

SDCC Y7 Curriculum	Concepts	Term 1		Term 2		Term 3	
		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Students 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 – Origins To understand the origins and purpose of narratives and explore how they influence our lives and our writing. Mythology, Bible stories, Fables, Fairy Tales, The Seven Basic Plots, Allusions, links to modern texts.		Unit 2 Journeys: Understand the concept of heroism and look at how the hero's journey structure can be applied to a range of different texts. Students will learn about the windrush generation 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	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Introduction to science and basic lab equipment. Students begin to 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 Iseghou'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, Tuvulu and Tokyo. Students build an understanding of location through longitude and latitude 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 Aral 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 Aral 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 and Climate Weather, climate, climate graphs, measuring weather, types of rainfall, the UK's weather. Beaufort from the East. Students learn about key atmospheric processes that influence weather in the UK and the impact of interactions between weather and urban areas.	Fieldwork enquiry Introduction, hypothesis, data collection, data presentation, conclusion and evaluation. Students engage in the enquiry process to complete a fieldwork 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 treatments have changed 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 medieval monarchs 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 (Amrita Gale) before then creating their own layered mixed media outcome.	Looking at photography and graphic art techniques, the students explore the work of Sharnell Blawi and produce some digital art experiments. Texture within fish shape, photo weaving of textures.	Students focus on the artwork by the artist Vincent Scarpase 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 Computer Systems, Networks and Artificial Intelligence	Digital Skills An introduction to Computing, covering password security and the use of a range of Google Workspace applications. Students will learn how to use Google Classroom, Google Drive, Google Docs, Sheets Slides 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 revisited 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 develop confidence with using the interface to create, edit, run and debug programs. Assessment Point 1 Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1	Programming Essentials Students will learn about the main programming concepts: variables, sequencing, selection, and iteration. They will write computer programs using a 'block-based' programming environment.	Modelling Data Students will learn the principles of data modelling and how to use spreadsheets to organise data. They will use formulas and functions to perform calculations.	Assessment Point 2 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	Isht - 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 choices, 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 Britain 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 diversity 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 parliament and understand the 3 parts of parliament, being the House of Commons, House of Lords and the Monarchy. All are crucial to our freedom of speech and having your say in parliament. We are able to look at the rule of law and how it works, which enables students to understand the processes around making a law 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 responsibilities? We will study the differences from a right and responsibility. To discover certain laws are needed to protect society and that we have a role to ensure that everyone is treated fairly and equally in society with regard to the rule of law and laws of the land.	Rule of Law - Why do we need laws? How justice fits in with society. Tolerance and Mutual Respect - Terrorism, the consequences of an attack and religious views towards victims. Important to understand the freedom of a religious view is a human right without fear or terror of repercussions.	Tolerance & Mutual Respect - Understanding Religious views on Islam Practices. Looking at how Muslims live their lives with the importance of following the 5 Pillars of Islam and the 10 Obligatory Acts. Students will describe the importance of prayer in religions and the Shahadah to Muslims.	Tolerance & Mutual Respect - Understanding the importance of others beliefs and how they practice their beliefs. In Islam they value their pilgrimage to Mecca and the practice of almsgiving, called Zakah.
Music	Ensemble Musicianship, performance skills, elements of Music, Listening and appreciation of others Warm ups Training methods Decision making in activities and competition	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	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	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		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 landing 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 (Females) Friends, Respect and Relationships : Consent and boundaries, Pressure, Influence and Friends	Staying Safe Online and Offline : Avoiding Gange 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 drawing bag learning how to applique, stencil, heat press vinyl and embellishment techniques before using the sewing machines to complete their outcomes. <i>(The project will run for one term and then groups will rotate to a new technology subject)</i>	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	VS Curriculum	Concepts	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Students 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 ratios, whilst being able to apply fractions and percentages to developed problems	Students are able to understand how statistical trends, 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		To consider how and why the gothic genre allowed writers to explore our greatest fears. Students will delve into the depths of famous gothic writers and poets with a view of understanding how our fears have developed throughout time.	Unit 4: Fear of the Unknown	Unit 5: The Friggle Mind To explore how fiction has created some of the great feared characters in literature. To explore our own humanity within this context.	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 assess their understanding of what makes us human.			
Science	Students learn about science through the key concepts of enquiry, experiment 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 science of the Earth and the position in the solar system. Students build on this by applying their forces knowledge to investigations about springs.	Students learn about more complex chemical reactions such as metals and oxygen, acids and water. They will look at more real life examples extracted from their own world. 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 in 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 phrases correctly and are able to describe themselves and others.	My friends and me: French phrases, 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 their past tense	Food: Talking about my eating habits, expressing likes and dislikes	Recap / revision of key concepts, assessment 2 + feedback, cultural awareness	
Geography	Students engage in our 5 key concepts of geography: Location, Processes, Interactions, Sustainability and Cultural Capital	Development Development indicators, factors affecting development, perceptions of Africa, physical geography of China, poverty and improving quality of life in China. Students develop a wide understanding of the concept of development, linking physical and human factors to understand differences in development. Localised knowledge of Africa is taught and cultural capital is grown through consideration of perceptions of Africa.	Sustainable oceans Ocean ecosystems, food webs, oceans and climate change. Plymouth School - a marine national park, seagrass, overfishing and plastics in the ocean. Students engage in local learning as they learn about the natural habitat on our doorstep. Sustainability is a core concept of this topic as students consider threats to the oceans and sustainable solutions. This unit includes an option to visit the National Marine Aquarium.	Ecosystems - Coral Reefs Climate change, tourism, bleaching and restoration. Students continue to develop an understanding of sustainability and the oceans, with specific focus on coral reefs. Students will build location knowledge and cultural capital as they study specific examples of coral reef ecosystems.	Urbanisation Global population distribution, megacities, push / pull factors, India (Mumbai / Dharti). Students gain an understanding of how the world's growing urban population creates opportunities and challenges. The key process of migration is investigated with specific reference to the impact on Mumbai. Through studying Mumbai, localational knowledge of cities is developed and cultural capital built.	Cold environments (Russia / Antarctica) Characteristics of cold environments, Siberia, glacial processes and landforms. Students engage in cold environments in this 2 part unit. Beginning with the characteristics of cold environments exemplified by Siberia, students develop an understanding of key interactions in this harsh wilderness. Following this, students learn about specific processes at work in cold environments through glaciology.	Saudi Arabia and The Line The Middle East, characteristics of hot climates, sustainable urban futures. In this topic, students learn about the human and physical geography of the Middle East. Initially developing their locational knowledge, students also discuss physical characteristics of hot climates. Sustainability is considered in the form of the Masdar City, 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 rather 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 the Holocaust.	The Civil Rights Movement in Great Britain: Looks at the Empire Windrush, 1958 Race Riots and Enoch Powell and the Race Relations Act. Develops the skills of empathy and analysis.	The Civil Rights Movement in the USA: This focus looks on the ending of Slavery, the development of the Jim Crow laws and the formation of the KKK. There are case studies on Little Rock 9 Emmett Till, Montgomery Bus Boycott and the Civil Rights Movement.	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 Chaei Chen as an inspiration to create colourful 3D clay capsules 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 an 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 an inspiration to produce mixed media images and Kate Malone to produce colourful and organic coil 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 understanding of how binary is used to store text and image data in a computer system. Students will learn the units of data measurement and be able to perform data capacity calculations for real-world scenarios.	Introduction to Python Programming This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomises, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.	Python Programming Projects Students will work towards completing a number of computational thinking challenges in order to solve complex problems. Assessment Point 1 Students will be at their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1	Computing Systems Students will gain an understanding of the different components that make up Computing Systems. For example, the use of the CPU, Memory and Storage. They will also learn about other components found in Computing Systems and the role and purpose of Operating Systems.	Mobile App Development In a world where there's an app for every possible need, this unit aims to take the learners from designer to project manager to developer in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with coding environment and have an opportunity to build on the programming concepts they used in previous units before understanding their project. Learners will consider the needs of the user, decompose the project into smaller, more manageable parts, develop their app, and finish off by evaluating the success of the project against the needs.	Assessment Point 2 Web Design Projects Students will be at their end-of-year assessment.	
Drama	Building performance and acting skills. Interpretation of script. Using historical stimulus to develop prepared and spontaneous improvisation, characterisation, narrative of the script.	Aberfan: Exploring Historical context of the Aberfan Disaster as experienced by the children and staff at Pwllgwyn Yrffyd and Junior School. Skill development - spontaneous improvisation, dialogues, white class tableaux, scripting	Mystery Pictures: Building narrative through image stimulus. Skill development - white class tableaux, not-seating, cross-cutting, feedback and direct address to audience	Mystery Pictures - Continues		Script Work: Reading sections of script. Story Play: to develop understanding of plot, content and characterisation. Skill Development - set work reading stage directions, paraverse, 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 the different commodities are, how they are produced or raised and how they can be cooked and used to produce different recipes. Students will then cook with these commodities, building on their skills from last year and learning how to use the tools. They will then learn how to use the tools.	To know what a commodity is in food production. To understand what the different commodities are, how they are produced or raised and how they can be cooked and used to produce different recipes. Students will then cook with these commodities, building on their skills from last year and learning how to use the tools. They will then learn how to use the tools.	To continue to learn about commodities, where they come from, how they are raised and how they can be used. They will also learn how to create templates for other people to use to produce a dish with contingencies for possible issues that may arise	To know what a commodity is in food production. To understand what the different commodities are, how they are produced or raised and how they can be cooked and used to produce different recipes. Students will then cook with these commodities, building on their skills from last year and learning how to use the tools. They will then learn how to use the tools.	To continue to learn about commodities, where they come from, how they are raised and how they can be used. They will also learn how to create templates 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 in 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 deal with prejudice and stereotyping and understanding other cultures that live in the UK. Skill and social equality play a major role in acceptance of others and all of us being equal for all human kind.	Democracy - Understanding what is a democracy and what is a democratic. Learning that we live in a democracy and the role of parliament. Students can learn about the role of a Member of Parliament and their duties and responsibilities. To understand the purpose of political parties and how to vote that everyone has a choice and everyone has it in voting in a general election.	Rule of Law/Tolerance & Mutual Respect - To understand the attacks which are related to terrorism on 9/11 UK. We look at the impact of the attacks and how society comes together in solidarity, showing the mutual respect for all citizens 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 safe as a country.	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.	Tolerance & Mutual Respect - looking at Christianity as a religion and how it is the major religion in the UK today have different views on how the world was created. Perhaps scientifically by the competent powers of God. All of the work can be considered from a religious view or humanist view depending on your ideas and thoughts.		
Music	Collaboration, elements of Music, performance skills, listening, and appraisal - accessing a digital workstation	Keyboard skills 1 - 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 on a musical scale.	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 on a musical scale.	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 film. Students will be introduced to exporting through other digital providers, such as Musicoase and SoundCloud.	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 film. Students will be introduced to exporting through other digital providers, such as Musicoase and SoundCloud.	Musical Theatre - Students are introduced to the scripting and songs of Ragsy Dalt, 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, 'You got a golden ticket'.		
PE and Health	Warm up and cool-downs Functional exercise Fitness testing	The effects of a warm-up Develop attacking principles of play Develop passing/shoot varieties	Examples of a cool-down Develop attacking principles of play 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		
PSE/RSE	Life Beyond School, Celebrating Differences, Mental Health and Wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Proud to be Me! Employment and Enterprise Skills, Proud to be me, Careers and Aspirations, What are my interests?	Equality and Diversity Explained: Equality Act, Protected Characteristics, LGBTQ+ What is it? Rights Across the World, Superhero Civil	Identity, Relationships and Sex Education: Introduction to Relationships, Sexual Orientation Periods and Menstruation Cycle	Identity, Relationships and Sex Education: Introduction to Relationships, Sexual Orientation Periods and Menstruation Cycle	Physical Health and Mental Wellbeing: Child Abuse, Dangerous Society Online and Offline, Cyber Bullying		
Textiles	Learning about ancient methods of fabric decoration from Indonesia as well as developing key Textiles skills	Reduce, Reuse, Recycle: Developing research and analytical skills to learn from by exploring the work of textile artist Vanessa Barragao. Exploring a range of textile techniques using upcycled materials including weaving, batik and fabric ink.	Reduce, Reuse, Recycle (Part 2) Students continue their project by embossing 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 their groups will rotate to a new technology subject)	Reduce, Reuse, Recycle: Developing research and analytical skills to learn from by exploring the work of textile artist Vanessa Barragao. Exploring a range of textile techniques using upcycled materials including weaving, batik and fabric ink.	Reduce, Reuse, Recycle (Part 2) Students continue their project by embossing 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 their groups will rotate to a new technology subject)	Reduce, Reuse, Recycle (Part 2) Students continue their project by embossing 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 their groups will rotate to a new technology subject)		
Child Development								
Health and Social Care								
Media	Introduction to image and video: Create 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	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 phrases correctly and are able to describe themselves and others.	My friends and me: French phrases, 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 their past tense	Food: Talking about my eating habits, expressing likes and dislikes	Recap / revision of key concepts, assessment 2 + feedback, cultural awareness	

SDCC Y9 Curriculum	Concepts	Term 1		Term 2		Term 3	
		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Students cover the five strands of mathematics in this year: number, ratio and proportion, handling, algebra and geometry with increasing depth.	Students develop fluency with special types of number such as ratios, 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 how fractions percent change and it's real life application.	Students develop their algebraic vocabulary through becoming confident at manipulating, solving and data presentation. These skills have professional applications and algebra are taught to understand inference and bias	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 understanding	Students apply algebraic skills developed earlier into finding perimeters, areas, lengths and volumes of complex and uncommon shapes. The also further develop the main skills of algebra and geometry to solve specific angle problems involving 2D shapes	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 fractions and how they can be combined
English Language & Literature		Unit 7: Conflict To explore the ways in which writers try to understand why and how humans can be so destructive. Students will study the WW1 play, Journey's End and look at conflict poetry across time to understand the destruction and power of mankind. Text: Journey's End		Unit 8: Dystopia To understand how writers have exploited ideology and manipulated readers in order to explore our deepest fears of the future whilst studying George Orwell's Nineteen Eighty-Four.		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.	Spoken Language GCSE Endorsement
Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Biology: Cells and microscopes Chemistry: Atoms, elements and the periodic table Physics: The particle model	Biology: Cell specialisation Chemistry: Pure and impure substances Physics: Scalar, vectors and forces	Biology: Health and disease Chemistry: Atmospheric pollution	Biology: Non-communicable diseases Chemistry: The Earth's atmosphere Physics: Energy stores and transfers	Biology: Treating diseases and infections, cell transport Physics: Speed and velocity	Biology: Photosynthesis, the cell cycle and cell division Chemistry: Review of previous learning Physics: Review of previous learning
French	Students develop the ability to pronounce key words and common phrases correctly and are able to describe a healthy lifestyle.	My family and me Introduction to basic French culture and pronunciation. Introduce yourself, Physical		My family and me Introduction to basic French culture and pronunciation. Students will learn to talk about relationships with family members and discuss		Leisure time Talking about hobbies and free time activities.	
Geography	Students engage in our 7 key concepts of geography: Location, Processes, Interactions, Sustainability and Cultural Capital.	Our Urban World Economic sectors, TNC's, town 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 build cultural capital and an understanding of the local place.	Tectonic Hazards Plate movement, earthquake formation, effects and responses (Megal 2018 and Chile 2010), volcanoes formation, effects and responses (Tonga 2022), risk management. With the foundations of geological time and the structure of the earth built in Y7, students now have specific significance for WW2 and the Post-war world. 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.	Rivers Causes of flooding, flood hydrographs, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of rivers interact with the human process of urbanisation. 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 Somerset Levels.	Coastal processes and landforms Coastal processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found along the coastline. An understanding of the interactions between natural processes is developed. Students develop locational knowledge as the learn about the coastal coastline, specifically Seavacue and Studland.	Coasts 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. Sustainable futures are considered in flood management and environmental design and cultural capital is built through the consideration of the real world flood management examples of Lyme Regis, which includes a fieldwork visit.
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 KS2 it has taken into account the National Curriculum requirements of History in schools. It aims to challenge assumptions, give 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 Hitler and the Nazis. It looks at these changes through the medium of sources developing the skills of interpretation. The end of this term moves into a Study of the Holocaust	Holocaust is studied during the first part of this half term. This is a compulsory unit on the National Curriculum. This leads on to looking at certain events like Pearl Harbour and the dropping of the atom bombs which have specific significance for WW2 and the Post-war world. 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 develops, 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 turning point in the 20th century, it aims to explore why these are seen as such significant events and looks at the perspective it is viewed from to question the stereotypical view	This 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 Nelly 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, Icons & 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 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	HTML Programming Students will learn how websites are constructed and they will use HTML and CSS to design and format websites effectively.	Cyber Security This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common techniques, and finally look at methods to protect against these attacks.	Ethics in Computing Following on from their topic on Cyber Security, learners will begin to explore some of the ethical considerations around Computing. Assessment Point 1 Students will at their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1	Spreadsheets and Data Science Students will use a range of spreadsheet tools to analyse and present data effectively.	Images and Image Editing Students will learn how computer systems store image data. They will investigate the factors that affect the quality of a digital image. In addition, they will develop practical image-editing skills using software applications.	Data Science In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, the learners will go through the steps of the investigative cycle to try to solve a problem in the school using data. Spreadsheets and Data Dashboards Students will investigate how spreadsheets can be used to interrogate and present data effectively. They will learn user interface design skills through creating a
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. Includes Script Writing, Prepared and Spontaneous improvisation, Monologue and white class in-role. Building backstory, dramatic tension , nuance and more complex characterisation.		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 semantics. Off-text development of narrative.	Blood Brothers - continues
Food Technology/Catering	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating food choices 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 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 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 use the role of women changing because of human rights and equality, along with how we deal with wealth and exploring 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 treated 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 wrong that people do. The aims of punishment and for reformation and forgiveness.	Religion, Crime and Punishment - We understand the reasons for wars and why greed, self defence and retaliation can be seen as good or bad reasons. 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 war 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 at greed, self defence and retaliation. Students will study responses to war and for world reasons.	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 giving 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 8, fusing their knowledge of chords and melody to play 'Hallelujah'.	Keyboard skills 3 - Students continue their keyboard work into Year 8, fusing their knowledge of chords and melody to play 'Hallelujah'.	Students are encouraged to strum using a variety of rhythms, but use 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 Sibelius.	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 pairing to skills and describe how they connect through physical	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/RE	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Essential Life Skills: Saving and Managing Money, Labour Market Information, Finance Budgeting and Employment, What are my skills?	Health and Wellbeing: How well-esteem changes, What is a Penis?, What is a Vagina?, 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	Icons: Developing research and analytical skills to form opinions by exploring the work of textile artist Victoria Vlasova. Students will be able to choose their own icon which will inform the rest of their project and make personal to them. They will learn the new techniques of image transfer and removal.	Icons (Part 2): Students will personalise their icons by exploring a range of techniques inspired by the textile artist Victoria Vlasova as well as taking inspiration from their icon to create a textile portrait using hand embroidery, machine embroidery and developing their embellishment techniques to complete their subjects. (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	
Child Development							
Health and Social Care							
Media	Genre, Film Language, Video Production, Camera Work, Video Editing	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) sound and genre.	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 phrases correctly and are able to describe a healthy lifestyle	Students are able to discuss what they eat and don't eat and what makes a healthy lifestyle.		My lifestyle:		Leisure time Students will develop the skills to describe their free time and leisure activities. Using time phrases, intensifiers and adjectives, students will talk about their hobbies and begin using comparatives and superlatives to add complexity to their work.	

Year 10 2020	Concepts	Term 1	Half Term 1	Half Term 2	Half Term 3	Term 2	Half Term 4	Half Term 5	Term 3	Half Term 6
Maths	Student cover a range of mathematical topics in this year, including number, algebra, geometry, statistics and probability. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.	Foundation: Students develop fluency with numerical concepts and their applications in problems. Higher: Students understand rational numbers and are able to solve problems involving them. They can also understand algebra fluently to solve a wide range of complex equations with simultaneous equations and expanding brackets.	Foundation: Students develop fluency with complex algebraic concepts and their applications in problems. Higher: Students understand rational numbers and are able to solve problems involving them. They can also understand algebra fluently to solve a wide range of complex equations with simultaneous equations and expanding brackets.	Foundation: Students expand their geometric skills and are able to calculate areas, volumes, perimeter and angles of complex and compound figures. Higher: Students demonstrate the ability to find missing angles in complex 2D and 3D shapes while being confident in using algebraic equations when finding angles.	Foundation: Students develop fluency with numerical and algebraic skills. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.	Foundation: Students develop fluency with numerical and algebraic skills. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.	Foundation: Students develop fluency with numerical and algebraic skills. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.	Foundation: Students develop fluency with numerical and algebraic skills. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.	Foundation: Students develop fluency with numerical and algebraic skills. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.	Foundation: Students develop fluency with numerical and algebraic skills. They can apply the laws and understanding to a range of real world situations. Higher: Students apply number fluently to solve complex problems involving the properties of numbers and geometry with increasing fluency.
English Language & Literature	Language lessons - students learn a variety of literary and non-literary texts in preparation for English Paper 1. Students will learn to use correct punctuation in preparation for Creative Paper 2.	A Christmas Carol by Charles Dickens. Students consider the context of the text, the language used and the themes of the text.	A Christmas Carol by Charles Dickens. Students consider the context of the text, the language used and the themes of the text.	Macbeth - Students learn about the context of the text, the language used and the themes of the text.	Macbeth - Students learn about the context of the text, the language used and the themes of the text.	Theme of 'Identity' - study of poems and creative writing in preparation for English Paper 2.	Theme of 'Identity' - study of poems and creative writing in preparation for English Paper 2.	English Paper 1 - Language analysis - students learn a variety of literary texts in preparation for English Paper 1.	English Paper 1 - Language analysis - students learn a variety of literary texts in preparation for English Paper 1.	English Paper 2 - Non-fiction texts in preparation for English Paper 2. 19th Century texts and 20th century texts. Themes such as power, violence, war, and the environment. Students learn about the context, language, and themes of the texts.
Combined Science	Students learn about science through the key concepts of science, experiment, observation and evaluation. They learn about the scientific method and the importance of safety.	Biology: Cells, Tissues, and Systems. Chemistry: Chemicals of the Body. Physics: Forces, Motion and Energy.	Biology: Cells, Tissues, and Systems. Chemistry: Chemicals of the Body. Physics: Forces, Motion and Energy.	Biology: Cells, Tissues, and Systems. Chemistry: Chemicals of the Body. Physics: Forces, Motion and Energy.	Biology: Cells, Tissues, and Systems. Chemistry: Chemicals of the Body. Physics: Forces, Motion and Energy.	Biology: Evolution and genetic manipulation. Chemistry: Extraction of metals. Physics: Calculating energy transfers.	Biology: Evolution and genetic manipulation. Chemistry: Extraction of metals. Physics: Calculating energy transfers.	Chemistry: Atomic structure and bonding. Chemistry: Acids and bases. Physics: Nuclear radiation.	Chemistry: Atomic structure and bonding. Chemistry: Acids and bases. Physics: Nuclear radiation.	Chemistry: Chemicals of the body and metabolism. Physics: Forces, motion and energy.
Trips Science (Option)										
Geography	Students engage with the world around them, learning about the physical and human geography of the world. They learn about the importance of the environment and the impact of human activity on the planet.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.	Physical Geography: The Natural World. Human Geography: The Human World. Environmental Geography: The Environment.
History	Students learn about the past, learning about the events and people that have shaped the world. They learn about the importance of the past and the impact of human activity on the world.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.	The Roman Empire. The Middle Ages. The Renaissance. The Industrial Revolution. The Modern World.
Art	Students learn about the visual arts, learning about the techniques and materials used to create art. They learn about the importance of the visual arts and the impact of human activity on the world.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.	Visual Arts: The Visual World. The Visual Arts: The Visual World. The Visual Arts: The Visual World.
Computer Science (KS4)	Students learn about the computer, learning about the hardware and software that make up a computer system. They learn about the importance of the computer and the impact of human activity on the world.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.
IT (KS4)	Students learn about the computer, learning about the hardware and software that make up a computer system. They learn about the importance of the computer and the impact of human activity on the world.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.	Computer Science: The Computer. The Computer. The Computer.
Drama	Students learn about the performing arts, learning about the techniques and materials used to create drama. They learn about the importance of the performing arts and the impact of human activity on the world.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.	Drama: The Drama. The Drama. The Drama.
Food Technology/Cooking	Students learn about the food, learning about the techniques and materials used to create food. They learn about the importance of the food and the impact of human activity on the world.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.	Food Technology: The Food. The Food. The Food.
Music	Students learn about the music, learning about the techniques and materials used to create music. They learn about the importance of the music and the impact of human activity on the world.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.	Music: The Music. The Music. The Music.
PE and Health	Students learn about the physical education and health, learning about the techniques and materials used to create physical education and health. They learn about the importance of the physical education and health and the impact of human activity on the world.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.	Physical Education: The Physical World. The Physical World. The Physical World.
PSR/SE	Students learn about the personal, social, and health education, learning about the techniques and materials used to create personal, social, and health education. They learn about the importance of the personal, social, and health education and the impact of human activity on the world.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.	Personal, Social, and Health Education: The Personal World. The Personal World. The Personal World.
Business	Students learn about									
Child Development	Students learn about									
Health and Social Care	Students learn about									
Media	Students learn about									
Photography	Students learn about									
Travel and Tourism	Students learn about									
Spanish	Students learn about									

