

Year 7 Curriculum Overview

Maths NUMERICAL skills: students will consolidate their skills in addition, subtraction, multiplication and division to provide a solid foundation for their secondary journey.	Half-term 2 NEGATIVE NUMBERS AND FRACTIONS: Students will learn to add and subtract negative numbers and fractions.	Half-term 3 DECIMALS AND ALGEBRA: Students will learn to add and subtract decimal numbers and will learn to solve simple equations.	Half-term 4 ALGEBRA AND MEASURES: Students will learn to use area of quadrilaterals, triangles and circles and be able to calculate the area and perimeter of shapes.	Half-term 5 STATISTICS: Students will learn to calculate the mean, median, mode and range of data and be able to interpret data.	Half-term 6 PERCENTAGES: Students will learn to calculate percentages and be able to apply them to real life situations.	Careers links We encourage students to understand that Maths is a key skill for many careers and that it is a valuable asset for their future.	Cross-curricular links Maths is a fundamental understanding of numbers and is used in many other subjects. It is a key skill for many careers and is a valuable asset for their future.
English TERMS 1 AND 2: The Excellence Project: a seamless transition from primary school to secondary school, building on excellent writing knowledge of grammar. We will be moving on to writing a story, using the writing skills we have learned.	TERMS 3 AND 4: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.	TERMS 5 AND 6: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.	TERMS 7 AND 8: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.	TERMS 9 AND 10: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.	TERMS 11 AND 12: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.	TERMS 13 AND 14: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.	TERMS 15 AND 16: The study of the Odyssey by Homer. This is a popular choice of text for students who are interested in the ancient world. We will be studying the story of Odysseus and his journey home.
Science Introduction to Science, Energy and States of Matter: Students begin their journey by learning what science is and how scientists work. They will learn about the scientific method and how to conduct an experiment.	Atoms, Elements, Compounds and Mixtures: Students will learn about the structure of atoms and how they combine to form molecules. They will also learn about the properties of different materials.	Chemical Changes and How Plants Work: Students will learn about the different types of chemical reactions and how they can be used to create new materials. They will also learn about how plants use photosynthesis to make their own food.	How animals work: Students explore the organization of living organisms, from cells to organ systems. They investigate the structure and function of different parts of the body and how they work together to keep the organism alive.	Forces and motion: Students are introduced to the concepts of force and motion. They learn about the different types of forces and how they can be used to make things move.	Chemical Reactions: Building on earlier chemistry topics, students investigate the reactivity of different elements and compounds. They learn about the different types of chemical reactions and how they can be used to create new materials.	The Indian Ocean: The topic covers a wide range of topics, from ocean physics and biology to the history and culture of the region. Students will learn about the different types of ocean currents and how they affect the climate.	Through Year 7, students develop the practical and analytical skills used by scientists, engineers and technicians across a wide range of industries. They will learn about the different types of scientific equipment and how to use them.
Geography Global and Local Geography: Students will start by exploring global geography, learning about the different continents and countries. They will then move on to local geography, learning about the area around them.	Weather and Climate Change: Students will learn about the different types of weather and how they are caused. They will also learn about how climate change is affecting the world and what we can do to stop it.	Ecosystems: This topic introduces students to the variety of biomes and ecosystems that exist on Earth. They will learn about the different types of plants and animals that live in each biome and how they are adapted to their environment.	Equatorial Africa: Students will investigate the region of Equatorial Africa, learning about its geography, history and culture. They will also learn about the different types of natural resources that are found in the region.	The Middle East and Egypt: Students will investigate the region of the Middle East, learning about its geography, history and culture. They will also learn about the different types of natural resources that are found in the region.	The Indian Ocean: The topic covers a wide range of topics, from ocean physics and biology to the history and culture of the region. Students will learn about the different types of ocean currents and how they affect the climate.	Geography equips students with analytical, problem-solving and decision-making skills that are valued in a wide range of careers. They will learn about the different types of geographical information and how to use it.	Geography has strong links with English through reading, writing, speaking and listening skills. It also supports the development of critical thinking and problem-solving skills.
History Students will explore the following sub-topics: power and authority, empire, persecution and resistance, religion/beliefs and ideology, society and ordinary people as well as war and conquest. These are themes which will be present across Key Stage Three.	1 - Causation: What drove Baghdad's rise for knowledge? 2 - Interpretation: Why have historians challenged the term 'dark ages'? 3 - Significance: What was the impact of the Islamic Golden Age? 4 - Change and Continuity: How did the Abbasids change the world? 5 - Significance: What was the impact of the Islamic Golden Age? 6 - Interpretation: How did the Abbasids change the world? 7 - Significance: What was the impact of the Islamic Golden Age? 8 - Interpretation: How did the Abbasids change the world? 9 - Significance: What was the impact of the Islamic Golden Age? 10 - Interpretation: How did the Abbasids change the world?	Free time activities: Students will have free time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Free time activities: Students will have free time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	School subjects: Students will have time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Breaktime activities: Students will have time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Students will be expected to be able to develop historical skills that will benefit them in a variety of careers. They will learn about the different types of historical evidence and how to use it.	History has strong links with English through reading, writing, speaking and listening skills. It also supports the development of critical thinking and problem-solving skills.
Spanish Phonics and introductions: Students will learn the basic sounds and letters of the Spanish language. They will also learn about the different parts of a sentence and how to form a sentence.	Age and birthday: Students will learn how to ask for and give their age and birthday. They will also learn about the different ways to say 'I am' and 'you are'.	Free time activities: Students will have free time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Free time activities: Students will have free time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	School subjects: Students will have time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Breaktime activities: Students will have time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Students will be expected to be able to develop historical skills that will benefit them in a variety of careers. They will learn about the different types of historical evidence and how to use it.	Spanish has strong links with English through reading, writing, speaking and listening skills. It also supports the development of critical thinking and problem-solving skills.
French Phonics and introductions: Students will learn the basic sounds and letters of the French language. They will also learn about the different parts of a sentence and how to form a sentence.	Age and birthday: Students will learn how to ask for and give their age and birthday. They will also learn about the different ways to say 'I am' and 'you are'.	Free time activities: Students will have free time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Free time activities: Students will have free time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	School subjects: Students will have time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Breaktime activities: Students will have time to work on their projects and to prepare for their presentations. They will also have time to discuss their work and to ask questions.	Students will be expected to be able to develop historical skills that will benefit them in a variety of careers. They will learn about the different types of historical evidence and how to use it.	French has strong links with English through reading, writing, speaking and listening skills. It also supports the development of critical

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	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6	Careers links	Cross-curricular links
Maths	EXPRESSIONS AND ANGLES - Students build on their foundational knowledge of algebra to apply laws of indices and to factorise and write expressions. They begin to look at angles in depth, to establish basic angle knowledge and extend it to angles such as quadrilaterals and in parallel lines.	ANGLES and FORMULAE - Students complete their work on angles by solving problems involving angles. Students will move on to look at formulae, how to write, substitute into and rearrange. Then study waves, learning how sound and light travel, how waves behave at boundaries, and how waves enable us to form images and see colour.	AREA and VOLUME - Students apply knowledge of area formulae to calculate the area and volume of 4D shapes. Including in this are lengths expressed as algebraic expressions.	EQUATIONS and NUMBER THEORY - Students will learn to recognise patterns and apply this to problem solving situations, including building on surface area and volume, in addition to this the Students will learn about key properties of number and how these can be applied to solve problems.	SEQUENCE and COORDINATES - Students will learn how to recognise patterns and sequences, including sequences such as Fibonacci and triangular numbers. They will learn how to find algebraic expressions to represent the sequence. This is then used to understand coordinates and their relationships on a straight line.	GRAPHS and STATISTICS - Students will learn to plot graphs and match equations to different types of graphs by understanding the properties of the graphs. They will then move on to statistical diagrams which they will learn to interpret and use.	We encourage students to recognise that Maths underpins a wide range of careers and it is an essential life skill as well as a valuable qualification. Our curriculum benefits from the foundation of learning skills in H1, helping students apply mathematical concepts to real-life contexts through regular 'Big Picture' activities linked to different professions. Students are encouraged to become fluent mathematicians and confident communicators by developing their mathematical vocabulary and explaining their reasoning both verbally and in writing. In Year 8, topics such as algebra introduce students to careers including medicine, electronics, computer programming and engineering.	As students develop their skills in plotting, reading and interpreting graphs, they strengthen links with Geography through the analysis of data such as population growth from the foundation of learning skills in H1. During Year 8, the use of graphs to present and interpret relevant data is applied across the sciences. This study of algebra and graphs also introduces links to Business and Economics, helping students appreciate how Maths is used to analyse data and solve real-world problems across a range of subjects.
English	Terms 1 and 2: We read <i>Noughts and Crosses</i> by Malorie Blackman, a text that challenges students to think about the world around them through race, freedom and injustice. Students engage with this modern dystopian text and will continue to secure their grammar skills through the extension of our grammar programme, The Excellence Project. At the end of this unit, students will write and present a speech in their class.	Terms 3 and 4: The Picture of Dorian Gray introduces students to Victorian society, Gothic literature and the themes of morality, identity and appearance versus reality. Using extracts from Oscar Wilde's novel as inspiration, students develop their creative writing skills by crafting imaginative and descriptive pieces while exploring the conventions of the Gothic genre. The unit also strengthens students' understanding of literary analysis and extends the work of The Excellence Project, helping them write with increasing accuracy, sophistication and confidence.	Terms 5 and 6: Macbeth gives our students an exciting introduction to the secondary school study of William Shakespeare. Students are introduced to the idea of the supernatural, the role of kingship and the dangers of hubris and ambition. We pick up on our literary analysis skills, deepening the ability to infer and analyse how and why writers create great literature.	Terms 5 and 6: Macbeth gives our students an exciting introduction to the secondary school study of William Shakespeare. Students are introduced to the idea of the supernatural, the role of kingship and the dangers of hubris and ambition. We pick up on our literary analysis skills, deepening the ability to infer and analyse how and why writers create great literature.	Terms 5 and 6: Macbeth gives our students an exciting introduction to the secondary school study of William Shakespeare. Students are introduced to the idea of the supernatural, the role of kingship and the dangers of hubris and ambition. We pick up on our literary analysis skills, deepening the ability to infer and analyse how and why writers create great literature.	Terms 5 and 6: Macbeth gives our students an exciting introduction to the secondary school study of William Shakespeare. Students are introduced to the idea of the supernatural, the role of kingship and the dangers of hubris and ambition. We pick up on our literary analysis skills, deepening the ability to infer and analyse how and why writers create great literature.	English equips students with communication, critical thinking and analytical skills that are valued in a wide range of careers. Through enquiries that focus on interpretations, students will develop knowledge about the role and work of historians.	English has strong links across the curriculum by developing students' ability to read critically, think analytically and communicate effectively. The reading, writing, speaking and listening skills developed in English are applied in subjects such as History, Geography, Science and Religious Studies, where students analyse sources, evaluate evidence and present well-structured written and verbal responses.
Science	The Human Body- Students build on their knowledge of cells and organ systems by studying the structure and function of the human body. They investigate the role of the skeleton, muscles, breathing, gas exchange and digestion. They explore the importance of a balanced diet and how lifestyle choices can affect health and wellbeing.	Earth and Space, and Waves- Students develop their investigative skills before exploring the dynamic processes that shape our planet, including the rock cycle, Earth's resources, the atmosphere and how climate change is affecting the planet. Then study waves, learning how sound and light travel, how waves behave at boundaries, and how waves enable us to form images and see colour.	Rates of Reaction and Energy Changes, and Variation, Inheritance and Reproduction- Students investigate the factors that affect the speed of chemical reactions and explore energy changes during reactions. They then move into biology, learning how inherited and environmental variation influences survival and evolution. Students also study DNA, reproduction and human development, building an understanding of how characteristics are passed from one generation to the next. Practical investigations continue to develop scientific enquiry skills.	Electricity and Magnetism- Students are introduced to electric circuits, current and resistance, investigating how electrical components behave in series circuits. They also explore static electricity, magnetic fields and the everyday applications of magnets and electromagnets, developing their understanding of how electricity and magnetism are closely linked.	Plants, the Environment and Using Energy- Students build on their knowledge of plants by exploring reproduction, photosynthesis and the role of plants in sustaining ecosystems. They investigate different evidence and explore how forces can be calculated or reduced in everyday situations through scientific principles.	Using Forces- Students continue to develop their practical investigation skills while extending their understanding of forces. They investigate weight, springs and Hooke's Law, calculate pressure in solids, liquids and gases, and explore how forces can be increased or reduced in everyday situations through scientific principles.	Throughout Year 8, Students continue to develop the practical, analytical and problem-solving skills that are valued in a wide range of careers. Students develop the confidence to communicate effectively, think critically, present ideas clearly and build expertise through exploring a range of texts and characters. Their skills support pathways into journalism, law, publishing, teaching, marketing, media and public relations, while also preparing students for any profession that values effective communication and problem-solving.	Science continues to strengthen links with other curriculum areas. Students apply mathematical skills when calculating the range of scientific and technical quantities, as well as presenting and analysing data using graphs. Geography links are developed through topics such as Earth systems, natural resources, climate and environmental sustainability, while physical education is supported through learning about the human body, respiration and healthy lifestyles. Students also continue to develop their literacy by using precise vocabulary and constructing clear arguments.
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' policy. 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 the process of development, its causes and impacts. This is then linked to industry and trade.	Tectonics- Students will investigate tectonic processes and their impacts. This will include earthquakes, tsunamis and volcanoes.	Coasts- Students will begin to understand the characteristics and features of coasts. They will develop long-term reading, listening and writing responses about past events.	Italy- Students will investigate the population structure and level of development in Italy. They will compare the north and south of Italy and how to manage issues of development in the south.	The Year 8 geography curriculum exposes students to a variety of jobs, including those in engineering, construction, sustainability, tourism, geology and disaster management. The curriculum also uses examples of organisations, such as the Environment Agency, to demonstrate the importance of coastal management.	The Year 8 Curriculum has strong cross-curricular links with history, including exploring population and migration change over time and the driving forces behind both. It also explores the historical factors which cause the location of ancient settlements, links to the science curriculum are evident in the study of geography and the rock cycle in the coasts topic and the tectonics topic.	The Year 8 Curriculum has strong cross-curricular links with history, including exploring population and migration change over time and the driving forces behind both. It also explores the historical factors which cause the location of ancient settlements, links to the science curriculum are evident in the study of geography and the rock cycle in the coasts topic and the tectonics topic.
History	Students will examine the following substantive themes: power and authority, empire, persecution and resistance, religion/beliefs and ideology, society and ordinary people as well as war and conquest. These are themes which will be present across Key Stage Three. Each enquiry is built around a specific disciplinary concept: 1- Causation: Why did Henry VIII break with the Roman Catholic Church? 2- Change and continuity: What changed in the village of Morebath between 1520 and 1548? 3- Causation: Why did the English fight the English? 4- Causation: What led to the execution of seven people on the charge of witchcraft in 1622? 5- Sources: What can sources tell us about the Industrial Revolution? 6- Interpretation: How should we tell the story of the British Empire in India? 7- Consequences: What impact did slavery have on race relations in the USA?	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Through enquiries that focus on interpretations, students will develop knowledge about the role and work of historians.	There are links to a wide variety of subjects. For example, Enquiry 1 will get the Student to examine aspects of Catholicism that will demonstrate links with ethical/science lessons. Enquiry 5 links with topics in geography such as urbanisation.
Spanish	Extended family. Students revise and extend family language, describe physical appearance, describe other people, and say what their home is like. They practice writing and listening through short descriptions of families, people and places. Grammar includes m/mis, Roman, adjective agreement, ser vs tener, infinitives and extra. Phonics include I, silent h, n, v, j, uo and R.	Photo description and family. Students learn to describe photos (a skill required for GCSE) and deepen cultural knowledge through food and celebrations in the Spanish-speaking world. They learn about regional foods and festivals, then revise content from Year 7 to date in preparation for a cumulative assessment. Grammar reinforces ser vs tener and accurate descriptions. Phonics include o, u, i/ci/ci, and ll.	Where I live. Students learn to describe what there is in a town or city, say where they go and in what time, order in a café, and talk about town plans. They then begin a holiday topic, describing where they went, how they travelled and what they did in preparation for year 9. Grammar introduces the preterite tense of I and regular -AR verbs in the past tense. Students practice speaking, translation and short past-tense writing tasks.	Consolidation. Students consolidate adjectival agreement, word order, the present tense and the future tense. They then begin a holiday topic, describing where they went, how they travelled and what they did in preparation for year 9. Grammar introduces the preterite tense of I and regular -AR verbs in the past tense. Students practice speaking, translation and short past-tense writing tasks.	Holidays. Students continue the holiday topic by describing a memorable day and giving opinions about how a holiday was. They develop long-term reading, listening, speaking and writing responses about past events. Grammar focuses on the preterite of -ER and -IR verbs and the preterite of ser. Students use opinion phrases and adjectives to justify views about a past holiday.	Holidays. Students prepare and present a past holiday. Students talk about school holidays and revise key verbs such as viajar and etc. They say what they did during the holidays using the perfect tense of regular -ER verbs. They describe a visit to a theme park and irregular verbs. They combine present and perfect tenses to talk about holidays more fluently. Students revise and consolidate of vocabulary and grammar.	Spanish equips students with communication, cultural awareness and problem-solving skills that are valued in a wide range of careers. These skills support pathways into hospitality, travel and tourism, customer service, international business, translation and teaching, while also preparing students for any profession that values effective communication and global understanding.	Spanish has strong links with Geography through exploring countries and cultures where the language is spoken. It also supports Food Technology by learning about traditional recipes, RE through healthy lifestyles and sports, and PSHE by promoting cultural understanding, global citizenship and respectful communication.
French	Free time and weather. Students talk about free time, weather and seasons. They learn to say which sports they play and practice using just 6. They describe activities they do using the verb faire. They continue building pronunciation confidence through key French sounds.	Free time. Students broaden their knowledge of sport in French-speaking countries. They give opinions about what they like doing, using either plus or moins. They form and answer questions in French. They develop speaking skills by preparing interview-style responses and consolidate vocabulary and grammar from the module.	Family life. Students describe their family and talk about animals. They use higher numbers and possessive adjectives such as my and your. They describe where they live and extend French sentences with detail. They begin using the noun form of regular -ER verbs.	Consolidation. Students consolidate adjectival agreement, word order, the present tense and the future tense. They then begin a holiday topic, describing where they went, how they travelled and what they did in preparation for year 9. Grammar introduces the preterite tense of I and regular -ER verbs in the past tense. Students practice speaking, translation and short past-tense writing tasks.	Holidays. Students talk about school holidays and revise key verbs such as avoir and etc. They say what they did during the holidays using the perfect tense of regular -ER verbs. They describe a visit to a theme park and irregular verbs. They combine present and perfect tenses to talk about holidays more fluently. Students revise and consolidate of vocabulary and grammar.	Holidays. Students prepare and present a past holiday. Students talk about school holidays and revise key verbs such as avoir and etc. They say what they did during the holidays using the perfect tense of regular -ER verbs. They describe a visit to a theme park and irregular verbs. They combine present and perfect tenses to talk about holidays more fluently. Students revise and consolidate of vocabulary and grammar.	French equips students with communication, cultural awareness and problem-solving skills that are valued in a wide range of careers. These skills support pathways into hospitality, travel and tourism, customer service, international business, translation and teaching, while also preparing students for any profession that values effective communication and global understanding.	French has strong links with Geography through exploring countries and cultures where the language is spoken. It also supports Food Technology by learning about traditional recipes, RE through healthy lifestyles and sports, and PSHE by promoting cultural understanding, global citizenship and respectful communication.
Music	Instrumental Skills 3- Keyboard Focus: Hammond Students are introduced to the role of the left hand on the keyboard and learn how to play a range of major and minor chords. This builds on their knowledge from Year 7 Keyboard Skills and Ukulele skills. They play a range of pieces using the learn to play resources from Musical Futures. Students will play as a class, revisiting and developing their ensemble playing skills.	Instrumental Skills 4- Keyboard Focus: Hammond Students learn to describe photos (a skill required for GCSE) and deepen cultural knowledge through food and celebrations in the Spanish-speaking world. They learn about regional foods and festivals, then revise content from Year 7 to date in preparation for a cumulative assessment. Grammar reinforces ser vs tener and accurate descriptions. Phonics include o, u, i/ci/ci, and ll.	Film Music Part 1: Sound Effects Students learn about how and why music is included in films. They learn about diegetic and non-diegetic music, as well as the role of the Foley artist. Working in groups they create the sound effects for a short film clip, focusing on selecting the right sound and ensuring their timing is accurate.	Film Music Part 2: Music to build tension Students learn about the role of music to create atmospheres in films, developing their understanding of well-known film scores such as John Williams. They use keyboards and other instruments to compose music to add atmosphere to film clips, learning about chromatic notes, as well as major, minor and diminished chords to help build tension.	Just Play Introduction Band Skills This unit begins with Choir drumming to teach the elements of the drum kit and to reveal the work from Year 7 around rhythm and tempo. Students use their knowledge of the rhythm section of a band, looking to the roles of the bass guitar and rhythm guitar. Students are then introduced to the instruments they can choose from for Just Play - keyboard, ukulele, guitar and bass guitar. They use the lessons this term to try out a variety of instruments, learning about how they are played and how to understand the chord diagrams. They build on their ensemble playing skills.	Just Play Part 1 Students select which instrument they wish to focus on and stick to the chosen instrument for the whole term. Working as a band, students learn to play as an ensemble, there are opportunities for students to take on the previous lesson, introducing new chords and expanding the repertoire available to play.	Music equips students with creativity, communication, collaboration and problem-solving skills that are valued in a wide range of careers. These skills support pathways into creative industries, performing, composers, songwriters, producers, Foley artists and directors. It also prepares students for any profession that values creativity, confidence and effective teamwork.	Music has strong links with Maths through rhythm, sequences, patterns and musical notation. It also supports English through literary writing, rhyme and poetry, and Film and Media through analysing film soundtracks and the use of music to create mood and atmosphere.
Art and Design	Theme - Portraits Skills Progression - Observational drawing Portraits Pencil, line, tone, form Outcome - Pencil drawing of a person's head and shoulders	Theme - Surrealism Skills Progression - Artful Analysis Crazy Creative Thinking Outcome - Transposition eye Juxtaposition lightbulb Metamorphic hand	Theme - Surrealism Skills Progression - Composition Creative Thinking Outcome - Pencil drawing of a person with 3 planets in the background and the head morphed into something else	Theme - Surrealism Skills Progression - Composition Creative Thinking Outcome - Pencil drawing of a person with 3 planets in the background and the head morphed into something else	Theme - Surrealism Skills Progression - Ceramics Thump pots Outcome - Ceramics Saturn planet	Theme - Surrealism Skills Progression - Ceramics Thump pots Outcome - Ceramics Saturn planet	Key Stage 3 Art builds foundational skills in visual communication, material manipulation, and conceptual thinking. The core activities directly feed into pathways such as graphic design, animation, architecture, fashion design, and illustration, while also nurturing transferable problem-solving skills utilised in fields like marketing, web design, and product design.	Art promotes inquisitive minds and independent thinking by teaching students to ask open-ended questions, observe closely, and embrace ambiguity. This creative framework develops cognitive muscles - such as visual analysis and pattern recognition - that seamlessly translate into subjects like science, Maths, and the humanities.
P.E.	Development Phase By the end of Year 8, students will show increasing control and consistency in a range of physical skills, alongside a growing understanding of how rules and tactics influence performance. They will be able to apply simple strategies in competitive and conditioned situations, making more informed decisions and beginning to adapt their play in response to others. Their knowledge of key theoretical concepts will start to support their performance, and they will demonstrate improved independence, communication, and collaboration, reflecting the Making School Way through sustained effort, support for others, and pride in their development.	Musical Theatre- Students will be involved in choreographing movement to a selected song from musical theatre working as a whole group to perform.	Scripted Performance- Students will receive an overview of the plot but will focus their attention on a particular scene of this play. Working in small groups they will learn about staging, movement and showing emotions to bring this scene to life.	Devised Theatre- An opportunity to create and improve performances based around Aesop's Fables. Students will look at the structure of a performance and how that can affect the audience as well as reinventing the story for modern audiences.	Classical Theatre and Theatre Technology An introduction to Shakespeare's A Midsummer Night's Dream with key scenes highlighted for rehearsal and interpretation. Students will also gain knowledge on the technical aspects of theatre such as lighting, sound, set and costume and work together to create a final performance.	Classical Theatre and Theatre Technology An introduction to Shakespeare's A Midsummer Night's Dream with key scenes highlighted for rehearsal and interpretation. Students will also gain knowledge on the technical aspects of theatre such as lighting, sound, set and costume and work together to create a final performance.	As students develop greater control and understanding, links begin to emerge with careers that require applied knowledge and decision making, such as sports coaching, fitness instruction, and entry-level roles in sport and recreation. Students start to connect what they do physically with why they do it, reflecting early links to sports science and health.	Physical Education has strong links with English through script reading, storytelling, characterisation and spoken language. It also supports History by exploring the historical context of plays, practitioners and theatre traditions, while encouraging creativity through set, costume and sound design. These links help develop confidence, empathy and communication skills that enhance learning across the curriculum.
Drama	Physical Theatre- Using life of Pl as a basis students will explore how a story can be told purely through movement. Students will focus on how they can change the emotion of a scene by how they represent themselves physically.	Musical Theatre- Students will be involved in choreographing movement to a selected song from musical theatre working as a whole group to perform.	Scripted Performance- Students will receive an overview of the plot but will focus their attention on a particular scene of this play. Working in small groups they will learn about staging, movement and showing emotions to bring this scene to life.	Devised Theatre- An opportunity to create and improve performances based around Aesop's Fables. Students will look at the structure of a performance and how that can affect the audience as well as reinventing the story for modern audiences.	Classical Theatre and Theatre Technology An introduction to Shakespeare's A Midsummer Night's Dream with key scenes highlighted for rehearsal and interpretation. Students will also gain knowledge on the technical aspects of theatre such as lighting, sound, set and costume and work together to create a final performance.	Classical Theatre and Theatre Technology An introduction to Shakespeare's A Midsummer Night's Dream with key scenes highlighted for rehearsal and interpretation. Students will also gain knowledge on the technical aspects of theatre such as lighting, sound, set and costume and work together to create a final performance.	Drama equips students with creativity, communication and collaboration skills that are valued in a wide range of careers. Through enquiries that focus on interpretations, students will develop knowledge about the role and work of historians.	Drama has strong links with English through script reading, storytelling, characterisation and spoken language. It also supports History by exploring the historical context of plays, practitioners and theatre traditions, while encouraging creativity through set, costume and sound design. These links help develop confidence, empathy and communication skills that enhance learning across the curriculum.
3D Art & Design	Op Art Speakers Product Analysis Art Study: Bridget Riley Skills: Op Art ACCESS FM on Fiverson Speakers, Artist Analysis Interview and Op Art drawing	Materials- Speaker and Op Art Fleshy Designing Materials Interview. Dotted paper to show 2D into 3D Op Art Fleshy designing Materials Project	Making of Speaker- Assembling and Electronics Skills: Op ART Speaker Skills: Cutting- Dowel joints Drilling, Marking	Op Art Cube Netting and Geometric Op Art drawing Skills: Pencil & Ruler paper cube netting - scoring, folding, gluing, Drawing	Interlocking Forms and Constructing Skills: Op Art Cube Netting and Geometric Op Art drawing Skills: Pencil & Ruler paper cube netting - scoring, folding, gluing, Drawing	Finishing and Decorating Outcome - OP ART CUBE STRUCTURE ACCESS FM on Fiverson Speakers, Artist Analysis Interview and Op Art drawing	3D Design cultivates inquisitive minds and independent thinking across the wider KS3 curriculum, encouraging students to question preconceived abstract ideas through an iterative process of designing, prototyping and testing. This hands-on problem-solving nurtures enhances spatial awareness in Maths, helps visualise complex scientific models, and builds critical analysis skills applicable to all subjects. By engaging with challenging design briefs, KS3 students learn to evaluate their own progress independently and develop resilient, solution-oriented mindsets.	
Social Sciences (R.E. & Ethics)	Students will explore questions about morality, considering what it means to be a good person and whether religion, human values, or life experiences influence behaviour. They will investigate religious and non-religious ideas about kindness, conflict, justice, death, the soul, and the afterlife, comparing beliefs from Christianity, Buddhism, Sikhism, Judaism, and Humanism. Students will also examine how beliefs about life and death and funeral rituals can shape the way people live, grieve, and find meaning in life.	Students will explore religious and non-religious beliefs about death, the soul, the afterlife, and funeral rituals, considering how beliefs about what happens after death may shape the way people live and grieve. They will then investigate spirituality and how it can be expressed through art, music, architecture, mindfulness, and symbolism in religious and non-religious contexts, with a focus on Muslim and Buddhist traditions. Students will reflect on how creativity, nature, human connection, and personal experiences can help people express meaning, identity, and a sense of connection to something greater than themselves.	Students will explore the structure and purpose of the Bible, investigating how different genres such as stories, poetry, laws, and letters guide Christians today. They will explore how the Bible influences biblical laws and consider how Christians alongside scientific and humanist arguments for caring for the Earth. Students will also investigate how beliefs can shape action through examples such as the work of Francis of Assisi, before evaluating how a most responsible for protecting the planet and whether the Earth should be considered sacred.	Students will explore what it means for something to be sacred and investigate religious and non-religious reasons for protecting the environment. They will explore how the Bible influences biblical laws and consider how Christians alongside scientific and humanist arguments for caring for the Earth. Students will also investigate how beliefs can shape action through examples such as the work of Francis of Assisi, before evaluating how a most responsible for protecting the planet and whether the Earth should be considered sacred.	Students will explore why humans use animals and investigate different views about animal rights, including religious teachings from Christianity, Islam, Hinduism, and Buddhism. They will examine ethical debates surrounding issues such as farming, animal testing, zoos, and hunting, considering ideas like speciesism and animal rights philosophy. Students will also evaluate real-world examples, such as Farm's law, before reaching their own conclusions about whether humans have a responsibility to treat animals fairly and compassionately.	Students will explore the five Fundamental British Values: democracy, rule of law, individual liberty, mutual respect, and tolerance and investigate how they are upheld in society. They will examine ethical debates surrounding issues such as farming, animal testing, zoos, and hunting, considering ideas like speciesism and animal rights philosophy. Students will also evaluate real-world examples, such as Farm's law, before reaching their own conclusions about whether humans have a responsibility to treat animals fairly and compassionately.	The Social Studies curriculum exposes students to a variety of career pathways, including those in engineering, construction, sustainability, tourism, geology and disaster management. The curriculum also uses examples of organisations, such as the Environment Agency, to demonstrate the importance of coastal management.	The Social Studies curriculum has strong links with PSHE through themes such as mental health, social skills, equality, respect, mental wellbeing, moral decision-making, the ethics of social media, and participation positively in modern British society. It also supports English by developing students' writing, listening, debating, reading, and extended writing skills through persuasive writing, interpretation of texts, evaluating viewpoints, and constructing balanced arguments.

Computer Science	Programming Part 1 - Students build on the programming knowledge and skills developed in Year 7 by revisiting key concepts such as variables, user input and program output. They will then extend their understanding by exploring selection, using if, elif and else statements to enable programs to make decisions based on different conditions. By the end of the unit, students will be able to design and write interactive Python programs that respond appropriately to user input, developing their computational thinking and problem-solving skills.	Students build on their knowledge of computer hardware from Year 7 by exploring a wider range of internal components and peripheral devices. They will investigate the roles of primary memory (RAM and ROM), secondary storage devices, and the CPU, with a particular focus on how different components influence the performance of a computer system. Students will also take part in a practical activity where they safely dismantle and reassemble a desktop computer, allowing them to identify hardware components and During Terms 2 and 3, students further develop their Microsoft PowerPoint skills while deepening their understanding of computer hardware and software. They will learn how to create well-structured, engaging and professional presentations, applying key presentation design principles such as effective layouts, appropriate use of images, animations and transitions. Throughout the unit, students will produce presentations that demonstrate their knowledge of hardware and software, developing both their technical understanding and their ability to communicate information clearly to an audience.	Students begin by exploring Human-Computer Interaction (HCI) and how computers are designed to meet the needs of users. They will then investigate a range of software categories, including operating systems, web browsers, Software as a Service (SaaS), and gaming software, while also considering the evolution of computer games over time. The unit concludes by developing students' understanding of online safety, enabling them to use software responsibly, securely and confidently in an increasingly digital world.	Programming Part 2 - Students continue to develop their programming skills by revisiting the fundamental concepts of variables and selection before progressing to iteration through the use of for loops. They will learn how repetition can make programs more efficient by executing sections of code multiple times. Students will also develop a secure understanding of the three core programming constructs—sequence, selection and iteration—learning the definitions of each and applying them to a range of programming scenarios. By the end of the unit, students will be able to identify the most appropriate programming construct to solve different computational problems and write increasingly efficient Python programs.	Students are introduced to the fundamental concept that computers represent and process all data using binary (1s and 0s). They will explore why binary is used within computer systems and develop the skills to convert between binary and decimal numbers. Students will then extend this knowledge by learning how text is represented using the ASCII character set, gaining an understanding of how computers store and interpret different types of data.	Students consolidate and extend the presentation skills developed throughout Years 7 and 8. The unit begins with a recap of key presentation techniques, including effective slide design, transitions and animations, before introducing more advanced features such as hyperlinks, action buttons and interactive navigation. Students will then undertake an independent project based on a contemporary computing issue, such as electronic waste (e-waste) or the use of artificial intelligence in social media. They will research their chosen topic, plan their presentation and produce a professional PowerPoint that demonstrates both their technical understanding and presentation skills. Students will also have the opportunity to present their work to the class, helping to develop their confidence and communication skills.	The Year 8 Computing curriculum builds on students' digital literacy and introduces concepts that are fundamental to many careers within the technology sector. Through studying computer hardware, software, data representation and programming, students develop an understanding of how modern computer systems are designed, built and maintained. These topics provide valuable foundations for careers such as software developer, cybersecurity analyst, network engineer, computer systems engineer, IT technician, game developer and data analyst. The independent research and presentation project also develops project management skills that are highly valued across both technology-related careers and the wider world of work.	Year 8 Computing strengthens learning across a range of subjects by combining technical knowledge with practical application. Programming continues to develop logical thinking, problem-solving and mathematical reasoning, supporting learning in Maths. The study of binary and ASCII complements mathematical concepts such as number systems and place value. Hardware and software topics link closely with Science and Design & Technology through the exploration of electronic components and technological innovation. The independent research project reinforces skills developed in English, History and Geography by requiring students to research reliable sources, evaluate information and communicate their findings effectively through professional presentations. Discussions around topics such as artificial intelligence, e-waste and online safety also support Personal Development and Citizenship by encouraging students to consider the Food Technology has strong links with Science through food provenance, nutrition, heat transfer and food safety. It also supports Geography by exploring sustainability, food miles and seasonal produce. Maths through weighing, measuring and recipe adaptation, and PSHE by promoting healthy lifestyles, informed food choices and environmental responsibility.
Food Technology	In Year 8, students build on the practical skills developed in Year 7 while exploring food provenance and the journey of food from farm-to-fork. They learn about a range of everyday ingredients, how they are farmed, fished or reared in the UK and around the world, and consider the environmental impact of food choices, including food miles and the benefits of using seasonal produce. Students develop their understanding of the science behind cooking by investigating heat transfer through conduction, convection and radiation, and how these processes affect food preparation and cooking outcomes. Practical skills are further developed through preparing a wider range of nutritious main meals and international dishes, while extending techniques such as decorating, adapting recipes and substituting ingredients to create healthier options. Dishes prepared include fruit upside-down cake, cheese straws, sausage rolls or apple turnovers, and pasta.						Food Technology equips students with practical, creative and analytical skills that are valued in a wide range of careers. These skills support pathways into catering, hospitality, food science, nutrition, dietetics, product development, food manufacturing, environmental health and the culinary arts, while also preparing students for any profession that values teamwork, organisation, creativity and problem-solving.	

Year 9 Curriculum Overview

	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6	Coreers links	Cross-curricular links	
English	Terms 1 and 2: Year 9 is our foundation year, providing an opportunity to consolidate and extend the skills developed in Years 7 and 8 in technical accuracy, analytical writing and literary analysis. Students study 'Animal Farm' by George Orwell, using the text as a foundation for developing genres of analytical and non-fiction writing skills. At the end of the unit, students plan, write and deliver a persuasive speech, applying a clear structure, rhetorical devices and effective speaking and presentation skills.		Terms 3 and 4: Students study the powerful novel 'Hester' by Robert Cormier alongside a selection of classic war poetry, exploring themes of identity, the human experience. They continue to develop their literary analysis skills by responding thoughtfully to both the novel and the poems, using evidence to support their interpretations. Through 'The Excellence Project', students consolidate their understanding of grammar, ensuring they use a wide range of sentence structures, accurate vocabulary and accurate punctuation to communicate effectively in all forms of writing.		Terms 5 and 6: Students study 'Hamlet', widely regarded as one of Shakespeare's greatest tragedies, exploring themes of power, love, ambition, appearance versus reality and rebellion. They further develop their critical thinking and literary analysis skills by evaluating characters, themes and Shakespeare's methods. Students apply these skills through crafting a well-structured piece of creative writing, using a range of ambitious language and writing techniques. The unit also encourages empathy and reflection as students explore Hamlet's tragic journey and the complex choices he faces.		English equips students with communication, critical thinking and analytical skills that are valued in a wide range of careers. These skills support pathways into journalism, publishing, law, teaching, marketing, public relations, media and creative writing, while also preparing students for any profession that values effective communication, persuasive writing and conflict resolution.	English has strong links with History through the study of historical contexts and literature, and with Drama through the study of characters and spoken language. It also supports PSHE by exploring identity, relationships and moral issues, while developing the reading, writing, speaking and listening skills that underpin success across the curriculum.	
Maths	COORDINATES, GRAPHS and STATISTICS. Students will learn the relationship that coordinates have when plotted in a line and how to plot more complex graphs, to match equations to different types of graphs by understanding the properties of the graphs. They will then move on to statistical diagrams which they learn to interpret and use.	AVERAGES and LINEAR GRAPHS. Students will learn how to calculate averages, their uses outside of the classroom and how to interpret them. They will then begin their journey to understand the relationship between graphs and the importance of the gradient of a line.	TRANSFORMATIONS and RATIO and PROPORTION. Students will learn all four transformations, how to complete them and how to describe them. Moving on to ratios, which underpins much of the maths we use today. They will learn to share in a ratio, convert and compare to fractions and percentages.	ANGLES and SIMILARITY. Students will build on their prior knowledge of angles, looking at angles in parallel lines, in polygons and exterior angles. Using knowledge of angles and shapes they will learn to recognise when shapes have similarity.	PYTHAGORAS and TRIGONOMETRY and PROBABILITY. Students will explore Pythagoras' theorem and use this to solve problems. They will discuss angles of elevation and depression using these within right-angled trigonometry. With the probability unit students will learn to recognise mutually exclusive and exhaustive outcomes and use the product rule for counting to determine the number of different ways. They will learn to populate a Venn diagram.	PERCENTAGES. Students will learn to convert a percentage increase/decrease to a multiplier to aid them when doing more complex calculating such as compound interest. They will learn to calculate an increase/decrease by a given percentage, find an original amount after an increase/decrease and find percentage profit/loss.	We encourage students to understand that Maths is essential in underpinning the skills required to gain any meaningful employment not only as a qualification, but as a skill set as well. The curriculum includes the foundation of our students learning journey within Maths at Y9. We teach them to not only be fluent mathematicians but effective communicators, by widening their mathematical vocabulary and having high expectations of both their written and verbal communication. Throughout the year students are exposed to the practical application of the knowledge they are learning.	As students begin their GCSE Science courses, they develop increasingly sophisticated practical, mathematical and analytical skills that underpin further study of these ideas to light waves. They finish the year by studying ecosystems, investigating how organisms interact with each other and their environment, the influence of biotic and abiotic factors on ecosystems, and estimate population sizes using scientific sampling techniques.	GCSE Science builds upon knowledge and skills developed across the curriculum. Students apply mathematical and analytical skills that underpin further study of these ideas to light waves. They finish the year by studying ecosystems, investigating how organisms interact with each other and their environment, the influence of biotic and abiotic factors on ecosystems, and estimate population sizes using scientific sampling techniques.
Science	Introduction to Cells and Pure & Impure Substances: Year 9 marks the beginning of students' GCSE Science studies. Students revisit and deepen their ideas from Key Stage 3 whilst developing the greater depth of knowledge and mathematical skills required for GCSE. They begin to explore cell structure, microscopy and DNA before exploring the particle model of matter, substances, mixtures and the techniques used to separate them.	Pure & Impure Substances, Motion and Atomic Structure: Students complete their study of separating mixtures by investigating chromatography and the production of drinking water. They then begin GCSE Physics by studying motion, forces and energy. They develop their understanding of electrical graphs and apply mathematical relationships. In chemistry, students explore the development of atomic theory, the structure of the atom and the importance of isotopes.	Atomic Structure, Ion Formation and Conservation of Energy: Students build on their understanding of atomic structure by investigating chemical change, the formation and ionic bonding, linking atomic structure to the properties of materials. They then develop their understanding of energy stores, energy transfers, efficiency and the conservation of energy. Various resources are used to meet society's needs.	Health and Disease, and Covalent Bonding: Students improve their communication and non-communicable diseases, the body's natural defence mechanisms and the development of new medicines. They then study covalent bonding, learning how the arrangement of atoms determines the properties of simple molecular substances and giant covalent structures such as diamond and graphite.	Covalent & Metallic Bonding and Measuring Chemical Reactions: Students complete their study of bonding by investigating metallic bonding, polymers and the development of new medicines. They then study the rate of chemical reactions, learning how reaction rates are measured and explained using collision theory, alongside studying chemical and endothermic reactions and the role of catalysts.	Understanding Waves and Ecology: Students develop increasingly sophisticated practical, mathematical and analytical skills that underpin further study of these ideas to light waves. They finish the year by studying ecosystems, investigating how organisms interact with each other and their environment, the influence of biotic and abiotic factors on ecosystems, and estimate population sizes using scientific sampling techniques.	As students begin their GCSE Science courses, they develop increasingly sophisticated practical, mathematical and analytical skills that underpin further study of these ideas to light waves. They finish the year by studying ecosystems, investigating how organisms interact with each other and their environment, the influence of biotic and abiotic factors on ecosystems, and estimate population sizes using scientific sampling techniques.	GCSE Science builds upon knowledge and skills developed across the wider curriculum. Students apply mathematical and analytical skills that underpin further study of these ideas to light waves. They finish the year by studying ecosystems, investigating how organisms interact with each other and their environment, the influence of biotic and abiotic factors on ecosystems, and estimate population sizes using scientific sampling techniques.	GCSE Science builds upon knowledge and skills developed across the wider curriculum. Students apply mathematical and analytical skills that underpin further study of these ideas to light waves. They finish the year by studying ecosystems, investigating how organisms interact with each other and their environment, the influence of biotic and abiotic factors on ecosystems, and estimate population sizes using scientific sampling techniques.
Geography	Climate change and energy - This topic involves investigating how the climate has changed in the past, the physical and human causes of climate change, followed by the impact of these changes in climate on a global and local scale. The topic then investigates renewable and non-renewable sources of energy, answering the question, why can't all countries respond to climate change in the same way?	Global Superpowers - This topic investigates superpowers of the past and present. The topic considers how both hard and soft power are used to gain and maintain power and influence. This topic considers the superpower status of Russia, the USA, China and India.	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 impact of flooding and how best to manage it.	Fieldwork - This term will focus on developing students' fieldwork skills. This includes developing a fieldwork question, hypothesis, methodology, data collection, presentation, evaluation and conclusion.	Extreme environments - This topic is to include extreme and unusual environments which have experienced 'at' amounts of change or are unique, such as the Arctic, investigating what processes are at play, the reasons why and how best to manage the issues.	The Year 9 curriculum has a strong link to sustainability through its focus on sources of renewable energy and river systems. Global change or are unique, such as the Arctic, investigating what processes are at play, the reasons why and how best to manage the issues.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.	
History	Students will examine the following substantive themes: power and authority, empire, persecution and resistance, religion/beliefs and ideology, sports and ordinary people as well as war and conquest. These are themes which will be present across key Stage Three.	1. Sources: What can the experiences of suffragettes from Kent tell us about the suffragette movement? 2. Causation: What led to the outbreak of World War One? 3. Interpretation: How can historians find out more about conditions in the trenches? 4. Causation: Why did communism fail to deliver on its promises? 5. Causation: What led to the growth of fascism in Europe? 6. Significance: What was the most significant turning point of World War Two? 7. Similarities and differences: How did people resist during World War Two? 8. Sources: What can sources tell us about the lives of Jewish people between 1900-1945? 9. Causation: Why did the United States fail to win the Vietnam War?	Ordering food in a restaurant. Students discuss meals, restaurant language, shopping for food and planning a party. They practise ordering, saying what they eat, and using food vocabulary in spoken and written tasks. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	Using the three tenses together. Students practise listening for three tenses and revise all modules covered throughout the year. They develop cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.	
Spanish	Holidays. Students talk about school holidays and review key verbs such as haber and estar. They say what they did during the holidays and the perfect tense of regular -er verbs. They describe a visit to a theme park and the perfect tense of common irregular verbs. They say where they went and how they travelled, including verbs that take haber in the perfect tense. They identify negatives in the perfect tense and combine present and past tenses when talking about holidays.	Festivals and celebrations. Students talk about festivals, celebrations and special days, including likes and dislikes. They describe favourite festivals using the present tense of regular -er and -re verbs. They describe leisure activities and use negative structures to add detail. They recognise synonyms and perfect tense verbs when reading, then speak from notes using past, present and future time frames.	Free time and leisure. Students talk about what they like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	Using the three tenses together. Students practise listening for three tenses and revise all modules covered throughout the year. They develop cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.	
French	Holidays. Students talk about school holidays and review key verbs such as avoir and être. They say what they did during the holidays and the perfect tense of regular -er verbs. They describe a visit to a theme park and the perfect tense of common irregular verbs. They say where they went and how they travelled, including verbs that take être in the perfect tense. They identify negatives in the perfect tense and combine present and past tenses when talking about holidays.	Festivals and celebrations. Students talk about festivals, celebrations and special days, including likes and dislikes. They describe favourite festivals using the present tense of regular -er and -re verbs. They describe leisure activities and use negative structures to add detail. They recognise synonyms and perfect tense verbs when reading, then speak from notes using past, present and future time frames.	Free time and leisure. Students talk about what they like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	Using the three tenses together. Students practise listening for three tenses and revise all modules covered throughout the year. They develop cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.	
Music	Instrumental Skills Ukulele/Guitar/Keyboard focus and Play Part 2. Using the skills learnt in the previous term, students develop their knowledge of chords and improve their playing technique on their chosen instrument. They build on their chord knowledge, learning new chords each lesson. They explore a range of repertoire, working towards a class performance of Last Christmas.	Festivals and celebrations. Students talk about festivals, celebrations and special days, including likes and dislikes. They describe favourite festivals using the present tense of regular -er and -re verbs. They describe leisure activities and use negative structures to add detail. They recognise synonyms and perfect tense verbs when reading, then speak from notes using past, present and future time frames.	Free time and leisure. Students talk about what they like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	Using the three tenses together. Students practise listening for three tenses and revise all modules covered throughout the year. They develop cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.	
Drama	Scripted Performance - A selection of scenes from Willy Russell's classic play Blood Brothers will allow students to develop a sense of character, explore the themes of the play and encourage independent thought about the wider moral on display here.	Devised Theatre - Students will work in groups taking stock characters to create their version of a well-known pantomime. Students will explore the 'over the top' nature of these performances as well as using several pantomime conventions.	Comedy - A brief exploration of comedy from silent cinema, to slapstick and through to a scripted scene. Students will gain use of a variety of dramatic techniques to fully realise their performance of a script using physicality and clowning.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	Using the three tenses together. Students practise listening for three tenses and revise all modules covered throughout the year. They develop cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.	
P.E.	By the end of Year 9, students of the Malling School will demonstrate confidence and competence across a wide range of physical activities, applying advanced skills, tactics and strategies in both individual and team sports. They will make informed decisions, evaluate and refine their own and others' performance, and demonstrate leadership and resilience in a variety of sporting contexts. Students will understand the importance of maintaining an active and healthy lifestyle while consistently demonstrating the values of the Malling School Way through respect, determination, responsibility and a commitment to personal improvement.	Devised Theatre - Students will work in groups taking stock characters to create their version of a well-known pantomime. Students will explore the 'over the top' nature of these performances as well as using several pantomime conventions.	Comedy - A brief exploration of comedy from silent cinema, to slapstick and through to a scripted scene. Students will gain use of a variety of dramatic techniques to fully realise their performance of a script using physicality and clowning.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.		
Food Technology	In Year 9, students refine and extend the practical skills developed in Years 7 and 8 while developing a deeper understanding of nutrition, food science and consumer awareness. They explore the Eatwell Guide, dietary needs across different life stages, food preferences and allergies, and how to respond appropriately to allergic reactions. Students also study food labelling in detail, including the traffic light system and legally required information in the UK, enabling them to make informed and healthy food choices. Students investigate food provenance, assurance schemes, traceability, animal welfare, international and British cuisine, and current food trends. They also develop their understanding of sensory evaluation by using a range of taste testing methods, applying these skills to evaluate the dishes they prepare in both practical lessons and homework. In addition, students explore how different cooking methods affect the nutritional value of food, comparing techniques such as deep-fat frying and shallow frying to support healthier decision-making. Practical skills are further developed through the preparation of more complex dishes, building on techniques learned in Year 8. Students adapt recipes, use decoration skills, and substitute ingredients to improve nutritional value. They prepare a range of predominantly savoury dishes as part of an interactive menu, broadening their understanding of world cuisines while also producing visually appealing baked goods. Students apply their knowledge of food hygiene, safety, planning, literacy and numeracy throughout all practical work.	Devised Theatre - Students will work in groups taking stock characters to create their version of a well-known pantomime. Students will explore the 'over the top' nature of these performances as well as using several pantomime conventions.	Comedy - A brief exploration of comedy from silent cinema, to slapstick and through to a scripted scene. Students will gain use of a variety of dramatic techniques to fully realise their performance of a script using physicality and clowning.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.		
3D Art & Design	Dishes prepared include chocolate brownies, sausage and bacon casserole, sweet and sour chicken, curry made from fresh paste, mozzarella, Victoria sponge, meat cobble, macaroni and cheese, quiche, carrot cake, chicken nuggets and wedges, and a range of free-choice dishes. Students also take part in the annual Malling Bake Off competition and complete independent practical tasks designed to showcase their skills, creativity and understanding.	Devised Theatre - Students will work in groups taking stock characters to create their version of a well-known pantomime. Students will explore the 'over the top' nature of these performances as well as using several pantomime conventions.	Comedy - A brief exploration of comedy from silent cinema, to slapstick and through to a scripted scene. Students will gain use of a variety of dramatic techniques to fully realise their performance of a script using physicality and clowning.	Giving excuses. Students move into social arrangements and events: invitations, excuses, getting ready, clothing and match-day language. They practise saying what they would like to do and what they have to do. Grammar includes negative, noun future tense and recap of present, preterite and future tenses. The used form is encouraged as a cultural point in restaurant language.	Where I live. Students describe houses, areas, what can be found in a place, locations in town, directions and summer camps. They build towards extended writing about their own home and their own holiday. They complete cumulative assessments followed by end-of-year cultural lessons. Revision focuses on exam skills, reading strategies, listening for distraction and tests. Spanish to English and English to Spanish translation, 40-50 word writing across three tenses, and read-aloud preparation.	students will be exposed to and encouraged to understand the world that they benefit them in a variety of careers. Through enquiries that focus on interrelations, students will develop knowledge about the work of historians and historical researchers.	Work that students do on the first World War through the study of local areas, cultures and communities. It also supports Computing and Media Studies through the use of technology and digital communication. PE through discussions of sport, fitness and healthy lifestyles, and PSHE by promoting wellbeing, cultural awareness and responsible digital citizenship.		
Art & Design	Theme - Food Skills Progression - Drawing Colour blending Application Outcome - Applique cup cake or burger using at least 2 different shades	Theme - Food Skills Progression - Drawing Colour blending Application Outcome - Pencil cupcake Pencil burger	Theme - Food Skills Progression - Drawing Colour blending Application Outcome - Colour pencil donut Colour pencil skirt	Theme - Food Skills Progression - Drawing Colour blending Application Outcome - Watercolour ice cream of pastel Italy	Theme - Food Skills Progression - Drawing Colour blending Application Outcome - Sarah Graham art study Written and practice	Theme - Food Skills Progression - Drawing Colour blending Application Outcome - Ceramic cupcake with glass melt centre	Key Stage 3 Art builds foundational skills in practical, analytical and creative skills needed for technical and creative career pathways. By mastering design concepts, material properties and prototyping students directly progress into fields like architecture, product and industrial design, engineering, and digital media.	Art promotes inquiry and independent thinking by teaching students to ask open-ended questions, observe details, and embrace ambiguity. This hands-on problem-solving naturally enhances spatial reasoning and critical thinking while strengthening communication skills across the curriculum.	

Social Sciences (R.E. & Ethics)	Students will explore why suffering exists and investigate different religious, philosophical, and psychological explanations for its causes and possible solutions, including Christian and Buddhist beliefs, Maslow's hierarchy of needs, and real-world examples of poverty, conflict, and injustice. They will then examine what happiness means, how it can be measured, and whether happiness should be the purpose of life by exploring perspectives from sociology, religion, Humanism, Buddhism, Christianity, and psychology, evaluating which ideas may lead to a meaningful and fulfilling life.	Students will continue exploring different ideas about happiness, investigating religious, philosophical, and sociological perspectives including Buddhism, Christianity, Humanism, Functionalism, Marxism, feminism, and consumerism, before evaluating whether some types of happiness are morally better than others. They will then explore the causes and consequences of conflict, different forms of peace, and religious perspectives on war and non-violence, considering whether religion is a force for peace or conflict and whether conflict may sometimes be necessary to achieve lasting peace.	Students will continue exploring whether conflict can ever lead to peace by investigating religious and non-religious views on war, persecution, non-violence, and justice, evaluating whether religion is a force for peace or a cause of conflict. They will then explore philosophical, religious, psychological, and sociological arguments about God's existence, examining ideas from thinkers such as Thomas Aquinas and Al-Ghazali, alongside religious experiences and theories explaining belief and non-belief, before considering whether proving God's existence is necessary or whether belief alone is enough.	Students will continue exploring psychological and sociological explanations for religious belief and non-belief, considering how factors such as attachment, fear, identity, family, culture, and social change may influence belief in God. They will then investigate whether religion and science can coexist by exploring scientific theories such as the Big Bang and evolution alongside Christian, Muslim, Hindu, Sikh, and Buddhist views of creation, evaluating whether science and religion answer competing or complementary questions about the universe and human existence.	Students will complete their exploration of whether religion and science can coexist by considering psychological and sociological explanations for criminal behaviour, such as the Big Bang can work together, and evaluating different viewpoints on faith and evidence. They will then begin investigating why people commit crime by exploring what crime and deviance are, biological explanations for criminal behaviour, and debates about whether crime is caused more by nature or nurture, considering theories about genetics, body type, and the brain.	Students will explore a range of psychological and sociological explanations for criminal behaviour, investigating how learning, personality, inequality, social pressures, and wider social structures may influence why people commit crime. They will examine theories such as Social Learning Theory, Eysenck's Personality Theory, Marxism, Functionalism, and Merton's Strain Theory, before evaluating how society should respond to crime by considering punishment, rehabilitation, and the impact of prison on people's physical, intellectual, emotional, and social development.	The Social Studies curriculum exposes students to a variety of career pathways, including law, policing, social work, charity and humanitarian work, environmental conservation, education, counselling, psychology, journalism, politics, public services, animal welfare, and community leadership. The curriculum also uses real-world examples and organisations, such as charities, religious communities, environmental projects and laws, to demonstrate how beliefs, ethics, and values can influence careers and positive social action.	The Social Studies curriculum has strong links with PSHE through themes such as identity, relationships, equality, respect, mental wellbeing, moral decision-making, and preparing students to participate positively in modern British society. It also supports English by developing students' speaking, listening, debate, reading, and extended writing skills through discussion, interpretation of texts, evaluating viewpoints, and constructing balanced arguments.
Computer Science	Year 9 begins with two terms of programming, building on the knowledge and skills developed in Years 7 and 8. Students extend their understanding of programming by using more advanced concepts, including nested selection, 'for' and 'while' loops, arrays and random number generation. They apply these skills to design, develop and test increasingly complex programs, creating practical projects such as a Magic 8 Ball simulator while developing their problem-solving, logical thinking and debugging skills.						Computer Science equips students with problem-solving, computational thinking and programming skills that are valued in a wide range of careers. These skills support pathways into software development, cybersecurity, game design, artificial intelligence, data science, engineering and network management, while also preparing students for any profession that values logical thinking, creativity and digital literacy.	Computer Science has strong links with Maths through logic, algorithms, sequences and problem-solving. It also supports Science and Engineering through computational modelling and programming. Business through data analysis and digital technologies, and Design & Technology by developing coding, innovation and systems thinking to solve real-world problems.

Sociology	AQA	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.	The GCSE Sociology curriculum exposes students to a wide range of career pathways, including social work, policing, law, criminology, teaching, psychology, journalism, healthcare, youth work, public policy, community development, and research. The curriculum also uses real world examples, case studies, and sociological theories to help Students understand social issues such as crime, education, inequality, family life, and identity, demonstrating how sociologists and organisations use evidence to understand and respond to issues.	Through studying research methods in Sociology, students have a deeper understanding of research methods in Sociology. There are also links between research methods and maths as students have to pick out relevant data from graphs and tables. The study of the Suffragettes in History also helps students to understand the position and expectations of women and gender stereotypes in the past. Sociology is also an excellent basis for those looking to study Social and Cultural Anthropology for A-level.		
Media Studies	AQA	Introduction to Media Language and Representation: We begin to look at the semantic school of thinking and Stuart Hall's representation theory, which we begin to apply to the close study product: the 1950s OVO advert. We look at television adverts and public service broadcasts.	We begin to look at media audiences and industries comparing the production and release of Hollywood blockbuster 'Black Widow' and British Social Realist film '1917'. We compare music videos: The Arctic Monkeys' 'I Bet You Look Good on the Dancefloor' with Billie Jean's 'How You Like That', with a focus on audience demographics and psychological and gratification theory.	We look at how media language and representation is applied through print media: Heat magazine and Twitter.	We study whole episodes of Doctor Who and His Dark Materials, comparing the changes that have taken place in industry, audiences, media language and representation in the 50 years between them.	We continue to look at Doctor Who and HE C.	We start our coursework, where Students get an opportunity to create their own media products. They will come up with a proposal for a British social realist film and design their film poster.	Students learn about the dynamic: creative industries, equipping you with highly transferable analytical and technical skills. You can pursue digital pathways like social media management, content creation and digital marketing, where data analysis and audience targeting are key. If you prefer traditional media, options include Journalism, television production, public relations, and advertising copywriting. The course also builds foundations for technical roles in video editing, graphic design, and sound engineering.	It directly mirrors GCSE English Language, as both subjects require you to deconstruct textual meaning, analyse target audiences, and decode persuasive language. If you study History or Sociology, you will find deep crossover in examining historical context, political bias, and how media representations shape social identities over time. For those taking creative subjects like Art, Design or Film Studies, the course reinforces practical skills in visual storytelling, page layout, and digital composition. Finally, it even links to GCSE Business, as both subjects analyse marketing strategies, market research, and how commercial industries generate profit.
Health & Social Care	Pearson BTEC Tech Award	Introduction to Health and Social Care: Introduction to Component 1. Write the first term students will learn about the physical, intellectual, emotional and social development of individuals through the life stages of infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood.	During this term students will learn about factors and life events that can impact on the development of individuals. They will then learn about sources of support for individuals to enable them to adapt to changes in their life.	In term 3 students will be researching information and collating notes to enable them to write up their Component 1 coursework piece. Students will be given 4 hours writing up their coursework under exam conditions within class. This will be completed in two 3 hour sessions over 2 days.	Students will be introduced to component 2 of the course. In the term students will learn about specific health conditions to begin with. They will then move on to learn about specific health and social care services that can assist individuals across all life stages have optimal growth and development.	In term 5 students will be looking into barriers that can make accessing health and social care services difficult, and will discover ways of helping individuals to overcome these barriers. Students will also learn about the skills that are required of health and social care professionals, and how these help in providing the best care for service users.	Students will learn about the attributes and values that are needed to be an effective worker in the health and social care sector. Students will then apply their knowledge of the skills, attributes and values to case studies to deepen their understanding of the importance of these when building relationships with service users, allowing for the best possible holistic care.	Health and Social Care equips students with communication, empathy and problem-solving skills that are valued in a wide range of careers. These skills support pathways into nursing, medicine, social work, childcare, education, physiotherapy, occupational therapy, counselling, public health and the wider health and care sector, while also preparing students for any profession that values teamwork, resilience and effective interpersonal skills.	Health and Social Care has strong links with Science through the study of human growth, development and health, and with PE by promoting wellbeing, relationships and healthy lifestyles. It also supports PE Psychology and Sociology through understanding influences on health and society. English by developing communication, evaluation and report-writing skills. These links help students understand the physical, emotional and social factors that influence health and wellbeing.
Photography	AQA GCSE Art & Design: Photography [Level 2]	Introduction to GCSE Photography: Students learn how to operate DSLR cameras and the formal elements of photography. Skill Progression & Outcome: Formal elements, camera settings, rule of thirds, ISO, Aperture, Lens, grain, over exposure, monochrome, creative thinking/shot, framing, viewpoints, leading line, symmetrical composition	GCSE Coursework - Sustained Project Theme - Close Up GCSE students in term 2-4 workshop a wide range of techniques giving them the confidence to work independently in later development work. Investigating artists/photographers: Karl Blossfeldt (holu) Pierrelle (New Media) (holu) Skill Progression & Outcome: Mid: map, artist analysis, macro photography, lighting, photographs, editing	Theme: Close Up Investigating artists/photographers: Mandy Brown (Close Up Water/Substiles) Man Ray (Cynophages) A Moment in Time Exam preparation. Students work independently on their chosen theme. Skill progression & Outcome: Or on water experiment	Theme: Close Up A Moment in Time Exam preparation. Students work independently on their chosen theme. Skill progression & Outcome: Mid: media A4 canvas	Theme: Close Up Skill Progression Exam: students work independently on their chosen theme using skills learnt previously Outcome - 10-hour exam Completed coursework unit.	434 Photography builds essential technical visual and analytical skills that serve as the foundation for diverse careers. Commercial and technical career pathways, by learning lighting, composition, and digital editing. Students can progress into careers such as commercial photography (fashion, advertising), media and journalism (photographers), or digital fields (web and graphic design). Beyond direct photography roles, the subject links to visual pathways like digital marketing, film and television production (e.g. director of photography), and forensic science (crime scene investigation). Students learn to meet client briefs and tell stories visually, which is highly valued in the broader creative industries.	GCSE Photography cultivates critical enquiry skills, and analytical skills that serve as the foundation for diverse careers. Commercial and technical career pathways, by learning lighting, composition, and digital editing. Students can progress into careers such as commercial photography (fashion, advertising), media and journalism (photographers), or digital fields (web and graphic design). Beyond direct photography roles, the subject links to visual pathways like digital marketing, film and television production (e.g. director of photography), and forensic science (crime scene investigation). Students learn to meet client briefs and tell stories visually, which is highly valued in the broader creative industries.	GCSE Photography cultivates critical enquiry skills, and analytical skills that serve as the foundation for diverse careers. Commercial and technical career pathways, by learning lighting, composition, and digital editing. Students can progress into careers such as commercial photography (fashion, advertising), media and journalism (photographers), or digital fields (web and graphic design). Beyond direct photography roles, the subject links to visual pathways like digital marketing, film and television production (e.g. director of photography), and forensic science (crime scene investigation). Students learn to meet client briefs and tell stories visually, which is highly valued in the broader creative industries.
Business	Pearson Edexcel	In Year 10, students begin the Pearson Edexcel GCSE Business course by developing an understanding of how small businesses are created, managed and developed. They explore the characteristics of successful entrepreneurs, business aims and objectives, market research, customer needs and the factors that influence business decision-making. Students investigate how business plan, finance and market their products and services, while developing an understanding of enterprise, innovation and the importance of responding to customer demand. Throughout the year, students apply business theory to real-world case studies, analysing how businesses operate in competitive markets and evaluating the impact of business decisions. They develop analytical, evaluative and problem-solving skills while preparing for the demand of the GCSE course and gaining an understanding of how businesses contribute to the local, national and global economy.					Business equips students with analytical, problem-solving and decision-making skills that are valued in a wide range of careers. These skills support pathways into business management, entrepreneurship, finance, accounting, marketing, human resources, retail, project management and economics, while also preparing students for any profession that values leadership, communication and commercial awareness.	Business has strong links with Maths through financial calculations, profit, revenue and interpreting data. It also supports English through persuasive communication, report writing and presenting arguments. Computing through digital marketing and business technologies, and Geography by exploring globalisation, international trade and the impact of businesses on local and global communities. These links help students understand how business decisions influence individuals, society and the wider economy.	The learning completed in Components 1 and 2 creates strong cross-curricular links with subjects such as Science, PSHE, Business Studies and English. Students apply scientific knowledge when learning about the effects of exercise on the body, components of fitness and the importance of warm-ups, linking directly to biology and health education. Through exploring sports provision, barriers to participation and the role of technology in sport, students also develop an understanding of social issues, equality and the wider impact of the sport industry, supporting learning in PSPE and citizenship. In addition, students regularly develop communication, presentation and analytical writing skills through coursework tasks, discussions and practical leadership activities, reinforcing key literacy skills used across the wider curriculum.
BTEC Tech Award Sport	Pearson Edexcel	Component 1 – Preparing Participants to take Part in Sport and Physical Activity. In Component 1, students explore the different types of sport and physical activity available in the UK and investigate how different organisations, such as schools, leisure centres and sports clubs, provide opportunities for participation. Students learn about the needs of different participants, including children, older adults and people with disabilities, and examine the barriers that may prevent people from taking part in physical activity. They also study the role of sports equipment and technology in improving participation and performance. A major focus of the Component 1 understanding how to prepare the body safely for exercise through effective warm-ups and learning how the body responds to physical activity. Assessment is completed through intensively assessed coursework-style tasks that combine written analysis, research and practical demonstration, including planning and delivering a warm-up session.		Component 2 – Taking Part and Improving Other Participants' Sporting Performance. Component 2 focuses on practical sport participation and developing the ability to improve sporting performance in others. Students learn about the components of fitness and how they contribute to success in different sports, while also developing their own practical sporting skills through participation in isolated practices and competitive situations. They study the roles and responsibilities of officials, including referees, umpires and judges, and gain an understanding of the rules and regulations that govern sport. Students also learn how to analyse performance, break skills down into stages and use skills, demonstrations and feedback to help others improve. Assessment for this component is mainly practical and is completed through intensively assessed assignments that require students to demonstrate performance, officiating and leadership skills alongside written and verbal analysis.			The knowledge and skills developed through Components 1 and 2 provide students with an excellent introduction to careers linked to coaching, sports development, teaching and leisure management. Through studying participation in sport, barriers to exercise and how to engage different groups of people, students begin to understand the important role sport plays within communities. Alongside this, they develop practical leadership, communication and officiating skills through delivering warm-ups, leading drills and supporting other performers. These experiences mirror many of the real responsibilities carried out by coaches, PE teachers, sports development officers, activity leaders and fitness instructors, helping students build confidence and transferable skills that are highly valued within the sport and leisure industry.	The learning completed in Components 1 and 2 provides strong cross-curricular links with subjects such as Science, PSPE, Business Studies and English. Students apply scientific knowledge when learning about the effects of exercise on the body, components of fitness and the importance of warm-ups, linking directly to biology and health education. Through exploring sports provision, barriers to participation and the role of technology in sport, students also develop an understanding of social issues, equality and the wider impact of the sport industry, supporting learning in PSPE and citizenship. In addition, students regularly develop communication, presentation and analytical writing skills through coursework tasks, discussions and practical leadership activities, reinforcing key literacy skills used across the wider curriculum.	
Textiles	AQA	Theme - Underwater World Skills workshops including: Toned Pencil Study, Cynophages, Hand Embroidery (Stitching), Colour Pencil Study, Artist Study Pages, Needle Felting	Theme - Underwater World Skills workshops including: Watercolour Painting, Fine Line and Point Pencil/Ink and Bleach	Theme - Underwater World. Skills workshops including: Silk Painting, Batik and embellishment (ie. applique, banding and couching), Quilted Fabric, Painting.	Theme - Underwater World. Skills workshops including: Cling film sandwich sampler, PVA sample pieces, Tyvek paper manipulation samples, Wet felting, Rein couching	Theme - Underwater World. Skills workshops including: Wet felting & embellishment outcome, Design idea development & annotation, Idea refinement & practice sample pieces.	Theme - Underwater World. Skills workshops including: Mini mock development piece, Mini mock exam, Evaluation of mock exam, Refinement of sketchbook pages.	At AQA Textiles bridges practical creativity and technical design, providing a solid foundation for garment industries. It primarily feeds into the Creative Arts and Design pathway (e.g. Fashion Designer, Costume Designer), the Retail and Business sector (e.g. Textile Buyer, Visual Merchandiser), and the Science and Manufacturing route (e.g. Clothing Technologist).	GCSE Textiles nurtures inquiring minds by requiring Students to independently research concepts, experiment with materials, and analyse their creative processes. The iterative problem-solving builds transferable analytical and evaluative skills that directly enhance performance across other A-level subjects. From the scientific method in evaluating experiments to nuanced critical analysis in the humanities.

Year 11 Curriculum Overview

English	Exam Board / Qualification	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6	Course links	Cross-curricular links	
English	AQA GCSE English Language & English Literature	Terms 1 and 2 for the first three weeks, we work on the unseen Poetry question on Literature Paper 2. Students are required to analyse a short, modern poem. Then compare this with a second unseen poem. We then focus on Romeo and Juliet, our chosen GCSE Shakespeare text. For the exam, students write a critical, analytical essay demonstrating their knowledge of the text, understanding of the writer's methods, and appreciation of the play's themes and context.		Revision for the mock exams, which take place in term 4. All four papers are examined.	Respire class timetables according to class needs based on mock exam analysis. Teachers fill the gaps, research where necessary, practice exam technique and revise the materials prepared and content for the exam period.	Revision/Exams	Revision/Exams	Through the GCSE course in Years 10 and Year 11, students develop vital skills to increase their employability in careers and further education. The list is endless but the key attributes they develop from school are: workplace include written and verbal communication, critical and creative thinking, analysis and presentation skills.	During the English GCSE course, all subjects benefit from the advanced written, verbal and reading skills students are developing. They need these to be able to develop their subject enabling students to access increasingly complex texts, construct well-reasoned arguments and become confident, independent learners.	
Maths	Pearson Edexcel	Students begin their learning in Year 11 in solid ground in 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 notation, Manipulation, Straight line graphs, Angle Facts. These will be delivered at the appropriate level depending upon the tier entry of the student.	Accuracy, Clarity, Equations and Inequalities, Probability, Sequences, Manipulation, Straight line graphs, Angle Facts, Ratio and compound measures. 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	Revision/Exams	In Year 11 the focus of the student's needs becomes more important and the conversation of where the needs they are learning is applicable to the workplace. All key points in their learning they will be exposed to how the teacher in the classroom is linked to careers and further education through the questions they will be asked, the knowledge of extension of the maths given to them by their teacher and discussion on where they might use it.	Maths has strong links with Physics through the use of formulae to calculate speed, velocity, density and pressure. It also supports Business by developing financial skills such as calculating simple and compound interest, and understanding currency conversion. Students continue to strengthen their graph interpretation skills, which are applied across subjects such as Geography to analyse and interpret real-world data, including data on where they might use it.	
Combined Science	Pearson Edexcel	Vector Quantities, Ecology and the Atmosphere. Students begin the first year of the GCSE course by extending their understanding of forces and motion through the study of vectors, momentum and Newton's Laws. They then investigate ecosystems, biodiversity and the cycling of materials through the environment before exploring the development of Earth's atmosphere, climate change and the evidence for human impacts on the environment.	Fuels and Electricity: Students study acids, hydrocarbons and the production and uses of fuels, considering both their benefits and environmental impacts. They then develop a deeper understanding of electrical circuits by investigating current, potential difference, power and energy transfer, applying mathematical relationships to explain the behaviour of electrical devices.	Electrolysis, Reversible Reactions, Magnetism & Induction, and Evolution: Students investigate electrolysis and industrial chemical processes, including the production of ammonia using the Haber process. In physics, they study magnetism, electromagnetic, electric motors, transformers and the National Grid. They complete the biology course by exploring evolution, natural selection, classification, selective breeding and genetic engineering, examining the evidence that supports modern evolutionary theory.	Particle Model and GCSE Revision: Students complete the taught GCSE curriculum by studying the particle model including density, changes of state, specific heat capacity and gas pressure. The remainder of the course is dedicated to systematic revision of the Biology, Chemistry and Physics specifications, consolidating knowledge, developing examination techniques and completing practice papers in preparation for the GCSE examinations.	Revision/Exams	Revision/Exams	Year 11 prepares students for GCSE examinations while continuing to develop the practical, analytical and problem-solving skills valued across higher education, apprenticeships and employment. Throughout the year, students encounter real-world applications of science in fields including environmental science, renewable energy, chemical engineering, medicine, biotechnology, electrical engineering and climate science. Course links resulting embedded throughout the curriculum, demonstrating how scientific knowledge supports a diverse range of STEM and non-STEM careers.	Students draw together knowledge and skills from across the curriculum as they complete the GCSE Science course. Mathematical literacy is essential, with students applying algebra, graphs, proportional reasoning and data analysis to increasingly complex scientific contexts. Strong links with geography are developed through ecology, climate change and sustainability, while topics such as evolution, genetics and health demonstrate the interconnectedness of physical education and personal development. Through the year, students refine their ability to evaluate evidence, interpret essential data and access the sciences while continuing to develop their mathematical skills in algebra, graph interpretation and statistics. Students also make connections with geography through topics in engineering, medicine, environmental science, health and manufacturing, atmospheric science, technology and scientific research. The literacy is further developed through the inclusion of evidence, interpretation of data and application of scientific knowledge to unfamiliar contexts.	
Separate Science	Pearson Edexcel	Fuels, Electricity, Electrolysis and Astronomy: Students investigate the chemistry of fuels, acids, hydrocarbons, considering both their uses and environmental impacts. They extend their understanding of electricity through gas volume calculations, before studying electricity and electric fields, then investigating electrolysis and its industrial applications. Students also explore the life cycles of stars, the structure of the universe and the evidence supporting modern theories of its origin and evolution.	Chemistry Calculations, Reversible Reactions, Magnetism & Induction, and How Genes Work: Students develop advanced quantitative chemistry skills, including percentage yield, atom economy and gas volume calculations. Before studying reversible reactions and the Haber process, they investigate magnetism, electromagnetism and induction, alongside qualitative analysis techniques used to identify substances. Students also develop their understanding of genetics by exploring inheritance, mutations, and global development - students will examine the process of development and the causes of inequality across the globe. Students will then investigate how these resources can be reduced, using links to a case study.	Evolution: Students complete the Biology course by studying evolution, inheritance and natural selection. They investigate genetic classification, microorganisms, genetic engineering, cloning and selective breeding, considering both the scientific principles and the ethical implications of modern biotechnology.	Organic Chemistry, Particle Model and Pressure: Students complete the Chemistry course by studying organic chemistry, polymers, alcohols, carboxylic acids, esters and polymers, and nanomaterials. They finish the Physics course by investigating the particle model, specific heat capacity and pressure in gases and liquids, applying continuous and discrete mathematics to explain the behaviour of matter.	Revision/Exams	Revision/Exams	Year 11 draws together knowledge from their scientific knowledge and practical skills to increasingly complex contexts for their further study of A Level, the IB Diploma Programme or vocational pathways. Topics throughout the year highlight careers in engineering, medicine, environmental science, health and manufacturing, atmospheric science, technology and scientific research. The literacy is further developed through the inclusion of evidence, interpretation of data and application of scientific knowledge to unfamiliar contexts.	Students draw together knowledge from across the sciences while continuing to develop their mathematical skills in algebra, graph interpretation and statistics. Students also make connections with geography through topics in engineering, medicine, environmental science, health and manufacturing, atmospheric science, technology and scientific research. The literacy is further developed through the inclusion of evidence, interpretation of data and application of scientific knowledge to unfamiliar contexts.	
Geography	Edexcel A	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 places located in countries with varying levels of development and how these issues can be overcome.	Global development - students will examine the process of development and the causes of inequality across the globe. Students will then investigate how these resources can be reduced, using links to a case study.	Resource management - students will investigate how natural resources will be investigated and how we can ensure resource use is sustainable.	UK Challenges - this topic is designed to be the entire GCSE together. The topic focuses on the issues that the UK faces and how we can manage these issues for a sustainable future in the UK.	Revision/Exams	Revision/Exams	In Year 11, students studying geography will be exposed to a range of topics, including those relating to the management and sustainable use of Earth's resources, such as fossil fuels and renewable energy. In the UK Challenges topic, students will investigate the value of many organisations whose job it is to solve the issues faced by the UK. This includes the Environment Agency, logistic and transport companies.	In the development topic, there are three areas of particular interest: a) 'sociology' - focusing on the impact of varying roles of development, and also the sciences, with a focus on the sustainable management of resources.	
History	Pearson Edexcel	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.		The American West - Early Elizabethan England - Students will examine the role and relationship between Queen, Government and Religion. The challenges to Elizabeth of home and abroad. Elizabethan society in the Age of Exploration.	Revision/Exams	Revision/Exams	Revision/Exams	Within History, Students will be taught about how the skills they are learning can be applied in a variety of contexts. Students have to be able to analyse sources and interpretations and be able to put forward evidence-based arguments. Through studying historical interpretations, students will be exposed to the work of historians, reading, oral and written assessment skills.	Students can develop further contextual knowledge on Elizabethan England in English lessons where they study texts written during this period.	
Spanish	Pearson Edexcel	School life, school improvement, tips and tricks: Students describe a typical school day, subjects, teachers and student character, explain how they would improve school, describe a past school trip, and begin Module 9 by describing Calzadilla, places in town, directions and Medellin. Grammar includes present tense verb forms, relative pronouns, llevar + time period + present participle, the conditional, Spanish expressions, the perfect tense, demonstrative adjectives, and contrasting. Holidays, travel and tourism: Students talk about holiday destinations, communication and their ideal holiday. They use the conditional tense, extend spoken and written responses, and discuss what people can see and do on holiday. They learn to form and answer different types of questions and give opinions about travel experiences.	Towns, shopping and places to live: Students continue describing how towns and cities have changed, practice shopping role-play dialogues, describe where they live, and compare places to live. Grammar includes direct object pronouns, demonstrative adjectives, comparatives using que and como, and an introduction to the present subjunctive with verbs such as ir, hacer, tener and venir.	My neighbourhood, community and environment: responsibility: Students learn about natural wonders in Spanish-speaking countries, discuss how they help to protect the planet. They also begin to learn how long they have lived there. Grammar includes past tense pronouns and solutions. Students discuss preparations, the imperfect, the passive, the imperfect continuous, negatives and more complex translation.	Global issues, responsibility and future plans: Students talk about solutions to world problems, use the present subjunctive to give opinions, and consolidate understanding of multiple tenses. They then discuss how plans for the future, using regular conditional and present participles and practicing pronunciation of unfamiliar words. A present subjunctive, and a conjugated verb followed by an infinitive. Students also practice listening, reading, oral and written assessment skills.	Revision/Exams	Revision/Exams	Spanish equips students with communication, cultural awareness and global citizenship skills that are valued in a wide range of careers. These skills support pathways into translation, international diplomacy, international business, education, travel and tourism, and global organisations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	Spanish has strong links with Geography through the study of Spanish-speaking countries, communities and global issues. It also supports Career Education by developing skills in communication, collaboration and global citizenship skills that are valued in a wide range of careers. These skills support pathways into translation, international diplomacy, international business, education, travel and tourism, and global organisations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	
French	Pearson Edexcel	Looking, staying calm and the environment: Students review and book holiday accommodation, using modal verbs and pronouns. They discuss transportation and opinions. They use comparative, superlative, the use of yes and no, and the present participle. They discuss their activities in the present and simple future. They begin the environmental theme by exploring geography, climate, transpiration and water cycle.	Our planet and protecting the environment: Students begin by learning their chosen place and understanding how it is constructed. Through a range of workshop lessons they explore the musical features of the different styles on the brief. They then work to change their chosen piece into the future, using regular conditional and present participles and practicing pronunciation of unfamiliar words. A present subjunctive, and a conjugated verb followed by an infinitive. Students also practice listening, reading, oral and written assessment skills.	Local area, home and shopping: Students describe their town or village and talk about how long they have lived there using després. They use comparative, superlative, the use of yes and no, and the present participle. They discuss their activities in the present and simple future. They begin the environmental theme by exploring geography, climate, transpiration and water cycle.	Future study, work and examination preparation: Students discuss possible career paths and the positives and negatives of future choices. They use advanced structures such as the conditional, the subjunctive, and the infinitive. They then discuss how plans for the future, using regular conditional and present participles and practicing pronunciation of unfamiliar words. A present subjunctive, and a conjugated verb followed by an infinitive. Students also practice listening, reading and writing.	Revision/Exams	Revision/Exams	French equips students with communication, cultural awareness and global citizenship skills that are valued in a wide range of careers. These skills support pathways into translation, international diplomacy, international business, education, travel and tourism, and global organisations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	French has strong links with Geography through the study of French-speaking countries, communities and global issues. It also supports Career Education by developing skills in communication, collaboration and global citizenship skills that are valued in a wide range of careers. These skills support pathways into translation, international diplomacy, international business, education, travel and tourism, and global organisations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	
Music	Pearson BTEC Level 1 / 2 Tech Award in Music Practice	Component 2 Developing Skills: Students learn about the roles of performer, composer and producer within the music industry. They explore what each role involves and the skills required. They then choose to focus on two of these areas for this component. For each area they carry out a skills audit, identifying their strengths and areas for development. They set themselves SMART targets and develop an action plan to set out how they will demonstrate developing their skills. They then perform their chosen piece, reflecting on their progress. They then evaluate their progress, identifying areas for improvement and setting targets for the next stage of their learning.		Component 3 Responding to a brief: This is the externally assessed element of the course. Students select a piece of music and a style of music from the exam brief and produce a piece of music. They then evaluate their progress, identifying areas for improvement and setting targets for the next stage of their learning.	Component 4 Responding to a brief: This is the externally assessed element of the course. Students select a piece of music and a style of music from the exam brief and produce a piece of music. They then evaluate their progress, identifying areas for improvement and setting targets for the next stage of their learning.	Revision/Exams	Revision/Exams	Music equips students with creativity, communication, collaboration and critical thinking skills that are valued in a wide range of careers. These skills support pathways into music production, teaching, sound engineering, arts administration and the creative industries, while also preparing students for any profession that values creativity, confidence, teamwork and effective communication.	Music has strong links with History through the study of musical genres and their historical and cultural contexts. It also supports Geography by exploring the historical and global influences of music from different regions of the world. English, through lyric writing, storytelling, rhyme and song structure, and Maths through the study of musical notation, these links help students understand how music reflects culture.	
Drama	Pearson BTEC Level 2 Tech Award	In Year 11, students build on the practical and theoretical knowledge developed in Year 10 as they complete the Pearson BTEC Level 2 Tech Award in Performing Arts (Acting). They further develop their acting skills through rehearsal, performance and character interpretation while responding creatively to performance briefs and applying professional rehearsal techniques. Students continue to analyse and evaluate live and recorded performances, refining their ability to communicate meaning through voice, movement and characterisation. They work collaboratively to prepare performances for assessment, demonstrating creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.		Students continue to analyse and evaluate live and recorded performances, refining their ability to communicate meaning through voice, movement and characterisation. They work collaboratively to prepare performances for assessment, demonstrating creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.	Students continue to analyse and evaluate live and recorded performances, refining their ability to communicate meaning through voice, movement and characterisation. They work collaboratively to prepare performances for assessment, demonstrating creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.	Revision/Exams	Revision/Exams	Drama equips students with creativity, communication and collaboration skills that are valued in a wide range of careers. These skills support pathways into acting, theatre management, teaching, broadcasting, events management and the creative industries, while also preparing students for any profession that values confidence, leadership, teamwork and effective communication.	Drama has strong links with English through the study of script, characterisation and storytelling. It also supports Music and Dance through the exploration of different theatrical styles and genres, and PSE by developing confidence, resilience and teamwork skills while building awareness of the physical and creative potential while preparing for their own creative projects.	
Dance	Pearson BTEC Level 2 Tech Award	In Year 11, students build on the technical, expressive and choreographic skills developed in Year 10 as they complete the Pearson BTEC Level 2 Tech Award in Performing Arts (Dance). They refine their performance technique through rehearsal, choreography and responding creatively to performance briefs, developing confidence, precision and artistic expression. Students continue to analyse and evaluate professional and personal performances, applying feedback to improve their technical and expressive skills. Through collaborative performance and assessment preparation, they demonstrate creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.		Students continue to analyse and evaluate professional and personal performances, applying feedback to improve their technical and expressive skills. Through collaborative performance and assessment preparation, they demonstrate creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.	Students continue to analyse and evaluate professional and personal performances, applying feedback to improve their technical and expressive skills. Through collaborative performance and assessment preparation, they demonstrate creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.	Revision/Exams	Revision/Exams	Dance equips students with creativity, communication and collaboration skills that are valued in a wide range of careers. These skills support pathways into professional performance, choreography, dance teaching, musical theatre, fitness, events management and the wider creative industries, while also preparing students for any profession that values resilience, teamwork, confidence and effective expression.	Dance has strong links with PE through the study of physical fitness, coordination and performance, and with Music through rhythm, timing and musical interpretation. It also supports Drama through expression and storytelling, Science through anatomy and physiology, and PSE by promoting wellbeing, confidence, resilience and teamwork. These links help students develop both their physical and creative potential while preparing for their own creative projects.	
P.E.	Core P.E.	Independence & Mastery Phase: By the end of Year 11, students will effectively access a range of contexts. They will confidently analyse and evaluate performance, justifying decisions and suggesting meaningful improvements. Students will show independence and adaptability, taking ownership of their physical development and engaging with activity in a purposeful and informed way. They will fully embody the Making School Work, demonstrating resilience, respect, leadership, and a commitment to excellence, preparing them for lifelong participation in sport and physical activity.		Students continue to analyse and evaluate professional and personal performances, applying feedback to improve their technical and expressive skills. Through collaborative performance and assessment preparation, they demonstrate creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.	Students continue to analyse and evaluate professional and personal performances, applying feedback to improve their technical and expressive skills. Through collaborative performance and assessment preparation, they demonstrate creativity, resilience and professionalism while preparing for progression into further education and careers within the performing arts industry.	Revision/Exams	Revision/Exams	By Year 11, students demonstrate independence and a mature understanding of performance, closely analysing and evaluating their own and others' performance, leadership, and critical evaluation, such as elite coaches, sports therapists, teaching, wider health and wellbeing professions. Students are able to justify decisions, evaluate performance in depth, and take ownership of their development, mirroring expectations in both further education and the workplace.	Cross-curricular links extend to science (understanding of the human body), English (structured evaluation and writing skills), and business (planning, organisation, and leadership). This phase equips students for progression into sports, apprenticeships, or employment, with transferable skills that extend well beyond sport.	
Art & Design	AQA GCSE Art & Design	Theme - Mock Exam Identity Skills Progression - Year 11 focuses students on personal progression. They choose, develop and explore the theme in ways that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development.		Theme - Mock Exam Identity Skills Progression - Year 11 focuses students on personal progression. They choose, develop and explore the theme in ways that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development.	Theme - Final Exam Identity Skills Progression - Year 11 focuses students on personal progression. They choose, develop and explore the theme in ways that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development.	Theme - Final Exam Identity Skills Progression - Year 11 focuses students on personal progression. They choose, develop and explore the theme in ways that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development.	Coursework completion	Revision/Exams	At AS4 Art serves as a vital foundation for a diverse range of creative industry pathways. By developing essential skills in visual communication, problem-solving and project management, the subject naturally leads to careers in graphic design, illustration, and architecture. Students can explore and apply for these career fields through further education options like Level 3 BTEC Art and Design or The Making School. Alternative career pathways include: branding, web design, or digital marketing. Students specialising in textiles to AS4 Design often transition into roles like fashion design, interior architecture, or creative disciplines like fine art and photography provide direct routes into the media, publishing, and film industries, preparing students for roles in creative industries.	At AS4 Art empowers and cultivates Students to become independent thinkers by requiring them to lead their own iterative design processes. Through hands-on problem-solving, material exploration, and critical analysis of design contexts, learners develop highly transferable skills that encourage logical reasoning, imaginative risk-taking, and innovative problem-solving across all Key Stage 4 subjects.
3D Art & Design	AQA GCSE Art & Design: 3D Design (Level 2)	Mock Exam (Japanese Objects project): Observed/Drawings of Cultural objects - both organic and man-made. Glazed pencils - light and dark tones (red/earth) selection of mediums to generate artwork on selected cultural objects. 2 Artist Studies, Design Development		Mock Exam (Japanese Objects project): Designing and Making structural materials - variety of hand tools and machinery to construct 3D models - material experimentation preparing materials for exam - making a Plan of Action. 2 Days Practical Exam in the workshop making 3D	GCSE Exam Theme - Final Exam Skills Progression: Year 11 focuses students on personal progression. They choose, develop and explore the theme in ways that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development.	GCSE Exam Theme - Final Exam Skills Progression: Year 11 focuses students on personal progression. They choose, develop and explore the theme in ways that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development.	Coursework completion	Revision/Exams	At AS4 3D Design builds foundational spatial awareness, material knowledge, and prototyping skills, linking directly to careers in architecture, product design, and digital media. By mastering technical drawing and 3D modelling, students create a portfolio for pathways like an Architectural Technologist, Industrial Designer, Set Designer, or 3D Modeler.	At AS4 3D Design cultivates inquisitive minds and independent thinking by requiring students to lead their own iterative design processes. Through hands-on problem-solving, material exploration, and critical analysis of design contexts, learners develop highly transferable skills that encourage logical reasoning, imaginative risk-taking, and innovative problem-solving across all Key Stage 4 subjects.
Hospitality and Catering	WJEC/Educas	Practical 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 and understand the cost of each dish.	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 and understand the cost of each dish.	Unit 1 AOS 4 Health and Safety Students will continue with studying for the written exam. Health and safety laws and legislation, responsibilities of employers and employees and food safety. Food safety to include HACCP, FSSAI and HAWA & L.	Revision/Exams	Revision/Exams	Hospitality and Catering equips students with practical, organisational and customer service skills that are valued in a wide range of careers. These skills support pathways into hospitality, catering, food and restaurant management, events management, food production, environmental health and the culinary arts, while also preparing students for any profession that values teamwork, communication, time management and problem-solving.	Hospitality and Catering has strong links with Science through nutrition, food safety, hygiene and the effects of cooking methods on nutritional value. It also supports Maths through budgeting and costing, and Business through menu planning, customer needs and enterprise, and PSE by promoting healthy lifestyles, food safety and informed consumer choices. These links help students develop practical life skills while preparing them for their own creative projects.
Computer Science	OCR	In Year 11, students build on the knowledge and skills developed in Year 10 as they complete the OCR GCSE Computer Science course. They deepen their understanding of computer systems, networks, cybersecurity, data representation and ethical, legal and environmental issues, while revisiting key concepts through exam-style questions and practical activities. Students continue to develop their programming skills by designing, writing, testing and refining increasingly complex programs using computational thinking, algorithms and problem-solving techniques. They strengthen their ability to analyse and evaluate solutions, preparing confidently for the GCSE examinations while developing the digital and analytical skills required for further study and careers in computing.		Students continue to develop their programming skills by designing, writing, testing and refining increasingly complex programs using computational thinking, algorithms and problem-solving techniques. They strengthen their ability to analyse and evaluate solutions, preparing confidently for the GCSE examinations while developing the digital and analytical skills required for further study and careers in computing.	Students continue to develop their programming skills by designing, writing, testing and refining increasingly complex programs using computational thinking, algorithms and problem-solving techniques. They strengthen their ability to analyse and evaluate solutions, preparing confidently for the GCSE examinations while developing the digital and analytical skills required for further study and careers in computing.	Revision/Exams	Revision/Exams	Computer Science equips students with computational thinking, problem-solving and programming skills that are valued in a wide range of careers. These skills support pathways into software development, cybersecurity, artificial intelligence, data science, game design, robotics, network engineering and systems analysis, while also preparing students for any profession that values logical thinking, innovation and digital literacy.	Computer Science has strong links with Mathematics through algorithms, logic, binary data representation and problem-solving. It also supports Business through computational modelling and technological innovation, Business through digital systems, cybersecurity and data science, and PSE by promoting healthy lifestyles, food safety and informed consumer choices. These links help students understand how computing underpins modern technology and everyday life.	

Psychology	AQA	Students begin Term 1 by concluding psychological problems by looking at addiction, the features, incidence and prevalence, the genetic explanation of addiction, learning theory, CBT, drug therapy and key studies including Capel et al. and Young, before moving on to the Nature and Nurture debate.	In Term 2, students move on to research methods, exploring variables, hypothesis, research design and sampling. They apply their understanding of reliability and validity to design and sampling before moving on to ethical issues in psychological research. Lastly they explore the various research methods used in psychological investigations, evaluating the effectiveness of each method, before moving on to data analysis and analysing statistical evidence.	In Term 3, Year 11 will study Sleep and Dreaming. They will explore the benefits of sleep, as well as external and internal influences on sleep, before applying their knowledge to the first key study: Siffre (1979) 6 months in a cave. Students then apply their knowledge of neuropsychology and the biological approach in Year 10 to study the symptoms and explanations of sleep disorders. Freud's theory of dreaming is then explored, drawing on knowledge of the psychodynamic approach before applying this to the second key study carried out by Freud (1909) of Little Hans. The unit is concluded through the study of 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.	In Term 4, Year 11 will study Criminal Psychology. Students use their previous knowledge on the biological approach, Social Learning Theory and personality to analyse why people become criminals. Students examine the strengths and weaknesses of both punishments and rehabilitation on the level of recidivism.	Students shall start revision for their GCSE examinations. Revision will start with Paper 1, 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 Sleep & Dreaming, before their exams at the end of Term 5.	Revision/Exams	The GCSE Psychology curriculum exposes students to a variety of career pathways, including clinical psychology, counselling, mental health services, neuroscience, teaching, healthcare, criminology, social work, policing, human resources, marketing, and research. The curriculum also uses real-world case studies, experiments, and psychological theories to help students understand memory, behaviour, brain development, mental health, social influence, and criminal behaviour, demonstrating how psychologists use evidence to understand human behaviour and improve people's lives.	Through the study of research methods in year 10 Sociology, students have a deeper understanding of research methods in Psychology. There are also links between research methods and maths as students have to pick out trends from graphs and calculate percentages, fractions and decimals. There are scientific links within Psychology as students have to study the psychology of the brain and hormones. Psychology is also an excellent subject if Students are looking to study Criminology or Psychology for IB.
Sociology	AQA	The Sociology of Crime and deviance - Students will cover the difference 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.	Students shall start revision for their GCSE examinations. Revision will start with Paper 1, going over the topics from year 10: Family and Education. Students will continue revision, revising paper 2 content: Crime and Social Stratification, before their exams at the end of Term 5.	Revision/Exams	The GCSE Sociology curriculum exposes students to a wide range of career pathways, including social work, policing, law, criminology, teaching, psychology, journalism, healthcare, youth work, politics, public policy, community development, and research. The curriculum also uses real-world examples, case studies, and sociological theories to help students understand social issues such as crime, education, inequality, family life, and identity, demonstrating how sociologists and criminologists use it opens doors to the dynamic creative industries, equipping you with highly transferable analytical and technical skills. You can pursue digital pathways like social media management, content creation, and digital marketing, where data analysis and audience targeting are key. If you prefer traditional media, options include journalism, television production, public relations, and advertising copywriting. The course also builds strong foundations for technical roles in video editing, graphic design, and sound engineering.	Through studying research methods in Psychology, students have a deeper understanding of research methods in Sociology. There are also links between research methods and maths as students have to pick out trends in data from graphs and tables. The study of the Suffragettes in History also helps students to understand the position and expectations of women and gender stereotypes in the past. Sociology is also an excellent subject for those looking to study Social and Cultural Anthropology, etc. It directly mirrors GCSE English Language, as both subjects require you to deconstruct textual meaning, analyse target audiences, and decode persuasive language. If you study GCSE History or Sociology, you will find deep crossovers in examining historical contexts, political bias, and how media representations shape social identities over time. For those taking creative subjects like GCSE Art and Design or Film Studies, the course reinforces practical skills in visual storytelling, page layout, and digital composition. Finally, it even links to GCSE Business, as both subjects analyse advertising strategies.	
Media Studies	AQA	We compare casual mobile phone games Lara Croft Go and Blackpink the Game. We look at how the games were made, and how they target their audiences, representations within the game and how media language is used.	We analyse how Marcus Rashford and Kim Kardashian use media language in their social online presences, how they apply representations to appeal to their audiences, and how they make their money and campaign for their causes. Students will revisit all component knowledge and practice a range of exam questions related to each close study product.	We analyse how Marcus Rashford and Kim Kardashian use media language in their social online presences, how they apply representations to appeal to their audiences, and how they make their money and campaign for their causes. Students will revisit all component knowledge and practice a range of exam questions related to each close study product.	Exam revision - students will revisit all component knowledge and practise a range of exam questions related to each close study product.	Revision/Exams	Revision/Exams		
Health & Social Care	Pearson BTEC Tech Award	Students will look at obstacles that individuals may face when trying to access health and social care services. Like with barriers, students will then work on identifying ways to overcome them to enhance service user health and wellbeing outcomes. Students will then be writing up their Component 2 coursework piece at the end of the term.	Students will be introduced to component 3, the exam unit. Students will learn about specific genetic conditions and then revisit Component 1 knowledge of factors that can affect health and wellbeing.	In Term 3 students will be learning about measurable health indicators and the implications of abnormal readings. Students will also learn about published guidelines for health and wellbeing. Students will look into how to interpret data and use this knowledge to create care plans.	Students will spend this term refining exam techniques and any misconceptions will be corrected. Time will be given for revision and past paper work.	Revision/Exams	Revision/Exams	The Health and Social Care curriculum exposes students to a variety of career pathways within these sectors, including nursing, counselling, mental health services, paramedics, midwifery and support worker roles. As the course has a heavy focus on skills, attributes and values throughout students deepen their understanding of the importance of reliability and communication, which can be useful to any future career in any. GCSE Photography builds essential technical, visual and analytical skills that serve as the foundation for diverse creative, commercial, and technical career pathways. By learning lighting, composition, and digital editing, Students can progress into careers such as commercial photography (fashion, advertising), media and journalism (photography), or digital fields (web and graphic design). Beyond direct photography roles, the subject links to visual pathways like digital marketing, film and television production (e.g. director of photography), and forensic science (crime scene investigation). Students learn to meet client briefs and tell stories visually, which is highly valued in the broader creative industries.	Through the use of case studies students will explore the effects of life events on individuals, and how life circumstances and personality traits can affect the way that individuals deal in different situations. As such there is a link to Psychology. Content on the healthcare side relates on a basic knowledge of human biology, so links to science are numerous. GCSE Photography cultivates critical enquiry and independent thinking across all GCSE subjects by encouraging rigorous research, continuous visual experimentation, and purposeful problem-solving. By analysing contextual influences and refining concepts independently, students apply these analytical and imaginative skills to broader academic disciplines.
Photography	AQA GCSE Art & Design: Photography (Level 2)	Mock Exam - Portrait Illustration Year 11 focuses students on personal progression. They choose, develop and explore the theme in a way that reflect their personal interests and strengths. Teachers will respond to their ideas and push them forward through artist analysis and materials development Investigating artists/photographers: Aina Dee Hayner (pattern tablets) Richie Velazquez (Silne pens/tablets) Martin D'Neil (Hard Collage/Layering) 	Mock Exam Portrait Illustration Students work independently in their chosen theme using skills learnt previously to develop ideas for a final piece. Skills progression: development, final piece and evaluation	GCSE Exam Students are issued the GCSE exam paper from 1st January. Once they have selected their chosen exam theme/question they work independently towards researching artists, developing ideas and a final piece. Chosen theme from exam paper. Investigating artists/photographers: Select at least 3 artists to analyse Skills progression: Mind map, mood board, artist analysis	GCSE Exam Students work independently on their chosen theme and develop ideas towards final piece. Exam preparation. Chosen theme from exam paper. Investigating artist/photographers: Collection of appropriate supportive imagery Skill progression: Development of ideas, experimentation of materials/techniques, problem solving	GCSE Exam	GCSE Exam	Revision/Exams	10-hour exam - Final piece and evaluation. Skills Progression & Outcome: Complete coursework (Close Up & Mock exam) End of course by 31st May.
Business	Pearson Edexcel	In Year 11, students build on the knowledge and skills developed in Year 10 as they complete the Pearson Edexcel GCSE Business course. They investigate how larger businesses grow and operate, exploring topics including business growth, marketing, finance, operations, human resources and the impact of external influences on business performance. Students develop an understanding of how businesses respond to changing markets, customer needs and global economic challenges. Throughout the year, students apply business theory to a range of real-world case studies, analysing business decisions, evaluating strategies and making informed judgements using evidence. They continue to develop their analytical, evaluative and decision-making skills while preparing confidently for the GCSE examinations and gaining a deeper understanding of the role businesses play within the UK and global economy.				Revision/Exams	Business equips students with analytical, problem-solving and decision-making skills that are valued in a wide range of careers. These skills support pathways into business management, entrepreneurship, finance, accounting, marketing, human resources, retail, project management and economics, while also preparing students for any profession that values leadership, communication and commercial awareness.	Business has strong links with Maths through financial calculations, profit, revenue and interpreting data. It also supports English through persuasive communication, report writing and presenting arguments. Computing through digital marketing and business technologies, and Geography by exploring globalisation, international trade and the impact of businesses on local and global communities. These links help students understand how business decisions influence individuals, society and the environment.	
BTEC Tech Sport	Pearson Edexcel	Component 2 – Taking Part and Improving Other Participants' Sporting Performance	Component 3 – Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity. Component 3 is the externally assessed examination unit and focuses on fitness, training and performance improvement. Students learn about the different components of fitness, methods of fitness testing and the principles and methods of training used by athletes and coaches to improve performance. They develop an understanding of topics such as exercise intensity, training zones, goal setting, warm-ups, cool-downs and the use of technology in monitoring fitness and performance. Throughout the course, students apply their knowledge to realistic, sporting scenarios and learn how to interpret fitness data in order to make informed recommendations for performers. Assessment takes place through a 1 hour 30 minute written examination that includes a range of question styles, including multiple-choice, short-answer and extended written assessment questions.			Revision/Exams	Components 2 and 3 have strong links with Science and Maths through the study of anatomy, physiology, fitness testing and performance data. Students apply numerical skills to interpret fitness results and training zones, while developing problem-solving and evaluative skills through performance analysis. The course also supports English by strengthening analysis while developing the analytical, problem-solving and evaluation skills valued across the health, fitness and sport industries.	Components 2 and 3 have strong links with Science and Maths through the study of anatomy, physiology, fitness testing and performance data. Students apply numerical skills to interpret fitness results and training zones, while developing problem-solving and evaluative skills through performance analysis. The course also supports English by strengthening analysis while developing the analytical, problem-solving and evaluation skills valued across the health, fitness and sport industries.	

Year 12 Curriculum Overview

	Exam Board / Qualification	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6	Careers links	Cross-curricular links	
English	International Baccalaureate (IB) English A: Language and Literature	Introduction to the IB approach to language and literature study. There are two units: 1) Introduction to the IB, we talk through the rationale, looking at the key concepts of study from communication to identify. Students work in groups to discuss these concepts and how they link to the unit. 2) Textual Analysis: we introduce this assessment tool through the work of Barley and famous speeches. Students learn what a 'text' is and how to read everything around them with meaning and insight.	Terms 2 and 3: We read our first of six literary texts: the moving graphic novel <i>Perspolis</i> by Marjane Satrapi about her childhood growing up in Iran. The unit, along with journalism by the American writer Jose Antonio Vargas, introduces students to a fascinating worldview of war, conflict, childhood, immigration, justice and humanity. The literary text can be used as their individual Orat or assessed on their Paper 2 exam.	The second of our literary texts is Charles Perault's 'Fraydites' - one of the original works which has informed the childhood of countless young people across the world. Alongside this, we delve into the lively podcast <i>The C Word</i> to explore big ideas like surveillance, freedom, gender equality and the media. We also read an incredible piece of journalism by Kelly Byr, 'Ten Days in a Madhouse', in which she recounts her time investigating the treatment of women in an American asylum.	The third of our literary texts is 'The Yellow Wallpaper' by Charlotte Perkins Gilman. This is a chilling tale of a woman's descent into madness, exploring themes of mental health, gender inequality, and the power of narrative. We also read 'The Great Gatsby' by F. Scott Fitzgerald, a classic of American literature that explores themes of wealth, power, and the American Dream.	In terms 5 and 6, we study the two literary texts: 'The Colour Purple' by Alice Walker and 'The Book of David' by Sarah Waters. 'The Colour Purple' is a powerful novel about a young woman's journey of self-discovery and resilience in the face of adversity. 'The Book of David' is a gripping thriller that explores themes of obsession, power, and the dark side of human nature.	The English A: Language and Literature IB course prepares T12 and T13 students for the global world of work and study. The course covers a wide range of texts from different countries, genres, and periods. Students develop their understanding of language, culture, and society through critical analysis and creative writing. The course also prepares students for the IB English A: Language and Literature exam.	Language and literature is inherently cross-curricular. It equips students to analyse global issues, understand different cultures and perspectives, and communicate effectively. The course also develops students' critical thinking and problem-solving skills, which are essential for success in the 21st-century workforce.		
Functional Skills - English	Pearson	Introduction to functional skills: baseline students E3, L3, spelling, punctuation and grammar. Reading for information/extension. Reading to understand the purpose of text.	Reading: textual features. Reading: organisational features. Reading: writing meaning. Reading: mock paper practice.	Reading: Comparison. Reading: mock paper practice. Spelling and punctuation: listening: closer. Spelling, listening and communicating: Questions task 1 part 1	Speaking, listening and communicating: Presentations task 1 part 2. Spelling and punctuation: listening: closer. Spelling, listening and communicating: task 2. Spelling, listening and communicating: task 1 and 2. Mock assessment.	Writing: Formal and structure: Information/extension sheet. Spelling, punctuation and grammar: spelling strategies / grammar. Writing: structure and using paragraphs. Writing letters / Writing emails / Writing reviews.	speaking and listening examinations: final round of examinations	Functional Skills English equips students with the communication, literacy and problem-solving skills that are essential for employment, further education and everyday life. Students develop confidence to communicate effectively, write for different purposes and audiences and interpret a range of written information. These skills support progression into apprenticeships, vocational training, higher education and careers across all sectors, where effective communication, teamwork and professionalism are highly valued.	Functional Skills English has strong links with all curriculum areas by developing the reading, writing, speaking and listening skills needed to succeed across a range of academic and vocational subjects. It also supports employability by strengthening communication, report writing, presentation skills and critical thinking, while helping students interpret workplace documents, complete applications and communicate confidently in real-life and professional contexts.	
Maths: Applications and Interpretation	International Baccalaureate (IB)	In Year 12, students begin the IB Maths: Applications and Interpretation course by developing their understanding of how Maths is used to model and solve real-world problems. They explore topics including number and algebra, functions, geometry and trigonometry, statistics and probability, and introductory calculus, applying mathematical concepts using technology and graphical analysis. Students develop their confidence in interpreting data, constructing mathematical models and communicating their findings.	Students studying higher level extend their understanding through more complex mathematical modelling, advanced statistical techniques, greater use of calculus and deeper problem-solving. Throughout the course, students apply Maths to authentic scenarios, preparing for the Internal Assessment (Mathematical Exploration) while developing the analytical, investigative and critical thinking skills required for higher education and future careers.					IB Maths: Applications and Interpretation equips students with analytical, problem-solving and data interpretation skills that are valued in a wide range of careers. These skills support pathways into science, engineering, finance, economics, business, actuarial science, environmental science, healthcare, social sciences and technology, while also preparing students for any profession that values quantitative reasoning, decision-making and critical thinking.	IB Maths: Applications and Interpretation has strong links with the Sciences through studying and data interpretation analysis, and statistics, and with Geography, Psychology and Economics through data analysis and modelling. Students also make connections with environmental systems and technology through data analysis. Engineering through measurement and data analysis, Business through budgeting and financial calculations, Construction and Engineering through measurement and data analysis, and Hospitality and Catering through food science and safety. These links help students apply Maths confidently in careers across all sectors, where numerical confidence, accuracy and logical thinking are highly valued.	
Functional Skills - Maths	Pearson	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/data and data. Extracting information from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information/data and making comparisons, organising and representing data in appropriate ways (tables, pictograms, graphs, etc.).	Handling information/data and data. Extracting information from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information/data and making comparisons, organising and representing data in appropriate ways (tables, pictograms, graphs, etc.).	Functional Skills Maths equips students with the numeracy, problem-solving and decision-making skills that are essential for employment, further education and everyday life. Students develop confidence in applying Maths to real-life situations, including budgeting, interpreting data and solving practical problems. These transferable skills support progression into apprenticeships, vocational training, higher education and careers across all sectors, where numerical confidence, accuracy and logical thinking are highly valued.	Functional Skills Maths has strong links with all curriculum areas by developing the problem-solving, critical thinking and decision-making skills needed for success in the 21st-century workforce. It also supports employability by strengthening communication, report writing, presentation skills and critical thinking, while helping students interpret workplace documents, complete applications and communicate confidently in real-life and professional contexts.	
Biology	International Baccalaureate (IB)	Biological Molecules: Students begin the IB Biology course by studying the chemistry of life. They investigate the properties and importance of water, carbohydrates, lipids, proteins and nucleic acids, exploring how these molecules underpin the structure and function of living organisms.	DNA, Cell Origins and Membranes: Students explore DNA replication and cell division, understanding the importance of these processes in growth, development and inheritance. They also study the structure and function of cell membranes and organelles.	Cell Structure and Communication: Students develop their understanding of cell structure by studying organelles and compartmentalisation within eukaryotic cells. They investigate how cells communicate through membrane and transport mechanisms, and how these processes are regulated.	Organisation in Multicellular Organisms: Students study viruses, cell specialisation and the organisation of complex organisms. They investigate gas exchange and transport mechanisms, developing an understanding of how specialised cells and tissues work together to maintain homeostasis and respond to changes in their internal and external environments.	Biodiversity and Adaptation: Students explore the diversity of life and the evolutionary relationships between organisms through classification and cladistics. They also investigate the interactions between organisms and their environments, and the importance of protecting biodiversity in a changing world.	Evolution and Ecology: Students complete the year by studying evolution and ecology, understanding the processes of natural selection and the interactions between organisms and their environments. They also explore the importance of conservation and the role of humans in shaping the environment.	The IB Biology course provides a comprehensive understanding of the principles of biology, from the molecular level to the ecosystem level. Students develop their understanding of the scientific method and their ability to analyse and interpret biological data. The course also prepares students for the IB Biology exam and for further study in the field.	IB Biology has strong links with chemistry through the study of biological molecules, and with physics through the study of energy and the properties of matter. It also has strong links with environmental science and geography through the study of ecosystems and the impact of human activity on the environment. The course also develops students' critical thinking and problem-solving skills, which are essential for success in the 21st-century workforce.	
Chemistry	International Baccalaureate (IB)	Students begin the IB Chemistry course by studying atomic structure in greater depth than at GCSE, developing an understanding of electron configurations and models of atomic structure. They will investigate chemical bonding and structure, exploring how these influence the properties of substances. Students will also learn about the mole as a measure of the amount of substance and use it to perform quantitative chemical calculations. The relationship between pressure, volume and temperature will be explored through the ideal gas equation.	Students develop their understanding of chemical reactions and predicting reaction yields. They will investigate trends across periods and down groups of the periodic table, exploring how these influence the properties of elements. They will also study the classification of organic compounds, structural isomerism, and the analytical techniques chemists use to identify and determine the structure of unknown substances.					The knowledge and skills developed during Year 12 provide a strong foundation for careers in chemistry, medicine, materials science, forensic science, environmental science, biotechnology, pharmaceuticals, and many other fields. Students develop their understanding of the scientific method and their ability to analyse and interpret chemical data. The course also prepares students for the IB Chemistry exam and for further study in the field.	IB Chemistry is closely linked with Maths through algebraic manipulation, graph interpretation, logarithms, statistics and probability. It also has strong links with physics through the study of energy and the properties of matter, and with environmental science and geography through the study of ecosystems and the impact of human activity on the environment. The course also develops students' critical thinking and problem-solving skills, which are essential for success in the 21st-century workforce.	
Physics	International Baccalaureate (IB)	Themes A & B - Space, Time and Motion / The Particulate Nature of Matter: Students begin the IB Physics course by studying the principles of mechanics and the properties of matter. They explore the relationship between force, mass and acceleration, and the conservation of energy and momentum.	Themes A & B - Mechanics / Thermodynamics: Students continue to study mechanics, exploring the principles of energy, work and power. They also study thermodynamics, understanding the relationship between heat, temperature and energy.	Themes A & B - Rigid Body Mechanics / Electric Circuits: Students investigate rotational motion and electric circuits, understanding the principles of torque, angular momentum and the relationship between voltage, current and resistance.	Themes A & D - Spaced Relativity / Gravitational Fields: Students study the principles of special relativity and gravitational fields, understanding the relationship between mass, energy and spacetime. They also explore the properties of black holes and the expansion of the universe.	Themes C & D - Oscillations / Electric & Magnetic Fields: Students continue to study mechanics, exploring the principles of simple harmonic motion and the relationship between electric and magnetic fields. They also study the properties of electromagnetic waves and the relationship between electricity and magnetism.	Themes C & D - Wave Behaviour / Electric & Magnetic Fields: Students continue to study mechanics, exploring the principles of simple harmonic motion and the relationship between electric and magnetic fields. They also study the properties of electromagnetic waves and the relationship between electricity and magnetism.	Throughout Year 12, students develop the mathematical, analytical and practical skills that underpin careers in science, engineering and technology. They also develop their understanding of the scientific method and their ability to analyse and interpret physical data. The course also prepares students for the IB Physics exam and for further study in the field.	IB Physics has strong links with Maths, particularly through algebra, graphs and data analysis. It also has strong links with chemistry through the study of energy and the properties of matter, and with environmental science and geography through the study of ecosystems and the impact of human activity on the environment. The course also develops students' critical thinking and problem-solving skills, which are essential for success in the 21st-century workforce.	
Applied Science	BTEC Nationals Applied Science (AAQ)	Students begin the course by developing the scientific knowledge that underpins the entire qualification through the study of Biology and Chemistry. In Biology, they explore cell structure, biological molecules, enzymes, transport processes and homeostasis, developing an understanding of how living systems function. Alongside this, students study the properties of matter, the periodic table, physical chemistry and organic chemistry. Throughout these units, students develop mathematical, analytical and practical skills while preparing for the externally assessed examinations.	Having established the theoretical knowledge from Biology and Chemistry, students apply this understanding through Unit 4: Practical Scientific Procedures and Techniques. They develop laboratory skills including titration, chromatography, colorimetry and data analysis while producing coursework based on practical investigations. Practical work is closely linked to the biological and chemical concepts studied earlier in the year, allowing students to demonstrate both scientific knowledge and laboratory competence. Students continue to prepare for and completing the external examinations in Biology and Chemistry.					Students begin Unit 3: Principles and Applications of Physics, introducing the key concepts that will be completed during Year 13. Topics include waves, optics, electromagnetism, particle physics and energy transfer. This theoretical knowledge provides the foundation for the physics practical work completed throughout Year 13 during the following academic year.	Develops the scientific knowledge and laboratory skills required for careers in medicine, pharmacy, biomedical science, forensic science, environmental science, laboratory research and engineering.	Applies Maths through calculations and data analysis, develops scientific writing skills, and prepares students for the use of ICT for data processing and research.
Geography	International Baccalaureate (IB)	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 mitigated 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 on the way that cities and towns have changed over time and space. It is to commence at this point.	Internal Assessment (IA) - Students will design a piece of fieldwork and collect primary data to answer the fieldwork question. Students are then required to formulate a written report on their fieldwork, including the presentation of data and analysis. This is then sent to the IB to be marked.	Food and health - students will investigate the link between food and health at a variety of scales.	IB Geography equips students with analytical, research and critical thinking skills that are valued in a wide range of careers. These skills support pathways into urban planning, environmental consultancy, sustainability, climate science, demography, energy analysis, agriculture, public health and international development, while also preparing students for any profession that values data analysis, problem solving and informed decision-making.	IB Geography has strong links with Maths, particularly through the study of climate, weather and the study of spatial systems, ecosystems and environmental change. It also supports Maths through data analysis, statistics and geographical modelling. Social Sciences through the study of population, global development and human behaviour, and health and social care. These links help students develop a deeper understanding of the complex interactions between people, place and the environment.	
History	International Baccalaureate (IB)	Paper 3 - Europe and the First World War - Students will answer the following enquiry question: How did the balance of power in Europe change after 1871? What drove Germany's foreign policy 1871-1914? What was the impact of Germany's new 1914 foreign policy? What was the most significant cause of World War One?	Paper 2 - Authoritarian Rule - Hitler and Castro. Students will answer the following two enquiry questions: Why did authoritarian rule emerge? How was authoritarian rule maintained?	Paper 2 - Authoritarian Rule - Hitler and Castro. Students will answer the following two enquiry questions: Why did authoritarian rule emerge? How was authoritarian rule maintained?	Paper 2 - Authoritarian Rule - Hitler and Castro. Students will answer the following two enquiry questions: Why did authoritarian rule emerge? How was authoritarian rule maintained?	Paper 1 - Vikings and Attila. Students will examine the enquiry question - what factors prompted invasions? Students will make final changes to their IAs.	IB History equips students with analytical, research and critical thinking skills that are valued in a wide range of careers. These skills support pathways into law, teaching, journalism, public relations, media, politics and academia, while also preparing students for any profession that values communication, analysis and informed decision-making.	IB History has strong links with Geography through the study of climate, weather and the study of spatial systems, ecosystems and environmental change. It also supports Geography through data analysis, statistics and geographical modelling. Social Sciences through the study of population, global development and human behaviour, and health and social care. These links help students develop a deeper understanding of the complex interactions between people, place and the environment.		
Language Ab Initio - German	International Baccalaureate (IB)	In Year 12, students begin the IB German ab initio course, developing the language skills needed to communicate confidently in everyday situations. Designed for beginners, the course introduces students to listening, speaking, reading and writing in German through engaging topics such as identity, experiences, human relationships, social organization and sharing the planet. Students build their vocabulary and grammatical understanding while developing the confidence to communicate for a range of real-life purposes.	Throughout the year, students explore the culture and traditions of German-speaking countries, gaining an appreciation of different perspectives and ways of life. They develop their communication, intercultural understanding and independent learning skills while preparing for the assessments of the IB Diploma Programme and becoming confident global citizens.					IB German ab initio equips students with communication, cultural awareness and global citizenship skills that are valued in a wide range of careers. These skills support pathways into diplomacy, journalism, law, marketing, translation, interpreting, international business and global organizations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	IB German ab initio has strong links with Geography through the study of climate, weather and the study of spatial systems, ecosystems and environmental change. It also supports Geography through data analysis, statistics and geographical modelling. Social Sciences through the study of population, global development and human behaviour, and health and social care. These links help students develop a deeper understanding of the complex interactions between people, place and the environment.	
Spanish B	International Baccalaureate (IB)	Identifies: Healthy mind and healthy body. Students explore wellbeing, mindfulness, healthy lifestyles, music and wellbeing and the relationships between art and health.	Experiences: Searching for new experiences. Students study cultural heritage, architecture, alternative tourism, travel experiences, and music with a social message.	Human ingenuity: Art as a way of life. Students learn about dance, literature and arts, visual art, colour and line, and how artists express identity and ideas.	Social organization: Living in community. Students explore community projects, youth activities, language and communication, and intergenerational living.	Sharing the planet: Living in harmony with our planet. Students study eco-citizenship, nature and cities, responsible tourism, solar energy initiatives, and water issues in accuracy, fluency and confidence.	Consolidation and skills development. Students revise Year 12 themes and develop IB skills in reading, listening, speaking and writing with a focus on accuracy, fluency and confidence.	Spanish equips students with advanced communication, cultural awareness and global citizenship skills that are valued in a wide range of careers. These skills support pathways into diplomacy, journalism, law, marketing, translation, interpreting, international business and global organizations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	Spanish has strong links with Politics, Sociology and Geography through the study of climate, weather and the study of spatial systems, ecosystems and environmental change. It also supports Maths through data analysis, statistics and geographical modelling. Social Sciences through the study of population, global development and human behaviour, and health and social care. These links help students develop a deeper understanding of the complex interactions between people, place and the environment.	
French B	International Baccalaureate (IB)	Identifies: Who am I? Students explore personal identity, wellbeing and health, including how people describe themselves, discuss lifestyle choices, and reflect on what contributes to a healthy and balanced life.	Experiences: Leisure, travel and migration. Students study leisure activities, travel experiences and migration, considering how experiences shape people, communities and cultural perspectives.	Human ingenuity: Ideas, innovation and creativity. Students explore human creativity and innovation, including ingenious ideas, creative expression and the ways technology or immersive experiences connect people with the worlds of others.	Social organization: Relationships and community. Students learn about social relationships, community life and social engagement, including how individuals interact, contribute and take part in a society.	Sharing the planet: Eco-citizenship and the environment. Students study eco-citizenship, global environmental issues and major ecological challenges, developing language to discuss responsibility, sustainability and the future of the planet.	Consolidation and skills development. Students revise Year 12 themes and develop IB skills in reading, listening, speaking and writing with a focus on accuracy, fluency and confidence.	French equips students with advanced communication, cultural awareness and global citizenship skills that are valued in a wide range of careers. These skills support pathways into diplomacy, journalism, law, marketing, translation, interpreting, international business and global organizations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	French has strong links with Politics, Sociology and Geography through the study of climate, weather and the study of spatial systems, ecosystems and environmental change. It also supports Maths through data analysis, statistics and geographical modelling. Social Sciences through the study of population, global development and human behaviour, and health and social care. These links help students develop a deeper understanding of the complex interactions between people, place and the environment.	
Performing Arts	BTEC Level 3 Diploma in Performing Arts (Double)	In Year 12, students begin the BTEC Level 3 National Diploma in Performing Arts by developing their practical performance, rehearsal and creative skills across a range of acting techniques and performance styles. They explore professional practices, theatre techniques and the creative process while building confidence while performing live in workshops, rehearsals and live performances, developing their ability to interpret, devise and communicate ideas for a range of audiences and purposes.	Throughout the course, students refine their technical and evaluative skills by analysing professional performances, reflecting on their own work and responding to creative briefs. They develop independence, resilience and professionalism while gaining an understanding of the performing arts industry and preparing for progression into higher education, apprenticeship or employment within the creative sector.					The BTEC Level 3 National Diploma in Performing Arts equips students with the creative, communication and problem-solving skills that are essential for success in the creative industries. Students develop their understanding of the performing arts industry and preparing for progression into higher education, apprenticeship or employment within the creative sector.	Performing Arts has strong links with English through the study of literature, drama and film, and with Music and Dance through the study of performance and creative expression. It also supports Maths through data analysis, statistics and geographical modelling. Social Sciences through the study of population, global development and human behaviour, and health and social care. These links help students develop a deeper understanding of the complex interactions between people, place and the environment.	
BTEC Sport and Exercise Science	BTEC Level 3 Award in Sport and Exercise Science (Double and Triple Award)	In Year 12, students studying the Double Award pathway complete Units 1, 2, 4 and 8, developing a strong foundation in anatomy and physiology, fitness training, sport psychology and the organization of sports events. Learning takes place through a mixture of classroom-based theory lessons, practical fitness testing, gym-based training, leadership activities and real sporting examples, helping students apply scientific concepts to performance and participation in sport. Students are assessed through a combination of written examinations and internally assessed coursework, including reports, presentations, practical observation and event planning tasks. Students following the Triple Award pathway study all of the above alongside Units 7, 13 and 15, which further develop practical sports performance, health and well-being, and sports injury management. These additional units provide more hands-on learning opportunities through performance analysis, rehabilitation activities, case studies and applied practical tasks, giving students a broader and more in-depth understanding of sport and exercise science.						The Year 12 units provide students with a broad introduction to the sports industry and help develop foundational knowledge, understanding and communication skills that are highly valued by employers. Through studying anatomy and physiology, fitness training, sport psychology, event organization, nutrition and injury management, students begin to explore careers such as sports coaching, personal training, physiotherapy, sports therapy, nutrition, teaching, sports development and event management. The practical nature of the course also helps students build confidence in leadership, teamwork, organization and problem solving, which are important skills across many employment sectors beyond sport.	The Year 12 units develop strong links with a range of other subjects and transferable skills, including communication, problem-solving, critical thinking and decision-making. Students also apply biological knowledge through the study of anatomy and physiology, and health and well-being, while Maths is used in analysing performance and understanding training methods. English and communication skills are developed through writing coursework, presentations and evaluations, alongside ICT skills through research tasks and digital performance analysis. Units such as sport psychology and event organization also link closely to psychology, management and leadership, helping students develop teamwork, communication skills in both practical and theoretical settings.	

Criminology	WJEC Diploma	Students will begin studying Unit 1: Changing Awareness of Crime and Unit 2: Criminological Theories simultaneously. They will explore different types of crime, reasons why crimes go unreported, crime and deviance, formal sanctions, and the social construction of criminality, while developing the foundational knowledge and application skills required for controlled assessment and examination success.	Students will complete the remaining content for Unit 1 and Unit 2, focusing on evaluating biological theories of criminality and applying criminological explanations to criminal behaviour. They will continue developing analytical and evaluative skills while preparing for the Unit 1 controlled assessment and Unit 2 examination.	Students will complete the Unit 1 Controlled Assessment and focus on the study of criminological theories. They will consolidate their understanding of crime awareness, media influences, and criminological explanations while refining the research, analysis, and written communication skills required for assessment.	Students will focus on revision and examination preparation for Unit 2: Criminological Theories, consolidating their understanding of crime, deviance, criminality, and biological explanations of offending behaviour. They will develop confidence in applying, analysing, and evaluating criminological theories through evaluative practice and retrieval of activities.	Students will begin Unit 3: Crime Scene to Courtroom, exploring criminal investigations, forensic techniques, evidence collection, and the criminal justice process. They will develop an understanding of how crimes are investigated and prosecuted while building the knowledge and skills required for the Unit 3 controlled assessment.	The WJEC Criminology curriculum exposes students to a wide range of career pathways, including policing, law, probation services, criminology, forensic investigation, prison services, social work, youth justice, psychology, intelligence services, victim support, and community safety. Through the study of crime, criminology, forensic evidence, the justice system, and punishment, students develop analytical, investigative, evaluative, and communication skills that are highly valued in higher education and a range of professional careers.	WJEC Criminology has strong cross-curricular links with Citizenship, as students explore the legal system, criminal justice processes, human rights, policing, law-making, and the role of citizens within society. The course also links with studying how films reflect the content of the texts and images they were made moles links to history.
Film	International Baccalaureate (IB)	Students are introduced to film terminology and apply this knowledge to their own filmmaking. We also begin to look at semantics and representation. Introduction to Textual Analysis. Twilight Zone Chase – research and pre-production.	Introduction to genre – a key way into film studies is through genre theory. We also explore film styles – documentary, realism, classicism, formalism and avant-garde post-production-gerade. Students will complete production and post-production of their Twilight Zone Chase.	Students complete their Textual Analysis mock – ‘Sun Quiz’. They learn about Soviet Montage Theory – Kuleshov Theory and Eisenstein’s montage theory. And they begin their Genre Film – research and pre-production.	Following their mock, students complete their Textual Analysis assessment. Students complete production and postproduction of their Suspense Film.	Students look at narrative theories – Today’s narrative theory and Propp’s characters. They begin their Genre Film – research and pre-production.	Students begin their Comparative Project – film choices, questions and four fact. Students complete their Genre Film – production and post-production.	The practical side of filmmaking requires group work, the ability to work and communicate effectively with others, skills that are directly transferable to the world of work.
Art & Design	Pearson BTEC Level 3 National Foundation Diploma in Art and Design	Unit 4: Materials, Techniques and Processes in Art and Design Title: Man Manipulated Landscapes BTEC students workshop a wide range of techniques giving them the confidence to work independently in later development work.	Unit 4: Materials, Techniques and Processes in Art and Design Title: Man Manipulated Landscapes BTEC students workshop a wide range of techniques giving them the confidence to work independently in later development work.	Externally Set Task Unit 1: Visual Recording and Communication Title: BBC Practical Exam	Externally Set Task Unit 1: Visual Recording and Communication Title: BBC Practical Exam	Unit 1a: 3D Craft Materials, Techniques and Processes Title: Cuddles of Craft (1) Using one or more of the learnt techniques students make a product for a museum of their choice.	Unit 1a: 3D Craft Materials, Techniques and Processes Title: Design Craft Souvenirs (Part 2) Using one or more of the learnt techniques students make a product for a museum of their choice.	The Level 3 BTEC in Art and Design builds a practical foundation through project-based learning, directly linking to degree-level study and various creative careers. By developing portfolios in specimens like graphics, fashion, and 3D design, it leads directly to roles such as a Graphic Designer, Fashion Designer, or Architectural Assistant.
Citizenship	GCSE Pearson Edexcel	Students will begin exploring Living Together in the UK, examining communities, diversity, migration, identity, discrimination, human rights, and the responsibilities of citizens. They will investigate how rights, freedoms, and mutual respect contribute to a democratic and cohesive society while developing the skills to analyse contemporary social issues.	Students will study Democracy at Work in the UK, investigating elections, political parties, voting systems, government formation, and how laws are made. They will develop their understanding of democratic processes and evaluate how citizens can participate in political decision-making at local and national levels.	Students will explore How the Law Works, examining the purpose of law, the justice system, criminal offences, sentencing, youth justice, and crime prevention. They will develop their understanding of how laws are created, applied, and enforced to protect individuals and society.	Students will begin studying Power and Influence, exploring how citizens participate in democracy through voting, campaigns, pressure groups, and political action. They will investigate the ways individuals and groups can influence decision-making and bring about change within society.	Students will continue studying Power and Influence, examining the role of trade unions, voluntary organizations, and the media in modern democracy. They will evaluate how information, campaigning, and public opinion shape political decisions and influence society.	Students will begin Citizenship in Action, identifying a local, national, or global issue and planning a citizenship campaign. They will develop research, teamwork, communication, and problem-solving skills while investigating how active citizens can make a difference in their communities.	The GCSE Citizenship Studies curriculum exposes students to a wide range of career pathways, including law, politics, public services, social work, journalism, civil service, community development, international relations, teaching, and charity and public sector work. Through the study of democracy, law, human rights, active citizenship, and citizens, governments, and legal institutions, critical thinking, research, leadership, and problem-solving skills that are highly valued in further education, employment, and public life.
Economics	International Baccalaureate (IB)	In Year 12, students begin the IB Economics course by developing an understanding of how individuals, businesses and governments make decisions about the allocation of scarce resources. They explore key areas of microeconomics and macroeconomics, including markets, market failure, economic growth, inflation, unemployment and government intervention, applying economic theories to contemporary national and global issues. Throughout the course, students develop their analytical, evaluative and quantitative skills by interpreting economic data, analyzing case studies and conducting evidence-based arguments. They learn to consider different perspectives on economic issues while preparing for the Internal Assessment and developing the critical thinking skills required for higher education and future careers.					IB Economics equips students with analytical, quantitative and decision-making skills that are valued in a wide range of careers. These skills support pathways into economics, finance, banking, business management, accounting, public policy, law, data analysis and international development, while also preparing students for any profession that values critical thinking, problem-solving and informed decision-making.	IB Economics has strong links with Maths, analytical, quantitative and financial calculations and interpreting quantitative data. It also supports Geography through the study of global development, sustainability and resource allocation. Business through markets and decision-making, and Politics through government policy and international trade. These links help students understand how economic decisions shape individuals, societies and the global economy while developing analytical and research skills across the IB Diploma Programme.
Computer Science	International Baccalaureate (IB)	In Year 12, students begin the IB Computer Science course by developing a deeper understanding of computational thinking, computer systems and software development. They explore topics including system fundamentals, computer organisation, networks. Throughout the course, students design, develop, test and evaluate increasingly sophisticated programs while strengthening their analytical and logical thinking skills. They investigate the ethical, legal and social implications of technology and begin preparing for the Internal Assessment by applying programming and problem-solving techniques to practical computing projects.					IB Computer Science equips students with computational thinking, programming and analytical skills that are valued in a wide range of careers. These skills support pathways into software engineering, critical intelligence, cybersecurity, data science, game development, robotics, network engineering, systems analysis and technology consultancy, while also preparing students for any profession that values innovation, logical thinking and digital literacy.	IB Computer Science has strong links with Mathematics through the analysis of quantitative data and logical deduction and computational modelling. It also supports Physics and Engineering through system design and problem-solving. Business through digital technologies, databases and cybersecurity, and Design & Technology by developing programming, innovation and creative solutions to real-world challenges. These links help students understand how computing underpins scientific research, technological innovation and modern society while developing the analytical skills required across the IB Diploma Programme.
Psychology	International Baccalaureate (IB)	Students will be introduced to the foundations of IB Psychology, exploring the biological, cognitive, and sociocultural approaches alongside key concepts such as bias, causality, change, measurement, perspective, and responsibility. They will begin investigating learning and cognition, including cognitive biases, conditioning, and cognitive models, while developing core Paper 1 exam skills.	Students will continue exploring learning and cognition, investigating social learning theory, biological and environmental influences, and ways cognitive processes may be improved. They will deepen their understanding of psychological explanations of behaviour through real-world studies and conceptual analysis.	Students will explore human development, investigating theories of development, attachment, theory of mind, peer influence, and enculturation. They will examine how biological, cognitive, and sociocultural factors shape development while continuing to strengthen exam skills and conceptual understanding.	Students will continue examining human development, evaluating competing theories and explanations for behaviour across childhood and adolescence. They will develop critical thinking skills by applying psychological research and concepts to extended written responses and scenario-based questions.	Students will begin the study of psychological research methods, exploring research design, sampling, ethics, reliability, validity, and bias. They will develop critical thinking skills by investigating how psychologists collect, analyse, and evaluate evidence.	Students will apply their understanding of research methods through practical investigations and data analysis, while developing the skills needed for the Internal Assessment. They will sharpen their ability to evaluate psychological evidence, apply theory, and communicate information-based conclusions using research.	The IB Psychology curriculum exposes students to a wide range of career pathways, including psychology, counselling, mental health services, research, marketing, human resources, and behavioural science. The curriculum also uses real-world psychological studies, research methods, and critical analysis to help students understand human behaviour, development, cognition, culture, and wellbeing, demonstrating how psychologists and researchers use evidence to understand and improve people’s lives.
Social & Cultural Anthropology	International Baccalaureate (IB)	Students will be introduced to the language, contexts, and practices of anthropology, exploring key anthropological questions about culture, identity, personhood, society, and human diversity. Through the study of ethnographies, cultural comparisons, ethical issues, research methods, and anthropological theories, Students will develop an understanding of how anthropologists investigate and interpret different ways of life, while critically examining perspectives, values, and experiences from cultures around the world.	Students will begin engaging with ethnographic research through two Areas of Inquiry: Health, illness and healing and Conflict. Through the study of Fresh Fruit, Broken Bodies and In Search of Respect, Students will explore migration, health, inequality, ethnicity, identity, power, poverty, conflict, violence, and social exclusion, while applying anthropological concepts, theories, and the Big Anthropological Questions to understand how social, political, and economic systems shape people’s experiences across different cultures and societies.	Students will continue studying the Areas of Inquiry: Health, illness and healing and Conflict through ethnographic research into migrant communities in the United States and residents of B’ham in New York. They will investigate inequality, human rights, migration, identity, power, resistance, and social change, developing their ability to apply anthropological concepts, theories, and perspectives to contemporary global issues.	Students will continue studying the Areas of Inquiry: Health, illness and healing and In Search of Respect, exploring how anthropologists investigate and interpret different ways of life, while critically examining perspectives, values, and experiences from cultures around the world.	Students will complete their study of the Areas of Inquiry: Health, illness and healing and Fresh Fruit, Broken Bodies. They will explore themes including racism, migration, belonging, identity, masculinity, resistance, human rights, inequality, labour exploitation, and social change, while evaluating anthropological solutions to contemporary global issues and considering why anthropology matters in understanding and improving people’s lives.	Students will complete an independent anthropological fieldwork project, designing and conducting research on a topic of personal interest linked to one of the Areas of Inquiry. Through collecting, analyzing, and evaluating primary data, they will develop practical research skills and gain first-hand experience of how anthropologists investigate and understand human behaviour, culture, and society.	The IB Social and Cultural Anthropology curriculum exposes students to a wide range of career pathways, including international development, humanitarian aid, social research, journalism, teaching, social work, public policy, community development, law, healthcare, diplomacy, human rights advocacy, and international relations. Through the study of ethnographic research, culture, identity, migration, inequality, health, conflict, and global issues, Students develop critical thinking, communication, research, and analytical skills that are highly valued in both higher education and a wide range of professional careers.
Health & Social Care	BTEC AQA Nationals	Introduction to Health and Social Care, Introduction to Unit 1 (Human Lifespan Development). Within the first term students will learn about the physical, intellectual, emotional and social development of individuals through the life stages of infancy, early childhood, adolescence, early adulthood, middle adulthood and late adulthood. They will then study factors that can affect individuals’ development across the life stages, and what support is available to individuals. This knowledge will be applied through case studies where students will identify the factor and discuss how it can be overcome with support from professionals.	Students will study health promotion and prevention across all life stages and identify key areas prevention across the UK. Students will then look in much more detail at a range of health and social care professionals, their skills and attributes, and who their regulatory bodies are. Towards the end of the term students will spend time on focused revision and past papers in preparation for their exam in January.	Students will at their exam in the first few weeks of the term. Once this is completed they will then be introduced to Unit 5 (Promoting Health Education). Students will begin by gaining an understanding of what health education is and how health risks and taking behaviour contribute to the incidents of ill health. Students will then go on to look at national, local and demographic data collection. Students will finish off the term by investigating the role of organisations in collecting and interpreting data which is then used to influence health promotion materials.	In this term students will look at different legislations that have been put in place as a result of health data and the importance of these at a national and local level. Students will then spend the rest of the term looking into a range of prevalent health conditions and what factors influence them. They will then look into what health education is in place to reduce the occurrence of ill health linked to each condition.	For the first half of the term students will be writing up the first part of their coursework. They are allocated 10 hours to complete this and it is completed in school under exam conditions. Once this has been completed students will then learn about models and theories of behavior which influence the effectiveness of health promotion campaigns.	Students will begin the term by looking at the roles of professionals in promoting health education. They will also learn about the importance of person-centred care and the importance of reducing health inequalities. Students will then go on to organize a mini health-wellness where they will evaluate in their second piece of coursework. The write up for this is completed at the end of the term, and students will have 7 hours of working under exam conditions to complete it.	The Health and Social Care curriculum exposes Students to a variety of career pathways within these sectors, including nursing, counselling, mental health services, paramedics, midwifery and support worker roles. Unit 1 provides students more insight into jobs relating to health data collection and management along with jobs linked to government and local organisations which are connected to health promotion.
Business Management	International Baccalaureate (IB)	In Year 12, students begin the IB Business Management course by developing an understanding of how organizations operate in local, national and global markets. They explore key business functions including human resource management, marketing, finance, operations management and business strategy, while examining how ethical, social and environmental factors influence business decision-making. Throughout the course, students apply business theory to real-world case studies, analyzing organizational performance, evaluating business decisions and considering the impact of globalization, innovation and sustainability. They develop analytical, evaluation and research skills while preparing for the Internal Assessment and building the knowledge and understanding required for higher education and future careers.					IB Business Management equips students with analytical, leadership and decision-making skills that are valued in a wide range of careers. These skills support pathways into business management, entrepreneurship, finance, accounting, marketing, human resources, project management, consultancy and international business, while also preparing students for any profession that values communication, strategic thinking and commercial awareness.	IB Business Management has strong links with Economics through the study of markets, globalization and decision-making, and with Maths through financial analysis, budgeting and interpreting business data. It also supports Geography by exploring sustainability, international trade and global business, and Computing through digital technologies, innovation and data management. These links help students understand how businesses operate within an increasingly complex and interconnected global economy while developing the analytical and research skills required across the IB Diploma Programme.

Year 13 Curriculum Overview

Subject	Exam Board / Qualification	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Revision/Exams	Revision/Exams	Careers links	Cross-curricular links
English	International Baccalaureate (IB) English A: Language and Literature	Terms 1 and 2 Students will begin the academic year working on their individual OAT, one of the four assessments this year. They will develop a verbal essay based on a global issue that links one of their literary texts with a chosen Body of Work. Students study their first two literary texts: Much Ado About Nothing by William Shakespeare and the Handmaid's Tale by Margaret Atwood. In addition, students will at their moost.	Term 3 and 4 Students will write a Higher Level Essay on an aspect of a studied literary text of their choice. At this point in the academic year, we will be revising for the formal exams: Paper 1 Textual Analysis and Paper 2 Literary Composition. Students will be well prepared with practice papers, focused revision and bulding confidence.	Term 3 and 4 Students will write a Higher Level Essay on an aspect of a studied literary text of their choice. At this point in the academic year, we will be revising for the formal exams: Paper 1 Textual Analysis and Paper 2 Literary Composition. Students will be well prepared with practice papers, focused revision and bulding confidence.	Term 3 and 4 Students will write a Higher Level Essay on an aspect of a studied literary text of their choice. At this point in the academic year, we will be revising for the formal exams: Paper 1 Textual Analysis and Paper 2 Literary Composition. Students will be well prepared with practice papers, focused revision and bulding confidence.	Revision/Exams	Revision/Exams	The English A: Language and Literature IB course prepares T12 and T13 students for the global workplace. A range of texts from between countries grows, students from through culture are well placed to developing an international outlook, cultural understanding, strong public speaking skills and thinking critically. As well as the seemingly obvious career paths to Journalism and teaching, the course prepares students for jobs in marketing, PR, politics, international relations, law and business.	Language and Literature is inherently cross-curricular. It equips students to analyse the global workplace. A range of texts from between countries grows, students from through culture are well placed to developing an international outlook, cultural understanding, strong public speaking skills and thinking critically. As well as the seemingly obvious career paths to Journalism and teaching, the course prepares students for jobs in marketing, PR, politics, international relations, law and business.
Functional Skills - English	Pearson	Introduction to functional skills - baseline fluency EL2 L12. 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. Spelling, listening and communicating: Questions task 1 part 1	Reading : Comparison. Reading: mock paper practice. Spelling and listening and communicating: Listening: clarity. Spelling, listening and communicating: Questions task 1 part 1	Writing: Format and structure: Informational text sheet. Spelling, punctuation and grammar: Spelling strategies / grammar. Writing : structure and using paragraphs. Writing Letters / Writing email: Writing reviews.	Speaking, listening and communicating: Presentation task 1 part 2. Speaking, listening and communicating: Discussions part 2. Speaking, listening and communicating task 1 and 2 formal assessment.	Speaking and listening examinations	Functional Skills English equips students with the communication, literacy and problem-solving skills needed for employment, apprenticeships, further education and everyday life. Students develop the confidence to communicate effectively, write for a range of purposes and audiences, and interpret information accurately. These transferable skills support progression into careers across of sectors, where professional, teamwork and effective communication are essential.	Functional Skills English has strong links with all curriculum areas by developing the reading, writing, speaking and listening skills needed to succeed across academic and vocational subjects. It also supports employability by strengthening communication, report writing, presentation skills and critical thinking, helping students respect workplace documents, complete applications and communicate confidently in professional and everyday contexts.
Maths: Applications and Interpretation	International Baccalaureate (IB)	In Year 13, students build on the mathematical knowledge and skills developed in Year 12 as they complete the IB Maths: Applications and Interpretation course. They deepen their understanding of mathematical modelling, statistics, probability, functions and calculus, applying advanced mathematical techniques to analyse and solve complex real-world problems. Students continue to use technology confidently to investigate problems, interpret data and communicate mathematical reasoning. Students complete their Internal Assessment (Mathematical Exploration), undertaking independent research into a mathematical topic of personal interest while developing their analytical, investigative and communication skills. Throughout the year, they apply their knowledge to increasingly challenging problems, preparing confidently for the IB Diploma examinations and for progression to higher education and careers requiring strong quantitative and problem-solving skills.						IB Maths: Applications and Interpretation equips students with analytical, quantitative and problem-solving skills that are valued in a wide range of careers. These skills support pathways into science, engineering, finance, economics, business, actuarial science, environmental financial modelling and technology, while also preparing students for any profession that values logical reasoning, decision-making and critical thinking.	IB Maths: Applications and Interpretation has strong links with the Sciences through quantitative and problem-solving skills that are valued in a wide range of careers. These skills support pathways into science, engineering, finance, economics, business, actuarial science, environmental financial modelling and technology, while also preparing students for any profession that values logical reasoning, decision-making and critical thinking.
Functional Skills - Maths	Pearson	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, instrument use in measuring, 2D and 3D shapes 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, instrument use in measuring, 2D and 3D shapes names and properties, positional vocabulary and awareness of compass points and direction	Handling information and data. Extracting information from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organising and representing data in appropriate ways (tables, pictograms, graphs, etc).	Handling information and data. Extracting information from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organising and representing data in appropriate ways (tables, pictograms, graphs, etc).	Functional Skills Maths equips students with the numeracy, problem-solving and decision-making skills needed for employment, apprenticeships, further education and everyday life. Students develop confidence in applying Maths to practical situations including budgeting, measuring, interpreting data and solving real-world problems. These transferable skills support progression into careers across all sectors, where numerical confidence, accuracy and logical thinking are highly valued.	Functional Skills Maths has strong links with all curriculum areas by developing the skills needed across academic and vocational subjects. It also supports progression into science, engineering, finance, economics, business, actuarial science, environmental financial modelling and technology, while also preparing students for any profession that values logical reasoning, decision-making and critical thinking.
Biology	International Baccalaureate (IB)	Metabolism, Molecular Genetics and Climate Change. Students begin the year by investigating enzymes, metabolism and cellular respiration, developing an understanding of how energy is released and utilised in living organisms. Alongside this, they study DNA replication and protein synthesis before exploring the biological impacts of climate change and the challenges it presents for ecosystems worldwide.	Ecosystems, Genetics and Cell Division: Students investigate the transfer of energy and matter through ecosystems, ecological niches and ecosystem stability. They also study mutations, gene editing and cell division, developing an understanding of how genetic information controls a maintained, modified and inherited.	Photosynthesis, Communication and Body Systems: Students study photosynthesis and the transfer of energy within plants before investigating chemical signalling, reproduction and the organisation of body systems. They develop an understanding of how multicellular organisms coordinate, reproduce and maintain essential life processes.	Disease, Inheritance and Homeostasis: Students complete the taught content of the course, focusing on homeostasis and the mechanisms that maintain stable internal conditions. The remainder of the course focuses on consolidating knowledge across all themes, strengthening practical and analytical skills, and preparing for the IB examinations.	Revision/Exams	Revision/Exams	Year 13 develops the advanced investigative, analytical and problem-solving skills needed for higher education and careers in medicine, biomedical science, genetics, biotechnology, environmental science, veterinary science and scientific research. Students continue to refine their practical skills and apply biological knowledge to complex, real-world contexts.	IB Biology continues to strengthen links with Chemistry through metabolism, respiration and photosynthesis, and with Maths through statistical analysis, data handling and experimental design. Students also develop connections with environmental systems and geography through ecology and climate change, while developing the critical thinking and inquiry skills that underpin the wider IB Diploma Programme.
Chemistry	International Baccalaureate (IB)	Students begin Year 13 by studying enthalpy and the factors that determine whether chemical reactions are feasible. They will investigate dynamic equilibrium and apply Le Chatelier's principle to predict how changes in conditions affect equilibrium systems. Students will develop their mathematical and analytical skills by interpreting equilibrium data and solving quantitative chemistry problems.		Students will develop their mathematical and analytical skills by interpreting equilibrium data and solving quantitative chemistry problems.		Revision/Exams	Revision/Exams	The knowledge and practical skills developed throughout Year 13 are highly valuable for careers in chemistry, medicine, pharmacy, chemical engineering, environmental science, materials science, biotechnology, forensic science and scientific research. The emphasis on experimental design, analysis and evaluation prepares students for a wide range of STEM degrees and careers requiring problem-solving and analytical thinking.	IB Chemistry draws upon concepts from Mathematics (algebra, logarithms, graph interpretation and statistical analysis), links with biology include homeostasis, enzyme function and metabolism, while physics provides connections through thermodynamics and electrochemistry. Students also develop transferable skills in scientific writing, critical evaluation and independent learning, supporting access across the IB Diploma Programme.
Physics	International Baccalaureate (IB)	Thermal C.A.D - Advanced Waves / Electromagnetism: Students complete their study of electromagnetic waves, resonance and the Doppler effect. They then explore the motion of charged particles in electric and magnetic fields, electromagnetic induction, generators and transformers.	Theme E - Nuclear and Quantum Physics: Students begin one of the most challenging and exciting areas of the course by studying atomic structure, nuclear fusion and the foundations of quantum physics. They investigate how modern physics explains phenomena that cannot be described using classical models.	Theme F - Quantum Physics and Radioactivity: Students continue Theme E, exploring quantum mechanics in greater depth before investigating radioactive decay, nuclear stability and the applications of nuclear physics. They investigate how modern physics explains phenomena that cannot be described using classical models.	Thermal E.A.D - Radioactivity / Gravitational Fields: Students complete their study of radioactivity, nuclear stability and the applications of nuclear physics. They investigate how modern physics explains phenomena that cannot be described using classical models.	Revision/Exams	Revision/Exams	Students continue to develop the advanced problem-solving, experimental and analytical skills required for higher education and careers in fields such as engineering, medicine, physics, aerospace, finance and scientific research. Independent practical work further develops investigation and evaluation skills.	Students continue to apply advanced mathematical techniques throughout the course, strengthening skills in algebra, trigonometry, calculus and nuclear physics. The course also complements their study of other IB subjects, encouraging students to evaluate scientific evidence, models and theories, and to develop a deep understanding of scientific investigation.
Applied Science	BTEC Nationals Applied Science (AQA)	Students complete the Physics unit, studying the applications of waves, motion, forces, electricity and energy transfer before the externally assessed examination. Alongside this, they complete the physics elements of Unit 4 coursework, applying their understanding through practical investigations and quantitative laboratory techniques. This completes the practical skills unit, bringing together the knowledge and laboratory techniques developed across Biology, Chemistry and Physics.		Students complete Unit 5 Science Investigation Skills, an independent investigation project that draws together the knowledge, practical techniques and analytical skills developed throughout the course. Students research a scientific topic, design and conduct an investigation, collect and analyse data, and communicate their findings using appropriate scientific language and evidence. This unit develops many of the skills expected in higher education and scientific careers, including independent working, problem solving, critical evaluation and scientific communication.		Revision/Exams	Revision/Exams	The first term is dedicated to completing outstanding coursework, ensuring all elements of the independent investigation are finished, assessed and graded to the highest possible standard.	Builds independent research, practical and analytical skills, preparing students for careers in scientific research, healthcare, engineering, environmental science, pharmaceuticals and higher education.
Geography	International Baccalaureate (IB)	Geographical Hazards - this topic explores the mechanisms of volcanoes as well as the characteristics of volcanic and earthquakes.	Power, places and networks - this topic explores the role of powerful organisations and groups in the global market.	Human development and diversity - this topic explores the role of development opportunities and how countries start the development journey.	Global risks and resilience - this topic explores the global environmental and environmental risks and how countries can build resilience to these risks.	Revision/Exams	Revision/Exams	IB Geography equips students with the analytical, research and problem-solving skills that are valued in a wide range of careers. Year 13 topics support pathways into geography, disaster risk management, environmental conservation, sustainability, urban and infrastructure planning, climate adaptation, international development, the use of GIS and digital mapping, preparing students for any profession that values critical thinking, data interpretation and global awareness.	IB Geography has strong links with the analytical, research and problem-solving skills that are valued in a wide range of careers. Year 13 topics support pathways into geography, disaster risk management, environmental conservation, sustainability, urban and infrastructure planning, climate adaptation, international development, the use of GIS and digital mapping, preparing students for any profession that values critical thinking, data interpretation and global awareness.
History	International Baccalaureate (IB)	The focus this year will be on Paper 3: Slavery and the New World (1500-1800) (US Civil War - Causes, course and effects (1840-1877) Civil Rights and Social Movements in the Americas past-1945) (This will include topics such as the rights of indigenous groups, the Civil Rights Movement and feminism in the Americas). Integrated into the first Paper 3 topic, Students will also cover their second case study for Paper 1 - Rights and Protest. The Civil Rights Movement. This will examine the nature and characteristics of discrimination, types of protest and action and their impact as well as the role and significance of key actors and groups. This is the last year that this assessment will be sat, and topics covered here will not be applicable to lower years.				Revision/Exams	Revision/Exams	Examining History will allow Students to develop their understanding about the role and work of historians. A university to help Students plan and research their IA will build their understanding of the work involved in historical or academic research.	Students continue to develop the advanced problem-solving, experimental and analytical skills required for higher education and careers in fields such as engineering, medicine, physics, aerospace, finance and scientific research. Independent practical work further develops investigation and evaluation skills.
Language Ab Initio - German	International Baccalaureate (IB)	In Year 13, students build on the language skills developed in Year 12 as they complete the IB German ab initio course. They develop greater confidence and accuracy in listening, speaking, reading and writing, communicating effectively across a range of familiar and contemporary topics. Students extend their vocabulary and grammatical knowledge while applying their language skills to authentic texts, conversations and cultural contexts.				Revision/Exams	Revision/Exams	IB German ab initio equips students with communication, cultural awareness and problem-solving skills that are valued in a wide range of careers. These skills support pathways into international relations, education, tourism, diplomacy and global organisations, while also preparing students for any profession that values effective communication, collaboration and cultural understanding.	IB German ab initio has strong links with Geography through the study of German-speaking countries that are valued in a wide range of careers. It also supports English by developing communication, presentation skills, and links with PSHE and Citizenship through exploring identity, relationships, cultural diversity and global responsibility. These links help students develop the language, international and interpersonal skills needed to thrive in an increasingly interconnected world.
Spanish B	International Baccalaureate (IB)	Identifies: Who am I? Students explore identity in different cultural contexts, including the preservation of cultural identity, language and identity, and life between two cultures.	Experiences: History for the future. Students study social change, coming-of-age traditions, social justice, migration experiences, and changing family structures.	Human Inequality: Science and technology. Students explore technology in everyday life, the role of science, social media, online, and access to the world through digital technology.	Social organisation: Rights and responsibilities. Students study education and sport, work and mental health, justice, fairness and equality, and innovation in education. Students explore for trade, rights and conflict, and global responsibility.	Final IB examination preparation. Students consolidate all IB themes, refine and enhance responses, practice listening and reading comprehension, and prepare for final assessment.	Revision/Exams	Spanish and global employment: Spanish language skills strengthen applications for degrees and careers involving global business, politics, culture, education, NGOs and international law.	Spanish and global employment: Spanish language skills strengthen applications for degrees and careers involving global business, politics, culture, education, NGOs and international law.
French B	International Baccalaureate (IB)	Identifies: Beliefs, values and language. Students explore beliefs and values, subcultures, and the relationship between language and identity, considering how people express who they are in different cultural contexts.	Experiences: Stories, sites and traditions. Students study personal and cultural experiences through stories, sites and traditions, reflecting on how shared practices and memories shape communities.	Human Inequality: Media, technology and scientific innovation. Students explore media, technology and scientific innovation, considering the opportunities and challenges created by progress.	Social organisation: Learning, work and justice. Students study learning and self-improvement, the world of work, and communication, developing language to discuss education, careers and social responsibility.	Final IB examination preparation. Students consolidate all IB themes, refine and enhance responses, practice listening and reading comprehension, and prepare for final assessments.	Revision/Exams	University and global employment: French language skills strengthen applications for degrees and careers involving global business, politics, culture, education, NGOs and international law.	University and global employment: French language skills strengthen applications for degrees and careers involving global business, politics, culture, education, NGOs and international law.
Performing Arts	BTEC Level 3 Diploma in Performing Arts (Double)	In Year 13, students build on the practical and theoretical skills developed in Year 12 as they complete the Pearson BTEC Level 3 National Diploma in Performing Arts. They refine their performance, rehearsal and creative skills through responding to professional briefs, developing original performances and demonstrating increasing independence, technical ability and artistic expression. Throughout the course, students analyse and evaluate professional and personal performances, applying feedback to improve their work while collaborating effectively with others in rehearsal and production. They develop the professionalism, resilience and communication skills required within the performing arts industry, preparing confidently for higher education, apprenticeships and careers within the creative sector.				Revision/Exams	Revision/Exams	The Pearson BTEC Level 3 National Diploma in Performing Arts equips students with creativity, communication and collaboration skills that are valued in a wide range of careers. These skills support pathways into acting, musical theatre, directing, choreography, stage management, arts administration, production, broadcasting, events management and the wider creative industries, while also preparing students for any profession that values confidence, leadership, teamwork and effective communication.	Performing Arts has strong links with English through script analysis, storytelling and communication, and with Music and Dance through performance, interpretation and creative expression. It also supports History by exploring theatrical styles and cultural contexts, and Psychology and Sociology through the study of character, relationships and human behaviour. These links help students develop creativity, critical thinking and the confidence to communicate effectively in a range of professional and academic settings.
Sport, Exercise & Health Science	BTEC Level 3 Award in Sport and Exercise Science (Double and Triple Award)	In Year 13, Double Award students study Units 3, 4, 5 and 10, focusing on professional development within the sports industry, research methods, fitness testing and biomechanics. Students become increasingly independent learners as they carry out investigations, analyse performance data, conduct practical tasks and apply scientific principles to sporting movement and performance. Learning combines theory with practical application, while assessment is mainly through coursework projects, investigations, written reports and applied vocational tasks. Triple Award students complete all of these units alongside Units 9 and 11, which develop advanced knowledge of exercise physiology and the delivery of individual and group exercise sessions. Units provide additional practical experience in coaching, exercise instruction and scientific analysis of the body's response to exercise, preparing students exceptionally well for careers and university pathways in sport science, physiotherapy, coaching, fitness and rehabilitation.				Revision/Exams	Revision/Exams	The Year 13 units allow students to specialise further and gain a deeper understanding of the scientific and professional aspects of sport and exercise science. Through biomechanics, exercise physiology, research methods, fitness testing and exercise instruction, students develop skills closely linked to careers in physiotherapy, sports rehabilitation, strength and conditioning, sports science, performance analysis, coaching and the fitness industry. The independent coursework and practical delivery elements also prepare students well for higher education and apprenticeships by developing advanced analytical, communication and professional working skills that mirror those used in the sport, health and exercise sectors.	The Year 13 units allow students to specialise further and gain a deeper understanding of the scientific and professional aspects of sport and exercise science. Through biomechanics, exercise physiology, research methods, fitness testing and exercise instruction, students develop skills closely linked to careers in physiotherapy, sports rehabilitation, strength and conditioning, sports science, performance analysis, coaching and the fitness industry. The independent coursework and practical delivery elements also prepare students well for higher education and apprenticeships by developing advanced analytical, communication and professional working skills that mirror those used in the sport, health and exercise sectors.
Criminology	WJEC Diploma	Students will continue studying Unit 3: Crime from Courtroom, examining investigative techniques, evidence processing, rights within criminal investigations, factors affecting trial outcomes, and the role of laypeople in criminal cases. They will apply legal and criminological knowledge to case studies while preparing for the Unit 3 controlled assessment.	Students will complete Unit 4: Drawing conclusions from evidence, assessing the validity of information, and evaluating criminal justice outcomes. They will explore the role of laypeople in criminal cases using evidence, legal principles, and criminological understanding.	Students will begin Unit 4: Crime and Punishment, exploring the aims of punishment, the effectiveness of criminal justice systems, and the effectiveness of crime prevention strategies in contemporary society. They will investigate how punishment can be used to reduce crime and maintain social order while evaluating their effectiveness.	Students will continue studying Unit 4: Crime and Punishment, exploring the aims of punishment, the effectiveness of criminal justice systems, and the effectiveness of crime prevention strategies in contemporary society. They will investigate how punishment can be used to reduce crime and maintain social order while evaluating their effectiveness.	Students will complete Unit 4 and consolidate their understanding of crime and punishment across the criminal justice system. Through revision and examination practice, they will develop the skills to analyse, evaluate, and justify different approaches to punishment and crime prevention in preparation for the Unit 4 examination.	Revision/Exams	The WJEC Criminology curriculum exposes students to a wide range of career pathways, including policing, law, forensic science, probation, social investigation, prison services, social work, health justice psychology, intelligence services, victim support, and community safety. Through the study of crime, criminal behaviour, forensic evidence, the criminal justice system, and punishment, students develop analytical, investigative, evaluative, and communication skills that are highly valued in higher education and a range of professional careers.	WJEC Criminology has strong cross-curricular links with Citizenship, as students explore the legal system, criminal justice, and human rights. It also links with History, particularly through the study of Social Learning Theory and other explanations of criminal behaviour, helping students understand how behaviour can be influenced by observation, imitation, reinforcement, and social environments.
Film	International Baccalaureate (IB)	HL students begin their Collaborative project research and pre-production. HL and SL students complete Comparative Project Script draft 1	HL students prepare Collaborative Project pre-production. HL and SL students complete the first four minutes of their Comparative Project.	HL students complete production and post-production of their Collaborative Project. HL and SL complete the final ten-minute draft of their Comparative project.	HL students complete Film Reels and show it to their audience. HL and SL students complete their Collaborative Project. HL and SL students complete their Collaborative Project. HL and SL students complete their Collaborative Project. HL and SL students complete their Collaborative Project.	Revision/Exams	Revision/Exams	The practical side of filmmaking requires students to work closely with others, collaborate effectively with others, and communicate their ideas to the world of work.	Film study offers a unique opportunity for students to explore the creative process, the role of the filmmaker, and the impact of film on society. It also provides a platform for students to develop their critical thinking and analytical skills, as they evaluate the effectiveness of different filmmaking techniques and styles.

Art & Design	Pearson BTEC Level 3 National Foundation Diploma in Art and Design	Unit 3: The Creative process Title: Evolution Major project - students respond to the theme personally creating ideas and artist investigations. Final piece can be in any media. Under the themes of Art Deco, Pop Art and Surrealism students are introduced to screenprinting, digital image manipulation and paper cut collage. They will develop their own graphics for a film of choice.			Unit 10: Graphics Materials, Techniques and Processes Title: The Art of Film Posters Under the themes of Art Deco, Pop Art and Surrealism students are introduced to screenprinting, digital image manipulation and paper cut collage. They will develop their own graphics for a film of choice.	Revision/Exams	The Level 3 BTEC in Art and Design builds a practical foundation through project-based learning, directly linking to degree-level study and various creative careers. By developing portfolios in open-ended, portfolio-based projects, students learn to formulate unique concepts, take calculated risks, and solve visual problems independently. This iterative cycle of self-directed research, experimentation, and critically analysing work builds transferable cognitive skills. This equips learners with analytical habits that naturally cross over into other academic	Our BTEC Level 3 Art and Design qualification promotes innovative minds and independent thinking by requiring students to drive their own creative journey. By engaging in open-ended, portfolio-based projects, students learn to formulate unique concepts, take calculated risks, and solve visual problems independently. This iterative cycle of self-directed research, experimentation, and critically analysing work builds transferable cognitive skills. This equips learners with analytical habits that naturally cross over into other academic	
Citizenship	GCSE Pearson Edexcel	Students will undertake primary and secondary research linked to their Citizenship in Action project, gathering evidence and exploring different perspectives on their chosen issue. They will apply citizenship knowledge and research methods to inform their campaign planning and decision-making.	Students will plan and implement their Citizenship in Action project, working collaboratively to take informed action on an issue affecting their community or wider society. They will develop leadership, organisation, communication, and advocacy skills while evaluating the impact of their actions.	Students will complete and evaluate their Citizenship in Action project, reflecting on the effectiveness of their campaign and the role of active citizenship in creating change. They will begin consolidating knowledge from Themes A-E through relevant and exam-style practice.	Students will revise key content from Living Together in the UK, Democracy of Work, and How the Law Works, strengthening their ability to apply knowledge to sources, scenarios, and examination questions. They will develop analytical and evaluative skills through structured exam practice.	Students will revise Power and Influence and Citizenship in Action, drawing connections between political participation, campaigning, democracy, and social change. They will refine their examination technique by evaluating evidence, constructing arguments, and justifying viewpoints.	Students will consolidate their understanding of the full GCSE Citizenship Studies course through targeted revision and examination practice. They will apply their knowledge of rights, democracy, law, participation, and citizenship action to contemporary issues and real-world contexts in preparation for their final examinations.	The GCSE Citizenship Studies curriculum equips students to a wide range of career pathways, including law, politics, public services, social work, journalism, civil service, community development, international relations, teaching, and charity and voluntary sector work. Through the study of democracy, law, human rights, active citizenship, and social issues, students develop communication, critical thinking, research, leadership, and problem-solving skills that are highly valued in further education, employment, and public life.	GCSE Citizenship Studies has strong cross-curricular links with WJEC Citizenship, as both subjects explore crime, law, justice, punishment, policing, human rights, and the effectiveness of the criminal justice system. Students develop their understanding of how laws are created and enforced, evaluate responses to law, human rights, active citizenship, and social issues, and consider how citizens, governments, and legal institutions work together to create a fair and safe society.
Economics	International Baccalaureate (IB)	In Year 13, students build on the economic knowledge and analytical skills developed in Year 12 as they complete the IB Economics course. They deepen their understanding of microeconomics, macroeconomics, international economics and the global economy, applying economic theory to contemporary issues and evaluating the impact of government policies, market forces and international trade. Throughout the year, students strengthen their ability to interpret economic data, analyse case studies and construct balanced, evidence-based arguments. They complete the Internal Assessment by investigating real-world economic issues and continue to develop the critical thinking, research and evaluation skills required for success in the IB Diploma examinations, higher education and future careers.				Revision/Exams	Revision/Exams	IB Economics equips students with analytical, quantitative and decision-making skills that are valued in a wide range of careers. These skills support pathways into economics, finance, banking, business management, accounting, public policy, law, data analysis and international development, while also preparing students for any profession that values critical thinking, problem-solving and informed decision-making.	IB Economics has strong links with Maths through statistical analysis, financial calculations and interpreting quantitative data. It also supports Geography through the study of global development, sustainability and resource allocation, Business through markets and decision-making, and Politics through government policy and international trade. These links help students understand how economic decisions shape individuals, societies and the global economy while developing analytical and research skills across the IB Diploma Programme.
Computer Science	International Baccalaureate (IB)	In Year 13, students build on the computational thinking and programming skills developed in Year 12 as they complete the IB Computer Science course. They deepen their understanding of computer systems, algorithms, databases, networking and object-oriented programming while applying their knowledge to increasingly complex computational problems and emerging technologies. Students complete the Internal Assessment by designing, developing and evaluating an original software solution to meet a real-world need. Throughout the year, they strengthen their programming, analytical and evaluative skills, preparing confidently for the IB Diploma examinations while developing the knowledge and independence required for higher education and careers in computing and technology.				Revision/Exams	Revision/Exams	IB Computer Science equips students with computational thinking, programming and analytical skills that are valued in a wide range of careers. These skills support pathways into software engineering, artificial intelligence, cybersecurity, data science, game development, robotics, network engineering, systems analysis and technology consultancy, while also preparing students for any profession that values innovation, logical thinking and digital literacy.	IB Computer Science has strong links with Mathematics through algorithms, logic, abstraction and computational modelling. It also supports Physics and Engineering through systems design and problem-solving, Business through decision-making, statistics, databases and technology, and Design & Technology by developing programming, innovation and creative solutions to real-world challenges. These links help students understand how computing underpins scientific research, technological innovation and modern society while developing analytical and research skills across the IB Diploma Programme.
Psychology	International Baccalaureate (IB)	Students will complete the Internal Assessment, designing, conducting, analysing, and evaluating a psychological investigation while applying ethical considerations, research methods, and statistical understanding. They will develop independence as researchers by interpreting findings, evaluating strengths and limitations, and communicating psychological evidence clearly.	Students will begin the option areas of IB Psychology, exploring Health and Wellbeing and Human Relationships through biological, cognitive, and sociocultural explanations for behaviour. They will investigate topics such as health problems, cultural influences, conformity, socialisation, and cognitive models while continuing to apply IB key concepts including bias, causality, change, measurement, perspective, and responsibility.	Students will continue exploring Health and Wellbeing and Human Relationships, investigating social learning, stress, prevalence of health problems, social relationships, and strategies for improving relationships. At the end of the term, Students will begin Paper 3 preparation by exploring qualitative research methods, ethical considerations, bias, reliability, validity, transferability, and generalisability.	Students will complete the remaining option content, exploring treatments for health disorders, communication, language, cognitive explanations of psychological research in unfamiliar stimulus material. Alongside this, Students will consolidate Paper 1 and Paper 2 knowledge through targeted revision and exam practice across all approaches and option content before their examinations.	Students will continue Paper 3 preparation, focusing on qualitative methods, researcher and participant bias, data interpretation, and evaluation of psychological research in unfamiliar stimulus material. Alongside this, Students will consolidate Paper 1 and Paper 2 knowledge through targeted revision and exam practice across all approaches and option content before their examinations.	Revision/Exams	The IB Psychology curriculum exposes students to a wide range of career pathways, including clinical psychology, counselling, mental health services, neuroscience, psychiatry, education, social work, criminology, healthcare research, marketing, human resources, and behavioural science. The curriculum also uses real-world psychological studies, research methods, and critical analysis to help students understand human behaviour, development, cognition, culture, and wellbeing, demonstrating how psychologists and researchers use evidence to understand and improve societal issues.	IB Psychology has strong cross-curricular links with IB Maths through the analysis and interpretation of quantitative data, statistics, correlations, reliability, validity, and research methods used to investigate human behaviour. Students also develop links with IB and Applied Science subjects by investigating the brain, hormones, statistics, neuroscience, and biological processes underpinning behaviour, helping them understand how scientific evidence is used to explain human experience.
Social & Cultural Anthropology	International Baccalaureate (IB)	Students will complete their Internal Assessment, conducting independent anthropological fieldwork linked to an Area of Inquiry and analysing their findings using anthropological concepts, theories, and research methods. They will critically evaluate ethical and methodological considerations, reflect on their role as researchers, and develop the skills needed to communicate anthropological arguments and evidence effectively.	Students will begin studying the Areas of Inquiry of the Body and Belonging through ethnographic research in Brazil and Papua New Guinea. They will investigate how identity, beauty, gender, sexuality, agency, community, and belonging are shaped by culture, while developing their ability to apply anthropological concepts, theories, and perspectives to contemporary global issues.	Students will continue exploring the Areas of Inquiry of the Body and Belonging through ethnographic studies from Brazil and Papua New Guinea. They will investigate how race, beauty, gender, marriage, family, and cultural traditions influence identity and belonging, while developing their ability to apply anthropological concepts, evaluate differing perspectives, and analyse contemporary social issues using ethnographic evidence.	Students will continue to explore how identity and belonging are shaped by the body, gender, sexuality, kinship, and social expectations through the ethnographies Pretty Women and Wayward Women. They will examine topics including plastic surgery, drug culture, marriage, reproduction, and community relationships while developing their ability to apply anthropological concepts and evaluate different cultural perspectives.	Students will revise the full IB Social and Cultural Anthropology course, drawing on all Areas of Inquiry and ethnographies studied throughout Years 12 and 13. They will refine their Paper 1 and Paper 2 examination skills by applying anthropological concepts, theories, and ethnographic evidence to compare perspectives, evaluate arguments, and analyse contemporary global issues.	Revision/Exams	The IB Social and Cultural Anthropology curriculum exposes students to a wide range of career pathways, including international development, humanitarian aid, social research, journalism, teaching, social work, public policy, community development, law, healthcare, diplomacy, human rights advocacy, and international relations. Through the exploration of migration, globalisation, inequality, development, human rights, urbanisation, sustainability, and the ways people interact with and adapt to their environment, helping students understand contemporary global issues from both social and geographical perspectives.	IB Social and Cultural Anthropology has strong cross-curricular links with IB Psychology through the study of identity, statistics, correlations, reliability, validity, and research methods used to investigate human behaviour, and the influence of social and environmental factors on individuals and groups. The course also links with IB Geography through the exploration of migration, globalisation, inequality, development, human rights, urbanisation, sustainability, and the ways people interact with and adapt to their environment, helping students understand contemporary global issues from both social and geographical perspectives.
Media Studies	AQA	We compare casual mobile phone games like Angry Birds and Bejeweled with more complex games like Grand Theft Auto and Minecraft. We look at how the games were made, represented within the game and how media language is used.	We analyse how Marcus Rashford and Kim Kardashian use media language in their social online presences, how they apply representations to appeal to their audiences, and how they make their money and campaign for their causes.	Exam revision - students will revisit all component knowledge and practise a range of exam questions related to each close study product.	Exam revision - students will revisit all component knowledge and practise a range of exam questions related to each close study product.	Revision/Exams	Revision/Exams	It opens doors to the dynamic creative industries, equipping you with highly transferable analytical and technical skills. You can pursue digital pathways like social media management, content creation, and digital marketing, where data analysis and audience targeting are key. If you prefer traditional media, options include journalism, television production, public relations, and advertising copywriting. The course also builds strong foundations for technical roles in video editing, graphic design, and sound engineering.	It directly mirrors GCSE English Language, as both subjects require you to deconstruct textual meaning, analyse target audiences, and decode persuasive language. If you study GCSE History or Sociology, you will find deep crossover in examining historical contexts, political bias, and how media representations shape social identities over time. For those taking creative subjects like GCSE Art and Design or Film Studies, the course reinforces practical skills in visual storytelling, page layout, and digital composition. Finally, it even links to GCSE Business, as both subjects explore advertising strategies, market research, and how commercial industries generate
Health & Social Care	BTEC AAG Nationals	Introduction to Unit 2 (Human Biology). Students will learn about the organisation of the human body, starting with cells and building up to tissues, organs and organ systems. Students will learn about energy use within the body and the importance of negative feedback loops for homeostatic regulation.	Students will study human body systems, including the cardiovascular, musculoskeletal, nervous, endocrine, digestive and reproductive systems. Students will then bring this knowledge together to understand how certain health issues can affect multiple body systems. Students will end the term with revision lessons and past papers in preparation for their exam in January.	Once the students have completed their exam they will be introduced to Unit 3 (Principles of health and social care practice). Students will learn about core values in health and social care, the importance of person-centred care and the importance of effective communication.	In this term students will learn about duty of care and how this can impact on the care received by individuals across different life stages. Students will also look at key places of regulation and organisations that have a strong impact on the provision of care.	Students will look into and assess the effect of social determinants on care. Students will also look into improving health outcomes and potential barriers to this. Students will then write up their coursework ready for submission by the end of term.	Revision/Exams	The Health and Social Care curriculum equips students to a variety of career pathways within these sectors, including nursing, counselling, mental health services, paramedics, midwifery and support worker roles.	Unit 2 of health and social care has strong links to Biology as students will need to have a detailed understanding of the workings of the human body. There are also links to Geography as students look into social determinants in Unit 3.
Business Management	International Baccalaureate (IB)	In Year 13, students build on the knowledge and skills developed in Year 12 as they complete the IB Business Management course. They deepen their understanding of business strategy, finance, marketing, operations management and human resource management, while analysing how organisations respond to ethical, environmental and global challenges. Students evaluate business performance and make strategic decisions using real-world case studies and contemporary business issues. Throughout the year, students strengthen their analytical, evaluative and research skills by applying business theories to complex scenarios and justifying decisions using evidence. They complete the Internal Assessment by investigating a real business issue and continue to develop the critical thinking, commercial awareness and independent learning skills required for success in the IB Diploma examinations, higher education and future careers.				Revision/Exams	Revision/Exams	IB Business Management equips students with analytical, leadership and decision-making skills that are valued in a wide range of careers. These skills support pathways into business management, entrepreneurship, finance, accounting, marketing, human resources, project management, consultancy and international business, while also preparing students for any profession that values communication, strategic thinking and commercial awareness.	IB Business Management has strong links with Economics through the study of markets, globalisation and decision-making, and with Maths through financial analysis, budgeting and interpreting business data. It also supports Geography by exploring sustainability, international trade and global business, and Computing through digital technologies, innovation and data management. These links help students understand how businesses operate within an increasingly complex and interconnected global economy while developing the analytical and research skills required across the IB Diploma Programme.