand the needs and requirements of a specification for a 3rd party audience. To ensure that students are digital literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.		To ensure that students are digital literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.		Understand the needs and requirements of a specification for a 3rd party audience. To ensure that students are digital literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.	
	Year 11	R087 - Interactive Multimedia Products			R090 - Digital Photography		
	Why?	Students already have an understanding of project planning/ graphic creation/ manipulation. This allows students to use and extend their knowledge to create an interactive multimedia product for a given audience.			Students already have an understanding of project planning/ graphic creation/ manipulation/ project completion. This unit allows students to extend their knowledge to complete a project by developing and evidencing photography skills for a given scenario and audience.		
	Assessment	Coursework based - Class feedback given. Individual feedback is against exam board guidelines until it is marked.			Coursework based - Class feedback given. Individual feedback is against exam board guidelines until it is marked.		
Cultural Capital	To show an understanding of the tourist area that we live in. To provide information to increase revenue and visitors. To ensure that students are digital literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.			To show an understanding of the tourist area that we live in. To provide information to increase revenue and visitors. To ensure that students are digital literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.			
Design Technology	Year 7 rotation	Using hand held tools to create a variety of key fob designs using a range of materials. Students will learn about health and safety in the workshop and the use of handheld tools. Inquiring about woods and plastics. Students then look at specific materials of Foamex; plywood and Perspex. Students then design and plan the processes for making their own key fob selecting one of the three researched materials. Practical: to make a key fob with associated tools required to cut and shape. Evaluation of the practical activity. Extension: isometric drawing and designing a fidget toy.					
	Why?	To learn the skills required to use the appropriate tools dependent on the material to create an end product.					
	Assessment	Assessment 1 - Inquiring and analysing - Research / Assessment 2 - Creating a solution – Process of making / Developing ideas– Key Fob / Practical Assessment 3 – Key Fob Assessment 4 - Evaluation					
	Cultural Capital	Where do materials come from? How can we reduce the amount we use? Can we make things more sustainable? Who can we make products for and what are their wants and needs?					
	Year 8 rotation	Using machine tools to create a CAM toy car. Looking at the historical development of toy design. Investigate the types of materials used in toys focusing on the classification of wood. Students will come up with a range of ideas for their toy and focus on precise measurement and engineering constraints.. Identify the processes and tools required to make it. Build the toy and evaluate the end product.					

	Why?	To develop skills in design, engineering and machine tool use. These skills be support all aspects of creative design, building and decorating.					
	Assessment	Assessment 1 - Inquiring and analysing - Research / Assessment 2 - Creating a solution – Process of making / Developing ideas– CAM Car / Practical Assessment 3 – CAM Car Assessment 4 - Evaluation					
	Cultural Capital	Where do materials come from? How can we reduce the amount we use? Can we make things more sustainable? Who can we make products for and what are their wants and needs?					
	Year 9	Materials and smart materials. Investigating the types of materials used for construction. Identifying	Isometric drawing, working drawing, costing & rationale of product designed.	Construction: Health and safety. Drawing skills. What is a lap joint? Applying a finish to wood. Practical: Making of a lap joint box and application of chosen finish. Evaluation of product.	Graphics: colours, enterprising skills, illustration and drawing skills, typography, branding. Practical: poster design for space travel. Evaluation of final product and target audience review.	Construction: responsibilities of employees / responsibilities of employers / H&S 1974 / regulations COSHH etc.	
	Why?	We can have a better understanding of materials and their properties and know which ones to use and why.	To develop design skills in drawing and consider constraints	It is important that we know how to work safely in the workshop so that we and others around us are kept safe. To have knowledge on which joining method is the best for the job and why.	To explore a creative way to effectively target an audience. Marketing	To understand the law and regulation around construction so you don't fall foul	
	Assessment	Wood and metals - end of unit test	Materials and techniques - end of unit test	Lap joint box practical assessment. Evaluation of product.	Evaluation of product	End of unit test – Regulation	
	Cultural Capital	Knowing where are materials come from - sustainability	How to be creative whilst being managing constraints	Applying skills to create a product that you have creatively designed	The effect of advertising		
Graphic Design	Year 10	Mondrian: Primary and Secondary colours tertiary colours & complimentary colours Categorise the colours used to create this. Create your own 'Mondrian' style piece of work.	Mood, environmental and brand colours Look at ways to draw mood. Identify what colours relate to moods. Create a range of sketches to show mood using line and colour	Tone – Create a tonal range; gradient range; shading and definition. Line – Create an image using line to order and define space.	Composition – Create layouts in a sketch format for quick development of ideas to show proportion, shape, balance and the golden rule.	Typography – creating type with feeling; examples of type styles; examples of type setting or justification; examples of letter forms;	Image part 1 – create examples of symbols, hand draw images and vectors
	Why?	To understand how colour is used in Graphic design		To understand how tone is used in Graphic design	To understand how composition is used in Graphic design	To understand how typography is used in Graphic design	To understand how symbols and images are used in Graphic design
	Assessment	Assessed throughout Pass: Describes the graphic design components - Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Merit: Describes the graphic design components and makes some links between them - Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will make some links between the components, e.g. colour and tone Distinction: Describes the graphic design components and explains how they are linked- Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will explain how the components can be linked giving several examples, e.g. understanding how design decisions affect each other in a final piece through the choice of typography, line, layout, colour etc.					
	Cultural Capital	How colour is used for packaging in the industry.	How mood can affect the design process and provoke feelings	How tone can affect the design process and provoke feelings	How composition can help layout and clear understanding in areas such as books and newspaper	how typography can capture serotypes of countries, foods and feelings	How imagery and symbols can help to communicate without words such as way-finding (signs)
	Year11	Currently in planning stage - new course					
	Why?						
	Assessment						
	Cultural Capital						
Construc	Year 10	Unit 1 - revision Responsibilities of employees / Responsibilities of employers / H&S 1974 / Regulations COSHH etc. / PPE(R)	Unit 2 - legal and safety aspects: Asbestos/ Fire extinguishers / Safety signs/ Working below ground WAH/ HASAWA / RIDDOR/ COSHH / PUWER/ MHOR/ Security on site. Design & implementation: Working to a brief to build a wall, plaster it, paint it and add a dado rail. Technical drawings, floor plans, costings and budgeting. Creating a specification. Tools required and processes. Gantt chart creation	Unit 3 - Trades. Roles and responsibilities in the industry and careers	Unit 3 - Finance, administration, budgeting	Bespoke revision for GCSE examination	

	<b>Why?</b>	To understand the roles and responsibilities in the industry at different levels.	To understand the process of constructing in the industry from brief to evaluation (live brief)		To know the types of careers available and qualifications required.	Learn how to cost, budget, and make your money go as far as possible.	
	<b>Assessment</b>	End of unit test PPE(s)	Assessed brief		Unit 2 CWK	PPE on Unit 3	
	<b>Cultural Capital</b>	Legislation and the law	knowing how to budget and manage money accordingly		Roles and responsibilities in the industry		
	<b>Year 11</b>	Course work part 2 LO3 - be able to use the construction process 3.1 Apply techniques 3.2 Apply H&S 3.3 Evaluate					
	<b>Why?</b>	To understand the process of constructing in the industry from brief to evaluation					
	<b>Assessment</b>	(Live brief).					
	<b>Cultural Capital</b>	Unit 1 - Safety and security on the construction site. - Regulations HASAWS/MHOR/WAH/ COSHH/ RIDDOR/ PUWER Unit 2 - Health and safety - How to stay safe when working on practical work Unit 3 - Job roles in the industry. 1. What are the job roles in the industry? 2. What does each role do? What is the salary of each job? How are they connected?					

Physical Education	<b>Year 7</b>	Boys Term 1 Football  Girls – Fitness, football & Netball	Boys Term 2 Rugby  Girls – Fitness, football & Netball				
	<b>Why?</b>	Skills, rules strategies, movement concepts, positioning and scoring to be taught from three  Different invasion games– touch rugby, football and flag football. SMART goals framework– specific, Measurable, Attainable, Realistic, and Time- oriented.					
	<b>Assessment</b>	Making and Applying Decisions Pupils will develop & refine skills in order to complete set tasks. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance & refine these strategies to suit the activity. Using fitness activities to encourage reflective learning & communication skills  Developing Skills/Performance Pupils will develop the skills necessary to compete in a number of fitness-based events. To develop an experience of a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performance					
	<b>Cultural Capital</b>	Personal and cultural expression The ways in which we reflect on, extend and enjoy our creativity.					
	<b>Year 8</b>	Boys Term 1 Football  Girls – Fitness, football & Netball	Boys Term 2 Rugby  Girls – Fitness, football & Netball				
	<b>Why?</b>	Skills, rules strategies, movement concepts, positioning and scoring to be taught from three  Different invasion games– touch rugby, football and flag football. SMART goals framework– specific, Measurable, Attainable, Realistic, and Time- oriented.					
	<b>Assessment</b>	Making and Applying Decisions Pupils will develop & refine skills in order to complete set tasks. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance & refine these strategies to suit the activity. Using fitness activities to encourage reflective learning & communication skills Developing Skills/Performance. Pupils will develop the skills necessary to compete in a number of fitness-based events. To develop an experience of a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performance					
	<b>Cultural Capital</b>						
	<b>Year 9</b>	BOYS and GIRLS MIXED Fitness and games (Badminton, Basketball,	BOYS and GIRLS MIXED Fitness and games				
	<b>Why?</b>						
	<b>Assessment</b>						



	Cultural Capital						
	Year 10	The KS4 activities are choice driven and build on experiences from KS3. Groups are selected through pupil’s choice of different activities. The programme aims to build further competence in chosen physical activities, engage pupils in different competitive sports and activities while giving pupils more opportunity to take part in sustained periods of physical activity. The programme develops understanding and encourages pupil to lead a healthy active lifestyle throughout.					
	Why?	To use and develop a variety of tactics and strategies to overcome opponents in team and Individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. To develop technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]. To take part in further outdoor and adventurous activities in a range of environments to improve teamwork, building on trust and developing skills to solve problems. Know how to evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.					
	Assessment	Activities evaluated and reviewed for personal and team based performance; Football / Handball / Volleyball / Basketball / Badminton / Health & Fitness / Orienteering					
	Cultural Capital	To continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Teambuilding and striving to beat personal bests. Healthy living and fitness.					
	Year 11	The KS4 activities are choice driven and build on experiences from KS3. Groups are selected through pupil’s choice of different activities. The programme aims to build further competence in chosen physical activities, engage pupils in different competitive sports and activities while giving pupils more opportunity to take part in sustained periods of physical activity. The programme develops understanding and encourages pupil to lead a healthy active lifestyle throughout.					
	Why?	To use and develop a variety of tactics and strategies to overcome opponents in team and Individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. To develop technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]. To take part in further outdoor and adventurous activities in a range of environments to improve teamwork, building on trust and developing skills to solve problems. Know how to evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.					
	Assessment	Activities evaluated and reviewed for personal and team based performance; Football / Handball / Volleyball / Basketball / Badminton / Health & Fitness / Orienteering					
	Cultural Capital	To continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Teambuilding and striving to beat personal bests. Healthy living and fitness.					
Sports Science	Year 10	EXAM unit, contemporary issues	EXAM unit, contemporary issues	Practical sports unit			
	Why?						
	Assessment						
	Cultural Capital						
	Year 11	Media and Sport	Media and Sport	Media and sport/ Outdoor Education			
	Why?						
	Assessment						
	Cultural Capital						
Health & Social Care	Yr10	Understand HSC provision Inc. local and national services. Roles and responsibilities of HSC practitioners through consideration of the diverse range of occupations, their specialist care functions and general competency requirements. Referral processes initiation within HSC provision. Specific care needs and services accessed by individuals throughout the life stages. Formal and informal carers. Role of regulatory bodies – CQC and Ofsted.		Behaviours & attributes of practitioners Inc. trust, objectivity, patience, respect, empathy & commitment. Legislative framework governing provision & identify standards.	Distinguish personal & professional relationship. Multi-agency working Explore potential opportunities for career development.	Understand stages of human development from conception to birth. Holistic development commonly associated with each life stage. Know how to recognise & respond to concerns regarding & individual’s development. Understand the impact of planned and unplanned transitions on growth and development. Care planning cycle.	
	Why?	Know how HSC practitioners provide care to individuals with varying needs		Understand the responsibilities of the HSC practitioner	Understanding the skills required to be an effective HSC practitioner	Explore how we are all different and what makes us the way we are.	
	Assessment	Consider how different services identified in the lesson can meet the care needs of a range of different individuals.		Revisit job descriptions created in unit 1 and cross reference similarities and omissions.	Reflect on previous learning and consider the legal context for HSC practitioners adhering to their job descriptions.	Explore ways humans develop holistically through the interdependency of each area.	

	<b>Cultural Capital</b>	- Introduction to careers available in HSC – using ‘Step into the NHS’ to map career - Awareness of individual needs / diversity in society		Introduction to the skills, attributes and behaviours applied in the HSC sector in relation to best practice in HSC	Understanding of the skills, attributes and behaviours applied in the HSC sector in relation to best practice in HSC - Organise HSC related work experience	- Awareness of own and others’ growth and development and individuality - Work experience	
	<b>Yr11</b>	Understand working & careers in the Health & Social Care Sector. The importance of professional practice Care practitioners. Responsibilities of practitioners. Human growth & development through the life stages.	Understand HSC provision. Roles & responsibilities. Referral processes should be initiated. Specific care needs & services accessed by individuals Formal and informal carers. Role of reg. bodies – CQC and Ofsted	Revision term 4 content year 10	Revision term 5 and 6 content of year 10		
	<b>Why?</b>	To know how the work produced in year 10 relates to the reality of working in health & social care	Understand how HSC practitioners provide care to individuals with varying needs		Understanding the skills and responsibilities required to be an effective HSC practitioner.		
	<b>Assessment</b>	As students work through and complete their portfolios, they are to relate everything they do to a HSC related career	Unit 1 – Revising the Health & Social Care Sector	Unit 2 – Revising professional practice and the Health & Social Care practitioner	Unit 3 – Revising human growth and development through the life stages		
	<b>Cultural Capital</b>	As students work through and complete their portfolios, they are to relate everything they do to a HSC related career	Revision of careers available in HSC using ‘Step into the NHS’ to map career compare to last year’s results Awareness of individual needs / diversity in society	Revision of the skills, attributes and behaviours applied in the HSC sector in relation to best practice in HSC	Awareness and revision of own and others’ growth and development and individuality		
<b>Child Care</b>	<b>Yr10</b>	Understand holistic development of children aged 0-5 years through PILES Factors affecting development. Transitions and effects on a child’s development Importance of observation. Methods used to record observations.		Understand skills, beh. & attributes required by childcare practitioners Inc. an applied understanding of; trust, objectivity, patience, respect, empathy and commitment/responsibilities. Legislative frame governing EYFS provision & identify standards underpinning practice.		Distinguish between a personal & professional relationship. Multi-agency working. Opportunities for career development from; volunteer work, education, employment and progression pathways.	Stages of child development from birth to 5 years. Factors affecting holistic development Impact of planned and unplanned transitions
	<b>Why?</b>	Know how Child Care practitioners provide holistic care to support the development needs of children 0-5 years.		Understand the responsibilities and role of the Child Care practitioner.		Know how young children can be supported.	Explore Why / how are children are all different. What makes us the way we are?
	<b>Assessment</b>	Question student understanding each lesson - Quizzes at the end of each new topic/exam practice Q’s / Ongoing production of work towards portfolio of evidence that will be certificated at the end of the course / Key words/command terms / scenarios		Question student understanding each lesson - Quizzes /tests at the end of each new topic - Ongoing production of work towards portfolio of evidence that will be certificated at the end of the course Scenarios Baby programme			
	<b>Cultural Capital</b>	Introduction to real care baby programme Possible talks from young parents/grandparents/carers/child care professionals		Introduction to the skills, attributes and behaviours related to EYFS in relation to best practice in EYS The role of nanny, childminder, nursery etc		Attributes and behaviours applied in the EYFS sector. Real life situations relating theory to practice	Awareness of own/ others’ growth and development /individuality/genetics/ theories of development - Work experience
	<b>Yr11</b>	Understand working & careers related to the childcare and early years sector. Importance of professional practice as a childcare practitioner (CCP). Development of children aged 0-5 years Understand skills, behaviours and attributes required by CCP’s including an applied understanding of; trust, objectivity, patience, respect, empathy, commitment/responsibilities Understand the legislative framework governing EYFS provision and identify standards which underpin practice.		Holistic development of children aged 0-5 years through PILES Show appreciation for factors affecting development. Transitions and effects on a child’s development Importance of observation How to apply knowledge to exam questions.	Distinguishing between a personal & professional relationship and multi-agency working. Opportunities for career development from; volunteer work, education, employment & progression pathways. Understand how to apply knowledge to exam questions.	Stages of development from birth to 5 years. Factors affecting holistic development. Recognise and respond to concerns regarding individuals development. The impact of planned & unplanned transitions on child’s growth & development.	
	<b>Why?</b>	Know how work produced in year 10 relates to the reality of working in childcare.		Understand the responsibilities and role of the Child Care practitioner.	Understanding the skills required to be an effective EYFS practitioner and how young children can be supported	Know how children are all different. What makes us the way we are? Importance of diversity	

	<b>Assessment</b>	Completion of portfolio of evidence that will be certificated at the end of the course – work is continually assessed each lesson to ensure it meets assessment criteria	Practice exam questions. Quizzes at the end of each new topic/exam practice Q's Ongoing production of work towards portfolio of evidence.	Practice exam questions Quizzes at the end of each new topic Ongoing production of work towards portfolio of evidence. Baby programme.	Exam re-sit focus May 2020. Ongoing production of work towards portfolio of evidence.	
	<b>Cultural Capital</b>	As students work through and complete their portfolios, they are to relate everything they do to a childcare related career. Revise the skills, attributes and behaviours related to EYFS in relation to best practice in EYS The role of nanny, childminder, nursery etc	Reflection of real care baby programme Students to work on presentations about becoming a parent or child care professional	Revise the skills, attributes and behaviours applied in the EYFS sector in relation to best practice in EYFS link to WEX? Real life situations relating theory to practice	Awareness of own/ others' growth and development /individuality/genetics/theories of development. Work experience	
Performing Arts	<b>Year 7</b>	Non-Verbal Communication To understand the importance of communication without speaking and that we are constantly conveying a message through our physicality and actions.	Morley Manor To understand the power of storytelling and role-play. To develop characters and elements of physical theatre.		Romeo and Juliet Encouraging students to find their voice with Shakespeare. Shakespeare's' language, words and sentences challenge you minds and encourages a new understanding and confidence with language and words.	
	<b>Why?</b>	To learn the different ways we can communicate with each other	To learn the power of storytelling and how it can influence people		Explore the power of the written word and its many meanings.	
	<b>Assessment</b>	Teacher observation and verbal feedback throughout the lesson. Perform and reflect	Teacher observation and verbal feedback throughout the lesson. Perform and reflect		Teacher observation and verbal feedback throughout the lesson. Perform and reflect	
	<b>Cultural Capital</b>	Exploring other cultures gestures and meaning. Exploring actors and practitioners' that have used or developed mime. To understand that non-verbal communication is very important in the workplace.	Developing transferable skills such as; communication, teamwork, planning, time management, focus, motivation, imagination, leadership, problem solving and adaptability.		Developing language and communication as well as other personal management and collaborative skills such as; listening, participation, responding, avoiding distractions, asking and receiving help and encouraging others.	
	<b>Year 8</b>	Spy School: Developing skills such as; Teamwork Stealth Communication: Listening and following instructions Poker face	Vampires: Developing creativity, physicality, planning, devising and performance skills Vampires		Hamlet: Encouraging students to find their voice with Shakespeare. Shakespeare's' language, words and sentences challenge you minds and encourages a new understanding and confidence with language and words.	
	<b>Why?</b>	To develop creativity and work part as group to improve team building skills	Using vampires as your stimulus learn how to improvise and think on your feet creatively		To explore how text translates to powerful influential action	
	<b>Assessment</b>	Teacher observation and verbal feedback throughout the lesson. Perform and reflect	Teacher observation and verbal feedback throughout the lesson. Perform and reflect		Teacher observation and verbal feedback throughout the lesson. Perform and reflect	
	<b>Cultural Capital</b>	Being aware of yourself and surroundings.	Developing transferable skills such as; communication, teamwork, planning, time management, focus, motivation, imagination, leadership, problem solving and adaptability.		Developing language and communication as well as other personal management and collaborative skills such as; listening, participation, responding, avoiding distractions, asking and receiving help and encouraging others.	
	<b>Year 9</b>	Missing Dan Nolan Exploring a true story that has been adapted into a play. Using scripts and stage directions.	Sweeney Todd: Exploring the myth, themes and characters of Sweeney Todd.		Heroes and Villains: Encouraging students to find their voice with Shakespeare. Shakespeare's' language, words and sentences challenge you minds and encourages a new understanding and confidence with language and words.	
	<b>Why?</b>	To be able to direct a play and use a script to support performance	To experience a musical and be able to re-tell a story to others through your own interpretations		To understand traditional narrative sequence and stock characters. To explore character to support performance.	
	<b>Assessment</b>	Teacher observation and verbal feedback throughout the lesson. Perform and reflect	Teacher observation and verbal feedback throughout the lesson. Perform and reflect		Teacher observation and verbal feedback throughout the lesson. Perform and reflect	
	<b>Cultural Capital</b>	The importance of staying together and looking out for each other. Boys are just as vulnerable as girls.	Developing transferable skills such as; communication, teamwork, planning, time management, focus, motivation, imagination, leadership, problem solving and adaptability.		Developing language and communication as well as other personal management and collaborative skills such as; listening, participation, responding, avoiding distractions, asking and receiving help and encouraging others.	
	<b>Year 10</b>	Component 1- Exploring the Performing Arts To develop their understanding of the performing arts by examining practitioners' work and the process used to create performance.		Component 2- Developing skills and techniques in the performing arts. To develop their performing arts skills and techniques through the reproduction of acting repertoire.		
	<b>Why?</b>	To look at a range of performances and texts to learn how performance is created and to influence own ideas.		To learn how to act and perform to an audience through a range of taught skills and own interpretations.		
	<b>Assessment</b>	Extended writing, PowerPoint presentation or blog		Skills audit, diary logs and performance		
	<b>Cultural Capital</b>	Broaden students' understanding of performance work and influences. Explore the roles and responsibilities of different jobs within this field.		Setting SMART targets and reviewing one's development. Developing personal management and collaborative skills		
	<b>Year 11</b>	Component 3- Performing to a brief To create a workshop performance in response to a given brief and stimulus				
	<b>Why?</b>	To put into practice all the knowledge and skills you have learnt to perform to a brief.				

	<b>Assessment</b>	Ideas log Skills log Performance workshop Evaluation log			
	<b>Cultural Capital</b>	To develop transferable skills such as communication and teamwork. Help you to progress to level 3 course			
Food Studies	<b>Year 7</b>	The need for a solution: Points for research and main findings of research: The main features of an existing product that inspires a solution to the problem: Provide success criteria for the solution : Present feasible design ideas stating the key features: Create a planning drawing/diagram: Provide the main steps while creating the solution, demonstrate technical skills while creating the solution : Create the solution which functions as intended: Provide relevant testing methods to measure the success of the solution against design spec : Explain how solution can impact target audience, suggest future improvements			
	<b>Why?</b>	Diet can play a huge part in your overall health. Create a number of dishes which could be used in a healthy diet. Produce a healthy version of a popular junk food favourite			
	<b>Assessment</b>	Understanding the ‘Eatwell’ guide write a postcard explaining the importance. Nutrients sources and functions create a breakfast idea for a student to help them concentrate throughout the day. Prepare a list of success criteria to judge my product against. Carry out a number of recipes to learn skills and gain confidence in skills. Create a planning recipe sheet listing key features. Complete final practical to create product. Assessment of practical work through the core competencies and MYP. Complete evaluation document for the solution both practical and sensory. Complete evaluation-showing ways to improve my work.			
	<b>Cultural Capital</b>	Understand what healthy eating is and to think about the ways we can change what we eat to be healthier and environmentally aware			
	<b>Year 8</b>	The need for a solution: Points for research and main findings of research: The main features of an existing product that inspires a solution to the problem: Provide success criteria for the solution : Present feasible design ideas stating the key features: Create a planning drawing/diagram: Provide the main steps while creating the solution, demonstrate technical skills while creating the solution : Create the solution which functions as intended: Provide relevant testing methods to measure the success of the solution against design spec : Explain how solution can impact target audience, suggest future improvements			
	<b>Why?</b>	The joy of Food is sharing it with our friends and family. You will plan the food for an event that you may invite a guest to. All the food must be planned, made and served for the event			
	<b>Assessment</b>	Understanding the types of food service used in the catering industry and the most suitable for my event. I can produce dishes of a high standard safely and hygienically which could be served to guests at the event. Prepare a list of success criteria to judge my product against. Carry out a number of recipes to learn skills and gain confidence in skills. Assessment of practical work through the core competencies and MYP. Complete evaluation document for the solution both practical and sensory. Complete evaluation showing ways to improve my work.			
	<b>Cultural Capital</b>	To be aware of people's tastes and dietary requirements. To prepare food thinking about the impact of different cultures on what we eat.			
	<b>Year 9</b>	Safe food production; Healthy eating/cooking methods; Allergy awareness; Factors that affect menu choice; Job roles in the kitchen brigade	Meeting customer needs; Flavours from around the world	Catering equipment Front of house roles Types of service	Job descriptions Food presentation Revisiting basic skills for those not continuing with H&C next year
	<b>Why?</b>	How safe is the food we eat? What are the jobs in the kitchen?	What rights do I have as a consumer?	Who works in front of house? What are the different ways food can be served?	What is a job description?
	<b>Assessment</b>	Practical assessment and questioning in class Assessment through think hard tasks	Practical assessment and questioning in class Assessment through think hard tasks	Practical assessment and questioning in class Assessment through think hard tasks	Practical assessment and questioning in class Assessment through think hard tasks
	<b>Cultural Capital</b>	Food safety/ Healthy Eating/ Allergy awareness	Rights of the consumer	Types of jobs in service	Cooking methods from different cultures such as Pasta making / Melting method / Bread making
	<b>Year 10</b>	Structure of the H&C industry. Job requirements within the H&C industry factors affecting the success of H&C providers; operations of a kitchen; operation of front of house H&C provision meets customer requirements		Food related causes of ill health. Role and responsibilities of the EHO. Food safety legislation. Common types of food poisoning. The symptoms of food induced ill health	Personal safety responsibilities in the work place. Identify risks to personal safety in H&C. Recommend personal safety control measures for H&C provision. Exam preparation
<b>Why?</b>	What establishments make up the H&C industry? What are the job roles within the H&C industry?	How can the food industry ensure that food is safe to eat?	Who is responsible for my safety in the workplace?	What is a healthy diet?	What establishments make up the H&C industry? What are the job roles within the H&C industry?
<b>Assessment</b>	End of topic tests	End of topic tests	End of topic tests	End of topic tests	End of topic tests

	Cultural Capital	Being aware of the jobs available and the qualifications and attributes needed. Types of contracts	Awareness of allergies and special diets Food poisoning causes and symptoms Job of the EHO	Legislation around safety in the workplace, COSH, RIDDOR. Rights and responsibilities in the workplace	Effects of cooking on nutrients, excess, deficiencies, and results nutritional needs of different groups of people.	Being aware of the jobs available and the qualifications and attributes needed. Types of contracts	
	Year 11	What is involved in having a healthy diet? Describe functions of nutrients in the human body. Compare nutritional needs of specific group. Explain characteristics of unsatisfactory nutritional intake. Explain how cooking methods impact on nutritional value. Explain factors to consider when proposing dishes for menus. Explain how dishes on a menu address environmental issues		Revision	Revision		
	Why?	What is involved in having a healthy diet?					
	Assessment	Unit 2 AC 1.1 – AC 3.5					
	Cultural Capital	Making good food choices					
PSHE	Year 7	E-Safety	Organisation	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
	Why?	Students will be able to understand what is meant by E-safety, and the impact of the Internet on our wellbeing. Students will know the differences between positive and negative websites and the impact that they can have on them.	Students can explain communication methods that they find particularly effective	Students will learn about their identity as part of their community and be able to discuss the rights and responsibilities in a diverse community. Students will be able to differentiate between different forms of bullying such as emotional, physical, exclusion and cyberbullying.	Students will be able to discuss the differences between medicinal use of prescription drugs and recreational drugs. They will be able to make informed decisions about the risks associated with alcohol and tobacco products.	Students will be able to explain what is meant by values and clarify their personal core values within relationships. They will be able to recognise how personal attributes could be ingredients of positive relationships and understand the positive role friendships can play in someone’s life.	Students will explore how to make financial choices including recognition of how financial choices have consequences that affect themselves and others.
	Cultural Capital	Students can recall ways to manage their privacy and reputation online know how to make good decisions when sharing content and can explore how the content they share impacts on how they are portrayed.	Students understand how organisation will support their steps after they leave school. This will give them the power to be successful both in school and their future lives.	Students will understand that everyone shares responsibility for ensuring others people’s rights are listened to and explain how diversity enriches and benefits society.	Students will understand the legal position on alcohol and tobacco supply and use, the ramifications of consuming them on both their own health and those around them.	Students will learn about self-esteem and its importance in relationships. They will be able to explain the features of positive and stable relationships and those of unhealthy relationships, including romantic situations.	Students will be able to understand the differences between wanting something and being able to afford it. They will be able to recognise the importance of careful budgeting and saving for more expensive items.
	Year 8	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
	Why?	Students can discuss and define stigma, understand the impact of stigma on people experiencing mental health problems, and can identify ways to address stigma	Students are able to work independently and have strategies for finding answers when problems arise.	Students will learn about discrimination, focusing on racism and religious tolerance, and how the debate on migration can contribute to tolerance.	Students will learn about the nature of and influences on healthy and less healthy body image. They will be able to recognise the link between healthy self-esteem and healthy body image. Students will learn to manage emotional responses to change,	Students will be able to recognise that variation in sexual development, activity and attraction is normal and They will be able to recognise myths about what is the ‘norm’;	Students will be able to recognise and explain or demonstrate strategies to manage peer influence when making purchasing choices. They will understand how and why consumers’ rights are protected by law and how to manage situations where they have complaints as consumers.
	Cultural Capital	Students understand how to control their feelings and can identify strategies to cope with different moods and emotions.	Students understand initiative in reference to the Myers Briggs rubric, and understand the importance of flexibility	Students will analyse the effects of racism and religious tolerance on individuals and communities; and be able to describe the effects of the media debate on migration on relationships within our communities.		Students will understand that people vary in how important they feel it is to have a partner and that people with different cultural heritage may develop relationships in different ways.	Students will be able to recognise some of the selling techniques used by advertisers to sell varying products, whether banks or other forms of lenders.
	Year 9	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World



	<b>Why?</b>	Learn about safe, risky and unsafe groups of people. They will be able to describe what makes a healthy, positive friendship and identify traits that make a friendship unsafe or unhealthy.	Learn about different types of employment and the varied nature of career pathways. They will learn how their strengths, attributes and interests might link to future choices in their career pathway and how to evaluate their changing aspirations and whether they are on track to achieve them.	Explore common causes of conflict between young people and parents as well as learning how to manage conflict at home. Students will learn about why young people may choose to run away from home, the risks associated with running away from home and how to access support services.	Learn about the impact of peer pressure on young people’s attitudes towards drugs and drug use and to rehearse strategies for managing peer influence. Students will learn about common health risks in relation to choices in drug and alcohol use and learn more about legal risks in relation to drug and alcohol use.	Discuss the thoughts and feelings young people might have about starting sexual activity, how to manage the pressures to start sexual activity and further explore what it means to be ‘ready’ for sexual activity.	Students will reflect on their’ enterprise and employability skills. Students will learn about the skills needed to create a new business, develop enterprise and teamwork skills through working together. Students are to learn about the skills needed to create a new business; develop enterprise and teamwork skills through working together.
	<b>Cultural Capital</b>	can describe what makes a group of friends different from a gang, explain the manipulation techniques used by gangs to gain new members and explain why some young people may want to join a gang;	Be able to assess the benefits and limitations of different types of employment, for instance full and part time employment, zero hour employment contracts, temporary employment contracts, self-employment and voluntary work.	Be able to explain why conflict at home may be more common during adolescence, identify the emotions caused by conflict at home and explain why parents and carers may impose boundaries on teenagers..	Students will be able to compare statistics about young people’s drug use with the perception of young people’s drug use and suggest reasons why there may be a difference.	Sexual relationships and forming positive relationships built on respect.	Students will define what it means to be enterprising and employable, identify and demonstrate the learning and employability skills that they already have identify how their learning has developed their employability skills throughout key stage 3.
	<b>Year 10</b>	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
	<b>Why?</b>	Learn how to build self-esteem through self-awareness, strategies to promote perseverance, adaptability and resilience in a wide range of increasingly pressured scenarios, including asking for help.	Learn about the effects of debt on an individual and their relationships and learn about alternative methods to prevent and respond to debt.	Learn about commonly held relationship and sex myths and where these originate from, about social norms in relation to sex, particularly for young people today.	Learn what qualities make someone a positive or negative role model and about the impact of role models on people’s health-related behaviour.	learn about different types of family structure, about the roles and responsibilities of different family members	Learn about the range of opportunities that exist in learning and work, about the experience of taking part in a work experience placement.
	<b>Cultural Capital</b>	Be able to identify their strengths, positive qualities and areas for development, recognising this process as an important life skill. They will then be able to use this assessment to build self-esteem and confidence.	Use newly acquired skills to identify and discuss why someone might get into debt, evaluate the positive and negative reasons for taking on a debt, describe the difference between manageable and unmanageable debt, identify and analyse the range of risks of getting into debt and analyse the range of solutions to getting out of debt.	Identify common sex myths and assumptions held about different genders, misconceptions about what people want from a relationship, including from a sexual relationship and understand how such myths can put pressure on young people to behave in certain ways. describe how to demonstrate affection and respect for others, including asking	Evaluate examples of popular role models, assess the qualities of their role models and explain what they can learn from them.	How the family unit has changed over time and what social factors have influenced these changes. To look at the role of parents.	Understand by the terms ‘enterprise’, ‘employment’, ‘career’, ‘job’, ‘profession’, ‘self-employment’ and ‘voluntary work’, identify and discuss their expectations of work experience, recognise the possible benefits to them of having a good work experience is inappropriate or unsafe, or if they face discrimination during their work experience placement.
	<b>Year 11</b>	Personal Identity	Relationships	Careers	Health and Wellbeing		
	<b>Why?</b>	Students are to learn more about effective revision techniques and the habits of effective learners.	Students are to explore core values and emotions in relation to sexuality and learn how to effectively communicate wants and needs with a partner.	Students are to learn about the option choices available post-16, including an assessment of the appropriateness of different choices in their own circumstances.			
	<b>Cultural Capital</b>	Students can identify a range of revision techniques and strategies, evaluate the effectiveness of various revision techniques for them, and apply the use of different revision techniques to various subjects.	Students can identify their own core values in relation to intimate relationships and sexuality, recognise that there is diversity in sexual attraction and developing sexuality and explain how people’s sexuality can develop over time.	Options, employment opportunities and preparing for work			