SDCC		Ter	m 1	Ter	rm 2	Ter	m 3
Y7 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Student cover the five strands of mathematics in this year: number, ratio and proportion, data handling, algebra and geometry with increasing depth.	Students develop their written methods and numerical manipulation, whilst also being able to estimate and round	Students build on their previous number work and begin to explore the relationship between fractions, decimals, percentages and ratio	Students are introduced to statistical concepts and begin understanding how data is presented and collected, including the use and application of averages	Students develop algebraic fluency, building familiarity with equations, expressions and formula. Students begin to form the link between sequences and algebraic patterns	Students explore the concept of Shape through the dimensions and measurements of common 2D and 3D shapes. They also develop their geometry through the application of transformations	Students continue build on the geometric concepts in half term 5 by exploring the concepts of angles, whilst also building on their number skills to understand scale.
English Language & Literature		Unit 1 – To understand the origins and purpose of narratives ar Mythology, Bible stories, Fables, Fairy Tales, The	nd explore how they influence our lives and our writing. Seven Basic Plots, Allusions, links to modern texts	texts. Students will learn about the windrush gener	ow the hero's journey structure can be applied to a range of different ation alongside studying the novel, Windrush Child	Unit 3: Love To explore how writers have attempted to understand what is meant by love, how it comes in different forms, and why it is so	
Science	key concepts of enquiry, expertise, experimentation and explanation	practice basic science skills. They learn about atoms, elements and compounds	Students build on their HT1 learning by moving on to melting and boiling and methods of heat transfer. They investigate separating mixtures in different ways before being introduced to the concepts	Students build on their learning about cells to look at how cells and tissues function in different human body systems. They will also engage in some revision for their first summative assessments.	Students continue to learn about more complex body systems such as the digestive system. They then move on to look at waves and properties of light and sound.	Students learn about plants and photosynthesis through the lens of Priestley and Isenghouz's experiments. They build on these basic principles and use them to learn about ecosystems.	Students learn about the rock cycle, the structure of the Earth and how the Earth's climate is changing. They complete their final summative assessment of the year.
French	Students develop the ability to pronounce key words and common phonemes correctly and are able to introduce	Introducing myself + basic communication French phonics, greetings, birthday, school equipment (using the present tense "I have")	My free time: first person verbs in the present and past tenses, translation	Where I live: types of housing, regions, places in town, expressing opinions	My school: school facilities, what i study, expressing opinions	My school: school rules, using the future tense, listening skills	Recap / revision of key concepts, assessment 2 + feedforward, cultural awareness
Geography	Students engage in our 5 key concepts of geography; Location, Processes, Interactions, Sustainability and Cultural Capital.	Fantastic places Continents and oceans. Our Island Home, Svalbard, Tuvalu and Tokyo, Students build an understanding of location through longitude and lattude as well as the processes of the greenhouse effect. Cultural capital is built through awe and wonder at a range of places.	Sustainable Water The water cycle, The Arai Sea, Water security in China, Sustainable water solutions. Students engage with the key process of the water cycle and the sustainable use of water. Location knowledge is built upon from HT1, and cultural capital is expanded with an introduction to Asian locations of The Arai Sea and China.	OS Map Skills Locational skills are further developed with students learning about map symbols, grid references, height and distance.	Landscapes Geological time scale, structure of the earth, plate tectonics, rock cycle, weathering, Dartmoor. Students develop an understanding of key processes responsible for the formation of features on the surface of the earth, including the formation of our local landscape Dartmoor.	Weather, climate, climate graphs, measuring weather, types of rainfall, the UK's weather, Beast from the East. Students learn ariafall, the UK's weather, Beast from the East. Students learn and the yarrospheric processes that influence weather in the UK, and the impact of interactions between weather and urban areas.	Fieldwork engulty Introduction, hypothesis, data collection, data presentation, conclusion and evaluation. Students engage in the enquiry process to complete a fletdwork investigation, using their understanding of weather processes and interactions.
History	The History Curriculum has been created to embrace the key disciplinary skills we want students to develop (explanation, consequence, similarity, difference, narration and perspective). At KS3 it has taken into account the National Curriculum requirements of History in schools. It aims	Baghdad and the development of medicine. Students will begin to learn the basic concepts of cause and effect through the study of early Baghdad. They will continue to view this through looking at how medicine and restiments have damaged in the UK. They will be taught the skills of inference and historical debate	The first unit on medicine will continue for the first part of this half term. Looking at the discipline of continuity and change. Towards the end of this half term students will look at the concept of anarchy by looking at the challenges many monarchs faced, in this half term it will be medicially almonarche who are the focus. This allows the development of perspective and importance.	The concept of monarchy and chronology is further development using case studies of various monarchs and the problems they faced. The skill of explanation will also be a focus	Challenges to the monarchy focuses on more modern monarchs and those outside of the UK	The concept of Empire is explored here by looking at the development of slavery. Looking at the impact of those involved especially those who were transported. The skill of usefulness and the concept of empathy are explored in this unit	Local Study - based on Plymouth's naval history and its role in shaping Britain's past and present. It looks at the concept of significance.
Art	The Formal Elements in Art	What is Art? A brief History of Art. Students look at the formal elements in art; colour theory, texture and pattern design work.	Basic drawing skills are covered in various materials. Students then explore the work of an artist (Amiria Gale) before then creating their own layered mixed media outcome.	Looking at photography and graphic art techniques, the students explore the work of Shamekh Bluwi and produce some digital art experiments. Texture within fish shape, photo weaving of textures,	Students focus on the artwork by the artist Vincent Scarpace as inspiration for a variety of outcomes. Students produce a research page, fish designs, scratchboard experimentation, abstract painting	Students then look at the environmental issues within the ocean and produce a piece of work aimed to highlight the effect of plastic waste in our coastal environment.	Students then revisit drawing and mark making skills, building upon the basics explored throughout the year. This time focus is on the colours and details within tropical fish, experimenting with pencil,
Computing	4 Concept Strands that form part of a broad balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revisited in a range of contexts: Creating Digital Assets Data and Information Algorithms, Data Structures and Programming	Digital Skills An introduction to Computing, covering password security and the use of a range of Google Workspace applications. Subcerts will learn how to use Google Computing Council Division, Google Doc, Steves Stokes and Mail.	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revised in a range of contexts: Creating Digital Assets Data and Information Algorithms, Data Structures and Programming Computer Systems, Networks and Artificial Intelligence	Introduction to Scratch Students will be given a short introduction to the Scratch programming language and develope condisence with using the interface to create, edit, run and debug programs. Assessment Point 1 Students will at their mid-year assessment, assessing their	Programming Essentials Students will learn about the main programming concepts: variables, sequencing, selection, the faction. They will write computer programs using 1 block-based programming environment.	Modelling Data Students will learn the principles of data modelling and how to use spreadtheast to organise data. They will use formulas and functions to perform calculations.	Working in the Cloud Sudents will complete in project where they will need to use a range of software books and applications to complete a series of tasks. They work the complete a series of tasks. They work the complete in the complete
	Computer Systems, Networks and Artificial Intelligence		Compact Systems, rectrons and rectronal management	understanding of the key knowledge covered in Term 1			Students will sit their end-of-year assessment.
Drama	Collaboration and communication, verbal and non-verbal acting skills, empathy, devising, performing and evaluating.	Introduction to Drama and Interpersonal Skills for success such as Collaboration, Cooperation, Sharing ideas, Devising from Basic Stimulus and Ensemble	Ishi - using a basic historical story to develop an understanding of empathy and different cultures with a focus on verbal and non-verbal acting skills.	Darkwood Manor: Simple characterisation through prepared and spontaneous improvisation. Storytelling and basic dramatic tension. Hot-seating of an adult performer to consider flashback technique.	Darkwood Manor continues: Simple characterisation through prepared and spontaneous improvisation. Storytelling and basic dramatic tension. Hot-seating of an adult performer to consider flashback technique.	I'll Take You to Mrs Cole: Using stimulus to create drama. Looking at textual inference and building strong characterisation Skills: Non-verbal communication, cross cutting, physical and vocal skills to develop characterisation.	I'll Take You To Mrs Cole - continues
Food Technology/Catering	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance,	Basic skills and introduction to the healthy eating guidelines. To understand the structure and function of carbohydrates, fats, proteins and micronutrients. To evaluate their skills and shop	To be able to evaluate the dishes they produce. To create time plans to follow concentrating on special points. Working with chicken which is a high risk food and knowing the hygiene points	Basic skills and introduction to the healthy eating guidelines. To understand the structure and function of carbohydrates, fats, proteins and micronutrients. To evaluate their skills and shop	To be able to evaluate the dishes they produce. To create time plans to follow concentrating on special points. Working with chicken which is a high risk food and knowing the hygiene points	Basic skills and introduction to the healthy eating guidelines. To understand the structure and function of carbohydrates, fats, proteins and micronutrients. To evaluate their skills and shop	To be able to evaluate the dishes they produce. To create time plans to follow concentrating on special points. Working with chicken which is a high risk food and knowing the hygiene points
Modern Britain	The British Values are important in modern British today. We live in a multicultural country and society which is why we learn how to live in a diverse community and how rich and vibrant that makes the UK.	Diversity - The differences and where we see them. We see deversity in the six main religions of the world. Students are able to study the different religions and understand who founded them, when they began and what they each believe in.	Democracy - To be able to understand what democracy is and how important it is to us as a country. We follow paraliment and common, House of Lords and the Monestry. All are crucial to our feedom of speech and having your say in parliament. We are able to look at the under old rows and how the work of which enables students to understand the processes around making a taw for all of the UK.	Rule of Law - Understanding why we have rules and how they stop people from committing crimes. What are our rights? and what are our reports allies? We will study the differences from a right and responsibility. To discover certain laws are needed to protect society and that we have are to be reserves that everyone to treat the contract that the second test of the standard of the rule of law and laws of the laws.	Rule of Law - Why do we need laws? How justice fits in with	Tolerance & Mutual Respect - Understanding Religious views on Islam Practices. Looking at how Muslims live their lives with the importance of following the 5 Pillers of Islam and the 10 Obligatory Acts. Students will describe the importance of prayer in religions and the Shahadan to Muslims.	Tolerance & Mutual Respect - Understanding the importance of others beliefs and how they practice their beliefs. In Islam they value their pligrimage to Mecca and the practice of almsgiving, called Zelath.
Music	Ensemble Musicianship, performance skills, elements of Music, Listening and appreciation of others	African Drumming - Students will be working on their ensemble skills by learning 3 key techniques on the Djembe Drum. Through this unit they will perform regularly, create their own rhythms and	Vocal Skills 1 - Students continue their singing journey from KS2 into 3. All students experience the opportunity to warm up and understand the importance of why we warm up. When developing	how to play these using their 5 fingers. Students are encouraged to	Keyboard skills 1 - Students are introduced to basic melodies and how to play these using their 5 fingers. Students are encouraged to play with the correct hand position. They will consider which pitch	Music Tech 1 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent	Music Tech 1 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent
PE and Health	Warm ups Training methods Decision making in activities and competition	Identifying the stages and example exercises of a warm up Developing travelling with and without equipment Developing hand-eye coordination for hitting/catching/passing	Identifying exercises for and circuit training process Identify key muscles and bones Develop skills such as jumping to a variety of landling techniques Developing decision making around when to perform skills	Identify the main elements of the cardiorespiratory system Developing decision making around when to perform skills	Identify aerobic training methods Explore the use of heart rate for exercise	Training methods for athletic events Developing hand-eye coordination for throwing and catchin Develop delivery of a and striking of a ball	Link athletic training exercises and circuit training Develop skills of running, throwing, jumping
PSE/RSE	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and	Life Beyond School: What is PSHE? Getting to know people, What is a community?, Who am I?	Celebrating Differences: Importance of being kind, learning disabilities, Islamophobia, What is a career?	Health and Wellbeing: Introduction to puberty, Puberty (Boys), What is an entrepreneur?	Health and Wellbeing: Puberty (Femsles) Friends, Respect and Relationships: Consent and boundaries, Pressure, Influence and Friends	Staying Safe Online and Offline: Avoiding Gangs and Criminal Behaviour, Work life balance	Staying Safe Online and Offline: Online Gaming, Grooming and Addiction, Careers and the future
Textiles	Learning the key skills of Textiles to produce a successful outcome	Tie Dye Bags (Part 1): Developing design skills working from 2nd hand resources, exploring a range of textile techniques and their history including tie dye. Exploring textile artists whose work is technically linked - Priscilla Jones.	Tie Dye Bags (Part 2): Students will be turning their designs and research into a drawstring bag learning how to applique, stencil, heat press vinyl and embellishment techniques before using the sewing machines to complete their outcomes. (The project will run for one term and then groups will rotate to a new technology subject)	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
Child Development							
Health and Social Care							
Media	Introduction to film: genre, narrative, characters, film planning	Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.	Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
Photography							
Sociology							
Travel and Tourism							
Spanish	Students develop the ability to pronounce key words and common phonemes correctly and are able to introduce	Introducing myself + basic communication. Spanish phonics, greetings, birthday, school equipment (using the present tense "I have")	My free time: first person verbs in the present and past tenses, translation	Where I live: types of housing, regions, places in town, expressing opinions	My school: school facilities, what I study, expressing opinions	My school: school rules, using the future tense, listening skills	Recap / revision of key concepts, assessment 2 + feedforward, cultural awareness

SDCC		Term	11	Te	erm 2	Ter	rm 3
Y8 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Student cover the five strands of mathematics in this year: number, ratio and proportion, data handling, algebra and geometry with increasing depth.	Students are able to use number types, such as factors, multiples and primes in a range of problems whilst also demonstrating confidence with their written methods	Students become confident working with proportionality and ratio, whilst being able to apply fractions and percentages to developed problems	Students are able to understand key statistical terms, whilst learning about how and why data is collected and presented in different methods	Students build algebraic confidence through understanding of equations, expressions and formula whilst also being able to apply those rules to problems and other scenarios such as graphs	Students are confident with their geometry when encountering 2d and 3d shapes. They are able to find lengths, angles and volumes	Students understand the concepts of congruence and similarity. They are also confident with completing and reading transformations
English Language & Literature		Unit 4: Fear of t To consider how and why the gothic genre allowed writers t depths of famous gothic writers and poets with a view of ur time	he Unknown o explore our greatest fears. Students will delive into the idenstanding how our fears have developed throughout	Unit 5: The Fragile Mind To explore how writers have created some of the great flawed characters in Literature. To explore our own humanity within this context. Othelin lann Lear Lafu Macheth		Unit 6: Identity To understand how writers examine the concept of identity, how it evolves over time and the impact that society has on it. Students will use knowledge from the previous units to despon their understanding of what makes us human.	
Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Students start the year learning about the reproductive systems of humans and plants. They then move on to learning about the basic principles of forces through the learn of the Earth and its position in the solar system. Students build on this by applying their forces shrowledge to investigations about springs.	Students learn about more complex chemical reactions such as metals and oxygen, acids and water. They will look at how metals are extracted from their oxes. Students then move on to learn about health and disease in humans.	Students learn atomic structure in more detail and move on to the periodic table. They then learn about different groups and trends on the periodic table before completing revision and their first summative assessment.	Students learn about forces in magnets and electromagnets. They then move on to look at genetics and variation.	Students look at forces in more detail, including some of the laws surrounding the interactions of forces. They then learn about some higher order functions in humans such as the endocrine system and CNS.	Students learn about the basic principles of electricity and circuits before completing their final summative assessment of the year.
French	Students develop the ability to pronounce key words and common phonemes correctly and are able to describe themselves and others.	My friends and me; French phonics, descriptions (age, best friend), relationships	My holidays: destinations, means of transport, holiday activities, using the past and future tenses, expressing opinions	What I listen to: Types of music, talking about a music festival, expressing opinions.	What I listen to: using the 3rd person to talk about music festivals, using ther past tense	Food: Talking about my eating habits, expressing likes and distilikes	Recap / revision of key concepts, assessment 2 + feedforward, cultural awareness
Geography	Students engage in our 5 key concepts of geography; Location, Processes, Interactions, Sustainability and Cultural Capital.	Development Development indicates attender affecting development, perceptions of Africa, physical geography of Chana, povety and improving casily of life in Chana. Students develop as with undestanding of the encoapt of control of the control of	Ocean ecosystems, food webs, oceans and climate change, Piymouth Sound - a marine national park, seegrass, overfahing and plastic in the ocean. Suderts engage in local learning as they learn about the nutural habitation our decentage, before the common state of the control of	Ecceystems - Coral Reefs Climate change, buriam, bleaching and restoration. Students continue to develop an understanding of sustainability and the oceans, with specific focus on coral seefs. Students with build location knowledge and cultural capital as they study specific examples of coral reef ecceystems.	Global population distribution, megacisties, push / pull factors, India (Mumbai / Dhamav), Students gain an understanding of opportunities and challenges. The key process of religiation is investigations with specific reference to the impact of Mumbai. Through studying Mumbai, locational knowledge of India is developed and cultural capital built.	Cold environments (Russia / Glaciation) Characteristics of cold environments, Shedia, glacial processes and infortimes. Subsettie engage in cold environments in this 2 part unit. Beginning with the characteristics of cold environments exemptified by Shedia, students develop an understanding of key Interactions in this hanh wildenses. Following this, students learn about specific processes at work in cold environments through glaciation	Saudi Arabia and The Line The Middle East, characteristics of hot olimates, sostal-able unth sturnes. In this topic, students learn southern than the student of the students learn East, Initially developing their locational knowledge, students also discuss physical characteristics of hot climates. Sustainability is considered in the form of the furnities. The Line project.
History	The History Curriculum has been created to embrace the key disciplinary skills we want students to develop (explanation, consequence, similarity, difference, narration and	Empire and problems in the 20th century - this module builds on the Year 7 module of slavery - looking specifically at the reasons for the desire for an Empire and the impact it had on the indigenous people . It culminates in looking at how this led to WW1 becoming a world railbur than a European war. It examines the	Turning points WW1 and WW2 - this unit looks at the significant events of WW1 and WW2 which had an impact on the outcome of the war. It introduces the idea of importance	The Civil Rights Movement in Great Britain. Looks at the Empire Windrush, 1958 Race Riots and Enoch Powell and the Race Relations Acts Develops the skills of empathy and usefulness	The Civil Rights Movement in the USA This focuses on the ending of Silvery, the development of the Jim Crow laws and the formation of the KKY. There are case studies on Little Rock 9,Emmett Till, Montgomery Bus Boycott and the campaigners. Specifically locking at the role of the individuals.	This unit looks at the concept of continuity and change through the study of crime across the ages	Fun through time - looks at how entertainment has changed from Medieval to contemporary society
Art	The Formal Elements in Art	Students begin the year re-visiting basic skills in numerous materials, producing a series of still life studies on the theme of Food.	Students start to explore the work of artists, using Claes Oldenburg as inspiration to produce colourful 3D clay cupcakes and Michael Craig Martin to produce colourful graphic still life images.	Students continue to experiment in a range of materials which includes photography, acrylic paint and digital manipulation, developing their understanding of the various materials explored.	Natural Forms is the inspiration, when students produce observational studies, further developing their skills in a range of materials and techniques.	Students explore the work of artists, using Peter Randall-Page as inspiration to produce mixed media images and Kate Malone to produce colourful and organic coll pots.	Students continue with their creative exploration, exploring numerous printmaking techniques.
Computing	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revisited in a range of contexts: Creating Digital Assets Data and information Algorithms, Data Structures and Programming Computer Systems, Networks and Artificial Intelligence	Data Representation Students will learn how data is represented in Computing Systems. They will gain an undestanding of how brany is a Computing Systems. Students will learn the resident of the Computing Students will learn the resident of the consideration of the resident of the control of the computer of the desired of the computing students of the co	Introduction to Python Programming This until throduces learners to test-based programming with Python. The leacens form a journey that starts with gradually review on through affirmation operations, randomness, selections on through affirmation operations, randomness, selection, common misconorions and placed on teaching common misconorions and elucidating the mechanics of program execution.	Python Programming Projects Students will solv bounds completed a number of computational thirthing challenges in ofter to solve computational thirthing challenges in ofter to solve computational thirthing challenges in ofter to solve computational thirthing challenges in other to solve computational thirthing challenges in other to solve and computational thirthing challenges in the challenge in the challenge covered in Term their understanding of the key in controlled on Covered in Term	Computing Systems Students will gain an understanding of the different components that make up Computing Systems. For example, the use of the CPU, Manney and Storage, They suggested that the CPU, Manney and Storage, They Systems and the role and purpose of Operating Systems.	Mobils App Development II is avoid intered interest on supplier or every production read, as well as the united business of the processing the project immages of the every production read project immages of evelopper in coding or for project immages of evelopper in coding or for order being own mobils app. Using App. List form code cop, is among attendances with the coding evincement of immages of the code in the code of the code of the project. I cannot will be select understanding the project. I cannot will be code or understanding the project. I cannot will be consigned the project of the smaller, more consistent of the code of the	Assessment Point 2 Students will set heir end of-year assessment. Web Design Projects Students will use Google State to create a website for a given purpose.
Drama	Building performance and acting skills. Interpretation of script. Using historical stimulus to develop prepared and spontaneous improvisation, mantle of the expert.	Aberfan: Exploring Historical context of the Aberfan Disast Infants and Junior School. Skill development - spontane scripti	ng.	Mystery Pictures: Building narrative through image stimulus. Skill development whole class in-role, hot-seating, cross-cutting, flashback and direct address to audience.	Mystery Pictures - Continues	Script Work: Reading sections of script, Scary Play, to develop understanding of plot, context and characterisation. Skill Developmer: - text work reading stage directions, proxemics, end on staging, learning lines, vocal and physical acting skills.	
Food Technology/Catering	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	To know what a commodity is in food production. To understand what he different commodities are, how they are produced or reared and how they can be cooked and used to produce different recipes. Students will then cook with theses commodities, building on their skills from last year and learning how to use the hobs. They will then learn.	To know what a commodity is in food production. To understand what he different commodities are, how they are produced or reared and how they can be cooked and used to produce different recipes. Students will then cook with theses commodities, building on their skills from last year and learning how to use the hobs.	To know what a commodity is in food production. To understand what he different commodities are, how they are produced or reased and how they can be cooked and used to produce different recipes. Students will then cook with theses commodities, building on their skills form last year and learning how to use the hobs. They will then Rule of LawTolerance & Mutual Russect. To	To confinue to learn about commodifies, where they come from, how they are reared and how they can be used. They will also learn how to create simplans for other people to use to produce a dish with confingencies for possible issues that may arise	To know what a commod by is in food production. To understand what he different commodities are, how they are produced or reared and how they can be cooked and used to produce different recipes. Students will then cook with these commodities, building on their skills from leat year and learning how to use the hobs. They Tolerance & Mutual Respect. Jooking at Christianily.	To continue to learn about commodities, where they come from, how they are reared and how they can be used. They will also learn how to create timeplains for other people to use to produce a dish with contingencies for possible issues that may arise
Modern Britain	The importance of the British Values to the UK and especially how we carry these values out every single day in our lives and our communities.	Diversity - What does it mean and where do we see it? How we dout with prejudice and streetyping and understanding other cultures that like in the LIK. BLM and racial equality play a major role in acceptance of others and all of us being equal for all human hind.	Democracy - Understanding what is a democracy and what is a detactorality. Learning that we live in a democracy and the role of parliament. Students can be an about the role of a Member of Parliament and their duties and responsibilities. To understand the purpose of political parties and how the value that developen has a choice and opinion when it comes to voting in a general choice and opinion when it comes to voting in a general choice and opinion when it comes to voting in a general choice and opinion when it comes to voting in a general choice.	understand the attacks which are related to terrorism on the U.K. We look at the impact of the attacks and how society comes together in solidarity, showing the mutual respect for all victims and communities. We describe how people feel when an attack happens and learn about the first responders and security that is involved in keeping us	Tolerance & Mutual Respect - looking at Christianity as a religion and the practices of a Christian. Introducing the practice of prayer and communicating to God; the importance of sacraments for Christians and what it means to them.	teachings and beliefs for Paper 1. From the nature of God to the creations story and how different people have different views on how the world was created. Perhaps scientifically or by the omnipotent powers of God. All of the work can be considered from a religious view or humanist view depending on your ideas and	Tolerance & Mutual Respect - locking at Christianity as a religion and how it is the major religion in the UK today in modern Britain. We also discuss two other main religions in the UK which we also show mutual respect to. Judaism and Buddhism are every popular religions in the UK and actoud the world. We explore their
Music	Collaboration, elements of Music, performance skills, listening and appraising , accessing a digital workstation	Reyboard skills 2 - Students continue their keyboard work into Year 8, looking at cherd progression and structures. They look at the chords C, A, F and G and consider how the order might affect the way they sound. Students will play chords to a selection of opp songs and work on their timing an rhythmical skills.	Keyboard skills 2 - Students continue their keyboard work into Year 8, looking at chord progression and structures. They look at the chords C, A, F and G and consider how the order might affect the way they sound. Students will play chords to a selection of pop songs and work on their timing an rhythmical skills.	Music Tech 2 - Students are given an insight into how music can be created using technology, Students will be encouraged to consider which samples, or loops might fit a stimutus, such as silent film. Students will be introduced to inputting through other eligital convidens, such as Musescore and Sibelius.	Music Tech 2 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent tim. Students will be inhoduced to inputsing through other rigital providers, such as Musescore and Students.	Musical Theatre-Students are introduced to the scripting and songs of Roald Dahl, Charlie and the scripting and songs of Roald Dahl, Charlie and the chocolate Factory. They build on their skills from Vocal skills 1, focusing on developing their pitch and moving from speech into song. The song students focus on is, The got a golden ficiler.	differences and why they are important to their followers. Musical Theatre-Students are introduced to the scripting and songs of Roald Dahl, 'Charlie and the chocotable Factory. They build on their skills from Mocal skills 1, focusing on developing their pitch and moving from speech into song. The song students focus on is, "Ye got a golden ticket".
PE and Health	Warm up and cooldowns Functional exercise Fitness testing	The effects of a warm-up Develop attacking principles of play Develop passing/shot varieties	Examples of a cool-down Develop passing/shot varieties Develop agility to quickly change direction	Explore the use of external resistance for exercise Link fundamental skills to context specific skills Develop resilience to keep trying different activities	Explore mobility training techniques and exercises Create space by changing speed, direction and double movements.	investigate fitness testing for sprints and jumps Develop ball delivery techniques	Investigate fitness testing for muscular endurance and agility Combine movement skills to perform in a variety of events
PSE/RSE	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Proud to be Met; Employability and Enterprise Skills, Proud to be met, Careers and Aspirations, What are my interests?	Equality and Diversity Explored: Equality Act and Protected Characteristics, LGBTQ+ What is It?, Rights Across the World, Superhero CVsI	Identity, Relationships and Sex Education: Introduction to Relationships, Sexual Orientation, Periods and Menstruation Cycles	Identity, Relationships and Sex Education: Introduction to Contraception Physical Health and Mental Wellbeing: What is Mental Health?	Physical Health and Mental Wellbeing: Child Abuse Dangerous Society Online and Offline: Cyber Bullying	Dangerous Society Online and Offline: Grooming Boys and Girls, Child Exploitations and Online Protection
Textiles	Learning about ancient methods of fathic decoration from Indonesia as well as developing key Textiles skills	Reduce, Reuse, Recycle: Developing research and majdcal skills to form opinions by exploring the work of transjectal skills to form opinions by exploring the work of the state of the skills of the s	Reduce, Reuse, Recycle (Part 2): Students continue their project by embellishing their Batik designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sewing machine skills to make their outcome. (The project will run for one term and then groups will relate to a new technology subject)	Radaca, Reusa, Bacycler, Developing issearch and analytical skills to brem opinions by vegolering the work of Textile artist Wanessa Barragão. Exploring a range of textile techniques using upcycler materials including weaving, Batik and fabric inks.	Reduce, Resea, Recycle (Part 2) Students continue their project by embediating their fask designs with books, sequins and buttons. They will develop their pattern cutting is nowledge as well as developing severing machine skilled make their outcome. (The project will run for one term and then groups will rotate to a new technology subject)	Reduce, Reuse, Recycle: Developing research and analytical skills to form opinions by exploring the work of Testile artist Vantesas Barragio. Exploring a range of textile techniques using up-yoled materials including weaving. Batk and fabric inks.	Reduce, Rouse, Recycle (Part 3): Students continues their project by embelsibing their Balls designs with beads, sequins and buttons. They will develop their pattern cutring knowledge as well as developing sewing machine skills to make their outcome. (The project will are for not term and then groups will rotate to a new technology subject)
Child Development							
Health and Social Care							
Media	Introduction to image and video editing; repurposing assets for advertising and marketing films	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion, Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.
Photography							
Sociology							
Travel and Tourism							
Spanish	Students develop the ability to pronounce key words and common phonemes correctly and are able to describe themselves and others.	My friends and me; French phonics, descriptions (age, best friend), relationships	My holidays: destinations, means of transport, holiday activities, using the past and future tenses, expressing opinions	What I listen to: Types of music, talking about a music festival, expressing opinions.	What I listen to; using the 3rd person to talk about music festivals, using ther past tense	Food: Talking about my eating habits, expressing likes and dislikes	Recap / revision of key concepts, assessment 2 + feedforward, cultural awareness

SDCC		Terr	n 1	Ter	rm 2	Ter	m 3
Y9 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Student cover the five strands of mathematics in this year: number, ratio and proportion, data handling, algebra and	Students will develop fluency with special types of number such as indices, roots and proficiency in standard form, whilst also considering how fractions interact	Students develop a deeper understanding of number through application of ratio, whilst also exploring the significance of percentage change. Crucial financial skills are developed through understanding of repeated	Students develop their data analysis and statistical awareness through study of averages, probability and data presentation. These skills have professional applications and students are taught to understand	Students expand their algebraic vocabulary through becoming confident at manipulating, solving and simplifying. These skills are applied to graphs and this continues the earlier taught skills of inference and	Students apply algebraic skills developed earlier into finding perimeters, areas, lengths and volumes of complex and uncommon shapes. The also further develop the twin skills of algebra and geometry to solve	Students are able to understand and apply the relationships between compound measures and how they relate to real life problems. This is coupled with a deeper understanding of transformations and how they
English Language & Literature	geometry with increasing depth.	Unit 7: Conflict To explore the ways in which writers try to understand why study the WW1 play, Journey's End and look at conflict por of markind. Text. Journey's End	percent change and it's real life application and how humans can be so destructive. Students will try across time to understand the destruction and power	inference and bias Unit 8: Dystopia To understand how writers have exploited ideology and manipulated mindsets in order to explore our deepest fears of the future whilst studying George Orwell's Nineteen Eighty-Four.'	understanding	specific angle problems involving 2D shapes Unit 9: Rhetoric and Revolution To explore how great orators can influence, shape and change our world through a number of influential speeches. Students will learn the art of rhetoric in preparation for their Spoken Language Assessment.	can be combined Spoken Language GCSE Endorsement
Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation		Biology: Cell specialisation Chemistry: Pure and impure substances	Biology: Health and disease Chemistry: Atmospheric pollution	Biology: Non-communicable diseases Chemistry: The Earth's atmosphere	Biology: Treating diseases and infections, cell transport Physics: Speed and velocity	Biology: Photosynthesis, the cell cycle and cell division Chemistry: Review of previous learning
French	explanation Students develop the ability to pronounce key words and common phonemes correctly and are able to describe a	Physics: The particle model	Physics: Scalar, vectors and forces		Physics: Energy stores and transfers		Physics: Review of previous learning Leisure time Talking about hobbies and free time activities.
French	and are able to describe a healthy lifestyle.	My family and me Introduction to basic French cult	ure and pronunciation. Introduce yourself, Physical Tectonic Hazards	My family and me Introduction to basic French cult	ture and pronunciation. Students will learn to talk ab		Coasts
Geography	Students engage in our 5 key concepts of geography, Location, Processes, Interactions, Sustainability and Cultural Capital.	Our Urban World Economic sectors, TNC's, chore towns, dereliction, regeneration, suburbanisation, sustainable transport. Students learn about key urban processes and connect these to a sustainable future for our urban areas. Local examples throughout bulle cultumal capital and an understanding of the local place.	Plate movement, earthquake formation, effects and responses (Nepa) 2015 and Chile 2010, volciances formation, effects and responses (Fonga 2022), risk management. With the foundations of geological time and the structure of the earth built in Y7, students now learn about the processes that affect the surface of the earth. Cultural capital is built through an empathetic approach to effects and responses.	River processes and landforms Fluvial processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found in rivers. An understanding of the interactions between natural processes is developed.	Causes of flooding, flood hydrographs, hard and soft engineering. Students further consider the interactions between human and physical processes of revers interact with the human processes of reverse interact with the human processed of urbanication. Sustainable futures are considered in flood management and environmental design and cultural capital is built through the consideration of the real effects of flooding in the Somerant Levels.	Coastal processes and landforms Coastal processes, ensoinal and depositional landforms. Students focus on key processes that creat he shape and landforms found along the coastline. An processes is developed. Students develop locational knowledge as the learn about the dorset coastline, specifically Swanage and Studland.	Flood management, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of coasts interact with the human process of urbanisation. The properties of the process of the process of and environmental design and cultural capital is built through the consideration of the real world flood management examples of Lyme Regis, which include a field/work vist.
History	The History Curriculum has been created to embrace the key disciplinary skills we want students to develop (explanation, consequence, similarity, difference, narration and perspective). At KS3 if has taken into account the National Curriculum requirements of History in schools: It alims to History in schools: It alims to a students knowledge of their contemporary world, while inspiring a lifelong love of History.	Life in Nazi Germany explores how the lives of ordinary people were changed by Hiller and the Nazis. It looks at these changes through the medium of sources specified by the medium of sources services seems to a Study of the Heldocaust.	Holocaust is studied during the first part of this half term. This is a computiony unit on the National Curriculum. This leads no to looking all certain events like Pearl Halboor and the diopping of the atom bornth which have Halboor and the diopping of the atom bornth which have The term culminates in a short case study of Russia around 1917	An introduction to the Cold War 1943-61: this looks at how the Cold war develope, the causes and consequences	This term builds on the introduction to the Cold war by focusing on its main flashpoints	This looks at significant events and people which can be seen as a luming point in the 20th century. It aims to explore with these are seen as such significant events are of colors at the process of the second point and the stereodypical view.	Thus is a continuation of term 5
Art	The Formal Elements in Art	Students begin the year re-visiting basic skills in numerous materials, producing a series of studies based around facial features and expressions. Observational studies are developed into a ceramic outcome inspired by the artist Franz Xaver Messerschmidt.	Students explore the work of artists, using Francoise Nielly as inspiration to produce colourful studies in oil pastel and paint.	Many artists explored printmaking as a medium. Students look at these techniques, Andy Warhol and monoprinting; Shepard Fairey with mixed media and screenprinting.	Artist and photographer, Paul Rankin is then used as inspiration for a series of manual edits, exploring popular culture and its link with the arts.	Students start to personalise their work under the theme, loons & Idols. Looking at facial features, students produce different studies, working towards a detailed portrait drawing of their icon or idol.	The students then develop their work into a personal outcome using some or all of the techniques previously explored.
Computing	4 Concept Strands that form part of a broad, balanced Computing Education have been dentified, these stands are regularly revisited in a range of confects. Creating Digital Assets Data and Information Algorithms, Data Structures of Computer Systems, Networks and Artificial Intelligence and Artificial Intelligence	HTML Programming. Students will learn how websites are constructed and they will use HTML and CSS to design and format websites effectively.	This unit takes learners on a journey of discovery of claringues that learners on a journey of discovery of claringues that learners on a journey of discovery of claringues and claring the residents. The learners self start by considering the value their data holds and what by considering the value their data holds and what projections only single self-to-learners of their self-t	Ethics in Computing Following on from their topic on Cyber Security, learners will begin be registered. Computing considerations and Computing Associated Point 1 Students will all their red year associations Term 1 Term 1	Spreadsheets and Data Science Sudents will one a range of specialized tools to sushyon and present data officioway	Images and Image Editing Students will barn how computer systems store image odas. They will investigate the factors that affect the practical image-editing skills using software applications.	Data Science Into sun learners will be introduced to data science, in this sun it, learners will be introduced to data science, in the sun it is sufficient to the sun interest to support to such a sun interest to support to supp
Drama	Ensemble skills, script work, physical theatre skills: mime, exaggeration, stage combat, vocal and physical acting skill development, awareness of audience interpretation.	Devising Drama from stimulus - Topic: Young Offenders. In Improvisation, Monologue and whole class In-role. Buildin complex characterisation.	ncludes Script Writing, Prepared and Spontaneous j backstory, dramatic tension , nuance and more	Silent Movies and Physical Theatre: . Developing grotesque exaggerated storytelling skills which use non-verbal skills to tell a story to music. Building into an understanding of Physical comedy	Silent Movies - continues	Working with Script: Blood Brothers. How to build dramatic tension on stage, Learning lines. Making independent decisions about staging, characterisation and semiolics. Off-text development of narrative.	Blood Brothers - contines
Food Technology/Catering	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	To understand about seasonal food, food wastage and where our food comes from. To evaluate dishes that they have prepared using sensory word. To prepare and cook high skill dishes.	To understand about factors that affect our choice of food. To learn about different types of international cuisine and our British cuisine. To evaluate a dish that students have made.	To understand about seasonal food, food wastage and where our food comes from. To evaluate dishes that they have prepared using sensory word. To prepare and cook high skill dishes.	To understand about factors that affect our choice of food. To learn about different types of international cuisine and our British cuisine. To evaluate a dish that you have made.	To understand about seasonal food, food wastage and where our food comes from. To evaluate dishes that they have prepared using sensory word. To prepare and cook high skill dishes.	To understand about factors that affect our choice of food. To learn about different types of international cuisine and our British cuisine. To evaluate a dish that you have made.
Modern Britain	The importance of the British Values in modern Britain and how we see and learn about them every single day when it comes to rule of law and peace and conflict.	Tolerance & Mutual Respect - Theme, Religion Human Rights - & Social Justice studying the importance of human rights and social justice for everyone. The views of being prejudice and looking at stereotypes and how society deal with different beliefs. In today's society we see the role of women changing because of human rights and equality, along with how we deal with wealth and exploiting the poor.	Religion, Crime and Punishment - how this impacts on the lives of two religions. What they believe about the reasons for crime and how they are tested when a crime is committed. Understanding from the point of reasons for crime and how we treat criminals in the UK. From the religious views of forgiveness for the words; that people do. The aims of punishment and for remaining the properties of the properties of the properties of the them.	Religion, Grime and Punishment - We understand the reactors for wars and why greed, self defence and retailation can be seen as good or bad measures. We describe weapons of mass destruction and the impact of them to countries and individuals around the world. We study the Just War theory and how it came about - the relevance of the theory today and whether it is a good way to justify going to vaw with another country.	Religion, Peace and Conflict - We understand what is violence and what is protesting and the importance of a peaceful protest in our society. We look at world wars and the reasons for them, looking a greed, self defence and retallation. Students will study responses to war and pacifism.	Religion, Peace and Conflict - We look at victims of war and how they are helped and supported through charities that are supported by Christians and Muslims. We study war and why some wars are started and for what reasons.	Religion and Values - this topic looks at the quality of life and why life is important. The decisions we make as individuals: and olying money to the poor and needy, We study how we can help others in their need and the charities that support in times of conflict and natural disasters.
Music	Ensemble skills, Reading musical scores, elements of Music, Accessing a digital workstation	Keyboard skills 3 - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.	Keyboard skills 3 - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play "Hallelujah".	Ukulele Ensemble Musicianship-Students are encouraged to strum using a variety of rhythms, but use a pick or plectrum should they need support. After developing their knowledge of the 4 chords, students return to 'Shake it off', by Taylor Swift to play the same song, but on a different instrument.	Listening and Appraising - Students return to the final part of their listening skills by continuing to be exposed to range of Musical Genres. Students will also be exposed to watching Musical performances and identifying what they can see.	Music Tech 3 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sbelius.	Music Tech 3 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sibelius.
PE and Health	Resistance and weight training Tactical principles Exercise Intensity Benefits of exercise	Free weight training techniques Develop communication skills	Free weight training techniques Develop power to aid performance	Combining Sport Specific training methods and exercises Develop attacking and defending tactical principles	Explore exercise intensity and the principles of training re skills and describe how they connect through physical states.	Long term benefits of exercise Explore shot selection according to opponent positions	Explore the use of technology in exercise Link exercise methods to events
PSE/RSE	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Labour Market Information, Finance Budgeting and Employment, What are my skills?	Health and Wellbeing: How self-esteem changes, What is a Penis?, What is a Vulva?, Life after school.	Sex, The Law and Consent: Sexual Consent, FGM and the Law, Relationships and Partners	Sex, The Law and Consent: Why Have Sex?, Delaying Sexual Activity	Legal and Illegal Drugs: Different Types of Addictions, Cannabis Products	Contraception and STIs: Contraception - Condom, Contraception Explored
Textiles	Learning about image transfer techniques and refining their embellishment skills developed in year 7 & 8	Icone: Developing research and analytical skills to form opinions by exploring the work of lettle artist Viction or property of the property of the state of the control of	Icons (Part 2): Students will personalise their icons by esploring a range of techniques inspired by the textile sartist Victoria Villacana as well as taking inspiration from their icon to create a textile portrait using hand embroideny, machine embroideny and developing their embroideny, machine embroideny and developing their embellishment techniques to complete their outcomes. (The project will run for one term and their groups will rotate to a new technology subject)	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
Child Development							
Health and Social Care Media	Genre, Film Language, Video Production, Camera	Film Production and Advanced Video Editing. Use of camera in moving image productions. Advanced film analysis including mise-en-scene (visual film language), sound and genre.	Film Production and Advanced Video Editing. Use of camera in moving image productions. Advanced film analysis including mise-en-scene (visual film language),	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
	Video Production, Camera Work, Video Editing	amaryars including mise-en-scene (visual film language), sound and genre.	analysis including mise-en-scene (visual film language), sound and genre.				
Photography Sociology							
Travel and Tourism							
Spanish	Students develop the ability to pronounce key words and common phonemes correctly and are able to describe a healthy lifestyle	Students are able to discuss what they eat and	l don't eat and what makes a healthy liferable.	No. Starbula-			Leisure time Students will develop the skills to describe their fine time and leisure activities. Using time phrases, intersifiers and adjectives, students will talk about their hobbies and begin using opinions and reasons to add complexity to their work.
		and and to another what they eat and	and what makes a meanify illestyle.	1,		1	1

SDCC	Concepts	Ter	m 1	Ter	m 2	Ter	m 3	
Year 10		Half Term 1	Half Term 2 Foundation: Students develop fluency with complex algebraic	Half Term 3 Foundation: Students expand on their geometric skills and are able	Half Term 4	Half Term 5 Foundation: Students demonstrate fluency within Geometry by	Half Term 6	
l	Student cover the five atrands of mathematics in this year: number, ratio and proportion, data handling, algebra and geometry with increasing depth.	Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decimals and ratio. They can apply the laws and understanding to a	Foundation: Students develop fluency with complex algebraic concepts and their application to problems.	Foundation: Students expand on their geometric skills and are able to calculate lengths, areas, perimeters and volumes of complex and compound shapes	Foundation: Students develop data, numerical and algebraic skills through work on inequalities, sequences and probability	applying their learning to real life applications such as loci, constructions and plans and elevations	Foundation: Students are able to interpret and evaluate venn diagrams, frequency trees and probability trees	
Maths	ratio and proportion, data handling, algebra and geometry with	particular the relaxionation and apparation or tractions, numbers, decimals and ratio. They can apply the laws and understanding to a range of real life applications and problems. Higher: Students apply numerical filency to more complex problems involving truncation, bounds and proportionality	Higher: Students understand institional numbers and are able to understand and manipulate Sunds. They are also able to build on algebraic fluency to delve into more complex applications with simultaneous equations and rearranging formula.	Higher: Students are introduced to complex data analysis and presentation for data within frequency tables, such as Histograms, Cumulative Frequency Graphs and Frequency Polygons	Higher: Students demonstrate the ability to find missing values in complex 2D and 2D shapes whilst being confident in using algebraic application when finding angles	Higher: Students develop complex algebraic skills through the development of Quadratics, while also apply their algebraic skills to numerical and geometrical problems with rigonometry and algebraic fractions	Higher: Students are able to use Loci, Bearings and constructions with a range of real life and abstract problems	
	increasing depth.	problems involving truncation, bounds and proportionality	simultaneous equations and rearranging formula	Cumulative Frequency Graphs and Frequency Polygons	application when finding angles	numerical and geometrical problems with trigonometry and algebraic fractions		
English		Language analysis - students read a variety of fiction and non-fiction extracts in preparation for English Paper 1. Students will also look at some coeffict poetry in preparation for Literature Paper	A Christmas Carol' by Charles Dickens. Students consider the	Macbeth' - Students learn about the Jacobean context of the		fictional extracts in preparation for English Paper 1.	English Paper 1: Language analysis - students read a variety of fictional extracts in preparation for English Paper 1.	
English Language & Literature		also look at some conflict poetry in preparation for Literature Paper 2.	A Christmax Carol' by Charles Dickens. Students consider the context of Victorian London, themses such as transformation and redemption and social responsibility.	Macbeth' - Students learn about the lacobean context of the writing of 'Macbeth', including lames I, witchcraft, position of women in society, lacobean theatrical conventions.	Theme of 'identity' - study of poetry and creative writing in preparation for Language Paper 1 and Literature Paper 2.	English paper 2: Non-fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, women in society, children in society, education,	English paper 2: Non-fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, warner in society, children in society, education,	
	Destruit house should	Biology: Cell division and DNA,	Biology: Structure of the heart and lungs		Biology: Evolution and genetic manipulation	commerce, labour.	commerce, labour. Biology: Recap of previous topics	
Combined Science	Students learn about science through the key concepts of enquiry,	Chemistry: Types of Bonding	Chemistry: Crude oil and fuels	Chemistry: Properties of the periodic table	Chemistry: Extraction of metals	Chemistry: Acids, alkalis and neutralisation	Chemistry: Concentration and mole calculations	
	and explanation	Physics: Electrical circuits and current.	Physics: Resistance in circuits	Physics: Forces and acceleration	Physics: Calculating energy transfers	Physics: Nuclear radiation	Physics:Recap of previous topics	
Triple Science (Option)	Students learn about science through the key concepts of enquiry,							
(Option)	expertise, experimentation and explanation							
French		The bit wide world				At school Describing school, teachers, subjects, school uniform and school nules.	At school Talking about school clubs; comparing French and British schools; comparing primary and secondary schools.	
		Describing holidays and travel.	From the town to the countryside Describing towns and regions.	Econ the town to the countrylide Describing towns and regions.				
	Students engage in our	The urban world Megacilies, Rio (opportunities and challenges), improving life for he urban poor, austimated urban development. Students develop their understanding of the process of urbanisation, a significant shady of 100 increases locational knowledges and cultural capital. Students also develop their understanding of sustainability, in refusit, such grant process of the students and cultural capital. Students also develop their understanding of sustainability in freeling.	Usban Change in the UK When pages leve in the UK, Eristel (appointed and chilling pages) leve in the UK, Eristel (appointed and chilling pages) leve in the UK, Eristel (appointed and Errepho Caster regeneration. Stackets develop their understanding of the process of usbanisation from a UK perspective. A significant tasky of theirid increases locational knowledge and cultural capital. This includes a fishbench appointure of the process of theirid increases locational knowledge and cultural capital. This includes a fishbench	Ecosystems, users as regions. The Living World Ecosystems, ponds, tropical randrosess, causes and impacts of deferentation (Malayrais). Students learn stack lays complex interactions in the natural world which work together to create anne-troping natural beauty. Students consider unstandals approaches to the use of the referents, and cubural capital built as they debate the advertiges and disadvantages of deferentation.	The Living World Characteristics of cold environments, plant and animal adaptations, excouncies opportunities and challenges in cold environments. Students learn about lays complies inferractions in the natural world which work together to create new-inspiring natural beauty. Locational knowledge is developed as a shotter a study Switzed in the Arectic Circle.	Weather Mazards and Climate Change Global strong-host circulation, formation of loopical storms, see the strong-host circulation, formation of loopical storms, see the strong-host circulation, formation and schops and strong-host circulation and schops and schops and strong-background and schopsher processes and how these processes interact with the harms world. Cultural capital is developed through straightic consideration. The strong-host consideration is related with the harms world. Cultural capital is developed through straightic consideration.		
Geography	Students engage in our 5 key concepts of geography; Location, Processes, Interactions, Sustainability and Cultural Capital.	for the urban poor, sustainable urban development. Students develop their understanding of the process of urbanisation. A	Temple Quarter regeneration. Students: develop their understanding of the process of urbanisation from a UK	interactions in the natural world which work together to create awe-impiring natural beauty. Students consider sustainable	adaptations, economic opportunities and challenges in cold environments. Students learn about key complex interactions	global and UK weather hazards, causes mitigation and adaptation to climate change. Students learn about global	Revision and Mock Exams During HTE, students will complete a mock exam. The exam will be Paper 1 of the GCSE.	
	Sustainability and Cultural Capital.	cultural capital. Students also develop their understanding of sustainability, studying urban sustainability in Preiburg.	perspective. A significant study of Bristol increases locational knowledge and cultural capital. This includes a fieldwork	approaches to the use of the rainforest, and cultural capital is built as they debate the advantages and disadvantages of	ave-inspiring natural beauty. Locational knowledge is developed as students study System, in the Arctic Circle.	the human world. Cultural capital is developed through empathic consideration of effects and responses to natural	Pager 1 of the GCSL.	
					Conflict in the Middle East- explores the origins and development of Israel and the impact it has			
History		The Weimar Republic- this builds on the unit in Year 9 on Nazi Germany. It looks at the events and consequences of WW1 on Germany and the establishment of the Republic	Henry and his Ministers - looks at the role of Wolsey both home and abroad	Henry and his Ministers - looks at the role and impact of Thomas Cromwell. The Break with Rome and religious changes		The Development of medicine - causes of disease, treatments and the development of who and how the sick are treated from 1250 to 2000	Continues the study of Medicine through time with a recap on the Western Front	
Art	The Formal Elements of	Urban Structures is used as a theme for the year 10 work. A brief History or Architecture is explored first, looking at basic drawing skills and producing a series of studies of parts of buildings, thoughout history in different materials.	Students then look at various artists and explore the materials and techniques they used to develop their skills and produce creative outcomes for their coursework. In Musphy - Micon media, pen & ink. Lucy Jones - Mixed media and monoprinting.	John Brickels - Ceramic construction. Boyle Family - Mixed media, ceramics and paint. Alexa rder Rodcheela - Photography and printmaking. Faul Cartherall - Reduction line printm.	Mark Powell - Bino detail onto mixed media. Students then develop their ideas into a final outcome for the unit of work. This is based on the explorations into the various artists, materials and techniques.	Students produce work under the theme of Identity. Developing their creative skills through exploration of various maties and techniques. Exploring the work of statists and/or designers that are influenced by the theme of identity.	Students focus on developing personal outcomes based on their investigations. The aim of this unit of work is for the student to independently expire the creative process, developing the skills required for the exam unit.	
ART.	Att	skills and producing a series of studies of parts of buildings, throughout history, in different materials.	creasive outcomes for their coursework. Ian Murphy - Mixed media, pen & ink. Lucy Jones - Mixed media and monoprintino.	Awarder Rodchenko - Photography and printmaking. Paul Catherall - Reduction lino prints.	of work. This is based on the explorations into the various artists, materials and techniques.	materials and techniques. Exploring the work of artists and/or designers that are influenced by the theme of identity.	student to independently explore the creative process, developing the skills required for the exam unit.	
	Topics as identified in	1.1 System Architecture Students will learn about the purpose of the CPU, common CPU components and the components of the Ven Neumann architecture. They will learn about the factors that affect CPU performance and investigate the characteristics of embedded spotters.						
	Topics as identified in the OCR GCSE Specification.	components and the components of the Von Neumann architecture. They will learn about the factors that affect CPU performance and investigate the characteristics of embedded	1.2 Memory and Storage Students will begin by investigating the difference belower Students will begin by investigating the difference belower Students will receive by the students belower RAM and ROM and how within emercy is used in computing systems. Students will be justified the difference belower RAM and ROM and how within emercy is used in computing systems. Students will be justified to investigation be common signal of characteristics. Students will learn should the unified of storage characteristics. Students will learn should the unified of storage emcoded and storage in computer systems. The and consider and storage is computer systems. The and investigate how compression is used and the difference Statemen below will characteristics.	1.1 Computer networks, connections and protocols founders will investigate the type of extends (3.4% and 10.30) and to compute the type of extends (3.4% and 10.30) and go on the region the headers component for an used in computer networks. Exidences will gain an understanding of the action of the internal on investigate the 50's years, looking, protocols and the computer of the computer of the computer of protocols and the computer of protocols and protocols and protocols protocols and protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols protocols				
	4 Concept Strands that form part of a broad,		primary alorage (memory) and secondary alorage (alorage). Students will investigate the differences between RAM and	go on to explore the hardware components that are used in computer networks. Students will gain an understanding of the				
	Education have been	Students will begin by investigating the difference between primary storage (memory) and secondary storage (storage). Students will	ROM and how virtual memory is used in computing systems. Students will begin to investigate the common types of strongs (Critical Memoric and Solid-State) and their	Cloud Computing and the use of Web Servers. Students will investigate wired and wireless networks. They will understand how	1.4 Network Security Students will investigate the threats posed to networks and how to prevent vulnerabilities.	1.5 Systems Software Students will explore the purpose and function of Operating Systems and the purpose of a range of utility software.	MOCK Gum	
Computer Science (KS4)	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in leotation and the regularly revisited in a range of contexts:	Investigate the differences between RAM and ROM and how virtual memory is used in computing systems. Students will begin to investigate the common types of storage (Optical Advances and	characteristics. Students will learn about the units of storage (bits, bytes, kilobytes, etc) and how to convert between these	IP addresses are formatted and how MAC addresses are used within networks. Students will learn about key networking protocols and the importance of organising protocols into "leven"	to prevent vulnerabilities. Practical Programming	1.6 Ethical, Legal, Cultural and Environmental Impact Students will investigate ethical, legal, cultural and environmental	MOCK Exam During the course of Term 2, students will complete a MOCK exam based on content covered so fax	
Science (KS4)	regularly revisited in a range of contexts:	Solid-State) and their characteristics. Students will learn about the units of storage (bits, bytes, kilobytes, etc) and how to consert	unts or storage. They will then investigate how data is encoded and stored as binary in computer systems. This will include numbers, characters, images and sound. Students will	Assessment Poliet 1 Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered to date.	Practical Programming Students will learn how to perform a range of arithmetic calculations in computer programs. They will also understand the use of libraries in relation to computer programming.	1.6 Chical, Legal, Cultural and Environmental Impact Students will investigate ethical, legal, cultural and environmental impact of computer systems and investigate the impact computer systems can have on prison, Students will septione legislation in relation to Computing.	based on content covered so far. Practical Programming Students will learn how to perform count-controlled iteration in computer programs.	
	Creating Digital Assets Data and Information	petween these units of storage. They will then investigate how data is encoded and stored as binary in computer systems. This will include numbers, characters, images and sound. Students will	investigate how compression is used and the difference between lossy and lossless compression.	students will sit their mid-year assessment, assessing their understanding of the key knowledge covered to date.	use or soraries in relation to computer programming.	relation to Computing. Practical Programming	computer programs.	
	Creating Digital Assets Data and Information Algorithms, Data Structures and Programming Computer Systems, Networks and Artificial Intelligence	La Momany and Scionge Scientis will begin by semigrange the difference between primary semigrange the control of the semigrange the control of the semigrange the control of the semigrange that semigrange the semigrange the semigrange that semigrange the semigrange the semigrange the semigrange that semigrange the semigrange that semigrange the semigrange the semigrange that semigrange the semigrange that semigrange the semigrange that semigrange the semigrange the semigrange that semigrange	Practical Programming Students will learn how to use selection statements, with an introduction to boolean operators.	Practical Programming Students will learn how to perform condition-controlled iteration in computer programs.		Practical Programming Students will learn how to store data using one-dimensional arrays and write programs that iterate through an array.		
	Computer Systems, Networks and Artificial Intelligence	Practical Programming Students will learn how to write algorithms to perform input and output operations and will learn how to use subroutines to structure their code effectively.	introduction to boolean operators.	computer programs.				
		output operations and will learn how to use subroutines to structure their code effectively.						
	Topics as identified in the BTEC Level 2 Digital IT Specification.	Component IA Investigate user interface design for individuals and organizations: To evaluate the best types of media to different types of exhibitioners: In conjustin the componence of not following the tax. To describe how establishments can interferent staffire organization.						
	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revalled in a range of contests:	investigate user interface design for individuals and organisations: To evaluate the best types of media to different types of arthlibrhounts. To avaisate the consequence of not following the				Component 2A		
	balanced Computing Education have been	law.				Understand how data is collected and used by organisations and its impact on individuals . Characteristics of data and information		
	identified, these strands are rarely taught in isolation and are	in ALL areas of hospitality	Component 1B Use project planning techniques to plan and design a user interface	Component 1C Develop and review a user interface.	Component 1 Assessment Students prepare for and complete the Peanon Set Assignment IPSAI for Component 1	Representing information Ensuring data is suitable for processing	Component 29 Create a dashboard using data manipulation tools	
IT (KS4)	regularly revisited in a range of contexts:	- User interfaces - Audience needs - Design principiles - Designing an efficient user interface	Component 1B Use project planning techniques to plan and design a user interface - Project planning techniques - Creating a project proposal and plan - Creating an initial design	- Developing a user interface - Review a user interface	(PSA) for Component 1	Component 2A Understand how data is collected and used by organizations and its impact on individuals - Characteristics of data and information - Representing information - Ensuring data is stable for processing - Characteristics - Quality of information - Trivials to individuals	Data processing methods Producing a dashboard	
	Creating Digital Assets Data and Information	- Designing an efficient user interface						
	Algorithms, Data Structures and							
	Creating Digital Assets Data and Information Algorithms, Data Structures and Programming Computer Systems, Networks and Artificial							
		Comp 1: Looking at genres and styles through a range of	Comp 1: Looking at gennes and ables through a range of				Comp 2: Practical realisation of an extended section of script	
Drama	Naturalism, Physical Theatre, Epic Theatre, Devising Scripting, Performing,	Comp 1: Looking at genres and styles through a range of op in the Might-Birth of the Company of the Might-Birth of the Company of the Might-Birth of potous or Forcit samethy's physical theore approach. Students will develop their understanding of roles within the performing arts and how the valued disciplines unless to create a production. Supporting evidence: Portfolio doc and practical workshops.	Comp 1: Looking at gennes and styles through a range of professional repetible industry. Prachastation with a focus or professional repetible industry. Prachastation will develop their understanding of roles within the performing arts and how the various disciplines until to create a production. Supporting evidence. Perfolio doe and practical verdence.	Comp 1: Pearson Set Assignment (PSA) - based on one of the plays previously studied. Studients will develop practical earn standard performances of a few soness, develop an extensive portfolio of evidence to demonstrate their understanding under controlled confidence lessons.	Comp 1: Pearson Set Assignment (PSA) Continues	Comp 1: mock using a Pearson Set Assignment - based on a previous assignment brief. Students will develop practical easen standard devised penformance, with the written skills and ideas logs and a final evaluation.	Comp 2: Practical realisation of an extended section of script developed to a level 2 standard. Students will work with a play, developing their stage bitching and horszendentine, whilst also leeping an up-to-date logbook which details their progress. Supporting evidence: Logbook, Sallis audit, practical performance exam and written evaluation.	
	Performing,	the performing arts and how the various disciplines unite to create a production. Supporting evidence: Portfolio doc and practical	various disciplines unite to create a production. Supporting evidence: Portfolio doc and practical workshops	evidence to demonstrate their understanding under controlled conditions lessons.		logs and a final evaluation	seeping an up-to-date signook which details their progress. Supporting evidence: Logbook, Skills audit, practical performance exam and written evaluation.	
	Performing, Evaluating Health and safety, food safety and hygiene, natrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills							
Food Technology/Cater	nutrition and healthy eating, food choice, fively along disher	To know how the Hospitality and Catering provision operates. To understand the different sectors of the industry. To know the different types of food service. To look at job roles within the industry.	To understand contracts, holiday and sick pay, To know the hypes of costs that a business would have. To wenduck the importance for a commercial business to manage finances correctly. To explain how menu planning is linked to helping the environment. To be able to explain the advantages and the environment. To be able to explain the advantages and hospitality and catering sector of technology within the hospitality and catering sector.		To understand the preventative methods to control food induced ill health. To understand the roles and responsibilities of the	To be able to construct a dovetailed time plan for recipes with procedures and special points. To be able to evaluate dishes that they have cooked and their own performance	To carry out a mock Unit 2 assessment	
Technology/Cater ing	performance, preparation skills	industry.	the environment. To be able to explain the advantages and disadvantages of different types of technology within the	To be able to understand the food safety laws required in a boopitality establishment. To understand the ways that food can make people unwell and how to control this.	To understand the preventative methods to control food induced if health. To understand the soles and responsibilities of the Environmental Health Officer. To know the macro and micro nutrients and the nutritional needs of different groups of people based on age and litestyle. To understand how different cooking methods affect the	they have cooked and their own performance		
	cooking skills	Stac Music - Component 1 Students look at a variety of gennes and	hospitality and catering sector Bitec Music - Component 1 Students look at a variety of	make people unwell and how to control this.	nutrients in food. To know how factors affect menu choices			
Music		Bear Music - Component 1 Students look at a variety of gennes and safect 4 to research in detail. The brief set by Bitsc also includes a composition task, in which all students must compose 3 x 60 second pieces in response to their preferred genns they have researched in	pospessary and caseming sector Blac Maulot - Correponent 1 Students look at a variety of geness and select 4 to research in detail. The brief set by Blac also includes a composition teak, in which all students must compose 3 x 60 second pinces in response to their preferred	Component 1 continued - BRESF SET	Component 1 continued - BRIGF SET	Component 1 READY FOR COMPLETION	Performance Mock - Students will rehease in preparation for a mock performance to be given at the end of the academic year.	
—	Performance, composition, Components of Fitne	component 1.	genres they have researched in component 1.					
PE and Health	Preparing for activity Provision in sport	Discovering the importance of components of fitness and how body systems work during sport and activity.	Explore what is required to be able to prepare participants to take part in physical activity	Investigate the varying types and provision of sport and physical activity for different types of participant	Equipment and technology required for participants to use when taking part in sport and physical activity / Controlled Assessment One	Controlled Assessment One / Explore how different components of fitness are used in different physical activities	Demonstrate ways to participate in sport and understand the roles and responsibilities of officials	
	Equipment, technolo Officiating				CONTINUE ASSSSTANT UNA	Judian SCINDS	,	
	We look at the personal, social							
	and Emotional side of us as human	PSHE students will focus on Rights and Responsibilities and	RSHE students will focus on the Human Rights and Social Justice taking into account the relinious viscos of Charlesian	RSHE students will focus on Relationships and Families and look at		PSHS students will focus on the impact of relationships and formation	PSHE students will focus on Health and Wellbeing for this term.	
PSE/RSE	beings; we look at how religion can	PSHE students will focus on Rights and Responsibilities and understand what human rights are and why we have there. We understand the firitish Values of Tolerance and Mutual Respect and explore women's rights and equality.	RSHE students will focus on the Human Rights and Social Justice taking into account the religious views of Christianity and Islam. Students will explore the attitude to wealth, exploitation of the poor and look at the judiciary system/laws on how criminals are treated.	RSHE students will focus on Relationships and Families and look at religious views of Christianity and Islam. We will explore human sexuality, sexual relationships and the importance of marriage in a faith.		PSHE students will focus on the impact of relationships and families when learning about online pornography (myths and reality) and its impact on society.	PSHE students will focus on Health and Weilbeing for this term. Students will insestigate common types of mental health and learn how physical exercise will help and support the mental health of your mind. The benefits of keeping fit and eating a healthy diet.	
	play a part in this and the importance of the British Value of individual liberty.		on how criminals are treated.		RSHE students will focus on relationships and families and			
	of individual liberty.		Investigation into the importance of two conserva-		RSHE students will focus on relationships and families and the impact of maniage and seating. Students will explore how this impacts on a person and society.			
				l .		Students attention turn to understanding the importance of business location and business plans. The students will learning about the marketing mis, focusing on the 40's before learning about different staksholders in business	Students will focus on how technology supports businesses and what legislation businesses and consumer, need to be aware of. Followed by the different aspects of the economy, before reviewing Thems I knowledge	
	Enterprise, Spotting a	Students begin with understanding how business ideas come about	Market Research and identifying market segmentation. Students needs focus around the competitive environment.	Students focus on understanding more about finance and look or			Followed by the different aspects of the economy, before reviewing	
Business	Enterprise, Spotting a business opportunity, Putting an idea into practice, How to make a	Students begin with understanding how business ideas come about through Dynamic Natase of Business before looking at the Risk and Reward. The attention then turns to understanding the Role of Business Enterprise and how to identify Customer Needs	Market Research and Identifying market segmentation. Students needs focus around the competitive environment. Students then learn about financial and non financial objectives for starting up a business. Attention then focuses on understanding the financial supect of running a business.	Students focus on understanding more about finance and look at breakeven and cash flows and business profit through the impact of changing revenue and costs	In this term students will learn about the importance finance for a	different stakeholders in business	Theme 1 knowledge	
Business	Enterprise, Spotting a business opportunity, Putting an idea into practice, How to make a business effective, External influences on business	Students begin with understanding how business ideas come aboot through Oysance (Matser of Basiness before looking at the Risk and Researd. The attention then turns to understanding the Risk of Business Enterprise and how to identify Customer Reeds	Transligation into the Improduction of Dubinesses comying out Market Research and destiling market segmentation. Under the Research of the Research of the Research of the Students bereit in learn about financial and non financial objectives for starting up a businesse. Alteriton then focuses on understanding the financial supect of nursting a businesse.	Students focus on understanding more about finance and look at breakeven and cash flows and business profit through the impact of changing revenue and costs	in this term students will learn about the importance finance for a business. They also learn about the different types of businesses that exist	different stakeholders in business	Theme 1 knowledge	
	Enterprise, Spotting a business opportunity, Putting an idea into pacticis, Niow to make a business effective, External influences on business Children's Growth and Development (PILES) Factors (that impact							
	Enterprise, Spotting a business opportunity, Putting an idea into practice, Wow to make a business effective, External influences on business. Children's Growth and Development (PILES) Factors (that Impact growth and development) Play (Typen/Ways that its properties).							
Business Child Development	Enterprise, Spotting a business opportunity, Putting an idea into practice, New York practice, New York particle, New York and General Put Space (Part) Party (Panel Ways that its organization to learning activities.	Students begin with understanding how business ideas come about though Dyman's Mature of Business Exterior Issuing or the Bissa Massauf. The attention that these tass confidencing the Mails and Business Exterprise and how to Selectly Continues Newton Students and Newton Students Associated Students and Newton Students and Newton Students Associated Students Associat			is this term students will learn about the importance fraces for a business. They also learn about the different types of businesses the raise. In this learn students will continue learning course arrives to be Component. They all region has gain you had regional premote learning learning as saving of actions and the to premote learning learning as saving of actions and the to premote learning learning as saving of actions and the to premote learning learning as saving of actions and the to premote learning learning as saving of actions.	offerent staleholders in business In this term students will being taken through examples of the traits they will complete in the PA. Students will be given that they will complete in the PA. Students will be given that they proposed by the profession them be taken in promise to the real through the part of the part	There I trouvietge In this term students will keing taken through exempts of the take should complete at the 5%. Southers will keing taken the appropriately to practice there take in preparation for the real thing in year 11. Students will also burst learning content for component 2 which in the exam unit.	
	Enterprise, Spotting a business opportunity, Artifreg an Idea istonality. Artifreg an Idea istonality and idea istonality and idea istonality. Artifreg and idea istonality and interest on business. Children's Ground and American (Indian Impact growth and development (Indian Impact growth) and interest (Indian Impact growth) and indian impact growth and idea in Indian Impact growth and idea in Indian Impact growth in Indian Impact growth and Impact growth Indian Impact growth Impac	Elec L1/2 Nech Award - In year 10 insidents on the new questionates will complete their first assessment for Composent, in which involves completing in takin which no marked by teschers but moderated by the exam board.		in this term students will continue learning course content for Component 2. They will explain different types of play for different ages.				
Chilid Development	Enterprise, Sportling a business opportunity, Putting an ideas opportunity, Putting an ideas into practice, view to make a business effects, view to make a business effects, view to make a long and a second of the control of the co	Elec L1/2 Nech Award - In year 10 insidents on the new questionates will complete their first assessment for Composent, in which involves completing in takin which no marked by teschers but moderated by the exam board.	In this half form students will confirms to work on their PSA tasks improving them after they have had an install mark by their back and the student that the start instance on Compound 2 where they will explore learning through play.	In this term moderst will confirm learning curves content for Component 2. They will explain different Spore of play for different ages.	in this term students will continue learning course context for Component 2. They will explore how play can be arganized to promote learning through a suring of activities and how to promote social skill and health a	in the term students will being taken through examples of the traits opportunity of confident in the PSA. Solients will be given the opportunity to protein the take in preparation to the set of being opportunity. The protein the preparation is the set of being opportunity to the set of being opportunity to the set of	In this term statemer, will being taken through wangelies of the tasks and the state of the tasks and the state of the sta	
Child Development	Creerprine, Sportring a business apportunity, purificing and size apportunity, purificing an idea into a punction, like lot on ratio a punction, like lot on ratio a punction, like lot on ratio and lot of l			in this term students will continue learning course content for Component 2. They will explain different types of play for different ages.		to the term students will being taken through examples of the trains will complete in the FAC Scholeron all be given the opportunity to practice has taken proposed for the art of the opportunity to practice has taken proposed for the art of the property 1. Sudents will also start bearing comment for component 3 which is the recent sector.		
Chilid Development	Cherryston, Spotting a business opportunity, and business opportunity, and parting as ideas portunity, and an additional participation of the business effective, External efficiency, External efficiency in Country and Cherry (Country Country and development place), and development places (Spotting Country and development place), and country and development places (Spotting Country and development place). Factor (Spotting Country (Spotting Country and development place), and country (Spotting	Into LL/D Rob Asset 1 - type 10 Enderth or the new operfloates will carpine their the assessment for Compane 1, which travels the right assessment for Compane 1, which travels the right assessment for the section of the new based on the reservoir of the new based on the reservoir of the new based on the reservoir of the reservo	In this half form students will confirms to work on their PSA tasks improving them after they have had an install mark by their back and the student that the start instance on Compound 2 where they will explore learning through play.	In this term moderst will confirm learning curves content for Component 2. They will explain different Spore of play for different ages.	In this time tracking all coordina bening wave control for Conserved. The yell region for age can be regarded to provide larger given by a wardy of children depole to provide larger given by a wardy of children depole to provide social did not health swarmens. The control of the control of the control of the con- trol of the control of the control of the control of the seaf will be gene find an extra size. They all to receive fail to the office CL social wards that of this lower, and will be re- tined to the control of the control of the control of the def CL social wards that of this lower, and in a provide obtaining propie may be when requester.	in the term students will being taken through examples of the traits opportunity of confident in the PSA. Solients will be given the opportunity to protein the take in preparation to the set of being opportunity. The protein the preparation is the set of being opportunity to the set of being opportunity to the set of	In this term statemer, will being taken through wangelies of the tasks and the state of the tasks and the state of the sta	
Chilid Development Health and Social Care	Creerprine, Sportring a business opportunity, and business opportunity, and parting as ideas portunity, and a parting as ideas parting as ideas, the a business effective, External efficience, Challeson's Goveth and Chevelopment (PALS). The control of development (PALS) are controlled to the control of development (PALS) and development (PALS) and control and development (PALS). The control and development (PALS) and Development (Indicated Charles Charleson (PALS) and Development (Indicated Charleson (PALS) (Charleson (PALS)) and Charleson (PALS) (Charleson (PALS)) (PALS) (PALS	Into LL/D Rob Asset 1 - type 10 Enderth or the new operfloates will carpine their the assessment for Compane 1, which travels the right assessment for Compane 1, which travels the right assessment for the section of the new based on the reservoir of the new based on the reservoir of the new based on the reservoir of the reservo	in the half term shadered will confirm to seek or the PFA take reproving them of the they have text are intelligent to take the reproving them of the they have text are intelligent to the text of th	In the form subdent and contribute secting share control for Component 2. The self-regions of filters in Special states of states of states of special states of states of states of special states of states of special states of s	In this time tracking all coordina bening wave control for Conserved. The yell region for age can be regarded to provide larger given by a wardy of children depole to provide larger given by a wardy of children depole to provide social did not health swarmens. The control of the control of the control of the con- trol of the control of the control of the control of the seaf will be gene find an extra size. They all to receive fail to the office CL social wards that of this lower, and will be re- tined to the control of the control of the control of the deficiency and the control of the control of the control of the CL social wards for diffusion are, and in a provided citation, propie my for when requesting	sets for the place of the continue of the cont	In this harm salestes will be only taken through somephin of the last- ter will complete in one PAC. Noticets will age and all the part of the complete in one PAC. The complete is a set of the one and its Subsets will also be to be complete for companies A. Subsets will also be the sense of the companies of a set of the sense of the companies of the sense of the sens	
Chilid Development	Crearprise, Spotting a business apportunity, and the process of the control of th	Elec L1/2 Nech Award - In year 10 insidents on the new questionates will complete their first assessment for Composent, in which involves completing in takin which no marked by teschers but moderated by the exam board.	in the half term shadered will confirm to seek or the PFA take reproving them of the they have text are intelligent to take the reproving them of the they have text are intelligent to the text of th	An its area students of contrals being a core or control to Congress 1. She will regime effected upon of girls of others age. In this buff are students and control being control to Congress 1. She will control be control be control to the contro	in this term students will continue learning course context for Component 2. They will explore how play can be arganized to promote learning through a suring of activities and how to promote social skill and health a	and to the control of the plant the good provided of the the best of control of the At-At-At-At-At-At-At-At-At-At-At-At-At-A	to this term saleston will be only taken through examples of the lasts are well complete on an EAV. Numbers will supple upon the same through	
Child Development Health and Social Care	Growth and development: (PICS) Factors affecting Growth and Development: Life Several/Circumstance Basning/Circumstance Salitin/Artibuting/Values Health & Wellbeing	Bin LLQ has been in your of cultures of the new child has been in your of cultures or the new child has been in your of cultures and the control of the new child has been in your of the control of the new child has been in your of cultures or the property of the new child has been in your of collection of the property of the cultures of the property of the control	In the left have students and continue to work on their PSA. The Name of the PSA was been as Described from all did forwards and the Name of the Name	An its area students of contrals being a core or control to Congress 1. She will regime effected upon of girls of others age. In this buff are students and control being control to Congress 1. She will control be control be control to the contro	In this term indefens will continue thereing resuse content for Component-2. They will species how judge can be organized to provide the continue of the conti	and to the control of the plant the good provided of the the best of control of the At-At-At-At-At-At-At-At-At-At-At-At-At-A	POIL to mission with large quarter image, to weight and fine size, or produced to the size of the size	
Chilid Development Health and Social Care	Growth and development: (PRIS) Factors affecting Growth and Development: Use Success/Coccurristance Bastrien/Chotacles Skills/Retributes/Values Health & Wellbeing The Formal	Bin LLQ has been in your of cultures of the new child has been in your of cultures or the new child has been in your of cultures and the control of the new child has been in your of the control of the new child has been in your of cultures or the property of the new child has been in your of collection of the property of the cultures of the property of the control	in the half term shadered will confirm to seek or the PFA take reproving them of the they have text are intelligent to take the reproving them of the they have text are intelligent to the text of th	An Otto Seen shades will continue bearing on or extract for Congresses 2. They will explain effects tope of piny for different speech of the state o	In this term indefens will continue thereing resuse content for Component-2. They will species how judge can be organized to provide the continue of the conti	and to the control of the plant the good provided of the the best of control of the At-At-At-At-At-At-At-At-At-At-At-At-At-A	In this harm salestes will be only taken through somephin of the last- ter will complete in one PAC. Noticets will age and all the part of the complete in one PAC. The complete is a set of the one and its Subsets will also be to be complete for companies A. Subsets will also be the sense of the companies of a set of the sense of the companies of the sense of the sens	
Child Development Health and Social Care	Growth and development: (PICS) Factors affecting Growth and Development: Life Several/Circumstance Basning/Circumstance Salitin/Artibuting/Values Health & Wellbeing	The LLD Task haust - in pur 15 culties to the new synchronic will consense the Companion of Landons of the Season of the Companion of Landons of the Companion of Landons of Lan	In the order was shadow as a contract to the PEA. The shadow is the contract to the PEA. The shadow is the contract to the peace of the	An thin is maked with a classification being a part or principle. Compared 2. They all register different last of day for officers dispersed 2. They all registers different last of day for officers dispersed 2. They all registers are part of their indications and the compared 3. They all registers are part of their indications and compared 3. They all registers are part of their indications and compared 3. They all registers are part of their indications and compared 3. They all registers are part of their indications and compared 3. They all registers are part of their indications and compared 3. They all registers are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3. They are part of their indications and compared 3.	In this time includes will control forming count or more the Compound. The part of mysels who day not see the oppound to include the part of the oppound to the oppou	And the control of the plant the special properties of the special properties in the Feb. Modern will be present to the plant the special properties in the Feb. Modern will be present to the special properties of the special properties. The special properties of the special properties of the special properties of the special properties. The special properties of the special properties of the special properties. The special properties of the special properties of the special properties of the special properties. The special properties of the special propertie	In this count address we have greater though execution of the task. For and imaging the control, business with large and a fine task. For and imaging the control, business with large and the control of the control	
Chilid Development Health and Social Care Media Photography Travel and	Growth and development: (PRIS) Factors affecting Growth and Development: Use Success/Coccurristance Bastrien/Chotacles Skills/Retributes/Values Health & Wellbeing The Formal	The LLD Task haust - in pur 15 culties to the new synchronic will consense the Companion of Landons of the Season of the Companion of Landons of the Companion of Landons of Lan	In the order was shadow as a contract to the PEA. The shadow is the contract to the PEA. The shadow is the contract to the peace of the	An its area students of contrals being a core or control to Congress 1. She will regime effected upon of girls of others age. In this buff are students and control being control to Congress 1. She will control be control be control to the contro	In this time includes will control forming count or more the Compound. The part of mysels who day not see the oppound to include the part of the oppound to the oppou	And the control of the plant the special properties of the special properties in the Feb. Modern will be present to the plant the special properties in the Feb. Modern will be present to the special properties of the special properties. The special properties of the special properties of the special properties of the special properties. The special properties of the special properties of the special properties. The special properties of the special properties of the special properties of the special properties. The special properties of the special propertie	In this time is a design to the study of a series of a first set, or control of the set	
Child Development Health and Social Care Media Photography Travel and Tourism	Goods had development Sector 845 or Sector 85 or Sector	Institut This hauser is part of authors in the research and the control of the co	In the half was shadow of cortical to work on the PSA. The Name of the Cortical to the SA of the Name	An think me chadre of controls being care or conserve Component 2. They will resigned offerent type of play the other capes. In this half been students and controls being career by the control of the	In this time is designed in all contraval bearing counce amount for Congression 1. This work species has pure to be a great as the segment of the contraval for the contraval	sets for the chart of the chart	In this count address we have greater though execution of the task. For and imaging the control, business with large and a fine task. For and imaging the control, business with large and the control of the control	siences and futures

SDCC Y11 Curriculum	Concepts	Half Torm 1	Half Term 2	Half Term 3	m 2 Half Term 4
Garriculum	Student cover the five	Half Term 1 Foundation: Students are able to show confidence when manipulating	Half Term 2 Foundation: Students are able to apply their algebraic understanding complex problems including bisonometry and	num term 3	Dani 19fm 4
Maths	Student cover the five strands of mathematics in this year: number, ratio and proportion, data handling, algebra and geometry with increasing depth.	compound measures and their application. They are also able to use their application adjustes to work with brain and quantitic graphs. Higher: Students are able to further expand their numerical and algebraic ability with functions, iteration and Steel Costen et also Students are also able to further drough betrip governight through an undestanding of critic to further drough betrip governight.	vectors.	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	Year 11 Preparation for Summer Exams based on stude weakness and highest leverage topics
English Language & Literature	and geometry with increasing depth.	abilit with functions, denation and Simel/Coaline rule. Students are also abile to further develop their geometry through an undestanding of circle theorems. An inspector Calife' by JB Prissally, Studentia learn about socializer and capitalizer. They consider the Edwardsan period in which the play has set but also the post-lear (1945) time in which the play was written. They consider the man auch on a particular, according to the play was written. They consider them as such on particular, according to proportionity and generational and class	Migher: Students learn to use previously develop algebraic aidfa for complex graphs, non-linear simultaneous equations and an increased understanding of proof Poetly of power and conflict. Students learn how to analyse reverse. The contract how a side a ground or contest on the contract how a side arms of contests on the contract how a side arms of contests on the contract how a side and the contract of the contract how a side arms of contests on the contract how a side and the contract of the contract how a side and the contract how a side	Bespoke programme of revision of all key tests and all 4 exam	Respoke programma of registers of all loss tests and all 4 as
Literature	Students learn about	also the post-war (1945) time in which the play was writen. They consider themes such as patriarchy, social responsibility and generational and class divides. Biology: Evolution	Poehy of power and conflict. Students learn how to analyse poems. The poems have a wide range of contexts from Romantician to the Crimana Wile, World War 1, the Metnam war, the troubles in Northern Instand. Biology: Homeostasis and the nervous system	papers. Biology: Hormones and classification	papers.
Combined Science	science through the key concepts of enquiry, expertise, experimentation and explanation	Chemistry: Pacions influencing reaction rate Physics: Magnetism and the motor effect	Chemistry: Revision of previous topics Physics: Revision of previous topics	Chemistry: Advanced calculations and Revision Physics: Electromagnetic waves and Revision	Biology: Revision, Chemistry: Revision, Physics: Revision
Triple Science (Option)	Students learn about science through the key concepts of enquiry, expertise, expertise, expertmentation and explanation				
French		Local area, holiday & travel	Jobs and future clara	An eye on the world Environmental and global issues	Recap and revision + exam practice in all 4 skills (reading, surling, listening, speaking)
Geography	Students engage in our 5 key concepts of geography, Location, Processes, Interactions, Sustainability and Cultural Capital.	The Development Cap. I An MER. Nigorital Demograph: Transition Model, openation priserate, development and active, survein development and reducing the age. Nigorita location, proportation, contents, accommiss and the nies of TNICs. State-development surveined to the content of the second state of the second state of the factor their understanding of human processes, and the interactions that castle global economic divides. Substantials activates to the development gap are discussed and cultural capital in developed through the study of an NEE in ARIS.	Jobs and finance plans The Deanging UK Economy The post-industrial economy, actience and businesse parks, thoughing basepoin of healthcakes and neal bardiacapes. The changing basepoin of healthcakes and neal bardiacapes. The Students arranges in a UK based until of shady which focuses their learning on a conomic faction that affect the UK. Students learn about specific UK developments such as HZZ and Lawrendown and Students and St	Resource management Global and UK resources (valest, energy and food), water insecurity and increasing supply (Leotho Highland). sustainable water supplies (Wildel, India). Students learn about resources key to human life and development, particularly considering the sustainable use of these resources.	Fieldwork Pluman fieldwork investigation (18 Tavistock a sustainab) Physical fieldwork investigation (10 oriver characteristics change along the Rowe Plym?) Students complete two fieldwork investigations, engaging practical data collection inchniques.
History		Henry and his Ministers - Cromwell	Dreptot, containing our accessings are constraining in	Germany - Revision	
Art	The Formal Elements of Art	Students produce work under the there of Identity. Developing their creative skills through exploration of various materials and techniques. Exploring the work of attists and/or designers that are influenced by the thems of identity.	Students focus on developing personal outcomes based on their invastigations. The aim of this unit of work is for the student to independently explore the creative process, developing the skills required for the exam unit.	Exam unit. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the individual thems chosen from the list set by the exam board.	Exam unit. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the individual huma choose from the list set by the gream board.
Computer Science (KS4)	Topics as identified in the COT COSE. SOUTH COSE. A Concept Standard had from part of a broad, and the broad part of a broad, and the complete of the cost of th	21 Computational Thinking and Algorithms Takkins and elevate for architecturing of Computational Thinking Control and Algorithms of Computational Thinking Control and Computational Computational Control Computational Computati	22 Programming Fundamentals The Control of Section 1 is substantially of programming from a filter and store in a facilitation of the control of the contro	23 Robots in Programs Students and I wan the landinguases and to a record programs Students and I wan the landinguases and to a record programs promption of death-based stages and the reportation of landing the landinguases and the landinguases and the landinguases and the landinguases and	Collection of controllection of the collection o
IT (KS4)	Topics as Identified in the STEC Lewis 2 Digital in 15 Specification. 4 Concept Strands that show part of a broad, balanced Compuling Discussion have bedientified, these stonds classified to the standard Compuling Discussion have bedientified, these stonds are many longist in solution and saw are many longist in contents. Executing Digital Assets Data and Information Algorithms, Data Structures and Programms, Data Structures and Artificial Intelligence and Artificial Intelligence.	Component 35: Component 35: Own operations of relate plans promotion controls. Owner promotions that all foliages the cases. Proposed on the controls of the control of the controls of the controls of the control of	Comprised 2 Assessment States proper for and complian to Pleason Sed Assegment (PSA) for Compresed 2	Component JA. Control Techniques Control Tec	Component & Vision implications of Digital Systems -Downsel daily
Drama	Intelligence Interpretation a script, script, characterisation through vocal and physical acting skills, evaluation of performance, planning and devising from a brief	Comp 2. Pleaned Sed Assignment (PSA) Practical methods of an extended section of accept developed to a level 2 absolute. Students will white it also been preceded as the section of an extended section of an extended section of the	Comp 2: Pleason Sel Assignment (PSA) Practical realisation of an extended section of script developed to a level 2 standard. Students will seek with a play, developing their stage beloding and chromatemation, which sale leaping and stage beloding and chromatemation, which sale leaping are several control of the section	Comp 3. Devising a Performance in a Theatrical Style. Shadests will be led in voicehops to develop their understanding of performance siles with have influenced collaboratively in small groups to device a range of mansilves. In these object perior to the bush of heir Personning of assignment in February, where they will suck independently to create but on one by in one of these siles. Assessment: Phacitical, Legislook. Profit be of which services and Devisions.	Comp 3. Exem final rehusesal and psystesion of evidence before being sent of to esternal moderator.
Food Technology/Cater ing	brief Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	Consolidation of notes for Unit 2 from Year 10 and practice mock assessments based on the 4 tasks	Unit 2 assessment: students will be given a brief and will be expected to choose 2 dishes, explain why they have chosen them based on their autilization content and the customers in the brief. They will five of causes any they have chosen have the brief of the content of the content of the activities of the content of the content of the delatified, doubted for impairs within they will use to prepare 2 dishes. They will then need to evaluate the delate shey have produced and their own performance.	Consolidation of Unit 1 in preparation for the exam	Consolidation of Unit 1 in preparation for the exam
Modern Britain	not on the curriculum this year	Overally and Tolerance - Students will concentrate on their CCSS paper 1 and 2. They will start with Digner 1 Theman A, relationships and femiliar. The third part of the start of the st	have produced and their one performance. Rake of Law and Democracy: "Sudants will concentrate on their GCDS paper! and 2. They yet understand Paper 2 has provided to the production of their GCDS paper." and 2. They yet understand Paper 2 regarding season for condition in the world and the importance of pieces. Our condent will cover a Just were and fully were and only a view as maximating the plating of over and and being accordant to the condition of their conditions. The proper 1, induction will also the form bedoch training in justicely, building and personals and understand to see Officer of ever. For Paper 1, induction will understand the officer of regions people have the our second, and the production and understand to see Officer of regions people have not our second, and the production and understand to see Officer of regions people have not our second."	Multisal Bespect - Statents will use their various resistion resources to high them with their COSE in modern thritisa. Paper 1 will focus on religious bellets on Contilatinity and blants. Statents will revise the teachings, beliefs and blants Statents will revise the teachings, beliefs and practices for both religious. For Paper 2 distances will revise practices for their statents of the statents will revise Religion. Families and relationships. Thems D Religion, Places and Contilatinity. Thems D Religion, Thems P Religion, Human Rights and Social Justice.	Ravision for Paper 1 and Paper 2 GCSE Religious Studies in modern British
Music	Performanos, compositio	Bite: Music Component 2 BRIEF - Students now begin a more in depth analysis of the composition process, bousing on the using of Masic Tech to create their one defiable compositions. They begin to work on a detailed rehumani and fact-hical skills plan to ensure their performances are ready for their missay and final performances at Livewise, Saltask, in Discoura-	you in mammony. Black Massic Component 2 BREET - Confissued - Students now begin a more in depth analysis of the composition process, focusing on the using of Massic Tech is created between desired compositions. They begin to work on a detailed rehearsal and factorial addits plant on ensure their performances are ready for thair endoxy and thair performances are ready for thair endoxy and thair performances are lowers, Statisha, In Discensiver.	Blec Music component 3 - External Brief Students will start their performance based brief as set by Pearson. Students will be given a set number of hours to rehusses, perform and record a selection of pieces, within a set time that fit a particular theme. For example, the 2022 brief was Pride'.	Site: Music component 3 - External Brief - Continues
PE and Health	Fitness testing and t Improving performal Components of fitne	Englare how different components of fitness are used in different physical artistics / Controlled Assessment Ten	Demonstrate ways to improve participants sporting	Explore the importance of fitness for sports performance / investigate fitness testing to determine fitness levels.	Investigate different fitness training methods / investigate fitne programming to improve fitness and sports performance / PSHE students will explore confraceation and the health an
PSE/RSE		PSHE students will focus on Rights and Responsibilities and understand what human rights are and why we have them. We understand the Richh Values of Tolerance and Musual Respect and explice women's rights and equality and hate closes.	RSHE students will expicre the religious views on attitude to wealth and giving money to the poor. Students will learn about the role of women in religion and follow religions through human rights and social justice.	RSHE shudents will understand the role of families and relationships within two religions. The attitudes to cohabitation and having sexual relationships outside of mantage.	wellbeing of the individual. Important for students to learn about sexually transmitted diseases and teerage pregnanc choices.
Business	Growing a business. Marketing. Operations. Finance. Human Resources	Souder's begin looking at ethics of businesses and conflict that can arise. Admittion turns to understanding how businesses operate through job, batch and flow production before focusing on managing quality. Finally, finish with the sales process	Students focus on understanding the 4P's - Product, Price, Place Promotion. With each element there will be in depth knowledge about each	During this term, the focus turns towards human resources, and knowledge is gained about effective recruitment, training and development. Studiests then look at how employees can be motivated in the workplace. Lasting organizational structures are investigated.	Student will finish learning the course with business calculations and understanding business performance. Revision of key topic and past papers will then happen in preparation for the exam
Child Development	Children's Growth and Development (PLES) Factors (Plat Impact growth and development) Play (Type (Ways that its organised) Adaptations to learning activities Inclusion for all Growth and development	Rec L1/2 Tech-Award - In Year 11 students will complete the Peanon set suggement for Component 2. Students will also continue to learn the content for Component 2.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3.	Students will finish learning the taught content for Component 3.	Students will sit a Mack for Component 3 in the spring term. Farther preparation and revision of topics will be covered in the Spring term.
Health and Social Care	Growth and development (PIES) Factors affecting Growth and Development Life Eventy/Circumstance Rarriery/Obstacles Skills/Marchuses/Values Health & Wellbeing	Bisc LI/2 Tech Award - In Year 11 students will complete the Pearson set assignment for Composers 2. Students will also concern the Composers 2 in Students will also concern the Composers 2 in Students about factors affecting health and writibeling.	In this half term students will improve their PSA tasks after billid raskling. In December they will continue to learn the content for Composition of the Composition of Physiological and Markyle Indicators.	Students will finish learning the taught content for Component 2 learning about person-centred approaches to make accommendations to improve an individually health and wellbeing.	Students will sit a Mack for Component 3 in the spring term. Farther preparation and revision of topics will be covered in the Spring term.
Media		Component 2 Pearson Set Assignment - Developing Digital Media Production Skills Task 1; Pire-production research and ideas log; practical experimentation, applying media per-production skills and techniques to shape your ideas via a script, alonyboard, shooting schedule; review and referenent, writing a log and reflecting on learning	Component 2 Pasarom Sel Assignment - Developing Digital Media Production Skills fast 2 (Swelop and apply media production and post-production processes, skills and techniques to create a media product shooting a video production; video editing, testing, neviewing and refining practical work; exporting media product for digital distribution, ertiring a log	Component 3: Create a Media Product in Response to a Brief, Research and Development of Idea; Ideas Log, Planning Material - script, storyboard, shooting schedule.	Component 1: Create a Media Product in Response to a B Video production, Video editing, exporting of media produc Technical and Review Record
		Surrealizer - Looking at the history of Surrealizer and how it has emerged over the years using different leachingues and schnologies. Students will spend time developing that stills in each Act sepaciosity that writes spend time developing that stills in each Act sepaciosity that writes and the student spend of the spend of the spend of the spend of the Photoshop skills including shutter spend, cutting, pasting and seamless merging to prepare them for their exem paper.		Surrealism cont . Students will continue up until Christmas. Exam Paper will be delivered in January.	Exam Paper - Exploring the work of artists and/or designers that are influenced by the individual thems chosen from the list set by the exam board.
Photography	The Formal Elements in Photography	Photoshop skills including shutter speed, cutting, pasting and seamless meging to prepare them for their easen paper. Beging to prepare them for their easen paper.	Basision of Crime and Designor with a nector/or from on the	Decision of the family , with a particular emphasis the	Decision of Education , with an armhasis ointerior
Photography Sociology	The Formal Elements in Photography	analysis and annolation skills. They will also have a focus on camera and Photoshop skills including skuller paped, cutting, pasting and seamless mesging to prepare them for their exam paper. Revision of Statification - development of the theory of class and trequality.	Revision of Crime and Devisnoe with a particular focus on the role of the Medis, prisons and young offenders Component 2 Assessment Students prepare for and compiles the Passon Set Assignment (PSA) for Component 2	Revision of the family - with a particular emphasis on the main sociologists Component 3A: Influences on Global Travel and Tourism. In this component, stakeths with eajons the different factors that may influence global tread and southern, and how travel and solution expansions and destination are spond to the set of the component 3 Mock.	Revision of Education - with an emphasis o sociologists an research skills Component 35: Infraence on Global Travel and Touris Subsets will examine the potential impacts of tourism global distinctions and how destinations on manage the concepts of this contract of the contract of the contract of the contract post of self-relations and how destinations can manage the concepts of this visit on an of contract destination can consider the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of t

		Half Term 1 November Resk Opportunities are provided for those students, who have not activited a Grade 4.	Half Term 2	Half Term 3 The A Level course is continuing with its three main strands and starts to introduce mere complex stapics such as Algebraic methods and Vigenometric identities and equations.	Half Term 4	Half Term 5 Term 3 really challenges pupils with the new and key topics that	Half Term 6
FS		November Resit Opportunities are provided for those students who have not achieved a Grade 4.	1	and Trigonometric identities and equations.			
FS		A Level Mattis begins with a recap of some of the crossover topics which are essential from Higher GCSE; Expressions, Quadratics, Equations, Inequalities, Graphs and Transformations.	November fixed Opportunities are possible for those students who have not achieved a Gadde 4. After their november credit, they will continue to work on the highest leverage topics across the 5 main strands to ensure they are continuing to work on their subject knowledge.	Students will continue looking as statistics including topics such as measures of location and spread, involving averages and standard deviation. A-Level students will also be introduced to concepts of mechanics, looking at modeling problems and working with vectors.	The work within the three main strand continue with more complex content such as Binomial Expansion and Trigonometric Ratios.	licers I anally challenges pupils with the new and key topics that would have been sumeen in key face; a cut-in a tildementation, integration and Exponentials and Logarithms. A Level students further assigned different applications of match, looking at established distributions, hypothesis testing and probability, as well as, cannates and smisble acceleration, forces and motion.	
		The A level students will also be introduced to A-Level Statistics which follows on from GCSE statistics looking at Data Collection Methods.	The A level students will continue their work across Statistics, Mechanics and Pure spice and start foots on a convert that is not crossover from GCSR higher or further Mathematics. Students are assessed with small modular sets on prior content to check and refereus understanding.	Students are assessed with small modular texts on prior content to check and redress understanding.	Students on the recit pathway will continue on their developmental work across the 5 main strands of GCSS whilst also exposing themselves to more and more GCSS papers with the guidance of their teacher.	A Level students will sit an end of year assessment which will assess their understanding of all of the topics covered during their first year.	Soudents will prepare for the Year 12 mocks and their GCIS exam b revision in lesson and continual practice from WITS.
Fnolish	Pure Maths Statistics Mechanics	Students are sourced with small modular tests on prior content to check and redwes understanding. A Level English Literature Paper 5:		GCSS Reich provision: Those students who did not zrain a level 4 in their bowniber mans will conflow on the ends pathway eigh between page for bombules, alphos, discovery and standord have been identified as well as madig one specific each preparation (Book in Jews). A New Sortion in Internative Pager 1:	A Level Enableh Literature Passer 1:	The GCS realt quidents will continue to work through their tailored scheme of work, cell looking a finity leverage topic from Number. Algebra, Geometry and Statistics but will have an increase in exam preparation less	
English Language & Literature		A Level English Literature Paper 1: Love Through the Age: Unseen Paperry A Level Literature Paper 2: Modern Times Unseen Excisor Sector	A Level English Literature Paper 1: Low Through the Ages The Great Gastay and Anthology Poetry A Level Literature Paper 2: Modern Times The Handmaid's this and Femiline Gospels	A Level English Liberature Paper 1: Low Through the Ages The Great Garday and Antollagy Poetry A Level Liberature Paper 2: Modern Times The Nandmaid's Time Afemiline Goopels	A Level English Literature Paper 1: Low Through the Age; The Great Gorby and Antoniony Poetry ALevel Literature Paper 2: Modern Times The Handmaid's Use and Femiline Goopels	Preparation for NEA - range of potential twos introduced.	Preparation for NGA - range of potential texts introduced.
Applied Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Unit 1 - Principles and Applications of Science (aximal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their user, waver and their application in communications)	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses; waves and their application in communications) Revision for January Unit 1 Scam	Unit 1 - Principles and Applications of Science (exam) Unit 2 - Practical Scientific Procedures and Techniques [Undertake Ettation and colorimetry to determine the concentration of solution. Undertake colorimetry to study cooling curves.]	Unit 2 - Practical Scientific Procedures and Techniques (Lindertake chromatographic techniques to identify components in minures. Review personal development of scientific skills for blackatory work)	Unit 2 - Practical Scientific Procedures and Techniques (Peview personal development of scientific skills for laboratory work)	Unit 8 introduction introduction to the the physiological make up of three human bod systems (musculockeleral, important; and digestive), how the systems function and what occurs during dysfunction.
Biology	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Foundations in Biology: The structure of prekaryotic and eukaryotic cells and their function, and how this is supported by various biological molecules: Students begin to develop their practical skills by carrying out tests to identify these molecules, and also by examining and drawing cells and dissues under the microscope.	Students build on their foundational knowledge, and add an understanding of the structure and function of the places membrane. We continue to accuse the practical skills reeded for module 1 and the Prociocal Endorsence, investigating Export shat affect membrane structure, and have enzymes function.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to dissues and their adaptations. They begin to widen their focus by studying variation and classification of living things.	Students apply the knowledge gleaned so far of levels of organization to a study of gas exchange systems in various salmals. Contributing this move global focus on biological concepts, students look at biodiversity, view it is measured, how it can be maintained, and the factors that are currently pooling a challenge so that maintenance.	Considerations of the relationship between structure and function in biology are estended to the serious types of transport system in animals. Students earnine components of the circulatory system both under the microscope, and us dissertion. This is coupled with the study of diseases and its prevention.	Rounding off their study of cells, tissues, organs and organ systems students take the concepts learned so far and apply them to the study of how plants transport substances. Year 12 concludes with mock exams, followed by an intensive week of ecological fieldwork
Chemistry	Students learn about science through the key concepts of enquirs, expertise, experimentation and explanation	Supic 1 - Atomic Structure and the periodic table Supic 2 - Atoming and Structure	Tagist 5 - Commulies, Equations and similarit of substances: Measurement contenting, evaluating this results in torsic of representation and random errors. Explain how soom economy is useful to help clambias made decisions out that reactions can be made more efficient in terrors of resources. Togist 2 - Bedack content how the concept of auditation number provides a more considered note for the process of balancing chemical equations.	Topic 4 - incognatic Chemistry and the Perciodic Tables: Use data to make predictions based on patterns and instructions bugs 6 - Degraci Counting y E. Conded but the pulsyment industry provides useful citations for many-modern applications, but posses, questions about austainability of resources and the fea shifty of excypling.	Topic 7 - Modern Analytical Techniques: Describe how different intansmental methods can provide evidence for analytic. Topic 8 - Energetics: Use West's Law	Tapic 9 - Giredicc LUESier Maxwell-Boltzmann distribution and collision Sheary in order to account for the effects of changing wrables on the said of a chemical resident. For the con- traction of the collision of the collision of a collision of a collision of Tapic 18 - Full Birliam 1: Supplies why a combination of equilibrium processes, coupled with Niselact, can lead chemistra to redevelop manufacturing processes to make them more efficient.	Topic 11 - Squillerium II: Consider how chemists can use the concept of equilibrium to predict quantitatively the direction and event of chemical change
Physics	Students learn about science strough the lay concepts of enquiry, expertise, especimentation and explanation	Togic 1 - Working like a Physicist Sign 2 - Mechanics Lining Elvinol equations, building on GCL Graving and interpreting motion space, Euglinol behavior into consisting and interpreting motion space, Euglinol behavior into like 3 - Tokaccashy - Undermoording elementar into like 3 - Tokaccashy - Undermoording elementar quarteries, Christian graphs for different components, Understanding relationing and end.	Topic 2- Mechanics, Using SUNAT requirition, building on ACSI. boundings of scalar and vector quantities and resistant brises, and mannership and activities and resistant brises, and mannership as well as different energy transfers and equation, and produced to the scalar and different energy transfers and equation, Sunating service and promise counts. Ownering and interpreting yill graphs for different components, Understanding ensistently and end.	Spys 4. Materials. Indeventuring develop is with and liquids: lough claim? Loss double day forms. A mondation to Mode to the process, costs, though conducts and exist power process. The process costs of the costs of the cost process of the costs of the costs of the costs of the costs standing aware with an apportantly to coster banding wave, a standing wave with an apportantly to coster banding wave, and as a showing the bandow of waves of definition of wave of the costs of the costs of the costs of the costs of the costs enderson. Goldward by the definition to proceed the cost produce. Claim call of the costs of the great power as a process produce. Claim call of the costs of the great power as produce. Claim call of the costs of the costs of the costs of produce. Claim call of the costs of the costs of produce. Claim call of the costs of produce claim call of produce. Claim call of produce claim call of the costs of produce claim. The costs of produce claim call of the costs of produce. Claim call of the costs of produce. Claim call of the costs of produce claim call of the costs of produce. The costs of produce claim call of the costs of produce claim. The costs of produce claim call of the costs of the cos	Tapos 4. Materials information generally a solid and liquids and liquids in the control length general processing the control length general processing the control length general processing the control proc	Tagle C - Further Mechanics, Building on the inquienting from tagle 2 collisions is tensor of momentum and energy. Developing Messertin seamed less forther and inquiring seguing monitors and seamed less forther and inquiring seguing monitors. Seamed less forther and inquiring seguing monitors similarities of indicate and magnetic fields and hose three cases similarities of indicate and inquiring fields and hose three cases properties to school careful or indicate and the case of the case Spot 8 - Particles and foundative properties and the section shall got cancer valid to laiding to uniform the sket list in write are conceptable installing to uniform the sket list in write are complete particles expect to sealed on the sket list in write are complete particles expects to sealed on the sket list in write are complete particles expects to sealed on the sket list in write are complete particle expects to sealed on the sket list in write are complete particle expects to sealed on the sket list in write are complete particle expects to sealed on the sket list in write are complete particle expects to sealed on the sket list in write are complete.	Signification Mechanics Suiting as the benefitsph host right of an electromagnet definement among a mean processing of the collisions in sense of meanwhat and energy. Developing beared second but before the depulsing angles makes second but before the depulsing angles makes sound but before the depulsing angles makes sound but before the depulsing angles makes solicitized of electric and magnetic fields and how they are au- phitic to a depulsion of the collisions of the second angles before the collisions of the second angles of the second and pages 4. Periods and Sectors Project, Challege but their riss waste makes up the substance particles and the necked substant size of concernation leading to antimize the sale by twicks or complete patticle equalities.
French							
Geography	Students engage in our S Ney concepts of geography; Location, Processes, Interactions, Sustainability and Cultural Capital.		ist study two topics dimultaneously, one human and one physical gene Physical pengraphy: Coasts: senic coastal environment. Ruisfillig on their knowledge of fundament a sporcesh to study is specified. Cubral doptali is developed through their language of through their improvance a human habitor Human geography: Changing Places isolating based amount for the draping nature of places. Students are now so they acrobe to them. Souly is embedded in a local place for an only of though that and formal places.	Ingain. If geomorphological processes and their association with distinctive as informed appreciation of the beauty and diventity of casos, Lithillenged to take key concept of location and consider people's	Stades In this unit students develop their knowledge of processes. In the changes over time, the interactions between human scholar major stores of carbon, drivers of change in the carbon cycle over tim With a strong link to australizability, this unit tackless the issues of me	to study two topics simultaneously, one human and one physical goog- hydrol geography: where and Carbon Cybe. Physical goography: where and Carbon Cybe. I want of anyther and or or a bear Cybe as an ordinated and studinational studiosate and studiosate and studiosate and studiosate and studiosate and studiosate and should be physical and human, it has cabo budget and the impact of the cold should human, it has cabo budget and the impact of the and cold studiosate. When the page graphy is Procured and cold is consistent security, professional and the studiosate and the Acabon Studiosate. When the page graphy is the security of the Acabon Studiosate. When the page graphy is the security of the Acabon Studiosate. When the security is the security of the Acabon Studiosate and the security of the Acabon Studiosate. I want to a studiosate and the security of the Acabon Studiosate and the security of the A	raphy. 15, fixed hydrographs and charges over time. As students considers 15, fixed hydrographs and charges over time. As students considers 15 the carbon yells students mady global distribution, and day of on cycle upon land, oseen and atmosphere, including global climate enced a thems of water through the curriculum, from a KSI with on
		engagement with places, their experience of them and the qualit	es they ascribe to them. Study is embedded in a local place (Milibay): analysed through data and fieldwork.	and a distant place (Totnes) where the processes of change can be	resources that must be managed. Sustainability knows are discussed	in relation to water, energy and minerals, with strategies to manage a understanding of the importance of managing our resources.	nd increase supplies considered. Cultural capital is built through the
History (Students learn about the impact of changing governments and about the importance of monarchy	Germany 9243-62 - Thuis looks at the impact of the three types of government on the people of Germany. It also looks at how one person can change the course of History	The Mid Tudor Crisis - This examines the conflict in the reigns of Edward VI and his later Mary. It focuses on the role of the church and the problems raised when the monactry is not errorg. This is a source based unit	Elizabethan England - This focuses on the impact the reign had on England and its relations with Europe. It also looks at the start of the Empire	Americal involvement in Vietnam - this focuses on how America became involved in Vietnam, as in fluence there and how the Media changed the public's view it is the content needed for students so reflect their countes		
Art	The Formal Elements in Art	Students produce work as part of an industion unit. Developing their creative skills through exploration of unifour materials and techniques. Exploring the work of artists and/or designes that are influenced by a given theme. Students bout on developing personal outcomes based on their investigations. The aim of the unit of work is for the student to independently explore the creative process. Oversigning the skill required for the advanced here is interesting to the creative process.	Students continue their induction unit, developing their work into a pennani outcome. Students develop their ideas, working doesly with the earn board orberts. White is more independent in Sous and reflects the abilities of the individual student. This Sous is aimed to give the students discolor with the ones element of their coursework, Airbord Study.	The Related Study element of the course allows the student to explore an Art movement of their choice in detail. Critical and practical work in produced, exploring the main ideologies of the artists working at that time.	The Related Study element of the course allows the student to explore an Art movement of their choice in detail. Crisical and practical work is produced, exploring the main ideologies of the artists working at that time.	The Related Study element of the course allows the student to waitine as Art movement of their choice in detail. Critical and practical work is produced, exploring the main ideologies of the artists working at that time. Work is developed into a presonal final outcome.	Students produce work for the Personal Study element of their commercit. This study is developed from their related mudy research and allows the student or septice artists, materials and techniques within a creative specialism of their choice. The Person Study develops a body of work which makes up the coursework element of the A level course.
Computer Science (KS5)	Course not delivered						
IT (KSS)	Topics as identified in B ITEC Level 31T Specification (AAQ) 4 Concept Extends that Design and Computing Section 2 Computer Section 2 Computer Section 2 Computer Systems, Networks and Artificial Intelligence 2 Computer Systems, Networks and Artificial Intelligence	Unit 1: Information Technology Systems Students will study the role of information Activities of the students and the implications of the Students will be supported to the students of the Students will gave inconsisting and contentanting to the secretary to the use of If in presented and professional Students.	tail 1. Information Technology Sestems Soldents will explore from refereits are Orion ne managed, the factor that effect their performance, and the role of protocol, disk transmission, and the role of protocol, disk transmission, computing models, remote working, and the key consideration of oriene systems and communities the consideration of oriene systems and communities, and tools used for reduce risks. Traslig, they will considerate the consideration of the consideration of and tools used for reduce risks. Traslig, they will considerate the consideration of the consideration of the and the disks sources that support them.	Substitution of the state of th	Students will learn the purposes of websites; including elements will learn the purposes of websites; including elements, indirectables about the purposes of	Mail 1. Whithin Devaluement Statests will explore how wireframes, an oresind using took such as kendring, appells and UK design shaware, and designed developming good, for the openiture, or and designed developming good between balancing and grouping content, allaying layouts and stayling and grouping content and sensitive. Learners will sail as today deproper accurated memorimics, learners will sail as today forcusing on colour palettee, branding, and typography.	Unit 1 Websits Development Subsits and host cleaning Syst Sheet (CS) are websites and host cleaning Syst Sheet (CS) are text, lists, butters, tables, and form. They will start, lists, butters, tables, and some they are start to the start of the start of the start of the start learners will examine the rain of lawdoright in exhancing websites, including displaying transper starting controls, table, model shees, and fiften, as well as stading marriates south as hower difficu- partition, and semanted lages.
Drama	Topics as identified in BTIC Level 20 Glpla IT Specification. 4 Concept Strands that from part of a broad, balanced Computing Schouston have been discretified, these shandle are many taught in regularly resisted in a range of Constant. Safe and Effective use of Digital Tools Data and Information Algorithms and Programming Heartware, Software series.	100 Approaches To Acting Charless with the of a Conserva- position with bear influenced professional opine inserva- tions included and extend to proceed the con- ent conservation of the conservation of the con- servation of the conservation of the con- pensation of the con- traction of the con- servation of the c	303-Gentives	335: Statement or moreover. Therevy Couloms will have about. Physically the couloms that the couloms and the sea about. Physical in couloms that Statement, the about an other and Distances as comply and trapply except from the date. In the about the couloms are comply and trapply except from the date. In the all the exclusion that performance to any in advance. If the exclusion that performance to any in advance.	315-Genthues	200 Anomir Great and forms home: Students will take at the design of the control	309 - Cardinas
Textiles	The Key concepts of Testiles and the basic skills and knowledge needed to work at the advanced level needed to complete the course	Students produce work as part of an induction unit. Developing their creative skills through exploration of various materials and sendle stochiogue based around the theme of Matural Factors. They will explore such assessment objective in detail and given the tools to be able to build and develop their confidence with a range of new skills.	Students continue their induction unit, developing their work into a personal outcome helping them to become more independent and prepare them for the rigor of the advanced level course.	The Relocad Study element of the course allows the students to explore an area of testiles of their choice in more detail. Whether it's fashion design, interior design or printmaking just to name a few. Critical analysis and practical work is produced, exploring the main ideologies and sechniques of the testile industry and artists.	The Related Study is refined and finalised into an eccay outcome supported with practical exploration.	Soudents produce work for the Personal Study element of their commencer. This study is developed from their Belated Study research and allows the student or supplies artifers, respectals and stichniques within a creative specialism of their choice. The Personal Study develops a body of work which makes up the countework element of the A Level counts.	Students continue developing and exploring ideas for their Persans Study which will continue until the end of term 1 in Year 12
Psychology	Research Methods Approaches, Issues and debates	A level AUJa: Research methods Approaches to Psychology: Cagnitive, Behavioural, Social Learning Theory and Biological.	Research methods Explanations and Insatment of OCD, phobias and depression. Characteristics of OCD, phobias and depression. Social influence: Conforming, obedience, resistance to social influence,	A level AGA: Research methods Social influence minority influence and social change. Attachment - Influence influence, stages of attachment, raise of the father,	A level AQA: Research methods Attackmeen Theories of arachment, types of attachment and the Strange Strandor, room cultural studies insa attachment, slowby's Maxemal Deprivation Hypothesis, Effects of institutionalization, effect of attachment on later relationships, Meenary: Multistone model.	215: Skabethan or Jacobean Theatre - Sudents will learn about the sheater of Skabeth I et and her accessor, learner int. Playweights explored include William Stakespeare, learn to perform in Christopher Machous. Stadents will then learn to perform in Shakespeares comedy and trapped vaccept from that time, for example floren and Additionated Phylift Libraro. They will then exalted the florence of Juliet and A Middusmer Phylift Libraro. They will then exalted the florence of a Juliet and A stadeoune religious and audience.	AQA A level - Research methods Biopsychology: Nervous system, fight or fight, endocrine system, localisation of function and studying the brain
Child Development	Growth and	Unit 1 Children's Development, Growth and Development, pottents of development, across different age ranges, factors, Cognition, language and communication development, theories of emotional and social development	Continued with Unit 1 for January 2005 exam	unit à Pay and Learning, types and benefits of play, theoretical approaches to play, skills needed by an early years practitioner	Students will continue with Linit 3 and coursework write up	Students will recap Unit 1 for Exam resit in May	Students will continue with Link 3 and coursework write up, as we as undertake a 50 hour work placement within ±51
Health and Social Care	Consth and Development - Physical, Intellectual Emotional and Social Factors affecting Growth and Development - Effects of Aging Physiological Conditions, diagnosis, teatment and effects on PES. Type of dementia and the effects on individuals.	- Unit I Manuan Liferguan Development, Learners, cover physical, illegain, and the factors affecting development and the effects of ageing.	Students with it a Moot Earn for their I in November in preparation for their earn in Literary	- timit is Mereling Individual Care and Support Needs, Learners focus on the principles and procticolistics that underplan seering helicidual care and operation leads, with one the Neudolistics and all time care disti	- With 5 Meeting included Care and Support Needs, Learners faces - With 5 Meeting included Care and Support Needs, Learners faces - With 5 Meeting included Care and Support Needs, which are the foundation of all - The Care disciplines.	Students will continue to be tragits content for with 5 and will have called continuent to sit.	-time 2 Working in Wealth and Gold Care. Learners explore what it like to work in the health and social care secure, including the social care deposition of workers and opposition. This are electrical exhibitions of workers and opposition. This has electrical exhibitions of workers of the first the electrical exhibition of the first of the first the electrical exhibition of the exhibition of the control of on the principles and production that exhibition of social exhibitions of the control of Students will resid that it human Lifetigue development Com-
Film Studies		Introduction to A Level Film Studies; Film Language - Mike-en-scene, editing and sound; Component 1: Varieties of film and filmmaking - Hollywood 1930 - 1990; Component 2: Global filmmaking perspectives	Component 1: Hallywood 1930 - 1990 (continued); Component 2: Global film (continued)	Component 1: American film since 2005/2012; Component 2: Documentary film	Component 1: American film since 2005/2012; Component 2: Film movements - Séent cinema	Component 1: British film since 1995; Component 2 Film movements - Experimental film	Component 1: British film since 1995; Component 2 Film movements - Experimental film and Revision
Media		perspectives perspectives introduction to Film & Video Production; Keeping a Learning Journal, Film Language, Single Camera Techniques; storyboarding, genra and narrative	Film editing: Film Production - Fiction	The role of the scriptwriter/Him industry study, Pre-production planning	Realism in cinema; scriptwriting; treatments and planning portfolios	Histocok and his techniques; the production log: cinematography and framing	Short film productions
		Journal + Im Linguage; angle climies sechiopies; staryboarding genera and narative. Students produce work as part of an induction unit. Developing an understanding of how the camera works and the fundamental formal elements of Protographs, Developing their creative skills through exploration of various materials and editing techniques, their will explore anyth suspense or historia in detail and riskes the first will explore anyth suspense or historia in detail and riskes the	Induction unit continued, working towards producing a personal outcome. The students continue to develop their skills and ideas working closely with the easin board criters. The students work	Reliand study - This element of the course enables the students to explore and research an area of Photography in greater depth. Critical and practical work forming the outcome of the study.	Related study refine and presented in the form of an exary, supported by a series of Photographs taken during this element.	Related study refine and presented in the form of an extra, supported by a series of Photographs taken during this element.	Penanal study (coursework) - Students choose a theme to investigate in depth. Suploring a range of manerials, editing techniques and developing their knowledge and understanding of Photographers work. Work produced during this randy builds the body of coursework required at this level.
Photography	The Formal Elements in Photography Research Methods Approaches, Issues and debates	through exploration of various more risk and editing techniques, they will explore each assertment objective in detail and given the tools to be able to build and develop their confidence with a range of new dalls. Socialogical study of the family - looking at roles, functions, social policies, alternatives.	towards creating an outcome that in turn formulates the focus of their personal study element. Sociological study of the family - looking at roles, functions, social policies, alternatives	Critical and practical work forming the outcome of the study. Sociological study of Education - looking at roles, types, social policies and achievement of the various groups.	Sociological study of Education - looking at roles, types, social policies and achievement of the various groups.	apparently a series or reading ages career our eights element.	Photographers work. Work produced during this study builds the body of counsework required at this level.

SDCC Y13 Curriculum	Concepts	Half Term 1	m 1 Half Term 2	Half Term 3	m 2 Half Term 4
- Incomilli			A Level students continue to study pure maths topics and are	ram remi s	read term 9
	1	In year 13, A Level students will study pure maths, taking concepts learns in year 1 and extending their understanding of these oppios. Students will primarily focus on Algebraic Methods, Functions and Graphs, Sequences and Series and Binomial Eugansion.	A Level students continue to study pure maths topics and are immoduce to the new angle measure, radians and explore how this new measure can be used to solve geometric problems as well as trigonometric equations.	in Half Term 2, for their Pure Marks, students will extend their knowledge of differentiation and imagration. This requires students to use formulae so integrate and differentiate complex functions.	in Half Term 4, for their pure maths students will study name methods and vectors in it dimensions.
Maths		Students will primarily focus on Algebraic Methods, Functions and Graphs, Sequences and Series and Binomial Esgansion.	Students also continue to study their applied topics; in statistics students study conditional probability and in mechanics students		in their statistics lessons, students will finish studying the nor
Maths		The A Level students will also look at year 2 applied maths looking at statistic topics of lagression and Correlation and whilst simultaneously exploring mechanic topics of Moments.	students study conditional probability and in mechanics students explore friction and forces in two dimensions, introducing trigonometric elements into their applied work.	in their Statistics lessons, the students will study Normal Distribution. In Mechanics, students will study Projectiles and application of Forces.	distribution and recip and revise all modules within the disci throughout their time on the course. In Mechanics, students
	Pure Maths Statistics	simultaneously exploring mechanic topics of Moments.		application of Forces.	distribution and recap and revice all modules within the disci- tionaghout their time on the course. In Mechanics, sucherinals study statios and bring all their work within moments and fit together to salve complex mechanical problems. Students to study further kinematics.
	Statistics Mechanics		Students will also sit a Mock Exam in November covering all content learnt in Year 5 and topics covered to in Year 2.		
English Language & Literature					
Literature		unit à	unt à		
	Students learn about	Learners will cover the stages involved and the skills needed in planning a scientific investigation. How so necod, interpret, down identific conclusions and evaluate This unit will be assented through a wider total (ip and if worth 60 marks: The task is not and marked by Wessan, and will be completed in one sitting, within a	Learners will cover the stage involved and the didls needed in planning a scientific investigation. how to record, interpret, draw cleentific conclusions and evaluate This view will be assessed through a winter task (i)	Unit 8: Physiology of Human Body Systems	Unit R: Physiology of Human Body Systems
Applied Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	how to record, interpret, draw scientific conclusions and evaluate. This unit will be assessed through a written task (Part II) worth 60	how to record, interpret, draw scientific conclusions and evaluate. This unit will be assessed through a written task (Part 8) worth 60	Introduction to the the physiological make up of three human body systems (muculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.	Introduction to the the physiological make up of three human systems (musculosieletal, lymphatic and digestive), how t systems function and what occurs during dyclanction.
	and explanation	marked by Pearson and will be completed in one sitting, within a supervised assessment session	marked by Pearson and will be completed in one sitting, within a supervised assessment session	systems function and what occurs during dysfunction.	eystems function and what occurs during dysfunction.
		supervised assessment session streetabled by Peanson. In this first half term of Year 12 students begin to synthesise the historical konsistence prised throughout the mount with the stude of	supervised assessment session timetabled by Pearson.	7	
	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	in this first half farm of their 18 students begin to synthesice the biological knowledge gained throughout the course via the study of how both plants and animals detect and respond to changes in their environments. They will be required to draw together ideas about how includical cells operate, and how the kinds of adaptations we have already spoken about can make cellular communication.	We continue our study of plant and animal responses in half term 2, focusing now more on hormonal communication in animals, and how this relates to homeocrasic. Students also begin to look at the bioenergetics trat faul these processes with a detailed study of the metabolic pathways of photosynthesis and respiration.	The importance of genetics provide the major focus for this half term, during which customers cauly patterns of inherizance, and begin to require the exciting but hought-provising proxibilities that is in a fature where the human genome could be extensively manipulated, and that of other argonisms exploited to human advantage.	The course concludes with further exploration of how organio used in bioschnology currenty, and how they night be in future. We then pull lack the flocus to review coding, an encourage endents to think about the various ways in which biodiversity of rare and majoritant habitats can be assessed managed.
Biology	expertise, experimentation	enuronments, they will be required to draw together data; about how individual cells operate, and how the kinds of adaptations we have already polyto about on make cellular communication.	how this relates to homeostack. Students and begin to look at the bioenergetics that fuel these processes with a detailed study of the matching continuous of obstroughthesis and persistence.	that lie in a future where the human genome could be extensively manipulated, and that of other organisms exploited to human	encourage students to think about the various ways in which biodiversity of rare and important habitats can be assessed:
		efficient enough to allow an organism-wide survival responses,		advantage. Topic 56 - Kinetics i: Different methods used to measure reaction makes and roller solid riors.	narajes
	Students learn about	Topic 12 - Acid Base Equilibria: Relate buffer solutions to a range of applications in living cells, medicines, foods and the natural	Topic 54 - Redox il: Consider how chemists continue to search for alternative sources of energy, through the development of fuel cells.		
Chemistry	Students learn about science through the key concepts of enquirs, expertise, experimentation and explanation	environment.	Topic 15 - Transition metals: Suplace the model for the filling of electron orbitals encountered in Topic 1, and see how limitations in that model indicate the need for more applicated explanations.	Topic 17 - Organic Chemistry II: Consider how organic synthesis can produce a variety of important materials, such as extent for salvents, flavourings and perfumes.	Topic 19 - Analytical Techniques: NMR
	and explanation	Topic 13 - Energetics II: Evaluate theoretical models by comparing the real and ideal properties of chemicals		Topic 18 - Organic Chemistry III: Consider how the model for	
			Spil 11 - Nuclear Rediction. Understanding nuclear fusion and fiscon, the delawar of the three type of calidates and forming from the control of the control	benzene structure has developed in response to new evidence. 8	
		Topic 6 - Thermodynamics. Specific heat capacity and specific larent have equations, transmal energy and absolute area. Spiriting the residencing between presents, responsibilities and culture and Understand what is mess they a blade-body radiation Topic 15 Specis. Spiriting the New Journal of season and reservation Spiriting Bussell diagrams. Externising consecutions for calculating diseases of data in set understanding the diagrams.	fission, the behaviour of the three type of radiation and forming equations to highlight the interactions of these decays.		
Physics	science through the key concepts of enquiry, expertise, experimentation and explanation	relationship between pressure, temperature and volume and forming the ideal gas equation from these relationships.	gravitational field strength, understanding Newton's law of	Revision and Suam prep	Revision and Suam Prep
Physics	expertise, experimentation and explanation	Understand what is meant by a black-body radiator Topic 10 Space. Exploring the life cycle of stars and interpreting	Topic 13 - Oscillations, Understanding the conditions of simple harmonic motion, the equations to represent the motion and the	Neverties and states people	APPENDIX AND EASILY PROP
		Hertraprung-Russell diagrams. Determining correct methods for calculating distances of stars and understanding the doppler effect.	graphs to represent the equations. Understanding what resonance is and when it is useful and when damping and the different types		
French			of damping are useful		
			•	Students study two topics simultaneously Physical geog Students build on prior knowledge from the KSd curriculum to dev	, one human and one physical geography. raphy: Hazards
	Students engage in our S key concepts of	N N	EA .	Students build on prior knowledge from the KSE carriculum to de- value and where natural discaters are covered and physical processor and nature of these hazards and the various ways in which people in the relationships between people and the environments they occup in the contract of the processor of the proce	elop their understanding further. Cultural Capital is placed as a c s taught, the human impact is also considered. By exploring the
Geography	geography, Location, Processes, Interactions,	residential fieldwork study course, including time to develop the Students independently write up this investigation, drawing on the	EA using data collection and analysis. Students complete a one week in own research question and collect their own data for their NEA evidence they have collected through both primary and secondary edition or hypothesis they are investigating.	the relationships between people and the environments they occup	reporter as seems, students are able to engage with many dimensions. By Specific hazards covered include; volcanic, selonic, storm and
	sustainability and Cultural Capital.	data, to justify their conclusions to the qu	ection or hypothesis they are investigating.	Human geography: Global is this unit, students study globalisation, unequal flows of people, trade and access to markets, global governance, the concept of the	rdems and global governance money, ideas and technology, unequal power relations, internati a felobal commons' and American as a sinkel common Within
				trade and access to markets, global governance, the concept of the students engage in important global processes and im	 'global commons' and Antarctics as a global common. Within the teactions which form a vital part of our global system.
	Students work on independent investigations using the skills they have learned in Year 12. They also undertake a depth study				1
History	investigations using the skills they have	Students work independently in supervised leasens on a wine of	Students undertake an in-depth study of Russia from 1855 to 1964. They look at the impact of the different regimes on the people of		1
History	learned in Year 12. They also	Students work independently in supervised leasons on a title of their choice based on their study of the war in Vietnam	Students undertake an in depth study of Russia from 1855 to 1964. They look at the impact of the different regimes on the people of Russia and the Empire		1
	undertake a depth study				1
		Students produce work for the Personal Study element of their commends. This study is developed from their related study reasons had allow the maleritate septions action, metabals and techniques within a constive specialism of their choice. The Personal Study developes a body of work which makes up the commence!	Students produce work for the Personal Study element of their coursework. This study is developed from their related study research and slows the malent or beginn artists, misetillar study are the students of their children of their choice. The Personal Study developes abody where when that up the course element of the A Level Course, Work is developed into a personal Study developes. The students of the A Level Course, Work is developed into a pensonal Stud deutoms.		Sum unit. Developing their reaction skills there as a re-
Art	The Formal Elements in	coursework. This study is developed from their related study research and allows the student to explore artists, materials and	research and allows the student to explore artists, materials and techniques within a creative specialism of their choice. The Personal	Exam unit. Developing their creative skills through exploration of various manetals and techniques. Exploring the work of artists and/or designers that are influenced by the individual theme choose from the list set by the exam board.	various materials and techniques. Exploring the work of arti and/or designers that are influenced by the individual then
	Art .	Study develops a body of work which makes up the coursework standy develops a body of work which makes up the coursework	Study develops a body of work which makes up the coursework element of the A Level course. Work is developed into a personal	chosen from the list set by the exam board.	Exam unit. Developing their creative skills through exploration various materials and techniques. Exploring the work of and and/or designers that are influenced by the individual them chooses from the list set by the exam board. Work is developed a personal final outcome produced in the final exam.
Computer Science (KS5)	Course not delivered		tina outcome.		
Science (KS5)					
	Topics as identified in the BTEC Level 3 IT Specification (AAQ)	Less 1. Inflammation. Technologie, Spetterns Conference of Grober II replants he stricing date and performed of Grober III replants he stricing date and performed of Grober III replants he stricing date and performed of decided recognition of the conference of the			
	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revisited in a range of contents:	of online IT systems for storing data and performing	Unit 1: Information Technology Systems Students will examine the threats to data, information,	Unit E. Data Madellina	Studerts will seen how to dealy a specialheist mo- including producing sorthwised structure degrams those layout, processing, data seely and validate, those layout, processing, data seely and validate, define last data, purposes, and operated reside define last data, purposes, and opposed reside charges and size feet and opposed resident and sear- ply galaring feetback from closels and sear- ped design of the search operated and operated search operations, and data managing formation, seption, operations, and data managing howeing, and oper- ating, filtering, garanging providing, and gala- sies design operated search operations.
	balanced Computing Education have been	of cloud storage and cloud computing. They will are how the impact of these technologies on individuals.	and IT systems, including accidental damage, viruses, malware, phishing, and hacking, and the implications of	Students will study the stages of the decision-making	including producing worksheet structure diagrams show layout, processing, data entry and validation
	identified, these strands are rarely taught in	and organisations, as well as systems that support remote working such as VPNs and remote deaktop	these threats for individuals and organisations. They will explore techniques and systems used to protect	and verifying information, analysing data, considering alternatives and their consequences, making and	navigation, and output. They will create test plans define test data, purposes, and expected result
IT (KS5)	regularly revisited in a	tools. Learners will examine factors affecting the use and selection of online systems, including security,	passwords, physical controls, digital certificates,	justifying decisions, and communicating outcomes to relevant stakeholders. They will also explore how	by gathering feedback from clients and users,
	Creating Digital Assets	cost, ease of use, features, and connectivity. They will also study online communities, how people interact	for stored and transmitted data. Learners will also study the role of legislation and codes of practice in	spreadsheets can support data modelling, including entering and editing data, formatting, using formulae	updating design documentation. Finally, they we develop data model solutions that meet client
	Data and Information Algorithms, Data	chatroom, forums, and podcasts, and the implications	safeguarding data and IT systems, considering the impact of these measures on both individuals and	Students will study by a support of the decision-making process, including understanding process, including understanding pomerates, skeeting process, including understanding pomerates, skeeting adversifying includination, analysing educations, considering alternatives and their convergences, making and pulpflying decisions, and communicating outcomes to be pulpflying decision, and communicating outcomes to support data modelling, including entering and editions, validating and verying data, manylaring formulate and functions, validating and verying data, simple size of interpreting process. and prescription grant destinations and extractions, validating and verying data effectively.	requirements, using formulae, functions, logical operations, and data manipulation techniques suci
	Creating Digital Assets Data and Information Algorithms, Data Structures and Programming Computer Systems, Networks and Artificial Intelligence	considering aspects such as user experience, privacy, security, and overall performance.	Unit 1: Information Sectioniony Systems Students will asserte the Protect to date, information Institute of the Protect of the Section Section Institute of the Section Section Section Section Institute of the Section Sec		sorting, filtering, grouping, pivoting, and goal-seek
	Intelligence				
	Intelligence	306: Planning A Career in the Performing Arts - students will assess their performance skills , plan for their future, and explore various		204e: Performance Pregaration - An externally assessed unit.	215: Community Drama - using the play created for 306e stud will research what community drama is and create a presentati
		306: Planning A Career in the Performing Arts - students will assess their performance skills , plan for their future, and explore various		304e: Performance Preparation - An extensilly assessed unit. Students will prape for a monoblogue with an interview of themself which will be recorded. They will also device their own	215: Community thams - using the play created for libbs studies search what community drams is and crease a presented thow this. They will perform their finished and adapted performance to an audience and evaluate the finished produ
Drama		306: Planning A Career in the Performing Arts - students will assess their performance skills , plan for their future, and explore various	306 - continues	20%: Performance Preparation - An extensily assessed unit. Students will prepare for a monologue with an interview of therealf which will be recorded. They will also device their own pile on a there assigned by the exam board for a particular sudence. They will instea a relevant of heldile perform the pilece	215: Community Drams - using the play created for 20de stad- uill research who community drams it and create a presented show this. They will perform while foliable and adapted performance to an audience and evaluate the finished produ- performance to an audience and evaluate the finished produ-
Drama		306: Planning A Career in the Performing Arts - students will assess their performance skills , plan for their future, and explore various	306 - continues	Joban Performance Proparation - An extensily password unit. Students will propose for a moneting-weith an internotive of themself which bill be recorded. They will also device their own pile on a thems assigned by the wan board for a particular scalence. They will cross an enhanced including, perform force to a live audience and receive feedback which they need to set upon an efficiency of the policy of the proposal of the popp and discounter.	215. Community brams - using the play created for 3bite stated will research what community durant it and create a presentation when community durant it and create a presentation with. They will perform their bruked and appearing performance to an audience and evaluate the finished production.
	Working to a brief, analysing performance, deviating for a community, audition skills, planning for a career in the industry	ADC Flamming A Caser in the Performing Arts - Harderts will susest their performance allist, join for that flams, and expline surious pluriques in the sharp. When will come as sometimes of the purpose of the sharp	306 - continues	Dobe feel or succeeding a second or succeedin	315 Community Drama - using the play created for 304e stud- will research what community drama is and creates presented with the community drama is and creates presented performance to an audience and resiliate the finished produ-
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