

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, including with negative numbers.	Students are introduced to algebra, looking at simplifying expressions and solving simple equations. They also work with time and measures, looking at appropriate units and estimating.	Students continue looking at geometry, including looking at the perimeter and area of different shapes, before introducing coordinates and problem-solving on a coordinate grid.	Students return to a numerical focus, investigating factors and multiples, and manipulating fractions.	Students learn about different types of angles and finding missing angles, before moving into statistics. Here they will look at different charts and tables, and how to find averages and the range of sets of data.	Students will learn about fractions, decimals and percentages, including finding fractions and percentages of amounts, and problem-solving using these, before investigating probability both theoretically and experimentally.
English Language & Literature		Unit 1 – Origins To understand the origins and purposes 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 Big Idea: To understand the origins and purposes of narratives and explore how they influence our lives and our writing.	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 windsurf generation alongside studying the novel, Windrush Child. . Big Idea: 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 develop an understanding of post-war Britain as well as grasp the concepts of migration and cultural differences.	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 windsurf generation alongside studying the novel, Windrush Child. . Big Idea: 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 develop an understanding of post-war Britain as well as grasp the concepts of migration and cultural differences.	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 important to us. This will be explored through many of Shakespeare's sonnets and plays as well as excerpts from Shakespeare's contemporaries	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 important to us. This will be explored through many of Shakespeare's sonnets and plays as well as excerpts from Shakespeare's contemporaries	
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 Ingenhousz'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 phrases correctly and are able to introduce	Introducing myself + basic communication, French phrases, 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 latitude as well as the processes of the greenhouse effect. Cultural capital is built through awe and wonder at a range of places	OS Map Skills Locational skills are further developed with students learning about map symbols, grid references, height and distance.	Sustainable Water The water cycle, The Aral Sea, Water scarcity 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.	The rock cycle Geological time scale, structure of the earth, plate tectonics, rock cycle, weathering, Outcrops. 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 Dainton.	Water and the Earth Students learn about the physical processes relating to water and the earth's surfaces that affect humans' relationship with the land we live on. Students will also develop their understanding of the water cycle, rainfall, infiltration and practical fieldwork.	UK weather and climate Students learn about the key atmospheric processes that affect the UK's weather and climate, they will study case studies of extreme weather events in the UK and develop their understanding of why these events happened.
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 ancestry 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, this also includes a clay class using numerous ceramic techniques	Drawing skills are developed in various materials. Students then explore the work of an artist (Amia Gale) before then creating their own layered mixed media outcome.	Looking at photography and graphic art techniques, the students explore the work of Shamekh Bluei and produce some digital art experiments. Texture within fish shapes, photo wearing of textures, photo - organic paper sculpture.	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, abstracted painting with monoprint detail and 3D clay fish.	Students continue to develop their skills across numerous materials and techniques. Ecological issues are addressed through eco-controlling techniques and the sea illustration project which focus on the effect of plastic in our oceans.
Computing	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are newly 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	Safe and Effective use of Digital Skills This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network whilst completing this unit, learners will learn how to use a range of applications within the Google Suite for Education. For example: Mail Drive, Calendar, Classroom, Docs, Sheets, Slides, Gemini, etc.	Book-based programming This unit is the first main programming unit of KS3. The aim of this unit is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. Assessment Point 2 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.	Modelling Data Learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.	Internet Safety Learners will develop the essential knowledge and skills to navigate the digital world safely, responsibly, and securely. Students will begin by exploring core internet safety principles, focusing on digital footprints, cyberbullying, and the importance of privacy settings for online accounts. Assessment Point 2 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.	Computer Networks This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'Internet' and 'World Wide Web', and of the key services and protocols used.	Microbit Programming Students will complete a short sequence of lessons on the microbit computer and how to use the components of a micro:bit to input, process and output data. Assessment Point 3 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.
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	Ichi - 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, preparation skills cooking skills	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 bought products. To write time plans to follow to produce a dish To know the two basic knife holds of bridge and claw and be able to use them correctly. To produce meals using the oven and grill and to understand the mashing technique	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 when preparing and cooking chicken.	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 bought products. To write time plans to follow to produce a dish To know the two basic knife holds of bridge and claw and be able to use them correctly. To produce meals using the oven and grill and to understand the mashing technique	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 when preparing and cooking chicken.	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 bought products. To write time plans to follow to produce a dish To know the two basic knife holds of bridge and claw and be able to use them correctly. To produce meals using the oven and grill and to understand the mashing technique	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 when preparing and cooking chicken.
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 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 difference 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 Shabdash to Muslims.	Tolerance & Mutual Respect - Understanding the importance of other 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	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 consider how tempo can improve their skills. Students are introduced to the 4 main rhythms that are used in many other pieces studied in KS3.	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 our vocal skills, students will listen and learn a variety of songs from a selection of genres. These songs will be rehearsed during lesson times and will lead to a year group performance of these songs.	Keyboard skills 1 - Students are introduced to basic melodies and how to play these using their 2 fingers. Students are encouraged to play with the correct hand position. They will consider which pitch is correct for their short pieces. Students will continue to build on their performing skills by showing back weekly in their lesson.	Keyboard skills 1 - Students are introduced to basic melodies and how to play these using their 2 fingers. Students are encouraged to play with the correct hand position. They will consider which pitch is correct for their short pieces. Students will continue to build on their performing skills by showing back weekly in their lesson.	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 film.	Creepy Compositions - Students are creating their own piece of Music to a creep house brief. Using keywords only, students are creating an A and B motif to compose a theme that can go with the image for their live recording and performance.
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 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	Sense of Community - Building Relationships (Rounders, Softball, Cricket) This unit uses striking and fielding games as a vehicle to develop positive relationships, teamwork and communication. Students learn how to work effectively with others, contribute to group success and demonstrate respect and sportsmanship. Developing cooperation, leadership and communication within teams. Understanding roles and responsibilities (batting, fielding, officiating). Encouraging inclusive participation and mutual support. Promoting fair play, respect and shared success.	My Personal Best - Achieving Your Personal Best (Athletics) Students focus on understanding what it means to achieve their personal best, recognising that success in PE is measured through individual improvement rather than comparison with others. Through a range of athletic disciplines, students are taught how to set realistic goals, apply feedback and evaluate performance. Development of running, jumping and throwing techniques. Use of basic performance data (times, distances, scores) to track progress. Understanding how practice, effort and resilience lead to improvement. Emphasis on self-motivation, perseverance and reflective learning.
PSE/RSE	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and	Life Beyond School: What is PSH? Getting to know people, What is a community?, Importance of being kind	Celebrating Differences: Importance of being kind, Islamophobia, Avoiding Gangs and Criminal Behaviour.	Health and Wellbeing: Introduction to puberty, Body (Boys), Puberty (Girls)	Respect and Relationships: Consent and boundaries, Pressure, Influence and Friends	Staying Safe Online and Offline: Knife Crime, Online Gaming, Grooming and Respectful Relationships.	Staying Safe Online and Offline: Respectful Relationships, Road and Rail Safety, Stereotypes, mis-information
Textiles	Learning the key skills of Textiles to produce a successful outcome	Ty 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 - Picasso Jones	Ty Dye Bags (Part 2): Students will be turning their designs and research into a drawing bag learning how to apply, 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	Introduction to key concepts and basic textile skills. Building an understanding of colour, design and structure while developing hand and machine sewing skills to produce a ty dye bag.	Introduction to key concepts and basic textile skills. Building an understanding of colour, design and structure while developing hand and machine sewing skills to produce a ty dye bag.
Child Development							
Health and Social Care						Developing cooperation, leadership and communication within teams	Development of running, jumping and throwing techniques
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	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: genre, narrative, characters, film planning Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.
Photography						Encouraging inclusive participation and mutual support	Understanding how practice, effort and resilience lead to improvement
Sociology						Promoting fair play, respect and shared success	Emphasis on self-motivation, perseverance and reflective learning
Travel and Tourism							
Spanish	Students develop the ability to pronounce key words and common phrases correctly and are able to introduce	Introducing myself + basic communication, Spanish phrases, 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	This unit reinforces a growth mindset and helps students build confidence by celebrating progress from their own individual starting points.

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, data handling, algebra and geometry with increasing depth.	Students develop their fluency skills by revising their understanding of fractions, decimals and percentages, before looking at standard index form.	Students further develop their algebra skills by solving inequalities and quadratic equations, as well as rearranging formulae. They also practise their geometry skills by learning how to use compasses using a compass.	Students investigate rounding, looking at error intervals, before being introduced to Pythagoras' Theorem. They then work with ratio and proportion, developing their problem-solving skills in this area.	Students learn how to plot graphs from linear equations, and how to identify and use the gradient and y-intercept, before transferring these skills to real-life graphs of compound measures and motion.	Students continue to develop their graph skills by learning about quadratic graphs. They then return to angles and are introduced to bearings and transformations of shapes. They also investigate similarity and congruence in shapes.	Students further develop their statistics skills by looking at some higher level graphs and charts, and how to find averages from grouped data. They are also introduced to column vectors and how to apply operations to them.
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 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 minds in order to explore our deepest fears of the future. Text: '1984' by George Orwell's 'Nineteen Eighty-Four'.	Unit 8: Dystopia To understand how writers have exploited ideology and manipulated minds in order to explore our deepest fears of the future. Text: '1984' by George Orwell's 'Nineteen Eighty-Four'.	Unit 9: Rhetoric and Persuasion 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.	Unit 9: Rhetoric and Persuasion 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 biology, chemistry, physics, earth science, and space science.	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 appearance, Personality (present/past). Students will learn to use adjectives and nouns correctly.	My family and me Introduction to basic French culture and pronunciation. Introduce yourself. (Physical appearance, Personality (present/past). Students will learn to use adjectives and nouns correctly.	My family and me Introduction to basic French culture and pronunciation. Students will learn to talk about relationships with family members and discuss positive relationships. Students will start to talk about role models and who they admire.	My family and me Introduction to basic French culture and pronunciation. Students will learn to talk about relationships with family members and discuss positive relationships. Students will start to talk about role models and who they admire.	My family and me Introduction to basic French culture and pronunciation. Students will learn to talk about relationships with family members and discuss positive relationships. Students will start to talk about role models and who they admire.	Leisure time Talking about hobbies and free time activities.
Geography	Students engage in our 5 key concepts of geography: Location, Place, Interaction, Sustainability and Cultural Capital.	Our Urban World Economic sectors, TNCs, close towns, devolution, regeneration, suburbanisation, sustainable business, regeneration, effects and responses (Tonga 2022), risk management. With the foundations of geographical line 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.	Tectonic Hazards Plate movement, earthquake formation, effects and responses (Japan 2015 and Chile 2010), volcanoes formation, effects and responses (Tonga 2022), risk management. With the foundations of geographical line 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.	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 and environmental design and cultural capital is built through the consideration of the real effects of flooding in the Somerset Levels.	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 include 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 KS3 it has taken these concepts 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 how these changes affected 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.	Holocaust is studied during the first part of this half term. This is a compulsory unit in the National Curriculum. This leads on to looking at certain events like Pearl Harbor and the dropping of atomic bombs, to discuss the 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 1945-61 This looks at how the Cold War developed. The causes and consequences.	This term builds on the introduction to the Cold War by focusing on its main faultlines.	The looks at significant events and people which can be seen as a turning point in the 20th century. It aims to explore why these events are seen as such significant events and looks at the perspective it is viewed from to question the stereotypical 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 focal features and expressions. Observational studies are developed into a ceramic outcome inspired by the artist Frank Zaver Messersmith.	Students explore the work of artists, using Francois Nallet 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 prints, exploring popular culture and its link with the arts.	Students start to personalise their work under the theme, Icons & Icons. 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	A 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	Web Development In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS. Learners will investigate how websites are categorised and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.	Data Representation: Images and Sound Just like in the previous Data Representation unit (Y8), where learners learned about images and numbers, the ideas that learners need to understand are not really new to them. They will draw on familiar examples of combining images to produce new ones, and taking samples of analogue sound signals, to illustrate these ideas and bring them together in a coherent narrative. This unit also has a significant practical aspect. Learners will use relevant software to manipulate images and get an idea of how the underlying principles of digital representations are applied in real settings. Assessment Point 1 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.	Cyber Security This unit takes learners on a journey of discovery of the threats that exist in our digital world. It starts by considering the value that data holds and what organisations might use it for. They will then learn about social engineering and other common cyber threats, and finally look at methods to protect against these attacks.	Impacts of Computing Technologies Learners will begin to explore some of the wider impacts of computing technologies. They will explore the use of Artificial Intelligence, investigate key Digital Skills required for Employment in the Digital Age and learn how to use spreadsheet software for personal finance and budgeting. Assessment Point 2 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.	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. Learners will continue to refine the spreadsheet skills they have developed earlier in their Curriculum.	The Digital Future Students will briefly explore an emerging area within the field of Computing, such as the use of AI Large Language Models, Image Generation, Cryptography or Quantum Computing. Assessment Point 3 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.
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 while class in-role. Building backstory, dramatic tension, narrator and more complex characterisation.	Devising Drama from stimulus - Topic: Young Offenders. Includes Script Writing, Prepared and Spontaneous Improvisation, Monologue and while class in-role. Building backstory, dramatic tension, narrator and more complex characterisation.	Devising Drama from stimulus - Topic: Young Offenders. Includes Script Writing, Prepared and Spontaneous Improvisation, Monologue and while class in-role. Building backstory, dramatic tension, narrator and more complex characterisation.	Devising Drama from stimulus - Topic: Young Offenders. Includes Script Writing, Prepared and Spontaneous Improvisation, Monologue and while class in-role. Building backstory, dramatic tension, narrator and more complex characterisation.	Devising Drama from stimulus - Topic: Young Offenders. Includes Script Writing, Prepared and Spontaneous Improvisation, Monologue and while class in-role. Building backstory, dramatic tension, narrator and more complex characterisation.	Devising Drama from stimulus - Topic: Young Offenders. Includes Script Writing, Prepared and Spontaneous Improvisation, Monologue and while class in-role. Building backstory, dramatic tension, narrator and more complex characterisation.
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 life in 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. From the religious views of religious to the wrongs 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 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 religious to the wrongs because of human rights and equality, along with how we deal with wealth and exploiting the poor.	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 peace.	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 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'.	Unleash 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 will learn 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 looping through their 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 looping through their digital providers, such as MuseScore and Sibelius.
PE and Health	Resistance and weight training Technical 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 Compare skills and describe how they connect through physical activities	Long term benefits of exercise Explore skill selection according to opponent positions	Explore the use of technology in exercise Link exercise methods to events
PSE/RS	Personal Safety, Risk and Influence, Celebrating Differences, Health and Wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Health and Wellbeing and Staying Safe Online and Offline , Bullying in all its forms, dealing with Grief and Loss and Addiction	Health and Wellbeing and Sex, The Law and Consent : How self-esteem changes, Sexual Consent and Why have Sex?	Sex, The Law and Consent : Relationships and Partners, Delaying Sexual Activity, What is a Penis? What is a Vag? What is a Vag?	Contraception and STIs : Contraception - Condom, Contraception Explored	Sex, The Law and Consent and Staying Safe online and Offline : Sexual Harassment, FGM and Road, Water and Rail Safety	Personal Safety, Risk and Influence : Violence Against Women and Girls, Online Misogyny, Mis-information
Textiles	Learning about image transfer techniques and relating 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 Villaseca. 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 Villaseca 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 textile 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	Cerms, 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	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. Students will use opinions and develop their conversation skills.	Students are able to discuss what they eat and don't eat and what makes a healthy lifestyle. Students will use opinions and develop their conversation skills.	My Lifestyle	My Lifestyle		Leisure time Students will develop the skills to describe their free time and leisure activities. Using time phrases, time expressions and adjectives, students will talk about their hobbies and begin using options and reasons to add complexity to their work.

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