

Year 7 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	Chinese Cinderella: Excellence Project - Students will be learning and mastering the basics of writing. How do we construct a perfect sentence and build these into perfect paragraphs?		Classics - Students will be studying The Odyssey in order to inspire their own creative writing. They will explore this epic through the lens of the following big ideas: freedom and confinement, religion and fate, hubris and vulnerability.		Frankenstein the play - In addition to studying the play, students will be exploring a range of non-fiction extracts and the context of Victorian literature. The themes of freedom and confinement, hubris and vulnerability and appearance versus reality will form the spine of the unit.	
Maths	In year 7 all students will be mastering their number knowledge. Our curriculum is delivered in a mastery approach whereby pupils do not move on until each skill is mastered therefore each pupil will master a different number of skills and each student will be challenged in every lesson. The key concepts being delivered during year 7 are: Place Value and Number, Addition and Subtraction, Multiplication and Division, Indices, Order of operations, Negatives, Number Theory and Fractions. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive students who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to		In a mastery approach whereby pupils do not move on until each skill is mastered therefore each pupil will master a different number of skills and each student will be challenged in every lesson. The key concepts being delivered during year 7 are: Place Value and Number, Addition and Subtraction, Multiplication and Division, Indices, Order of operations, Negatives, Number Theory and Fractions. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive students who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to			
Science	Students will start with a short introduction to the lab and health and safety. This will be followed by the core Chemistry topics of Particle Theory followed by the core Biology topics of Cells, Tissues & Organs and then the fundamentals of chemistry: Elements, Compounds & Mixtures.	Students will cover Energy Changes in Chemical Reactions followed by the Physics topic of Energy Transfer. Students will then build on the cells topic in term 1 by studying asexual & sexual reproduction and linking to life-cycles of different organisms.	This term students will learn about acids and their reactions. Students will then study the key physics topic of Forces.	Students will build on their organs systems knowledge in the Biology topic of the skeletal and muscular system. Students will build on their knowledge of Forces by studying Magnetism and link back to the Energy topic in Term 2 by studying Electricity and Circuits.	Students will spend this term studying Human Reproduction, Puberty, the Menstrual cycle and embryo development.	The final Topic area again returns to the key Physics topic of Forces by studying gravity and exploring Space.
Geography	Global and Local Geography - Students will be starting by recapping global geography, including continents and oceans. Pupils will then investigate UK and local geography, making links between local history and geography.	Weather and Climate Change - students will focus on understanding the water cycle, including key terms such as condensation and evaporation. This will then be linked to global climate change and extreme weather events such as hurricanes and flooding.	Rainforests - students will learn where the world's rainforests are located, their characteristics, including their climate and biodiversity. Students will understand the threats that face our rainforests and how we can best manage these.	Brazil - students will investigate the cultural, physical and human geography of Brazil. Understanding the diverse nature of the country and how the physical and human geography are intrinsically linked.	Egypt and drought - students will explore the physical and human geography of Egypt, with a focus on its climate and wildlife.	The Indian Ocean - This topic covers a wide range of topics, from ocean plastics and piracy to overfishing and uncontacted tribes.
History	In Year 7, students will partake in a number of historical enquiries that will help develop their understanding of History from pre-Roman Britain to Elizabethan England as well as application of historical skills					
	Enquiry 1: What can we learn about the Romans from Pompeii? This is an evidence based enquiry that will help establish and build upon source analysis skills.					
	Enquiry 2: When did England become England? An enquiry that looks at the formation of England through the theme of change and continuity. From the Romans, to the Anglo-Saxons and Jutes to the Vikings.					
	Enquiry 3: Why did William win the Battle of Hastings? A causation enquiry where pupils will have to make a judgement on the extent to which different causes led to the outcome of the Battle.					
	Enquiry 4: What were the consequences of the Norman Invasion of Britain? This enquiry will examine consequences such as the feudal system and the Domesday Book					
	Enquiry 5: How did castles change between 1066 and 1600? This is an enquiry that focus on castles have changed overtime and the reasons for this change. Within this unit, we will examine local castles in Kent as an example.					
	Enquiry 6: What does the murder of Becket tell us about the power of the Church? This enquiry focuses on the significance of the Church during the Middle Ages and pupils will need to examine the relationship between the Church and monarch.					
	Enquiry 7: Why have opinions of King John changed? This enquiry focuses on historical perspectives and why different views of key historical figures can change over time and the factors which can influence this.					
	Enquiry 8: What are the differences between the European and English Reformations? This enquiry will explain the creation and impact of the reformation both in Germany and England.					
	Enquiry 9: How did life change under the Tudor Monarchs? This enquiry will examine different elements of Tudor life, focusing on ordinary people.					
	Enquiry 10: What is the impact of migration on England? This enquiry will focus on consequences of migration and how migration prior to the 1600s has influenced and impacted the country we live in.					
Music	Students explore rhythm through a range of theory and practical activities. They recognise the different note values and are able to create their own rhythms. They understand time signatures and take part in body percussion and chair drumming activities.	Keyboard skills. Students learn how to play the keyboard, beginning with strumming patterns and then moving onto both hands together. They work through a series of exercises to develop and strengthen technique before working on a performance piece.	Ukulele Skills. Students learn how to play the ukulele, beginning with strumming patterns and simple chords. They will work through a variety of pieces of music, focusing on rhythm, timing and chord shapes.	Chords Part 2. Students learn about four chord sequences. They develop their instrumental technique further and play more difficult pieces as a band. Students have the opportunity to work as singers or drummers alongside the instruments already learnt.	The Orchestra. Students learn about the instruments of the orchestra and listen to pieces by some of the great composers. They learn about analysing music using MAD T-SHIRT and develop their listening skills	Carnival of the Animals. Students learn about this suite of music and about how the composer created the piece. They will recognise the elements of music and how they are used. Students will then compose their own piece of music based on an animal.
Computer Studies	Computational Thinking and Algorithms - Students will cover basic computational thinking techniques such as Abstraction, Decomposition, Pattern Recognition and Design. They will also be introduced to basic algorithm design.	Algorithms - Students will be taken through basic programming structures such as variables, sequence, selection and iteration. This will be taught through game creation.	By the end of this term Year 7 students should know the basic principles of Binary and Denary. Students should also be able to convert between both Binary and Denary.	By the end of this term Year 7 students should know how to construct a flowchart. In addition, students should be able to read a flowchart and understand it's purpose/output.	By the end of this module Year 7 students should be able to explain the differences between different types of computer and their uses.	In this unit students will be introduced to a range of ethical issues that have arisen as a result of new technology.
Drama	Greek Theatre: Students will use the play Antigone to learn the skills of Tableau, Chorus and Mime. The unit will help build confidence, learn team working skills and enrich their cultural knowledge.	Greek Theatre: Students will use the play Antigone to learn the skills of Tableau, Chorus and Mime. The unit will help build confidence, learn team working skills and enrich their cultural knowledge.	Devised Theatre: Students will begin to create and develop their own pieces of Drama based upon a specific stimulus. This unit will enhance creativity, allow all students to access Drama and build quick thinking skills.	Devised Theatre: Students will begin to create and develop their own pieces of Drama based upon a specific stimulus. This unit will enhance creativity, allow all students to access Drama and build quick thinking skills.	Scripted Performance: Students will study key scenes from Oliver Twist using movement and vocal skills to show character.	Scripted Performance: Students will study key scenes from Oliver Twist using movement and vocal skills to show character.
Ethics	Judaism/Christianity - Students will learn key beliefs, practices, symbols, places and locations of worship, read the stories and moral codes from traditional scriptures, and discuss about their historical and contemporary meaning in the UK today.	Does living Biblically mean obeying the whole Bible? Students will explore the need for religious believers to subscribe to scriptural literalism. Students will explore rules given in scripture and assess whether believers do and should follow these teachings.	"What is so radical about Jesus?" Students will consider how the teachings of Jesus compare to the views of contemporary society. In particular, students will examine Biblical teachings on gender and poverty.	Islam - Students will learn key beliefs, practices, symbols, places and locations of worship, read the stories and moral codes from traditional scriptures, and discuss about their historical and contemporary meaning in the UK today.	Islam/Buddhism - Students will learn key beliefs, practices, symbols, places and locations of worship, read the stories and moral codes from traditional scriptures, and discuss about their historical and contemporary meaning in the UK today.	Buddhism - Students will learn key beliefs, practices, symbols, places and locations of worship, read the stories and moral codes from traditional scriptures, and discuss about their historical and contemporary meaning in the UK today.
French	Bonjour! Learning to pronounce key French sounds. Students will learn to say their name and learn numbers, talk about brothers, sisters and age using the verb 'avoir' and the indefinite articles.	La rentrée: Students will describe a classroom using the indefinite and definite articles, and talk about likes and dislikes using the verb 'aimer + the definite article'. They will also describe themselves and others using the adjectival agreement.	Qu'est-ce que tu fais? Students will say what they do understanding infinitives and regular -er verbs, and using possessive adjectives: mon, ma, mes and using qualifiers with adjectives (assez, très, trop, un peu).	En classe: Students will talk about colours, tell the time, and say what they think of your school subjects and why, talking about likes and dislikes using -er verbs. They will use qualifiers to give more detailed opinions (très, vraiment, trop).	Qu'est-ce que tu portes? Students will talk about what they wear to school using adjectives after nouns and talk about their school day using new -er verbs and also sequencers.	C'est comment un collège français? Students will learn about a typical French school saying what there is / isn't, using il y a... and il n'y a pas de... They will also agree and disagree and practise reading for gist and for detail. End of Year Movie Project.
Spanish	Mi vida: Getting used to Spanish Pronunciation introducing themselves, talking about their personality Using adjectives that end in -o/-a definite article (el/la/los/las). Also learning about verb endings. Also ¿Tienes hermanos? Talking about age, brothers and sisters using the verb 'tener'.	Using numbers and the alphabet and talking about their pets making adjectives agree with nouns. ¿Cómo soy? Writing a text for a time capsule asking variety to their writing developing writing skills - High-frequency words, the indefinite article (un/una), the definite article (el/la/los/las)	Mi tiempo libre: Students will say what they like to do giving opinions using me gusta + infinitive, and what they do in their spare time using -er verbs in the present tense with expressions of frequency: todos los días, a veces, nunca, de vez en cuando.	¿Qué te gusta hacer? Saying what you like to do Giving opinions using me gusta + infinitive. ¿Cantas karaoke? Saying what you do in your spare time Using -er verbs in the present tense. ¿Qué haces cuando llueve? Talking about the weather Using cuando (when).	¿Qué deportes haces? Saying what sports you do Using hacer (to do) and jugar (to play) ¿Qué haces en tu tiempo libre? Students will read about different hobbies, understanding more challenging texts and taking part in a longer conversation using question words using question words -	El festival de cometas -Rich Text: Saying what sports you do Using hacer (to do) and jugar (to play) and Movie Project.
PE	In year 7 pupils will start their learner journey in dance, athletics, rounders and cricket) which will build on the following 3 areas: Knowledge of theory, demonstration of movement and finally the ability to actively show the characteristics of The Malling School Way .					
Life Skills	In Technology, Life Skills consists of: Art, 3D Design, Textiles and Food. 3D Design: Mechanical Toy In 3D Design students are introduced to the foundations of working in 3Dimensional form. They will explore the key components and concepts in design. They will start to develop an awareness and learn to master skills in: designing for purpose, perspective drawing, modelling, exploring mechanisms and the early stage of prototyping. At the final stage of their project students will produce a final 3D product and learn about the importance of graphic design at the point of sale. Art: African Art - Colour and Shape - Cubism Students are introduced to the core skills whilst exploring and developing an appreciation of the formal elements. Students are encouraged to repeat, practise, and master their use of line, tone, shape and form through their observational investigations into the African culture. They explore texture and mark making techniques through their use of clay and learn to master specialised ceramic glazing techniques in order to finish their clay masks to a high standard. Students then move on to develop a deeper understanding of colour theory whilst exploring the work of Kandinsky. They will investigate colour mixing and painting application techniques. The rotation culminates in a Cubism project that allows students to reflect on and demonstrate everything that they have learned whilst looking at still life and Picasso. Food: Introduction to Food In Year 7 students learn about healthy eating and dietary requirements as suggested by the Government for a healthy lifestyle. They will learn about the Eatwell guide, what it means and how to put these recommendations into practice in their everyday life, should they choose to do so. They will also explore specific uses of pieces of equipment and how to create dishes using them. To go alongside this they will learn a few basic preparation and cooking skills which will enable them to have a go at making some basic dishes. Basic cooking skills include rubbing in, creaming, knife skills, kneading, weighing/measuring and use of hob/oven. Textiles: The Soft Toy Challenge Students are introduced to the core elements within Textiles and the Textile industry. Students learn about the principles and importance of textile products. They learn about their function, suitability, and sustainability by developing an awareness about the environmental factors the industry has globally. They will learn about how to respond to a brief to produce a textile product. They will learn about the importance of research, informed design ideas and how to effectively draw functional designs. They will also learn basic sewing machine skills, fabric manipulation, hand embroidery, finishing techniques, and graphics skills within this project.					
Personal Development	Leadership - An introduction to the pillars of vision, inspiration, motivation, mentoring and responsibility that lay the foundation for our students to take up roles of responsibility within the school for their development. Discussing Emotions - The creation of a safe space of the school for students to understand and express their own emotions, and to begin the development of an emotional vocabulary.	Identity, Rights and Respect - An introduction to the importance of personal identity and the broad framework of rights and responsibilities which must be lived in order to respect ourselves, each other and our community. Bullying - An investigation into the various kinds of bullying and the devastating effect it can have on us all. Clear guidance is given on how to report bullying and receive the support you might need.	Healthy Relationships - An outline of what healthy relationships look like, with a focus on communication, sharing, respect, trust, friendship and mutual support. Families - Students will investigate the dynamics that make for happy, functional families by understanding the various roles and responsibilities of its members and exploring how their actions can support a healthy family.	Democracy: Political Parties, Voting and Elections - An introduction to democratic principles within the UK outlining the first-past-the-post constituency system, the role of political parties, the principles of free and fair elections and voting rights.	Healthy Lifestyle - Students will investigate the various aspects of what makes for a physically, mentally and socially healthy lifestyle, while also identifying risk factors that they need to avoid or overcome. Thinking Skills - An introduction to subjective and objective information, and the importance of identifying bias and agendas that make some information more reliable than others.	Future Careers and Pathways - An overview of the pathways at secondary and tertiary education that open up a world of career choices. The focus here is to widen the ambit of what students perceive as possible for their own lives.
ASDAN	Identity: Students explore all aspects of own identity and others. Focusing on qualities and skills that they have and how we can use them in the future.		Health: Students explore all areas of health beginning with personal care, healthy eating, road safety and touching upon basic first aid skills.	Environment: Students explore the world we live in, studying various environmental issues around us and link to their awareness of issues such as news and other subjects in the curriculum. Students have access to lessons both inside and outside of the classroom.	Environment project based: Students will investigate the lake within the Malling school grounds, identifying wildlife and conservation.	

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Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	The Chinese Cinderella: Excellence Project - Students will be learning and mastering the basics of writing. How do we construct a perfect sentence and build these into perfect paragraphs?	Students will be learning and mastering the basics of writing. How do we construct a perfect sentence and build these into perfect paragraphs?	The woman in white - Students will be using this text as a catalyst to inspire their own creative writing as well as an introduction to patriarchal ideals and the sensation genre.	Hamlet - Students will use this play as their introduction to Shakespeare's plays. They will delve into Shakespearean methods and begin to build skills around literary analysis.		
Maths	In year 8 all students will be mastering their algebra knowledge. With our mastery approach pupils do not move on until each skill is mastered and embedded into their everyday thinking. Each pupil will have the opportunity to master a different number of skills and each pupil will be challenged in every lesson. The key concepts being delivered during year 8 are: Manipulating and Simplifying Expressions, Linear Equations, Formulae, The Cartesian Grid, Advanced Line Graphs and Equations, Linear Inequalities, Sequences, Advanced manipulating and simplifying expressions, quadratics 1, quadratics 2. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive students who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to problems, communicating using mathematical language their own ideas.					
Science	Students build on the particles topic covered last year starting with Chemistry: States of matter & Atomic Structure. This is then followed by Physics where students will investigate and calculate speed. They will then build on their knowledge of cells by learning about a range of specialised cells and the role of stem cells in the development of an embryo and medical advancements.	Students will build on their understanding of particles and mixtures to examine different methods Chemists use to separate different types of mixtures. Students will learn about the Periodic Table and all the known elements. Students will learn about their digestive system and the role of enzymes in digestion. They will make links between Biology and Physics by investigating the energy in food. Students will also learn that not all living things are like us but some organisms are a single cell by studying unicellular organisms.	Students will cover a number of key chemical reactions by studying the reactivity series through displacement reactions. Students will also link back to the Y7 topic of energy changes in chemical reactions by studying combustion. Students will link back to the Y7 topic of Forces by studying examples of forces deforming objects and investigating Hooke's Law. Students will also be introduced to the key Physics topic of wave by studying Light and Sound.	This term students will build on their knowledge of organ systems by focusing on breathing, the respiratory system and gas exchange. The chemistry topics this term build on the Y7 topic of acids and pH by learning about reactions of acids with metals, metal oxides and metal carbonates. Students will then learn how we can use our understanding of physics to our advantage in machines and moments.	The biology topic this term building on last term's topic of gas exchange by studying cellular aerobic and anaerobic respiration. Students will learn about static electricity and then build on the Y7 topic of electricity and circuits by focusing on electrical resistance. Students will extend their knowledge of speed and motion by studying acceleration and velocity-time graphs.	Students will spend the final term learning about the key concepts of variation and evolution in Biology and makes links between Geography and Chemistry by studying the Rock Cycle. Students will finish by examining power and domestic energy costs.
Geography	Population and Migration - students will understand how population can change, the trends and patterns of these changes and how they occur. Case studies will include China's one child policy and Singapore's three or more. Students will then investigate the causes of and issues caused by migration.	Settlements - students will examine what factors are imperative when establishing a settlement. We will then investigate megacities and compare and contrast Manchester to Indian cities.	Development, Industry and trade - students will use their knowledge from the previous two terms to understand the process of development, its causes and impacts. This is then linked to industry and trade.	Italy - students will investigate the population structure and level of development within Italy. We will compare the north and south of Italy and how to manage issues of underdevelopment in the south.	Coasts - students will begin to understand the characteristics and features of coasts. This will be done using a case study approach. Students will understand the issues coasts face and how these can be managed.	Tectonics - students will investigate tectonic processes and their impacts. This will include earthquakes, tsunamis and volcanoes.
History	The Stuarts - Following on chronologically from the end of Year 7, students will investigate the changing balance of power between Parliament and the King. They will examine sources and interpretations to help them reach judgements on significance and cause and consequence.	Industrial Revolution - Students will examine the changes in Britain between 1750 and 1900. They will consider the significance of the move from the domestic system to the factory system, new inventions and the growth in population.	Jack the Ripper - Students will use this case study as a lens into Victorian Britain. Using different sources they will make judgements on the effectiveness of policing and as evidence to support their own theories about one of the most notorious criminals.	Kingdoms of Africa - This is a thematic unit which will give students the opportunity to explore the growth of empires and kingdoms outside of Europe. They will look at Ghana, Mali, Benin and Nigeria. Students will compare and contrast the growth of kingdoms here with what they have learnt about Britain.	History of Sugar - students will examine the history of the British Empire and slavery through the trade of sugar, for example looking at sugar plantations in the Caribbean.	This term will focus on two topics - the Civil Rights Movement in the USA and the origin of conflict in Northern Ireland. These two topics are linked through issues of civil rights.
Music	Students explore rhythm through a range of theory and practical activities. They recognise the different note values and are able to create their own rhythms. They understand time signatures and take part in body percussion and chair drumming activities.	Instrumental skills. Students explore a range of instruments learning about how they are played. They develop basic techniques through practical activities and creative tasks.	Just Play Part 1. Students learn four chord sequences and play along to various existing songs. They develop band skills and are able to play in time with others. They develop their confidence when performing and evaluate their own work.	Blues Music. Students learn about the origins of Blues music. They learn the 12 bar blues chord sequence, practise improvising and work in small groups to create a simple blues song.	Just Play Part 2. Students continue to develop their instrumental technique and skills working in a band. They learn more advanced chords and play along with existing pieces.	Film Music. Students learn about why music is important in films. They create sound effects for a given film clip and explore the job of a Foley artist. They then create the music for the same film clip, showing understanding of musical techniques to build tension.
Computer Studies	Computational Thinking and Algorithms - Building on their knowledge from year 7 Students will recover basic computational thinking techniques such as Abstraction, Decomposition, Pattern Recognition and Design. They will also apply this to be able to solve real life computational problems.	Algorithms - Students will revisit the basic programming structures such as variables, sequence, selection and iteration. The students will build on their knowledge from year 7 by applying this to a high level language.	By the end of this term Year 8 students should know how to convert between Binary and Denary. They should then have a basic knowledge of Hexadecimal and the conversions between Hexadecimal, Denary and Binary.	By the end of this term Year 8 students should recap and consolidate knowledge of flowcharts.	By the end of this module Year 8 students should be able to explain the different hardware components of a computer. Peripheral and Internal. Specifically focusing on Memory, Storage and CPU.	Following on for year 7 in this unit students will be introduced to a new range of ethical issues that have arisen as a result of new technology. This will include key elements of e-safety.
Drama	Scripted Performance: Students will study the opening scene of Of Mice and Men, allowing them opportunity to improve and rehearse the scene. Over the term students will be able to develop characters through movement, body language and vocal skills.		Devised Theatre: Students will create their own character in a whole class devised performance. This unit allows students the chance to be creative, to develop character and to work with a variety of peers.		Comedy: Students will learn basic slapstick skills, the importance of pace and comic timing to develop a scene from Fawlty Towers.	
Ethics	Hinduism - Students will learn key beliefs, practices, symbols, places and locations of worship, read the stories and moral codes from traditional scriptures and discuss about their historical and contemporary meaning in the UK today.	Sikhism - Students will learn key beliefs, practices, symbols, places and locations of worship, read the stories and moral codes from traditional scriptures and discuss about their historical and contemporary meaning in the UK today.	"Do we need to prove God's existence and religious beliefs?" / Religious and non-religious views Students will discuss four traditional arguments for God's existence and discuss about the nature of mysteries.	"Why is there suffering? Are there any good solutions?" / Religious and non-religious views Students will develop an account of some of the evil and suffering faced by and caused by humanity and to think about the suffering of life in a way that are not frightening and part of life.	Should happiness be the purpose of life? / Religious and non-religious views Students will consider what makes a happy life and how different faiths have suggested this is possible to attain. Students will also consider what a valid purpose in life would be.	Moral dilemmas/ "Does religion help people to be good?" / Religious and non-religious views Students will analyse various religious moral codes and discuss about current moral dilemmas from religious and non-religious point of view.
French	Mon temps libre: Talking about weather and seasons, about which sports they play using jouer à + the definite article, and listening for negatives. Also using faire de + the definite article. Also asking questions with Est-ce que ...? and Qu'est-ce que ...?	Tu aimes faire ça? Talking about what they like doing using aimer + the infinitive. Forming and answering questions and talking about animals using higher numbers.	Ma vie de famille: Students will describe their family using the possessive adjectives 'my' and 'your', and describe where they live using the noun form of -er verbs, as well as possessive adjectives: mon, ma, mes and ton, ta, tes.	Où habites-tu? Describing where you live using the noun form of -er verbs. Also "Qu'est-ce que tu manges au petit déjeuner?" Talking about breakfast using the partitive article and the conjugation of manger (-er verb) and boire (irregular verb)	En ville : Talking about places in a town or village saying where they go at the weekend using the verb aller à + the definite article (au / à la / à l' / aux), also practising il y a un / une / des ... and il n'y a pas de ...	Tu veux aller au café? Inviting someone out using the verb vouloir (to want), Ordering drinks and snacks in a café using the tu and vous forms of the verb. Also saying what they are going to do using the near future tense (aller + infinitive). End of year Movie Project.
Spanish	Mi instituto: ¿Qué estudias? Saying what subjects you study using -o verbs to say what 'we' do: ¿Te gustan las ciencias? Giving opinions about school subjects and ¿Qué hay en tu instituto? Describing your school using the words for 'a', 'some' and 'the'.	Durante el recreo: Talking about break time using -er and -ir verbs: ¿Te gusta tu instituto? ¿Cómo es tu instituto? Writing a longer text about your school.	Repaso: Revising exam questions and linguistic skills with main opinion verbs: me gusta/me gustan, me encanta/me encantan, and the use of Adjectives. Practising the definite and indefinite articles and the present tense verbs (regular -ar, -er and -ir verbs).	Mi familia y mis amigos: Describing your family using possessive adjectives: ¿Cuántas personas hay en tu familia? ¿And? ¿De qué color tienes los ojos? Describing your hair and eye colour using the verbs ser and tener.	¿Cómo es tu casa o tu piso? Describing where you live using the verb estar (to be). Rich Text: El carnaval en familia Reading about the carnival in Cadiz: Looking up new Spanish words in a dictionary.	Mi ciudad: ¿Qué hay en tu ciudad? Describing your town or village using 'a', 'some' and 'many' in Spanish: ¿Qué movies en la ciudad? Telling the time Using the verb ir (to go). End of Year movie project.
PE	In year 8 pupils will continue their learner journey in physical education. This will involve students developing their skills and knowledge learnt in year 7. Across the year students will experience a range of sports and activities (rugby, football, netball, basketball, gymnastics, dance, athletics, rounders and cricket) which will build on the following 3 areas: knowledge of theory, demonstration of movement and finally the ability to actively show the characteristics of The Malling School Way.					
Life Skills	In Technology Life Skills consists of: Art, 3D Design, Textiles and Food. 3D Design: The Memphis Clock Students continue to build on the key elements of design. Students are encouraged to investigate into both historical and contemporary design movements and craftspeople who have mastered and excelled in their field. Students continue to master the following areas: technical drawing, product design, card modelling, 3D construction, joining techniques, design for decoration, graphics at the point of sale. Art: Portraits and Landscapes Students continue to develop and master the formal elements as a main point of focus. They will explore their use of line, tone, shape, form, texture and colour whilst mastering the techniques of portraiture. They will start to learn the key elements of surrealism and about visual communication through semantics. They will continue to build upon their painting skills whilst reflecting on the landscapes of Van Gogh and Seurat. They will culminate in a ceramics project that looks at the contemporary ceramist Kate Malone and her clay vessels. Students will build upon the clay work skills in Year 7 by producing 3D clay work and more sophisticated glazing techniques. Food: Dietary Exploration and Cooking Students will learn about energy balance in relation to diet and stages in their life. Alongside this they will learn about the 5 main nutrients that are stored in the food we eat and what the functions of these nutrients are for the human body. They will also get to explore in more detail specific dietary requirements that people may have or choose to have regarding the food they can and cannot eat, such as Vegetarians or Lactose intolerant. They will produce recipe card designs and practical work will involve dishes that cover ingredients that use all the nutrients they will have learned about. Cooking skills will include cake methods/decorating, basic egg setting and pastry making and shaping. Textiles: Sustainable Bag Challenge Students continue to build on the core skills learned in Year 7. Students will work to a Textiles design brief. They will be asked to reflect on the impact their design will have globally and on other environmental factors. Sustainability is therefore a key focus on the design requirements. Students will explore graphic design elements and research highly influential historical and contemporary design movements and/or designers to inspire their own ideas. Students will learn about different printing techniques, designing for purpose, machining and hand embroidery techniques, professional finishing techniques including product function.					
Personal Development	Leadership - Further development of the pillars of vision, inspiration, motivation, mentoring and responsibility with the introduction of the servant leadership model, and clear pathways to leadership roles within the school. Mental Health - An exploration of common mental health challenges such as self-esteem issues, stress, anxiety, and depression and the development of a toolbox of techniques to overcome these challenges.	Sexuality - Consent and Sexting Students work through a range of topics based around human sexuality with an in-depth focus on the legal and moral issues around consent and exactly what consent and non-consent look like, as well as the legal, moral and privacy dangers of sexting. Students work through a range of topics based around human sexuality with an in-depth focus on the legal and moral issues around consent and exactly what consent and non-consent look like, as well as the legal, moral and privacy dangers of sexting.	Internet Safety - Students explore issues around digital privacy, as well as the various dangers they are exposed to online including predation, exploitation, manipulation and exposure to inappropriate and radicalising content. Media Bias - An investigation into the media landscape unpacking the biases and predispositions inherent in different publications, and the factors that drive these biases. Charity - The importance and national tradition of charities is explained and a range of charities are promoted with students being encouraged to get involved themselves.	Parliament and Government Accountability - Students will learn about the three branches of government, with a focus on the history and current role of parliament and how checks and balances between the legislative, judicial and executive branches inform government accountability within our democracy. Charity - The importance and national tradition of charities is explained and a range of charities are promoted with students being encouraged to get involved themselves.	Campaigning and Debating - The principles and skills associated with running a successful campaign are explored, and the format and roles within the debating structure are modelled including how to successfully propose, oppose, rebut and answer rebuttal points and questions.	Future Study - A more detailed overview of the pathways of secondary and tertiary education that open up a world of career choices. The focus here is to start narrowing down Year 10 options as they would link to preferred career paths.
ASDAN	Values - Students will explore areas of British values and have a good understanding of the world we live. Students will find out and secure the knowledge on areas that society can be affected such as prejudice, stereotypical views and identifying why people act the way they do.		International - Students will be able to identify how we can link to other countries, exploring all aspects of our lives, finding common grounds with other countries and gain a good understanding of the world we live in.		Students will learn and have sound understanding of who in the country supports us, exploring legalities, our justice system and legal acts that are passed to help us. Students will also gain an understanding of how people act and why it is important to get their voice heard.	

Year 9 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	Animal Farm: Excellence Project - Students will be learning and mastering the basics of writing. How do we construct a perfect sentence and build these into perfect paragraphs?		Heroes - Students will not only study this fantastic text, but also the poetry of war. In this unit, students will begin to develop the skill of comparison as well as exploring the importance of context and authorial intentions.		Romeo and Juliet - As well as studying the play, students will continue their work on poetry in this unit. They will develop their literary analysis techniques and will be focused on big ideas such as gender, religion and conflict.	
Maths	In year 9 all students will be mastering their geometrical knowledge. With our mastery approach pupils do not move on until each skill is mastered. All pupil will be challenged in every lesson and have the opportunity to explore and embed the knowledge of each skill being taught. The key concepts being delivered during year 9 are: Naming 2D and 3D shapes, angles, area, volume and surface area, transformation of shapes. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive students who take time to not only learn concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to problems, communicating using mathematical language their own ideas.					
Science	Biology: Microscopy, cells & specialised cells Chemistry: Atomic structure and the periodic table Physics: Scalar & Vector quantities, Newton's 1st & 2nd laws and Circular motion.	Biology: Nervous & Circulatory systems Physics: Energy stores and efficiency & Thermal conductivity Chemistry: Metallic bonding and alloys.	Biology: Respiration & exercise and the structure of DNA. Physics: Thermal conductivity & insulation Chemistry: Relative formula mass and conservation of mass.	Biology: Communicable diseases Chemistry: Covalent bonding & polymers Physics: Potential & Kinetic energy and Waves.	Biology: Ecosystems and Parasites & Mutualists Chemistry: Polymers, ceramics & composite materials and Separating mixtures. Physics: Reflection and Refraction.	Biology: Biodiversity and The Water Cycle Chemistry: Simple covalent molecules & Giant covalent structures and Ionic bonding. Physics: Pressure and Hooke's law.
Geography	Tourism - Students will investigate what tourism is, the factors which cause tourism to increase and the benefits and drawbacks of tourism. We will then investigate how tourism can become more sustainable.	Rivers - a holistic approach is taken with this unit where the long profile of a river is studied. Students will investigate the processes, characteristics and features of a river, as well as the impacts of flooding and how best to manage this.	Extreme environments - this topic is to include extreme and unusual environments which have experienced vast amounts of change or are unique, such as the Aral sea, investigating what processes are at play, their causes and how best to manage the issues.	Fieldwork - This term will focus on developing pupils fieldwork skills. This will include developing a fieldwork question, hypothesis, methodology, data collection, presentation, evaluation and conclusion.	Japan - This case study is used to tie together many of the topics covered by the curriculum so far. Students will investigate the social, economic and physical structure of Japan, with a focus on their innovation and how this is used to solve many issues.	Energy - This topic will give students an insight into how the world obtains and uses energy. This will then lead to the use of renewable and non-renewable sources and how we can use energy in a more sustainable way.
History	Titanic and Suffragettes - This term students will examine two separate topics that will give them an insight into life in early twentieth century Britain as well as the fight for women's suffrage.	Causes and Events of the First World War - students will make judgements on the significance of different causes. They will also use sources and interpretations to explain the outcome and impact of different battles including Gallipoli and the Somme.	World War One and World War Two - students will investigate the reasons why an armistice was signed in 1918 and then evaluate the significance of different factors in causing the Second World War.	World War Two - Students will investigate key battles of World War Two, the Home Front and the use of the Atom Bomb.	The Holocaust - Students will begin the topic examining the Holocaust from the perspective of one family. They will consider changes to Jewish life in Germany and make comparisons to the lives of Jews in Europe pre-1933. Students will also examine resistance to the Holocaust, the conditions in concentration camps and ghettos as well as themes of responsibility and remembrance.	Events that Changed the World - Students are given the opportunity to examine events including the Space Race, 9/11 and the history of social media.
Music	Just Play introduction - instrumental skills. Students explore rhythm through exercises, body percussion and chair drumming. They learn simple chords as well as basic instrumental technique.	Just Play Part 1. Students learn four chord sequences, developing their instrumental skills and learning to play as part of a band. They appraise and evaluate their own work.	Introduction to Sound trap. Students explore how computers can be used to make and manipulate music, using the DAW Sound trap. They create EDM and Minimalist style pieces.	Just Play Part 2. Students revisit band skills taught previously and further develop their instrumental skills. They learn more advanced chords and work towards a performance in small groups.	Song Writing Part 1. Students learn about how songs are structured and about songs from different genres and periods of time. They create their own chord sequences and learn about lyric writing techniques.	Song Writing Part 2. Students focus on combining the lyrics with the vocal part, exploring melody and harmony. They rehearse their song before performing and evaluating it.
Computer Studies	Computational Thinking and Algorithms - Building on their knowledge from year 8 Students will recover basic computational thinking techniques such as Abstraction, Decomposition, Pattern Recognition and Design. They will also apply this to create algorithmic solutions to problems	Algorithms - Students will revisit the basic programming structures such as variables, sequence, selection and iteration. They will go further and learn how to populate and search basic lists/arrays. They will also explore the use of functions and procedures. The students will build on their knowledge from year 8 by applying this to a high level language such as python.	Consolidate knowledge of Hexadecimal, Binary and Denary including conversions between each. This will also consolidate knowledge of image and sound representation and introduce students to different types of compression software.	By the end of this term Year 9 students should recap and consolidate knowledge of flowcharts and Pseudocode. This will look at all of the key programming concepts in more depth building and bringing together their work from year 8.	By the end of this module Year 9 students will have a detailed understanding of Memory, Storage and the CPU. Students will also look at the key components that make up a computer system and how they work together to form an entire system. Again, this will build on content studied in year 8.	Following on from year 7, in this unit students will be introduced to a new range of ethical issues that have arisen as a result of new technology. This will include taking an in-depth look at how big tech companies obtain and use personal data and the influence they have on our work.
Drama	Scripted Performance: Students will rehearse a duologue from Rosencrantz and Guildenstern Are Dead with the view to performing it off script. Students are able to develop and improve scenes each lesson by adding specific movements, building character and furthering vocal skills.	Scripted Performance: Students will rehearse a duologue from Rosencrantz and Guildenstern Are Dead with the view to performing it off script. Students are able to develop and improve scenes each lesson by adding specific movements, building character and furthering vocal skills.	Theatre Styles: Students will study a different style of theatre each lesson with the opportunity to develop one into a final performance. Styles studied include Physical Theatre, Musical Theatre, T.I.E, Naturalism and Brechtian Theatre.	Theatre Styles: Students will study a different style of theatre each lesson with the opportunity to develop one into a final performance. Styles studied include Physical Theatre, Musical Theatre, T.I.E, Naturalism and Brechtian Theatre.	Devised Theatre: Students will use the skills they have developed throughout KS3 to create a performance based upon a specific stimulus. They have the opportunity to improve and rehearse scenes, adapt ideas and include a variety of Dramatic Skills.	Devised Theatre: Students will use the skills they have developed throughout KS3 to create a performance based upon a specific stimulus. They have the opportunity to improve and rehearse scenes, adapt ideas and include a variety of Dramatic Skills.
Ethics	Christianity & Islam / "Being a teenage Christian/Muslim in Britain today" - Term 1. Buddhism and Sikhism / "Being a teenage Buddhist/Sikh in Britain today" - Term 2. Students will explore what life is like in modern Britain for those of faith, examining current ethical dilemmas and issues around integration and discrimination.		"Is religion a power for peace or a cause of conflict in the world today? Religious and non-religious views" - Term 3. "Should religious buildings be sold to feed the starving?" - Term 4.		Family life and values in religions [comparative studies]. Students will explore religious beliefs and practices that shape families' lives in religious and non-religious communities. We will talk about the LGBTQIA rights in the UK and around the world today. - Term 5. "How can people express spiritual through the arts? / Religious festivals - Term 6.	
French	Qui suis-je ? Revising family and describing people using mon, ma, mes and adjectival agreement. Also revising places in town, activities and times.	A comme amitié: Talking about friends and what makes a good friend using regular -er verbs in the present tense. C'est de famille ! Talking about family relationships using reflexive verbs in the present tense.	Making arrangements to go out using the near future tense. Also describing a day out using the perfect tense and discussing role models using the present and perfect tenses together. Le temps des loisirs: Revising leisure activities using jouer à and jouer de, revising films and going to the cinema, and talking about sport using depuis + the present tense.	Lecture et musique ! Discussing reading habits and music using negatives. Talking about television programmes using the comparative, and also about a night out with friends practising the perfect tense.	Theme 1, Topic 3: Free-time activities Talking about a night out with friends More on the perfect tense and Exam speaking, Listening, Reading and Writing practice.	Vous faites quelle taille ? Shopping for clothes. Describing festivals and traditions asking questions using est-ce que ... ? and qu'est-ce que ... ? And talking about shopping using the present and near future tenses. End of Year Movie Project.
Spanish	¡Desconéctate! ¿Cómo prefieres pasar las vacaciones? Discussing holiday activities and weather revising the present tense of regular verbs and verbs of opinion. Talking about holiday preferences revising the present tense of irregular verbs, talking about a past holiday using the preterit tense.	¡Destino Barcelona! and ¿Adónde fuiste? Describing a trip using two past tenses with opinions, booking accommodation and dealing with problems using verbs with 'usted' and giving an account of a holiday in the past.	Theme 2, Topic 4: Travel and tourism. Leer y escuchar, Exam reading and listening practice. Prueba oral and Prueba escrita. Also self-access reading and writing activities.	Quisiera reservar... Booking accommodation and dealing with problems using verbs with 'usted'. Also Mis vacaciones desastrosas giving an account of a holiday in the past and using three tenses together. Identifying positive and negative opinions.	Leer y escuchar-Exam reading and listening practice. Leer y escuchar -Exam reading and listening practice	Prueba escrita -Exam writing practice. Te toca a ti -Self-access reading and writing activities and End of Year Movie Project.
Art & Design	Art: Flowers and Foliage In Terms 1 and 2 students will continue to build on and master the formal elements. They will be asked to explore the work of contemporary artist Angie Lewin whilst focusing on natural form. They will focus on working from direct observation to enhance their drawing skills. They will use a wide range of mixed media whilst revisiting skills learned in Year 7 and Year 8. They will explore various printing techniques and produce a final piece that encompasses all of the skills learned.		Art: Sgraffito In Terms 3 and 4 students will build upon ceramics skills. Students will explore and investigate Acoma pottery and will learn hand building ceramics techniques and how to apply Sgraffito to their own vessel.		Art: Strange Perspectives In Terms 5 and 6 students will be introduced to foreshortened viewpoints, photography, expressive and realistic painting techniques whilst producing a figurative foreshortened painting.	
3D Design	3D Design: Speakers Students are required to explore and investigate influential designers and design movements to inspire their own ideas for a wooden speaker. Students develop both practical and drawing skills with a particular focus on technical drawing, wood joining and finishing techniques.					
Food Technology	Food: Structure of the Hospitality and Catering Industry Students will learn about the structure of the Hospitality and Catering Industry. They will investigate into menu planning for specific events and learn about job roles within the Hospitality and Catering Industry. They will learn about suppliers in the Hospitality and Catering industry, the importance of Food labelling for customer needs and stock control. Students will explore Health and Safety within the industry with a particular focus on bacteria and cross contamination. They will also look at the role of the Environment Health Officer and about industry legislation.					
PE	In year 9 pupils will continue their learner journey in physical education. This will involve students developing their skills and knowledge learnt in year 8. Across the year students will experience a range of sports and activities (rugby, football, netball, basketball, gymnastics, dance, athletics, rounders and cricket) which will build on the following 3 areas: knowledge of theory, demonstration of movement and finally the ability to actively show the characteristics of The Malling School Way.					
Personal Development	Leadership - Further development of the pillars of leadership with a focus on examples of great leaders: the qualities they displayed and the methods they used to achieve their visions. Common challenges that must be overcome are identified and methods are taught to meet them.	Law and Justice - The legal system's principles are clearly outlined here, with reference to both statutory and common law, in order to orient our students to the UK legal system. Consent - Continuing the legal framework, consent is examined in detail from a legal perspective. Mental Health - A further exploration of common mental health challenges such as self-esteem issues, stress, anxiety, and depression and a broader range of techniques to overcome these challenges.	Charity Project - Moving from theory to practice, students take on a charity drive of their own and plan and implement every stage of the process from the initial idea to the final contribution to their worthy cause.	First Aid - An overview of basic First Aid principles and techniques that could help save a life, including information on first response, unconsciousness, the recovery position, burns, fractures, choking, shock and CPR. Careers - Further exploration of career paths and the routes to them by further education through universities and colleges, as well as apprenticeships and direct training and employment options.	Financial Responsibilities - Budgeting Students go through a variety of financial responsibilities that they must fulfil with an initial focus on budgeting: what it is, how to plan a budget and make budget based decisions, and how to adjust spending accordingly. Gambling - An introduction to the particular dangers associated with gambling highlighting issues around addiction, the negative impact it can have on individuals and their families and how to get help when it is needed.	Sex in the Media - Students explore the changing nature of the portrayal of sex in the media focusing on the gender equality, personal morality and self-esteem issues this raises.
ASDAN	Environment: Students will explore and develop their own teamwork skills and problem-solving skills in a task that involves researching, designing a garden. Practical skills such as gardening will be explored.	Science and Technology: Solar system Students will explore our solar system identifying specific areas within to give a greater knowledge. Environment Issues: Students will be researching all environmental issues that affect the world we live in to explore ways in which we can help to improve it.	Number Handling: Students will explore how many numbers are involved in everyday life, from spending money to identifying times and budgeting.	Home management: Students will draw upon their creative skills to design and make a suitable decorated cupcake for a chosen celebration, practicing skills from other lesson within their curriculum. This has involved areas of practical and theory work.	Wider world: A teamwork activity that involves planning and research as part of a group exploring specific regions and use presentation skill to show their understanding.	Communication: Students will research their chosen country including comparing the weather there to the UK. Learning the native language and teaching others within their group.

Year 10 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	An Inspector Calls - Students will finish the year with a study of the play. Students will understand the similarities between A Christmas Carol and An Inspector Calls and will explore Priestley's intentions.	Introduction to reading - Students will be introduced to the reading section of the language exam. Each question will be explored in turn and students will build the skills and confidence required to analyse unseen texts.	Poetry anthology - Students will study all fifteen poems in the anthology and begin to practise the skill of comparison.		Writing - Students will now focus on the writing section of their language exam. They will acquire strategies to make their writing more sophisticated and build confidence through practice.	A Christmas Carol: Students will begin their GCSE study with the pre 19th Century text. They will consider Dickens' intentions, make clear links to Victorian society and analyse the writer's methods.
Maths	In year 10 all students will be mastering their algebra knowledge before moving onto Geometry and statistics. Our curriculum is delivered in a mastery approach whereby pupils do not move on until each skill is mastered giving each student the opportunity to master a different number of skills and ensuring each student will be challenged in every lesson. The key concepts being delivered during year 10 are: application of algebra, graphs, compound measures, area, volume and surface area and transformations. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive students who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to problems, communicating using mathematical language their own ideas.					
Science	Students start with a Physics topic: Waves. Chemistry: acids and bases Biology: natural selection. All three topics build on concepts covered in the first year of GCSE science.	Students will continue to study reactions of acids/bases and studying the electromagnetic spectrum and photosynthesis.	Students start with Chemistry calculations and the law of conservation of mass. The Physics topic Radioactivity allows students to identify the links between Chemistry topic: atomic structure and Biology's concept of mutations.	Students will revisit the key Chemistry concept of the topic: compounds and build on this by learning about electrolysis. Students will learn about the key concept of the mole as a quantity in chemistry and factors that affect rates of chemical reactions.	Students will investigate energy changes in chemical reactions and link to the Physics topic of energy transfers. Students will extend their knowledge of forces and their effects. Students will also spend the summer term learning about ecosystems and biodiversity.	Some of this term will be spent reflecting on mock examinations as well as the Physics topic of particle theory, density, specific heat capacity and specific latent heat.
Geography	UK Landscapes and coastal landscapes - students investigate the characteristics of different rock types and how they create varying landscapes in the UK. The coasts topic investigates coastal processes and how erosion can be managed.	River landscapes - this topic investigates a river's long profile, focusing on the characteristics, processes and impacts of rivers. Management techniques will then be investigated.	Weather and climate change - This topic investigates past climate, human and physical causes of climate change and how best to manage climate change sustainably	Ecosystems, biodiversity and management - students will examine the worlds ecosystems, their climate and biodiversity. Specific focus will be on rainforests and arid environments. Sustainable management methods will then be investigated.	Fieldwork - This topic will give students the knowledge and skills to complete their own fieldwork studies.	Changing Cities - students will focus on the patterns and causes of change of the world's major cities. The topic focuses on the issues faced by cities in contrasting locations in countries with varying levels of development and how these issues can be overcome.
History	Medicine Through Time - A thematic scheme of work that focuses on the causes, treatments and preventions of disease and illness from c.1250 to the present day. Students will use skills including: significance, change and continuity and similarities and difference.		Medicine Through Time - Historical Environment: Medicine on the Western Front. Students will examine the context of the British sector, the trench system, nature of terrain and problems of transport. They will consider the nature of wounds, effects of gas attacks, different stages of treatment and the significance of trench warfare on the progress of medicine.	Weimar and Nazi Germany - students will examine the political changes in Germany between 1918 and 1939. Students will investigate the rise and fall of the Weimar Republic as well as the growth of the Nazi Party and the changes that were made to Germany under their rule.		
Music	An introduction to the course. Students carry out a research task into their chosen instrument, finding out how it works. They select a musician that plays their instrument and complete a case study of their musical career and prepare and perform a solo performance to the class.	Component 1 - Students learn about eight different genres of music through research, active listening, appraisal and practical work.	Component 1 - Students learn about eight different genres of music through research, active listening, appraisal and practical work.	Component 1 - Students learn about eight different genres of music through research, active listening, appraisal and practical work.	Completion of Component 1 coursework. Students produce a 5 way presentation or blog about the styles of music studied with analysis of key works, case studies of musicians and their own practical exploration.	Mock of Component 3 exploring the task and practical activities using the year 11 exam brief. Students explore and create a musical response to the brief and evaluate their work.
Computer Studies	Students are introduced to practical computational thinking and its role in problem solving and algorithmic design. Students will then be introduced to the binary system and use of Base 2, 10 and 16 number systems. They will also look at a number of sort and search algorithms.	Students will be introduced to the three main programming concepts: sequence, selection and iterations through python. They will also look at string interrogation techniques and the use of lists and arrays to store data, alongside basic file handling techniques.	Students will look at some more advanced programming techniques building on from their work in term 1 and 2. They will look at lists, arrays, tuples and SQL code as well as revisiting everything learnt up to this date.	Students will look at the theoretical side of the programming they have learnt so far and look at the importance of maintainability and defensive design, they will also study translators and the features common to most IDEs. This term will also cover different types of testing and bring the content of this year together.	Students will prepare for their first main assessment by revising all the topics to date looking at how they blend together to form computational based solutions to real life problems. This term will bring together everything learnt so far for this term and refining exam technique.	Students will start to look at the computer systems component of the course. This will start by considering the main components of a computer system, different types of memory and the main differences between common secondary storage devices.
Drama	Welcome Unit: Students are given access to a range of monologues preparing one for performance each week and learning how to give and receive feedback.	Unit 2 Preparation: Students will be given an assignment brief asking them to create a performance for a specific audience with an over reaching theme. This is preparation for when they complete Unit 2 in Year 11.	Unit 1: The Curious Incident of the Dog in the Night Time. Students will research the performance creating a log book of information, they will also attend practical lessons learning some of the skills used in the play.	Unit 1: The Jungle. Students will research the performance creating a log book of information, they will also attend practical lessons learning some of the skills used in the play.	Unit 1: The Lion King. Students will research the performance creating a log book of information, they will also attend practical lessons learning some of the skills used in the play. Attendance on a trip to see the play and a workshop with the performers is essential for completing this unit.	Unit 1: The Report. Students will write up their findings comparing each of the plays as well as the different roles that are required in them.
Citizenship	Theme A: Living Together in the UK. Students will explore life in the contemporary United Kingdom, examining identity, rights, migration and Fundamental British Values.	Theme A and beginning Theme B	Theme B: Democracy in the UK. Students will examine political life in the UK from voting systems and representations, to political parties to the structures and work of parliament.	Theme B and beginning Theme C	Theme C: Law and Justice in the UK. Students will explore issues around the structure and purpose of the law and criminal justice system in the UK. This will include examining the rule of law and legal precedent, as well as exploring the court system and roles in the criminal justice system. Students will also examine key issues such as youth justice and prison overcrowding.	Theme D: Power and influence. Students will begin to examine which groups in society hold power and how they exert their influence. This includes examining how citizens can make their voices heard, protest movements and pressure groups.
French	Jours ordinaires, Jours de fête: Talking about food and meals, discussing clothes and what to wear and describing their daily life using devoir and pouvoir. Also shopping for clothes and Describing festivals and traditions.	Qu'est-ce qu'on va manger? Talking about shopping for a special meal using the present and near future tenses and describing family celebrations using past, present and future tenses.	De la ville à la campagne: Start talking about where they live and what they can do there. C'est pour un renouveau: finding out tourist information and asking questions. Discussing plans and the weather using si clauses, talking about their town, village or neighbourhood using negatives.	Le grand large: Talking about what they normally do on holiday, dealing with a hotel stay using the nous form of the verb and notre/nos ('our'). Talking about travelling and what they did on holiday using the present and perfect tenses.	Bon appétit! Ordering in a restaurant using expressions with avoir. Talking about holiday disasters using three time frames. Recap: Qui suis-je? Revising family and describing people, talking about friends and about family relationships using reflexive verbs.	Recap: On va voir un spectacle? Making arrangements to go out using the near future tense. Recap: Talking about sport. Talking about using technology and Talking about a night out with friends with more on the perfect tense. End of Year Movie Project.
Spanish	Mi gente: Talking about socialising and family, describing people using adjectival agreement and talking about social networks using para with infinitives.	¿Qué estás haciendo? Making arrangements using the present continuous, talking about reading and describing relationships using ser and estar. Also start talking about free-time activities and about what they usually do using suelo + infinitive.	Intereses e influencias: Talking about sports using the imperfect tense. Talking about what's trending using the perfect tense and talking about what's trending using the perfect tense.	Modelos a seguir: Talking about who inspires them using the he/she form of the perfect tense. Ciudades: Talking about the places in a town or city, shops and describing the features of a region using se puede and se.	¿Qué harás mañana? Planning what to do using the future tense, shopping for clothes and presents. Talking about problems in a town and describing a visit in the past using different tenses together.	Recap and Exam Practice for the following GCSE Themes: Theme 1: Me, my family and friends; Topic 3: Free time activities; Theme 2: Home, town, neighbourhood and region; and Topic 4: Travel and tourism. End of Year Movie Project.
Sports studies	Fitness for sport and exercise - an exam-based unit where students look at what makes up fitness and how to analyse a person's current fitness. We will also look at training methods and training programme design.		Practical sports performance - a look at the make up and tactical requirement of both a team and individual sport. Students will research and complete written tasks about Basketball and Badminton before assessing their ability at both and looking at ways to improve on this.			
Art & Design	Natural and Mechanical In Year 10 students start to build their main body of portfolio work for their GCSE. The main focus for Terms 1 and 2 is natural and mechanical forms. In this project students are taught the skills to enable them to respond to a theme. Students learn to master the formal elements through sophisticated use of drawing, painting and printing skills. Students learn to present their work thoughtfully and creatively. They will also learn how to annotate their processes and techniques before creating a large final A2 piece and/or glazed ceramics piece.		Plastic Ocean In Terms 3 and 4 students respond to a design brief that explores global climate issues. Students investigate creatures under the sea, pollution concerns and artists to inspire their ideas. Students develop ideas in response to the brief through drawing, painting, collages and clay work.		A Sense of Place In Terms 5 and 6 students explore landscapes, a wide variety of media and artists. Students develop their drawing and painting techniques and produce ideas using photography and image manipulation. Students produce either an A2 drawing, large painting on canvas or mixed media piece.	
3D Design	Seed Pods In Terms 1 and 2 students are introduced to natural form and mastering essential observational and drawing skills. Students explore leading ceramists and the natural world and seed pods with the intention of designing and making a 3D clay vessel through coil or thumb pot techniques and glazing.		Boxes In Terms 3 and 4 students will be developing and mastering traditional box making and lining techniques. They will develop an understanding of the types of wood and their functional qualities including both natural and manufactured types of wood. Students will learn how to continue to develop the presentation of their portfolio work. This will consist of the initial brief starting point, research into historical/contemporary designers, technical drawings used to demonstrate their ideas, 3D modelling/samples and a final 3D product/prototype.		Architectural Staircase In Terms 5 and 6 students are introduced to a design brief that requires students to produce a sculptural staircase. Students explore the work of masters in architecture, explore shape and form before developing their own ideas in response to the design brief. Students experiment in different materials and model making techniques before realising their final design in 3D form.	
Food Technology	A01: Hospitality and Catering industry structure. In Term 1 students work towards Assessment Objective One. In this term students are required to analyse the job requirements within the Hospitality and Catering industry. They will explore the working conditions for different job roles and any factors affecting success in the industry. They will finish the term with an end of topic test.	A02: How Hospitality and Catering providers operate In Term 2 students work towards Assessment Objective Two. In this term students are required to describe the operation of a kitchen and the front of house. They need to be able to explain how provision meets customers' needs. KO tests will take place throughout the term and at the end of Term 2 students will have an end of topic test.	A03 Understand how hospitality and catering provision meets health and safety requirements. In term 3 students will work towards Assessment objective 3. In this term students are required to describe personal safety responsibilities in the workplace. Responsibilities of employees and employers in relation to, Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health Regulations (COSHH), Manual Handling Operations Regulations, Personal Protective Equipment at Work Regulations (PPER). Identify risks to personal safety in hospitality and catering. Risks: to health, to security, level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Recommend personal safety control measures for hospitality and catering provision. For employees, for customers.	A04 Know how food can cause ill health. In term 4 students will work towards Assessment objective 4. In this term students are required to: Describe food related causes of ill health. This is to include biological, chemical, and food-based causes of ill health. Describe the role and responsibilities of the Environmental Health Officer (EHO) and the work they carry out during an inspection. Describe food safety legislation. Describe common types of food poisoning. Describe the symptoms of food induced ill health.	Recap on theory work covered and use old exam papers to practice exam techniques.	The students will plan and cook a 2 course meal as a practice for their final exam piece. They will learn about menu planning, customer needs and special dietary requirements.

Psychology	In term 1, students will be introduced to the key approaches within Psychology, these include the Biological approach, the Cognitive approach and the Social Learning approach. Students move on to Development. Within development, students learn about brain development from the womb to old age. Localisation of brain function and what happens if parts of the brain are damaged. Students study Piaget's stages of development looking at Piaget and Inhelder's 3 mountains task experiment. Students finish term one exploring Dweck's mindset theory.	In term 2, Students continue to study development starting with Willingham's Learning Theory. They then move on to the second key study Gundersen et al. and finish development with the issue and debate - The Development of Morality. They will then have an end of unit assessment. Students will then begin to study Memory starting with key concepts such as memory and information processing, short term and long-term memory and amnesia.	In Term 3, Students continue to study Memory starting with Bartlett's Theory of reconstructive Memory with the key study War of the Ghosts, moving on to Atkinson and Shiffrin's Multi-Store Model of memory with the second key study Peterson and Peterson and finishing with the issue and Debate of reductionism and holism. We conclude the term by introducing Psychological Problems starting with unipolar depression, the cognitive explanation, CBT and drug therapy.	In Term 4 students continue Psychological Problems looking at addiction, the features, incidence and influence, the genetic explanation of addiction, learning theory, CBT, drug therapy and key studies including Caspi et al. and Young. Students finish the term with the Nature and Nurture debate.	This term looks at the brain and neuropsychology, starting with the structure and function of the brain, lateralisation of function before moving on to the first key study by Sperry. Students then look at the role of the central nervous system and neurological damage before the second key study, The Case of Phineas Gage by Damasio et al. Students conclude the unit by looking at the issue and Debate - How Psychology has Changed Over time.	In Term 6 students study Social Influence, starting with key terms in social influence such as conformity, before looking at bystander influence and the first key study by Piliavin et al. Students then study conformity further before looking at the second key study by Haney, Banks and Zimbardo, before moving onto obedience and the behaviour of crowds. Students conclude the year by looking at the Social and Cultural issues in Psychology.
Sociology	Introduction to Sociology - Students will gain an understanding of what Sociology is as well as the different theories and themes that run through the whole GCSE.	Research methods - Students gain an understanding of how Sociologists conduct research and the advantages and disadvantages of different research methods.	The Sociology of Families - Students will cover different theories of the function of the family as well as different family types. They will study different family roles and relationships and the theories of these roles as well as the values and consequences of divorce and the theories of this.	The Sociology of Education - students will cover the functions of education and the sociological perspectives on the role of education in society. They will look at the different types of schools and the effect of social class on educational achievement. Students will consider how gender and ethnicity affect educational achievement.		
Personal Development	Managing Stress - Stress is studied as a psychological and physiological problem with an emphasis on the damaging role of cortisol in the human body. Techniques to identify, manage and overcome stress are examined in detail. Drugs The causes of drug addiction in general are shared with students including an analysis of the substance-specific, genetic, environmental, coping and social pressures that cause it. The 3 groups of drugs are defined and examples of them and their specific dangers are clearly outlined. Revision Skills The importance of study and revision skills are highlighted, with a wide range of techniques being taught and actively practiced by the students during the course.	Digital Safety - A further exploration of issues around digital privacy, as well as the various dangers they are exposed to online including predation, exploitation, manipulation and exposure to inappropriate and radicalising content. The Law - bullying and cyberbullying A further investigation into the laws governing both real-world and cyberbullying, with a variety of real-world examples that cover a wide range of types of bullying behaviour and their legal consequences. STIs - A consolidation and overview of common sexually transmitted infections, covering their stigma, symptoms, treatment and management. Writing Curriculum Vitae - The importance of an impressive, neat, accurate, correctly formatted and error-free CV is highlighted, while a variety of techniques to keep it up to date and eye-catching are identified.	First Aid - Further development of First Aid principles and techniques that could help save a life including information on first response, unconsciousness, the recovery position, burns, fractures, choking, shock and CPR, as well as scene management. Interview Skills - The importance of interviewing skills is the initial focus, which then expands to a study of what those skills are and how to develop them. Role-playing allows for the practice and growth of these skills.	Media Scrutiny and Accountability - An investigation into the institutional and market forces which create media bias and the oversight mechanisms in the UK that can be approached for redress. Peer Pressure: Gangs and Crime - Students examine the psychology of peer pressure and its negative impacts by working through real-world examples from the world of gangs and their crimes.	Constitution, levels of Government - The status of the United Kingdom's unwritten constitution, and how it informs the workings of the legislative, judicial and executive branches of government is explored here with links to the relationship between government and its citizens. Insurance, Savings and Pensions - Students explore the role of savings and both national and private pension schemes in terms of long term financial planning, as well as the role of insurance policies in the management of risk.	National Finances - The government's financial planning is examined here including how the government collects taxes, spends money through its budget and adjusts fiscal and monetary policy on an ongoing basis. Household Budgets - The principles of household budgeting as opposed to personal budgeting are laid out here, and potential pitfalls and opportunities are examined. Credit and Debit Cards - Students go through the best practice principles of managing their debit and credit cards, the range of rates of interest charged, and the potential problems that having access to easy credit can cause. Rights and the Law - Our rights as human beings and British citizens are contextualised within the legal framework of the United Nations treaties and the United Kingdom.
ASDAN	Oral presentation: Students explore their own interest, plan, and prepare a presentation to their class.	Problem solving: Students are given a problem to solve for them to write and illustrate a children's book.	Research Students: are given a broad area to research using both primary and secondary sources. Students are then to present their findings.	Discussion: Students are given a topic to engage in a discussion with peers and are assessed by observation. Students will prepare resources to bring to the group task. Students are given a topic to engage in a discussion with peers and are assessed by observation. Students will prepare resources to bring to the group task. Drug abuse: Students explore the fact about drug abuse and make a report on their findings.	Independent skills: Students explore all the areas around managing money, e.g. bank/saving accounts, understanding pay slips.	

Year 11 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	Romeo and Juliet - Students will begin year 11 with Shakespeare. They will complete a detailed analysis of Shakespeare's methods and track the development of themes and characters throughout the play.	Language Revision - Students will revisit the skills and strategies taught in Y10 and will now refine their responses.	Unseen poetry - Students will build their confidence around poetry and analyse a poet's methods.	REVISION	REVISION	EXAMS
Maths	Students begin their revision in year 11 and will spend term 1 revising key concepts to ensure that the foundation of all concepts is solid and can then be built upon in the remainder of the school year.	Students will study the following concepts Percentages, Indices and roots, Algebraic Manipulation, Straight-line graphs, Angle Facts. These will be delivered at the appropriate level depending upon the tier entry of the student.	Accuracy, Circles, Equations and Inequalities, Probability, Sequences, Constructions, Quadratics, Quadratic graphs, Ratio and compound measures, proportion. These will be delivered at an appropriate level to meet the requirements of the tier entry of the student.	All students will now receive targeted work to address their areas for improvement following on from analysis of mock data.	REVISION	EXAMS
Science	Students will start with studying ecosystems and biodiversity before building on the previous physics topic of electricity by studying electrical resistance. Students will revisit the key concepts of ionic compounds before studying electrolysis.	Chemistry - revisiting the periodic table and bonding in group 1, 7 and 0. Students will also develop their knowledge of chemical reactions by studying dynamic equilibrium. In Biology, students will understand how hormones and neurones allow homeostasis in animal co-ordination. Students will extend their knowledge of forces and their effects.	Students will investigate the factors that affect the rate of chemical reactions. For Physics, students will look at magnetism & the motor effect and electromagnetic induction. In Biology, students will learn about the heart and circulatory system and link to cellular respiration.	This term begins with studying the Physics topic of particle model and Hooke's law. In Chemistry, students will learn about energy changes in chemical reactions.	Students will complete their GCSE science course by studying organic chemistry and the evolution of Earth's atmosphere.	EXAMS
Geography	Global development - students will examine the process of development and the causes of inequality across the globe. Students will then investigate how these inequalities can be reduced, using India as a case study.	Resource management - students will investigate how natural resources are used across the globe. The types of natural resources will be investigated and how we can ensure resource use is sustainable.	UK Challenges - this topic is designed to tie the entire GCSE together. This topic focuses on the issues that the UK faces and how we can manage these issues for a sustainable future in the UK.	Fieldwork Revision - Students will recap and revise the fieldwork skills developed in year 10. Students will be able to apply these skills to exam style questions, both based on their fieldwork and unseen fieldwork.	REVISION	EXAMS
History	The American West - students will examine the early settlement of the West, the development of the Plains and conflicts and conquest in the American West.		Early Elizabethan England - Students will examine the role and relationship between Queen, Government and Religion. The challenges to Elizabeth at home and abroad. Elizabethan society in the Age of Exploration.		REVISION	EXAMS
Music	Component 1 completion. Coursework task based on the eight genres of music studied including research tasks, analysis of musical examples and practical exploration	Component 2. Working as a performer and composer. Exploring these job roles, identifying and using the skills necessary. Skills audit. Rehearsing, composing, performing and evaluating music produced.	Completion of Component 2. Component 3 exam brief released. Planning response to exam brief.	Continuation of Component 3. Pupils continue to work on their exam pieces, rehearsing their work, writing up their ideas and creating their response to the brief.	Completion of Component 3 EXAM. Pupils perform and record their response to the exam brief and evaluate their work.	EXAMS
Computer Studies	Students will consolidate their algorithmic knowledge and skills through practically applying these skills to a number of real life problems. They will also be introduced to the basic hardware components of a computer system, with a particular focus on the processor and Von Neumann architecture.	Students will continue to consolidate their algorithmic knowledge. They will also study the functions of the computers operating system, with a focus on system and utility software. Students will also look the ethical and cultural issues that are created by modern technology.	Students will continue to practise the practical skills they learnt in the previous year and revise the elements of data representation they learnt. This will now go further to look at how character sets, images and sound are converted into digital files and stores on a computer. They will also look at compressions.	This term will focus on introducing students to networks with a focus on the difference between LAN and WAN, network topology and the key protocols that make them all work. They will also look at the structure of the internet and the security threats this brings with it.	This term will be focused on revising the content of the course and exam preparation.	EXAMS
Drama	Unit 2: Teachers. Students will be learning John Gaddes's play Teachers with the view of performing a scene fully rehearsed and off script before the October Half Term.	Unit 2: Teachers. Students will use John Gaddes's Teachers as a basis for creating a new play demonstrating the skills evidenced in the performance the previous term.	Unit 3: Performing from a Brief. Students are set a brief from the exam board and given the opportunity to create a performance based upon a theme for a specific audience.	Unit 3: Performing from a Brief. Students are set a brief from the exam board and given the opportunity to create a performance based upon a theme for a specific audience.	Unit 3: Performing from a Brief. Students will perform their exam and complete the relevant milestone logs.	EXAMS
Citizenship	Theme D second part and Theme E: Citizenship Action Project - Students will engage with society through attempting to effect change. They will do the research on their projects, take action, describe and evaluate their work to be able to articulate it for their exam.	Theme E: Citizenship Action Project - Students will engage with society through attempting to effect change. They will do the research on their projects, take action, describe and evaluate their work to be able to articulate it for their exam.	Revision Theme A, B	Revision Theme C, D	Revisions of Themes A, B, C, D, E	EXAMS
French	Au collège: Giving opinions on school subjects and facilities, talking about your school and school in France and discussing rules and regulations using il faut.	Au collège: Discussing healthy and unhealthy about jobs and plans for the future, talking about how you earn money.	Bon travail! Talking about jobs, discussing work preferences, using the conditional, also plans, hopes using the future tense ("will" or "shall"). Talking about work experience using the past tenses.	Un ciel sur le monde: Discussing the weather and natural disasters, talking about protecting the environment. Also discussing ethical shopping, volunteering and big events.	Revisions for all Skills on all Themes for GCSE Practice.	EXAMS
Spanish	De costumbre: Describing mealtimes and talking about daily routine, illnesses and injuries. Talking about typical foods. Also comparing different Festivals and Describing a special day using reflexive verbs in the preterite.	¡A comer! Ordering in a restaurant using estar and adjectives ending in -ismo (Using absolute Superlatives for H Tier). Talking about a music festival. ¡A currar! Talking about different jobs, how you earn money and work experience.	¿Por qué aprender idiomas? Talking about languages and travel, students will be able to apply for a summer job and discuss their plans for the future. Also, start talking about the environment.	Hacia un mundo mejor: Talking about healthy eating, considering global issues, talking about local actions, discussing healthy lifestyles and international sporting events.	Recap and Exam Practice for Themes 1 to 3.	EXAMS
Sports Studies	Training for personal fitness - how and why are training programmes designed the way that they are? Students will research and design their own training programme. As a class students will complete their designed sessions and complete a training diary which will in turn allow them to review their original design.			Short term effects of exercise - what happens to the body as soon as we start to exercise and why?		EXAMS
Art & Design	GCSE Mock Exam In Terms 1 and 2 students will complete their mock exam. Students will pick their own starting point/theme based on an exam question paper. They will then produce a body of work that focuses on the four Assessment Objectives and their chosen theme. For AO1 and AO2 student will be required to investigate artists, designers or craftspeople whilst experimenting with a wide range of materials and techniques. For AO3 and AO4 they will need to record from primary sources and present ideas before producing a final personal response within a 10 hour exam.		GCSE Exam Students are issued their exam paper from 1st January and start the initial exam preparation period. Students are asked to select one question as a starting point for their own independent exploration. They begin to respond by researching the theme and appropriate artists/designers in order to develop their own ideas using multiple techniques and materials. The exam preparation period ends after Easter with a 10 hour exam where students are required to produce a substantial final piece in their chosen media and in response to the theme.			END
3D Design	GCSE Mock Exam In Terms 1 and 2 students will complete their mock exam. Students are given a starting point/theme based on an exam question paper. They will then produce a body of work that focuses on the four Assessment Objectives and their chosen theme. For AO1 and AO2 student will be required to investigate artists, designers or craftspeople whilst experimenting with a wide range of materials and techniques. For AO3 and AO4 they will need to record from primary sources and present ideas before producing a final personal response within a 10 hour exam.		GCSE Exam Students are issued their exam paper from 1st January and start the initial exam preparation period. Students are asked to select one question as a starting point for their own independent exploration. They begin to respond by researching the theme and appropriate artists/designers in order to develop their own ideas using multiple techniques and materials. The exam preparation period ends after Easter with a 10 hour exam where students are required to produce a substantial final piece in their chosen media and in response to the theme.			END
Food Technology	Deferred Practical Mock Exam In Term 1 students will be required to complete the Mock Practical exam deferred from July. They will refine timetables and develop intermediate/higher level cooking skills.	Practice preparation for all theory content related to Unit 2: Coursework element. After the Practical Mock Exam students will be required to learn about the functions of nutrients. They will compare the nutritional needs of specific groups and learn about the characteristics of unsatisfactory nutritional intake. They will demonstrate an understanding of the impact of cooking methods based on nutritional value.	Unit 2 Controlled assessment. In this unit students will learn more about specific nutritional requirements for a range of customers. They will learn how to design a 2-course menu to address all customer needs ranging from special diets to the cost point of each dish.	REVISION	REVISION	EXAMS
Sociology	The Sociology of Crime and deviance - Students will cover the different between crime and deviance as well as the social construction and explanations of crime. They will then link this to the theories of crime and methods of social control. Students will study factors affecting criminal behaviour and debates on the treatment of criminals.		Social stratification - students will study different types of social stratification and the different theories of social stratification. They will look at life chances and how this impacts the life of the individual. Students will study the definitions of poverty, relative deprivation and the underclass and link this to the relevant theories.		REVISION	EXAMS
Psychology	In Terms 1 and 2, Year 11 will study Criminal Psychology and Research Methods. Criminal Psychology: Students use their previous knowledge on the biological approach, Social Learning Theory and personalities to analyse why people become criminals. Students examine the strengths and weaknesses of both punishments and rehabilitation on the level of recidivism. Research Methods: Students will learn how to conduct a psychological investigation. Examining the different ways to collect data, select participants. Understanding all of the variable involved and looking at the reliability and validity of research.		Language, thought and communication. Within this, students look at the relationship between thought and language and how this effects our view of the world, linguistic relativism and linguistic determinism. Students look at how animals and humans communicate differently, the structure of language. Students study non verbal communication, including body language. Within this topic, students study the key studies: Yuki et al and Boroditsky. Students shall then start revision for their GCSE exam, Revision will start with Paper 1 revision, going over the topics from year 10: Development, memory, psychological problems, neuropsychology and social influence.		Students will continue revision, revising paper 2 content: Research Methods, Criminal Psychology and Language, thought and communication.	EXAMS
ASDAN	Improving own learning and performance: Students will draw upon skills that they have and look to how they can improve their skills, for example First Aid.	Working with Others: Students work in small groups to achieve a given task. Within the group students are encouraged to work and encourage each member of the group to achieve their part in the task	Environment: Students research environmental issues that our planet is subject to, students present to the class in their chosen creative way	Citizenship: Students explore citizenship through research of United Nations and the work that they and other worldly organisations do throughout the world.	Vocational preparation: Students will have a better understanding of what is required post 16 in order to work towards a successful transition.	

<p>Personal Development</p>	<p>Study Skills and Examination Writing Techniques - The importance of study skills and examination writing techniques are highlighted, with a wide range of techniques being taught and actively practiced by the students during the course.</p> <p>Sexual Health - A consolidation course that combines elements of the LGBTQ+ landscape, consent, positive sexual choices, STI awareness, family planning and the role of sexuality in healthy relationships.</p>	<p>Post 16 Options - A consolidation course that works through the logistics of how to successfully apply for and be accepted at the full range of post 16 options.</p> <p>Exploitation and Abuse - Students work through real world examples of the negative impacts of exploitation and abuse in order to raise their awareness around these issues and provide them with tools to deal with and report these abuses.</p>	<p>Post 16 Options - A consolidation course that works through the logistics of how to successfully apply for and be accepted at the full range of post 16 options.</p> <p>Exploitation and Abuse - Students work through real world examples of the negative impacts of exploitation and abuse in order to raise their awareness around these issues and provide them with tools to deal with and report these abuses.</p>	<p>Mental Health and Resilience - A consolidation and in-depth exploration of common mental health challenges such as self-esteem issues, stress, anxiety, depression, mental disorders and a broader range of techniques to face these challenges.</p>	<p>Managing Stress and Preparing for Examinations - Stress management techniques specifically tailored around studying for and writing examinations are explored here in depth, with practical techniques being discussed, demonstrated and put into practice.</p>	<p>Understanding Addiction - The latest research around what causes addiction in general is shared with students including an analysis of the genetic, environmental, coping and social pressures that cause it. Techniques to overcome addiction, and where one can get the help they need, are explored in-depth.</p> <p>Financial Planning - A much broader view of financial responsibility including how to save consistently; plan for emergencies; home ownership and retirement; and make wise investment and insurance decisions through financial planning.</p>
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Year 12 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6	
Art	Unit 4 : Materials, Techniques and Processes in Art and Design Title: Man Manipulated Landscapes In Terms 1 and 2 students will be introduced to a vocational context linking to the theme. Students will be required to work independently whilst exploring the theme. They will investigate the work of other artists, craftspeople and designers and experiment with a wide range of materials, techniques, and processes. They will need to develop their own ideas on issues relating to the theme and produce a final personal response.		Externally Set Task Unit 2: Critical and Contextual Studies in Art and Design Written Exam – 2x Parts This is a written exam based on a starting point that is provided by Pearson. Students are required to analyse artists' work in depth. They must work independently in order to prepare for the written context which will take place in January.	Externally Set Task Unit 1: Visual Recording and Communication Practical Exam This practical exam will be based on a theme provided by Pearson. Students work independently in response to the theme and the requirements outlined in the exam paper. They are given a preparation period before completing their final piece in a 5 hour exam.		Unit 16: 3D Craft Materials, Techniques and Processes Title: Curiosities of Craft (Part 1) and Design Craft Souvenirs (Part 2) In Term 6 Students are asked to explore a range of 3D craft techniques and materials in response to the two briefs.	
IB Biology	Cells and Biological molecules - Students learn about the core building blocks of biological organisms.	Cells and biological molecules- Students learn about the core building blocks of biological organisms.	Genetics and Evolution- learning builds on understanding about nucleotides to explain the principles of Darwin's theory of evolution and Mendel's studies of patterns in genetics.	Ecology and Human physiology - In ecology students learn about human impacts on the organisms found in locations around the world. In human physiology they build on their understanding of cells, tissues and organs to link the importance of metabolic activity and life.	Ecology and human physiology - learning builds on understanding about nucleotides to explain the principles of Darwin's theory of evolution and Mendel's studies of patterns in genetics.		
Business Studies	Students will be introduced to basic business types, functions and structures. They will apply this knowledge to a detailed case study of two contrasting businesses.	Students will continue the case study of their chosen businesses and look closely at the external factors that can effect a business day to day operations. They will be taught a number of analytical techniques to look at the political, economical, social and technological factors that affect them.	Students will now look at the internal structure of a business and the effect this can have on the day to day functionality of a business. This will include critically looking at different structures of businesses with a focus on communication.	Students will now look at the external factors that affect a business and look how businesses respond to these to remain competitive.	Students will now look at the basic principles of marketing in preparation for their first exam. This will look at how marketing campaigns are designed and implemented.	This term will focus on the final component of Unit 1 and look at how businesses have to use enterprise to continue to grow and remain competitive.	
IB Chemistry	Topic 1: Stoichiometric relationships a fundamental unit and required for subsequent topics. Topic 2/12: Atomic structure: to understand the nature of matter, students will master a secure understanding of atomic structure.	Topic 3/13: Periodicity: Students will learn about the rules and patterns of the periodic table, building on their knowledge from GCSE.	Topic 6/16: Students will study Chemical Kinetics, examine rates of reactions and activation energy. Topic 4/14: Linking to atomic structure in term 1, students will study chemical bonding & structure to explain the material world.	Topic 7: Students will study equilibrium.	Topic 5/15: Energetics: students will study a range of different types of chemical reactions and the energy transfers occurring.	During term 6, students will plan, carry out and report their own investigation.	
Computer Science	Students will look at the principles of computer science which will involve looking at different types of programming languages and the key differences between them.	Students will continue with this unit and take a look at different types of web processing. They will also be introduced to object orientated programming and learn the java language	Students will recap content from term 1 and 2 in preparation for their first examination.	Students will start their first course work unit on the impact of computing. This will start by looking at how hardware and software developments have impacted on business over the last 20 years.	Students will continue to look at the impact of computing and now focus on the positive and negative aspects of this on a business. This will look at the benefits of e-commerce as well as the drawbacks and security threats this brings.	Students will start to look at different types of encryption and network security in preparation for their course work unit in year 13. This will include practical implementation of these techniques.	
Criminology	Unit 1 - During Term 1 students shall look at the different types of crime and how to analyse them. They shall study why some crimes go unreported and the consequences of when that happens. Students shall look at the media's representation of crime and how this impacts the public perception of crime. Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 1 - continuing to look at the perception the public have on crime due to the media's representation. Students shall study and evaluate the different methods of collecting crime statistics. Students will compare campaigns for change Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 1 - students shall plan a campaign for change, designing the materials to be used within the campaign and justifying their campaign choice and its success. Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 1 - Controlled assessment Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 3 - Students shall explain and evaluate the roles of the personnel involved in criminal investigations. Unit 2 - exam.	
IB English Literature and Language	Students will be focusing on the skills of analysing texts. We will be exploring Banksy images and a Diesel campaign as two bodies of work. This will teach students the skills they need for the Paper 1 exam.	Students will now explore both 'A Streetcar Named Desire' and Perrault's fairy tales. These texts will be studied through the lens of larger global issues such as gender and prejudice; consent and stereotyping.	Students will study another body of work this term: The lyrics and Tweets of Lizzo. As well as this, they will begin their study of Rossetti's poetry.	As well as continuing their study of Goblin Market, students will begin working in their oral examination.	Students will continue to work on their oral this term and will perform them.		
IB Geography	Changing population - students will look at population patterns and factors which affect this, such as migration.	Global climate - vulnerability and resilience - students will understand the causes and consequences of climate change and how these can be managed sustainably.	Global resource consumption and security - students will understand how resources are used across the globe and what resource security is.	Urban Environments - this topic focuses of urban structure and how this changes over time and space. IA to commence at this point.	Food and health - students will investigate the links between food and health at a variety of scales.	Geophysical Hazards - this topic investigates the mechanisms of plate movement as well as the characteristics of volcanoes and earthquakes.	
IB Global Politics	Power, Sovereignty and International Relations - Foundational Unit, students will look at underpinning theories justifying the existence and actions of states and exploring where power lies within the international system.	Power, Sovereignty and International Relations - Foundational Unit, students will look at underpinning theories justifying the existence and actions of states and exploring where power lies within the international system.	Human Rights - Students will explore issues around human rights abuses and international agreements to protect human rights. Students will examine state policies and actions in protecting and abusing human rights.	Human Rights - Students will explore issues around human rights abuses and international agreements to protect human rights. Students will examine state policies and actions in protecting and abusing human rights.	Global Development - Students will consider measures of and plans for development of national and international levels. Students will examine theoretical and practical attempts by states and non-state actors to influence global development.	Global Development - Students will consider measures of and plans for development of national and international levels. Students will examine theoretical and practical attempts by states and non-state actors to influence global development. <small>PEA, initial research</small>	
IB History	Rights and Protest - students will examine Apartheid as a part of their Paper 1 Topic: Rights and Protest. They will compare peaceful and non-peaceful protest and key individual figures within these movements.	Authoritarian States - Case studies will be Hitler and Castro. Themes will examine the emergence of authoritarian states, the consolidation and maintenance of power and aims and results of policies.	Authoritarian States continued. Students will also begin the research element of their internal assessment.	United States' Civil War - Students will explore the origins of the Civil War, slavery, Westward expansion and the crisis of the 1850s, the different way in which the war was fought as well as factors that affected the outcome and reconstruction. Work on internal assessments will also continue with a focus on building historiography.	Students will complete the United States' Civil War Topic. Work on internal assessments will also continue with a focus on building historiography. Students will start to study the Civil Rights Movement in the United States and Social Movement in the Americas post 1945.	Rights and Protest - Civil Rights Movement in the USA - the second Paper 1 topic that is focused on sources. Linked in with this students will study the Paper 3 topic of Civil Rights and Social Movements in the Americas post-1945. These topics include: indigenous people and civil rights in America, African Americans and the fight for civil rights. Forms and impact of discrimination, impact of non-violent protest, feminism, Hispanic movement in the US and counter culture in the 1960s.	
IB Maths	In Year 12 students will follow either the Higher Level or Standard Level IB course. The basic concepts are the same for each of the levels with the Higher level taking each concept further. Year 12 are doing the Applications and Interpretations qualification which concentrates on taking concepts learnt at GCSE, increasing the level of difficulty at the same time as making them more applicable to everyday life. Topics covered are sequences, percentages, logarithms, complex numbers, linear sequences, geometric sequences themselves into knowledgeable inquisitive pupils who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to problems, communicating using mathematical language their own ideas.						
Performing Arts	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 1: Investigating Practitioner's Work EXAM. Research skills, Social, economic, political, geographical, historical and technological factors influencing practitioners and their work.	Unit 5: Individual Performance Commission. EXAM. Planning, rehearsal, performance and evaluation of a solo performance in response to a brief set by the examination board.	Unit 28: Storytelling. Why we tell stories. How stories are turned into performances. Research tasks into children's stories. Rehearsal of chosen story, performance and evaluation.	Unit 28: Storytelling. Why we tell stories. How stories are turned into performances. Research tasks into children's stories. Rehearsal of chosen story, performance and evaluation.	
IB Psychology	Biological Approach: Students study the brain and behaviour, developing their understanding of localisation of function. Students shall also study genetics and hormones, looking how these impact human behaviour. They shall then use animal research to apply the research. Cognitive approach: Students research the different cognitive processes and their reliability. They study the emotions and cognitions behind these processes. Students shall then explore <i>cognitive processing in the digital world</i> .		Cognitive approach: students complete cognitive processing in the digital world. Sociocultural Approach: Students study the role of the individual in the group, the cultural origins of behaviour and cognition, cultural influences on individuals. They conclude the sociocultural approach by researching the influence of globalisation on psychology.	Research Methods: Students study a variety of research methods including sampling, research designs, analysing and interpreting data. This then supports students to begin research for their Internal Assessment.	Internal Assessment.		
Sports and Exercise Science	Functional anatomy - This is an exam based unit that requires students to be able to analyse the body using correct anatomical language before being able to put this in to practice to help describe and explain sporting movements. This unit also supplements the learning that will take place within the sport and exercise physiology unit. Coaching for sports performance - students will look in detail about the make up of successful coaches and the impact on the team. From this research students will plan/design and carry out coaching sessions and then review their performance in these sessions.		Sport and exercise physiology - This is an exam based unit looking at how and why the body functions and responds in a certain way to a variety of different sporting environments and situations (exam).			Training for individual groups - a close look at how exercise sessions change for differing sections of the population to meet needs.	
Level 1 Work skills - PSD	Students begin the year with unit 5 Developing Self- the aim of the unit is to exclude negative elements and focus on positive outcomes. Students set themselves SMART targets which they review in the new year. The second unit is Healthy Living Unit 2 which looks at negative and positive elements of a healthy lifestyle including healthy relationships and mental wellbeing. Again students set themselves targets which they will review end of term 2.	Unit started this term include Unit 7 Leisure Time - focusing on how to make the best use of free time. This unit allows for external visits and activities. This is followed by Unit 6 Rights and Responsibilities, where we look at all areas of this including animal welfare, the court system and road safety, again this has a strong focus on practical activities.	This term follows on with Parenting Awareness unit 10 - this unit looks at the support available for parents with young children, what benefits could be gained from a range of support networks. The final element of the unit is looking at ways to protect babies and young children in the home and other environments.	This term we begin with unit 15 ICT for Employment. Students will begin with a self audit on their ICT skills and proficiency. Students will explore a range of occupations and the ICT that the role may require.	This term begins with unit 9 Managing Social Relationships. This unit allows for reflection upon working relationships formed thus far, it explores communication techniques. This is followed by the start of Unit 12 Working as part of a group. Again another opportunity to reflect on activities.	The start of this term sees the completion of unit 12, reflecting upon personal behaviour in a group situation. The final unit of the year is Unit 11 Preparation for Work which leads nicely into next years course, by laying the foundations for the world of work.	

Level 2 Retail Knowledge	Unit 1 Understanding Customer Service in the Retail Sector: Looking at all aspects of customer service what makes it successful and what can make it inefficient and unacceptable. Start Unit 2 Understanding the Retail Selling Process - The 5 selling point, what is involved in a smooth sale and how this can be honed into a successful art.	Complete Unit 2, Unit 3 Understanding How individuals and Team Contribute to the Effectiveness of a Retail Business - the importance of teamwork and how all the elements work in conjunction to ensure the effective running of a retail establishment.	3. Know the employment Rights and responsibilities of an employer and employees. Looking at the key requirements of a contract of employment and which individuals can be called upon to help with violations of the terms. What is equality and diversity in a workplace/ What is meant by teamwork in a retail business?	3. Know the employment Rights and responsibilities of an employer and employee. Looking at the key requirements of a contract of employment and which individuals can be called upon to help with violations of the terms. What is equality and diversity in a workplace/ What is meant by teamwork in a retail business?	Unit 4 Understanding How a Retail Business Maintains Health and Safety on its Premises. Looking at day to day health and safety, fire precautions, evacuation procedures and safe handling and lifting. Students look at relevant legislation and COSHH regulations.	Unit 4 Understanding How a Retail Business Maintains Health and Safety on its Premises. Looking at day to day health and safety, fire precautions, evacuation procedures and safe handling and lifting. Students look at relevant legislation and COSHH regulations.
Level 2 Food	The course is BTEC Home Cooking Skills which focuses on the development of basic home cooking skills, sharing recipes and economising. The first term begins with looking at hygiene in the kitchen and personal hygiene when working in a kitchen. Students then complete the relevant pages of their work book.	Term 2 will focus on knife safety, safety when storing foods and fridge safety. Students will then begin to select recipes for a variety of occasions e.g. breakfast. Students will then cook a selected dish. After cooking students will review their progress and areas for development.	Term 3 focus will be special occasions such as Weddings where a variety of foods may be available. They will explore dishes that would be suitable for a starter. Students will then cook a suitable dish, recording their observations and looking for areas for development. They will complete the relevant pages in their work book.	Term 4 will focus on selecting suitable dishes for a main and a desert. Students will cook these dishes and reflect on the skills needed and reflect upon areas for development.	Term 5 students need to have selected either a starter and a main / or a main and a desert for their final assessment this term. Students will cook their selected dishes and complete the reflective sheets in their work book. They will also complete the other pages on sharing recipes and economising. Portfolios of evidence are then assessed externally.	Term 6 - portfolios will have been sent away - students will now begin looking at the Retail Knowledge Level 1 qualification, discussions will be around the new course - what areas will be covered and to start booking at Customer Service practices.
Functional Skills English	Introduction to functional skills - baseline students EL3- L2. Spelling, punctuation and grammar. Reading for information. Reading to understand the purpose of texts	Reading :textual features. Reading : organisational features. Reading: finding meaning. Reading Mock paper practice.	Reading : Comparison. Reading: mock paper practice. Speaking and listening and communicating: Listening closely. Speaking, listening and communicating: Questions task 1 part 1.	Speaking, listening and communicating: Presentations task 1 part 2. Speaking , listening and communicating: discussions part 2. Speaking, listening and communicating task 1 and 2 formal assessment.	Writing: Format and structure/Information sheet. Spelling, punctuation and grammar: spelling strategies / grammar. Writing : structure and using paragraphs. Writing Letters / Writing email/ Writing reviews	Writing : Mock paper practice 1 . Writing reports. Writing : forum. Writing: Contributions. Writing mock practice paper 2
Functional Skills Maths	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using common measures, shape and space. Awareness of money and calculating with money, time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring, 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Using common measures, shape and space. Awareness of money and calculating with money, time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring, 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc)	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc)

Year 13 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Art	Unit 10: Graphics Materials, Techniques and Processes Title: Movie Posters Students research historical and contemporary film posters and graphic designers. The brief requires students to produce graphic advertisements and merchandise for a film of their choice.	Unit 3: The Creative Process Title: Evolution In Terms 2 and 3 students will be working on a final major project based on the theme of Evolution. Students will demonstrate independence of exploring the theme whilst investigating artists and when experimenting with a wide range of materials, techniques and processes. The project will lead to a variety of informed outcomes in response to the given theme.		Externally Set Task Unit 7: Developing and Realising Creative Intentions Practical Exam Duration: 15 Hours This is a practical exam where students are issued a theme by Pearson. They are given a preparation period to collate research independently. They then sit a 15 Hour exam where they produce all of the work in response to the theme and exam paper requirements.	Unit 5: Developing and Art and Design Portfolio Title: Portfolio Students are issued a brief that requires them to produce a portfolio and CV ready for Interview. Students spend time researching a wide range of physical and digital portfolios before creating/presenting their own portfolio in their chosen form.	End of course
IB Biology	Ecology and IA	IA and Human physiology	Option topic and supplement higher content	Revision		End of course
Business Studies	Students will study different self analysis techniques to review their own customer service skills. They will create and implement an action plan to improve their own performance.	Students will learn about basic personal finance. Including bank accounts, credit cards and lending facilities. They will learn how to plan a personal budget and different institutions that are available to support people in financial difficulty.	Students will now look at personal finance and different organisations that operate to support people in financial difficulty. Students will learn about interest rates and how this can affect budgeting and banking.	Students will start working on business finance and look at the different processes a business uses to keep track and monitor finance. They will also look at the different types of costs that affect a business and how these effect profit and loss.	Students will continue to study business finance and take a closer look at balance sheets and business ratios. They will then prepare for their final assessment and exams.	End of course
IB Chemistry	Topic 8/18: Acids, calculations involving acids and bases and pH		Topic 9: Redox reactions and electrochemical cells.	End of course		
	Topic 20: Students will spend term 1 and 2 studying an array of organic chemistry reactions and study the intricacies of isomers of organic molecules.		Topic 9: Redox reactions and electrochemical cells.			
Criminology	Unit 1: revision and Controlled experiment (Due to covid 19 this was not completed in year 12) Students shall then start unit 3. Students shall evaluate the usefulness of personnel involved in criminal investigations. Leading them to evaluate different investigation techniques and how evidence is collected and processed. Unit 4: Crime and Punishment. Students will explore the process of law making in the UK and the structure of the criminal justice system.	Unit 3: Students continue with investigations and examine the rights of the individuals within them. Students then study the process for prosecution. Looking at the requirements of the CPS for prosecuting suspects. They describe the trial processes and learn the rules in relation to using evidence in criminal cases. Unit 4: Crime and Punishment. Students will explore the purpose of punishment and how these relate to different theoretical perspectives on the causes of criminal behaviour.	Unit 3: Students assess the key influences affecting the outcomes of criminal cases. Students will discuss the use of LAY people and examine all of the information for validity. Resulting in them being able to make informed decisions. Unit 4: Students will explore agencies of social control. Students will examine theoretical grounding for social controls and assess the contribution of agencies towards meeting those aims.	Unit 3: Controlled assessment Unit 4: Students will explore agencies of social control. Students will examine theoretical grounding for social controls and assess the contribution of agencies towards meeting those aims.	Unit 4 Exam	End of course
English Literature and Language	Over the summer, students will have developed a line of inquiry on their chosen text(s) for their Higher Level Essay. Much of this term will be focussed on students writing their coursework.	Students will begin their study of The Handmaid's tale by Margaret Atwood. Throughout the study, students will be exposed to the assessment criteria for their paper 2 exam. Opportunities for practise will be available during this term.	Students will study A Streetcar Named Desire by Tennessee Williams. Students will also complete their Individual Oral assessment on a literary and non-literary text of their choice.	Region for Paper 1 and Paper 2 exams. Coursework will be finalised and sent off.	End of course	
IB Geography	Power, places and networks - this topic focuses on global interactions and the role of powerful organisations and groups in the global market.	Human development and diversity - students will study development opportunities ad how countries start the development journey.	Global risks and resilience - this topic looks at geopolitical, economic and environmental risks and how countries can build resilience to these risks.		End of course	
IB Global Politics	PEA - students will continue working on their Political Engagement Projects	Peace and Conflict - Students will examine theoretical and practical studies of peace making and keeping, as well as examining the causes of global conflict and mechanisms in place to constrain and reduce conflict zones. PEA finalised	Case studies and Synoptic Comparison - Students will revisit cases from earlier in the course, as well as exploring contemporary comparative examples of politics in actions. They will apply theoretical approaches to real life examples and draw links between different topics of study.	Revisions of all four themes and practice essays for Paper 2	End of course	
IB History	Twentieth Century Wars cont.	Civil Rights and social movements in the Americas post-1945	Civil Rights and social movements in the Americas post-1945	The Second World War and the Americas	The Second World War and the Americas	End of course

IB Maths	In Year 13 students will follow either the Higher Level or Standard Level IB course. The basic concepts are the same for each of the levels with the higher level taking each concept further. They are doing the Applications and Interpretations qualification which concentrates on taking concepts learnt at GCSE, increasing the level of difficulty at the same time as making them more applicable to everyday life. Topics covered in year 13 are Statistical applications, to include sampling and analysing of data and methods of representation, probability looking at various distributions and finally calculus to include differentiation, integration, tangents and normal. In addition to this they will be completing their Internal Assessment which is 20% of their overall result and is completed independently.			Revision	Revision and taking of the exam	End of course
Performing Arts	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 1: Investigating Practitioner's Work EXAM RESIT. Research skills. Social, economic, political, geographical, historical and technological factors influencing practitioners and their work.	Unit 5: Individual Performance Commission. EXAM. Planning, rehearsal, performance and evaluation of a solo performance in response to a brief set by the examination board.	End of course	
IB Psychology	Internal assessment.	Abnormal psychology: Students focus on depression. Within this unit, students study the diagnosis, aetiologies and treatments of depression. Linking their knowledge from year 12 and applying it to understanding depression.		Revision	Exams	
Sports and Exercise Science	Sport and exercise Psychology - This is an exam based unit that looks at the mental preparation behind becoming a successful sports performer. Students will also be required to suggest and plan interventions to help athletes get back on track.					
	Specialised fitness training - this unit requires that students look at the training requirements related to specific sports, once they have analysed these sports they will look at training cycles for top class athletes and be able to think about the issues that may arise from this. Once issues are identified students will look at how to make any changes that are needed to help improve outcomes.					
	Field and laboratory testing in sport - the unit asks students to look at testing procedures and protocols that need to be followed in order to safely carry out a variety of tests. Students will then have to safely carry out and analyse a variety of tests to profile their peers sporting performance.					
Level 1-2 Work skills - Employability Skills	Unit 1 Understanding Mindset - exploring the mindset qualities that an employer may look for. Unit 10 Managing your Time - preparing a presentation to ensure that it meets the prescribed time limitations.	Unit 27 Working with colleagues and looking at the expectations others may have of you and you of them. Unit 28 Working with managers - types of managers, their roles and expectations of the role.	Unit 25 working in a team - using practical experiences of team work to answer questions posed. Unit 22 Following instructions- why it is important to follow instructions in the workplace for both appraisal and safety reasons.	Unit 9 Setting your targets- discussions around the appraisal system and SMART target setting. Unit 26 Dealing with conflict - constructive strategies for dealing with conflict in the workplace.	Unit 18 Understanding risk - elements of Health and safety in the workplace. Unit 23 understanding your responsibilities in the workplace- why your part of the puzzle is important and how to ensure you meet your appraisal targets.	Unit 14 Problem solving in the workplace - when things go wrong practical strategies for dealing with issues that may arise. UNIT 19 Understanding and coping with change. How change in the workplace can affect individuals and ways of coping with that change.
Level 1 Retail Knowledge	Unit 1 Understanding the Business of Retail - looks at what a retail business is, the types of outlets and their key features, looking at how retail businesses have evolved over the years.	Unit 2 Understanding Customer Service - What good and bad customer service looks like and the key features of a successful Customer Service dept in a retail outlet.	Unit 3 Know the Main provisions of Health and Safety Legislation in Relation to a Retail Business. This unit looks at all aspects of Health and safety in a workplace including the storage of hazardous materials, fire evacuation and emergency procedures.	Unit 4 Understand How Individuals and Teams contribute to the effectiveness of a retail business - looking at how the components function together in order to work successfully together.	Unit 5 Understanding the Control / Handling and Replenishment of Stock in a Retail Business - how do shops display goods/ window displays, different layouts and tricks of the trade.	Unit 6 Retail Selling Process- how sales are made, what are the buying signals and how open and closed questions can create the right dialogue for sales.
Level 2 Retail Knowledge	Unit 6 : Understanding security loss and prevention in a retail business. Study the types of criminal activity which may affect a retail business and the effect this may have upon the business as a consequence.	unit 8 : Understanding the control, receipt and storage of stock in a retail business. Looking at the purpose of stock control and why it is important of keeping accurate records. Explaining the procedures for receiving stock and the importance of wearing PPE in distribution areas.	Unit Understanding the handling of customer payments in a retail business. Looking at the methods of payments typically handled in a retail business. Outlining precautions taken to reduce theft.	Unit 5 Understanding retail consumer law. Understanding the purpose of consumer legislation in relation to retail and the key principles of it. Understanding data protection in retail. Looking at the key responsibilities of the sale of licensed and age restricted goods. Looking at the legal consequences of contravening retail law.	Catch up opportunity or students may choose to complete additional units of work- further expanding their certification.	Catch up opportunity or students may choose to complete additional units of work - further expanding their certification.
Functional Skills English	Introduction to functional skills- baseline students EL3- L2. Spelling, punctuation and grammar. Reading for information. Reading to understand the purpose of texts.	Reading :textual features. Reading : organisational features. Reading : finding meaning. Reading Mock paper practice.	Reading : Comparison. Reading: mock paper practice. Speaking and listening and communicating: Listening closely. Speaking, listening and communicating: Questions task 1 part 1 .	Speaking, listening and communicating: Presentations task 1 part 2. Speaking , listening and communicating: discussions part 2. Speaking, listening and communicating task 1 and 2 formal assessment.	Writing: Format and structure/Information sheet. Spelling, punctuation and grammar: spelling strategies / grammar. Writing : structure and using paragraphs. Writing Letters / Writing emails/ Writing reviews.	Writing : Mock paper practice 1 . Writing reports. Writing : forum. Writing: Contributions. Writing mock practice paper 2.
Functional Skills Maths	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using common measures, shape and space. Awareness of money and calculating with money, time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring, 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Using common measures, shape and space. Awareness of money and calculating with money, time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring, 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc.	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc.