

SOCC 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
<b>Maths</b>		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.
<b>English Language &amp; Literature</b>		Unit 1 – Origins To understand the origins and purpose of narratives and explore how they influence our lives and our writing. Mythology, Bible stories, Norse sagas, Fairy Tales, The Seven Basic Plots, Allusions, jokes 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	
<b>Science</b>	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 organs of heat transfer. 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.
<b>French</b>		<b>My family and me</b> Introduction to basic French culture and pronunciation. Introduce yourself, Physical appearance, Personality (present/past). Students will learn to use adjectives and nouns correctly.		<b>My family and me</b> Describing my family members (past/present), talking about my pets. Students will learn to apply grammatical structures to their work and they will begin communicating in French with more confidence.		<b>My free time</b> Saying what sports and activities I do and which instruments I play. Students will develop grammatical skills including writing and	
<b>Geography</b>	Students engage in our 5 key concepts of geography: Location, Processes, Interactions, Sustainability and Cultural Capital.	<b>Fantastic places</b> 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.	<b>Sustainable Water</b> 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.	<b>OS Map Skills</b> Locational skills are further developed with students learning about map symbols, grid references, height and distance.	<b>Landscapes</b> Geological timescale, structure of the earth, plate tectonics, rock cycle, weathering, Darnmoor. 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 Darnmoor.	<b>Weather and Climate</b> Weather, climate, climate graphs, measuring weather, types of rainfall, the UK's weather, Beast 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.	<b>Fieldwork enquiry</b> 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.
<b>History</b>	The History Curriculum has been created to embrace the key disciplinary skills we want students to develop ( explanation,	Baghdad and the evolution 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	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	<b>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</b>		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	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.
<b>Art</b>	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 (Anniea Gale) before then creating their own layered mixed media outcome.	Looking at photography and graphic art techniques, the students explore the work of Shamekh Shawi 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 re-visit 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
<b>Computing</b>	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:  Safe and Effective use of Digital Tools Data and Information Algorithms and Programming Hardware, Software and Networks	<b>Digital Skills</b> 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.	<b>Networking</b> Students will learn how computer networks are designed and built. They will learn about the Internet is used to transmit computer data. They will learn to recognise the different internet-based services such as Email, World Wide Web and 'Cloud-based' services.	<b>Introduction to Scratch</b> 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.  <b>Assessment Point 1</b> Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1	<b>Programming Essentials</b> Students will learn about the main programming concepts: variables, sequencing, selection, and iteration. They will write computer programs using a 'block-based' programming environment.	<b>Modelling Data</b> 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.	<b>Working in the Cloud</b> Students will complete a 'mini project' where they will need to use a range of software tools and applications to complete a series of tasks. They will need to demonstrate effective use of the Google Workspace suite of applications effectively.  <b>Assessment Point 2</b> Students will sit their end-of-year assessment.
<b>Drama</b>	Collaboration and communication, verbal and non-verbal acting skills, empathy, devising, performing and evaluating.	Introduction to Drama and Interpersonal Skills for success such as Collaboration, Cooperation, Sharing Ideas, Devising from Basic Stimulus and Ensemble	Ishi - using a basic historical story to develop an understanding of empathy and different cultures with a focus on verbal and non-verbal acting skills.	Darkwood Manor: Simple characterisation through prepared and spontaneous improvisation. Storytelling and basic dramatic tension. Hot-seating of an adult performer to consider flashback technique.	Darkwood Manor continues: Simple characterisation through prepared and spontaneous improvisation. Storytelling and basic dramatic tension. Hot-seating of an adult performer to consider flashback technique.	I'll Take You to Mrs Cole: Using stimulus to create drama. Looking at textual inference and building strong characterisation Skills: Non-verbal communication, cross cutting, physical and vocal skills to develop characterisation.	I'll Take You to Mrs Cole - continues
<b>Food Technology/Catering</b>	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 timeplans 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 timeplans 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 timeplans to follow concentrating on special points. Working with chicken which is a high risk food and knowing the hygiene points
<b>Modern Britain</b>	The British Values and how it is 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.	<b>Diversity</b> - 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.	<b>Democracy</b> - 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	<b>Rule of Law</b> - 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.	<b>Rule of Law</b> - Why do we need laws? How justice fits in with society. <b>Tolerance and Mutual Respect</b> - 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.	<b>Tolerance &amp; Mutual Respect - Understanding Religious views on Islam Practices.</b> 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 and the Shahadah to Muslims.	<b>Tolerance &amp; 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 alms giving, called Zakah.</b>
<b>Music</b>	<b>Ensemble Musicianship, performance skills, elements of Music, Listening and appreciation of others</b>	<b>African Drumming</b> - 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	<b>Vocal Skills 1</b> - 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	<b>Keyboard skills 1</b> - 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	<b>Keyboard skills 1</b> - 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	<b>Music Tech 1</b> - 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	<b>Music Tech 1</b> - 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
<b>PE and Health</b>	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	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
<b>PSE/RSE</b>	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and	<b>Life Beyond School:</b> What is PSHE? Getting to know people, What is a community?, Who am I?	<b>Celebrating Differences:</b> Importance of being kind, learning disabilities, Islamophobia, What is a career?	<b>Health and Wellbeing:</b> Introduction to puberty, Puberty (Boys), What is an entrepreneur?	<b>Health and Wellbeing:</b> Puberty (Females) <b>Friends, Respect and Relationships:</b> Consent and boundaries, Pressure, Influence and Friends	<b>Staying Safe Online and Offline:</b> Avoiding Gangs and Criminal Behaviour, Work life balance	<b>Staying Safe Online and Offline:</b> Online Gaming, Grooming and Addiction, Careers and the future
<b>Textiles</b>	Learning the key skills of Textiles to produce a successful outcome	<b>Tie Dye Bags (Part 1)</b> : 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.	<b>Tie Dye Bags (Part 2)</b> : 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. <i>(The project will run for one term and then groups will rotate to a new technology subject)</i>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>
<b>Child Development</b>							
<b>Health and Social Care</b>							
<b>Media</b>	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.	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>
<b>Photography</b>							
<b>Sociology</b>							
<b>Travel and Tourism</b>							
<b>Spanish</b>		<b>My family and me</b> Introduction to basic Spanish culture and pronunciation. Introduce yourself, Physical appearance, Personality (present/past). Students will learn to use adjectives and nouns correctly.		<b>My family and me</b> Describing my family members (past/present), talking about my pets. Students will learn to apply grammatical structures to their work and they will begin communicating in Spanish with more confidence.		<b>My free time</b> Saying what sports and activities I do and which instruments I play. Students will develop grammatical skills including writing and	

SDCC Y8 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 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 rates, whilst being able to apply fractions and percentages to developed problems	Students build algebraic confidence through understanding of equations, expressions and formulae whilst also being able to apply those rules to problems and other scenarios such as graphs	Students build algebraic confidence through understanding of equations, expressions and formulae 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
		Unit 4: Fear of the Unknown To consider how and why the gaelic poems allowed writers to explore our greatest fears. Students will delve into the depths of famous gaelic writers and poets with a view of understanding how our fears have developed throughout time.	Students learn about more complex chemical reactions such as metals and organics, acids and water. They will look at how these acids are extracted from their ores. Students then move on to learn about leam and disease in hospitals.	Unit 5: The Fragile Mind To explore how writers have created scenes of the great feared characters in literature. To explore our own 'fearfully' with writers. <b>Orbitals, Ions, Lipo, Lipo-Metals</b>	Students learn about forces in more detail and more on the periodic table. They then learn about different groups and then on the periodic table about completing revision and their first summative assessment.	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 identify the underpinnings of cultural studies as a discipline.	Students learn about the basic principles of electricity and circuits before completing their final summative assessment of the year.
Science	Students learn about science through the key concepts of energy, 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 lens of the Earth and its position in the solar system.	Students learn about more complex chemical reactions such as metals and organics, acids and water. They will look at how these acids are extracted from their ores. Students then move on to learn about leam and disease in hospitals.	Students learn about forces in more detail and more on the periodic table. They then learn about different groups and then on the periodic table about completing revision and their first summative assessment.	Students learn about forces in more detail, including some of the laws surrounding the interactions of forces. They then learn about the basic principles of electricity and circuits before completing their final summative assessment of the year.	Students learn about the basic principles of electricity and circuits before completing their final summative assessment of the year.	Students learn about the basic principles of electricity and circuits before completing their final summative assessment of the year.
French		<b>My town</b> Describing my town and where I live, talking about what I can and cannot do	<b>When I live</b> Describing my house and talking about my weekend activities.	<b>When I live</b> Describing my house and talking about my weekend activities.	<b>Holidays and travel</b> Students will learn to discuss where they go on holiday and how they travel. Students will begin to use the past tense confidently.	<b>Holidays and travel</b> Students will learn to discuss where they go on holiday and how they travel. Students will begin to use the past tense confidently.	<b>Holidays and travel</b> Students will learn to discuss where they go on holiday and how they travel. Students will begin to use the past tense confidently.
Geography	Students engage in our 5 key concepts of Geography: Location, Processes, Interactions, Sustainability and Cultural Capital	<b>Development</b> Development indicators, factors affecting development, perceptions of Africa, physical geography of Ghana, poverty and improving quality of life in Ghana. Students develop a wider understanding of the concept of development, linking physical and human factors to development. Sustainability is a core concept of the topic as students consider threats to the oceans and sustainable solutions. This unit includes an option to visit the National Marine Aquarium.	<b>Sustainable oceans</b> Ocean ecosystems, food webs, oceans and climate change, Plymouth Sound: a marine national park, seagrass, corals, reefs 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 the topic as students consider threats to the oceans and sustainable solutions. This unit includes an option to visit the National Marine Aquarium.	<b>Ecosystems - Coral Reefs</b> 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.	<b>Urbanisation</b> Global population distribution, megacities, push / pull factors, India (Mumbai / Dhara). 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, locational knowledge of India is developed and cultural capital built.	<b>Cold environments (Russia / Glaciation)</b> Characteristics of cold environments, Siberia, glacial processes and landscapes. Students engage in unit environments in this 2 part unit. Beginning with the characteristics of cold environments exemplified by Siberia, students develop an understanding of key characteristics in their human environments. Following this, students learn about specific processes at work in cold environments through glaciation.	<b>Saudi Arabia and The Line</b> 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 'Saudi Line' project.
History		<b>Empire and problems in the 20th century, this module builds on the Year 7 module of slavery, looking specifically at the reasons for the decision to go to Empire and the impact it had on the indigenous people. It continues in looking at how this led to WW1 concluding the world after the 1st European war. It examines the</b>	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 imperialism.	<b>The Civil Rights Movement in Great Britain.</b> Looks at the events of the 1950s and 1960s and the Civil Rights Movement. Students develop the skills of empathy and understanding.	<b>The Civil Rights Movement in the USA.</b> This focuses on the ending of slavery, the development of the Jim Crow laws and the formation of the NAACP. There are case studies on Little Rock 9, Emmett Till, Montgomery Bus Boycott and the Civil Rights Movement. Students develop the skills of empathy and understanding.	<b>This unit looks at the concept of continuity and change through the study of crime across the ages</b>	For 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 their own photography as inspiration to produce their own artwork, developing their understanding of the various materials explored.	Students continue to experiment in a range of materials which include photography, drawing and digital manipulation, developing their understanding of the various materials explored.	Natural Forms in the inspiration, when students produce observational studies, further developing their skills in a range of materials and techniques.	Students explore the work of artists, using Peter Paul Rubens as an inspiration to produce their own media images and Mike Malone to produce colourful and organic collages.	Students continue with their creative exploration, exploring numerous printmaking techniques.
Computing		<b>Data Representation</b> Students will learn how data is represented in Computing Systems. They will gain an understanding of how binary is used to store data. Image data is a core concept of the topic. Students will learn the units of data measurement and be able to perform data capacity calculations for real-world scenarios.	<b>Introduction to Python Programming</b> This unit introduces learners to basic-level programming with Python. The lessons form a series of lessons with varying programs involving input and output, and gradually moves on through arithmetic operations, randomisation, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.	<b>Python Programming Projects</b> Students will work towards completing a number of computational thinking challenges in order to solve complex problems.  <b>Assessment Point 1</b> Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1.	<b>Computing Systems</b> 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.	<b>Mobile App Development</b> In a world where there's an app for every possible need, this unit aims to take the learners from design to project management to develop in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units before undertaking 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.	<b>Assessment Point 2</b> Students will sit their end-of-year assessment.  <b>Web Design Projects</b> Students will use Google Sites to create a website for a given purpose.
Drama	Building performance and acting skills, interpretation of script using historical stimulus to develop prepared and improvised monologues, moments of the script.	Aberfan: Exploring Historical context of the Aberfan Disaster as experienced by the children and staff at Pampas Infants and Junior School. Skill development: spontaneous improvisation, dialogues, whole class tableaux, role-play, moments of the script.	Mystery Pictures: Building narrative through image stimulus. Skill development: whole class role-play, role-playing, cross-cutting, feedback and direct address to audience.	Mystery Pictures - Continues	Script Work: Reading sections of script. Story Play: to develop understanding of plot, context and characterisation. Skill Development - text work reading stage directions, presentation, and on stage, learning lines, vocal and physical acting skills.	Script Work: Reading sections of script. Story Play: to develop understanding of plot, context and characterisation. Skill Development - text work reading stage directions, presentation, and on stage, learning lines, vocal and physical acting skills.	Script Work: Reading sections of script. Story Play: to develop understanding of plot, context and characterisation. Skill Development - text work reading stage directions, presentation, and on stage, 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 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 use the tools 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 use the tools 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 use the tools to produce a dish with contingencies for possible issues that may arise.
Modern Britain	<b>The importance of the British Values to the UK and especially how we carry these values out every single day.</b>	<b>Diversity</b> - 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. R.E.M and social equality play a major role in acceptance of others and all of us being equal for all human kind.	<b>Democracy</b> - Understanding what is a democracy and what is a dictatorship. 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 opinion when it comes to voting in a general election.	<b>Rule of Law/Tolerance &amp; Mutual Respect</b> - To understand the values which are related to tolerance in the UK. We look at the impact of the attacks and how society comes together in solidarity, showing the mutual respect for all victims and communities. We describe how people feel when an attack happens and learn about the first responders and security that is involved in keeping us safe as a country.	<b>Tolerance &amp; Mutual Respect</b> - looking at Christianity as a religion and the practices of a Christian. Introducing the practice of prayer and communicating to God, the sacraments for Christians and why they are important to them.	<b>Tolerance &amp; Mutual Respect</b> - looking at Christianity as a religion and how it is the major religion in the UK today in modern Britain. We also discuss two other main religions in the UK which we also show mutual respect for. Judaism and Buddhism are very popular religions in the UK and around the world. We explore their differences and why they are important to their followers.	<b>Tolerance &amp; Mutual Respect</b> - looking at Christianity as a religion and how it is the major religion in the UK today in modern Britain. We also discuss two other main religions in the UK which we also show mutual respect for. Judaism and Buddhism are very popular religions in the UK and around the world. We explore their differences and why they are important to their followers.
Music	Collaboration, elements of music, performance skills, listening and appreciating, accessing a digital workstation	<b>Keyboard skills 2</b> - 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 rhythmic skills.	<b>Keyboard skills 2</b> - 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 rhythmic skills.	<b>Music Tech 2</b> - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might it a stimulus, such as a short film. Students will be introduced to inputting through other digital providers, such as MuseScore and Soundtrap.	<b>Music Tech 2</b> - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might it a stimulus, such as a short film. Students will be introduced to inputting through other digital providers, such as MuseScore and Soundtrap.	<b>Musical Theatre</b> - Students are introduced to the scripting and songs of Rascal Diner, 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, 'I've got a golden voice'.	<b>Musical Theatre</b> - Students are introduced to the scripting and songs of Rascal Diner, 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, 'I've got a golden voice'.
PE and Health	Warm up and cool-downs Functional exercise Fitness testing	The effects of a warm-up Develop awareness of principles of play Develop passing/shot varieties	Examples of a cool-down Develop awareness of principles of play Develop ability to quickly change direction	Explore the use of external resistance for exercise Link fundamental skills to current specific activities Develop resilience to keep trying different activities	Explore mobility training techniques and exercises Develop ball delivery techniques	Investigate fitness testing for sports and jumps Develop ball delivery techniques	Investigate fitness testing for muscular endurance and agility Combine movement skills to perform in a variety of events.
PSE/RSE	Life Beyond School, Celebrating Differences, Health and wellbeing, Bystand Safe Online and Offline, Relationships and Sex Education, Careers	<b>Proud to be Me!</b> Employment and Enterprise Skills, Proud to be me, Careers and Aspirations, What are my interests?	<b>Equality and Diversity Explained:</b> Equality Act and Protected Characteristics, LGBTQQ+ What is it, Rights Across the World, Superhero Civil	<b>Identity, Relationships and Sex Education:</b> Introduction to Relationships, Sexual Orientation/Parabols and Menstruation Cycles	<b>Identity, Relationships and Sex Education:</b> Introduction to Relationships, Sexual Orientation/Parabols and Menstruation Cycles	<b>Physical Health and Mental Wellbeing:</b> Child Abuse, Dangerous Society Online and Offline, Cyber Bullying	<b>Dangerous Society Online and Offline:</b> Grooming Boys and Girls, Child Exploitation and Online Protection
Textiles	Learning about ancient methods of fabric decoration from historical as well as developing key Textiles skills	<b>Reduce, Reuse, Recycle:</b> Developing research and analytical skills to form opinions by exploring the work of textile artist Vanessa Barragán. Exploring a range of textile techniques using upcycled materials including weaving, Batik and fabric ink.	<b>Reduce, Reuse, Recycle (Part 2)</b> (Students continue their project by embelishing their Batik designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sewing machine skills to make their outcome. (The project will run for one term and then groups will create a new technology subject)	<b>Reduce, Reuse, Recycle:</b> Developing research and analytical skills to form opinions by exploring the work of textile artist Vanessa Barragán. Exploring a range of textile techniques using upcycled materials including weaving, Batik and fabric ink.	<b>Reduce, Reuse, Recycle (Part 2)</b> (Students continue their project by embelishing their Batik designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sewing machine skills to make their outcome. (The project will run for one term and then groups will create a new technology subject)	<b>Reduce, Reuse, Recycle:</b> Developing research and analytical skills to form opinions by exploring the work of textile artist Vanessa Barragán. Exploring a range of textile techniques using upcycled materials including weaving, Batik and fabric ink.	<b>Reduce, Reuse, Recycle (Part 2)</b> (Students continue their project by embelishing their Batik designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sewing machine skills to make their outcome. (The project will run for one term and then groups will create a new technology subject)
Child Development							
Health and Social Care							
Media	Introduction to image and video editing, researching assets for advertising and marketing films	Film Promotion: Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion: Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion: Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion: Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion: Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion: Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.
Photography							
Sociology							
Travel and Tourism							
Spanish		<b>Describing my family</b> Students will learn to describe themselves and their family including describing their hair and eyes colour. They will then learn to use adjectives correctly to describe their personality and finally they will develop the skills to talk about their family relationships.	<b>When I live</b> Describing my house and talking about my weekend activities.	<b>When I live</b> Describing my house and talking about my weekend activities.	<b>Holidays and travel</b> Students will learn to discuss where they go on holiday and how they travel. Students will begin to use the past tense confidently.	<b>Holidays and travel</b> Students will learn to discuss where they go on holiday and how they travel. Students will begin to use the past tense confidently.	<b>Holidays and travel</b> Students will learn to discuss where they go on holiday and how they travel. Students will begin to use the past tense confidently.

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
<b>Maths</b>		Students will develop fluency with special types of number form such as indices, roots and proficiency in standard form, whilst also considering how fractions interact.	Students develop a deeper understanding of number through application of ratio, whilst also exploring the significance of percentage change. Crucial financial skills are developed through understanding of repeated percent change and it's real life application	Students develop their data analysis and statistical awareness through study of averages, probability and data presentation. These skills have professional applications and students are taught to understand 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, heights and volumes of complex and uncommon shapes. The also further develop the twin 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 transformations and how they can be combined
<b>English Language &amp; Literature</b>		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 mindsets 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
<b>Science</b>	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-commensal 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
<b>French</b>		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		<b>Leisure time</b> Talking about hobbies and free time activities.	
<b>Geography</b>	Students engage in our 5 key concepts of geography. Location, Processes, Interactions, Sustainability and Cultural Capital.	<b>Our Urban World</b> Economic sectors, TNCs, drone 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.	<b>Tectonic Hazards</b> Plate movement, earthquake formation, effects and responses (Nespal 2015 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 learn about the processes that affect the surface of the earth. Cultural capital is built through an empathetic approach to effects and responses.	<b>River processes and landforms</b> 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.	<b>Rivers</b> 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.	<b>Coastal processes and landforms</b> 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 localational knowledge as the learn about the Dorset coastline, specifically Swanage and Studland.	<b>Coasts</b> 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.
<b>History</b>		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 bomb which have specific significance for WW2 and the Post-war world. The term culminates in a short case study of Russia around 1917	<b>An introduction to the Cold War 1943-61</b> this looks at how the Cold war developed, the causes and consequences	This term builds on the introduction to the Cold warby focusing on its main faultspots	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	Thus is a continuation of term 5
<b>Art</b>	The Formal Elements in Art	Students begin the year re-visiting basic skills in numerous materials, producing a series of studies based around local features and expressions. Observational studies are developed into a ceramic outcome inspired by the artist Franz Xavier 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 it's 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.
<b>Computing</b>		<b>HTML Programming</b> Students will learn how websites are constructed and they will use HTML and CSS to design and format websites effectively.	<b>Cyber Security</b> 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 cybercrimes, and finally look at methods to protect against these attacks.	<b>Ethics in Computing</b> Following on from their topic on Cyber Security, learners will begin to explore some of the ethical considerations around Computing.  <b>Assessment Point 1</b> Students will sit 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.	<b>Images and Image Editing</b> 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.	<b>Data Science</b> 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.  <b>Spreadsheets and Data Dashboards</b> Students will investigate how spreadsheets can be used to interrogate and present data effectively. They will learn user interface design skills through creating a
<b>Drama</b>	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 whole 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 semiotics. Off-text development of narrative.	Blood Brothers - continues
<b>Food Technology/Catering</b>	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.
<b>Modern Britain</b>	The importance of the British Values in modern Britain and how we see and learn about them every single day.	<b>Tolerance &amp; Mutual Respect - Theme, Religion Human Rights &amp; Social Justice</b> studying the importance of human rights and social justice for everyone. The views of being prejudice and looking at stereotypes and how society deal with different beliefs. In today's society we see the role of women changing, because of human rights and equality, along with how we deal with wealth and exploiting the poor.	<b>Religion, Crime and Punishment</b> - 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 wrongs that people do. The aims of punishment and for reformation and forgiveness.	<b>Religion, Peace and Punishment</b> - 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	<b>Religion, Peace and Conflict</b> - 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 pacifism.	<b>Religion, Peace and Conflict</b> - 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 wars are started.	<b>Religion, Families and Relationships</b> - Understanding the different nature of humans and how we express ourselves. The role of the parents within the family and the extended family for security and values of the family.
<b>Music</b>	<b>Ensemble skills, Reading musical scores, elements of Music, Accessing a digital workstation</b>	<b>Keyboard skills 3</b> - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.	<b>Keyboard skills 3</b> - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.	<b>Ukulele Ensemble MusicianShip</b> - Students are encouraged to strum using a variety of rhythms, but use a pick or plectrum should they need support. After developing their knowledge of the 4 chords, students return to 'Shake it off', by Taylor Swift to play the same song, but on a different instrument.	<b>Listening and Appraising</b> - Students return to the final part of their listening skills by continuing to be exposed to a range of Musical Genres. Students will also be exposed to watching Musical performances and identifying what they can see.	<b>Music Tech 3</b> - 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.	<b>Music Tech 3</b> - 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.
<b>PE and Health</b>	Resistance and weight training Tactical principles Exercise intensity Benefits of exercise	Free weight training techniques Develop power to aid performance	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 te 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
<b>PSE/RSE</b>	Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	<b>Essential Life Skills:</b> Saving and Managing Money, Labour Market Information, Finance Budgeting and Employment, What are my skills?	<b>Health and Wellbeing:</b> How self-esteem changes, What is a Penis?, What is a Vulva?, Life after school.	<b>Sex, The Law and Consent:</b> Sexual Consent, FGM and the Law, Relationships and Partners	<b>Sex, The Law and Consent:</b> Why Have Sex?, Delaying Sexual Activity	<b>Legal and Illegal Drugs:</b> Different Types of Addictions, Cannabis Products	<b>Contraception and STIs:</b> Contraception - Condom, Contraception Explored
<b>Textiles</b>	Learning about image transfer techniques and refining their embellishment skills developed in year 7 & 8 <i>(The project will run for one term and then groups will rotate to a new technology subject)</i>	<b>Icons:</b> Developing research and analytical skills to form opinions by exploring the work of Textile artist Victoria Villazona. Students will be able to choose their own icon which will inform the rest of their project and made personal to them. They will learn the new techniques of image transfer and removal.	<b>Icons (Part 2):</b> Students will personalise their icons by exploring a range of techniques inspired by the textile artist Victoria Villazona 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 outcomes. <i>(The project will run for one term and then groups will rotate to a new technology subject)</i>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>
<b>Child Development</b>							
<b>Health and Social Care</b>							
<b>Media</b>	Genre, Film Language, Video Production, Camera Work, Video Editing	Film Production and Advanced Video Editing. Use of cameras 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 cameras in moving image productions. Advanced film analysis including mise-en-scene (visual film language), sound and genre.	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>	<b>Term 1 repeated on technology rotation</b>
<b>Photography</b>							
<b>Sociology</b>							
<b>Travel and Tourism</b>							
<b>Spanish</b>		My family and me Introduction to Spanish culture and pronunciation. Introduce yourself, Physical app		My Idol: Students will learn to talk about relationships with family members and discuss positive relationships. Students will start to talk about role models		<b>Leisure time</b> 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 opinions and reasons to add complexity to their work.	



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SDCC Y12 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		November Resit Opportunities are provided for those students who have not achieved a Grade 4.  A Level Maths begins with a range of some of the crossover topics which are essential for higher GCSE: Exponents, Quadratics, Functions, Inequalities, Graphs and Transformations.  The A Level students will also be introduced to A Level Statistics which follows on from GCSE statistics looking at Data Collection Methods.  Students are assessed with small module tests on prior content to check and redress understanding.	November Resit Opportunities are provided for those students who have not achieved a Grade 4. After their November resit, they will continue to work on the higher leverage topics across the 3 main strands to ensure they are contributing to work on their subject knowledge.  The A Level students will continue their work across Statistics, Mechanics and Pure Maths. They will continue to work on crossover from GCSE and higher further Mathematics. Students are assessed with small module tests on prior content to check and redress understanding.	The A Level students will continue their work across Statistics, Mechanics and Pure Maths. They will continue to work on crossover from GCSE and higher further Mathematics. Students are assessed with small module tests on prior content to check and redress understanding.	Students will continue looking at statistics, looking topics such as measures of location and central, modelling averages, and standard deviation, and the normal distribution. They will continue to work on measures, looking at modelling problems and working with probability.  Students are assessed with small module tests on prior content to check and redress understanding.  GCSE from previous: Those students who did not attain a level 4 in their prior subject will continue to work on their GCSE. They will leverage topics from Number, Algebra, Geometry and Statistics which have been identified as well as work on their own specific preparation in a week.	Students will continue looking at statistics, looking topics such as measures of location and central, modelling averages, and standard deviation, and the normal distribution. They will continue to work on measures, looking at modelling problems and working with probability.  Students are assessed with small module tests on prior content to check and redress understanding.  GCSE from previous: Those students who did not attain a level 4 in their prior subject will continue to work on their GCSE. They will leverage topics from Number, Algebra, Geometry and Statistics which have been identified as well as work on their own specific preparation in a week.	Students will continue looking at statistics, looking topics such as measures of location and central, modelling averages, and standard deviation, and the normal distribution. They will continue to work on measures, looking at modelling problems and working with probability.  Students are assessed with small module tests on prior content to check and redress understanding.  GCSE from previous: Those students who did not attain a level 4 in their prior subject will continue to work on their GCSE. They will leverage topics from Number, Algebra, Geometry and Statistics which have been identified as well as work on their own specific preparation in a week.	Term 3 really challenges pupils with the new and key topics that would have been covered in Key Stage 4 such as Differentiation, Integration and Specialist and Logarithms.  A Level students will continue their work across Statistics, Mechanics and Pure Maths. They will continue to work on crossover from GCSE and higher further Mathematics. Students are assessed with small module tests on prior content to check and redress understanding.  GCSE from previous: Those students who did not attain a level 4 in their prior subject will continue to work on their GCSE. They will leverage topics from Number, Algebra, Geometry and Statistics which have been identified as well as work on their own specific preparation in a week.	Students will prepare for the 12 modules and their GCSE exams prior to Inauen and continue their work from Term 5.
	Pure Maths Statistics Mechanics								
English Language & Literature		A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	A Level English Literature Paper 1: Love Through the Ages A Level English Literature Paper 2: Modern Times The Handmaid's Tale and Nineteen Eighty-Four	Preparation for NEA - range of potential texts introduced.
									Preparation for NEA - range of potential texts introduced.
Applied Science		Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses, energy and their application in communications)  Revision for January Unit 1 Exam	Introduction to the physiological make up of three human body systems (biological, lymphatic and digestive), how the systems function and what occurs during neurological feedback.
Biology		Foundations in Biology: The structure of prokaryotes and eukaryotes cells and their function, and how this is supported by various biological molecules. Students begin to develop their practical skills by carrying out tests to identify these molecules, and develop their examining and drawing skills and tissues under the microscope.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptation. This helps to underpin their focus on studying evolution and classification of living things.
Chemistry		Topic 1 - Atomic Structure and the periodic table Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure	Topic 1 - Formulae, Equations and amount of substance Topic 2 - Bonding and Structure
Physics		Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.
French		Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.	Topic 1 - Working like a Physicist Topic 2 - Mechanics: Using Newton's laws, building on GCSE knowledge of force and motion concepts and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations.
Geography		Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.	Students study two topics simultaneously, one human and one physical geography.
Students learn about the impact of changing governments and about the importance of monarchy		Germany 1933-1945: This looks at the impact of the three types of government on the people in Germany. It also looks at how one person can change the course of history.	The Mid East Crisis: This examines the conflict in the region of the Middle East and how it has changed over time. It also looks at the problems raised when the majority is not strong. This is a recent based text.	Disillusioned England: This focuses on the impact the region had on England and the relations with Europe. It also looks at the start of the Empire.	America's involvement in Vietnam: This focuses on how America became involved in Vietnam. It also looks at the impact the region had on the world and the impact it has on the world today.	Human Geography: Resource Security: This focuses on how the world's resources are used and how they are managed. It also looks at the impact the region had on the world and the impact it has on the world today.	Human Geography: Resource Security: This focuses on how the world's resources are used and how they are managed. It also looks at the impact the region had on the world and the impact it has on the world today.	Human Geography: Resource Security: This focuses on how the world's resources are used and how they are managed. It also looks at the impact the region had on the world and the impact it has on the world today.	
Art		The Formal Elements of Art	The Formal Elements of Art	The Formal Elements of Art	The Formal Elements of Art	The Formal Elements of Art	The Formal Elements of Art	The Formal Elements of Art	The Formal Elements of Art
Computer Science (KS4)		Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science	Unit 1: Introduction to Computer Science
Drama		Unit 1: Introduction to Drama	Unit 1: Introduction to Drama	Unit 1: Introduction to Drama	Unit 1: Introduction to Drama	Unit 1: Introduction to Drama	Unit 1: Introduction to Drama	Unit 1: Introduction to Drama	Unit 1: Introduction to Drama
Textiles		Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles	Unit 1: Introduction to Textiles
Psychology		Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology	Unit 1: Introduction to Psychology
Child Development		Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development	Unit 1: Introduction to Child Development
Health and Social Care		Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care	Unit 1: Introduction to Health and Social Care
Film Studies		Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies	Unit 1: Introduction to Film Studies
Media		Unit 1: Introduction to Media	Unit 1: Introduction to Media	Unit 1: Introduction to Media	Unit 1: Introduction to Media	Unit 1: Introduction to Media	Unit 1: Introduction to Media	Unit 1: Introduction to Media	Unit 1: Introduction to Media
Photography		Unit 1: Introduction to Photography	Unit 1: Introduction to Photography	Unit 1: Introduction to Photography	Unit 1: Introduction to Photography	Unit 1: Introduction to Photography	Unit 1: Introduction to Photography	Unit 1: Introduction to Photography	Unit 1: Introduction to Photography
Sociology		Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology	Unit 1: Introduction to Sociology



