SDCC		Ter	m 1	Ter	m 2	Ter	m 3
Y7 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths		Students develop their written methods and numerical manipulation, whilst also being able to estimate and round	Students build on their previous number work and begin to explore the relationship between fractions, decimals, percentages and ratio	Students are introduced to statistical concepts and begin understanding how data is presented and collected, including the use and application of averages	Students develop algebraic fluency, building familiarity with equations, expressions and formula. Students begin to form the link between sequences and algebraic patterns	Students explore the concept of Shape through the dimensions and measurements of common 2D and 3D shapes. They also develop their geometry through the application of transformations	Students continue build on the geometric concepts in half term 5 by exploring the concepts of angles, whilst also building on their number skills to understand scale.
English Language & Literature		Unit 1 – To understand the origins and purpose of narratives ar Mythology, Bible stories, Fables, Fairy Tales, The	nd explore how they influence our lives and our writing. Seven Basic Plots, Allusions, links to modern texts	Unit 2 Journeys: Understand the concept of heroism and look at he texts. Students will learn about the wndrush gene	ration alongise studying the nove, Windrush Child	Unit 3: Love To explore how writers have attempted to understand what is meant by love, how it comes in different forms, and why it is so	
Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Introduction to science and basic lab equipment. Students begin to practice basic science skills. They learn about atoms, elements and compounds	Students build on their HT1 learning by moving on to melting and boiling and methods of heat transfer. They investigate separating mixtures in diffferent 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 mov on to look at waves and properties of light and sound.	Students learn about plants and photosynthesis through the lens of Priestley and Isenghouz's experiments. They build on these basic prinicples and use them to learn about ecosystems.	Students learn about the rock cyle, the structure of the Earth and how the Earth's climate is changing. They complete their final summative assessment of the year.
French			y and me urself, Physical appearance, Personality (present/past). Students will s and nouns correctly.	Describing my family members (past/present), talking about my pe	y and me ets. Students will learn to apply grammatical structures to their work og in French with more confidence.	My free time Saying what sports and activities I do and which instruments I play. Students will develop grammatical skills including writing and	
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.	Sustainable Water The water cycle, The Ara ISea, Water security in China, Sustainable water souldions. 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 Ara ISea and China	OS Map Skills Locational skills are further developed with students learning about map symbols, grid references, height and distance.	Landscapes Geological timescale, structure of the earth, plate tectonics, rock cycle, weathering, Dartmoor. Students develop an understanding of key processes responsible for the formation of features on the surface of the earth, including the formation of our local landscape Dartmoor.	Weather and Climate Weather, climate, climate graphs, measuring weather, types of rainfall, the UK's weather, 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.	Fieldwork enquiry Introduction, hypothesis, data collection, data presentation, conclusion and evaluation. Students engage in the enquiry process to complete a fieldwork investigation, using their understanding of weather processes and interactions.
History	The History Curriculum has been created to embrace the key disciplianary skills we want students to develop (explanation,	Baghdad and thed eviopment of medicine. Students will begin to learn the basic concepts of cause and effecthrough 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	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	Challenges to the monarchy focuses on more modern monarchs and those outside of the Uk	The conxept of Empire is explored here by looking at the development of slavery . Looking at the impact of those involved especialy 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.
Art	The Formal Elements in Art	What is Art? A brief History of Art. Students look at the formal elements in art; colour theory, texture and pattern design work.	Basic drawing skills are covered in various materials, students then explore the work of an artist (Amiria Gale) before then creating their own layered mixed media outcome.	Looking at photography and graphic art techniques, the students explore the work of Shamekh Bluwi and produce some digital art experiments. Texture within fish shape, photo weaving of textures,	Students focus on the artwork by the artist Vincent Scarpace as inspiration for a variety of outcomes. Students produce a research page, fish designs, scratchboard experimentation, abstract painting	Students then look at the environmental issues within the ocean and produce a piece of work aimed to highlight the effect of plastic waste in our coastal environment.	Students then 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
Computing	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revisited in a range of contexts: Safe and Effective use of Digital Tools Data and Information Algorithms and Programming Hardware, Software and Networks	Digital Skills An introduction to Computing, covering password security and the use of a range of Google Workspace applications. Students will learn how to use Google Classroom, Google Drive, Google Docs, Sheets Slides and Mail.	Networking Sudonts will learn how comparte retworks are designed and built. They will learn about the reterned is used to transmit computer data. They will learn to recongise the different internet-based services such as Email, World Wide Web and "Cloud-based" services.	Introduction to Scratch Students will be given a abort introduction to the Scratch programming language and develop condisions with using the interface to create, edit, run and debug programs. Assessment Point 1 Students will sit the rule year assessment, assessing their understanding of the key knowledge covesed in Term 1	Programming Essentials Students will learn about the main programming concepts: variables, segencing, selection, and fleration. They will write computer programs using a *block-based* programming environment.	Modelling Data Students will learn the principles of data modelling and how to use spreadsheets to organise data. They will use formulas and functions to perform calculations.	Working in the Cloud 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. Assessment Point 2 Students will all their end-of-war assessment.
Drama	Collaboration and communication, verbal and non-verbal acting skills, empathy, devising, performing and evaluating.	Introduction to Drama and Interpersonal Skills for success such as Collaboration, Cooperation, Sharing ideas, Devising from Basic Stimulus and Ensemble	Ishi - using a basic historiscal 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.	Students will sit their end-or-year assessment. I'll Take You To Mrs Cole - continues
Food Technology/Catering	Health and safety, food safety and hyglene, nutrition and healthy eating, food choice, Evaluating dishes and performance,	Basic skills and introduction to the healthy eating guidelines. To understand the structure and function of carbohydrates, fats, proteins and micronutrients. To evaluate their skills and shop	To be able to evaluate the dishes they produce. To create 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
Modern Britain	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.	Diversity - The differences and where we see them. We see diversity in the six main religions of the world. Students are able to study the different religions and understand who founded them, when they began and what they each believe in.	Democracy - To be able to understand what democracy is and how important it is to us as a country. We follow parliament and understand the 3 parts of parliament, being the House of Commons, House of Lords and the Monarchy. All are crucial to our freedom of speech and having your say in parliament. We are able to look at the rule of law and how it works, which enables students to understand the processes around making a law for all	Rule of Law - Understanding why we have rules and how they stop peple from committing crimes. What are our rights? and what are our responsibilities? We will study the differences from a right and responsibility. To discover certain laws are needed to protect society and that we have a role to ensure that everyone is tereded 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.	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 and the Shahadah to Muslims.	Tolerance & Mutual Respect - Understanding the importance of others beliefs and how they practice their beliefs. In Islam they value their piligrimage to Mecca and the practice of aims giving, called Zakah.
Music	Ensemble Musicanship, performance skills, elements of Music, Listening and appreciation of others	African Drumming - Students will be working on their ensemble skills by learning 3 key techniques on the Djembe Drum. Through this unit they will perform regularly, create their own rhythms and	Vocal Skills 1 - Students continue their singing journey from KS2 into 3. All students experience the opportunity to warm up and understand the importance of why we warm up. When developing	how to play these using their 5 fingers. Students are encouraged to	Keyboard skills 1 - Students are introduced to basic melodies and how to play these using their 5 fingers. Students are encouraged to play with the correct hand position. They will consider which pitch	Music Tech 1 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent	Music Tech 1 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent
PE and Health	Warm ups Training methods Decision making in activites and competition	Identifying the stages and example exercises of a warm up Developing travelling with and without equipment Developing hand-eye coordinattion 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 cardiorespiritory system Developing decision making around when to perfor skills	Identify aerobic training methods Explore the use of heart rate for exercise	Training methods for athletic events Developing hand-eye coordination for throwing and catchin Develop delivery of a and striking of a ball	Link athletic training exercises and circuit training Develop skills of running, throwing, jumping
PSE/RSE	Life Beyond School, Celerbating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and	Life Beyond School: What is PSHE? Getting to know people, What is a community?, Who am I?	Celebrating Differences: Importance of being kind, learning disabilities, Islamophobia, What is a career?	Health and Wellbeing: Introduction to puberty, Puberty (Boys), What is an entrepreneur?	Health and Wellbeing: Puberty (Females) Friends, Respect and Relationships: Consent and boundaries, Pressure, Influence and Friends	Staying Safe Online and Offline: Avoiding Gangs and Criminal Behaviour, Work life balance	Staying Safe Online and Offline: Online Gaming, Grooming and Addiction, Careers and the future
Textiles	Learning the key skills of Textiles to produce a successful outcome	Tie Dye Bags (Part 1): Developing design skills working from 2nd hand resources, exploring a range of textile techniques and their history including tie dye. Exploring textile artists whose work is technically linked - Priscilla Jones.	Tie Dye Bags (Part 2): Students will be turning their designs and research into a drawstring bag learning how to applique, stendil, heat press vinyl and embellishment techniques before using the sewing machines to complete their outcomes. (The project will run for one term and then groups will rotate to a new technology subject)	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
Child Development							
Health and Social Care							
Media	Introduction to film: genre, narrative, characters, film planning	Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.	Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
Photography							
Sociology							
Travel and Tourism							
Spanish		My family Introduction to basic Spanish culture and pronunciation. Introduce will learn to use adjective	yourself, Physical appearance, Personality (present/past). Students	Describing my family members (past/present), talking about my pe	y and me sts. Students will learn to apply grammatical structures to their work g in Spanish with more confidence.	My free time Saying what sports and activities I do and which instruments I play. Students will develop grammatical skills including writing and	

SDCC	Concepts	Term 1		Te	rm 2	Tes	rm 3
Y8 Curriculum	Concepts	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 ratio, whilst being able to apply fractions and percentages to developed problems	Students are able to understand key statistical terms, whilst learning about how and why data is collected and presented in different methods	Students build algbraic confidence through understanding of equations, expressions and formula whilst also being able to apply those rules to problems and other scenarios such as graphs	Students are confident with their geometry when encountering 2d and 3d shapes. They are able to find lengths, angles and volumes	Students understand the concepts of congruence and similarity. They are also confident with completing and reading transformations
English Language & Literature		Unit 4: Fear of the To consider how and why the gothic genre allowed writers to the depths of famous gothic writers and poets with a view throughout t	me.	Unit 5: The Fragile Mind To explore how writers have created some of the great flawed characters in Literature. To explore our own humanity within this context. Othello, laoo, Lear, Lady Macbeth		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 despen their understanding of what makes us human.	
Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Students start the year learning about the reproductive systems of humans and plants. They then move on to learning about the basic principles of forces through the lens of the Earth and its position in the solar system. Students build on this by applying their forces knowledge to investigations about springs.	Students learn about more complex chemical reactions such as metals and oxygen, acids and water. They will look at how metals are extracted from their ores. Students then move on to learn about heliath and disease in humans.	Students learn atomic structure in more detail and move on to the periodic table. They then learn about differen groups and trids on the periodic table before completing revision and their first summative assessment.	Students learn about forces in magnets and electromagnets. They then move on to look at genetics and variation.	Students look at forces in more detail, including some of the laws surrounding the interactions of forces. They then learn about some higher order functions in humans such as the endocrine system and CNS.	Students learn about the basic prinicples of electricity and circuits before completing their final summative assessment of the year.
French		My town Describing my town and where I live, talking	l g about what I can and cannot do	Where I live Describing my house and talking about my weekend activities.		Holidays and travel 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 Cutural Capital.	Development Develo	Sustainable oceans Coan ecosystem, food wellow, coans and climate change. Plymouth Sound - a marine national park, seagues, overfaining and flatatio the ocean. Students engage in local learning as they learn about the natural habitat on our doorstep. Sustainability is a core concept of this topic as students consider threats to the oceans and sustainable solutions. This unit includes an option to visit the National Marine Aquarium.	Ecosystems - Coral Reefs Climate change, tourism, bleaching and restoration. Subsents continue to develop an understanding of sustainability and the oceans, with specific focus on cordi reefs. Students will build location knowledge and cultural capital as they study specific examples of coral reef ecosystems.	Global population (Urbanisation Global population (urbanisation megalities, push) pull factors, India (Mumba) (Dharray), Studens gain an understanding so, the world's growing urban population creates opportunities and challenges. The ley process of migration is investigations with specific reference to the impact on Mumba). Through subject pull familia, Global investigation india is developed and cultural capital built.	Cold environments (Russia / Glaciation) Characteristics of cold environments, Siberia, glacial processes and landforms. Subaria engage in cold environments in this 2 part unit. Beginning with the characteristics of cold environments exemplified by Siberia, students develop an understanding of key interactions in this hands wilderness. Following this, students learn about specific processes at work in cold environments through glaciation	Saudi Arabia and The Line The Middle East, characteristics of hot climates, sustainable utent futures. In his logic, obtained is one about the human and physical geography of the Middle East. Initially developing their locational invoiseding, students also discuss physical characteristics of hot climates. Sustainability is considered in the form of the futures of the future of the control of the control of the control of the control of the climates. Sustainability is considered in the form of the futures of the control of the
History		Empire and problems in the 20th century - this module builds on the Year 7 module of slavery- looking specifically at the reasons for the desire for an Empire and the impact it had on the indigenous people. It culminates in looking at how this led to WWH becoming a world rather the a Europewn war. It examines the	Turning points WW1 and WW2 - this unit looks at the significant events of WW1 and WW2 which had an impact on the outcome of the war. It introduces the idea of importance	The Civil Rights Movement in Great Britin. Looks at the Empire Windrush, 1958 Race Riots and Enoch Powell and the Race Relations Acts Develops the skillsof empathy and usefulness	The Civil Rights Movement in the USA This focuses on the ending of Slavery, the development of the Jim Crow laws and the formation of the KRX. There are case studies on Little Rock (J.Emmett Till, Montgomery Bus Boycott and the campaigners. Specifically looking at the role of the individuals	This unit looks at the concept of continuity and change through the study of crime across the ages	Fun through time - looks at how entertainment has changed from Medieval to contemporary society
Art	The Formal Elements in Art	Students begin the year re-visiting basic skills in numerous materials, producing a series of still life studies on the theme of Food.	Students start to explore the work of artists, using Class Oldenburg as inspiration to produce colourful 3D day cupcakes and Michael Craig Martin to produce colourful graphic still life images.	Students continue to experiment in a range of materials which includes photography, arcylic paint and digital manipulation, developing their understanding of the various materials explored.	Natural Forms is the inspiration, when students produce observational studies, further developing their skills in a range of materials and sechniques.	Students explore the work of artists, using Peter Randall-Page as inspiration to produce mixed media images and Kate Malone to produce colourful and organic coil pots.	Students continue with their creative exploration, exploring numerous printmaking techniques.
Computing		Data Representation Students will learn to set data is represented in Composting, Spotians. They will go in an understanding from behany is used to store text and image data in a computer system, suched to like and in mage data in a computer system, suched will learn the under of data measurement and be able to perform data capacity saliculations for real-world southering.	Introduction to Python Programming This unit introduces learners to text-based programming with Python. The lessons form gonery that starts with simple programs involving signal and captal, and gradually moves on through signal and captal, and gradually moves on through signal models and programs in the signal signal interest in the signal signal signal interest in the signal signal signal interests and signal signal interests and signal s	Python Programming Projects Students will us house completing a number of computational behavior and the students of the students complex problems Assessment Point 1 Students will sit that mid-year assessment, assessing their understanding of the key howledge covered in Term	Computing Systems Situation will gain an understanding of the officient concepts and an understanding of the officient concepts and the computer of the CPU, Memory and Storage, They will also learn about other components found in Computing Systems and the role and purpose of Operating Systems.	Mobile App Development In a world where there's an app for every possible need, so will aim to take the learnest from designe to so will not be the tearnest from designe to com mobile app. Using App Lab from code roll, issuers will immilistate hermelves with the coding environment and have an opportunity to build on the programming concepts they used in previous units bother undetailing user decompose the project into smaller, more manageable parts, develop their app and finish of by evaluating the success of the project against the needs Sort Whoth. Reading sections of finish of by exceptions.	Assessment Point 2 Students will sit that and d-/year assessment. Web Design Projects Students will use Google Sites to reate a website for a given purpose.
Drama	Building performance and acting skills. Interpretation of script. Using historical stimulus to develop prepared and spontantocus improvisation, mardle of the expert.	Abertan: Exploring Historical context of the Abertan Dis. Pantglas Infants and Junior School. Skill development - sp tableaux, scri	sster as experienced by the children and staff at contameous improvisation, duologues, whole class pting. To continue to learn about commodities, where	Mystery Pictures: Building narrative through image stimulus. Skill development: whole class in-role, hot-seating, cross-cutting, flashback and direct address to audience.	Mystery Pictures - Continues	develop understanding of plot, context and characterisation. Skill Development - text work reading stage directions, proxemics, end on staging, learning lines, vocal and physical acting skills.	
Food Technology/Catering	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	To know what a commodity is in food production. To understand what he different commodities are, how they as produced or reared and how they can be cooked and used to produce different recipes. Students will then cook with theses commodities, building on their skills from last year and learning how to use the hobs. They will then learn how	they come from, how they are reared and how they can be used. They will also learn how to create timeplans for other people to use to produce a dish with contingencies for possible issues that may arise. Democracy. I Interestanting what is a democracy.	To know what a commodity is in food production. To understand what he different commodities are, how they are produced or reased and how they can be cooked and used to produce different recipes. Students will then cook with theses commodites, building on their skills from last year and learning how to use the hobs. They will then Rule of LearTolerance & Mutual Responser. To	To continue to learn about commodities, where they come from, how they are reared and how they can be used. They will also learn how to ceate timeglans for other people to use to produce a dish with contingencies for possible issues that may arise	To know what a commodity is in food production. To understand what he different commodities are, how they as produced or rearied 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 hobs. They Tolerance & Mutual Respect—looking at Christianity	To continue to learn about commodities, where they come from, how they are reared and how they can be used. They will also learn how to ceate timeglains for other people to use to produce a dish with contingencies for possible issues that may arise
Modern Britain	The importance of the British Values to the UK and especially how we carry these values out every single day.	Diversity - What does it mean and where do we see it? How we deal with prejudice and stereotyping and understanding other cultures that the in the UK. BLM and racial equality play a major role in acceptance of others and all of us being equal for all human kind.	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 posticul parties and how its vital that everyone has a choice and option when it comes to voting in a general election.	Rule of Lawffolkrance & Mutual Respect - To understand the attacks which are related to terrorism on 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 happers and learn about the first responders and security that is involved in keeping us safe as a country.	Tolerance & Mutual Respect - looking at Christianity as a religion and the practices of a Christian. Introducing the practice of prayer and communicating to dod, the sacraments for Christians and why they are important to them.	seachings and beliefs for Paper 1. From the nature of God to the creations story and how different people have different views on how the world was created. Perhaps scientifically or by the ornipotent powers of God. All of the work can be considered from a religious view or humanist view depending on your ideas and the people of the peo	Tolerance & Mutual Respect - looking at Christianity as a religion and how it is the major religion in the UK body in modern Bittain. We also discuss two other main religions in the UK which we also show mutual respect to . Judsian and Budshim are very popular religions in the UK and account the world. We explore their differences and why they are important to their followers. Musical Thearth-Substeas are infronced to the scripting and songs of Rodal Chail, Charles and the oncolation Federic, They buds of the relate flow once.
Music	Collaboration, elements of Music, performance skills, listening and appraising , accessing a digital workstation	Keyboard skills 2 - Students continue their keyboard work into Year 8, looking at chord proglession and structures. They look at the chords C, A, F and G and consider how the order might effect the way they sound. Students will play chords to a selection of pop songs and work on their timing an rhythmical skills.	Keyboard skills 2 - Students continue their keyboard work into Year 8, looking at chord progression and structures. They look at the chords C, A, F and G and consider how the order might effect the way they sound. Students will play choods to a selection of too sones and work on	first responders and security that is involved in keeping us safe as a country in significant management of the safe as a number of the safe are given an insignificant will be encouraged to consider which samples, or loops might fit a stimulus, such as safert films. Subsetts will be introduced to inputting through other digital providers, such as Museacore and Stibilius.	Music Tech 2 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sibelius.	Musical Theatre-Students are introduced to the scripting and songs of Roald Dhal, 'Charlie and the chocolate Factory'. They build on their skills from Woal skills 1, focusing on developing their ploth and moving from speech into song. The song students focus on is, "I've got a golden ticket".	Musical Theatre-Students are introduced to the scripting and songs of Roald Dhal, '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 shous on is, Yve got a golden ticket'.
PE and Health	Warm up and cooldowns Functional exercise Fitness testing	The effects of a warm-up Develop attacking principles of play Develop passing shot varieties	Examples of a cool-down Develop passing/shot varieties Develop agility to quickly change direction	Explore the use of external resitance for exercise Link fundamental skills to context specific skills Develop resilience to keep trying different activities	Explore mobility training techniques and exercises Create space by changing speed, direction and double movements.	Investigate fitness testing for sprints and jumps Develop ball delivery techniques	Investigate fitness testing for muscular endurance and agility Combine movement skills to perform in a variety of events
PSE/RSE	Life Beyond School, Celerbating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Proud to be Met_Employability and Enterprise Skills, Proud to be mel, Careers and Aspirations, What are my interests?	Equality and Diversity Explored: Equality Act and Protected Characteristics, LGBTQ+ What is it?, Rights Across the World, Supemero CVsI	Identity, Relationships and Sex Education: Introduction to Relationships, Sexual Orientation, Periods and Mensruation Cycles	Identity, Relationships and Sex Education: Introduction to Contraception Physical Health and Mental Wellbeing: What is Mental Health?	Physical Health and Mental Wellbeing: Child Abuse Dangerous Society Online and Offline: Cyber Buflying	Dangerous Society Online and Offline: Grooming Boys and Girls, Child Exploitations and Online Protection
Textiles	Learning about ancient methods of fathic decoration from Indonesia as well as developing key Textiles skills	Reduce, Reuse, Recycle: Developing research and analytical skills to from opinions by engicing the work of Textile artist Vanessa Barragilo. Exploring a range of textile techniques using upcycled materials including weaving. Batik and fabric ints.	Reduce, Reuse, Recycle (Part 2) Situations continue their project by embellising their Battle designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sensing matchine skills to make their developing sensing matchine skills to make their cuttoms. (The project will run for one term and then groups will rotate to a new technology subject)	Redace, Reuse, Recycle: Devoloping issearch and analytical skills to brom opinions by exploring the work of Textile artist Vanesse Barragão. Exploring a range of textile techniques using upcycled materials including weaving. Batilk and fabric inks.	Reduce, Resea, Respoke (Part 2): Stadents continue they project by missing the Bash Senging with Double, some project by missing the Bash Senging with Double, some project by missing the Bash Senging with Countries and Senging the Senging machine skills to make their outcome. (The project will run for one term and then groups will rotate to a new stochnology subject)	Reduce, Recse, Recycle: Developing research and analytical skills to form opinions by exploring the work of Trestile artist humans Barragab. Exploring a range of textile techniques using upcycled materials including weaving. Batk and fabric inks.	Reduce, Reuse, Recycle (Part 2): Students continue their project by embelling their Batk designs with boads, sequins and button. They will desolop their pattern cutting knowledge as well as developing sewing machine skills to make their contome. (The project will run for one term and then groups will notate to a new technology subject)
Child Development							
Health and Social Care							
Media	Introduction to image and video editing: repurposing assets for advertising and marketing films	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to wideo editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.
Photography							
Sociology							
Travel and Tourism							
Spanish		Students will learn to describe themselves and their family is will then learn to use adjectives correctly to describe their task about their family	family: cluding describing hair colour and eye colour. They personality and finally they will develop the skills to relationsips.	With Describing my house and talk	re Llive ing about my weekend activities.	Holidays Students will learn to discuss where they go on holiday tense or	and travel y and how they travel. Students will begin to use the past onfidently.

SDCC		Ter	m 1	Ter	rm 2	Ter	rm 3
Y9 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths		Students will develop fluency with special types of number such as indices, roots and proficiency in standard form, whilst also considering how fractions interact.	Students develop a deeper understanding of number through application of ratio, whilst also exploring the significance of percentage change. Crucial financial skills are developed through understanding of repeated per	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, legniths and volumes of complex and uncommon shapes. The also further develop the twin skills of algebra and geometry to solve specif	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
English Language & Literature		Unit 7: Conflict To explore the ways in which writers try to understand whistudy the WW1 play, Journey's End and look at conflict prof mankind. Text: Journey's End	y and how humans can be so destructive. Students will betry across time to undetstand the destruction and power	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 Eightly-Four.'		Unit 9: Rhetoric and Revolution To explore how great orators can influence, shape and change our world through a number of influential speeches. Students will learn the art of rhetoric in preparation for their Spoken Language Assessment.	Spoken Language GCSE Endorsement
Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and	Biology: Cells and microscopes Chemistry: Atoms, elements and the perioidic table	Biology: Cell specialisation Chemistry: Pure and impure substances	Biology: Health and disease Chemistry: Atmopsheric pollution	Biology: Non-communicable diseases Chemistry: The Earth's atmosphere	Biology: Treating diseases and infections, cell transport Physics: Speed and velocity	Biology: Photosynthesis, the cell cycle and cell division Chemistry: Review of previous learning
French	explanation	Physics: The particle model	Physics: Scalar, vectors and forces		Physics: Energy stores and transfers		Physics: Review of previous learning Leisure time Talking about hobbies and free time activities.
		My family and me Introduction to basic French cult		My family and me Introduction to basic French cul	ture and pronunciation. Students will learn to talk ab	out relationships with family members and discuss p	
Geography	Students engage in our 5 key concepts of geography, Location, Processes, Interactions, Sustainability and Cultural Capital.	Our Urban World Economic sectors, TNC's, clone towns, dereliction, regeneration, subtamination, sustainable transport. Students learn about key urban processes and connect these to a sustainable future for our urban areas. Local examples throughout build cultural capital and an understanding of the local place.	Tectonic Hazards Plate movement, earthquake formation, effects and responses (Nepal 2015 and Chile 2010), volcances formation, effects and responses (Nepal 2015 and Chile 2010), volcances formation, effects and responses (Tonga 2022), risks management. With the foundations of peological time and the structure of the earth buil 17.7, students now learn about the processes that affect the surface of the earth. Cultural capital is built through an empathetic approach to effects and responses.	River processes and landforms Fluvial processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found in rivers. An understanding of the interactions between natural processes is developed.	Causes of flooding, flood hydrogaphs, 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 unbanisation. Sustainable futures are considered in flood management and environmental design and cultural capital is built brough the consideration of the real effects of flooding in the Someriset Levels.	Coastal processes and landforms Coastal processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found along the coastline. An understanding of the interactions between natural processes is developed. Students develop locational knowledge as the leam about the dorset coastline, specifically Swanage and Studland.	Flood management, hard and soft engineering. Students further consider the interactions between human and hypical 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 fledwork visit of fedivork visit.
History		Life in Nazi Germany explores how the lives of ordinary people were changed by Hiller and the Nazis. Iy looks at these changes through the medium of sources deviciping the skills of inetrpreation. 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 WNZ and the Post-war world. The term culminates in a short case study of Russia around 1917	An introduction to the Cold War 1943-61- this looks at how the Cold war develops, the causes and consequences	This term builds on the introduction to the Cold warby focusing on its main flashpoints	This looks at significant events and people which can be seen as a turning point in the 20th century, it aims to explore why these are seen as such significant events and looks at the perspective it is viewed from to question the stereotylical view	Thus is a continuation of term 5
Art	The Formal Elements in Art	Students begin the year re-visiting basic skills in numerous materials, producing a series of studies based around facial features and expressions. Observational studies are developed into a ceramic outcome inspired by the artist Franz Xaver Messerschmidt.	Students explore the work of artists, using Francoise Nielly as inspiration to produce colourful studies in oil pastel and paint.	Many artists explored printmaking as a medium. Students look at these techniques, Andy Warhol and monoprinting; Shepard Fairey with mixed media and screenprinting.	Artist and photographer, Paul Rankin is then used as inspiration for a series of manual edits, exploring popular culture and it's link with the arts.	Students start to personalise their work under the theme, loons & Idols. Looking at facial features, students produce different studies, working towards a detailed portrait drawing of their icon or idol.	The students then develop their work into a personal outcome using some or all of the techniques previously explored.
Computing		HTML Programming Students will earn how websites are constructed and they will use HTML and CSS to design and format websites effectively.	Cyber Security This unit false isomers on a journey of discovery of techniques that cybercriminate use to stied data, darupt continues that cybercriminate use to steel data, darupt by considering the value their data holds and what to promise the major that is for they will then learn about social engineering and other common cybercrimes, and finally look at methods to probed against these attacks.	Ethics in Computing Following on from their topic on Cyber Security, learners will begin be suplice some of the ethical considerations will be supplied to the ethical considerations Assessment Point I Assessment Point I The supplied to t	Spreadsheets and Data Science Students will use a range of spreadsheet tools to analyse and present data effectively.	Images and image Editing Students will learn how computer systems store image data. They will investigate the factors that affect the practical image-editing skills using software applications.	Data Science In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by any of the end of the unit they will be empowered by make changes by the world around them. Learners will be exposed to both global and local data sets and gain understanding of how valuating data can they with the end of the unit, the learners will go through the steps of the investigation eyel to try to serve a problem in the school using data. Spreadsheets and Data Dashboards Spreadsheets and Data Dashboards Spreadsheets and William of the school using the set of the school using the set of the school using data.
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. Improvisation, Monologue and whole class In-role. Buildir complex characterisation.	ncludes Script Writing, Prepared and Spontaneous g backstory, dramatic tension , nuance and more	Silent Movies and Physical Theatre: . Developing grotesque exaggerated storytelling skills which use non-verbal skills to tell a story to music. Building into an understanding of Physical comedy	Silent Movies - continues	Working with Script: Blood Brothers. How to build dramatic tension on stage, Learning lines. Making independent decisions about staging, characterisation and semiolics. Off-text development of narrative.	Blood Brothers - contines
Food Technology/Catering	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	To understand about seasonal food, food wastage and where our food comes from. To evaluate dishes that they have prepared using sensory word. To prepare and cook high skill dishes.	To understand about factors that affect our choice of food. To learn about different types of international cuisine and our British cuisine. To evaluate a dish that stituents 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.	Tolerance & Mutual Respect. Theme, Religion Human Rights & Social busites training the importance of human rights and social justice for everyone. The views of being prejudice and looking at stereobynes and how society deal with different beliefs. In Indays society we see the role of women champing 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 comitted. Understanding from the point of reasons for crime and how we treat criminals in the UK. From the religious views of forgiveness for the worgs that people do. The aims of punishment and for reformation and forgiveness.	Religion, Crime and Punishment - We understand the reasons for wars and why greed, self defence and relaidation 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 he relevance of the theory today and whether it is a good way to justify going to war with another countries.	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 relatilation. Students will study responses to war and pacifism.	Religion, Peace and Conflict - We look at victims of war and how they are helped and supported through charilles that are supported by Christians and Muslims. We study war and why war are started.	Religion, Families and Relationships - Understanding the offerent 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.
Music	Ensemble skills, Reading musical scores, elements of Music, Accessing a digital workstation	Keyboard skills 3 - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.	Keyboard skills 3 - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.	Ukulele Ensemble Musicianship-Students are encouraged to strum using a variety of rhythms, but use a pick or plectrum should they need support. After developing their knowledge of the 4 chords, students return to 'Shake it off', by Taylor Swift to play the same song, but on a different instrument.	Listening and Appraising - Students return to the final part of their listening skills by continuing to be exposed to range of Musical Genres. Students will also be exposed to watching Musical performances and identifying what they can see.	Music Tech 3 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Stbellius.	Music Tech 3 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sibelius.
PE and Health	Resistance and weight training Tactical principles Exercise Intensity Benefits of exercise	Free weight training techniques Develop communication skills	Free weight training techniques Develop power to aid performance	Combining Sport Specific training methods and exercises Develop attacking and defending tactical principles	Explore exercise intensity and the principles of training re skills and describe how they connect through physical a	Long term benefits of exercise Explore shot selection according to opponent positions	Explore the use of technology in exercise Link exercise methods to events
PSE/RSE	Life Beyond School, Celerbating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Essential Life Skills: Saving and Managing Money, Labour Market Information, Finance Budgeting and Employment, What are my skills?	Health and Wellbeing: How self-esteem changes, What is a Penis?, What is a Vulva?, Life after school.	Sex, The Law and Consent: Sexual Consent, FGM and the Law, Relationships and Partners	Sex, The Law and Consent: Why Have Sex?, Delaying Sexual Activity	Legal and Illegal Drugs: Different Types of Addictions, Cannabis Products	Contraception and STIs: Contraception - Condom, Contraception Explored
Textiles	Learning about image transfer techniques and refining their embellishment skills developed in year 7 & 8	Icons: Developing research and analytical skills to form opinions by exploring the work of Textile artist Victoria Villsaaras. Usudents 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 transer and removal.	icons (Part 2): Students will personalise their icons by exploring a range of techniques inspired by the textile and still Victoria Williams are well as taking inspiration from their icon to create a textile portrait using hand embroistery, machine embroistery and developing their embellisment techniques to complete their outcomes. (The project will run for one term and then groups will rotate to a new technology subject)	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation	Term 1 repeated on technology rotation
01:11 0							
Child Development Health and Social Care							
	Genre, Film Language, Video Production, Camera Work, Video Editing	Film Production and Advanced Video Editing. Use of camera in moving image productions. Advanced film analysis including mise-en-scene (visual film language), sound and cenre.	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							Leisure time. Sudents will develop the skills to describe their free time. Sudents will develop the skills to describe their free time and adectivies. Using time phrases, intensifiers and adjectives, students will talk about their hobbies an obegin using opinions and reasons to add complexity to their work.
		My family and me Introduction to Spanish culture a	nd pronunciation. Introduce yourself, Physical appe	My Idol: Students will learn to talk about relationsh	ips with family members and discuss positive relation	nships. Students will start to talk about role models	1

Y10 Curriculum	Concepts	Half Term 1	m 1 Half Term 2	Half Term 3	m 2 Half Term 4	Half Term 5	m 3 Half Term 6
		Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers.	Foundation: Students develop fluency with complex algebraic concepts and their application to problems.	Foundation: Students expand on their geometric skills and are able to calculate lengths, areas, perimeters and volumes of complex and compound shapes	Foundation: Students develop data, numerical and algebratic skills through work on inequalities, sequences and probability	Foundation: Students demonstrate fluency within Geometry by applying their learning to real life applications such as loci, constructions and plans and elevations	Foundation: Students are able to interpret and evaluate venn diagrams, frequency trees and probability trees
Maths		Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decircular and rails. They can apply the learn and understanding to a range of real file applications and problems. Higher: Students apply resmerical fluency to more complex problems involving truncations, bounds and proportionality.	Higher: Students understand irrational numbers and are able to understand and manipulate Surds. They are also able to build on algebraic fluency to delive into more complex applications with struktaneous equations and examaging formula		Nigher: Students demonstrate the ability to find missing values in complex 2D and 3D shapes whilst being confident in using algebraic application when finding angles		elagrams, requency trees and probability trees Higher: Students are able to use Loci, Bearings and constructions with a range of real life and abstract problems
		problems involving truncations, bounds and proportionality	algebraic fluency to delive into more complex applications with simultaneous equations and rearranging formula	Higher: Students are introduced to complex data analysis and presentation for data within frequency tables, such as Histograms, Cumulative Frequency Graphs and Frequency Polygons	application when finding angles	Higher: Students develop complex algebraic skills through the development of Quadratics, whilst also apply their algebraic skills to numerical and geometrical problems with trigonometry and algebraic fractions	
English		Language analysis - students read a variety of fiction and	A Christmas Carol' by Charles Dickens. Students consider the	Macbeth' - Students learn about the Jacobean context of the		English Paper 1: Language analysis - students read a variety of fictional extracts in preparation for English Paper 1.	English Paper 1: Language analysis - students read a variety of fictional extracts in preparation for English Paper 1.
English Language & Literature		Language analysis - students read a variety of fiction and nor-fiction extracts in preparation for English Paper 1. Students will also look at some conflict poetry in preparation for Literature Paper 2.	A Christmas Carol' by Charles Dickers. Students consider the context of Victorian London, themes such as transformation and redemption and social responsibility.	Macbeth' - Students learn about the Jacobean contest of the writing of 'Macbeth', including James I, witchcraft, position of women in society, Jacobean theatrical conventions.	Thems of 'identity' - study of poetry and creative writing in preparation for Language Paper 1 and Literature Paper 2.	English paper 2: Non-fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Therees such as penal systems, women in society, education, commence, labour.	English paper 2: Non-fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Thereis such as penal systems, women to poterly, children in society, education, commerce, labour. Biology: Recap of previous topics
Combined Science	Students learn about science through the key concepts of enquiry,	Biology: Cell division and DNA, Chemistry: Types of Bonding	Biology: Structure of the heart and lungs Chemistry: Crude oil and fuels	Chemistry: Properties of the periodic table	Biology: Evolution and genetic manipulation Chemistry: Extraction of metals	Chemistry: Acids, alkalis and neutralisation	Biology: Recap of previous topics Chemistry: Concentration and mole calculations
acience	science through the key concepts of enquiry, expertise, experimentation and explanation Students learn about science through the key	Physics: Electrical circuits and current.	Physics: Resistance in circuits	Physics: Forces and acceleration	Physics: Calculating energy transfers	Physics: Nuclear radiation	Physics Recap of previous topics
Triple Science (Option)	science through the key concepts of enquiry, expertise, experimentation and explanation						
French		The bir wide world Describing holidays and travel.	From the town to the countryside Describing towns and regions.	From the fown to the countrylide Describing towns and regions.		At school Describing school, teachers, subjects, school uniform and school rules.	At school Talking about school clubs; comparing Feesch and British schools; comparing primary and secondary schools.
Geography	Students engage in our 5 key concepts of geography; Location, Processes, Interactions, Sustainability and Cultural Capital.	Magacities. Rio (opportunities and challenges), improving life for the utiliar populations and challenges), improving life for the utiliar population of the challenges of the challenges develop that understanding of the process of utilization. A significant study of Rio (increases) locational knowledge and cuttarial capital. Subdems also develop their understanding of sustainability, studying urban austainability in Freiburg.	Urban Change in the LIK When people in the ILK (Finite open deline) and challenguit operated and tronefield developments and Temple Custre requested. Students development and Temple Custre requesteds. Students development and understanding of the process of urbanisation from a LIK perspective. A splatfact study of filtrat increases bootstond knowledge and cultural capital. This includes a fieldwork opportunity to wait Bristo.	The Living World Ecosystems, ponds, topical relativeship, causes and impacts of deforesistion (Malaysia). Students learn about key complex interactions in the natural world within work topiches to interactions are insurant world within work topiches for expension some insurant beauty. Students consider sustainable some insurant beauty. Students consider sustainable some insurant production of the control of the control and control of the control of the control and the control of the control of the control and the control and the control of the control of the control and the control of the control of the control and the control of the control of the control and the control of	The Living World Characteristics of Code developments, plant and serious adaptations, even cide developments, plant and serious adaptations, even cide developments, plant and serious adaptations, and the code of the code o	Weather Hazards and Climate Change Global atmospheric circulation, formation of topical atmospheric effects and responses of topical atmospheric effects and responses of topical atmospheric effects and responses of topical atmospheric edisplation in criminate change. Studentis learn about global atmospheric processes and how these processes interact with the human words. Cultural capital is developed through empaths consideration of effects and responses to natural disasters.	Brivialon and Mack Essen During HTE, shadents will complete a mack resen. The exam will be Paper 1 of the GCSE.
History		The Welmar Republic- this builds on the unit in Year 9 on Nazi Germany. It looks at the events and consequences of WW1 on Germany and the establishment of the Republic	home and abroad	Henry and his Ministers - looks at the role and impact of Thomas Cromwell. The Break with Rome and religious changes	Conflict in the Middle East- explores the origins and development of Israel and the imapct it has had on the region from 19498 to 1995	The Development of medicine - causes of disease, treatments and the development of who and how the sick are treated from 1250 to 2000	Continues the study of Medicine through time with a recap on the Western Front
Art	The Formal Elements of Art	Urban Structures is used as a theme for the yes 10 work. A brief History or Architecture is explored first, looking at basic drawing skills and producing a series of studies of parts of buildings, throughout history, in different materials.	Students then look at various artists and explore the materials and techniques they used to develop their skills and protouce creative outcomes for their occurrence. Itan Murphy - Mixed media, pan & ink, Lucy Jones - Mixed media and monoprinting.	John Brickels - Ceramic construction. Boyle Family - Nixed media, ceramics and paint. Alexander Rodchenko - Photography and printmaking. Paul Catheral - Reduction lino prints.	Mark Powell - Biro detail onto mixed media. Students then develop their ideas into a final outcome for the unit of work. This is based on the explorations into the various artists, materials and techniques.	Students produce work under the there of Identity. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the theme of Identity.	Students focus on developing personal outcomes based on their investigations. The aim of this unit of work is for the student to independently explore the creative process, developing the skills required for the exam unit.
Computer Science (KS4)		Section 4. In System Adolescence. 1.1 System Adolescence. 1.2 System Adolescence. 1.2 System Adolescence. 1.3 System Adolescence. 1.4 System Adolescence. 1.5 System Adolescence. 1.5 System Adolescence. 1.5 Marrow, and Storage. 1.5 Marrow, and	Students will begin by involvation to design. Students will begin by involvation to the Control Students will reveiled be a discussed by the Control Students will reveiled be definenced statement of Students will reveiled by the discussed statement of Students will reveiled by the Control Students will reveiled by the control between the strategic (Collect Marchan et al. Students bed and the to traveral between these strategic Collect Marchan et al. Students will used to be to control between these strategic collects will be the control between the control and and and the collect between these strategic collects will be the collect between the control and and and and assists compressed by the collect bedween the major and analysis compressed by the collect bedween the major design and assists compressed by the collect bedween the major design and assists compressed by the collect by the colle	1.3. Newporter selection, convenience and prisonal following confidence and investigate to an investigate to a feeding the professional policy and realistic plant of those like the confidence of the feeding to professional policy and realistic plant to observable and the confidence and the confide	Lik Markensi Security Radiosta will been dig an American Security Bandesta will been dig an annual security Freedom Fragments Designed Security Security Designed Security Security Designed Security Security Designed Security Security Security Designed Security Security Security Security Designed Security Sec	Statems of Engineer to proteer or factors of Operating Systems and the proteer of the Art for all Operating Systems and the proof of target and for special sections. In 1800s, legic Carlor of the Systems and the proper and the special of the special sections and the statement of the special of the special sections and the statement of the special sections and the special section in the special section in the special section is a special section of the special section in the special section is and the special section in the special section is and the special section in the special section is and the special section in the special section is and the special section in the special section is an additional section in the special section is an additional section in the special section is a special section in the special section in the special section is an additional section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section is a special section in the special section in the special section in the special section in the special section is a special section in the special section in the special section in the special sectio	During the course of him 2, students will complete a MOCK earsh based on transverse course for the 2, students will be supported as for formation and hardware for the course of the cou
IT (KS4)		Corporate IA Investigate our inferior-design in individual and agenturitation. Intelligent our inferior-design in individual and agenturitation. Intelligent our inferior-design in individual and agenturitation establishments. To explain the consequences of not inferioring the intelligence of the intell	Component 18 Use project planning techniques to plan and datage a user identical and datage and initial datage. - Creating an initial design	Component 1: Drawing and review a sear interface. - Developing our mem for - Process a sear facilities	Component I Assessment Students propose for and compiles the Neuron Sel Assignment (PA) for Component 1	Component 3A. Understand how disk is citized and only by agrenations and the region or indebular in the control of the control of the control - Representing information - Invaring data washable for promoting - Control of the control of the control - Control of the control - Through the redduction - Through the redduction	Composent 28 Create a dashboard using data manipulation tools. Case procurage window "Proceduring a dashboard."
Drama	Naturalism, Physical Theatre, Epic Theatre, Devising Scripting, Performing, Evaluating	Comp 1: Looking at genres and styles through a range of professional reperticle including The Curious incident of the Gap in the Hightime, with Opicus on Front's Asamaly's physical theorie approach. Students will develop their understanding of roles within the performing sits and how the various disciplines unto the consist a production. Supporting evidence: Portfolio doc and practical works hope.	Comp 1: Looking at gennes and styles through a range of professional reportrior including Frankenstein with a focus on Startistivalize Americalize approach. Startistic will reversige their understanding of roles within the performing arts and how the various disciplines until to create a production. Supporting evidence: Perifolio doc and practical workshop.	Comp 1: Pears on Set Assignment (PSA) - based on one of the plays previously studied. Students will develop practical exam standard performances of a few scenes, develop an extensive porticitio of evidence to demonstrate their understandard under controlled conditions lessons.	Comp 1: Pearson Set Assignment (PSA) Continues	Comp 3: mock using a Passon Sat Assignment - based on a previous assignment brief. Students will overlop practical exam standard devised performances, with the written skills and ideas logs and a final evaluation.	Comp 2: Practical realisation of an extensive section of script developed to a level 2 standard. Students will work with a play, developing their stage blocking and characterisation, whilst also leaging as up-to-date logbod which default their progress. Supporting evidence: Logbods, Salih audit, practical performance assum and written evaluation.
Food Technology/Cater ing	Health and safety, food safety and hygiene, nutrition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	To know how the Houpitality and Catering provision operates. To understand the different section of the Industry. To know the different types of flood service. To look at job rolles within the industry.	To understand contracts, holiday and sick pay, To know the types of costs that a business would have. To evaluate the reportance for a commercial business to manage firances correctly. To explain how menu planning is linked to helping the environment. To be able to explain the advantages and disadvantages of different types of bechnology within the hospitality and calaring swctor.	To be able to understand the food safety laws required in a hospitality establishment. To understand the ways that food can make people runned and how to control or the control of the co	To understand the preventative methods to control food induced ill basils. To understand the seles and responsibilities of the Controlled Contr	To be able to construct a dovetailed time plan for recipes with procedures and special points. To be able to evaluate dailnes that they have cooled and their own performance	To carry out a mock Unit 2 assessment
Music	Performance, compositon, i	Bite Music - Component 1 Shudents look at a variety of genres and select 4 to research in detail. The brief set by libre also includes a composition task, in which all students must compose 1 x 60 sesond pieces in response to their preferred general they have researched in component 1.	Blec Music - Component 1 Students look at a variety of genesa and select 4 to research in detail. The brief set by Blec also includes a composition tesk, in which all students must compose 3 x 60 sesond pieces in response to their preferred genesa they have researched in component 1.	Component 1 continued - BRIEF SET	Component 1 continued - BRIEF SET	Component 1 READY FOR COMPLETION	Performance Mock - Students will refigearse in preparation for a mock performance to be given at the end of the academic year.
PE and Health	Components of Fitne Preparing for activity Provision in sport Equipment, technolo Officiating	Discovering the Importance of components of fitness and how body systems work during sport and activity.	Explore what is required to be able to prepare participants to take part in physical activity	Investigate the varying types and provision of sport and physical activity for different types of participant	Equipment and technology required for participants to use when taking part in sport and physical activity / Controlled Assessment One	Controlled Assessment One / Explore how different components of fitness are used in different physical activities	Demonstrate ways to participate in sport and understand the roles and responsibilities of officials
PSE/RSE		PSHE students will focus on Rights and Responsibilities and understand what human rights are and why we have them. We understand the British Males of Tollerance and Mutual Respect and explore womens rights and equality.	RSHE students will focus on the Human Rights and Social Justice taking into account the religious views of Christianity and laten. Students will explore the attitude to wealth, exploitation of the poor and look at the judiciary system/laws on how criminals are treated.	RSHE students will focus on Relationships and Families and look at religious views of Christianity and slam. We will expice human sexuality, sexual relationships and the importance of marriage in a faith.	RSHE students will focus on relationships and families and the impact of marriage and sesting. Students will explore how this impacts on a person and society.	PSHE students will focus on the impact of relationships and families when learning about online pomography (myths and reality) and its impact on society.	PSNE students will focus on Health and Wellbeing for this term. Students will investigate common types of mercial health and learn how physical energies will help and support the mental health of your mind. The benefits of keeping fit and eating a healthy diet.
Business	Enterprise, Spottting a business opportunity, Putting an idea into practice, How to make a business effective, External influences on business	Students begin with understanding how business ideas come about through Dynamic Nature of Business before looking at the Rikk and Reward. The attention then turns to understanding the Rick of Business Enforprise and how to identify Customer Needs	Investigation into the importance of bosinesses carrying out Market Research and identifying market segmentation. See that the second of the second of the second of the second objectives for second objectives for second objectives for starting up a business. Attention then focuses on understanding the financial aspect of running a business.	Students focus on understanding more about finance and look at breakeven and cash flows and business profit through the impact of changing revenue and costs	is this term students will learn about the importance finance for a business. They also learn about the different types of businesses that solid.	Students attention turn to understanding the importance of business location and business plans. The students will learning about the marketing mit, Spousing on the 4th before learning about different stakeholders in business	Students will focus on how technology supports businesses and what tegislation businesses and comunes need to be assert of. Editored by the different aspects of the economy, before reviewing Themse 1 browledge
Child Development	Children's Growth and Development (PILS) Factors (that impact growth and development) Play (Typen) Ways that its croparised) Adaptations to learning activities inclusion for all Growth and development (PISS) Factors affecting Growth	Size L1/2 Tech Asset 4 - In year 30 students on the over specification will complete their their assessment for Component 1, which involves completing set takes with are marked by teachers but moderated by the exam board.	in this half term students will continue to work on their PSA tasks improving them after they have had an initial mark by Bert hauther. In Occentual they will start lessons on Component 2 where they will explore learning through play.	in this term students will carebrue learning course content for Component 2. They will explore different types of play for different ages.	In this term students will continue learning course content for Component 2. They will explore how play can be organised to promote learning through a warbey of activities and how to promot social skill and health reservens.	is this term students will being taken though manging of the tales to the tale tale to the tale tale tale tale tale tale tale tal	In this term shudents will being taken through compain of the tasks they will complete in the PAL Students will be given the comportantly to principle these tasks in perpension for the result thing in year 11. Students will also start learning content for component 1 which is the seam user.
Health and Social Care	Growth and development (PISS) Factors affecting Growth and Development Life Eventy/Circumstance Barriery/Dobtacels Skills/Attributes/Values Health & Wellbeing	Bits: L1/2 Tech Award - In year 20 students on the new specification will complete their their assuments for Component 1, which involves completing set takes which are marked by teachers but moderated by the exam board.	In this half laters students will continue to work on their PSA tasks improving them after they have had an initial reads by their latcher. In December they will start leasens on Component 2 they will explore health and social case services.	In this half sem students will continue learning content for Component 2. They will explore a range of health conditions and services that support people with those conditions. They will sem services that support people with those conditions. They will sem about Allierd fried/th Professionals and start to look at barriers people face when accessing services.	Students will continue to learn about barriers to accoraing services and will be given PAs practice tasks. They will be intenduced to LAB, the 6 Cs and what stalls and attributes are, as well as potential obtained people may face when recovering.	In this term students will continue learning about different obtaines and competer PEA practice tests to help proper them for year 11. They will also start learning content for Component 2 which is the examural. They will start exploring different factors that can impact on someons's health and wellbeing.	Students will contine to learn about factors for component 3. They will start preparation for a Mock PSA and complete this Mick.
Media		Media Sectori, Forms and Purpose, Categorising Audiences; Audience Theories; The relationship between media products, their purpose and audience; narrative theories; Moving Image tests; Print Media; Interactive Media	Film language, media production and narrative theories applied to media tests; Genne and Representation theories; Comparative analysis of 2 moving image tests, 2 print media tests and 2 interctive media tests.	Component I Pearson Set Assignment Task I; Investigate Media Products. media forms, purpose, media ausdiences, the relationship between media products, their purpose and audience	Component I Pranson Set Assignment Task 2 - Expiore how media products are created to provide meaning and engage audiences; genre, narrative and representation; media production techniques; how genre, narrative, representation and media production techniques combine to create meaning and engage audiences.	Developing media skills in pre-production and log writing	Developing production and post-production (video editing) skills and log writing
Photography	The Formal Elements in Photography	Introduction to Photography - Whilst exploring the formal elemen carnera skills and exploring		Abstract - Researching a range of photogrypahers past and present and exploring how to photogrypah everyday objects from a range of viewpoints and angles so they become abstract and out of ocetest. Develop editing kills to highlight the abstract element of their photos. Compare Black and white v' Colour.		My Generation - Focused on how the students percieve their generation. They will be introduced to photographers and the way in which they capture their generation with a focus on tethnology and the pressures of the teenage years. Students will have the opportunity to have freedom on what they suplove while covering such Assessment Objective.	Express Yourself - Students explore the theme of express yourself. Observing the work of various contemporary Photographers and developing their own personal response whilst covering each assessment objective.
Travel and Tourism		Component 1A: Travel and Tourism Organisations and Distinations. In this component, students will investigate travel and tourism organisations, their aims and how they work together.	Component 18: Students will also explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes, tudents will complete a completing a piece of coursework on one specific destination.	Component 1 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 1	Component 1B cont.: They will also explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes. but ent will complete a completing a piece of coursework on one specific destination.	Component 2A: Customer Needs in Travel and Tourism. In this component, students will investigate how organisations use market research to identify travel and tourism bends, and customer needs and preferences.	Component 2A cont: Customer Needs in Travel and Tourism. In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences.

ence		Torm 1		Tec	m 2	
SDCC Y11 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	
Maths		Foundation: Students are able to show confidence when manipulating compound measures and their application. They are also able to use their algorithms are dispatched to perform a significant to work with limiter and quadratic graphs. Higher: Students are able to further expand their numerical and algobraic abilis with functions, iteration and SheriCostien arise. Students are also able to further expand their numerical and algobraic to further develop their generately though an understanding of circle to further develop their generately though an understanding of circle.	Poundation: Students are able to apply their algebraic understanding complex problems including trigonometry and vectors. Higher: Students learn to use previously develop algebratic abilité for complex graphs, non-linear aimulamous equations and an invessed understanding of pro-	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	
English		to further develop their geometry through an understanding of circle theorem. An Inspector Calle Tup J. Brissilley, Studerins learn about socialism and capitalism. They consider the Edwardsine period in which the play is set but also the post-war (1945) five in whuch the play was written. They consider thereas such as post-way contractly, social responsibility and generational and class	Poetry of power and conflict. Students learn how to analyse poems. The poems have a wide range of contexts from Remarks from the Remarks in the Criman War, World War 1, the Verham war, the tookless in Northern Instance.	Beapoke programme of revision of all key texts and all 4 exem- parents.	Bespoke programme of revision of all key tests and all 4 exam-	
Language & Literature	Students learn about acience through the key	themes such as patriarchy, social responsibility and generational and class divides. Biology: Evolution	Romantician to the Crimean War, World War 1, the Veltram war, the troubles in Northern Ireland. Biology, Homeostasis and the nervous system	Biology: Hormonex and classification	рарита.	
Combined Science	Students learn about acience through the key concepts of enquiry, experitse, experimentation and explanation	Chemistry: Factors influening reaction rate Physics: Magnetism and the motor effect	Chemistry: Revision of previous topics Physics: Revision of previous topics	Chemistry: Advanced calculations and Revision Physics: Electromagnetic waves and Revision	Biology: Revision, Chemistry: Revision, Physics: Rveision	
Triple Science (Option)	experimentation and explanation Students learn about acience through the key concepts of enquiry, experime, experimentation and explanation					
French		Local area, holiday & travel	Jobs and future plans	An eye on the world Environmental and global issues	Recap and revision + exam practice in all 4 skills (reading, writing, latering, speaking)	
Geography	Students engage in our 5 key concepts of geography, Location, Processes, Interactions, Sustainability and Cultural Capital.	The Development Cap. (An NEE (Nigeta) Demographic Transilion Model (specialism priential, development reducitors, uneven development and reducing the sign. Nigeria bootstern proportation, controller, and the in sell of NINCs. Soldenth develop further wheir understanding of human processes, and the inferenticien that coasts global excernic divides. Excellantials solutions to be development, upp are discussed and cultural capital is developed through the study of an NEE in ACE.	Jobs and future plans The Disanging UK Economy The post-inclusival scoring science and trainess parks, changing transport inharchurate and small principacy in- harding fit scarce inharchurate and small bardenage, the North Booth divide and trade with Europe I file wider world. Eulerists singuing in a UK beased until of skely with the condu- lation about a positivity of the conduction of the principal science is an about a positivity of the conduction of the principal science is an about a positivity of the conduction of the principal science is an about a positivity of the principal science is an about a positivity of the principal science is a science of the principal science in the principal science is a science of the principal science in the principal science is a science of the principal science in the principal science is a science of the principal science in the principal science is a science of the principal science in the principal science is a science of the principal science in the principal science is a science in the principal science in the principal science is a science in the principal science in the principal science is a science in the principal science in the principal science is a science in the principal science in the principal science in the principal science is a science in the principal science in th	Resource management Global and UK resources (water, energy and food), water resourchy and toresaing supply (Leathon Highland). satalamble water supplies (Welsel, India), Studenth learn about resources key to human the and development, particularly considering the sustainable use of these resources.	Fieldwork Human fieldwork in weigligdon (is Tavistock is washinable town?) Physical fieldwork investigation (ib river characteristics change along the River Phys?) Disders complete two feldwork investigations, engaging in practical data collection theringues.	
History		Henry and his Ministers - Cromwell	Production and description and an arrange of the second and arrange of the second arrange of the second and arrange of the second arrange of t	Germany - Revision	Crime and Punishment - Revision	
Art	The Formal Elements of Art	Herry and his Ministers - Cromwell Students produce work under the thems of Identity. Developing their creative skills through exploration of vertices malerials and techniques. Exploring the work of artists and/or dealgreen that are influenced by the flowers of Identity.	Students focus on developing personal outcomes based on their investigations. The aim of this unit of work is for the student to independently explore the creative process, developing the skills required for the exam unit.	Exam unit. Developing their creative skills through exploration of various materials and schniques. Exploring the work of artists and/or designent take are influenced by the inadividual thems choosen from the list set by the exam board.	Exam unit. Developing their creative skills through expicration of various materials and techniques. Expicring the work of artists and/or designate that are influenced by the inedividual thems choosen from the list set by the seam board.	
Computer Science (KS4)		Name of deteils) 2.1 Computational Thinking and Algorithman Thinking and Algorithman Thinking and Algorithman Thinking and the second of t	Conducing the abits request for the source unit. 22 Programming Fundamentals Bookshes of one of the information of programming from a. 23 Programming Fundamentals Bookshes of one of the information of programming from a. 24 Programming to the source of the death or loads the conduction programming from the conduction of the conduct	Some chosen him he fail at by the same hand. 23 Rehard Programs 23 Rehard Programs 24 Rehard Programs 25 Rehard Programs 26 Rehard Programs 26 Rehard Programs 27 Rehard Programs 28 Rehard Programs	Jones deborred has the day for one melonic period of the control o	
П (КS4)		Componed 2C Componed 2C Componed 2C Owers operation between field prescription residuals. Owers operation between fieldings in the date. Owers operation between fieldings in the date. Componed 7A assessment Componed 5A assessment Componed	Component 2.Assessment Students program for and complete the Pleason Sel Assignment (PSA) for Component 2	Comprised Services - Communication International - Communication	armys and raids use of TOCs. In Interruptin debthase. Compared 82 (With Confession of Ogial Systems Conviernment Impact Conviernment Impact Acceptable use printes Acceptable use use use use use use use use use us	
Drama	Interpretation a script, characterisation through vocal and physical acting skills, evaluation of performance, planning and devising from a brief	Comp 2, Phenono Sel Assignment (PSA). Practical residuation of an across the play, developing their regular blocking and characterisation, which is keeping an opt-data loplook which databat their progress. Expecting evidence. Let all splook which databat their progress and order an extendion.	Comp 2: Pleasenn Sed Assignment (PSA) Practical resolution of an extended section of ancept developed to a level 2 standard. Students will not with a play, developing their stage (blobing and democratication, which laid beauty as stage (blobing and democratication), which laid beauty as evidence: Logbook, Skills sudd, practical performance exam and written evaluation.	Corp 3: Desking a Performance in a Theatrical Style. Suddents will be led in workshops to develop their strelestanding of performance slips and with have influence collaboratively in small groups to devise a range of namifives in these slips perior to be launch of their Pearson Set in these slips perior to be launch of their Pearson Set create that our spir in our of these slips. Assessment Practical, Legislate. Per set the set Practical, Legislate.	Comp 3: Exam final rehearnal and preparation of evidence before being sent off to external moderator.	
Food Technology/Cater ing	Health and safety, food safety and hyglene, marition and healthy eating, food choice, Evaluating dishes and performance, preparation skills cooking skills	Coreolisation of notes for Unit 2 from Year 10 and practice mock assessmenth based on the 4 tasks	Unit 2 assessment students will be given a brief and will be aspected to choose 2 dishes, explain why they have chosen them based on their militized contraint and the customes in them based on their militized contraint and the customes in dishes based on factors affecting restructions and produce dishes. They will then prepare 2 dishes. They will then need to evaluate the dishes they have produced and their con performance.	Consolidation of Unit 1 in preparation for the exam	Consolidation of Unit 1 in preparation for the exam	
Modern Britain		Obvently and Tolerance - Students will concentrate on their OCSE paper. They are understand the risk of science, the facility and harves assembly. They are understand the risk of science, the facility and harves assembly. The facility is made presented to show what is right from swrape, to show the low as and increased officerer relationships within the facility. Excluded the contraction of the service of the science	produced and their own performance. Marked 4.2 are and Executive 3.2. They will concentrate on their COCS proper 1 and 2. They will understant Proper 2. The proper 1 and 2. They will understant Proper 2. The proper 3.2. They will understant Proper 2. The County of their County of thei	Mutual Respect - Students will use their various revision resources to help them with their CCEEL in modern Belain. Pages 1 will be on meligious belain to Cottlainty and practices for meligipate shellow of Continuinty and practices for both religious. For Pages 2 students will revise to their examination in the following resure. Thems A Religion, Parelliss and relationships: There to Piniglipian, Pages and Cofficit. Themset E Religion, Cream and Punishers and Themse P. Religion, Muteum Rights and Stocial Justices.	Revision for Paper 1 and Paper 2 GCSE. Religious Studies in modern British	
Music	Performance, compositor	Bitc Music Component 2 BRIEF - Students now begin a more in depth analysis of the composition process, focusing on the using of Music Tech to create their own defauled compositions. Buy begin to work on a detailed reharmal and beforehal asking han to answer their performance are ready for their midway and final performances at Livesine, Sattash, in December.	Jok in harmony. Blace Masic Component 2 BRIEF - Continued - Students now begin a more in depth analysis of the composition process, focusing on the using of Main: Tech to create their own detailed compositions, they begin to work on a detailed nebearaal and beforeing all fall pain on ensure their performances are easily for their midesay and first performances are nearly for their midesay and first performances are leavers, Stallach, 10 Docember.	Blec Meals component 3 - External Brief Students will shart their performance based brief as set by Pearson. Students will be given a set number of house to inhauses, perform and record a selection of pieces, within a set time that if a particular theme. For example, the 2022 brief was "Pride".	Blec Music component 3 - External Brief - Continues	
PE and Health	Fitness testing and t Improving performar Components of fitne	Explore how different components of fitness are used in different physical activities / Controlled Assessment Two	Demonstrate ways to improve participants sporting techniques / Controlled Assessment Two	Explore the importance of fitness for sports performance / investigate fitness testing to determine fitness levels	Investigate different fitness training methods / investigate fitness programming to improve fitness and sports performance /	
PSE/RSE	Growing a hard-	PSHE students will focus on Rights and Responsibilities and understand what human rights are and why we have them. We understand the British Values of Tolerance and Mutual Respect and engine womens rights and equality and hate crimes.	RSHE students will explore the religious views on stitude to wealth and giving money to the poor. Students will learn about the role of scorsen in religion and follow religions through human rights and social justice.	RSHE students will understand the role of families and relationships within two religions. The attitudes to cohabitation and having sexual relationships outside of marriage. During this term, the focus turns towards human resources, and	PSHE students will explore contraception and the health and wellbeing of the individual. Important for students to learn about sexually transmitted diseases and teerage pregnancy choices.	
Business	Growing a business. Marketing. Operations. Finance. Human Resources Children's Growth and	Students begin looking at ethics of businesses and coeffict that can arise. Attention turns to understanding how businesses operate through job, batch and flow production before focusing on managing quality. Finally, flools with the sales process.	Students focus on understanding the 4P's - Product, Price, Place Promotion. With each element there will be indepth knowledge about each	During this term, the focus turns towards human resources, and knowledge is gained about effective necruitment, training and development. Students then looks at how employee can be motivated in the work place. Lastly, organisational structures are investigated.	Student will finish learning the course with business calculations and understanding business performance. Revision of key topics and past papers will then happen in preparation for the exam	
Child Development	Human Riscources Obligative Conset and Oblig	Blac LL/2 Tech Award - In Year 11 students will complete the peanson set assignments for Component 2. Students will also continue to learn the content for Component 1.	lo this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the contact for Component 3.	Students will finish learning the taught content for Component 2.	Students will all a Mock for Component 3 in the spring term. Further preparation and nevious of topics will be covered in the Spring term.	
Health and Social Care	(PIES) Factors affecting Growth and Development Life Eventy/Circumstance Barriers/Distacels Skills/Afributes/Ablass Health & Wellbeing	Bisc L1/2 Tech Award - in Vasz 1; students will complete the pearson set suggested for Component . Students will also continue as learn the confident for Component all senting about factors affecting health and wellbeing.	In this half farm shadon's will improve that PSA tasks after tall amarking. In December they will contrast to learn the content for Component 3 learning boat physiological and Steatyle indicators. Component 3 Descriptions of American Component 5 Description of the Component 5 Description of the Component 5 Description of the Component 5 Description Component 5 De	Students will finish learning the taught content for Component 2 learning about person-certend approaches to make recommendations to improve an individual's health and wellbeing.	Students will all a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.	
Media		Component 2 Peason Set Assignment - Developing Digital Media Production Solls Task 1: Pre-production-research and ideas log: practical experimentation, applying model pre-production, skills and lachniques to shape your ideas via a script, storyboard, shooting schedule, review and referentertyretting a log and reflecting on learning Serrealizer - Looking at the history of Sameslam and how it has emerged	Component 2 Plearann Sel Assignment - Developing Digital Media Production Selts Teal 2: Develop and apply media production selt paylor before processes, John ser production self-paylor before productions, John self-production self-paylor before productions, John self-productions, John self-production self-paylor before production with self-paylor production self-paylor production self-paylor production self-paylor production self-paylor production self-paylor production self-paylor paylor paylo	Component 3: Create a Media Product in Response to a Brief, Research and Development of Idea; Ideas Log; Planning Malerial - script, storybosed, shooting schedule.	Component 3: Create a Media Product in Response to a Brief; Wideo production, Video editing, exporting of media product; Technical and Review Record	
Photography	The Formal Elements in Photography	Surrealizm - Looking at the history of Sumeshirm and how it has emerged over the years using different lechniques and lecnologies. Budefest will spend from developing their skills in each AC ompectally life written analysis and senotation skills. They will also have a focus on camera and Photoshop skills including shafter speed, cutting, pasting and searnless merging to prepare them for their exorm paper.		Surrealism cont . Students will continue up untill Christmas. Exam Paper will be delivered in January.	Exam Paper - Exploring the work of artists and/or designers that are influenced by the inedividual theme choosen from the list set by the exam board.	
Sociology		Revision of Startification - development of the theory of class and inequality	Revision of Crime and Deviance with a particular focus on te- role of the Media, prisons and young offenders	Revision of the family - with a particular emphasis on the main sociologists	Revision of Education - with an emphasis o sociologists and research skills	
			Component 2 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 2	Component 3A: Influences on Global Travel and Tourism. In this component, students will explore the different factors	Component JB: Influences on Global Travel and Tourism. Students will examine the potential impacts of tourism at	
Travel and Tourism		Component 25: Customer Needs in Travel and Tourism. Students will apply their understanding by selecting products and services and planning a holiday to meet customer needs and preferences.	Assignment (PSA) for Component 2	acciologists Component 3A: Influences on Global Travel and Tourism. In this component, skudents will explore the different factors that may influence global travel and busines, and how travel and busines organisations and destinations respond to these factors. Revision for component 3 Mock.	nessands skills. Component 3B: Influences on Global Travel and Tourism. Component 3B: Influences on Global Travel and Tourism. Students will exemine the potential impacts of tourism at global destinations and two destinations can manage the impacts of tourism and corried business destinated development to achieve sustainable fourism. Revision for component 3	

SDCC		Ter	m 1	Ter	m 2	Ter	rm 3	
Y12 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Maths	Pure Maths Statistics	Rosenther facil Opportunities are provided for those students who have not activened a Grade A. Alread Mails begins with a recor of owner of the consenser large. All read Mails begins with a recor of form of the consenser large. All read Mails are sensel for mine (Form) and anti-month of the consense of the consen	Section 2 and Special and Spec	The A Level access a continue grade to the even must broade and the second continue to the	The work within the three main brind continue with more complex content such as Blornal Expension and Traprometric Eduk. Students on the most pullways will continue on their development, with a result pullway will continue on their development, and a result pullway will continue on their development, development and their continues of their students. While pullways of their students.	Them 3 really challenges poolsh with the new and say topics that would have been runners to try Stage 4 with a Differentiation. Simplement and Expendition and Committee Stage States and Expendition and Expe	Students will prepair for the Year 12 modes and ther GSSE care by reviews in Neuron and continued practical flows SSE.	
	Mechanics							
English Language & Literature		A Level English Literature Paper 1: Low through the Ages Unisseen Postry A Level Literature Paper 2: Modern Times Unissee Tiction texts	A Level English Literature Paper 1: Low Through the Ages The Great Ganby and Anthology Poetry A Level Literature Paper 2: Modern Times The Mandraud's Tale and Persisten Gospels	A Level English Literature Paper 1: Love Through the Ages The Great Glabby and Arbhology Poetry A Level Literature Paper 2: Modern Times The Handraid's Nie and d'emissine Gospels	A Level English Literature Paper 1: Love Through the Ages The Great Gately and Antology Poetry A Level Literature Paper 2: Modern Times The Handmad's Tile and Feminine Gospels	Preparation for NEA - range of potential texts introduced.	Preparation for NEA - range of potential texts introduced.	
Applied Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Unit 1 - Principles and Applications of Science (animal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their uses; waves and their application in communications)	Unit 1 - Principles and Applications of Science (chemical and physical properties of substances related to their uses; waves and their application in communications) Revision for January Unit 1 Exam	Unit 1 - Principles and Applications of Science (exam) Unit 2 - Practical Scientific Procedures and Techniques (Undertake titration and colorimetry to determine the concentration of solutions. Undertake calorimetry to study cooling curves.)	Unit 2 - Practical Scientific Procedures and Techniques (Undertake chromatographic techniques to identify components in mixtures. Review personal development of scientific skills for laborators work).	Unit 2 - Practical Scientific Procedures and Techniques (Review personal development of scientific skills for laboratory work)	Unit 8 introduction Introduction to the the physiological make up of three human body systems (mucculoskeletal, hymphatic and digestive), how the systems function and what occurs during dysfunction.	
Biology	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Foundations in Biology: The structure of prokaryotic and eukaryotic cells and their function, and how this is supported by various biological molecules: Students begin to develop their practical skills by carrying out tests to identify bees embecules, and also by examining and desering cells and tissues under the microscope.	Students build on their foundational knowledge, and add an understanding of the structure and function of the plasma membrane. We continue to accrue the practical skills needed for module 1 and the Practical Indoorsement, investigating factors that affect membrane structure, and how enzymes function.	Students learn how cells divide, subsequently applying their understanding of cellular structure and function to tissues and their adaptations. They begin to widen their focus by studying variation and classification of living things.	Students apply the knowledge gleaned so far of levels of organisation to a study of gas exhange systems in various animals. Continuing their more global focus on biological concepts, students look at biodestray! Your it is measured, how it can be maintained, and the factors that are currently posing a challenge to that maintenance.	Considerations of the relationship between structure and function in biology are extended to the various types of transport system in animals. Students examine components of the circulatory system both under the microscope, and vis dissection. This is coupled with the study of disease and its prevention.	Rounding off their study of cells, tissues, organs and organ systems, students take the concepts learned so far and apply them to the study of how plants transport substances. Year 12 concludes with mock exams, followed by an intensive week of ecological fieldwort.	
Chemistry	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Topic 1 - Atomic Structure and the periodic table Topic 2 -Bonding and Structure	Tagis 1. Formulae, Equations and amount of substances: Measurement currentles, evaluating the results in term of systematic and random errors. Explain how atom economy is useful to help chemist and decisions to that vestorous can be made more efficient in terms of resources. Tagis 1. Reduce Crustaler how the concept of oxidation number provides a more considered route for the process of balancing chemical equations.	Topic 4 - inorganic Chemishry and the Periodic Table: Use data to make predictions based on patterns and relationships. Topic 6 - Organic Chemishry 1. Crosside has the polymer industry topic 4 - make the chemishry 1. Crosside has the polymer industry topic 4 - make the control of the control of the control of the countrion about sudanshifty of recovers and the fearbillty of recycling.	Taple 7 - Modern Analytical Techniques: Describe how different instrumental methods can provide evidence for analysis. Taple 8 - Energetics: Use Mess's Law	Topic 9 - Kinetics: Utilise Masswell dolfamann distribution and collaion theory in order to account for the effects of changing variables on the ratio of a chemical result. The control of Topic 10 - Equilibrium 1.1 Equilis why a combination of equilibrium processor, coupled with fametic, can land chemists to redevelop manufacturing processes to make them more efficient.	Topic 11 - Equilibrium II: Consider how chemists can use the concept of equilibra to predict quantitatively the direction and extent of chemical change	
Physics	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Topic 1 - Working like a Physicist Topic 2 - Mechanics Unity SV/MT equations, building on GCSI boundings of scalar and works questions and resultant lowes. In the contract of the contract of the contract lowes. Topic 3 - Enteriory - Understanding selected equations, Offers in any Contract of Contract lowes and Contract lowes are contract, of the contract lowes and contract lowes are contracted on the contract lowes and contract lowes are contracted by the contract lowest lo	Topic 2 - Mechanics. Using SSAN requirems, budging on GCIZ: Incodelige of scalar and water quantities and resultant forces, desaring and interpreting matter papels. Explaining Sension Lineal and consention in wait a different energy training and equations. Stope 2 - Sension (Sension Lineal Sension and Conference of the Conference	Spot 4 - Mournish Understanding dentity is side and liquids. Using Stalar Laws dentities depressed, not introduction to produce law, sizes, si	Spot - Malaminia. Understanding density in solid serd liquidal. Spot - State	Tayout - 1 yearlow Mark horses. Sultiling on the Invending from togics and understanding of difference between selection of invendence collisions in the Invendence and understanding of difference between selection of invendence collisions in terms of momentum and energy Developing Neurolise Control of Invendence and Service Control of Invendenc	Spot - Devide Methods: A builtie on the leveshing from topic and understanding the difference between selection of indexico calibians is toward of methods: calibians is toward of methods: calibians is toward of methods of the calibians in the method of the calibians and the calibians and selection of decision and respective fields. Explore the difference and selection of decision and respective fields and then they can work update to result and the selection of the calibians and the calibians are calibians and the calibians and the calibians and the calibians are calibrated and the calibians are calibrated as a second of the calibians and the calibians are calibrated as a second of the calibians and the calibians are calibrated as a second of the calibians and the calibrated	
French								
Geography	Students engage in our S lary concepts of geography, Location, Processes, Interactions, Sustainability and Cultural Capital.	Students study find their GCSE content. Students study find landscapes. In common with water and carbon cycles, a system with water and carbon cycles, a system. This unit brings A-Level propayby to life with new conceptual is engagement with places, their experience of them and the qualit	its shuly two topics simultaneously, one human and one physical group Physical property. Coasts: and coasts are property. Coasts: and coasts are property on the property of the property of the property to their property. One property of the property of the property of their property of the property of the Human geography. Changing Bises invising Based amount the Changing statute of places. Solvents are now see they another to them. Study is embedded in a local place (Milbay): analyzed othogon and another them.	graphy, all genomorphological processes and their association with districtive as informed appreciation of the beauty and diversity of coasts, a. challenged to take key concept of location and consider people's and a distant place (Dirone) where the processes of change can be	Stude to this unit students develop their knowledge of processes. In the charges over time, the interactions between human activity and majors store of carbon, driven of charge in the carbon cycle over to MMb a store give to sustainability, this unit stackes the issues of or sustainable weets populse, through the AGO CCS Resource Mar- resources that must be managed. Sustainability issues are discusses are discussed as the contraction of the carbon statement of the carbon stat	an oblight the bigges a intelligence of the control and one objected per Physical groupshy their are of bothers. Cycle water cycle, shaders study steers, chieves of charge, report and output the water cycle are condended and unationally oblighters are discussed in the study of the control budget and the impact of the care to the control and burnard, the carbon budget and the impact of the care for the control and the control budget and the impact of the care for the control and the control and the control and for the control and the control and the control and for the control and the control and for the control and the control and generate critical basis can deliver a control and generate critical basis can deliver a control and generate critical basis of the A-level. The search and global delivers are controlled and the control and the control and generate critical and produced the control and produced the control and the control and produced the control and produced produced the control and produced produced the control and produced produc	graphy us, flood hydrographs and changes over time. As students consider in the carbon cycle, students study global distribution, and size of bon cycle supon land, ocean and strongshere, including global climate. succeed a time of water through the curriculum, from a XXI unit on maring a stationic, which compressing the Wasterli of reportant and increases supplies considered. Cultural capital in built through the	
History	Students learn about the impact of changing governments and about the importance of monarchy	Germany 1919-63 - Thuis looks at the impact of the three types of government on the posple og Germany. It also looks at how one person can change the course of History	The Mid Tudor Chish - This assertions the conflict in the reigns of Edward VI and this stater Many It focuses on the role of the chusch and the problems raised when the monarchy is not strong. This is a source based unit	Elizabethan England - This focusese on the impact the reign had on England and its relations with Europe. It also looks at the start of the Empire	America's involvement is Vielnam, this focuses so how America became involved in Vielnam, its influence there and how the Media changed the pub,'c's view. It is the content needed for students to select their coursework title in Year 23			
Art	The Formal Elements in Art	Students produce work as part of an induction unit. Developing their creative skills through exploration of various materials and scheriegues. Exploring the work of anits and/or designers that are influenced by a given thems. Students focus on developing personal condomes based on their investigations. The aim of this use in of work is for the student to independently explore the creative process, developing the skills regulated for the advanced level course.	Students continue their induction unit, developing their work into a personal outcome. Students develop their ideas, working closely with the earn beard criteria. Which is more independent in focus and reflects the abbittes of the individual student. This focus is aimed to give the students direction with the nest element of their coursework, Related Study.	The Related Study element of the course allows the student to explore an Art movement of their choice in detail. Critical and practical work is produced, exploring the main ideologies of the artists working at that time.	The Related Study element of the course allows the student to suppose an Art movement of their choice in detail. Critical and practical work is produced, exploring the main ideologies of the artists working at that time.	The Related Study element of the course allows the student to explore an Art movement of their choice in detail. Critical and practical work is produced, exploring the main ideologies of the artists working at that time. Work is developed into a personal final outcome.	Students produce work for the Personal Study element of their coursework. This study is developed from their related study research and allows the student to septione arists, resternish and techniques within a creative specialism of their boxic. The Personal Study develops a body of work which makes up the coursework element of the A Level course.	
Computer Science (KS4)								
IT (KS4)	Naturalism, Epic Theater, Physical Theater, Total Theatre, History of drama - Shakespearean language, Greek/Roman language, Blocking script, Presentation, research, evaluation, performance	110 Approache To Acting. Students will look at 4 these paratitioners who have refunded performance styles across the years. Stanslesskil Nituralism, Rendrik 15pt: Thester, Frentic Assembly's Physical bears and Serich's 15pt: Thester, Frentic Assembly's Physical bears and Serich's 15pt: Thester, Frentic will participate in a magnof overshoop, create presentations on each practicator's life, develops in stending depreformance from a play in one of these styles and ovulant that performance to an authority.	330 - Continues	315: Elizabition or Jacobsan Theatre - Students will learn about the theatre of Islands. It and the successor, Janea St. Rijwurghts explored foodback William Stakesperse for Inchesions and Control of Stakespersen comedy and trapply early from the time, for example Romes and Audie and Admissions Might Strong. They will then evaluate their performance to and audience.	335 - Continues	300. Ancient Greek and Roman Drama - Students will book at the beginning of stage disease from ancient Greek treas and how it was developed for the compensation performance. They all threase his developed to the compensation performance in the performance presentation, connecting the more across to Roman theater. Students will perform the coll different benchmark performance in the general of tragedy and corredly and evaluate each performance.	309 - Continues	
Textiles	The Key concepts of Textiles and the basic skills and knowledge needed to work at the advanced level needed to complete the course	Students produce work as part of an induction unit. Developing their creative skills through exploration of various materials and tactife techniques based around the thereof of Natural Grows. They will explore each assessment objective in detail and given the tools to be able to build and develop their confidence with a range of new skills.	Students continue their induction unit, developing their work into a personal outcome helping them to become more independant and prepare them for the rigor of the advanced level course.	The Reloted Study element of the course allows the students to explore an area of teatiles of their choice in more detail. Whether it's fashion design, interior design or printmaking just to name a few. Critical analysis and practical work is produced, exploring the main ideologies and techniqies of the textile industry and artists.	The Related Study is refined and finalised into an essay outcome supported with practical exploration.	Students produce work for the Personal Study element of their coursework. This study is developed from their Related Study research and allows the student to explore artists, materials and stochniques within a creative specialism of their choice. The Personal Study develops a body of work which makes up the coursework element of the A Level course.	Students continue develoing and exploring ideas for their Personal Study which will continue until the end of term 1 in Year 13	
Psychology	Research Methods Approaches, Issues and debates	A level AQA: Research methods Approaches to Psychology; Cegnitive, Behavioural, Social Learning Theory and Biological. Psychopathology:	Research methods Explanations and Treatments of CCD, phobias and depression. Characteristics of OCD, phobias and depression. Social influence: Conformity, obedience, resistance to social influence;	A level AQA: Research methods Social Influence minority influence and social change. Attachment - infant caregiver interactions, stages of attachment, role of the father,	A level AQA: Research methods Attackment Theories of attachment, types of attachment and the Strange Student, cross cultural studies into attachment, Boulby's Maternal Deprivation Hypothesis, Effects of institutionalisation, effect of attachment on later attachment, Memory; Multistore model.	AQA A level - Research methods Memory/forgetting, factors effecting eyewhoress testimony (EWT), Improving the accuracy of EWT. Approaches: Humanistic approach and Psychodynamic approach.	ACJA A level - Research methods Biopsychology. Nervous system, fight or flight, endocrine system, localisation of function and studying the brain	
Child Development	Growth and	Unit 1 Childrens Development, Growth and Development, patterns of development, across different age ranges, factors, Cognition, language and communication development, theories of emotional antid social development	Continued with Unit 1 for January 2025 exem	Unit 3 Play and Learning, types and benefits of play, theoretical approaches to play, skills needed by an early years practitioner	Students will continue with Unit 3 and coursework write up	Students will recap Unit 1 for Exam resit in May	Students will continue with Unit 3 and coursework write up, as well as undertake a 50 hour work placement within KS1	
Health and Social Care	Development, Orlynical, Intellectual, Emotional and Social. Factors affecting Grootsh and Development. Effects of Aging. Physiological Conditions, diagnosis, treatment and effects on PIES. Type of dementia and the effects on individuals.	- Unit 1 Numan Edingain Development. Learners cover physical, testal exhaul, emotional and social development across the human Edingain, with the fection after payable on the effects of agency, with the fection after payable on the effects of agency.	Students with all a Mook Euer for theil I in November in proposation for their event in January	- Use 5 Meeting Individual Care and Support Needs, Learners Scoon on the principles and practicalisms that underspin meeting individuals' care and upon teach, which we the foundation of all the care disciplines. We see disciplines.	Usit 3 Meeting individual Care and Support Nieeds, Learners focus on the principle and practiculative that underspin meeting enableduals care and support the care disciplines the care disciplines	Students will continue to be bught content for units 5 and will have started coursework tasks.	Lists 2 Working in Health and Gorial Care, Learners explice which is like for sown in the health and sold are settler; lesisling the sown in the health and sold are settler; lesisling the sold and regroundings to the law of the sold and representation. This is an external examination soldents will all in the Summer Team. Note 15 Marketing belonding lesisland care and Support Residents Learners focus on the principles and prescribed belon or sold prescribed belon or sold prescribed belon or sold prescribed by self-order sold prescribed by the ordering of the Mountain or all the Care disciples. Students will read Unit 1 Teurnas Lifespan directlypaned Dawn	
Film Studies		Introduction to A Level Film Studies; Film Language - Mise-en-scene, editing and sound; Component 1: Verieties of film and filmmaking - Hollywood 2301-1990; Component 2: Global filmmaking - perspectives Introduction to Film & Video Production; Keeping a Learning	Component 1: Hollywood 1930 - 1990 (continued); Component 2: Global film (continued)	Component 1: American film since 2005/2012; Component 2: Documentary film	Component 1: American film since 2005/2012; Component 2: Film movements - Silent cinema	Component 1: British film since 1995; Component 2 Film movements - Experimental film	Component 1: British film since 1995; Component 2 Film movements - Experimental film and Revision	
Media		Journal; Film Language; Single Camera Techniques; storyboarding;	Film editing: Film Production - Fiction	The role of the scriptwriter/film industry study; Pre-production planning	Realism in cinema; scriptwriting; treatements and planning portfolios	Hitchcock and his techniques; the production log; cinematography and framing	Short film productions	
Photography	The Formal Elements in Photography	Students produce work as part of an induction unit. Developing an understanding of how the camera works and the fundermental formal elements of Photography, Developing their creative skills through exploration of window materials and editing technique, they will explore each assessment objective in feetal and given the tools to be able to build and diewlog their confidence with a range of new skills.	Induction unit continued, working towards producing a personal outcome. The students continue to develop their skills and ideas working closely with the seam board criteris. The students work towards creating an outcome that to turn formulates the focus of their personal studey element.	Related study - This element of the course enables the students to explore and reseach an area of Photograpy in greater depth. Critical and practical work forming the outcome of the study.	Related study refine and greaented in the form of an essay, supported by a series of Photographs taken during this element.	Related study refine and presented in the form of an essay, supported by a series of Photographs taken during this element.	Personal study (coursework) - Students choose a theme to investigate in depth. Exploring a range of materials, editing facchrisques and developing their knowledge and understanding of Photographins work. Work produced during this shotly builds the body of coursework regulated at this level.	
Sociology	Research Methods Approaches, Issues and debates	Sociological study of the family - looking at roles, functions , socila policies, alternatives	Sociological study of the family - looking at roles, functions , socila policies, albernatives	Sociological study of Education - looking at roles, types, social policies and achievement of the various groups	Sociological study of Education - looking at roles, types, social policies and achievement of the various groups	Sociological study of the impact of the media on society	Research methods in particular relation to education	

MAG Complete	Concepts		m 1	Ter	m 2
Y13 Curriculum	Concepts	Half Term 1	Half Term 2 A level students continue to study ours maths topics and are	Half Term 3	Half Term 4
Maths	Pure Maths Statistics Mechanics	In year 23, A Level students will study pure maths, taking concepts learnt in year 1 and extending their understanding of the less topics. Students will premarily shous on Angelesin Methods, functions and Graphs, Sequences and Series and Bromani Spaniston. The A Level students will also look at year 2 popiler maths looking at static topics of Regression and Correlation and whilst simultaneously exploring mechanic topics of Moments.	A level students continue to suring some moths topics and an interduce to the many pile measure, relation and equipmen has which interduce to the many pile measure, relation and equipmen has which mere measure can be used to solve pomentic problems as well as tiggenerative question. Students in also continue to suring their against bapic, in statistics, students in their continue probability and meta-basic students earlier festions and force is toud dimensions, introducing trigonometric elements into the against work.	in Nail Term 1, for their Pure Maths, students will extend their harvakelige of differentiation and integration. This requires students to use formulate to integrate and differentiate complex functions. In their Extitct is leaves, the students will study learned. Distribution, in Mechanics, students will study Projection and application of Forces.	In 1487 Serm 4, for their pure maths students will study numeric methods and vectors in 3 dimensions. In their statistics lessons, students will finish studying the norm distribution and recap and revious all modules within the disciplin throughout their time on the course. In Mechanics, students will study statics and bring all their work within moments and time together to solve complier eschanical problems. Students the study statics and shall problems and study study study study and study.
English	Mechanics		Students will also sit a Mock Exam in November covering all content learnt in Year 1 and topics covered to in Year 2.		
English Language & Literature					
Applied Science	Students learn about science through the key concepts of enquiry, experitise, experimentation and explanation	unit 3 Learners will cover the stages involved and the skills reseded in planning a scientific investigation: how to record, interpret, done identific conclusions and evaluate. This unit will be seased through a waters (IP/FR) given the control of the control	unit 3 Learners will cover the stages included and the skills needed in planning a scientific investigation: how to nexed, interpret, draw scientific conclusions and evaluate This unit will be assessed through a wateries kill plitt il jew cold marked by Harmon and will be completed in one stiffing, within a supervised insurancer sension generated by a service of the control of the control of the supervised insurancer sension.	Unit 8: Physiology of Haman Body Systems Introduction to the the physiological make up of three human body systems (musculosistics, lymphatic and operative), lose the systems function and what occurs during dyfunction.	Link B: Physiology of Human Body Systems Introduction to the the physiological make up of three human bo systems (prasculciosletical, Imphatic and digettes), how the systems function and what occurs during digetaction.
Biology	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	In making by Person. In this first half term of lives 11 students begin to synthesise the biological knowledge gained throughout the course via the study of how both plants and arminal detect and respond to change site where when the proposed to change site where environments. They will be required to draw together disea about how included and lost porates, and how the lack of adaptations we have always spokes about can make cellular communication. The efficient recept his tollow as or applicative site survivals response,	We continue our study of plant and animal responses in half term 2, focusing now more on homencal communication in animals, and how this milest no homencals. Solders also begin to look at the bloenergetics that fael these processes with a detailed study of the metabolic pathways of photosynthesis and respiration.	The importance of genetics provide the major focus for this half term, during which students study patterns of linheritance, and begin to explore the exciting flut hough-provising proxibilities that lie in a fature where the human genome could be extensively manipulated, and that of offer corpositions exploited to human advantage.	The course concludes with further exploration of how organisms used in biotechnology currently, and how they might be in the future. We then pull back the focus to remist ecology, and encourage students to think about the various ways in which bodiversity of rare and important habitats can be assessed and managed.
Chemistry	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Topic 12 - Acid Base Equilibria: Relate buffer solutions to a range of applications in living only, medicines, foods and the natural environment. Tapic 13 - Energetics II: Evaluate theoretical models by companing the real and ideal properties of chemicals.	Topic 14 - Redox ir: Consider how chemists continue to search for alternative sources of energy, through the development of fael coli. Topic 15 - Transition metals: Explore the model for the filling of electron orbitals encountered in Topic 1, and see how limitations in that model indicate the seed for most exploitations of that model indicate the seed for most exploitations (palanations.)	Tapic 16 - Nomero is Different methods used to measure reaction rates and collect-valid data. Tapic 17 - Organic Demintry III: Consider how organic synthesis can produce a variety of important materials, such as eaten for subverter, flowcruling and part particular. Tapic 18 - Organic Chemistry III: Consider how the model for between first-curs had developed in response to new violence. 8	Topic 19 - Analytical Techniques: NMR
Physics	Students learn about science though the key concepts of enguly, expertise, experimentation and explanation	Tagic 9 - Thermodynamics, Specific heat capacity and specific laters hast equation. Internal energy and absolute zero. Exploring the relationship between pressure, interpretative and volume and factoring the later of an equation from their endianniship, factoring the later of an equation from their endianniship. Topic 10 Space. Exploring the life cycle of tean and interpreting lettopure; Paucie Sparre. Determining most methods for calculating distances of data and understanding the doppler effect.	Topic 11 - Nuclear Radiation. Understanding nuclear fusion and fission, the inhabitor of the three type of radiation and femilies the property of the property	become structure has developed in response to new evidence. B Revision and bum prep	Revision and Earn Prep
French					
Geography	Students engage in our S key concepts of geography, Location, Processes, Interactions, Sustainability and Cultural Capital.	Sudent tundersale proportery learning is Bellower's baseline to moderated Bellower buildy con my in-building time to develop transferrate bridgenderstry writes up this investigation, drawing on the Students independently writes up this investigation, drawing on the detay, to justify their conclusions to the qua-	EA day collection and probable. Suddent complete a now week bloding day collection and probable. Suddent complete a now week bloding ensurable purifices and collect their man day for their BibA. evidence they have collected through both primary and secondary weetion or hypothesis they are investigating.	Students study has topics simultaneously Students build on price knowledge from the EC carricular to de Washes and when sended disease we consecute of carriculars to de when and when sended disease we consecute on and estate of these hazards and the various way in which people retained the sended of the sended of the sended of the retained of the sended of the sended of the lamb of the sended of the sended of the lamb of the sended of people. If this unit, students study global states, unequal flows of people, trade and scars so in markets, global geometra, the scooped of the sended of the sended of the sended of the sended of the trade and scars so in markets, global geometra, the scooped of the sended of the sended of the sended of the sended of the trade and scars so in markets, global geometra, the scooped of the sended of the sended of the sended of the sended of the sended of the sended of the sended of sended of sended of sended of sended of sended of sended sended of sended of sended se	poly-billiants on the policy graph of the policy policy property of the policy
History	Students work on indecendent investigations using the skills they have learned in Year12. They also undertake a depth study	Students work independently in supervised lessons on a title of their choice based on their study of the war in Vestsam	Students undertake an indepth study of Rassis from 1855 to 1964. They look at the impact of the different regime on the people of Rassis and the Employ		
Art	The Formal Elements in Art	Students produce work for the Personal Study element of their coursework. This study is developed from their related study research and allows the student to supplies artists, restendish and techniques within a creative specialism of their choice. The Personal Study develops a body of work which makes up the coursework element of the A Level course.	Students produce work for the Personal Study element of their counsecht. This study is developed from their related study research and slow the student to explore artise, materials and techniques within a creative specialism of their choice. The Personal Study develops a body of work which makes up the conversion element of the A Level course. Work is developed into a personal Paral decorate.	Exam unit. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the individual theme chosen from the list set by the exam board.	East unit. Developing their creative skills through exploration various materials and techniques. Exploring the work of entits and/or designess that are influenced by the Individual thems chosen from the list set by the exam board. Work is developed in a personal final outcome produced in the final exam.
Computer Science (KS4)					
IT (KS4)					
Drama	Working to a brief, analysing performance, devising for a community, audition skills, planning for a career in the industry	20.6 Flamming A Career in the Performing Arts - students will assess their performance skills, join for their fluxury, and explore various join does in their indexty. They will create a action C/C, have join flowers in the performance of the	306 - continues	304e: Performance Pregaration - An exhitemally assessed unit. Students will prepare for amontispes with an interview of implies on them assigned by the season bade for a periodic audience. They will create a rehearmal chedule, perform the piece of a live audience and recieve Needland which they need to act upon and document.	215: Community Chama - wing the play created for 305e student will research what community damas is and create a presentation to show this. Twy till perform the thinked and adapted performance to an audience and evaluate the finished product.
Food	Working to a brief, analysing performance, devising for a community, audition skills, planning for a career in the industry	ACE Thereing A Cases in the Performing Arts - dudies set all season being performed and large large therein facility, and explore volume facilities plant them for the large and explored position for the soft policipsy that set are of cards an international facilities of the Council for adding all. 1111 Auditors - Acet Council for adding all. 1111 Auditors - Acet Council for adding and perform to a partie. They will reheave an another and classic monologies, and a long from a show. During the auditors they will also cold read from a monologies and porticipate in a superfaments approximation.	204 - continues	20de: Performance Prograntion - An externally assessed unit. Solder is well propose for a monologies with an interview of themself which will be recruised. By well and donline their own and analysis. They will contain the read and analysis. They will contain the propose of a later auditoric and recruise behavior. They will contain whench they resed to act a later auditoric and recover leadeds which they need to act upon and discussers.	315: Community Drawn - using the play credited for 104e students and the students of the st
	Working to a brief, analysis performance, devising for a community, audition abilits, planning for a career in the industry	esperitables.	364- centruss		
Food Technology/Cater	Whothing to a brief, southway performance, devising for a community, auditor in community, auditor in community, auditor in contrast in the industry. The sports industry President performance in Rules, regulation and the Rules in Rules and the Rules in Sport and Marion in Rules, sport and	American Course in the Netherrophic indicates and same floor profession and agree for the course of the Netherrophic indicates and agree of the course of the Netherrophic indicates and	There are RECLARED Sectional Statement 2-bears Unit 2 Procession RECLARED Sectional Statement 2-bears Unit 2 Processional Sectional Statement 2-bears Unit 2 Processional Sectional Section Se	Bille Federicans Programme An entirectaly accessed and Auditoria of programs for anomalogue with a relative and Auditoria of programs for anomalogue with a relative and Auditoria of programs for anomalogue and anomalogue anomalogue and anomalogue anomalogue and anomalogue anomalo	Section of the second of the s
Food Technology/Cater ing	career in the industry	The second Secon	Unit 2. Production of Investigation and in the Sports United to Sports own shift using a shift to inform a corner description on the Sports when the Sports are corner description of storing paints are supported at the Sports of Sports and Spo	Demonstrational Administration of Contents Actions Unit in Proceedings of Contents and Contents Actions Unit in Proceedings of Contents and Conten	Parene FTCured 3 Million of Extended Digitims 3. Near Use 2 Performed Development in this log-pit. 3 In Ameliana of Extended Development in this log-pit. 3 Indicates the suscended as an electric pressure and part development of the suscended of the suscended September 1 (1997). The suscended September 1 (1997) is t
Food Technology/Cater ing	career in the industry	Parameter III. Cont 3 Mental of Control & Soliton 3.5 Social So	Unit 2. Production of Investigation and in the Sports United to Sports own shift using a shift to inform a corner description on the Sports when the Sports are corner description of storing paints are supported at the Sports of Sports and Spo	Tennes FIX cont 3 delines Licensed Distance & Local Tennes FIX cont 3 delines Licensed Distance & Local Collection of the Physicians of Designation of the Seption Collection of the Collecti	Parame ETECA and 3 Material Extended Displants is based that 2 Perfectional Consideration in this Sophia. So Displants and Consideration in the Sophia Consideration and continuous and co
Food Technology/Cater ing PE and Health PSE/RSE	The uponts industry The uponts industry Practical performance in Ruten, apport or Ruten, apport or	The same IFIC and a Marina of General State on a Search Use 3 Principated for Search State on Search Use 3 Principated for Search State on Search Use 3 Principated for Search Use 3 Principat	Unit in Production Sendpropers to the Uppers Explainment of the Uppers of the Uppers Explainment of the Uppers of the Uppers Designed of Uppe	Consequence of the Administration of Consequence in the September of Consequence in	Paramon ETEC used 3 Inferior at Date and Displanes is Noted to Marketon and Date and
Food Technology/Cater ing PE and Health PSE/RSE Textiles	The uponts industry The uponts industry Practical performance in Ruten, apport or Ruten, apport or	The sease III Court & Marinard Geometric State and Salest Use 2 to Proceedings of the Salest Salest Use 2 to Procedured Complement in the Salest Use 2 to Procedured Complement in the Salest A Salest Salest Salest Marinard Salest Salest Marinard Salest Salest Marinard Salest Salest Marinard Salest Mari	United Predictions Development in the Spring State of the	Description of Control of Section	Paramon FTC.com 2 Medium of Existence (Science 1 Stellar
Food Technology/Cater ing PE and Health PE and Health PERRE Textiles Psychology Child Development Health and Social Care	The uponts industry The uponts industry Practical performance in Ruten, apport or Ruten, apport or	The sease III Court & Marinard Geometric State and Salest Use 2 to Proceedings of the Salest Salest Use 2 to Procedured Complement in the Salest Use 2 to Procedured Complement in the Salest A Salest Salest Salest Marinard Salest Salest Marinard Salest Salest Marinard Salest Salest Marinard Salest Mari	Units The National Strategy and	Demonstration of control students in both and in the position of control students in both and in the position of control students in both and in the position of control students are recovered and in the control students are recovered as	Paymon ETC send 1 National Exposure is two questions of the Section of the Sectio
Food Technology/Cater Ing PE and Health PSE/RSE Textiles Psychology Child Development	The uponts industry The uponts industry Practical performance in Ruten, apport or Ruten, apport or	Phones III Const 3 Ministrati Geometri Statieran 3 Jaset Nat 2 Principatori Constitutari Geometri Statieran 3 Jaset Nat 2 Principatori Constitutari Geometri Statieran 3 Jaset Nati Principatori Constitutari Geometri Statieran 4 Jaset A Santani Statieran Geometri Statieran 5 Jaset Nati Principatori Constitutari Statieran 5 Jaset Nati Principatori Constitutari Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani	Units The National Development in the Syption 15 Equity asset with, the System of Sys	The material Place and A shallow of Grade And	Paramon FTL Leveril 3 believe the Deliveries is believe that 3 Professional Designation in the Sperit. 30 Fidential Professional Designation of the Sperit. 30 Fidential Professional Designation of the Sperit Information Service (Information Service) (Information
Food Technology/Cater ing PE and Health PE and Health PERRE Textiles Psychology Child Development Health and Social Care Media	The sports industry Prediction for instances The sports industry Prediction for instances The sports industry The sports and the sport and Share sport and Share sport and Share share share share The Farmed Extractor The Farmed Extractor The Farmed Extractor The Share share share shared and The Share sh	The same IFIC and a Serious Consults State on a Series 10-12 The Productions Consults State on a Series 10-12 The Productions Consults State on a Series 10-12 The Series State of the Series State Sta	Date in Production Development in the Syrpon Engine meet with, such and in the times careed Body meet all the plant of the times careed Body meet all the plant in Engineer Body meet all the plant in the Syrpon and Albert Indexes Body meet all the plant in the Syrpon and Albert Indexes Body meet all the plant in the Syrpon and Albert Indexes Body meet all the plant in the Syrpon and Albert Indexes Body meet all the plant in the Syrpon and Albert Indexes Body meet all the plant in the Syrpon and Albert Indexes Body meet all the plant in the Syrpon and Albert Indexes Body meet all the surface of the Syrpon and Albert Indexes Body meet all the surface and of surface Continue with surface and of surface Weeking through the Syrpon and surface Body meet all the surface for surface in Surface Compared to Albert the Syrpon and the Albert Indexes Body meeting the surface for surface in Surface Weeking through the Syrpon and the dead in Survay Body meeting the surface for surface in Surface Compared to Albert the Syrpon and the Albert Indexes Body meeting the surface for surface in Surface Body meeting the Syrpon and the Albert Indexes Body meeting the Syrpon and the Syrpon and the Albert Indexes Body meeting the Syrpon and	Tennes ETIC canel A Selection of Grade Associated Collections & Least Death Associated Collections & Least Death Associated Collections & Least Death Associated Collections and Associated Associated Collections and Associated Collections and Associated Collections & Least Death Associated Collections & Lea	Parson ETX isn't National Standard Engines in Nation Out 3 Professional varieties and in the Start of Article Intelligence Out 3 Professional varieties and in the Start of Article Intelligence Out 3 Professional varieties and in the Start of Article Intelligence I Profession Start of Article Intelligence I Professional varieties and intelligence in Start Out 3 Professional varieties and intelligence in Start Out 3 Professional varieties and intelligence in Start Article Intelligence in Start on Article Intelligence Out 3 Professional varieties in Start on Article Article Intelligence in Start on Article Intelligence Out 3 Professional varieties in Start out on Article Out 3 Professional varieties in Start out on Article Out 3 Professional varieties in Start out of Article Intelligence Out 3 Professional varieties in Start out of Article Intelligence Out 3 Professional varieties in Start out of Article Intelligence Out 3 Professional varieties in Start out of Article Intelligence Out 3 Professional varieties in Start out of Article Intelligence Out 3 Professional varieties in Start out of Article Intelligence I
Food Technology/Cater ing PE and Health PE and Health PERRE Textiles Psychology Child Development Health and Social Care Media	The uponts industry The uponts industry Practical performance in Ruten, apport or Ruten, apport or	Phones III Const 3 Ministrati Geometri Statieran 3 Jaset Nat 2 Principatori Constitutari Geometri Statieran 3 Jaset Nat 2 Principatori Constitutari Geometri Statieran 3 Jaset Nati Principatori Constitutari Geometri Statieran 4 Jaset A Santani Statieran Geometri Statieran 5 Jaset Nati Principatori Constitutari Statieran 5 Jaset Nati Principatori Constitutari Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani Statieran 5 Jaset Nati Principatori Statieran 5 No Santani	United Networker Sendperer to the Option 1 Equity more of the Just of the Send of Send of the Send of Sen	The material Place and A shallow of Grade And	Paymon ETC send 1 National Exposure is two questions of the Section of the Sectio