



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

IGS CURRICULUM OVERVIEWS

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home..



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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Year 7 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Introduction to drawing 2.Drawing still life 3.Begin ceramics project	<ul style="list-style-type: none"> Drawing skills and techniques. Formal elements of line, shape, proportion, form and texture. Composition Photography and lighting. Art specific vocabulary Making connections/taking inspiration from Artists. Research and writing about a ceramic vessel 	<ul style="list-style-type: none"> Still life drawing 1 Still life drawing 2 Written presentation of ceramic vessel. 	<ul style="list-style-type: none"> Support with homework, one per fortnight. Encourage practising drawing from observation in various media. Encourage watching art programmes such as 'The Great Pottery Throw Down'
Spring Term	1.Ceramics project; Making, researching, inventing and designing. 2.Colour Theory Name project	<ul style="list-style-type: none"> Understanding the properties of clay. Slabbing technique. Practising skills and techniques such as carve, imprint, build and cut away Understanding a design brief. Recap on skills from term 1. Introduction to colour theory 	<ul style="list-style-type: none"> Clay tile. Final ceramic vessel. Colour name front cover 	<ul style="list-style-type: none"> As above. It would be great if you could ask questions about their work especially the designing stage and colour theory as this will help with creative thoughts and understanding.
Summer Term	1.Insects; Drawing and collage. Research and writing. Steam Punk Insect 2. Recycle mini project	<ul style="list-style-type: none"> Recap on drawing skills, formal elements of line, shape and proportion. Introduction of use of collage and an illustrative tool. Recap on research and writing from term 1 based on Steam Punk and how to take an influence from the work of professionals. Observation and creative invention through designing own Steam Punk insect. 	<ul style="list-style-type: none"> Collage insect. Steam Punk research and analysis. Steam Punk Insect Recycle work 	<ul style="list-style-type: none"> As above. Discussions about recycling and how certain materials can be used to create art. Support in making the recycle artwork.



Subject – Personal development

Citizenship Module

Finance Module

Year 7 Citizenship Curriculum Overview

Session Content

Citizenship module

1. How is our school run?
How is our country run?
2. Elections and campaigns
3. Laws and rules – keeping us safe?

Finance module

1. The functions and uses of money
2. The importance and practice of budgeting

Powerful Knowledge

1. The political system in the UK is a democratic government. Citizens have the responsibility to vote for their MP who represents their constituency in parliament. Parliament is made up of the house of commons, the house of lords and the monarch. The main roles of parliament are to check and challenge the work of the Government (scrutiny), to make and change laws (legislation), to debate the important issues of the day (debating), to check and approve Government spending (budget/taxes).
2. The maximum term of a parliament is 5 years – after this a general election must be held. A general election is an opportunity for people in every part of the UK to choose their MP. This person will represent a local area (constituency) in the House of Commons for up to five years. There is a choice of several candidates in each constituency. Some will be the local candidates for national political parties. The candidate that receives most votes becomes their MP. Political parties will put forward their manifesto and campaign to win votes in elections. The main political parties in the UK are the conservatives and labour.
3. The police, courts and tribunals uphold the UK's rules and laws and form a part of the UK's justice system. England and Wales operate a common law system. The laws are established by the passing of legislation by Parliament. The justice system is one of the three branches of the state. The other two branches are the executive, or the government, and the legislature, which is the two Houses of Parliament.

<https://www.judiciary.uk/about-the-judiciary/our-justice-system/>
https://www.youtube.com/watch?v=el34f0dK_R8&list=PL

1. Money has been around for at least 5,000 years, with the earliest forms being in the form of commodities such as shells, salt and livestock. Over time, the concept of money evolved, and new forms of currency were introduced. People can make money in a variety of ways. Most people earn money by getting a job, some people earn money by being self-employed. A payslip is a document that's given to an employee each payday. It shows their total amount earned, less deductions for things like tax. Payslips show income from salary, hourly wages or commission
2. A budget is a calculation plan, usually but not always financial, for a defined period, often one year or a month. Budgets are important because they build financial freedom and help you to work towards saving and life goals.

How can you help at home?

- Use the resources on Showbie to discuss the voting process and elections
- Look over election manifestos together and discuss what the candidates are offering

- Use the resources on Showbie to look at what a payslip is and discuss what this might look like for you
- Use the resources on Showbie to discuss budgeting and how that would work for your household

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Gravity Racer 1. Workshop safety routines-hazard & risk 2. Safety poster 3. Measuring items in mm 4. Marking out from a working drawing 5. Drilling assessment 6. 2D drawing with equipment 7. Creating a working drawing 8. Mechanical fittings 9. Cutting Metal & Chassis and wheel assembly 10. Testing the Gravity Racer 11. Race Day & Evaluation	<ul style="list-style-type: none"> Workshop and classroom hazard / risk Using mm for measuring and marking out 2D Drawing Skills Safe operation of drilling machines Cutting and filing metal Mechanical fittings Testing the Gravity Racer Celebration Race Day <p>Specific Keywords: Drilling machine, Soldering Irons, Bench and Vice, Length, width, thickness, Datum, Steel Rule, Engineers Square, Chassis, HIPs – High Impact Polystyrene Sheet</p>	Low stake Tests Drilling Self Assessment Measuring Teacher Assessment Final Project Peer Assessment End of project test	<p>Resources for the Gravity Racer project are stored in Showbie.</p> <p>Encourage sketching practise.</p> <p>Encourage revision for the LST's.</p> <p>Pupils to develop their revision skills to suit their learning style.</p>
Spring Term	Flo Glow 1. Client Profile 2. Designing the silhouette- Sketching 3. Sketchbook (on iPad) – developing the silhouette outline/template. 4. Marking out the PCB- drill strain holes 5. PCB Drills & Soldering introduction 6. Soldering and testing the circuit 7. Cardboard Silhouette – Final Design 8. Polymers theory and line bending 9. Assembly and Testing 10. Evaluation	<ul style="list-style-type: none"> Making the PCB Client Profile Creative Design Product Development Card Model Line Bend Assembly of Electronic Products <p>Specific Keywords: Strain holes, Printed Circuit Board (PCB), PCB pillar hole, components, Light emitting diode, resistor, circuit, circuit diagram</p>	Low stake Tests Design Peer Assessment Soldering Self Assessment Final Lamp Product Teacher Assessment End of project test	<p>Resources for the Flo Glow Lamp project are stored in Showbie.</p> <p>Encouragement to notice the world of technology and new product development.</p> <p>If asked, become a client for the Flo Glow Lamp project, answering questions and supporting the design process.</p>
Summer Term	Game in a Box 1. Sustainability 2. Design Brief & Specification 3. Initial Design 4. Marking square lines on wood 5. Gameboard CAD design 6. Hand sanding wood 7. Operating Sanding Machines 8. Wood adhesive 9. Marking and cutting curved shapes in wood 10. Using the hegner saw 11. Finishing wood 12. Injection moulding plastic	<ul style="list-style-type: none"> Sustainability in Product Design Measuring and marking up of wood materials Sawing, sanding and assembling plywood Designing 2D graphics to promote sustainability. Developing CAD skills on the iPad; Sketchbook Using the scroll saw Production Lines Applying finishes to wood surfaces Injection Moulding and 3D Printing <p>Specific Keywords: Try Square, Tenon Saw, Bench Hook, Sanding machine, Sanding Sealer, Wood Wax, Sustainability, Reduce, Reuse, Recycle</p>	Low stake tests Cutting Wood Teacher Assessment Sanding Machine Self Assessment Final Product Peer Assessment End of project test	<p>Resources for the Game in a Box project are stored in Showbie.</p> <p>Encourage sketch practise and play board games to help with the project context.</p> <p>Additional design and technology resources can be found on the following websites: www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zyb2bdm</p>



Year 7 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Introduction and Food Safety 2. Enzymic Browning 3. Fruit Fusion 4. Grilling Investigation 5. Pizza Toast 6. Eatwell Guide 7. Rainbow Salad	<p>Hygiene and Safety: mise en place, correct chopping techniques, bridge and claw. The 4 c's of Food Hygiene</p> <ul style="list-style-type: none"> - Enzymic browning and how to prevent fruit from going brown, food spoilage. - How we cook food and the different methods of cooking, convection, conduction and radiation. - How to use each one of the cooker safely, grill, oven and hob. - The Eatwell Guide, what it is and how to use in planning meals over a period of time. <p>Specific Keywords: hygiene and safety, enzymic browning, bridge, claw, radiation, dextrinization, nutrition, nutrients, healthy balanced diet, seasonal foods, rubbing in.</p>	<p>Low Stake Tests</p> <p>Fruit Fusion – Teacher Assessment</p> <p>Rainbow salad – Peer Assessment</p> <p>Swiss Roll – Self Assessment</p> <p>End of Unit test</p>	<p>Weighing and Measuring Ingredients at home</p> <p>Finding a container with student name and Food group on to take the dish home in.</p> <p>Practicing Bridge and claw method.</p> <p>Practicing washing up and clearing away</p>
Spring Term (Rotate at February ½ term)	8. Food and the Environment 9. Fruit Crumble 10. Final Review and Assessment 1. Introduction and Food Safety 2. Enzymic Browning 3. Fruit Fusion	<p>Food and the Environment, Food miles and Food Assurance.</p> <p>Seasonal Food .</p> <p>Rubbing in method</p> <p>As above for Rotation two</p>	<p>Eatwell Guide and the Environment – Self Assessment</p> <p>End of Unit test</p> <p>As above for Rotation two</p>	<p>As above for Rotation two</p>
Summer Term	4. Grilling Investigation 5. Pizza Toast 6. Eatwell Guide 7. Rainbow Salad 8. Food and the Environment 9. Fruit Crumble 10. Final Review and Assessment	<p>As above for Rotation two</p>	<p>As above for Rotation two</p>	<p>As above for Rotation two</p>



Year 7 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Graffiti Pencil case 1. Health and Safety in Textile 2. Analysis of a Design Brief 3. Theme research including an Image board. 4. Client profile 5. Initial Ideas for a block/stamp 6. Development of Ideas 7. Repeat design using sketchbook 8. Tralling stamp on ongoing evaluation 9. Printing repeat design 10. Laminating fabrics	<ul style="list-style-type: none"> Textiles room hazards and risks Working to a Design Brief Break down a context using a mind map Fibre characteristics Fabric finishes Drawing skills CAD repeat pattern <p>Specific Keywords: Design Brief, Task Analysis, Client, Annotation, laminating, fusing</p>	<p>Low stake Tests</p> <p>Design and developed Ideas Teacher Assessment</p> <p>Manufacturing Stamp Peer Assessment</p> <p>Printing Self-Assessment</p>	<p>Resources for the Graffiti Pencil Case project are stored in Showble.</p> <p>Encourage sketching practise.</p> <p>Encourage revision for the LST's.</p> <p>Pupils to develop their revision skills to suit their learning style.</p>
Spring Term (Rotate at February half term)	10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment 1. Health and Safety in Textile 2. Analysis of context 3. Theme research including an Image board. 4. Client profile 5. Initial Ideas for a block/stamp 6. Development of Ideas	<ul style="list-style-type: none"> Threading a sewing machine independently Working with fabric right side to right side <p>Specific Keywords: thread guide, balancing wheel, spool, tension, Evaluation</p> <p>As above for rotation two</p>	<p>Final Project Teacher Assessment</p> <p>End of project test</p> <p>As above for rotation two</p>	<p>As above for rotation two</p>
Summer Term	6. Repeat design using sketchbook 7. Tralling stamp on ongoing evaluation 8. Printing repeat design 9. Laminating fabrics 10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment	<p>As above for rotation two</p>	<p>As above for rotation two</p>	<p>As above for rotation two</p>



Year 7 Curriculum Overview: Drama



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Techniques & Skills 2. Bullying	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Dramatic Techniques:</u> Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion & Flashback/Forward. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Design Skills:</u> Staging (End On) & Set. <u>Responses:</u> Your verbal responses/contributions to class discussions. <u>Styles:</u> Naturalistic & Abstract. <u>Strands/Approaches:</u> Devising & Script	<ul style="list-style-type: none"> - Your Group Work Skills. - Your application of the Dramatic Techniques. - Your use of Acting Skills to develop characters. - Your use of the stage space. - Your verbal responses/contributions to class discussions. - Your Devising & Script interpretation skills. 	<ul style="list-style-type: none"> - Reviewing the definitions of the Techniques & Skills covered. - Discussing the script extracts and how to interpret character.
Spring Term	1. Darkwood Manor 2. Enchanted Island	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Dramatic Techniques:</u> Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion, Flashback/Forward, Narration, Soundscape, Montage & Thought Angels. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Design Skills:</u> Staging (End On, In The Round & Promenade), Lighting, Sound & Music, Set. <u>Styles:</u> Naturalistic, Abstract & Physical Theatre. <u>Strands/Approaches:</u> Devising	<ul style="list-style-type: none"> - Your Group Work Skills. - Your application of the Dramatic Techniques. - Your use of Acting Skills to create clear characters. - Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your knowledge of how to work in different styles of performance. - Your Devising skills. 	<ul style="list-style-type: none"> - Reviewing the definitions of the Techniques & Skills covered. - Discussing how they have used and could use the Dramatic Techniques in their performances.
Summer Term	1. Oseio 2. Kabuki Theatre	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Dramatic Techniques:</u> Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion, Flashback/Forward, Narration, Soundscape, Montage, Thought Angels & Direct Address. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Design Skills:</u> Staging (End On, In The Round, Traverse, Promenade), Lighting, Sound & Music, Set, Costume & Make Up. <u>Styles:</u> Naturalistic, Abstract, Physical Theatre, Kabuki & Documentary <u>Strands/Approaches:</u> Devising & Script	<ul style="list-style-type: none"> - Your Group Work Skills - Your application of the Dramatic Techniques. - Your use of Acting Skills to create clear characters. - Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your knowledge of how to work in different styles of performance. - Your Devising & Script interpretation skills. 	<ul style="list-style-type: none"> - Discussing their understanding of the difference between Dramatic Techniques & Acting Skills. - Researching different styles of staging a performance. - Researching Kabuki Theatre.



Year 7 Curriculum Overview: **ENGLISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	The Writer's Toolkit: <ul style="list-style-type: none"> Myths and Legends Quest writing 	Narrative Structure Concept of the hero Concept of the villain Morality from different cultures Gender roles and relations	<ul style="list-style-type: none"> Baseline assessment of all reading and writing skills Exploration of how a character is presented testing your inference and interpretation skills Writing an extract from your own quest myth testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation and vocabulary choices 	<ul style="list-style-type: none"> Wider reading sheet on Showble with suggestions of enrichment reading and activities to try Listen to podcasts together at homes, such as 'Myths and Legends', National Geographic Kids 'Greeking Out' and 'Kids Myth Plus' Practise key spellings and punctuation rules at home.
Spring Term	Childhood: <ul style="list-style-type: none"> Oliver Twist the Play 19th century attitudes towards children Presentation of childhood through poetry of William Blake Non-fiction extracts exploring attitudes to children / childhood in the twenty-first century 	Concept of the hero Concept of the outsider Human psychology Morality 19 th Century Society Social Status and Class Differences Poverty and Inequality	<ul style="list-style-type: none"> Exploration of how Dickens presents a character within an extract, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices Comparison of how children are presented across two texts testing your inference and interpretation skills as well as your ability to compare ideas across different texts Writing a letter to the Youth Parliament testing your ability to construct an argument as well as the structure of your ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices 	<ul style="list-style-type: none"> Watch film versions of 'Oliver Twist' Wider reading sheet on Showble with suggestions of enrichment reading and activities to try Visit websites like https://victorianchildren.org/victorian-children-in-victorian-times/ to discover more about life in the 19th Century
Summer Term	Bravery and Courage: <ul style="list-style-type: none"> The Other Side of Truth by Beverley Naidoo War poetry Presentation of immigration, the plight of refugees and how characters demonstrate bravery and courage within these situations 	Concept of the hero Concept of the outsider Identity Human psychology and mental health Morality Modern society Political Ideologies Class status Race relations and Inequality Narrative structure	<ul style="list-style-type: none"> Exploring how writers of newspaper articles present ideas about heroism testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices Exploring how bravery is presented in the novel, testing your ability to craft an argument in response to the question Creative writing as a character from the novel testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices 	<ul style="list-style-type: none"> Wider reading sheet on Showble with suggestions of enrichment reading and activities to try Explore podcasts like Veergatha: Stories of Bravery and discuss what bravery looks like in different situations Support students with reading the novel together at home. A scanned in copy is available on Showble.



Year 7 Curriculum Overview: FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. The Giant Turnip 4. Introducing yourself (name, age)	✓ How to use cognates to unlock meaning ✓ Key phonics in French ✓ Intro to word order and adjectival agreement ✓ Introduction to avoir, s'appeler ✓ Revision skills	□ Key task 1 – recognising nouns and adjectives, translation from French into English, translation from English into French and free-writing (own story based on The Giant Turnip!	➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	1. Physical appearance 2. Personality 3. My family	✓ Avoir ✓ Être ✓ Reinforcing key phonics in French ✓ Re-visiting word order and adjectival agreement, including irregulars ✓ Introduction to opinions ✓ Introduction to justified opinions ✓ Revision skills	□ Key task 2 – Reading, listening and translation focus (Introducing yourself, physical appearance and personality)	➤ As above
Summer Term	1. Ideal family 2. Pets 3. Jobs	✓ Introduction to the conditional tense ✓ Justified opinions in the conditional tense ✓ Introduction to 'si clauses' ✓ Re-visiting of avoir/être ✓ Introduction to 'er' verbs e.g. travailler ✓ Revision skills	Key task 3 – Writing (Introducing yourself, physical appearance, personality, family)	➤ As above



Year 7 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?	
Autumn Term	1. <u>Our Dynamic World</u> – What is our place in the world?	Location of continents and oceans Lines of latitude and longitude Physical and human features History of the earth Continental drift theory Plate boundaries World population trends Megacities Push and pull factors Reasons for population growth	Place characteristics and Identity (Irkley and Kenya) Factors affecting place Height on maps Tourism – Impacts	<ul style="list-style-type: none">• Our place in the world knowledge check• Our place in the world assessment – locating places, population, history of the earth and physical features• Irkley and Kenya knowledge check• Irkley and Kenya assessment – human and physical characteristics in UK, place characteristics and Identity, impacts of tourism, map skills.	<ul style="list-style-type: none">• Look through an atlas (doesn't have to be up-to-date) to identify places and features from around• Visit local places of interest in and around Irkley and find out about them• Talk to relatives, neighbours about places they have visited.• Complete revision clock/ other methods including revision cards.• Watch the news/ read newspapers to stay up to date with current affairs with a focus on Kenya.
	2. <u>Our Local World</u> – How different are Irkley and Kenya?				
Spring Term	3. <u>Our Dangerous World</u> – Earthquakes or flooding, which is worse?	Layers of the earth Plate boundaries – constructive, destructive, conservative. Map skills Causes of earthquakes Primary impacts Secondary impacts Measuring earthquakes Haiti 2010 (cause, impact, response) Storm hydrographs (lag time, rising/ falling limb) Factors affecting flooding	Development Measuring development Development Indicators The development gap Reasons for the development gap Sustainable development goals	<ul style="list-style-type: none">• Earthquakes and flooding knowledge check• Earthquakes and flooding assessment – earth structure and plate boundaries, characteristics of earthquakes, flooding, including, cause, impact, response.• Development and aid knowledge check	<ul style="list-style-type: none">• Keep a news diary of any earthquakes or floods that happen around the world• Visit the river in Irkley at different times to the year and under different weather conditions to see how it changes• Complete a A4 factfile sheet about the country of Haiti using the CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/countries/haiti/• Watch Frontline: Battle for Haiti (12) on Netflix• Complete revision clock/ other methods including revision cards.
	4. <u>Our Unequal World</u> – What is the global development gap?				
Summer Term	5. <u>Our Natural World</u> – Does the atmosphere control our lives?	What is the difference between weather and climate? Types of rainfall Air pressure Global atmospheric circulation Global climate zones Extreme weather (UK and global) World biomes Characteristics of biomes	Population distribution Development Indicators Causes of population rise Demographic Transition Model Population structure Population pyramids Cultural diversity in the UK Migration in the UK - impacts	<ul style="list-style-type: none">• Weather and climate knowledge check• Weather and climate assessment – weather and climate, types of rain, global atmospheric circulation, factors affecting climate.• Urban mid-topic assessment• Urban assessment – population density, key terms, population structure and pyramids, migration, DTM, Leeds.	<ul style="list-style-type: none">• Keep a news diary of weather events in the UK and abroad• Look at the weather forecast• Complete revision clock/ other methods including revision cards.• Watch the news/ read newspapers to stay up to date with current affairs.
	6. <u>Our Urban World</u> – Who makes up the UK?				



Year 7 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Enquiry 1: The bodies in the field	Enquiry 1 Students will develop their understanding of the following disciplinary concepts: 1. Sources 2. Using evidence 3. Interpretations 4. Hypotheses 5. Chronology and time periods.	Enquiry 1 Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use a variety of sources to support and develop an argument.	Enquiry 1 Ask your child to explain their hypothesis, with a specific focus on the evidence they could use to justify their argument
	Enquiry 2: How did Rome change after 750BC to become 'extraordinary'?	Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. plebeians 3. slaves 4. rights 5. democracy 6. dictatorship 7. Empire 8. conquest 9. polytheism 10. Christianity 11. conversion.	Enquiry 2 Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to explain how Rome changed to become "extraordinary".	Enquiry 2 Watch the BBC Documentary series Empire without Limits by Mary Beard. Visit a local Roman site such as Aldborough Roman Town or Hadrian's Wall
Spring Term	Enquiry 3: Why was the medieval Church so powerful?	Enquiry 3 Students will develop their understanding of the following substantive concepts: 1. a church 2. the Church 3. a priest 4. the Pope 5. Investiture 6. crusade 7. Indulgence 8. excommunication 9. Catholicism 10. Cathars 11. heretic.	Enquiry 3 Students will complete a short knowledge test which addresses the core knowledge	Enquiry 3 Visit a medieval monastery in the local area to see the power of the medieval Church in England.
	Enquiry 4: Why was the Empress Matilda's legitimacy ignored?	Enquiry 4 Students will develop their understanding of the following substantive concepts: 1. gender 2. power 3. legitimacy 4. authority 5. empire 6. monarch 7. the throne 8. heir 9. polytheism 10. the Church	Enquiry 4 Students will complete a short knowledge test which addresses the core knowledge. Following the completion of both enquiries, students will complete a written assessment which requires them to write an account of power and authority in medieval England.	Enquiry 4 Watch the BBC Documentary series She-Wolves: England's Early Queens by Helen Castor
Summer Term	Enquiry 5: Was life in 14th Century England "nasty, brutish and short"?	Enquiry 5 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. peasants 3. serfs 4. freemen 5. agriculture 6. famine 7. Lords 8. Manors 9. the King 10. The Church 11. revolt 12. Christianity 13. religion 14. malaria	Enquiry 5 Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use evidence to support and challenge the interpretation about life in 14th century England.	Enquiry 5 Visit Wharfedale, a medieval village that was abandoned around 1500, located near Malton
	Enquiry 6: How did Camilla Townsend investigate life in the Aztec world?	Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. slavery 3. agriculture 4. rules 5. empire 6. tribute 7. polytheism 8. human sacrifice 9. disease 10. Conquest 11. empire 12. conversion 13. Christianity	Enquiry 6 Students will complete a short knowledge test which addresses the core knowledge and source-based activity. The activity will require students to plan a museum about life in the Aztec world, justifying their selection of	Enquiry 6 Listen to the episode about the Aztecs in the BBC Podcast, You're Dead to Me. https://www.bbc.co.uk/programmes/p07pjcw5



Year 7 Curriculum Overview: Information Technology

Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> 1. E-safety 2. Presentation skills 3. Algorithmic thinking 4. Animation 	<p>Students understand the need to be responsible and respectful users of technology, whilst demonstrating an appropriate level of digital literacy.</p> <p>Be able to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</p> <p>Understand several key algorithms that reflect computational thinking (for example, ones for sorting and searching); use logical reasoning to compare the utility of alternative algorithms for the same problem</p>	<p>Your ability to show and explain safe use of the internet, network privileges and social media</p> <p>Ability to present information to a given audience.</p> <p>Write algorithms which include sequences of instructions and decisions.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1 hour a week)</p>

Spring Term

<ol style="list-style-type: none"> 1. Games design 2. Programming in Scratch 3. Programming in Python 4. Astro Pi 5. Pacman 	<p>Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</p> <p>Solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions</p>	<p>The three programming constructs of sequence, selection and iteration.</p> <p>Ability to write programs that use and combine sequence, selection and iteration.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1 hour a week)</p>
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Summer Term

<ol style="list-style-type: none"> 1. Spreadsheets 2. Graphic manipulation 	<p>Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</p> <p>design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p>	<p>Demonstrate how to use mathematical and relational operators in computer programs</p> <p>Demonstrate how to test, debug and correct errors in computer programs in order to create effective solutions.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1 hour a week)</p>
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Year 7 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> YOU CAN'T STOP THE BEAT PITCH PERFECT 	<ol style="list-style-type: none"> 1: An exploration of pulse and rhythm. Musical literacy and building confidence using notation in simple time. Creating original compositions using ostinato and texture. Body percussion and class singing. 2: What makes a good melody? Using the keyboards to compose original melodies in C major. Class performances (instrumental and vocal). A look at melodic movement, phrasing and treble clef notation. 	<ol style="list-style-type: none"> 1: Group composition- "Musical Machines"; class singing; rhythm activities 2: Individual composition- My Melody; part singing/mash-ups. <p>Homework: set at least once per half-term</p>	<ol style="list-style-type: none"> 1: Notation activities. Body percussion- https://www.youtube.com/watch?v=92af8dAh1w 2: Treble clef note names https://www.youtube.com/watch?v=FAH4aQPOI_wM
Spring Term	<ol style="list-style-type: none"> HARMONY THE ORCHESTRA 	<ol style="list-style-type: none"> 1: A look at chord structures in pop and folk music. Differences between primary and secondary chords. Performing and composing a chord sequence. 2: Researching the four families of the orchestra. Performing pieces of music as an individual and as a class. 	<ol style="list-style-type: none"> 1: Group performance and composition challenges on musical instruments. 2: Various performance and composition challenges on GarageBand <p>Homework: set at least once per half-term</p>	<ol style="list-style-type: none"> 1: Explanation of harmony and chords https://www.bbc.co.uk/bitesize/topics/xcblkc4/articles/zxxx2nb 2: Instruments of the orchestra: https://www.youtube.com/watch?v=HedK-dgXWc
Summer Term	<ol style="list-style-type: none"> RONDO END OF YEAR CELEBRATION 	<ol style="list-style-type: none"> 1: Exploring structure in music. How do composers create contrast between sections? Programme music- music to describe a given story. 2: Students will choose from a menu of activities. Examples include- group performance of a favourite piece; You Tube keyboard and guitar tutorials; composing a piece for the Creative Arts Festival. 	<ol style="list-style-type: none"> 1: Group composition of a Haunted Castle rondo piece. 2: Performances recorded on Showbie so those at home can listen to the finished work. Some students will showcase their work in the Creative Arts festival. 	<ol style="list-style-type: none"> 1: Conversations when listening to music together or when watching a film. How do composers create contrast or change the mood for the viewer? 2: come along to our Creative Arts Festival!



Year 7 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Hockey 2. Netball 3. Football 	<ol style="list-style-type: none"> 1. Learn basic simple skills 2. Be able to use the skills in small sided games 3. To understand the basic rules 4. To know and understand the basic fitness components 5. To learn to work together 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	<ol style="list-style-type: none"> 1. Cross Country 2. Gym 3. Swimming 	<ol style="list-style-type: none"> 1. To improve basic fitness including Aerobic fitness/ flexibility. 2. To learn and develop individual motor skill 3. To learn water confidence 4. To know and understand the basic fitness components 5. To challenge themselves individually 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	<ol style="list-style-type: none"> 1. Athletics 2. Tennis 3. Rounders 	<ol style="list-style-type: none"> 1. To learn the core skills- running, throwing, striking and fielding 2. To learn the rules in all activities to score, measure, time and positions on the pitch 3. To know and understand all safety aspects of athletics 4. To challenge themselves to improve distance/time 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Year 7 PSHE Curriculum Overview

Subject – Personal development

Autumn Term

Living in the wider world

Session Content

1. Identifying and expressing emotions
2. Managing the challenges of a new school
3. Establishing and managing friendships
4. My values, personal strengths and areas to develop
5. Being an upstander
6. Personal safety and emergency responses

Powerful Knowledge

1. Brian identified 6 basic emotions that include sadness, happiness, fear, anger, surprise and disgust. All of these emotions are important. Butcher's wheel of emotions helps to visualise the different emotions and how they link to each other.
2. Starting a new school is a transition phase in life and comes with many changes. It is important to consider strategies that you could use to be more confident and think of strategies that you could use to manage the change.
3. Friendships are an important relationship that we have in our support network. Making new friends in a new setting can be anything but also very rewarding. To maintain a friendship both parties must put in effort, set boundaries and build trust.
4. Values are standards that you hold yourself to in relation to your behaviour – they could be personal values that are important to you as an individual or values that are held by an organisation or community.
5. An upstander is a person that speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.
6. Keeping safe near open water and railways is important as it can help you to stay safe. Knowing how to call 999 or 101/111 to access emergency services is an important skill that may help to save someone's life.

How can you help at home?

- Use the resources on Showbie to explore what is meant by the 6 basic emotions, how we can recognise these and manage these
- Discuss what your values are as a family are and how these link to the school Personal Best values
- Look at current news stories together and discuss how to be an upstander in difficult situations

Spring Term

Health and wellbeing

1. Healthy lifestyle choices (physical and mental health)
2. Managing unhealthy influences
3. Physical changes of puberty
4. Menstruation
5. Emotional changes of puberty
6. Staying safe online

1. You can access reliable information about health from the NHS websites, school and charity resources such as Childline. An influence is something that causes you to change the way that you behave in either a positive or negative way.
2. Tobacco, caffeine, vaping and alcohol are activities that can have a negative impact on our health and wellbeing. Some are illegal or age restricted.
3. Biologically male and biologically female people undergo various physical changes in puberty that happen to their bodies as hormones are getting their bodies biologically ready to reproduce (have a baby).
4. The menstrual cycle commences at puberty for biologically female people and there are a variety of products available to support with managing period blood flow. Individuals will choose a period product that is best for them, there is no one correct product to use.
5. During puberty hormonal changes in the body cause changes with emotions and can cause sexual feelings to start to arise toward others. Understanding these emotional changes helps to make puberty less daunting.
6. Our lives are lived both in person and online. It is your responsibility to keep yourself safe online by using passive and protection on apps, sticking to community guidelines, being aware of how to report or block an account is an important tool to keep yourself safe.

- Visit the period product aisle of the supermarket/ online store on your shop and talk through the different products available
- Use the Showbie/ NHS resources to discuss the emotional and physical changes of puberty and answer any questions that your children may be worried about

Summer Term

Relationships

1. Types of relationship
2. Healthy and unhealthy relationships
3. Communicating consent
4. How does puberty impact our relationships?
5. What is bullying?
6. Recognising and challenging stereotypes

1. A relationship is a connection between two or more people. There are many different types of relationships including: familial relationships, friendships, romantic relationships, professional relationships, educational relationships. There are appropriate and inappropriate ways to behave in each of these types of relationships.
2. Some relationships are healthy and some are not. Red flags of a relationship are things that happen that mean a relationship may not be healthy.
3. Consent is agreeing to do something and having the capacity to agree. Capacity may be reduced due to age, illness or consumption of alcohol or drugs.
4. Emotional and physical changes that happen in puberty can test our relationships, particularly our friendships and familial relationships. There are many tools that can be used to manage this.
5. Bullying/cyber bullying are repeated intentional patterns of harmful behaviour by individuals or members of a group. The effects of bullying can be hugely detrimental to the victims. Bullying can be physical or emotional. Bullying can sometimes be disguised as 'banter' but this is a dangerous playing down of behaviour that is unacceptable. Bullying behaviours can be indirect and can also sometimes be physical.
6. Media stereotypes can impact individuals and communities by affecting self-image, self-concept and self-esteem. Being able to recognise what is real and what is targeted advertisement or propaganda is important. In navigating the online and offline spaces we live in, understanding and being tolerant of other people's perspectives is important. Defining our right to freedom of speech as British and global citizens is a powerful tool.

- Engage in conversation about support networks and where your child would go if they needed support
- As a family, familiarise yourself with the sources of support that can be accessed by young people if they needed help with their relationships



Year 7 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. How did Judaism begin? 2. Who is Moses? 3. How do Jews learn about their faith? 4. What are Jewish key beliefs? 5. How do Jews believe they should treat other people? 6. What do Jews believe about an afterlife? 7. How did Christianity begin? 8. Who is Jesus? 9. How do Christians learn about their faith? 10. What are Christian key beliefs? 11. How do Christians believe they should treat other people? 12. What do Christians believe about an afterlife? 	<ol style="list-style-type: none"> 1. The life and significance of Abraham. 2. The fragility of the relationship between God and the Jews and the need for a second covenant. 3. How Jews use the Tenakh which informs of God's instruction and how to live. 4. Nature and role of the Messiah / Messianic age. 5. Gods' expectations of the Jews as outlined in the Ten Commandments. 6. Jewish beliefs about the afterlife (Heaven and Sheol). 7. God on earth in physical form through the incarnation of Jesus the Son. 8. How Christians are saved through Jesus' sacrifice, grace, and good works. 9. The contents of the Bible and how Christians use this. 10. The concept of the oneness of God expressed through the trinity. 11. Beliefs about the afterlife and judgement. 12. Christian beliefs about heaven, hell, and purgatory. 	<ul style="list-style-type: none"> • Watch the BBC my life my religion series on Judaism and Christianity. • Visit a local Church and Synagogue. • Complete knowledge organiser for Judaism and Christianity. • If you have a family member/friend of the Jewish and Christian faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
Spring Term	<ol style="list-style-type: none"> 1. How did Islam begin? 2. Who is Muhammad? 3. How do Muslims learn about their faith? 4. What are Muslim key beliefs? 5. How do Muslims believe they should treat other people? 6. What do Muslims believe about an afterlife? 7. How did Hinduism begin? 8. Who is Brahman? 9. How do Hindus learn about their faith? 10. What are Hindu key beliefs? 11. How do Hindus believe they should treat other people? 12. What do Hindus believe about an afterlife? 	<ol style="list-style-type: none"> 1. Life and impact of Muhammad. 2. Muhammad's preaching as a method of uniting tribes living in SA. 3. How the Qur'an was revealed to Muhammad. 4. The concept of One God in Islam (monotheism). 5. How the ten obligatory acts influence treatment of others. 6. Beliefs about life after death, judgement and resurrection. 7. The geography of India at the time of early Hinduism. 8. Brahman as the Ultimate Reality. 9. The difference between Special and General revelation. 10. The Trimurti representing different aspects of Saguna Brahman. 11. The concept of Karma and Samsara. 12. The Atman and the transmigration of the Soul. 	<ul style="list-style-type: none"> • Watch the BBC my life my religion series on Islam and Hinduism. • Visit a local Mosque and Mandir. • Complete knowledge organiser for Islam and Hinduism. • If you have a family member/friend of the Muslim and Hindu faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
Summer Term	<ol style="list-style-type: none"> 1. How did Buddhism begin? 2. Who is the Buddha? 3. How do Buddhists learn about their faith? 4. What are Buddhist key beliefs? 5. How do Buddhists believe they should treat other people? 6. What do Buddhists believe about an afterlife? 7. How did Sikhism begin? 8. Who are the ten Gurus? 9. How do Sikhs learn about their faith? 10. What are Sikh key beliefs? 11. How do Sikhs believe they should treat other people? 12. What do Sikhs believe about an afterlife? 	<ol style="list-style-type: none"> 1. The life of Prince Siddhartha Gautama. 2. The background to Guru Nanak's ministry. 3. The Middle Way. 4. The Guru ship and their leadership. 5. The Buddhist concept of Dhamma as Buddha's teachings. 6. The contents of the Guru Granth Sahib and how Sikhs use this. 7. The three marks of existence as being fundamental to all things. 8. The Mool Mantra its origins and where it can be found. 9. The importance of Karuna (compassion) in Buddhism and the four sublime states. 10. The impact of sewa and how Sikhs treat others. 11. Samsara and the concept of dependent arising. 12. The meaning of karma, rebirth and moksha. 	<ul style="list-style-type: none"> • Watch the BBC my life my religion series on Buddhism and Sikhism. • Visit a local temple and Gurdwara. • Complete knowledge organiser for Buddhism and Sikhism. • If you have a family member/friend of the Buddhist and Sikh faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 7 Curriculum Overview: Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Becoming a Scientist 2. Matter 3. Forces	<ul style="list-style-type: none"> Lab equipment and safety Reading scales Scientific variables Graph drawing and interpretation The particle arrangement and movement in matter Link particle model to density, pressure & diffusion. Chemical reactions, elements & compounds Types of forces Effects of forces 	<p>Students will sit 2 large summative tests during year 7.</p> <p>These tests will cover all content that the students have studied up to that point.</p> <p>The second test will contain roughly 70% untested content and 30% previously tested content.</p> <p>Students will be told in plenty of time what will appear on each test.</p>	<p>Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.</p> <p>You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).</p>
Spring Term	4. Intro to Biology 5. Chemical Reactions 6. Energy 7. Cells, Respiration & Diffusion	<ul style="list-style-type: none"> Organisation from cells to organisms Comparison of scale Animal Adaptations Recall & Retention Strategies Types of chemical reactions The use of catalysts What is energy How is energy stored and transferred Plant & animal cells Respiration & Diffusion Specialised cells How enzymes work 		
Summer Term	8. Reproduction & Growth 9. Pressure 10. Separating Mixtures 11. Nutrition & Digestion	<ul style="list-style-type: none"> Human reproduction Stages of life Calculating pressure Gas Pressure Floating & Sinking Separation techniques Balanced diets The digestive system Energy from food 		



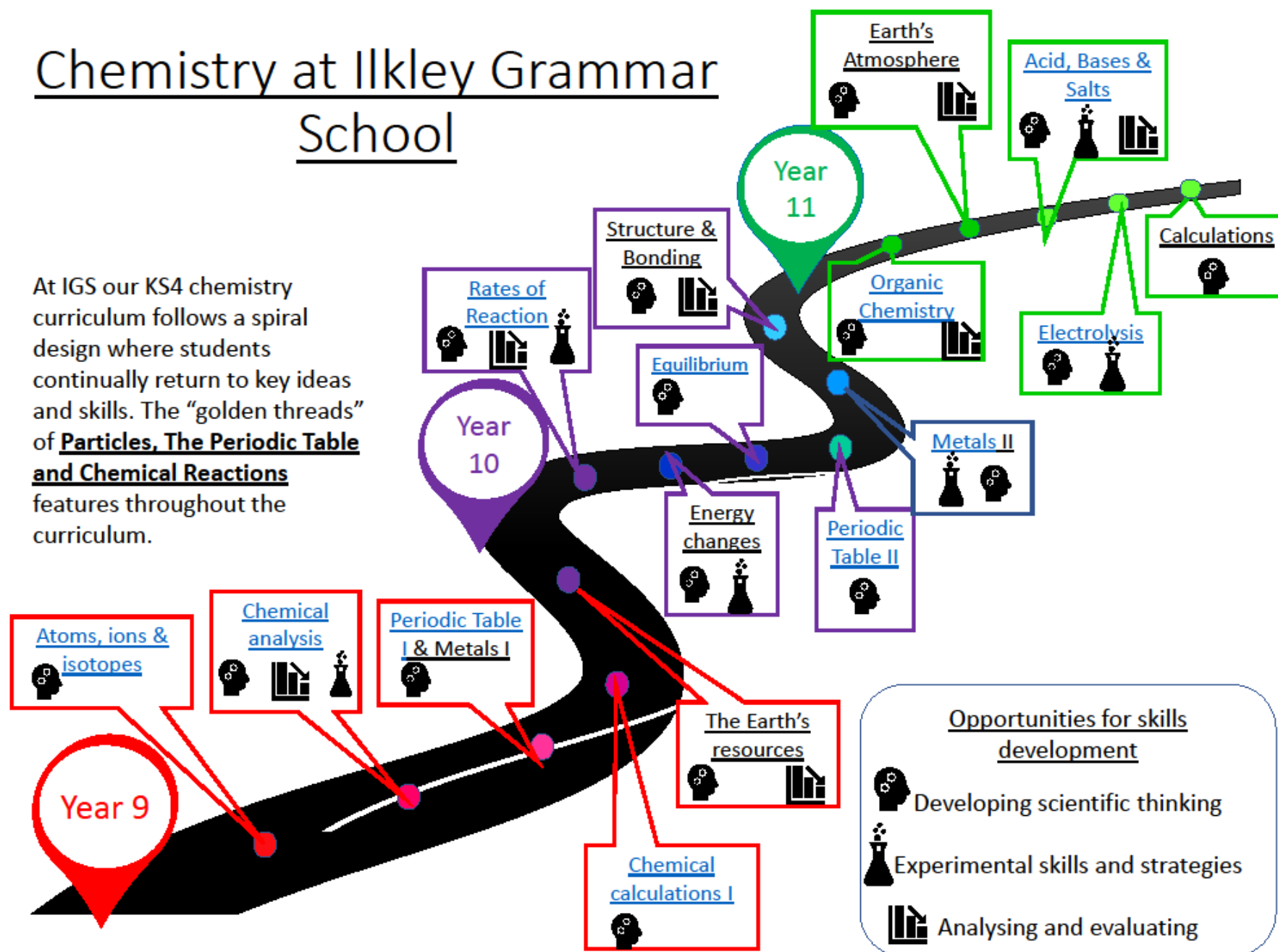
Year 7 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. The Giant Onion 4. Introducing yourself (name, age)	✓ How to use cognates to unlock meaning ✓ Key phonics in Spanish ✓ Intro to word order and adjectival agreement ✓ Introduction to tener, llamarse ✓ Revision skills	□ Key task 1 – recognising nouns and adjectives, translation from French into English, translation from English into Spanish and free-writing (own story based on The Giant Onion!)	➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	1. Physical appearance 2. Personality 3. My family	✓ Tener ✓ Ser ✓ Reinforcing key phonics in Spanish ✓ Re-visiting word order and adjectival agreement, including irregulars ✓ Introduction to opinions ✓ Introduction to justified opinions ✓ Revision skills	□ Key task 2 – Reading, listening and translation focus (Introducing yourself, physical appearance and personality)	➤ As above
Summer Term	1. Ideal family 2. Pets 3. Jobs	✓ Introduction to the conditional tense ✓ Justified opinions in the conditional tense ✓ Introduction to 'si clauses' ✓ Re-visiting of tener/ser ✓ Introduction to 'ar' verbs e.g. trabajar ✓ Revision skills	Key task 3 – Writing (Introducing yourself, physical appearance, personality, family)	➤ As above

Chemistry at Ilkley Grammar School

At IGS our KS4 chemistry curriculum follows a spiral design where students continually return to key ideas and skills. The “golden threads” of **Particles, The Periodic Table and Chemical Reactions** features throughout the curriculum.





Year 8 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Fauvism and colour 2. Perspective 	<ul style="list-style-type: none"> • Introduction to Fauvism • Colour theory • Wax resist and painting skills • Development of own landscape composition • Descriptive writing • Introduction to one and two-point perspective • Mathematical drawing skills • Interior and architectural drawing 	<ul style="list-style-type: none"> • Final fauvist landscape • One point perspective interior 	<ul style="list-style-type: none"> • Support with homework, one per fortnight. • Encourage practising drawing and taking pictures of landscapes. • Watch and follow YouTube tutorials of how to draw different buildings and objects using one and two-point perspective.
Spring Term	<ol style="list-style-type: none"> 1. Perspective continues 2. Digital art 	<ul style="list-style-type: none"> • Digital artwork • David Hockney's artwork • Use of Sketchbook app • Building up layers, textures, mark-making and colour. • How to compare two artworks in writing. 	<ul style="list-style-type: none"> • Two-point perspective street scene • Written comparison of Hockney and the Fauves. 	<ul style="list-style-type: none"> • As above • Visit exhibitions eg. Salts Mill Cartwright Hall which features artwork by David Hockney.
Summer Term	<ol style="list-style-type: none"> 1. Digital art continues 2. 3D lettersculpture 3. Typography project 	<ul style="list-style-type: none"> • What is typography? • Visual language of typography • The anatomy of a letterform • Logo design 	<ul style="list-style-type: none"> • Digital landscape • 3D lettersculpture • Logo design 	<ul style="list-style-type: none"> • As above • Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.



Subject – Personal development

Citizenship Module

Finance Module

Year 8 Citizenship Curriculum Overview

Session Content

Citizenship module

1. How does parliament enact changes
2. What are values and how do we live by them
3. Role of the police and public services

Finance module

1. Budgeting recap
2. Opening a bank account
3. Recognising scams and fraud
4. Reducing financial risk

Powerful Knowledge

1. An Act of Parliament creates a new law or changes an existing law. An Act is a Bill that has been approved by both the House of Commons and the House of Lords and been given Royal Assent by the Monarch. Taken together, Acts of Parliament make up what is known as Statute Law in the UK.
2. Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act protects people from discrimination based on 9 protected characteristics: age, disability, pregnancy, marriage, sex, sexuality, gender reassignment, religion, race. The British values are tolerance, mutual respect, democracy, rule of law and individual liberty. In school we have our PRIDE values.
3. Police officers (no matter their rank) each individually hold the Office of Constable. The Office of Constable grants them powers to detect, prevent and investigate crime. Every police officer is a member of a police force. The police force organises and coordinates their crime fighting. The public sector is responsible for providing all public services in the UK, including education, emergency services and healthcare. Public services are funded by the government.

1. There are many different budgeting online tools that can help with working out what you are earning vs what you are spending to support in managing cash flow.
2. To open a bank account, you usually must fill in an application form. Often, you can do this in a branch or online, and sometimes you can also do this over the phone. You will also have to provide proof of your identity including your full name, date of birth and address.
3. In law, fraud is intentional deception to secure unfair or unlawful gain, or to deprive a victim of a legal right. Fraud can violate civil law or criminal law. A scam is a type of fraud where individuals use dishonest schemes to try and make money.
4. Financial risk can be reduced by being aware of scams such as phishing emails and schemes and being aware of how to keep your personal data private.

How can you help at home?

- Use the resources on Showbie to discuss the Equality Act and what it means in reality for how we should behave towards others
- Discuss how and why the British Values are so important for our country

- Use the resources on Showbie to discuss money management, consider talking through how to open a bank account and look together at the resources and advice on recognising scams and fraud



Year 8 Curriculum Overview: Design & Technology; Design Materials



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Electronic Game</p> <ol style="list-style-type: none"> 1. Design brief and specification 2. Drilling PCB & Soldering 3. Microcontrollers theory 4. Testing electronic games 5. Testing the game 6. CAD sketchbook 7. 3D Isometric drawing 8. CAD Onshape 9. CAD Corel Draw 10. Assembly and circuit testing 	<ul style="list-style-type: none"> • Working with PCBs • Soldering new components • Microcontrollers • Designing Nets • Computer Aided Design – iPad Sketchbook • Computer Aided Design - PC Corel Draw • Making and assembling nets / packaging electronics • Testing and evaluating game design <p>Specific Keywords: PCB Drill, Side Cutters, Coloured LED, Microcontroller, Chip Seat, Craft Knife, Safety Ruler, CAD (Computer Aided Design), CAM (Computer Aided Manufacture), Polarised</p>	<p>Low stake Tests</p> <p>Logo Design Peer Assessment</p> <p>Final Project Self Assessment</p> <p>End of project test</p>	<p>Resources for the Electronic Game project are stored in Showbie.</p> <p>Encourage CAD sketching on the iPad for practise.</p> <p>Encourage revision for the LST's.</p> <p>Pupils to develop their revision skills to suit their learning style.</p>
Spring Term	<p>Clock Project</p> <ol style="list-style-type: none"> 1. Famous designers 2. Design Brief and specification 3. 2D technical drawing 4. 3D Oblique drawing 5. CAD Onshape 3D CAD 6. Vacuum forming mould 7. Vacuum forming and working with HIPs 8. Clock Product Assembly 9. Testing and Evaluation 	<ul style="list-style-type: none"> • Create a unique Design Brief and Specification • 2D and 3D technical sketching • 2D and 3D technical CAD: Onshape 3D files • Develop with client feedback • About Thermoplastics /Thermosetting plastics • Making the mould for forming • Vacuum forming and finishing High Impact Polystyrene Sheet <p>Specific Keywords: Datum, Datum point, centre line, construction lines, reference points, thermoplastic, thermosetting, High impact Polystyrene sheet, Vacuum forming</p>	<p>Low stake Tests</p> <p>Design Ideas Peer Assessment</p> <p>Final Project Teacher Assessment</p> <p>End of project test</p>	<p>Resources for the Clock project are stored in Showbie.</p> <p>Encourage technical drawing and CAD sketching on the iPad.</p> <p>Encourage revision for the LST's.</p> <p>Pupils to develop their revision skills to suit their learning style.</p>
Summer Term	<p>Engineering Challenges</p> <ol style="list-style-type: none"> 1. Flextangle 2. Paper/ card engineering design 3. Architectural sketching 4. 2D / 3D thinking 5. Faraday Challenge 6. Foodtruck designs 	<ul style="list-style-type: none"> • Working to scale • 2D to 3D thinking • Innovation thinking • Folding and cutting complex shapes • Architecture Industry • Problem solving • Working in teams • Sign writing • Vinyl Cutter <p>Specific Keywords: Commercial scale, innovation, creative risk, evaluation, STEM (Science, Technology, Maths and engineering), Orthographic Projection</p>	<p>Reflection and Review - Peer Assessment</p> <p>Self-Assessment of creative tasks</p> <p>End of project feedback and personal target setting</p>	<p>Resources for the Engineering are stored in Showbie.</p> <p>Visit these websites: The Institution of Engineering and Technology, STEM.org.uk, Dysoninstitute.com</p> <p>Pupils can share and repeat these challenges at home and have another go to perfect their creative thinking.</p>



Year 8 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Hygiene and Nutrient Hand 2.Carbohydrates 3.Layered Pasta Salad 4.Carbohydrates 5.Savoury Scones 6 Fats 7. Food Packaging and Product Analysis ACCESSFM 8. Protein 9. Bolognese sauce 10. Protein – Dietary Needs 11.Fruit Cobbler 12.Vitamins	<p>Macro / Micronutrients Understanding what they are and the function. Understanding which Foods provide these Nutrients</p> <p>Food Packaging</p> <p>Specific Key words : Macronutrients ,Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels,</p>	<p>Low stake tests</p> <p>Teacher Assessment of Layered Pasta salad</p> <p>Self Assessment of Fruit Cobbler</p> <p>Peer Assessment of Focaccia Bread</p> <p>End of Unit test</p>	<p>Weighing and Measuring ingredients at home</p> <p>Finding a container with student name and Food group on to take the dish home in.</p> <p>Practicing Bridge and claw method.</p> <p>Practicing washing up and clearing away.</p>
Spring Term	13. Focaccia Bread 14. Minerals 15. Fruit Muffins 16. Final Assessment 17. Sugar / Salt extension As above for rotation two.	<p>Salt – the role of salt in the diet</p> <p>Sugar – the role of sugar in the diet</p> <p>Different Diet – understanding different diets</p> <p>Fortification of food</p> <p>Specific Key words : Macronutrients ,Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels</p> <p>As above for rotation two</p>	<p>Peer Assessment of Focaccia Bread</p> <p>End of Unit test</p> <p>As above for Rotation two</p>	<p>As above for rotation two.</p>
Summer Term	.As above for rotation two	<p>As above for rotation two</p>	<p>As above for rotation two</p>	<p>As above for rotation two</p>



Year 8 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Bucket Hat 1. Working to a brief 2. Analysis of Context 3. Product Analysis 4. Fibres 5. Fabrics, focus of weaving 6. Aftercare 7. Resist method, focus of tie dye 8. Specification 9. Lay plan/pattern making 10. Manufacture of bucket hat 11. Testing 12. Evaluation	Specific Keywords; contextual, natural cellulose, warp, weft, selv edge, raw edge, fray, twill weave, resist, sizing.	Low stake Tests Design and developed ideas Teacher Assessment Manufacturing Stamp Peer Assessment Printing Self-Assessment	Resources for the bucket hat and E cuff projects are stored in Showbie. Encourage sketching practise. Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.
Spring Term (Rotate at February half term)	E Cuff 1. Bucket Hat 1. Working to a brief 2. Analysis of Context 3. Product Analysis 4. Fibres 5. Fabrics, focus of weaving 6. Aftercare 7. Resist method, focus of tie dye 8. Specification	Specific Keywords; component, polarity, ergonomics, anthropometrics As above for rotation two		
Summer Term	9. Lay plan/pattern making 10. Manufacture of bucket hat 11. Testing 12. Evaluation E Cuff 1. 2.	As above for rotation two	As above for rotation two	As above for rotation two



Year 8 Curriculum Overview: Drama



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Styles: 1. Melodrama 2. Greek Chorus	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Dramatic Techniques:</u> Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Stage Fighting, Choral Speaking, Flocking & Clocking. <u>Design Skills:</u> Staging (End On & Ampitheatre), Placards, Masks, Sound & Music.	- Your Group Work Skills - Your knowledge of how to use the following elements to work in the two different Styles of performance: Your application of the Dramatic Techniques. Your use of Acting Skills to create clear characters. Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your Devising & Script interpretation skills.	- Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Victorian Melodrama. - Researching Ancient Greek Theatre.
Spring Term	1. Consolidation of Melodrama & Greek Chorus. New Styles: 2. Slapstick Comedy 3. Epic Theatre	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Dramatic Techniques:</u> Still Image, Mime, Exaggeration, Slow Motion, Non-naturalistic Movement, ,Sound effects & Multi-rolling, <u>Design Skills:</u> Staging (End On & In the Round) Placards and Sound & Music.	- Your Group Work Skills - Your knowledge of how to use the following elements to work in the two different Styles of performance: Your application of the Dramatic Techniques. Your use of Acting Skills to create clear characters. Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your Devising & Script interpretation skills.	- Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Slapstick Comedy. - Researching Epic Theatre.
Summer Term	1. Epic Theatre 2. Consolidation of Slapstick & Epic Theatre New Style: 3. Documentary Theatre	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Dramatic Techniques:</u> Still Image, Exaggeration, Slow Motion, Non-naturalistic Movement, ,Sound effects, Multi-rolling, Narration, Thought Tracking, Flashback/forwards, Direct Address & Spass <u>Design Skills:</u> Staging (End On & In the Round) Placards & Sound & Music.	- Your Group Work Skills - Your knowledge of how to use the following elements to work in the two different Styles of performance: Your application of the Dramatic Techniques. Your use of Acting Skills to create clear characters. Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your Devising & Script interpretation skills.	- Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Epic Theatre. - Researching Documentary Theatre. - Revising the Theatre History Timeline.



Year 8 Curriculum Overview: **ENGLISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Fear: <ul style="list-style-type: none"> Frankenstein the Play The Gothic Extracts from gothic prose + poetry Creative writing in the style of the gothic 	Concept of the hero Concept of the villain Concept of the outsider Identity Human Psychology Morality 19 th Century Society Gender roles and relations Power of nature Gothic genre Narrative Structure	<ul style="list-style-type: none"> Analysis of the presentation of a character testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices An evaluation of the most effective gothic text, testing your ability to craft an argument and your ability to compare ideas across different texts Writing an extract from your own gothic story, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Watch different film versions of 'Frankenstein' Watch gothic films, or read gothic novels / short stories, inspired by the reading list and identify the gothic conventions you can recognise
Spring Term	Justice + Injustice: <ul style="list-style-type: none"> Attitudes towards morality derived from religious texts Non-fiction articles exploring attitudes towards crime and punishment The Merchant of Venice by William Shakespeare Sherlock Holmes stories 	Concept of the hero Concept of the villain Concept of the outsider Human Psychology and Mental Health Morality 15 th Century and 19 th Century society Social status and class differences Inequality and race relations Narrative Structure	<ul style="list-style-type: none"> Explore the presentation of a key character, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices Write an evaluative response, comparing the presentation of justice across two texts of your choice, testing your ability to craft an argument and compare ideas across different texts Writing an article to argue your views on the system of capital punishment, testing you on your ability to incorporate relevant ideas into a clear argument, structure your ideas, use a variety of sentence structures, punctuate accurately and use vocabulary for impact 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Watch film versions or theatre performances of 'The Merchant of Venice' Visit websites like https://www.bl.uk/shakespeare/articles/strangers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice and https://nosweatshakespeare.com/blog/shakespeare-venice/ to learn more about Venice in the 16th Century
Summer Term	The Spirit of Adventure and Endurance: <ul style="list-style-type: none"> Salt to the Sea by Ruta Sepetys Exploration of travel brochures and advertisements Non fiction extracts about exploration and climate change 	Concept of the hero Concept of the villain Human Psychology and Mental Health World War Two society Social Status and class difference Political ideologies Power of nature Narrative Structure	<ul style="list-style-type: none"> Explore how a writer presents ideas about space exploration, testing your inference and interpretation skills and your ability to analyse language / comment on the effects of the writers' word choices Explore the presentation of nature across two texts, testing your ability to craft an argument in response and compare ideas across different texts Writing an article to persuade, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Support students with reading the novel together at home. A scanned in copy is available on Showbie Listen to podcasts with adventurers like Bear Grylls, such as 'Happy Place', 'The High Performance Podcast' and 'The Diary of a CEO' Find out more about the Wilhelm Gustloff tragedy at https://www.smithsonianmag.com/history/deadliest-disaster-sea-happened-75-years-ago-yet-its-barely-known-why-180974077/



Year 8 Curriculum Overview: FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Free time activities Opinions Weather Clothes Future plans 	<ul style="list-style-type: none"> ✓ Using time phrases ✓ Using the present tense of common verbs (jouer, faire, aller) ✓ Using infinitive verbs with opinions ✓ Intro to the future tense ✓ Revision skills 	<p>Progress check 1 – dictation, reading skills and translation</p> <p>Key task 1 – writing (free time activities, weather & opinions, next weekend)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.
Spring Term	<ol style="list-style-type: none"> Daily routine My house Where I live Home activities My town Future plans 	<ul style="list-style-type: none"> ✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'il y a' and 'on peut' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in French 	<p>Progress check 2 – reading out loud, listening skills and translation</p> <p>Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.
Summer Term	<ol style="list-style-type: none"> Normally holidays Holiday activities Future plans Dream holiday 	<ul style="list-style-type: none"> ✓ Using the verb 'aller' with all pronouns ✓ Conjugating regular -ER verbs in the present tense ✓ Giving justified opinions ✓ Recap of the future tense ✓ Using the conditional tense ✓ Intro to 'si' clauses/WOW phrases 	<p>Summary task (normal holidays, holiday activities, future plans, dream holiday)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.



Year 8 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Our Local World – How special are the Yorkshire Dales? Our Natural World – How fragile are Antarctica and the Oceans? 	<p>What are National Parks? Why they exist? Aims of National Parks Weathering and erosion Limestone landscapes Tourism in National Parks Sustainable tourism</p> <p>Where is Antarctica? Physical characteristics of the environment and climate Plant and animal adaptations Tourism in Antarctica How can tourism be more sustainable? Location, distribution, types and formation of coral reefs Why do coral reefs need protecting? The global plastic problem</p>	<ul style="list-style-type: none"> National Parks assessment: Aims, Processes of weathering and erosion, Managing tourism <p>Antarctica – Knowledge check Antarctica – mid topic assessment, tourism focus</p> <ul style="list-style-type: none"> End of unit assessment- distribution, types, of coral reefs, map skills, consideration of the need to protect fragile environments- evaluation question 	<ul style="list-style-type: none"> Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited Watch <i>Blue Planet Revisited Series 1.2 Great Barrier Reef</i> or 'Our Great National Parks' on Netflix Watch <i>Seven Worlds, One Planet</i> series 1, episode 1 <i>Antarctica</i> or <i>Frozen Planet</i> on BBC iPlayer Complete revision clock/ other methods including revision cards. Consolidate notes from book and from Showbie.
Spring Term	<ol style="list-style-type: none"> Our Unequal World – Are resources equally distributed? Our Dangerous World – Are volcanoes and wildfires dangerous? 	<p>What is development? What is water, food and health insecurity? How do inequalities affect people? Why do two countries differ in their development? How malaria can impact a country and the population within that country. How fairtrade can try and reduce inequalities in a country.</p> <p>Distribution of volcanoes Plate boundaries Structure of the earth How volcanoes form Volcanic hazards Preparing for volcanic eruptions Prediction eruptions Wildfires - Causes - Impacts - Responses</p>	<ul style="list-style-type: none"> Resources assessment Resource inequality – knowledge check Resource inequality – assessment – problems of water inequality, comparing and explaining development statistics for two contrasting countries, fairtrade. Volcanoes and wildfires – Knowledge check Volcanoes and wildfires assessment - distribution (TEA), plate boundaries, hazards, comparing volcanoes and wildfires. 	<ul style="list-style-type: none"> Complete a country factfile for a country in a less developed part of the world Watch travel programmes/ documentaries on BBC iPlayer such as any Simon Reeve programme or the Misadventures of Romesh Ranganathan Research what charities such as <i>Against Malaria Foundation</i> and <i>WaterAid</i> do Watch any documentaries on volcanoes or wildfires Follow any news stories about volcanic eruptions or wildfires Discuss the signage that is seen around Ilkley Moor and other local areas regarding BBQs and the risk of wildfires
Summer Term	<ol style="list-style-type: none"> Our Urban World – Are cities sustainable? Our Dynamic World – How are climate change and Russia linked? 	<p>Why have cities grown? Why are people flocking to cities in India? What opportunities are there in Mumbai? What are the challenges faced in Mumbai? Can cities be sustainable? How is Copenhagen sustainable?</p> <p>What are the human and physical causes of climate change? What are the impacts of climate change? How can we reduce the impacts of climate change? What impact does climate change have on Russia?</p>	<ul style="list-style-type: none"> Our Urban World knowledge check Our Urban World end of topic assessment Our Dynamic world knowledge check Our Dynamic world end of topic presentation – Presenting how Russia has been impacted by climate change including the causes and how could this be reduced. 	<ul style="list-style-type: none"> Follow any news stories about cities https://www.theguardian.com/cities, including Mumbai and the redevelopment of Dharavi Watch Kevin McCloud's 'Slumming It' https://www.youtube.com/watch?v=vwDlqkdSMto Follow any news stories about climate change and Russia (specifically energy)



Year 8 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Enquiry 1: Did Henry VIII Break with Rome because of love?</p> <p>Enquiry 2: How did the Reformation affect the People of Morebath?</p>	<p>Enquiry 1 Students will develop their understanding of the following substantive concepts: 1. Protestantism 2. Catholicism 3. Religion 4. The Pope 5. Kings 6. Heir 7. Act 8. Reform</p> <p>Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. Religion 2. The Pope 3. Monarch 4. Succession 5. Catholicism 6. Protestantism 7. Reformation</p>	<p>Enquiry 1 Students will complete a short knowledge test which addresses the core knowledge and short written assessment.</p> <p>Enquiry 2 Students will complete a short knowledge test which addresses the core knowledge.</p> <p>Following completion of Enquiry 1 and 2, students will produce a piece of extended writing about religious change in the Tudor period.</p>	<p>Enquiry 1 Visit a local Catholic and Protestant Church and consider the similarities and differences</p> <p>Enquiry 2 Visit a local monastery that was dissolved following the Break with Rome. Both Bolton Abbey and Fountains Abbey are good examples.</p>
Spring Term	<p>Enquiry 3: How far did New World Slavery turn Africans into Negroes?</p> <p>Enquiry 4: Why did Britain eventually abolish the Slave Trade?</p> <p>Enquiry 5: What was the impact of the Industrial Revolution on the lives of the British people?</p>	<p>Enquiry 3 and 4 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. jobs 3. race 4. slavery 5. trade 6. Rebellion 7. Protest 8. Parliament 9. Legislation 10. Racism 11. freedom 12. rights</p> <p>Enquiry 5 Students will develop their understanding of the following substantive concepts: 1. Industrial Revolution 2. Boom 3. Urbanisation 4. Slums 5. Factories 6. Rebellion 7. Protest 8. Franchise 9. Parliament 10. Reform 11. Laissez Faire 12. Self-help 13. Rights</p>	<p>Enquiry 3 and 4 Students will complete a knowledge test which addresses the core knowledge and written assessment which will analyse the factors which caused Britain's eventual abolition of the Slave Trade.</p> <p>Enquiry 5 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to evaluate contrasting interpretation of the Industrial Revolution.</p>	<p>Enquiry 3 and 4 Visit the International Slavery Museum in Liverpool to learn more about the history of Atlantic Slavery. Visit Harewood House to see how Britain and the local area benefitted from the Slave Trade.</p> <p>Enquiry 5 Visit a local site which illustrates the impact of the Industrial Revolution, such as Salt Aire or the Washburn Heritage Centre, Fawcett</p>
Summer Term	<p>Enquiry 6: What were the consequences of the British Empire in India and Africa?</p> <p>Enquiry 7: How did women in Britain secure the right to vote?</p>	<p>Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. Racism 2. Empire 3. Colonisation 4. Colony 5. Force 6. Conversion 7. Christianity 8. Civilising 9. Loot 10. Monarchy 11. Joint-stock company 12. Exploitation</p> <p>Enquiry 7 Students will develop their understanding of the following substantive concepts: 1. Separate spheres 2. working class women 3. middle class women 4. legislation 5. parliament 6. The franchise 7. voting 8. militancy 9. sexism 10. gender</p>	<p>Enquiry 6 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to write a structured account of the British Empire in India and Africa.</p> <p>Enquiry 7 Students will complete a short knowledge test which addresses the core knowledge.</p>	<p>Enquiry 6 Read the book <i>Stolen History</i> by Sathnam Sanghera</p> <p>Enquiry 7 Watch the BBC Documentary series <i>Suffragette</i> by Lucy Worsley</p>



Year 8

Curriculum Overview: Information Technology



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-safety 2. Computer Networks 3. Web design 3. Binary Digits	<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p> <p>Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</p>	<p>E-Safety publication</p> <p>Explanation of how computers communicate</p> <p>Development of a multi-page website</p> <p>Demonstration of binary conversions.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 2 hours a week)</p>
1. Mobile app development 2. Animation & photoshop	<p>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p> <p>Touch up photos, create graphics such as logos or edit images to make something unreal.</p>	<p>Development of a multi-page mobile application</p> <p>Demonstration of digital manipulation</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 2 hours a week)</p>
1. Basic programming 2. Variable and Input 3. Data types 4. Selection 5. Iteration 6. Making situations	<p>Demonstrate the use 2 or more programming languages, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</p>	<p>Ability to write basic programs to solve a given problem.</p> <p>Demonstrate the use of variables and data types.</p> <p>Apply appropriate use of selection and iteration.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 2 hours a week)</p>

Spring Term

Summer Term



Year 8 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Blues 2. Rock 	<ol style="list-style-type: none"> 1: 7th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. 2: chord sequence; power chords; riffs; hooks; strophic structure. 	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	1: active listening at home. When listening to music on the radio and on the TV, students should be able to "spot a riff", "catch a hook" etc. We will practice this in class.
Spring Term	<ol style="list-style-type: none"> 1. Film: Heroes and Villains 	<ol style="list-style-type: none"> 1: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay) 	Students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	Film research. Look out for the work of Zimmer/Williams/Newman and discuss what it is it specifically in the music that helps build tension etc.
Summer Term	<ol style="list-style-type: none"> 1. Baroque Music 2. Year 8 showcase 	<ol style="list-style-type: none"> 1. Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments 2: students can opt to pursue an individual pathway or work with friends on a cover version/performance or composition. 	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	1: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroque.org/



Year 8 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Hockey 2. Netball 3. Football 	<ol style="list-style-type: none"> 1. To develop accuracy and consistency simple skills 2. Be able to speed up the skills in small sided games 3. To understand the basic rules and basic officiating 4. To know and understand the basic fitness components 5. To learn to work together 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	<ol style="list-style-type: none"> 1. Cross Country 2. Gym 3. Swimming: Water Polo, Synchronised swimming, life saving 	<ol style="list-style-type: none"> 1. To improve and develop their own fitness including Aerobic fitness/ flexibility. 2. To learn and develop more complex motor skills 3. To learn different aqua activities. 4. To know and understand the fitness components and show them in performances. 5. To be able to motivate themselves individually 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	<ol style="list-style-type: none"> 1. Athletics 2. Tennis 3. Rounders 	<ol style="list-style-type: none"> 1. To develop the core skills- running, throwing, striking and fielding by using their improved fitness components 2. To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions 3. To know and understand all safety aspects of athletics and lead to simple officiating 4. To challenge themselves to improve distance/time 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Subject – Personal development

Autumn Term

Spring Term

Summer Term

Year 8 PSHE Curriculum Overview

Session Content

1. The Equality Act and freedom of speech
2. Recognising and challenging racism and radicalisation
3. Recognising and challenging homophobia, biphobia and transphobia
4. Online communication – what is public what is private?
5. Online grooming
6. Critically assessing media sources and their reliability

Living in the wider world

1. Medicinal vs recreational drugs
2. Energy drinks
3. The risks of alcohol, vapes and tobacco
4. Habit vs dependency and managing influence
5. Mental health – challenging misconceptions
6. Managing emotions and digital resilience

Health and wellbeing

1. Qualities of a healthy relationship (including FGM)
2. Managing conflict in relationships
3. Forming new partnerships
4. Consent – the law
5. Explicit image sharing – the law
6. Basic contraception
7. Gender identity and sexuality. Challenging discrimination

Relationships

Powerful Knowledge

1. The Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act protects people from discrimination based on 9 protected characteristics: age, disability, pregnancy, marriage, sex, sexuality, gender reassignment, religion and race. Freedom of speech is a principle that supports the freedom of an individual or a community to articulate their opinions and ideas without fear of retaliation, censorship, or legal sanction. Hate speech is public speech that expresses hate or encourages violence towards a person or group based on something an inherent characteristic.
2. Discrimination is legally defined in the UK as: a person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others. Racism is discrimination towards people on the basis of their race. Radicalisation is causing someone to adopt extreme, racist, political or social views.
3. Homophobia is prejudice or discrimination against gay people, biphobia is prejudice or discrimination against bisexual people and transphobia is prejudice or discrimination against transsexual people.
4. The internet enables messages to be sent and received quickly and to be seen or accessed by many people. Recognising what your digital footprint is and how to manage it is important for keeping yourself safe when you are interacting with the online world.
5. Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Online grooming is where someone uses technology to build the relationship.
6. You can critically assess the sources that you are reading and using online to deduce whether they are factually correct or disinformation. It is important to be aware of echo chambers and how to recognise when you are not hearing or taking a balanced view to a situation.

1. A drug is a chemical that changes the brain and/or body when consumed. Drugs can be illegal or legal, recreational or medicinal and every drug can be dangerous if used incorrectly. Illegal drugs are classed as A, B, C, psychoactive substances or temporary class depending on the seriousness of the consequences of their use.
2. The drug that is contained in energy drinks, caffeine, is a stimulant and can be used to make an individual feel more awake. Caffeine is found in dangerously high levels in energy drinks alongside other damaging chemicals and sugar. The side effects of caffeine include increased heart rate, anxiety, struggling to sleep. Though not illegal, supermarkets will not sell energy drinks to under 16's.
3. Alcohol, tobacco and vapes are legal to buy or sell if you are under 18. Talk to Frank is a factual resource that gives true information about these substances. Many young people are not smoking but vaping straight away – vapes contain many harmful chemicals and there are no long-term studies on the damage they cause to health.
4. The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and teens enjoy the rewards of their peers. Substances are addictive because they stimulate the dopamine loop in the brain. Alcohol and cannabis use can irreversibly lower IQ in under 18's. A teenager who has substance use disorder is 6.5x more likely to have one as an adult. Peers are the biggest influence on a young person's choices. Determining your personal values and understanding rule of law helps to make the right decisions.
5. Everyone has mental health which includes their psychological and emotional well-being. It is important to be factually informed to know what diagnosis and terminology means and where people can access support if needed.
6. All emotions are natural and important. Emotions help us to communicate with others, such as when we feel sad and need some help. They also can help us to act quickly in important situations. For example, when you're about to cross the street and see a car coming quickly, fear gets you to jump back onto the curb.

1. Relationships require work and time and are not linear. Some things in a relationship are always unacceptable and could be criminal, but other things are down to personal values and beliefs and communication of these between the people in the relationship. Tolerance and mutual respect for other people are important foundations of healthy relationships. FGM is a type of child abuse.
2. Sometimes relationships are no longer working and they need to be re-navigated. Having strong and non-confrontational communication skills are key.
3. When forming new relationships, it is important to be open and honest and realistic in your expectations. A healthy approach is listening to each other, being respectful and accepting what each person's boundaries are. Recognising red flags and challenging them in an appropriate way is important for creating healthy relationships.
4. Consent is agreeing to do something and having the capacity to do so. In the UK the legal age for a person of any sex, gender or sexual orientation to consent to sexual activity is 16. Under this age an individual is deemed not to have the capacity to consent. Sexual activity between two or more people is always unlawful if at least one of the people is under the age of 16. Parents have capacity to consent for their child's educational and medical choices. Parents are legally responsible for their children until the age of 18.
5. It is a criminal offence to send or receive a sexually explicit image of a person under the age of 18. It is an offence to take or share an intimate image without consent with the intention of causing the victim humiliation, alarm or distress.
6. Contraception can be used to prevent pregnancy and sexually transmitted infections.
7. Sexuality and sexual orientation is about who someone feels physically and emotionally attracted to. This can be romantic or emotional attraction, or both. Gender identity is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Discrimination means treating you unfairly because of who you are. The Equality Act 2010 protects you from discrimination. Being a bystander means you see/hear but do not challenge discrimination.

How can you help at home?

- Discuss how the Equality Act is implemented or discussed at your workplace or in groups you may help to facilitate
- Use the materials and case studies on Showbie to discuss appropriate and inappropriate behaviours
- Use the links below to read more about supporting your children to stay safe online

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

- Look through the talk to frank resources to explore the effects of drugs
- Explore law on illegal drugs and what the consequences could be for possession
- Explore the article on county lines and how the origins of illegal drugs are always criminal and exploitative

- Explore the law on consent, Gillick competency and consent medically
- Discuss 'what to do if' a friendship ends/ a relationship ends and strategize an approach



Year 8 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. How do Jews worship? 2. How do Jews pray? 3. How do Jews celebrate festivals? 4. How do Jews celebrate rites of passage? 5. How do Jews come together as a community? 6. How do Jews get a sense of belonging and identity from their religion? 7. How do Christians worship? 8. How do Christians pray? 9. How do Christians celebrate festivals? 10. How do Christians celebrate rites of passage? 11. How do Christians come together as a community? 12. How do Christians get a sense of belonging and identity from their religion? 	<ol style="list-style-type: none"> 1. Importance of Shabbat for Jews (link to ten commandments). 2. Features of prayer. 3. The origins and importance of RH and YK. 4. Significance of the Bar / Bat Mitzvah. 5. Significance and impact of Jewish pilgrimage. 6. The promised land as identified in the first and second covenant. 7. The meaning and purpose of worship. 8. Types of prayer including set and informal prayers. 9. How and why Christians celebrate Easter. 10. Christian funeral rites (eulogy, prayer, bible readings and rite of committal). 11. Role and importance of pilgrimage. 12. Role of the church in the local community. 	<ul style="list-style-type: none"> • Watch the BBC 'being' series for Judaism and Christianity. • Complete knowledge organiser for Judaism and Christianity. • If you have a family member/friend of the Jewish and Christian faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
Spring Term	<ol style="list-style-type: none"> 1. How do Muslims worship? 2. How do Muslims pray? 3. How do Muslims celebrate festivals? 4. How do Muslims celebrate rites of passage? 5. How do Muslims come together as a community? 6. How do Muslims get a sense of belonging and identity from their religion? 7. How do Hindus worship? 8. How do Hindus pray? 9. How do Hindus celebrate festivals? 10. How do Hindus celebrate rites of passage? 11. How do Hindus come together as a community? 12. How do Hindus get a sense of belonging and identity from their religion? 	<ol style="list-style-type: none"> 1. Key features of a Mosque. 2. Importance of Salah on belief. 3. Origins of Ramadan and Id-ul-Fitr. 4. Arranged marriage and Muslim beliefs. 5. The concept of Ummah and family in Islam. 6. The five pillars as obligatory practices in Islam. 7. Features of a Mandir 8. The Puja tray and how this worship impacts on faith and action 9. The celebration of the Divali and Holi Festivals 10. The key features of a Hindu marriage and how these support the couple. 11. The features of Kumbh Mela 12. How the Varnas gave/give people identity and belonging (links to Karma) 	<ul style="list-style-type: none"> • Watch the BBC 'being' series for Islam and Hinduism. • Complete knowledge organiser for Islam and Hinduism. • If you have a family member/friend of the Muslim and Hindu faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
Summer Term	<ol style="list-style-type: none"> 1. How do Buddhists worship? 2. How do Buddhists pray? 3. How do Buddhists celebrate festivals? 4. How do Buddhists celebrate rites of passage? 5. How do Buddhists come together as a community? 6. How do Buddhists get a sense of belonging and identity from their religion? 7. How do Sikhs worship? 8. How do Sikhs pray? 9. How do Sikhs celebrate festivals? 10. How do Sikhs celebrate rites of passage? 11. How do Sikhs come together as a community? 12. How do Sikhs get a sense of belonging and identity from their religion? 	<ol style="list-style-type: none"> 1. The use and importance of Temples, Shrines and Monasteries in Buddhist life. 2. How Buddhists practice meditation. 3. Wesak as a celebration of Siddhartha's birth, enlightenment, and death. 4. How funerals are practiced in different sects of Buddhism. 5. Sangha as a method of support and 'refuge' for Buddhists. 6. Interpretation of key beliefs and how these are different. 7. The features of a Gurdwara and how they support worship 8. The importance of the Gutka for prayer at home 9. Key events of Vaisakhi celebration 10. The Amrit Sanskar ceremony and its impact on a Sikh's faith 11. The impact of Sewa on the Sikh Community Interpretation of key beliefs and how these are different. 12. The Sangat and its support of the Sikh Community. 	<ul style="list-style-type: none"> • Watch the BBC 'being' series for Buddhism and Sikhism. • Complete knowledge organiser for Buddhism and Sikhism. • If you have a family member/friend of the Buddhist and Sikh faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 8 Curriculum Overview: Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Skeleton & Muscles 2. Waves (Light & Sound) 3. Acids & Alkalis 4. Photosynthesis, Food Webs & Interdependence 5. Electricity & Electromagnets	<ul style="list-style-type: none"> Function of bones muscles, tendons & ligaments <ul style="list-style-type: none"> Waves transfer energy White light is made of all the colours of the spectrum Neutralisation reactions between acids & alkalis Energy from the sun is used by plants to produce biomass <ul style="list-style-type: none"> Energy is transferred along a food chain <ul style="list-style-type: none"> Definitions of current and voltage 	<p>Students will sit 3 large summative tests during year 7.</p> <p>These tests will cover all content that the students have studied up to that point.</p> <p>The second test will contain roughly 70% untested content and 30% previously tested content.</p> <p>The third test will cover key knowledge from years 7 & 8 and will be used to help support year 9 biology, chemistry and physics teachers support gaps in knowledge.</p>	<p>Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.</p> <p>You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).</p>
Spring Term	6. Plant Reproduction 7. Metals 8. Microorganisms 9. Health 10. Heating & Cooling	<ul style="list-style-type: none"> Reproductive organs of plants <ul style="list-style-type: none"> Seed dispersal methods Reactions of metals Structure and uses of microorganisms Disease spread & the immune system How energy is transferred between hot and cold objects 	<p>Students will be told in plenty of time what will appear on each test.</p>	
Summer Term	11. Earth & the Atmosphere 12. Variation, Genetics & Evolution 13. Machines 14. Material Science 15. Generating Electricity 16. Space	<ul style="list-style-type: none"> The rock & carbon cycles Composition of the atmosphere How variation and inheritance lead to evolution Machines can be used as force or distance multipliers <ul style="list-style-type: none"> Uses and structures of materials Methods of electricity generation The motion of the earth causes days and seasons <ul style="list-style-type: none"> The difference between mass and weight 		



Year 8 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Saying where you live Describing your house Saying where you are going to live Describing your ideal house 	<ul style="list-style-type: none"> ✓ Forming justified opinions ✓ Ser vs estar ✓ Hay vs tiene ✓ Adjectival agreement ✓ Complex structures (lo+ adjective / se puede) ✓ Near future tense ✓ Conditional tense ✓ Writing skills ✓ Revision skills 	<ul style="list-style-type: none"> □ Key task 1 – Writing (describing where you live, what your house is like, where you are going to live in the future and your ideal house) 	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> My town Describing the good and bad thing about your town Saying what one can do in your town 	<ul style="list-style-type: none"> ✓ Using un/una, unos/unas, muchos/muchas accurately ✓ Using higher level opinions ✓ Forming justified opinions ✓ Adjectival agreement ✓ Complex structures (lo+ adjective / se puede) ✓ Recap of near future tense ✓ Listening and reading skills 	<ul style="list-style-type: none"> □ Key task 2 – Listening, reading and translation (where you live/describing your town) 	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> TV Film Music 	<ul style="list-style-type: none"> ✓ Developing justified opinions using a range of positive/negative opinion phrases and adjectives. ✓ Using the comparative ✓ Transactional language ✓ Near future tense ✓ Conditional tense ✓ Intro to the past (preterite) tense 	<ul style="list-style-type: none"> □ Key task 3 – writing (tv/film preferences using the past, present and future tenses) □ Key task 4 – Dictation, reading skills and translation (music preferences) 	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 9 Curriculum Overview: Accelerated Literacy



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Reading Skills 1. Identifying purpose, audience and form in texts. 2. Retrieval of information from a variety of texts connected to the themes in core English lessons. 3. Infer and interpret information from fiction and non-fiction texts. 4. Identify and comment on the use of language features and sentence level. 5. Speaking and writing to persuade 6. Spelling key vocabulary 7. Punctuation and grammar skills	Writing is created for many different purposes and audiences. Persuasive techniques in writing and public speaking can create effective arguments. Correct spelling, punctuation and grammar create writing that is fit for purpose.	Weekly spelling, punctuation and grammar quizzes. Half termly tests. End of term reading assessment.	Practise weekly spellings. Read a wide variety of literature, books, web pages, magazines. Practise speaking and listening skills at home.
Spring Term	Continued writing and reading practise including: 1. Organising, sequencing and structuring writing connected to the themes in core English lessons. 2. Use of paragraphs and sentence types to create clarity, purpose and effect 3. Using effective vocabulary 4. Technical accuracy of spelling, punctuation and grammar. 5. Comparing two different texts for similarities and differences 6. Writing imaginative and interesting texts appropriate to the audience.	Good, effective writing is planned, reviewed and corrected. Reading comprehension consists of accurate word reading and effective comprehension skills such as predication, inference and identifying facts and opinions. Authors can have different opinions.	Weekly spelling, punctuation and grammar quizzes. Half termly tests. End of term reading assessment.	Continue to practise weekly spellings. Use the revision resources on Showble to prepare for assessments.
Summer Term	1. Continued practise of writing skills linked to core English lessons including: 2. Creating a character 3. Organising narrative writing effectively 4. Making an ending link back to the opening 5. Poetry structure, organisation and devices. 6. Reading for pleasure module – an opportunity to link to the dystopia theme covered in English.	A convincing character will keep readers engaged and can be created using vivid description of appearance, character flaws, dialogue and voice. A believable and engaging character can be created by considering their perspective and how they change throughout the writing. Reading for pleasure has many benefits beyond the classroom	Weekly spelling, punctuation and grammar quizzes. Half termly tests. End of term assessment.	Continue to practise weekly spellings. Take an active role in the reading for pleasure module.



Year 9 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Portrait drawing 2. Clay self portraits 	<p>Proportions in portraiture Drawing skills How to draw a self portrait Photography as a research tool Card relief technique Clay relief methods – layer, model and carve. Inspirational artists (cultural masks, portrait artists, sculptors, photographers). Writing about art</p>	<ul style="list-style-type: none"> • Self-portrait drawing • Card relief mask and writing. • Clay self portrait 	<ul style="list-style-type: none"> • Visit exhibitions. The Yorkshire Sculpture Park is superb and links well with our clay work. Other local galleries are Cartwright Hall, Salts Mill and Leeds City Gallery. • Encourage portrait drawing at home (this is a great activity to do whilst family members are sat still for long periods such as watching TV or sleeping). • Watch "Portrait artist of the year" or other portrait TV programmes. • View portrait YouTube tutorials.
Spring Term	<ol style="list-style-type: none"> 1. Powerful Posters – digital art (design a poster to comment on a current issue of your choice) 2. My Place My Space personal homework project 3. Next steps and careers in Art 	<p>Poster art – visual communication, slogans and fonts Colour theory Digital art & photography skills Inspirational poster art examples from the past and present. Understanding the 5 stages of a GCSE project (mind map, artists, observations, develop & experiment, final response)</p>	<ul style="list-style-type: none"> • Digital poster 	<ul style="list-style-type: none"> • Visit exhibitions eg. Salts Mill features digital artwork by David Hockney. • Discuss current issues – theme for poster art topic. • The "My Place, MY Space" project is a personal project. They may appreciate help with ideas, locations for photoshoots, or art materials – we are also here to help so please direct them to us too if needed.
Summer Term	<ol style="list-style-type: none"> 1. Powerful posters – acrylic painting. 2. My Place My Space cont. 3. Still life – realism & abstract 	<p>Colour theory Introduction to acrylic paints. Painting techniques. Drawing skills Charcoal techniques Abstract art (Cubism & Precisionism) Links to artists – Cubism and Precisionism Writing about art Development of own personal project</p>	<ul style="list-style-type: none"> • Painted poster • My Place My Space project 	<ul style="list-style-type: none"> • Visit exhibitions (suggestions above). • Please encourage your child to continue drawing and making art in their own time, especially if chosen for GCSE.



Year 9 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Starting a small business	Types of industries Company profile Entrepreneur Idea generation USP Branding Dealing with failure Market research Target market Social media Advertising Revenues, costs and profits	Common Assessment 1 -Logo, objectives and brand name and explanation of idea Common Assessment 2 – Social media activity for your business	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Use showbie to improve your knowledge and understanding of the concepts we are working on at that time
Spring Term	2. Investigating Marketing Techniques	Innovation Marketing Branding Advertising Rebranding Market research Teamwork	Common Assessment 1 – Rebrand Dairy Milk Common Assessment 2 – Storyboards for Cadburys	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Use showbie to improve your knowledge and understanding of the concepts we are working on at that time
Summer Term	3. Retail & Staff management	Retail Window dressing Hero products Product design Recruitment and selection Job description Job specification Interview techniques Shortlisting Shop planning	Common Assessment 1 – The importance and benefits of an eye-catching window Common Assessment 2 – Planning the shop floor	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Use showbie to improve your knowledge and understanding of the concepts we are working on at that time



Year 9 Curriculum Overview: CHEMISTRY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Atomic Structure	Structure of the atom / subatomic particles (mass and charge) Development of the atom Relative atomic mass and Electron configuration	Atomic Structure	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.
	Chemical Analysis	Definition of pure in a scientific concept Identification of common gases Use of chromatography	Chemical Analysis	Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
Spring Term	Periodic Table I	Development of the Periodic Table Position of elements (Group 1,7 and 0) and their properties	Atomic structure	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.
	Chemical calculations	Conservation of mass Relative formula mass Balancing symbol equations	Chemical analysis Periodic Table I Chemical Calculations	Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
Summer Term	Using resources	Distinguish between potable and pure water How potable water is produced from ground, waste and salty water	All Year 9 content.	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.
	The Atmosphere	Interpret evidence and evaluate different theories about the Earth's early atmosphere Development of the gases in the atmosphere Greenhouse effect and climate change		Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard



Subject – Personal development

Citizenship Module

Finance Module

Year 9 Citizenship Curriculum Overview

Session Content

Citizenship module

1. Transferable skills (skills for decision making giving constructive feedback)
2. Working to improve communities
3. Laws: why do we have them?
4. The justice system

Finance module

1. Budgeting on a tight income
2. Loans and mortgages
3. Credit ratings and credit cards

Powerful Knowledge

1. Feedback is constructive information about how an individual can improve – feedback in the workplace is very important to help people improve and reach their goals. Decision making is selecting the best course of action based on a variety of options and choices available.
2. A community is a group of people living in the same place having a particular characteristic in common. Communities are important as they offer a source of social connection and a sense of belonging. They connect people and help people to build and maintain relationships.
3. The legal system in the UK helps society deal with complex problems. Laws help Citizens to understand where the boundaries for behaviour are and which behaviours are acceptable or not.
4. The criminal justice system in the UK is made up courts, judges, probation, parole and the youth justice system. This system is enforced by the police and the crown prosecution service on behalf of the state (not the government).

1. Managing flow of money in and out when money is tight is a skill. There are many shifts and changes in life that might require a change in budgeting habits for example if someone was trying to save to buy a house
2. A loan is where money is borrowed and usually expected to be paid back with interest. Interest is the price you pay to borrow the money. A mortgage is a loan used to purchase or maintain a home.
3. A credit rating of how easily someone will be able to pay back money if they borrow it. A credit card is a way of borrowing money on loan from the card provider. It is then paid back later. Some credit cards have interest added to payments and some are interest free.

How can you help at home?

- Use the resources on Showbie to discuss the importance of the legal system in the UK and how this is modelled in school with school rules
- Discuss what your local community looks like, how does your household fit into the bigger picture of your community and what are your roles within that?

- Use the resources on Showbie to discuss money saving tips and how they may be beneficial in tight financial situations
- Use the resources on Showbie to discuss credit and credit ratings and the importance of these



Year 9

Curriculum Overview: Computer Science

Autumn Term

Spring Term

Summer Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Python essentials 2. Tkinter	Demonstrate the use of: The use of variables Constants Operators Assignment Sequence Selection Iteration Graphical User Interfaces. A graphical user interface (GUI) is simply a 'screen' that allows a user to interact with their computer through graphics such as menus and buttons.	Ability to write or refine algorithms Understand the main steps of each algorithm Understand any pre-requisites of an algorithm Apply the algorithm to a data set Identify an algorithm if given the code or pseudocode for it	Regularly check your child's learning journey. Evaluate, critique (with kindness), and support your child's homework. Engage with on-line learning material / videos (minimum 2 hours a week)
1. Python essentials 2. App inventor	Demonstrate the use of: Arrays (or equivalent) when solving problems, including both one and two dimensional arrays Sub programs (functions and procedures) to produce structured code, using data types: integer, real, boolean, character and string casting	Practical use of the techniques in a high-level language within the classroom Practical use of the data types in a high-level language within the classroom Ability to choose suitable data types for data in a given scenario Recognise and use operators. Produce a mobile phone application	Regularly check your child's learning journey. Evaluate, critique (with kindness), and support your child's homework. Engage with on-line learning material / videos (minimum 2 hours a week)
1. Python essentials 2. Web design 3. Game maker	Demonstrate the use of: inputs, variables, string manipulation and outputs in a function, looping through lists, read from a file and write back to it Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Demonstrate: The difference between testing modules of a program during development and testing the program at the end of production Finding syntax errors as errors which break the grammatical rules of the programming Ability to interrogate unexpected output Complete normal test data and boundary testing.	Regularly check your child's learning journey. Evaluate, critique (with kindness), and support your child's homework. Engage with on-line learning material / videos (minimum 2 hours a week)



Year 9

Curriculum Overview: Core IT Studies



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-Safety 2. Human Manipulation 3. Hacking: Right or Wrong? 4. Rise of the Bots	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.	E-Safety publication Your ability to explain the importance of technology on society.	Regularly check your child's learning journey. Evaluate, critique (with kindness) and support your child's homework. Engage with on-line learning material / videos (minimum 1 hour a week)
1. Search and sorting algorithms 2. Photoshop	Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users Touch up photos, create graphics such as logos or edit images to make something unreal.	Demonstration of how search and sorting algorithms operate Demonstration of digital manipulation	Regularly check your child's learning journey. Evaluate, critique (with kindness) and support your child's homework. Engage with on-line learning material / videos (minimum 1 hour a week)
1. Game board design 2. Visual basic quiz	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Create game characters Creative interactive games	Regularly check your child's learning journey. Evaluate, critique (with kindness) and support your child's homework. Engage with on-line learning material / videos (minimum 1 hour a week)

Spring Term

Summer Term



Year 9 Curriculum Overview: Design & Technology; Electronics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Project 1: Music Box</p> <ol style="list-style-type: none"> 1. Component Knowledge 2. Making the PCB & soldering 3. Coding using Blockly 4. Task analysis 5. Client Profile 6. Design Situation & Brief 	<ul style="list-style-type: none"> • Printed Circuit Board (PCB) manufacturing skills: small scale drilling, component recognition, soldering and testing. • Coding Skills: using Blockly software and completing a series of challenges, complete tasks in the Picaxe tune wizard • Research and investigation skills: task analysis, client profiling • Create a design situation and design brief <p>Specific Keywords: Input, process, output, Microcontroller, chipseat, resistor, push to make switch, piezo buzzer, download socket., track side</p>	<p>LST's throughout</p> <p>Exam style questions</p> <p>Self-assessment; Soldering</p> <p>Teacher assessment; Soldering</p>	<p>Resources for the Music Box project are stored in Showbie / 9?/De1 DT Electronics / 01 Music Box</p> <p>Encourage sketching practise Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.</p> <p>Support with pupils accessing https://blockly.games/ for additional coding practice.</p> <p>Support revision for the end of topic test.</p>
Spring Term	<p>7. CAD design 8. CAM outputs</p> <p>Project 2: Torch</p> <ol style="list-style-type: none"> 1. Populate the PCB 2. Task Analysis 3. Product Analysis 4. Design Possibilities 	<ul style="list-style-type: none"> • CAD - Develop CoralDraw skills to create "D technical drawings • CAM - output the casing designs to the laser cutter, developing CAM programming skills. • Portfolio through MS Teams; upskilling pupils Microsoft skills to evidence their design project. • Task and Product Analysis; building research, analysis and evaluation skills. • Design Ideas; explored through sketching 	<p>Self-assessment of end product.</p> <p>End of Topic Test</p> <p>Torch Project: LST's throughout</p> <p>Teacher Assessment on design possibilities</p>	<p>Resources for the Passive Amp project are stored in Showbie / 9?/De1 DT Electronics / Torch</p> <p>Pupils will be introduced to using a design portfolio in MS Teams to evidence their work.</p> <p>Answer the design possibilities feedback survey.</p> <p>Support revision for the end of topic test.</p>
Summer Term	<ol style="list-style-type: none"> 4. PaperModelling 5. Final Prototype Manufacture 6. Assembly 7. Evaluation 	<ul style="list-style-type: none"> • Paper Modelling; creating different ideas in 3D forms to test the design ideas. • Manufacturing; using a broad range of processes to test the best for the pupils individual design; scroll saw, injection moulding, reflector with foil, net assembly, card mould modelling, vacuum forming. • Diary of Manufacture; evidence ongoing tasks, Health & Safety and Quality Control. • CAD; virtual final design output <p>Specific Keyword; product analysis, prototype, diary of manufacture, quality control, portfolio</p>	<p>LST's throughout</p> <p>Self Assessment of the final prototype</p> <p>Final assessment – end of topic test</p>	<p>Additional design and technology resources can be found on the following websites;</p> <p>www.technologystudent.com</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Bench Hook Project 1. Orthographic drawing 2. Measuring and marking up 3. Timber processing through subtraction (cutting and sanding) 4. Timber processing through subtraction (drilling). 5. Material finishes 6. Oblique drawing 7. Engineering Drawing 8. 3D CAD	<ul style="list-style-type: none"> Working drawings: Understanding and be able to follow 3rd angle orthographic drawings to guide manufacture. Timber manufacturing knowledge: Marking up, sawing by machine and hand, sanding by machine and hand, drilling and assembly using standard components, applying a surface finish. Oblique drawing: Being able to produce freehand sketches and engineers' drawings using oblique technique. <p>Specific Keywords: Pilot hole, clearance hole, countersink, quality control, plywood, tolerance, orthographic drawing oblique drawing, computer aided design (CAD), work plane, extrude, dimensions.</p>	<p>Low Stake Test (LST) on several areas</p> <p>Self-assessment of cutting and drilling.</p> <p>Teacher Assessment of the assembled bench hook.</p> <p>End of project test</p>	<p>Resources for the bench hook project are stored in Showbie / 97/Engineering/1. Bench Hook</p> <p>Check class charts for homework and teacher comments.</p> <p>Encourage revision for the LST's & end of project test.</p> <p>Pupils to develop their revision skills to suit their learning style</p> <p>Encourage sketching practice</p> <p>Encourage On-shape (3D CAD) practice.</p>
Spring Term	Coat Hook Project 1. Design Brief and specification 2. Applied maths 3. Design ideas 4. Orthographic drawings 5. Using drilling Jigs 6. Cutting and shaping materials 7. Machining 8. Assembly & finishing 9. 3D CAD	<ul style="list-style-type: none"> Design Brief and specification: Understanding the requirements of a design brief and specification. Applied maths: Using algebra to calculate lengths based on equal spacings Manufacturing knowledge: Marking up, cutting & shaping, drilling pilot clearance, and countersink holes. Scales of production: Know the scales of production & how it they effect the production method. Engineers' drawing: How to accurately produce orthographic drawings, <p>Specific Keywords: Design Brief, design specification, scales of production, Jigs, applied maths, ellipse templates, Router, chamfer, file, rendering, orthographic drawing, Lathe</p>	<p>Low Stake Test (LST) on several areas</p> <p>Teacher assessment of Orthographic drawing</p> <p>Self-Assessment of the 3D Outcome</p> <p>End of project test</p>	<p>Resources for the coat hook project are stored in Showbie / 97/Engineering/2. Coat Hook</p> <p>If you are asked to be a client, please support your child by providing feedback.</p> <p>Encourage sketching practice</p> <p>Encourage On-shape (3D CAD) practice.</p> <p>Encourage revision for the LST's & end of project test.</p>
Summer Term	Desk Tidy Engineering Design 1. Brief and specification 2. Isometric sketching 3. Line enhancement and rendering techniques 4. Annotation and labeling 5. Development drawings 6. Engineers Drawings 7. 3D CAD modeling 8. Prototyping	<ul style="list-style-type: none"> Design Brief and specification: understanding the requirements of a design brief and specification Isometric Sketching: understand the rules for isometric drawing and be able to use it to generate design ideas including line enhancement and rendering. Engineers' drawing: be able to use drawing equipment to produce accurate engineers' isometric drawings. 3D CAD: be able to create and evaluate a 3D CAD model which includes several parts mating constraints. Prototyping: understand the importance of prototyping and be able to use modelling techniques effectively. <p>Specific Keywords: Isometric drawing, construction lines, crates, compound shapes, OCR Marks criteria, Exploded view.</p>	<p>Low Stake Test (LST) on several areas</p> <p>Teacher Assessment of design ideas against K34 marks criteria</p> <p>Self-assessment of Engineers Drawings against K34 marks criteria</p> <p>Peer assessment of 3D CAD outcome against K34 marks criteria</p> <p>End of project Knowledge test.</p>	<p>Resources for the Desk tidy project are stored in Showbie / 97/Engineering/3. Desk Tidy</p> <p>Encourage revision for the LST's & end of project test.</p> <p>Pupils to develop their revision skills to suit their learning style</p> <p>Encourage sketching practice</p> <p>Encourage On-shape (3D CAD) practice.</p>



Year 9 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Introduction to Afternoon Tea 2. Raising Agent introduction 3. Raising Agent Investigation 4. Methods of cake making 5. Blackberry Traybake practical 6. Yeast Investigation 7. Bread Roll Practical 8. Aeration and Fats 9. Chelsea bun practical 10. Aeration and Protein 11. Swiss Roll Practical 12. Celebration cake planning 13. Celebration cake making 14. End of unit test 	<p>What is Afternoon Tea – History, taste testing, understanding the senses</p> <p>Understanding the different raising agents, biological, chemical and mechanical</p> <p>How to conduct a food science investigation</p> <p>The science behind breadmaking</p> <p>Function of ingredients in cake and bread making</p> <p>Cake making methods</p> <p>Key Words: Afternoon Tea, Taste Test, Sensory Analysis, Raising Agents, biological, chemical, mechanical, Yeast, gluten,</p>	<p>Low Stake Tests</p> <p>Blackberry Traybake – Teacher Assessment</p> <p>Chelsea Buns – Peer Assessment</p> <p>Swiss Roll – Self Assessment</p> <p>End of Unit test</p>	<p>Preparation of Food ingredients for Practical lessons</p> <p>Provide a labelled container to take the food home in</p>
Spring Term	<ol style="list-style-type: none"> 1. Introduction and factors affecting food choice 2. Pizza practical 3. Food Safety 4. Chicken Chow Mein practical 5. Moral Factors 6. Beef Empanadas practical 7. Sustainable fishing 8. Paella practical 9. End of Unit test 	<p>What is Street Food and factors affecting Food Choice</p> <p>Understanding the Social, Moral and environmental factors affecting food choice</p> <p>Environmental factors affecting Food choice</p> <p>Key words: Food Choice, Social, Moral, Environment, Micro-organisms, Germometer, Food Assurance, Fair Trade, GMO crops, Organic, local Food</p>	<p>Low stake Tests</p> <p>Pizza – Self Assessment</p> <p>Beef Empanandas – Peer Assessment</p> <p>End of Unit Test</p>	<p>Preparation of Food ingredients for Practical lessons</p> <p>Provide a labelled container to take the food home in</p>
Summer Term	<ol style="list-style-type: none"> 1. Introduction and Carbohydrates 2. Banana and Honey loaf practical 3. Protein and Fats 4. Pancakes practical 5. Life stages and Smoothie plan 6. Nutritional Analysis support sheet 7. Smoothie practical and The Breakfast Challenge 8. Muffins / End of Unit test 	<p>Macronutrients, Carbohydrates, Protein and Fats</p> <p>Dietary requirements for Different Life Stages</p> <p>Healthy eating and the importance of breakfast</p> <p>How to write a Time plan</p> <p>ACCESSFM – Breakfast Bar</p> <p>Key words: Macronutrient, Carbohydrate, Protein, Fat, Life stages, Dietary Requirement, Challenge, ACCESSFM,</p>	<p>Low stake Tests</p> <p>Cereal Breakfast Bar – Self Assessment</p> <p>Pancakes – Peer Assessment</p> <p>End of Unit Test</p>	<p>Preparation of Food ingredients for Practical lessons</p> <p>Provide a labelled container to take the food home in</p>



Year 9 Curriculum Overview: Design & Technology; Resistant Materials



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Balance Lamp;</p> <ol style="list-style-type: none"> 1. Marking-up 2. Timber processing through subtraction 3. Aluminium processing 4. Electronics 5. Assembly skills using JIGs and standard components 6. 2D and 3D hand sketching 	<ul style="list-style-type: none"> • Timber manufacturing knowledge: Marking up, sawing by machine and hand, sanding by machine and hand, drilling and assembly by machine and hand • Metalwork manufacturing techniques: Marking up, cutting and filing by machine and hand, drilling by machine, assembly processes • Sketching techniques in 2D & 3D oblique and perspective <p>Specific Keywords: (all marking up equipment) engineers blue, scribe, scratch, cross and draw filing, metalwork vice, buffing, JIGS, personalised design.</p>	<p>Low Stake Test (LST) on several areas</p> <p>Teacher Assessment of marking up and sawing</p> <p>Self-Assessment of the lamp assembly</p>	<p>Resources for the balance lamp project are stored in Showbie / 9?/Dm 1 DT Resistant Materials / Balance lamp</p> <p>Encourage sketching practise Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.</p> <p>If asked, become a client for the Balance Lamp project, answering questions and supporting the design process.</p>
Spring Term	<ol style="list-style-type: none"> 7. Location research and redesign. 8. CAD using OnShape 9. Bespoke design manufacturer 10. Finishing Techniques <p>Passive Amplifier;</p> <ol style="list-style-type: none"> 1. Context analysis and situation. 2. Client and location research 3. Brief and Specification 	<ul style="list-style-type: none"> • Creativity through bespoke design and sketching skills • Research skills – investigation of others • Developing CAD through OnShape • Using CAD/CAM for laser cutting • GCSE coursework techniques to investigate the context of the 'passive amplifier' • Coursework research technique to develop and appropriate design for a specific client. <p>Keywords: Finishing, Context analysis, Mind map, Client Profile, Brief & Specification</p>	<p>Low Stake Test (LST) on several areas</p> <p>Peer assessment of the final product. Core knowledge end of topic test.</p> <p>Teacher assessment of the Brief & Specification Low Stake Test (LST) on several areas</p>	<p>Resources for the Passive Amp project are stored in Showbie / 9?/Dm 1 DT Resistant Materials / Passive Amplifier</p> <p>Pupils will be introduced to using a design portfolio in MS Teams to evidence their work.</p> <p>If asked, become a client for the Passive Amplifier project, answering questions and supporting the design process.</p> <p>Support revision for the end of topic test.</p>
Summer Term	<ol style="list-style-type: none"> 4. Initial Ideas using 2D and 3D techniques. 5. Work of others inspirational research to develop idea 6. Paper and card modelling 7. Developed layered design 8. CAD Technical drawing 9. Manufacture of the bespoke passive amplifier 10. Evaluation of the product 	<ul style="list-style-type: none"> • Creativity through design, using sketching techniques and different research to develop individual ideas. • Modelling Skills developed in paper and card • Testing and analysis of ideas through iterative design to prepare for manufacture • CAD drawing skills in OnShape to create an accurate technical drawing of each part. • Manufacture using machines and hand tools knowledge and skills developed throughout year 7-9. <p>Keywords: Design Fixation, Initial Ideas, Work of Others, Inspiration, design development, Modelling, Analysis & Evaluation</p>	<p>Low Stake Test (LST) on several areas</p> <p>Self assessment of the technical drawing</p> <p>Peer assessment of the final product</p>	<p>Additional design and technology resources can be found on the following websites:</p> <p>www.technologystudent.com</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 9 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Cultural Bag</p> <ol style="list-style-type: none"> 1. Writing a design brief 2. Composition theory 3. Colour theory 4. CAD 5. CAM 6. Production Plan 7. Resist Dye Techniques 8. Fibres and Fabric 	<ul style="list-style-type: none"> • Coursework research techniques: Identifying the customer needs and wants. • Design skills: Demonstrate scale, depth and colour, Developing CAD: repeat patterns and manipulating colour palettes. • CAM: investigating printing techniques • Resist dye techniques: sampling traditional methods to embellish fabric • Research skills: investigation of others and fabrics and fibres analysis. <p>Specific Key words: Batik, Tie Dye, Transfer, Heat press, Colour palette, stencil, cotton, combed, carded, Composition.</p>	<p>Low stake Tests</p> <p>Teacher Assessment of Designs</p> <p>Peer Assessment of sampling techniques</p> <p>Self-Assessment of composition</p>	<p>Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.</p> <p>Encourage sketching and composition work. Encourage revision for LST, pupils can access showbie for this and try different techniques?</p> <p>Encourage watching the Great British sewing Bee</p> <p>Support pupils obtaining the fabric and trims to make the bag from.</p>
Spring Term	<p>Cultural Bag</p> <ol style="list-style-type: none"> 1. Creating a pattern 2. Fabric marking 3. Fabric panel cutting 4. Manufacturing 5. Lining 6. Evaluation 	<ul style="list-style-type: none"> • Pattern Making: measurement, planning, markings, lay plans • Manufacturing: 2D shapes into 3D forms. Fabric placement and cutting, production plan, using machine and hand equipment skills. • Testing and analysis: Evaluating the bag against anthropometrics and aesthetics. <p>Specific Key words: grain, pattern markings, selvedge, seam allowance, lining, bagging out, cellulose, regenerated, natural, synthetic, felting, woven, knitted.</p>	<p>Low stake Tests</p> <p>Self-Assessment of completed product.</p>	<p>Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.</p> <p>Encourage completion of embellishment at home. Encourage revision for LST, pupils can access showbie for this and try different techniques?</p> <p>Encourage watching the Great British sewing Bee</p>
Summer Term	<p>Shorts</p> <ol style="list-style-type: none"> 1. Research of design technique and sustainability in clothing. 2. Sampling techniques 3. Analysis of existing products and initial design ideas 4. Manufacturing specification 5. Developing and fitting a prototype 6. Manufacturing and manipulation of fabric 7. Evaluation analysis. 	<ul style="list-style-type: none"> • Research skills: traditional prints, Market research and sustainability safety and moral standards in the industry. • Sketching techniques: CAD fashion illustration and bespoke design ideas. • Skills: Pattern block, sampling machine techniques and analysing for end use, creating pockets and styling details. • Modelling: creating a toile prototype and manipulating to consider measurements and aesthetics and evaluating for improvement. • Specification: detailing fabric components. <p>Specific Key words: notch, grain line, dart, ruffle, toile, applique, knife pleat.</p>	<p>Low stake tests</p> <p>Teacher Assessment of image board, driving test and samples.</p> <p>Self-Assessment of initial design ideas, shop report and analysis.</p>	<p>Resources for the short are stored in showbie / Yr 9 / Textiles / short</p> <p>Encourage sustainability research.</p> <p>Encourage watching the Great British Sewing Bee.</p> <p>Provide no longer needed garments and fabric items to be brought into school to reuse for making the shorts.</p>



Year 9 Curriculum Overview: **ENGLISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Voices and Voicelessness: <ul style="list-style-type: none"> The Hate U Give by Angie Thomas Persuasive writing Protest poetry Exploration of spoken language within The Apprentice 	Concept of the hero Concept of the outsider Identity Human psychology + Mental health Morality Modern American society Social status and class differences Political ideologies Poverty + Inequality Gender roles Race relations Narrative Structure	<ul style="list-style-type: none"> Writing a persuasive speech about a topic of your choice, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact Exploration of the central character's use of voice, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices Exploration of Lord Sugar's use of language testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Support students with reading the novel together at home. A scanned in copy is available on Showbie Explore newspaper articles about racism in America such as https://www.bbc.co.uk/news/world-us-canada-61238017 Listen to podcasts such as 'Code Switch' and 'Early Risers'
Spring Term	Love and Relationships: <ul style="list-style-type: none"> Romeo and Juliet by William Shakespeare The structure of tragedy Non-fiction articles about relationships 	Human psychology Mental Health Morality Social status and Class differences Inequality Gender relations Tragic genre	<ul style="list-style-type: none"> Explore how Shakespeare presents the relationship between Romeo and Juliet, testing your ability to craft an argument and your inference and interpretation skills Comparison of the father / daughter relationship across two scenes, testing your ability to analyse language and compare ideas Writing to argue your views on relationships between parents and children, testing your ability to craft an argument, incorporate relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Watch different film versions or theatre versions of 'Romeo + Juliet' Encourage students to watch the news for contemporary stories on relationships
Summer Term	The Power of the Imagination: <ul style="list-style-type: none"> The Wall by John Lanchester The dystopian genre Extracts from a range of dystopian fiction Creative writing in the style of dystopia 	Concept of the hero Concept of the villain Identity Human psychology + Mental health Society of the future Social status and Class differences Dystopian genre Narrative Structure	<ul style="list-style-type: none"> Compare how two writers create fear, testing your analysis of the writers' use of language and comparing ideas across two texts Writing creatively in the style of a dystopia, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices Exploration of the protagonist across the novel, testing your inference and interpretation skills and ability to craft an argument 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Support students with reading the novel together at home. A scanned in copy is available on Showbie Watch dystopian films or read dystopian stories, identifying conventions of the genre together



Year 9 Curriculum Overview: Event Management



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Topic: Takeaway</p> <ol style="list-style-type: none"> 1. Food safety legislation 2. Food safety quality 3. Temperatures in catering 4. Applying heat to food 5. Cooking methods 6. Micro organisms 7. HACCP 	<p>Food Safety in the catering industry: Examining the Laws and systems in place to implement hygiene and safety in catering provisions and customer safety.</p> <p>Healthier and Nutritious Takeaway Dishes: Adapting classic take away dishes with different ingredients, processes and cooking methods to illustrate a healthier outcome and lifestyle.</p> <p>Specific Keywords: Contamination, HACCP, Food safety Act, Environmental Health Officer, Food safety Regulations, Hazards, Legislation, hygiene, micro-organisms.</p>	<p>Food Safety and Hygiene Level 1 course</p> <p>Low Stake Tests</p> <p>K54 Exam style questions</p> <p>Teacher Southern Baked Chicken Review</p> <p>Self-assessment Saag curry review</p> <p>Self-assessment Falafel Burger Review</p> <p>Peer - Baked Beef Burrito Review</p>	<p>Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.</p> <p>Instil that pupils prepare and weigh out all the ingredients for the practical lessons.</p> <p>Encourage pupils to watch a food programme e.g. Great British Bake off or master chef.</p>
Spring Term	<p>Topic: Italian</p> <ol style="list-style-type: none"> 1. Types of food service. 2. Commercial and non-commercial sectors 3. Jobs, uniforms and attributes 4. Front of House roles 5. Back of house roles 6. Kitchen equipment 	<p>How different catering and hospitality provisions operate: Analysing different types of food services in the industry. Identify job roles and expectations in the front and back of house in different catering provisions.</p> <p>Specific Keywords: Commercial, establishment, provision, attributes, griddle, service, catering, enrichment, coagulation, roux, residential, whisking, layering, kneading, fermentation.</p>	<p>Low Stake tests</p> <p>K54 Exam style questions</p> <p>Scone based Teacher review</p> <p>Self-assessment Tiramisu review</p> <p>Self-assessment Lasagne review</p> <p>Self-assessment meatballs review</p> <p>Peer carbonara review</p>	<p>Encourage the pupils to organise ingredients the weekend before the practical and check what they need in advance.</p> <p>Instil that pupils prepare and weigh out all the ingredients for the practical lessons.</p> <p>Encourage pupils to watch a food programme e.g. Gino's Italy on Netflix or Stanley Tucci Searching for Italy.</p>
Summer Term	<p>Topic: Afternoon Tea</p> <ol style="list-style-type: none"> 1. Afternoon tea history 2. Event Analysis 3. Venue research 4. Room layouts 5. Place settings 6. Invite information. 7. Menu planning 8. Afternoon Tea Event 	<p>Planning and Organising an event: Identifying information necessary for planning an event. Analysing different venues, catering and customer needs. Researching traditional afternoon tea foods served at a formal event and how to produce these.</p> <p>Specific Keywords: Service, catering, tradition, venue, savoury, pastry, raising agent, market research, planning, suitability, rubbing in, shaping, seasonal, cross contamination, high risk food.</p>	<p>Low Stake Tests</p> <p>Teacher Pizza Pinwheels review</p> <p>Self-assessment Cheese and spinach pasties review</p> <p>Peer sausage rolls review</p>	<p>Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.</p> <p>Instil that pupils prepare and weigh out all the ingredients for the practical lessons.</p> <p>Encourage pupils to watch a food programme e.g. Great British Bake off and Paul Hollywood's Bread.</p>



Year 9 Curriculum Overview: FRENCH – N/A Complete curriculum re-design for 2023/24. Will update in due course.



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<p>Revision of justified opinions + other people's opinions</p> <p>Near future – build on year 8</p> <p>Introduction to the perfect tense</p> <p>Opinions in the imperfect tense</p> <p>Comparisons</p> <p>Recap of the conditional + si clauses</p>	<p>Reading, listening and translation</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<p>Consolidating the use of the perfect tense including irregulars</p> <p>Using a range of complex opinions</p> <p>Using three tenses with more confidence</p> <p>Using opinions in the imperfect tense</p> <p>Comparatives – recap</p>	<p>Writing 90 word in 3 tenses</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<p>Using three tenses + others with time phrases</p> <p>Their own and other people's opinions</p> <p>Increasing confidence in complex structures (e.g. comparatives, depuis).</p>	<p>Writing and speaking – all 4 skills?</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 9 Curriculum Overview: Geography



Autumn Term	Topics/ content outline: 1. <u>Our Unequal World</u> – How is globalisation affecting the development gap? 2. <u>Our Dangerous World</u> – Why do the impacts of tsunamis differ?	Powerful Knowledge (key concepts, skills) <div> Social, economic, cultural and political globalisation Deindustrialisation in the UK Employment sectors Transnational Corporations with Nike case study The importance of China in a globalised world </div> <div> Destructive plate margins Impacts and responses of the Indian Ocean tsunami Why was the Indian Ocean tsunami so devastating? The Hazard Management Cycle Impacts and responses of the Tohoku tsunami </div>	What will you be assessed on? <ul style="list-style-type: none"> Globalisation knowledge check: examples of globalisation, employment sectors, the North-South divide and distribution of TNCs Globalisation end of topic assessment: examples, benefits and concerns of globalisation, the Belt and Road initiative in China and transnational corporations Tsunami assessment: causes, characteristics, impacts and responses to names examples 	How can you help at home? <ul style="list-style-type: none"> Discuss the interconnectedness of different countries and people around the world Watch the news/ read newspapers to stay up to date with current affairs Read <i>Ghosts of the Tsunami</i> by Richard Lloyd Parry or <i>Tsunami Girl</i> by Julian Sedgwick Complete revision clock/ other methods including revision cards. Watch the film <i>The Impossible</i> (12A) Read/ listen to 2015 Pulitzer Prize winning article (you can read one article for free). Electronic version available on Showbie https://www.newyorker.com/magazine/2015/07/20/the-really-big-one.
Spring Term	3. <u>Our Dynamic World</u> – What are the worlds geographical challenges? 4. <u>Our Local World</u> – Is Bradford a typical city?	<div> Location of the Middle East Conflict in the Middle East Israel and Palestine Wilderness areas Threats to wilderness areas Desertification Managing desertification Palm oil/ deforestation </div> <div> What is the history of Bradford? (Using the Wool Exchange as a common feature) Why is Bradford the city of culture? How is Bradford likely to develop in the future? </div>	<ul style="list-style-type: none"> Conflict and challenge assessment - desertification, wilderness areas, Israel-Palestine conflict, desertification. History of Bradford project – producing a presentation to teach others about your assigned period of Bradford's history Promoting the city of culture leaflet – Focusing on why Bradford is the city of culture. 	<ul style="list-style-type: none"> Keep a news diary of stories on conflict in the Middle East (especially Israel and Palestine) Watch Louis Theroux 'The Ultra Zionists' or other documentaries regarding conflict in the Middle East Research the Sahel region of the world Visit Chester Zoo or use the information on their website to explore the issues surrounding palm oil https://www.chesterzoo.org/?s=palm+oil Visit Bradford to explore the culture experiences within the city. Check the Visit Bradford website to see local events and places of interest https://www.visitbradford.com/
5. GCSE- Living World – Tropical Rainforests. GCSE- Living World – Hot deserts Finished at the start of year 10	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.	Abiotic, biotic, consumer, decomposer, ecosystem, food chain, food web, nutrient cycling, global ecosystem, producer, biodiversity, commercial farming, debt reduction, deforestation, ecotourism, logging, mineral extraction, selective logging, soil erosion, subsistence farming, sustainability, appropriate technology, biodiversity, desertification, hot desert, over-cultivation, overgrazing.	<ul style="list-style-type: none"> Knowledge Check – biomes and ecosystems Mid-topic assessment – physical characteristics of tropical rainforests and causes of deforestation End of Topic assessment 	Visit 'Tropical World' to explore the adaptations of plants and animals in both tropical rainforests and hot deserts - https://tropicalworld.leeds.gov.uk/ Watch any Planet Earth episode on Tropical rainforests or deserts on BBC iPlayer <ul style="list-style-type: none"> Complete all pages in booklet Complete revision clocks Use checklists for revision Use the revision guides and revision cards that are offered for purchase by the school.

Year 9 Curriculum Overview: History



Year 9 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Enquiry 1: How did Europe go to war in the Summer of 1914?	Enquiry 1 Students will develop their understanding of the following substantive concepts: 1. Empire 2. War 3. Militarism 4. Alliance 5. Nationalism 6. Patriotism 7. Imperialism	Enquiry 1 Students will complete a knowledge test which addresses the core knowledge and written assessment relating to the outbreak of the First World War.	Enquiry 1 and 2 Participate in the Year 9 Battlefields trip. This will allow you to visit some of the important locations associated with the First World War. Read <i>All Quiet on the Western Front</i> by Erich Maria Remarque
	Enquiry 2: Should the First World War be remembered as a conflict of "mud, blood and trenches"? Enquiry 3: Who fought in the First World War?	Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. Trench warfare 2. Behind the lines 3. Stalemate 4. Technology 5. Empire Enquiry 3 Students will develop their understanding of the following substantive concepts: 1. Discrimination 2. Racism 3. Labourer 4. Empire 5. Colony 6. Racism	Enquiry 2 and 3 Students will complete a knowledge test which addresses all of the content studied about the First World War and a written assessment relating to the global nature of the First World War.	Enquiry 2 Watch the BBC Documentary series <i>The World's War: Forgotten Soldiers of Empire</i> by David Olusoga
Spring Term	Enquiry 4: What were the roaring twenties really like?	Enquiry 4 Students will develop their understanding of the following substantive concepts: 1. Prosperity 2. Consumerism 3. Golden Age 4. Boom 5. Segregation 6. Corruption 7. Prohibition 8. Lynching 9. Political power 10. Racism 11. Capitalism 12. The American Dream 13. Gender	Enquiry 4 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment asks students to consider different interpretations of the 1920s.	Enquiry 3 Read <i>The Great Gatsby</i> by F Scott Fitzgerald
	Enquiry 5: What was the Holocaust?	Enquiry 5 Students will develop their understanding of the following substantive concepts: 1. Antisemitism 2. Persecution 3. Pogrom 4. Perpetrators	Enquiry 5 No assessment for this enquiry	
Summer Term	Enquiry 6: Why was Hitler made Chancellor of Germany in 1933?	Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. Hyperinflation 2. Economic depression 3. Unemployment 4. Democracy 5. Dictatorship 6. Chancellor 7. Anti-Semitism 8. Communism 9. Fascism	Enquiry 6 Student will complete a piece of extended writing about the reasons for Hitler's appointment in January 1933.	Enquiry 6 Listen to the BBC Podcast series <i>Nazi: Rise to Power</i> https://www.bbc.co.uk/programmes/p0d10mq0/episodes/player
	Enquiry 7: How did the British Empire collapse?			Enquiry 2 Research decolonisation and independence in other parts of the British Empire.



Year 9

Curriculum Overview: Information Technology

Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-Safety 2. Google sketch-up 3. Animation 4. Dreamweaver	<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p> <p>Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability, such as, creating a 3D object using a graphics</p>	<p>E-Safety publication</p> <p>Create a realistic or life like model</p> <p>Demonstrate the use of professional graphics package</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness), and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1.5 hours a week)</p>
1. Samsung Challenge 2. Spreadsheets 3. Data science	<p>Evaluate an existing game and create a success criteria</p> <p>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p>	<p>Create a spreadsheet solution to a given problem scenario</p> <p>Demonstrate the use of conditional formatting to display the score in a variety of colours, record a macro to clear the answers from the quiz</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness), and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1.5 hours a week)</p>
1. Blender 2. Graphics 3. IT & the law	<p>Understand the benefits and use of 2D and 3D models.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Touch up photos, create graphics such as logos or edit images to make something unreal.</p>	<p>Demonstrate that you animate an object using key framing, alter the speed of my animation, and change the quality of my render because I can edit the resolution</p> <p>Demonstrate the use of vertices, edges and faces, change the overall structure of the shape.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness), and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1.5 hours a week)</p>

Spring Term






Summer Term





Year 9 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term 	Media Language <ul style="list-style-type: none"> Friday Night Lights Riverdale 	<ul style="list-style-type: none"> Shot types Camera Movement Semiotics – Signs and Symbols Narrative Structures Genre Archetypes Encode and Decode 	<p>How to decode a teen drama using key terminology and applying theories accurately.</p>	<p>Watch/ Consume different types of media: Film, TV, Radio, Magazines, Games, Adverts.</p> <p>BBC Bitesize Genre Narrative</p>
Spring Term 	Representation <ul style="list-style-type: none"> Heartstopper Young Royals 	<ul style="list-style-type: none"> Under-representation Stereotypes Cultural capital Mis-representation Bias (age, gender, sexual orientation, ethnicity, disability, location) 	<p>The ability to express understanding of the representation of different groups within society focusing on the LGBT+ case study linking to historical context.</p>	<p>Watch/ Consume different types of media. Film, TV, Radio, Magazines, Games, Adverts.</p> <p>BBC Bitesize Representation</p>
Summer Term 	Industry <ul style="list-style-type: none"> Veronica Mars Audience Buffy the Vampire Slayer 	<ul style="list-style-type: none"> 4Cs – The cross-cultural consumer characteristics Social Grading Uses and Gratification Theory Mergers and acquisitions Target Audience The power of fandom 	<p>Knowledge and understanding marketing and distribution of Teen TV dramas using the case studies to create a social media campaign.</p>	<p>Watch/ Consume different types of media. Film, TV, Radio, Magazines, Games, Adverts.</p> <p>BBC Bitesize Industry Audience</p>



Year 9 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Live Lounge 2. Variations 	<ol style="list-style-type: none"> 1. Rock and Pop song structure/chord sequences/Riffs and Hooks/Cover version techniques/band etiquette 2. Variation techniques and devices linked to MAD TT SHIRT 	<ol style="list-style-type: none"> 1. Cover version composition and performance assessment 2. Composition assessment/listening test 	<p>BBC Live Lounge on iPlayer is a great resource to watch/listen to: https://www.bbc.co.uk/iplayer/episodes/p01029ma/radio-1s-live-lounge</p>
Spring Term	<ol style="list-style-type: none"> 1. Brief Composition/ Performance project 2. Extended Project: The Beatles 	<ol style="list-style-type: none"> 1. Lessons will operate on a carousel basis as students will work on a composition task and a performance piece over a six-week period. Resources will be provided to support but it is anticipated that students will work to personalised deadlines/targets set. 2. A unit designed to bridge the gap to GCSE Music. The focus will still be practical, but students will spend time analysing and deconstruction Beatles repertoire. 	<ol style="list-style-type: none"> 1. End of half-term deadline to upload performance and composition work. 2. Performance of Beatles track; appraising work and practice GCSE style questions. 	<ol style="list-style-type: none"> 1. Homework tasks will be set to support progression through this unit. 2. The Beatles- share any knowledge about the Fab Four; watch some Beatles performances together!
Summer Term	<ol style="list-style-type: none"> 1. Minimalism 2. End of KS3 Showcase 	<ol style="list-style-type: none"> 1. A look at Minimalist techniques such as phase-shifting/ additive and subtractive processes. Group skills within a texture. 2. Students select an activity from a menu. Possible options include solo and group performance of free-choice repertoire/free-choice or brief-led composition. 	<ol style="list-style-type: none"> 1. Minimalist group composition 	<p>To support your young musician with their preparation for the KS3 Showcase, encourage them to show their work to others or even perform in front of a friendly family audience!</p>



Year 9 Curriculum Overview: Philosophy and Ethics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		How can you help at home?
Autumn Term	1. Introduction to Philosophy	<ol style="list-style-type: none"> Three primary branches of Philosophy Socrates beliefs and teachings Socratic method and the Euthyphro dilemma Life and impact of Plato Plato's cave (realm of form / realm of appearances) Life and impact of Aristotle. Eudaimonia and the function argument Cogito Ergo Sum and the Trademark argument 		<ul style="list-style-type: none"> Watch videos from the 'Crash course philosophy' YouTube channel. Read 'Philosophy for beginners' by Rachel Firth. Read 'KS3 Philosophy and Ethics' by Robert Orme. Complete knowledge organisers.
Spring Term	<ol style="list-style-type: none"> Moral Philosophy Epistemology 	<ol style="list-style-type: none"> Moral absolutism and moral relativism Jeremy Bentham and John Stuart Mill The Hedonic calculus The trolley problem Maxims and the Three formulations Friedrich Nietzsche and The will to power Dawkins and the God delusion Obey or dissent The Turing test Speciesism 	<ol style="list-style-type: none"> Types of knowledge Are the JTB conditions individually necessary? Gettier and Smith and Jones Responses to Gettier: No false lemmas, Infallibilism, Reliabilism, Virtue Epistemology Direct realism Indirect realism and Sense data Primary and secondary qualities Rationalism and Empiricism Innatism and Tabu Rasa 	<ul style="list-style-type: none"> Watch videos from the 'Crash course philosophy' YouTube channel. Use the lesson titles to inform conversations you could have at home. Read 'KS3 Philosophy and Ethics' by Robert Orme. Complete knowledge organisers.
Summer Term	<ol style="list-style-type: none"> Philosophy of Religion Eastern Philosophy 	<ol style="list-style-type: none"> Does the idea of God make sense? Was God the first cause of everything? The teleological argument Can you believe in God and evolution? Is God involved in the world today? Why did Freud think God is all in the mind? Why did Marx compare religion to a drug? Are the new atheists right about faith? What do people in the UK believe? 	<ol style="list-style-type: none"> The idea of happiness Six ideas Wu Wei The love of rocks Kintsugi Matsuo Basho Sen no Rikyu Lao Tzu The Buddha Confucius 	<ul style="list-style-type: none"> Watch videos from the 'Crash course philosophy' YouTube channel. Use the lesson titles to inform conversations you could have at home. Read 'KS3 Philosophy and Ethics' by Robert Orme. Complete knowledge organisers.



Year 9 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Baseline test – View points 2. Composition and viewpoints 3. Intro to cameras 4. Computer processes and modes of working in Photography 5. Composition and viewpoints 6. Advertising Project - introduction, analysis, planning and shoot 	<ul style="list-style-type: none"> • Understanding computer systems • How our cameras work • Practical photography skills • Basic editing using Affinity software • Photographic view points and composition types • Researching themes photographically • Completion of final pieces • Advertising Analysis • Studio Photography • Presentation and display of objects • Exploring an area of own interest 	<ul style="list-style-type: none"> • Baseline Test – Viewpoints • Composition development shoot • Composition final edits 	<ul style="list-style-type: none"> • Support with homework. • Encouraging students to take photos away from lessons to practise use of view point, composition and framing • Look at digital sketchbook to see and discuss current learning.
Spring Term	<ol style="list-style-type: none"> 1. Advertising – completion of advert using photoshop 2. Portraits and creative lighting 3. Photographic portrait collage inspired by Alma Hasser 4. Practical skills development and style exploration 5. Generation of ideas 6. Photographic portrait collage inspired by Alma Hasser – Creation of final response 	<ul style="list-style-type: none"> • Graphic design • Practical understanding of adverts • Further development of editing skills, text tool & layers • David Bailey's Photography • Portrait genre • Rembrandt lighting • Work of Alma Hasser • Analysis • Idea development • Collage • Precision work in measuring, cutting, gluing • Manga conventions • Shooting a sequence to tell a story • Page layout 	<ul style="list-style-type: none"> • Advertising analysis • Advertisement final piece • Final Alma Hasser collage 	<ul style="list-style-type: none"> • As Above • Discuss what they could bring in for their advertisement shoot, object and background.
Summer Term	<ol style="list-style-type: none"> 1. Introduction to and analysis of David Hockney's joiner work 2. Panorama and veritama 3. Joiner photography 4. Completion of joiners project 	<ul style="list-style-type: none"> • Analysing images • Hockney joiners • Joiner photography • Shooting sequences • Collage • Precision work in measuring, cutting, gluing • Creativity 	<ul style="list-style-type: none"> • Final joiner 	<ul style="list-style-type: none"> • Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.



Year 9 Curriculum Overview: Pre-GCSE PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Names & locations of Bones Names & locations of Muscles Understanding the role of Antagonistic Pairs Revision techniques for PE Introduction to PE exam technique Progress testing Progress test review 	<ol style="list-style-type: none"> Being able to label the Skeletal system Being able to label the Muscular system What is an Antagonistic Pair <ol style="list-style-type: none"> Role of an Agonist muscle Role of an Antagonist muscle Understanding what a fixator muscle is. Knowledge of revision techniques specific to PE Knowledge of exam techniques specific to PE Developing review skills to increase understanding of areas which need developing 	<ol style="list-style-type: none"> The Skeletal system <ol style="list-style-type: none"> Names & locations 6 Functions of bones The Muscular system <ol style="list-style-type: none"> Names & locations Antagonistic pairs 	<ol style="list-style-type: none"> Check in on Class Charts Check in on Showbie How will developing revision and exam techniques
Spring Term	<ol style="list-style-type: none"> Types of levers in the body How movement occurs through the lever system Revision techniques for PE Introduction to PE exam technique Progress testing Progress test review 	<ol style="list-style-type: none"> Being able to label the components of all 3 levers Being able to give sporting examples for each lever Knowledge of revision techniques specific to PE Knowledge of exam techniques specific to PE Developing review skills to increase understanding of areas which need developing 	<ol style="list-style-type: none"> The Lever system <ol style="list-style-type: none"> Name & draw all 3 levers Sporting examples per lever 	<ol style="list-style-type: none"> Check in on Class Charts Check in on Showbie How will developing revision and exam techniques
Summer Term	<ol style="list-style-type: none"> The Cardiovascular system Revision techniques for PE Introduction to PE exam technique Progress testing Progress test review 	<ol style="list-style-type: none"> Being able to label the components of the heart Being able to describe the differences of all blood vessels Being able to describe the pathway of blood through the heart and lungs Understand the cardiac cycle Knowledge of revision techniques specific to PE Knowledge of exam techniques specific to PE Developing review skills to increase understanding of areas which need developing 	<ol style="list-style-type: none"> The Cardiovascular system <ol style="list-style-type: none"> Labelling the heart Pathway of blood Cardiac cycle Differentiating blood vessels 	<ol style="list-style-type: none"> Check in on Class Charts Check in on Showbie How will developing revision and exam techniques



Year 9 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Hockey 2. Rugby 3. Badminton 	<ol style="list-style-type: none"> 1. To show knowledge and understanding of complex skills in team sports 2. Be able to use the skills in full sided games 3. To understand the more complex rules and officiating 4. To know and understand the fitness components required for the sport 5. To learn to work together and appreciate all members of the group 6. To learn the basic skills of badminton and understand basic scoring 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	<ol style="list-style-type: none"> 1. Netball 2. Football 3. Gym 4. Tournaments 	<ol style="list-style-type: none"> 1. To show knowledge and understanding of complex skill and tactics in team sports-Netball 2. To understand the more complex rules and how to officiate a game. 3. To improve and develop their own fitness including Aerobic fitness/ flexibility. 4. To learn and develop more complex motor skills 5. To know and understand the fitness components and show them in performances. 6. To know and understand and compete in the structure of a tournament 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	<ol style="list-style-type: none"> 1. Cricket 2. Tennis 3. Rounders 4. Basketball 5. Fitness 	<ol style="list-style-type: none"> 1. To develop the core skills- running, throwing, striking and fielding by using their improved fitness components 2. To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions 3. To know and understand all safety aspects of athletics and lead to simple officiating 4. To challenge themselves to improve distance/time 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Year 9 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Motion 4.5.6.1 Describing Motion Along a Line:</p> <p>Waves 4.6.1.1 Transverse & Longitudinal - Energy transfer/ medium/ amplitude/ frequency/ wavelength</p>	<p>Calculations using distance = speed × time Average speed cf instantaneous speed Distance-time graphs including gradients Acceleration & using acceleration = change in speed / time Velocity-time graphs including gradients & the area under lines (including curved lines)#</p> <p>Transverse & Longitudinal waves – their nature & examples of them. Amplitude, frequency, wavelength, medium</p>	<p>The Y9 topic “Motion” and some of the “Waves” topic.</p> <p>The most up-to-date listings re. what’s on the tests will be on Showbie “Physics ALL Y9”</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers (“KOs” or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class “Physics ALL Y9”.</p>
Spring Term	<p>Waves 4.6.1.1 & 4.6.1.2 Measuring the speed of sound. Period & $T = 1/f$. Using $v = f\lambda$. Making measurements of waves on a ripple tank</p> <p>Electromagnetic Waves 4.6.2.1 – 4.6.2.4 Types, properties, uses and applications of electromagnetic waves. Refraction.</p>	<p>Using the equation: wave speed = frequency × wavelength</p> <p>The nature of electromagnetic waves Applications of electromagnetic waves Reasons for the use of certain electromagnetic waves for particular purposes Refraction of electromagnetic waves at media interfaces explained in terms of wavelength & speed change Representing refraction using ray diagrams</p>	<p>The Y9 topics “Motion” & “Waves”</p> <p>The most up-to-date listings re. what’s on the tests will be on Showbie “Physics ALL Y9”</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers (“KOs” or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class “Physics ALL Y9”.</p>
Summer Term	<p>Electricity (Parts of section 6) Current/PD/resistance. Circuits & symbols. $W=QV$. $V=IR$. I-V for a fixed resistor. Series & parallel circuits. Resistors in series and parallel.</p> <p>Atomic Structure 4.4 Atomic Structure: Atoms & isotopes. Structure of atom. Development of the atomic model. Mass no. & atomic no.</p>	<p>Electrical current as a flow of charge. The interdependence of current, resistance and potential difference Connecting ammeters and voltmeters Investigating how the length of a wire affects its resistance Current-PD graph for a fixed resistance A selection of the standard circuit symbols (see checklist) The equations: $PD = \text{current} \times \text{resistance}$ $\text{energy transferred} = \text{charge flow} \times PD$</p> <p>The nuclear model & evidence for the nuclear model Atomic structure, isotopes & isotope notation</p>	<p>The Y9 topics “Motion”, “Waves” & “Electromagnetic Waves”</p> <p>The most up-to-date listings re. what’s on the tests will be on Showbie “Physics ALL Y9”</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers (“KOs” or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class “Physics ALL Y9”.</p>



Subject – Personal development

Autumn Term

Spring Term

Summer Term

Year 9 PSHE Curriculum Overview

Session Content

Powerful Knowledge

How can you help at home?

Living in the wider world

1. My personal brand
2. Healthy and unhealthy friendships
3. Recognise passive, aggressive and assertive behaviour
4. Crime and communities
5. The impacts of cannabis
6. Gangs and knife crime

1. Values are important as they help you to define who you are and how you want to act. Considering your online presence as well as how you act in person is important in the school and wider community.
2. Relationships between friends are important as they form the basis of our support network inside and outside of the school community. Recognising behaviours that are inappropriate in friendships and building up courage to challenge and call them out is important.
3. Assertive behaviour is important when thinking about doing the right thing. Being passive means allowing bad things to happen without interfering, being aggressive means acting in a way that is threatening or on the attack. Being assertive means being self-assured and confident without being aggressive to defend a right point of view or a relevant statement.
4. Crime can impact communities by: making residents feel unsafe, making businesses lose business by decreased footfall, affecting house prices, prevent growth and development, home insurance premiums may rise. Intimidation means to make someone become fearful by using threats.
5. Cannabis is a Class B illegal drug. The maximum sentence for possession of cannabis is 5 years in prison. Cannabis has strong links to causing a decline in mental health and can permanently lower the IQ of those who use it under the age of 18 as the brain is still developing.
6. A gang is a group of associates, friends or members of a family with a defined leadership and internal organization that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour.

- Discuss social media and online presence, look together at what is public and private information
- Use the case studies used on Showbie to discuss what behaviour constitutes aggressive, assertive and passive behaviours
- Read through the following resource on courtly lines: <https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/what-is-courtly-lines-drug-trafficking/>

Health and wellbeing

1. Relationships between physical and mental health
2. Independently managing sleep and diet
3. Body image
4. Types of families and managing change
5. Securing personal information online
6. Being a critical user of the media

1. Physical and mental health are linked. Physical health describes the condition of your body. This includes whether you have an illness, injury or a health condition. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.
2. Sleep and diet are important components of our health. To get enough sleep you need to have a good nighttime routine that works for you, there are certain behaviours that inhibit sleep such as screens and these should be avoided closest to bed time. Diet is an important component of health, as a healthy diet can reduce the risk factors of many diseases. Eating healthy gives you more energy which can support with progressing in your studies.
3. Body image is a person's thoughts, feelings and perception of the aesthetics or attractiveness of their own body. Appearance ideals are the ways that society and the media portray that we should look either directly or indirectly.
4. There are certain legal responsibilities of a parent to a child such as education choices and medical care. Over the course of a child's life a parent's responsibilities and challenges change.
5. Users of the internet need to ensure that they are digitally informed about how to keep their personal information safe in online spaces, including how to spot misinformation, speculation or rumour online.
6. Being a critical consumer of media means being able to research a topic or subject independently and form their own opinions on the topic.

- Use the sources of support slide shown on Showbie to explore avenues of support inside and outside of school that someone could use if they needed help
- Watch the clips on the body image lesson and use the resources to discuss what body image and appearance ideals are and how they have changed over time

Relationships and sex

1. Gender roles in relationships
2. Stages of a romantic relationship
3. Consent
4. Safe sex (safe sex materials and contraception)
5. Influences on sex – the media and pornography
6. Assessing the risk of sharing explicit images

1. Traditional gender roles or expectations can be negative influences on individuals' expectations of themselves and of others in a relationship. Stereotypes are overgeneralised beliefs about certain groups of people.
2. Romantic relationships are consensual relationships between two people. The legal age for consent to sexual activity in the UK is 16.
3. Consent must always be voluntarily given and can be withdrawn at any time. Boundaries in relationships built on consent are essential. The media and social media can be dangerous in promoting negative myths about expectations in a relationship.
4. You can protect against STIs by using barrier methods. To test for STIs you can visit your GP or a sexual health clinic.
5. The media and pornography can create unrealistic expectations of what should and shouldn't happen within a consensual sexual relationship. It is important to realise what is myth and reality when it comes to what is portrayed in the media and pornography.
6. Creating, sharing or storing explicit images of a person under the age of 18 is illegal, even if you took the image yourself. The consequences of sharing explicit images could be social stigma, blackmail, online sexual harassment and losing control of the images.

- Use the resources on Showbie to discuss what consent is legally and what the law on consent says in the UK.
- Discuss healthy relationship boundaries in all types of relationship (friendship, professional, familial, romantic...)
- When watching films or TV series at home, consider the relationships portrayed and whether they show a realistic, consensual relationship between 2 people.



Year 9 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Why do Jews try to heal the world? 2. Why do Jews give away 10% of their money? 3. Do Jews have free will? 4. What is Eretz Israel? 5. Can we prove the existence of God? 6. What is the problem of evil? 7. Are religion and science compatible? 8. Why should Christians love their neighbour? 9. Does the presence of design prove the existence of God? 10. Is God the First Cause? 11. What is Lesser Jihad? 12. What do Muslims believe about punishment? 	<ol style="list-style-type: none"> 1. Justice and kindness, Tikkun Olam 2. The right use of money 3. Free Will and the Fall, Mitzvot 4. Covenant and the Promised Land, Zionism 5. Design and First Cause Arguments (strengths and weaknesses) 6. Inconsistent Triad and Theodicy 7. Literalism vs. liberalism 8. Missionary work and Evangelism as based on agape (Good Samaritan) 9. Islamic Design Argument with strengths and weaknesses 10. First Cause Arguments of Al Ghazali and Thomas Aquinas 11. Muslim views on peace and Just War 12. The three aims of punishment and how they link to prison and capital punishment. 	<p>Discuss the situation in Jerusalem</p> <p>Explore the various Cosmological and Teleological Arguments and their strengths and weaknesses</p> <p>Try to find examples of missionary work and evangelism and discuss what your child thinks</p> <p>Discuss views on war, punishment and items in the news.</p>
Spring Term	<ol style="list-style-type: none"> 1. What is Atman? 2. How does a Hindu achieve Moksha? 3. Is the cow sacred in Hinduism? 4. Is Hinduism socially inclusive? 5. What is Metta and Karuna? 6. What do the Karuna trust do? 7. What do the Karuna trust do? 8. Who is the Dalai Lama? 9. Are men and women equal in Sikhism? 10. Can Sikh girls play football? 11. How do Sikhs perform Sewa during war? 12. How do Sikhs perform Sewa in LEDCs? 13. How do Humanists deal with conflicting principles? 	<ol style="list-style-type: none"> 1. Atman, reincarnation and the Divine 2. Karma, Samsara and Moksha 3. The sacredness of cows and nature 4. Charity and social justice 5. Karuna, Metta and meditation 6. The work of the Karuna Trust and their underlying principles 7. The work of the Karuna Trust and their underlying principles 8. The influence of the Dalai Lama on Buddhists in the UK 9. Sikh beliefs on the status of women 10. Sikh beliefs about gender equality 11. The work of Khalsa Aid and the reasons for it 12. The work of Sikh Aid and the reasons for it 13. The ethical theory of Utilitarianism 	<p>Discuss what reincarnation means and what Hindus think</p> <p>Find examples of charity work of Hindus</p> <p>Explore the wider work of the Karuna Trust</p> <p>Find out more about Tibet and the Dalai Lama</p> <p>Explore the work of Khalsa and Sikh Aid</p> <p>Watch Bend it Like Beckham</p>
Summer Term	Term 3 RSHE		



Year 9 Curriculum Overview: SPANISH – N/A currently under-going a complete curriculum re-design. Will be updated in due course



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	✓ Rev		<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flash cards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 			<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flash cards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 			<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flash cards, mind maps, quizzing)



Year 10 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	COURSEWORK: 1. Foundation project – Still life	Drawing skills (observation, accuracy, tone, mark-making) Presenting creative ideas as a visual mind-map. Composition arrangements How to present learning journey in sketchbooks Accuracy techniques Photography as a research tool. Research inspirational artists.	Chess piece drawing Mind map Still life tonal drawing	<ul style="list-style-type: none"> Purchase an art pack from school via ParentPay. Provide a large, well-lit space for art homework (this is set weekly). Encourage attendance to afterschool or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines). Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good but galleries provide access to more renowned artists.
Spring Term	COURSEWORK: 1. Foundation project – Still life	Creative composition arrangements including abstract. Acrylic painting techniques Colour theory Researching and writing about art Careers week – Art education after GCSE's and art related careers.	Abstract classwork and homework Artists acrylic copy and evaluation. Artist analysis and evaluation	<ul style="list-style-type: none"> As above
Summer Term	COURSEWORK: 1. Foundation project – Still life 2. Final major project	Printmaking techniques (mono, dry-point, lino & Chine Colle) Safe working habits when working in print Taking inspiration from professional printmakers Responding to a given theme (mock exam paper) The 6 Stages of a GCSE project Stage 1 – Mind mapping initial ideas.	Prints and supporting bookwork Overall grade for project 1. Initial ideas mind map.	<ul style="list-style-type: none"> As above This half term students are starting their own personal project and would benefit greatly from seeing a range of art in galleries to inspire their ideas. Excellent local galleries include Leeds City Gallery, Cartwright Hall, Salts Mill, Yorkshire Sculpture Park and The Hepworth in Wakefield.



Year 10 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice	The dynamic nature of business Risk and reward The role of business enterprise Customer needs Market research Market segmentation The competitive environment Business aims and objectives	End of unit tests 1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences on business	Business revenues, costs and profits Cash and cash-flow Sources of business finance The options for start-up and small businesses Business location The marketing mix Business plans Business stakeholders	End of unit tests 1.3 Putting a business idea into practice 1.4 Making the business effective	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term	1.5 Understanding external influences on business Exam preparation	Technology and business Legislation and business The economy and business External influences Exam preparation	End of unit test 1.5 Understanding external influences End of year exam – Past GCSE paper 1	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers



Year 10 Curriculum Overview: BTEC Performing Arts



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Component 1: Exploring the Performing Arts</p> <p>Introduction to three different productions and there styles</p>	<p><u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting.</p> <p><u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Abstract Theatre, Physical Theatre, Musical Theatre.</p> <p><u>Applying Practitioner Methodologies:</u> Frantic Assembly & Stanislavski</p> <p><u>Writing detailed:</u> Descriptions, analyses and evaluations of the acting and design in the chosen productions. Writing detailed reflections about how your skills have developed. Describing the skills and responsibilities of key theatre makers (directors, actors, designers, choreographers etc).</p>	<ul style="list-style-type: none"> - Your Group Work Skills. - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions of key responsibilities and skills of key theatre makers. - Your ability to write detailed reflections on how your skills have developed. - Your ability to describe, analyse and evaluate key acting and design choices in the productions. 	<ul style="list-style-type: none"> - Watch any of the online productions and discuss the key acting and design choices in each production. - Question what different Styles and Practitioner Methodologies they know. - Discuss each of their workshops with them and read through their reflections to see if they have described the skills they have developed.
Spring Term	<p>Component 1 Applying your understanding of the styles and productions = Written Coursework (30%)</p> <p>Component 2: Developing skills and techniques in the performing arts. Introduction to recreating the repertoire (scripts)</p>	<p><u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting.</p> <p><u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext...</p> <p><u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism & Kneehigh Theatre.</p> <p><u>Applying Practitioner Methodologies:</u> Frantic Assembly, Stanislavski</p> <p><u>Writing detailed:</u> Descriptions, analyses and evaluations of the acting and design in the chosen productions. Writing detailed reflections about how your skills have developed. Describing the skills and responsibilities of key theatre makers (directors, actors, designers, choreographers etc)</p>	<ul style="list-style-type: none"> - Your Group Work Skills. - Your understanding of how to interpret script as both a performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions of key responsibilities and skills of key theatre makers. - Your ability to write detailed reflections on how your skills have developed. - Your ability to describe, analyse and evaluate key acting and design choices in the productions. 	<ul style="list-style-type: none"> - Read their Component 1 coursework and check the meaning is clear, descriptions are detailed & terminology is embedded. - Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines. - Read through the scripts that they are exploring.
Summer Term	<p>Component 3: Responding to a Brief</p> <p>Creating a mock devised performance based on a previous exam brief and writing the logs.</p>	<p><u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting.</p> <p><u>Interpretation skills:</u> considering the target audience, intentions and purpose of the performance.</p> <p><u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).</p> <p><u>Applying chosen Practitioner Methodologies</u></p> <p><u>Writing detailed:</u> descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.</p>	<ul style="list-style-type: none"> - Your Group Work Skills. - Your ability to interpret and achieve the requirements on an exam brief. - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Drafts of Ideas, Skills and Evaluation logs – your ability to describe your ideas and skills and how they developed throughout the devising process. Evaluating key acting and design choices you made. 	<ul style="list-style-type: none"> - Read through the Component 3 exam brief and ask them to describe how they are achieving the brief in their performance. - Read their Ideas, Skills and Evaluation Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. - Talking through the concept for the Devised performance.



Year 10 Curriculum Overview: CHEMISTRY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Rates of Reaction	Factors that affect the rate of reaction Collision theory and activation energy	Rates of Reaction	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
	Energy changes	Conservation of mass Exothermic and endothermic reactions Calculate energy change in reactions (HT only)	Energy changes	
	Equilibrium	Reversible reactions Equilibrium and dynamic equilibrium. The effect of changing conditions on equilibrium.	Equilibrium	
Spring Term	Chemical Analysis (SEP ONLY)	Identify lithium, copper, calcium, sodium and potassium using flame tests Use of sodium hydroxide solution to identify metal ions (cations) Use of chemical tests to identify carbonate, halide and sulphate ions.	Rates of reaction	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
	Structure & Bonding	Describe and explain ionic, covalent, and metallic bonding. Describe and explain the properties of these compounds Compare diamond with graphite Nanoparticles (Sep only)	Energy changes & equilibrium	
Summer Term	Periodic Table II	Describe and explain the reactions between Group 1 and 7 using knowledge from structure and bonding topic Properties of transition metals (Sep only)	Chemical analysis	
	Metals	Metal reactions with oxygen, water and acid Reactivity series of metals Alloys Extraction of metals (reduction) phytomining and bioleaching.	Structure & Bonding	Print some practice questions/past papers to work through and identify areas to work on.
			End of Year MOCK: All year 10 and Year 9 content	



Subject – Personal development

Citizenship Module

Finance Module

Year 10 Citizenship Curriculum Overview

Session Content

Citizenship module

1. Democracy and dictatorship
2. Elections and voting
3. The tripartite system of government
4. Public money
5. Human rights and international laws
6. General elections

Finance module

1. Evaluating savings options preventing debt

Powerful Knowledge

1. A democracy is a government which is elected by the people. Everyone who is eligible to vote has a chance to have a say in who runs the country. A dictatorship is a country is ruled a single leader. The leader has not been elected and may use force to keep control. In a military dictatorship, the army is in control.
2. You must register to vote before you can vote in UK elections or referendums. You can register to vote when you're: 16 years old in England, Wales and Northern Ireland. You cannot vote until you are 18 for elections to UK parliament.
3. The tripartite system is: legislative power, executive power, the judiciary. The executive is the part of the country with responsibility for the day-to-day running of the state.
4. The public sector raises money in order to spend it, mostly on the day-to-day costs of providing public services, on capital investment and on cash transfer payments that support the incomes of various individuals and families.
5. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. International law. The United Nations Charter sets out the fundamental principles of modern public international law, notably: Promotion of human rights; The strict limitation on the right to use force against other states; The strict prohibition on the acquisition of territory by force.
6. A general election is an opportunity for people in every part of the UK to choose their MP. This person will represent a local area (constituency) in the House of Commons for up to five years. There is a choice of several candidates in each constituency. Some will be the local candidates for national political parties. The candidate that receives most votes becomes their MP.

1. There are lots of different ways to reach your savings goals, including different saving accounts and products that will help you out

How can you help at home?

- Use the resources on Showbie to discuss the importance of democracy in the UK
- Use the resources on Showbie to discuss why human rights are important and how the UN functions in partnership with governments across the globe. Use current affairs and the news to discuss how human rights are not always protected equally in different countries.

- Use the resources on Showbie to discuss different savings options available



Year 10

Curriculum Overview: GCSE Computer Science



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> 1. Systems Architecture 2. Von Neumann architecture 3. Common CPU components 4. The FDE Cycle 5. Characteristics of CPUs 6. Embedded systems 7. RAM and ROM 8. Secondary Storage 9. Algorithms 10. Python challenges (1-10) 	<p>Define, explain and give examples of:</p> <p>MDR (Memory Data Register) Program Counter Accumulator ALU (Arithmetic Logic Unit) CU (Control Unit) Cache Memory Optical, magnetic and solid-state storage Discuss the characteristic of storage devices</p> <p>Sequence, selection and iteration. Bubble, merge and inset sorts Binary and Linear Search techniques.</p>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-8 (Autum Term) via homework Topics 9- 10 (Autum Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall keywords from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 3 hours per week)</p> <p>Review and complete the revision Year 10 CS revision plan.</p>
<ol style="list-style-type: none"> 1. Types of Networks 2. Performance factors 3. Network Hardware 4. Client Server v P2P networks 5. Internet Protocols 6. Virtual Networks 7. Python challenges (11-20) 8. Producing Robust Programs 9. Computational Logic 	<p>Define, explain and give examples of:</p> <p>Local (LAN) and wide area networks (WAN) Wireless Access Points, Routers and Switches Network Interface Cards Different types of transmission media How a Domain Name Server (DNS) works Cloud technologies Wi-Fi frequencies Protocols: TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP The concept of layers Packet switching.</p> <p>Abstraction, decomposition File actions (open, close, read and write)</p>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework</p> <p>Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall keywords from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 10 CS revision plan.</p>
<ol style="list-style-type: none"> 1. System Security 2. Network Threats 3. Preventing vulnerabilities 4. Operating system software 5. Utility Systems software 6. Ethical, legal, cultural and environmental concerns 7. Python challenges (20-30) <p>Year 10 Mock exams preparation.</p>	<p>Threats posed to networks:</p> <p>Malware, phishing, social engineering brute force attacks, denial of service attacks data interception and theft, the concept of SQL injection poor network policy</p> <p>Identifying and preventing vulnerabilities:</p> <p>penetration testing network forensics & network policies anti-malware software Firewalls, user access levels, passwords and encryption.</p>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework Topics 1- 6 (Summer Term) via homework</p> <p>Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises</p> <p>All of Component 1 via the Year 10 Mock Exam</p>	<p>Encourage your child to:</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 10 CS revision plan.</p>

Spring Term

Summer Term



Year 10 Curriculum Overview: Design & Technology; Electronics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Modular Circuit Project</p> <ol style="list-style-type: none"> 1. Soldering the process board 2. Breadboarding 3. Coding 4. Coding Challenge <p>Core Knowledge – follow textbook</p>	<ul style="list-style-type: none"> • Multifunctional modular circuit manufacture. Process evidence • Breadboarding skills to develop bespoke circuits. • Printed Circuit Board (PCB) manufacturing skills; • Coding Skill and challenges: using Blockly software and completing a series of challenges, complete tasks in the Picaxe tune wizard <p>Specific Keywords: Input, process, output, 7 segment display, Microcontroller, chipseat, resistor, push to make switch, piezo buzzer, download socket. Single and multicore wire, photo transistor, track side</p>	<p>Low Stake Tests throughout the curriculum</p> <p>Teacher, self and peers assessments threaded throughout the project.</p> <p>Core knowledge – practise exam questions, Low Stake Tests and a mini exam.</p>	<p>Projects: Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio.</p> <p>Both of these are accessible on their iPad or through any web browser.</p>
Spring Term	<p>Modular Circuit Project</p> <ol style="list-style-type: none"> 1. Client research 2. Making a PCB 3. Making the Casing 4. Testing & Evaluation <p>Core Knowledge – follow textbook</p>	<ul style="list-style-type: none"> • Research and investigation skills: task analysis, a target market survey and client profile • Create design situation and design brief. • Initial ideas of the bespoke circuit using circuit wizard • Complete a product analysis to expand design ideas. • Manufacture your bespoke PCB using circuit wizard, printing and acid etching • Manufacture of the casing using timber and polymer processes. • Evaluation against the brief and specification. <p>Specific keywords: product analysis, situations, circuit wizard, acid etching,</p>	<p>Low Stake Tests throughout the curriculum</p> <p>Teacher, self and peers assessments threaded throughout the project.</p> <p>Core knowledge – practise exam questions, Low Stake Tests and a mini exam.</p>	<p>Core Knowledge: Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>
Summer Term	<p>From June: GCSE NEA Coursework Section A:</p> <ol style="list-style-type: none"> 1. Context Analysis 2. Design Possibilities 3. Target market research 4. Client profile 5. Work of Others <ul style="list-style-type: none"> • Mock exam 	<ul style="list-style-type: none"> • AQA release three contexts for the D&T coursework on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. • NEA coursework, section A, research & investigation; pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. • Year 10 mock exam; in June or July 	<p>NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.</p> <p>Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.</p> <p>Mock exam is a shortened exam paper designed to test the most</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework.</p> <p>Encourage pupils to revise for the mock exam.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 10 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Eatwell guide recap 2. The 8 Healthy Eating guidelines 3. Macronutrients overview 4. Fishcakes practical 5. Proteins 6. Fats 7. Carbohydrates 8. Vegetarians 9. Micronutrients overview 10. Timeplan 11. Alternative Protein practical 	<p>Food, Nutrition and Health: Functions, food sources and issues with excess and deficiencies of macro and micronutrients.</p> <p>Use this knowledge to make informed choices about food</p> <p>Key Words Macronutrients, micronutrients, low biological value protein, high biological value protein, carbohydrates, fats, vitamins, minerals, deficiency, excess</p>	<p>Practical work – Teacher, Peer and Self Assessment</p> <p>Exam questions</p> <p>End of Unit tests</p>	<p>Projects: Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in on-line Textbook.</p> <p>Remind pupils that all work should be completed in a timely manner.</p> <p>Preparation of ingredients and supplying a container to take practical work home in</p>
Spring Term	<ol style="list-style-type: none"> 1. Dietary requirements for different life stages 2. Roasted Vegetable Pasta 3. Specific Dietary groups 4. Cottage Pie 5. Food Allergies and Intolerances 6. Jambalaya 7. Energy Needs and Energy balance 8. Malnutrition 9. Time plan 10. Roasted vegetable flan 	<p>Food, Nutrition and Health: Diets for different life stages (Young children, Teenagers, Adults and The Elderly)</p> <p>Dietary Groups (Coeliac, Lactose Intolerant, High Fibre, Low sugar, Fat reduced and low salt).</p> <p>Energy Needs Diet – related Diseases (Obesity, Cardiovascular, Iron Deficient, Anaemia and Type 2 Diabetes)</p> <p>Key Words Life stages, Diet, Deficiency, Lactose, Diabetes, Disease, Anaemia,</p>	<p>Practical work – Teacher, Peer and Self Assessment</p> <p>Exam questions</p> <p>End of Unit tests</p>	<p>Projects: Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in on-line Textbook.</p> <p>Remind pupils that all work should be completed in a timely manner.</p> <p>Preparation of ingredients and supplying a container to take practical work home in</p>
Summer Term	<ol style="list-style-type: none"> 2. Investigation and experiments 3. Mayonnaise practical 4. Pasta Bake 5. Food Provenance, Seasonal Food, British Food Fortnight 6. Logos, Fairtrade 7. Eves Pudding 8. Locally sourced dish 9. Pastry, shortcrust, choux, filo, flaky pastry 10. Fruit Pie and Custard 11. Flaky pastry / turnovers 12. Profiteroles / choux pastry 13. Samosas / filo pastry 14. End of Year exam 	<p>Functional and Chemical properties of Food: Emulsions, Aeration, Coagulation, gelatinisation of starch</p> <p>Food and The Environment Seasonal Food, British Food Fortnight, Food miles, Food logos, Fairtrade</p> <p>Pastry Knowledge of the different types of pastry and their properties, shortcrust, flaky, choux, filo.</p> <p>Key words: Aeration, Coagulation, Gelatinisation, Seasonal food, Pastry, shortcrust, flaky, choux, filo.</p>	<p>Practical work – Teacher, Peer and Self Assessment</p> <p>Exam questions</p> <p>End of Unit tests</p> <p>Year 10 Exam</p>	<p>Supporting students to revise for their end of year theory exam</p> <p>Preparation of ingredients and supplying a container to take practical work home in</p>



Year 10 Curriculum Overview: Design & Technology; Resistant Materials



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Project 1 – Slider Box;</p> <ol style="list-style-type: none"> 1. CAD – OnShape skills 2. CAD – manufacturing specification (D of NEA) 3. Manufacturing of slider box 4. Diary of Making 5. 2D and 3D sketching skills <p>Mini Project 2 – Polymers;</p> <ol style="list-style-type: none"> 1. Polymer Processes <p>Core Knowledge – follow textbook</p>	<ul style="list-style-type: none"> • CAD OnShape skills to create a working design, output technical drawings to use to manufacture the slider box. • Manufacturing of the slider box using sawing, sanding, drilling, quality control, assembly, finishing techniques. • Evidence of manufacturing skills through the diary of making. • 2D and 3D sketching skills threaded throughout. • Polymer processing using the vacuum former, line bender and oven forming with moulds. • Core D&T Knowledge taught through a series of mini knowledge lessons building for the exam. <p>Specific new keywords; Mitre saw, router, chamfer, housing joint, lap joint, oven forming</p>	<p>Teacher assessment of OnShape; first part, completed assembly & rendering</p> <p>Self-assessment of practical skills</p> <p>Peer assessment of sketching skills and Diary of making</p> <p>Core knowledge – practise exam questions, Low Stake Tests and a mini exam.</p>	<p>Projects; Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio.</p> <p>Both of these are accessible on their iPad or through any web browser.</p>
Spring Term	<p>Project 3 – Tiny Spaces, practise NEA</p> <ol style="list-style-type: none"> 1. Context & design possibilities 2. Client profile 3. Brief & specification 4. Idea generation 5. Work of Others 6. Product Analysis 7. Design development 8. Tenth scale modelling 9. Evaluation <p>Core Knowledge – follow textbook</p>	<ul style="list-style-type: none"> • NEA coursework, section A, research & investigation Pupils write their individual design brief and specification based on their research and investigation. This informs their design journey. • Pupils explore design ideas using the iterative process of design, test, analyse, redesign, continue. • Pupils develop their clients chosen design, through paper and card modelling with some plywood and polymer elements, using the skills developed in year 7-10. • Core D&T Knowledge taught through a series of mini knowledge lessons building for the exam. <p>Specific new keywords; Analysis, evaluate, iterative, perspective, scale, ergonomics, anthropometrics</p>	<p>Teacher assessments of design possibilities, work of others & manufacturing</p> <p>Self-assessment of client profile, modelling and evaluation</p> <p>Peer assessment of brief & specification, modelling.</p> <p>Core knowledge – practise exam questions, Low Stake Tests and a mini exam.</p>	<p>Core Knowledge; Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>
Summer Term	<p>From June; GCSE NEA Coursework, Section A;</p> <ul style="list-style-type: none"> • Context Analysis • Design Possibilities • Target market research • Client profile • Work of Others • Mock exam 	<ul style="list-style-type: none"> • Manufacturing; through model making and tenth scale prototypes. • Evaluation skills. • AQA release three contexts for the D&T coursework on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. • NEA coursework, section A, research & investigation; pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. • Year 10 mock exam; in June or July 	<p>NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.</p> <p>Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.</p> <p>Mock exam is a shortened exam paper designed to test the most common question types.</p>	<p>NEZ Coursework; Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework.</p> <p>Encourage pupils to revise for the mock exam.</p>



Year 10 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 			<p>Projects: Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio.</p> <p>Both of these are accessible on their iPad or through any web browser.</p>
Spring Term	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 			<p>Core Knowledge: Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>
Summer Term	<p>From June; GCSENEA Coursework Section A;</p> <ul style="list-style-type: none"> Context Analysis Design Possibilities Target market research Client profile Work of Others Mock exam 	<ul style="list-style-type: none"> AQA release three contexts for the D&T coursework on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. NEA coursework, section A, research & investigation; pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. Year 10 mock exam; in June or July 	<p>NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.</p> <p>Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.</p> <p>Mock exam is a shortened exam paper designed to test the most common question types.</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework.</p> <p>Encourage pupils to revise for the mock exam.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 10

Curriculum Overview: Digital Information Technology

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Preparation for the Coursework</p> <ol style="list-style-type: none"> 1. User interface design 2. Accessibly features 3. Interface design 4. Interface evaluation 5. Project Management 6. Modern Teams 7. Different types of networking 8. Benefits/Drawbacks of networks 9. Cloud storage 10. Cloud Computing 	<p>A user interface is the piece of software that sits between us and the device we are trying to control.</p> <p>Features of Graphical User Interfaces Accessibility requirements Sensors & Speech interfaces Factors effecting interface performance</p> <p>Ad hoc, PAN, Wi-Fi, LAN Tethering and hotspots Network components</p>	Pearson Pre-set assignment	<p>Practice the Pearson pre-set assignment</p> <p>Practice Microsoft PowerPoint skills</p> <p>Analyse 2022-23 coursework paper</p>
Spring Term	<ol style="list-style-type: none"> 1. Benefits and drawbacks of working online. 2. Methods of Communication 3. Security 4. Remote working 5. Understand the motivations that lay behind cyberattacks. 6. Motivation to commit crime 7.Type of threats 8.Types of security measures 9. External Threats 10. Internal Threats 	<p>Network availability and access Network threats Benefits v Drawbacks Network Infrastructure Distributed v Dispersed Remote working and Collaboration Accessibility Threats & Ransomware Intellectual Property Denial-of-service, Cyberattack, Malware Different types of Hackers Industrial Espionage Disruption Virus, Phishing, Pharming, Hacking DOS and DDOS</p>	<p>Topics 6-10 (Autum Term) Topics 1-10 (Sprint Term) All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p>	<p>Recall keywords from lessons</p> <p>Work through practice papers from 2022</p> <p>Engage with on-line learning material / videos</p>
Summer Term	<ol style="list-style-type: none"> 1. Understand how organisations use information and data flow diagrams 2. Presenting information 3. Flowcharts 4. Data Flow Diagrams Information Flow Diagrams 5. Tabular data 6. Written data 7. Impact of decision making 	<p>The main purpose of an information flow diagram visualise the flow and exchange of data between systems.</p> <p>Information Flow Diagrams are also known as "System" diagrams.</p> <p>A flowchart is a diagram that represents an algorithm. We can use flowcharts to plan and demonstrate the flow of data in a solution.</p> <p>The process of creating a Data Flow Diagram</p>	<p>Topics 6-10 (Autum Term) Topics 1-10 (Sprint Term) Topics 1-7 (Summer Term) All elements of Powerful knowledge Recall of facts Application of theory within a scenario Mock exam questions</p>	<p>Recall keywords from lessons</p> <p>Work through practice papers from 2022</p> <p>Engage with on-line learning material / videos</p>



Year 10 Curriculum Overview: Drama GCSE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Devising & Script work Devising Mini Mock Live Theatre Reviews 	<p>Group Work Skills: listening, communicating, negotiating, discussing & supporting.</p> <p>Script Interpretation Skills: who, what, where, when & why understanding context, subtext...</p> <p>Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Farce, Naturalism, Kneehigh Theatre & Physical Theatre.</p> <p>Applying Practitioner Methodologies: Stanislavski, Kneehigh Theatre Company & Frantic Assembly.</p> <p>Writing detailed: descriptions, analyses & evaluations of your process, research and ideas for devised performance and of Live Theatre performances.</p>	<ul style="list-style-type: none"> Your Group Work Skills Your understanding of how to interpret script as both as performer and a designer. Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). Your ability to write detailed descriptions, analyses & evaluations. Drafts of Devising Logs 1, 2 & 3. Live Theatre Reviews. 	<ul style="list-style-type: none"> Discuss ways of writing more detailed descriptions, analyses and evaluations. Read script extracts and question the context and characters. Question what different Styles and Practitioner Methodologies they know. Discuss the acting & design elements of Live Theatre seen.
Spring Term	<ol style="list-style-type: none"> Devising Mini Mock Text in Performance work on script extracts. Set Text: Blood Brothers revisited 	<p>Group Work Skills: listening, communicating, negotiating, discussing & supporting.</p> <p>Script Interpretation Skills: who, what, where, when & why understanding context, subtext...</p> <p>Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism & Kneehigh Theatre.</p> <p>Applying Practitioner Methodologies: Stanislavski & Kneehigh Theatre Company.</p> <p>Writing detailed: descriptions analyses & evaluations of your process, research, ideas and final devised performance and of your use of design and acting skills used on Set Text extracts.</p>	<ul style="list-style-type: none"> Your Group Work Skills Your understanding of how to interpret script as both as performer and a designer. Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). Your ability to write detailed descriptions, analyses & evaluations. Drafts of Devising Logs 1, 2 & 3. Written Paper style responses to Section B Q1-3. 	<ul style="list-style-type: none"> Read Devising Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. <ul style="list-style-type: none"> Give feedback on performance work. Read cue lines to help them learn lines. Revise Styles and Practitioner Methodologies.
Summer Term	<ol style="list-style-type: none"> Set Text: Blood Brothers revisited Devising Exam 	<p>Group Work Skills: listening, communicating, negotiating, discussing & supporting.</p> <p>Script Interpretation Skills: who, what, where, when & why understanding context, subtext...</p> <p>Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).</p> <p>Applying chosen Practitioner Methodologies</p> <p>Writing detailed: descriptions analyses & evaluations of your process, research & ideas. Evaluating your final devised performance. Describing, analysing & evaluating your ideas for design and use of acting skills for the Set Text extracts.</p>	<ul style="list-style-type: none"> Your Group Work Skills Your understanding of how to interpret script as both as performer and a designer. Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). Your ability to write detailed descriptions, analyses & evaluations. Drafts of Devising Logs 1, 2 & 3. Written Paper style responses to Section B Q1-3. 	<ul style="list-style-type: none"> Ask them to explain the key characters in Blood Brothers and what they should write for Questions 1-3. Read Devising Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. Talking through the concept for the Devised performance.



Year 10 Curriculum Overview: Engineering Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	R38- Principles of Engineering Design 1. Types of drawings 2. Working Drawings R039-Non-Exam Assessment (NEA) 3. Sketches for a design idea. 4. Annotation and labelling 5. Design Development 6. 3rd Angle orthographic projection.	R38- Principles of Engineering Design Learn about and understand the different types of drawing used in the development of engineer's products. Know the conventions used for engineers working drawings and be able to interpret them. R039-Non-Exam Assessment (NEA) Be able to use a range of freehand sketching techniques to generate concepts. Use line enhancement & rendering techniques to enhance design ideas and annotation and labelling to explain the concepts. Use isometric sketching to develop a design idea to meet the requirements of a given design specification..	Regular low stakes tests NEA Task 1- Design Ideas R39 NEA task 2- Development drawings R39 NEA Task 3A Orthographic drawing	Purchase the course revision guide/workbook for your child on parent pay. Make sure they have a pencil case with correct stationary (pencil, sharpener, eraser, black or blue biro, fine liner pen) Encourage your child to attend Engineering After school intervention sessions. Encourage your child to do practice sketching at home to prepare for the Non exam assessments
Spring Term	R38- Principles of Engineering Design 1. Using 3D CAD 2. Stages involved in design strategies R39 Non-Exam Assessment (NEA) 3. Assembly drawings 4. Creating parts using 3D CAD 5. Creating 3D CAD assemblies	R38- Principles of Engineering Design Understand the fundamental principles of 3D CAD software (sketches, axis, work planes, extrusions, parts, assemblies, simulations) Understand the advantages and limitations of using CAD softw are compared to manual drawing techniques. R039-Non-Exam Assessment (NEA) Be able to create engineers' assembly drawings (Isometric drawings, exploded views, section drawings) to develop and explain a design. Be able to use 3D Cad softw are to produce parts to scale and produce and assembled CAD model for their developed design proposal.	Regular low stakes tests R39 NEA Task 3B – Assembly Drawings R39 NEA Task 4 3D CAD Parts and Assemblies	Encourage your child to attend Engineering After school intervention sessions when requested. Encourage your child to practice using On-shape (3D CAD) on their i-pad to help with the NEA tasks. Encourage revision using the resources on Showbie for the low stake tests
Summer Term	R38- Principles of Engineering Design 1. Stages of the iterative design process R40 Modelling Design ideas 2. Creating a 3D CAD model 3. Simulating the operation of the product using CAD software	R38- Principles of Engineering Design 1. R40 Modelling Design ideas Be able to produce an accurate 3D CAD model from a given working drawing and specification. Be able to use 3D CAD softw are to simulate the operation of the product.	Regular low stakes tests R40 NEA Task 3 – Virtual CAD Modelling Unit R38 content - Mock Exam	Encourage your child to attend Engineering After school intervention sessions when requested. Encourage your child to practice using On-shape (3D CAD) on their i-pad to help with the NEA tasks. Encourage revision using the resources on Showbie for the Y10 R38 Mock exam

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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Year 10 Curriculum Overview: Ethics, Philosophy and Religion



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?		
Autumn Term	<ol style="list-style-type: none">1. Religion and life2. Christian beliefs and teachings	<table><tr><td><ol style="list-style-type: none">1. The origins of the universe2. The value of the world3. Use and abuse of the environment4. Pollution5. The use and abuse of animals6. The origins of human life7. Abortion8. Euthanasia9. Death and the afterlife</td><td><ol style="list-style-type: none">1. the nature of God2. God as omnipotent, loving and just3. The holy trinity4. Beliefs about creation5. The incarnation6. The crucifixion7. Resurrection and ascension8. Afterlife and judgement9. Heaven and hell10. Sin and salvation11. The role of Christ</td></tr></table>	<ol style="list-style-type: none">1. The origins of the universe2. The value of the world3. Use and abuse of the environment4. Pollution5. The use and abuse of animals6. The origins of human life7. Abortion8. Euthanasia9. Death and the afterlife	<ol style="list-style-type: none">1. the nature of God2. God as omnipotent, loving and just3. The holy trinity4. Beliefs about creation5. The incarnation6. The crucifixion7. Resurrection and ascension8. Afterlife and judgement9. Heaven and hell10. Sin and salvation11. The role of Christ	<p>A range of formative and summative assessments following the AQA Religious Studies exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 1, 2, 4, 5 and 12 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ul style="list-style-type: none">• Visit a local Church• Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied• Direct your child to resources on BBC bitesize• If you have a family member/friend of the Christian faith, speak to them.<ul style="list-style-type: none">• Complete knowledge organisers.• Practice exam style questions.
<ol style="list-style-type: none">1. The origins of the universe2. The value of the world3. Use and abuse of the environment4. Pollution5. The use and abuse of animals6. The origins of human life7. Abortion8. Euthanasia9. Death and the afterlife	<ol style="list-style-type: none">1. the nature of God2. God as omnipotent, loving and just3. The holy trinity4. Beliefs about creation5. The incarnation6. The crucifixion7. Resurrection and ascension8. Afterlife and judgement9. Heaven and hell10. Sin and salvation11. The role of Christ					
Spring Term	<ol style="list-style-type: none">1. Religion peace and conflict2. Christian practices (1)	<table><tr><td><ol style="list-style-type: none">1. Religion peace and conflict2. Violence and protest3. Reasons for war4. Nuclear war and WMD5. Just war theory6. Holy war7. Pacifism and peace making8. Religious responses to victims of war</td><td><ol style="list-style-type: none">1. worship2. Prayer3. Sacraments4. Holy communion5. Pilgrimage6. Festivals</td></tr></table>	<ol style="list-style-type: none">1. Religion peace and conflict2. Violence and protest3. Reasons for war4. Nuclear war and WMD5. Just war theory6. Holy war7. Pacifism and peace making8. Religious responses to victims of war	<ol style="list-style-type: none">1. worship2. Prayer3. Sacraments4. Holy communion5. Pilgrimage6. Festivals	<p>A range of formative and summative assessments following the AQA Religious Studies exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 1, 2, 4, 5 and 12 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ul style="list-style-type: none">• Direct your child to resources on BBC bitesize• Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied<ul style="list-style-type: none">• Complete knowledge organisers.• Practice exam style questions.• Read 'Mere Christianity' by C.S. Lewis.
<ol style="list-style-type: none">1. Religion peace and conflict2. Violence and protest3. Reasons for war4. Nuclear war and WMD5. Just war theory6. Holy war7. Pacifism and peace making8. Religious responses to victims of war	<ol style="list-style-type: none">1. worship2. Prayer3. Sacraments4. Holy communion5. Pilgrimage6. Festivals					
Summer Term	<ol style="list-style-type: none">1. Crime and punishment2. Christian practices (2)	<table><tr><td><ol style="list-style-type: none">1. Crime and punishment2. Reasons for crime3. Religious attitudes to law breakers4. Aims of punishment5. Christian attitudes to suffering6. Treatment of criminals7. Forgiveness8. Capital punishment</td><td><ol style="list-style-type: none">1. Role of the church2. Mission and evangelism3. Church growth4. Worldwide church5. Christian persecution6. Responses to world poverty</td></tr></table>	<ol style="list-style-type: none">1. Crime and punishment2. Reasons for crime3. Religious attitudes to law breakers4. Aims of punishment5. Christian attitudes to suffering6. Treatment of criminals7. Forgiveness8. Capital punishment	<ol style="list-style-type: none">1. Role of the church2. Mission and evangelism3. Church growth4. Worldwide church5. Christian persecution6. Responses to world poverty	<p>A range of formative and summative assessments following the AQA Religious Studies exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 1, 2, 4, 5 and 12 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ul style="list-style-type: none">• Direct your child to resources on BBC bitesize• Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied<ul style="list-style-type: none">• Complete knowledge organisers.• Practice exam style questions.
<ol style="list-style-type: none">1. Crime and punishment2. Reasons for crime3. Religious attitudes to law breakers4. Aims of punishment5. Christian attitudes to suffering6. Treatment of criminals7. Forgiveness8. Capital punishment	<ol style="list-style-type: none">1. Role of the church2. Mission and evangelism3. Church growth4. Worldwide church5. Christian persecution6. Responses to world poverty					



Year 10 Curriculum Overview: FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Personality adjectives with être 2. Appearance with avoir 3. Family relationships 4. Qualities of a good friend 	<ul style="list-style-type: none"> ✓ Irregular verbs avoir and être ✓ Present tense ✓ Adjectival agreement ✓ Opinions and justifications ✓ Reflexive verbs ✓ Introduction to GCSE Speaking photocard ✓ 90 word writing task skills ✓ WOW phrases ✓ Revision skills 	<ul style="list-style-type: none"> □ 90-word writing task □ Ongoing vocabulary and grammar tests 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and H5ATM folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.
Spring Term	<ol style="list-style-type: none"> 1. Past tense recap 2. Future tense recap 3. Marriage 4. Countries 5. Accommodation 6. Transport 7. Holiday activities 	<ul style="list-style-type: none"> ✓ Introduction to GCSE speaking questions ✓ Past tense ✓ Future tense ✓ Reflexive verbs ✓ Complex opinions ✓ Small but important words ✓ WOW phrases ✓ Listening skills ✓ Reading skills 	<ul style="list-style-type: none"> □ Paper 1 (Listening) □ Paper 3 (Reading) □ Ongoing vocabulary and grammar tests 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and H5ATM folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.
Summer Term	<ol style="list-style-type: none"> 1. Weather phrases 2. Importance of holidays 3. Conditional tense 4. Ideal holidays 5. School subjects 	<ul style="list-style-type: none"> ✓ Conditional tense ✓ 150 word writing skills ✓ Speaking role play skills ✓ Question words ✓ Comparatives ✓ Superlatives ✓ Speaking role play skills ✓ Question words ✓ WOW phrases 	<ul style="list-style-type: none"> □ Paper 2 (Speaking) □ Paper 4 (Writing) □ Ongoing vocabulary and grammar tests 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and H5ATM folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.



Year 10 Curriculum Overview: Functional Skills Pathway



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Analyse fiction and non-fiction writing for format, purpose and audience connected to the themes in core English lessons. 2. Retrieval practice linking to English Language exam skills. 3. Comment on the use of writers' methods and structural choices. 4. Analyse and evaluate using evidence. 5. Planning writing to have the appropriate detail, length and purpose. 6. Writing in a structured, logical and persuasive way, using a variety of sentence types. 7. Use of correct spelling and appropriate punctuation and grammar. 	<p>Extracting key information from different texts requires the use of many different reading skills such as prediction, inference, identification of facts and opinions. Different writers may have different points of view.</p>	<p>Half termly assessments of reading and writing skills in order to track progress</p> <p>Spelling, punctuation and grammar</p>	<p>Read a range of different texts such as magazines, newspapers, books and web pages.</p> <p>Add subtitles to movies and video games to help upskill spellings.</p>
Spring Term	<ol style="list-style-type: none"> 1. Descriptive and narrative writing 2. Review of word types and choices to add detail and interest 3. Review of sentence types and the impact of these on the reader 4. Review and use of linguistic devices 5. Planning writing to meet the needs of a written examination task 6. Continued practice of writing skills 7. Use of correct spelling and appropriate punctuation and grammar 	<p>Different writing styles are needed for different audiences. Good writing will have a clear layout, good spelling, and appropriate punctuation and grammar. A range of linguistic techniques will add interest and detail to writing.</p>	<p>Half termly assessments of reading and writing skills in order to track progress</p>	<p>Read regularly at home.</p> <p>Use resources on Showble to continually practise spelling and grammar.</p>
Summer Term	<ol style="list-style-type: none"> 1. Identifying the skills used by effective public speakers. 2. Identify information and lines of arguments in presentations 3. Writing and speaking to persuade 4. Develop a speech on a topic of your choice ensuring it is appropriate for the audience. 5. Respond effectively to detailed questions 6. Know how to effectively take part in a group discussion 7. Respect the opinions of others, effectively interact and contribute 8. Reading for pleasure 	<p>Effective communication requires good speaking and listening skills. These skills can be practised and improved. Asking open and probing questions demonstrates good listening.</p>	<p>Presentation delivery. You will be judged on speaking, listening and questioning skills.</p>	<p>Show a lively interest in people you meet, ask questions.</p> <p>Watch debates on television; links to examples will be available on Showble.</p>



Year 10 Curriculum Overview: **Geography**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
The Changing Economic World	<p>There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental, and cultural change.</p> <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, service industries (tertiary industries), trade, Transnational Corporation (TNC), science and business parks, post-industrial economy, north-south divide, microfinance loans, literacy rate, life expectancy, international aid, intermediate aid, intermediate technology	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> • Complete all pages in booklet • Complete revision clocks • Use checklists for revision • Use the revision guides and revision cards that are offered for purchase by the school
Natural Hazards	<p>Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of physical conditions.</p> <p>Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	Hazard risk, natural hazard, conservative, constructive, destructive, earthquake, immediate response, long-term response, monitoring, plate margin, planning, prediction, secondary effects, tectonic hazard, tectonic plate, volcano, economic impact, environmental impact, extreme weather, global atmospheric circulation, management strategies, monitoring, tropical storm, hurricane, typhoon, cyclone, climate change, adaptation, mitigation, orbital changes, quaternary period.	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> • Complete all pages in booklet • Complete revision clocks • Use checklists for revision • Use the revision guides and revision cards that are offered for purchase by the school. • Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - https://www.visitbradford.com/the-dms.aspx?dms=3&venue=2180332
Urban Issues and Challenges	<p>A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Lagos, Nigeria)</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (Leeds, UK) Urban sustainability requires management of resources and transport.</p>	Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, megacities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlements, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling.	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> • Complete all pages in booklet • Complete revision clocks • Use checklists for revision • Use the revision guides and revision cards that are offered for purchase by the school • Visit Leeds Southbank to see the impact of regeneration.



Year 10 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Unit 1: People's Health, c.1250-present</p> <ol style="list-style-type: none"> Did anyone really care about health in medieval England? Early Modern England – more of the same Why were there such huge changes in the period 1750 to 1900? The Twentieth Century – constant progress? 	<p>Learners should be able to explain the ways in which the following five factors influenced changes and continuities in public health:</p> <ul style="list-style-type: none"> Beliefs, attitudes and values Local and national government Science and technology Urbanisation Wealth and poverty <p>More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</p>	<p>The thematic study forms the first half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to demonstrate knowledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical knowledge and conceptual understanding.</p> <p>Students will practice these questions across the Autumn term of Year 10, completing a mock exam in Year 10 and Year 11.</p>	<p>Visit a local medieval monastery to see the improved public health they had in the period 1250 to 1500.</p> <p>Visit the Thackeray Medical museum in Leeds, which includes information about the response to cholera outbreaks in the 19th century.</p>
Spring Term	<p>Unit 2: the Norman Conquest, c. 1065-1087</p> <ol style="list-style-type: none"> Was Anglo-Saxon England a golden age? Should William be remembered as a "lucky bastard"? Brutal slaughter – is this how William gained control of England? Norman castle – military fortress or status symbols? A truck load of trouble – does this describe the Norman conquest of England? 	<p>This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087 and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087.</p> <p>More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</p>	<p>The British depth study forms the second half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to analyse, evaluate and make substantiated judgements. It has a particular focus on the ways in which the past has been interpreted in different ways.</p> <p>Students will practice these questions across the Spring term of Year 10, completing a mock exam in Year 10 and Year 11.</p>	<p>There are a number of Norman Castles in the local area which would help to reinforce the work we complete in this unit. Clifford's Tower in York is a good example and has recently been refurbished.</p>
Summer Term	<p>Unit 3: Shelley House and ROC Group 20 HQ</p> <ol style="list-style-type: none"> Phase 1: 1884-1938 Phase 2: 1961- 1992 Phase 3: 2000 to present 	<p>The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments. In particular learners should understand:</p> <ul style="list-style-type: none"> The strengths and weaknesses of the physical remains of the site as evidence about its past How the site fits into its wider historical context. <p>More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</p> <p>More detail about the site students study is available here: https://www.english-heritage.org.uk/visit/places/york-cold-war-bunker/</p>	<p>The site study is assessed in a separate exam paper and is worth 20% of the GCSE (9–1). The exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three.</p> <p>The questions will be based on the aspects listed in the criteria for the selection of the site and the additional historical sources. Each question will combine elements from two or more aspects of the criteria. Learners will be expected to use their knowledge and understanding of the site to analyse and evaluate</p>	<p>Read 'Attack Warning Red!: How Britain Prepared for Nuclear War' by Julia McDowall.</p> <p>Use the internet to research other ROC site in the local area. https://www.subbrit.org.uk/categories/nuclear-monitoring-posts/</p>



Year 10 Curriculum Overview: Hospitality & Catering



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1: 1. Job roles; hours; pay; Contracts 2. Catering provisions & types of service 3. Cooking & Presentation Techniques 4. Front & back of House 5. HACCP 6. Health & safety laws 7. Standards & ratings	Unit 1: 1.1-1.3 H&C providers, how they operate and health & safety Working in the hospitality industry, the conditions and what contributes to the success of a catering provision. Laws about personal safety in catering and customer safety. Specific keywords: Residential, non-residential; commercial, non-commercial; Risk, hazard, Control measures; A la carte, table d'hôte, gueridon, silver service; dress code, stock control, FIFO.; Legislation, COSHH, HASAWA, RIDDOR, MHOR, PPER, Personnel; Employer, Employee; Personal attributes; Michelin, AA Rosette.	Low stakes Test (LST) on several areas Teacher Assessment of practicals Formative assessment: End of Unit test.	Resources stored in Showbie Revision Knowledge organisers on showbie to complete Encourage cooking of complicated dishes at home (cook a Sunday lunch and dessert - set a timer so they have to complete within a 2-3 hr time frame)
Spring Term	Unit 2: 1. Food Preparation techniques 2. Cooking Techniques 3. Presentation Techniques 4. Nutrition & menu planning 5. Customer Types 6. Seasonality Sustainability 7. Special Diets	Unit 2: 2.1 - 2.4 H&C in action The importance of nutrition; how cooking can impact on nutritional value; practical skills needed to prep, cook and present nutritional dishes and evaluation of those dishes. Specific Keywords: batonnet, chiffonade, brunnoise, julienne, bain-marie, aeration, poaching, caramelising, sauteing, blanching; sustainability, ethical, moral, food-miles, organic, free-range, demographics, halal, kosher.	Low stakes Test (LST) on several areas Teacher Assessment of practicals Formative assessment: End of Unit test.	Resources stored in Showbie Revision Knowledge organisers on showbie to complete Encourage cooking of complicated dishes at home (cook a Sunday lunch and dessert - set a timer so they have to complete within a 2-3 hr time frame) Past exam papers to look through with mark scheme on Showbie
Summer Term	Unit 1: 1. Food borne illness 2. EHO: environmental health officer 3. Allergies & intolerances 4. Food legislation	Unit 1: 1.4 Food safety in H&C industry Food related causes of ill health and symptoms of food poisoning and how to prevent it. Specific keywords: Environmental health Officer, Magistrate; E-Coli, Salmonella, pathogen, microbes; Food Safety Act 1990, HACCP, premises, provision, Coeliac, Lactose intolerant;	Low stakes Test (LST) on several areas Teacher Assessment of practicals Formative assessment: End of Unit test.	Revision Knowledge organisers on showbie to complete Encourage cooking of complicated dishes at home (cook a Sunday lunch and dessert - set a timer so they have to complete within a 2-3 hr time frame) Mock revision lists on showbie Past exam papers available on Showbie



Year 10 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Media Language and Representation Advertisements • Quality Street • This Girl Can Film Marketing • No Time To Die (+ Industry) • The Man with the Golden Gun Magazines • GQ • PRIDE	Media Language • Semiotics • Todorovian Narratology • Propp's Character Types • Binary Opposition • Intertextuality Representation • Gender performativity • Feminism • Stereotypes • Post colonialism	Component 1: Exploring the Media Written examination: 1 hour 30 minutes 40% of qualification • one stepped question on media language of a set text. [15 marks] • one essay comparing a set text to an unseen about Representation. [25 marks]	• You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page • You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes • You can also use the exam boards resources – LINK
Spring Term	Media Language and Representation Newspapers • The Sun • The Guardian Industry and Audience Newspapers • The Sun (+ Website) • The Guardian	Media Language & Representation • Codes • Conventions • Layout and design • Symbols • Political affiliation • Conformation Bias Industry and Audience • Hypodermic needle theory • Reception Theory • Uses and Gratification	• One stepped question on media language of a set text. [15 marks] • One essay comparing a set text to an unseen about Representation. [25 marks] • One stepped question on Media Industries • One stepped question on Media Audiences [45 Marks]	• You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page • You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes • You can also use the exam boards resources – LINK
Summer Term	Industry and Audience Game Industry • Fortnite • Epic Games Website Radio • The Archers • BBC Radio 4 website (The Archers) NEA COURSEWORK 30% • Create a DVD cover and poster • Magazine cover and Double Page Spread	Industry and Audience • Cultural industries • Regulation • Uses and Gratification • BBC and Public Service broadcasters NEA COURSEWORK 30% • Affinity Photo • Affinity Designer	• One stepped question on Media Industries • One stepped question on Media Audiences [45 Marks] Component 3: Creating Media Products Non-exam assessment 30% of qualification	Some previous students examples Magazine Examples Film Poster Examples



Year 10 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Developing baseline GCSE skills and musical literacy.</p> <p>Introduction to Little Shop of Horrors (AoS2).</p>	<p>Term 1: Recap on MAD TT SHIRT. Introduction to the AQA set work (AoS2). Exploration of composition strategies. Research on different styles and genres. Examples of what a good composition looks like. Ongoing homework and 2 lessons per cycle.</p> <p>Term 2: Feed Me/Git It analysis</p>	<p>Term 1: Comfort zone performance in front of class: weekly homework to support.</p> <p>Term 2: Composing exercises and short answer tests on Set Work and Area of Study in general. Performance- first upload of solo piece. This should be final solo choice. Partial recording at this stage is fine.</p>	<p>Check that students have discussed GCSE repertoire with private tutors. Music staff at school can help here with school-based tutors but the onus is on students in private arrangements out of school.</p>
Spring Term	<p>Deeper exploration of content required for AoS2.</p> <p>Looking at two more songs from our set work.</p> <p>Further work on composition and performance.</p>	<p>Term 1: Section A strategies and knowledge. Popular Music (AoS2). Use of MAD TT SHIRT in Rock, Pop, Film, Theatre and Gaming music. Plan composition and work on chord sequence/melody initially.</p> <p>Term 1 - Free composition work addressing personalised targets.</p> <p>Term 2: Little Shop of Horrors and Mushnik and Son.</p>	<p>Term 1: For performance, practice ongoing of solo piece, acting on targets set last term. Upload recordings to Showbie.</p> <p>Term 2: Final draft of composition. For performance, second upload of solo piece. Complete submissions at this stage. (Year 10 Mock)</p>	<p>Performances in front of family/friends work well in the lead up to final assessment.</p>
Summer Term	<p>Revision of AoS 2 and exploration of content required for AoS1.</p> <p>Revision of Set Work songs</p> <p>Refining year 10 composition and performance pieces.</p>	<p>Term 1: Revision techniques and strategies for Y10 exams. Using DIRT and moderated feedback from dept team to further refine composition and performance.</p> <p>Term 2: Year 10 exams and feedback. A look at the AoS1 set work and initial analysis. Setting targets for summer/very start of year 11.</p>	<p>Term 1: Mini assessments/8 mark and 2 mark set work question responses and wider listening practice. Final submission of FREE COMPOSITION.</p> <p>Term 2: Year 10 exams and mock grade generated across all 3 components.</p>	<p>Students are encouraged to try revision strategies across their time at IGS. By now they will know what works best for them. Those at home could help by testing/asking students to teach them about their set works</p>



Year 10 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Hockey 2. Rugby 3. Badminton 4. Volleyball 	<ol style="list-style-type: none"> 1. To show knowledge and understanding of complex skills in team sports and be able to help others 2. Be able to use the skills in full sided games 3. To understand the more complex rules and officiating 4. To learn to work together and appreciate all members of the group in a full sided game 5. To learn the more complex skills of badminton 6. To learn the basic new skills of volleyball and transfer them to a small sided game 	Rewards will be given on Class Charts <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	Encourage Extra-curricular sport: <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	<ol style="list-style-type: none"> 1. Netball 2. Football 3. Fitness 4. Tournaments 	<ol style="list-style-type: none"> 1. To show knowledge and understanding of complex skill and tactics in team sports 2. To understand the more complex rules and how to officiate a game. 3. To improve and develop their own fitness plan 4. To understand different types of fitness training 5. To know and understand and compete in the structure of a tournament 	Rewards will be given on Class Charts <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	Encourage Extra-curricular sport: <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	<ol style="list-style-type: none"> 1. Cricket 2. Tennis 3. Rounders 4. Basketball 5. Fitness 	<ol style="list-style-type: none"> 1. To develop the skills- throwing, striking and fielding 2. To understand the rules in all activities to score, and now the positions of play and how to make tactical decisions 3. To learn the new basic handing and shooting skills in Basketball 4. To learn transfer invasion games knowledge into the new sport of Basketball 5. To develop and understand different types of fitness and show self motivation 	Rewards will be given on Class Charts <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	Encourage Extra-curricular sport: <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Year 10 Curriculum Overview: GCSE PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Components of Fitness <ul style="list-style-type: none"> Definitions, tests, examples. Principles of training <ul style="list-style-type: none"> SPOR, FITT, definitions, examples. Methods of training <ul style="list-style-type: none"> Continuous, Interval, Fartlek, Circuit, Weight, HIIT, Plyometric Definitions, examples, advantages & disadvantages. Warm up & cool down Exam questions and technique Revision strategies 	<ol style="list-style-type: none"> Identifying and explaining each component of fitness. Identifying the tests for each component of fitness. Sporting examples of performers who use each component. Identifying and explaining SPOR and FITT Identifying and explaining 7 methods of training. Evaluating advantages and disadvantages of each method of training. Identify and evaluating the reasons and benefits for warming up and cooling down. Developing and evaluating exam technique to answer exam questions. Developing revision strategies 	<ol style="list-style-type: none"> Components of Fitness <ul style="list-style-type: none"> Definition of each component Tests for each component Sporting Examples for each component Principles and Methods of Training <ul style="list-style-type: none"> Definitions of Specificity, Progression, Overload, Reversibility (SPOR). Sporting examples Definition and application of Frequency Intensity, Time and Type (FITT). Methods of training (listed in outline). Warm up and cool down (reasons and benefits) 	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Spring Term	<ol style="list-style-type: none"> Skeletal System <ul style="list-style-type: none"> Naming and locating bones Types of joint and movement Synovial joint Functions of the skeleton Muscular System <ul style="list-style-type: none"> Naming and locating muscles Antagonistic pairs (definitions and examples) Exam questions and technique Revision strategies 	<ol style="list-style-type: none"> Identifying and labelling 19 major bones Identifying two types of joints and where they can be found in the body. Analysing joint movements in sporting examples. Identifying and explain 6 functions of the skeleton Identifying and labelling 11 major muscles Analysing muscles movement in sporting examples Explaining antagonistic pairs and identifying them in the body Analysing antagonistic pairs in sporting movement. Developing and evaluating exam technique to answer exam questions. Developing revision strategies. 	<ol style="list-style-type: none"> Skeletal System <ul style="list-style-type: none"> Naming and locating the 19 major bones Identifying two different types of joint, and joints in the body Identifying the 6 possible types of movement Identify and explaining the role of key part of a synovial joint Identifying and explaining the 6 functions of the skeleton Muscular System <ul style="list-style-type: none"> Naming and locating the 11 major muscles Explaining antagonistic pairs and the key terms associated with this. Giving examples of antagonistic pairs in the body and sporting movements. 	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Summer Term	<ol style="list-style-type: none"> Lever Systems <ul style="list-style-type: none"> 1st, 2nd, 3rd Class, examples in the body and sport, diagrams Planes and Axis <ul style="list-style-type: none"> Sagittal, Frontal and Transverse planes. Longitudinal, Frontal and Transverse axes Examples Cardiovascular System <ul style="list-style-type: none"> Labelling heart, pathway of blood, blood vessels, key terms, Exam questions and technique Revision strategies 	<ol style="list-style-type: none"> Identifying, explaining & drawing all 3 lever systems. Identify & explain each component part of a lever system Applying knowledge to sporting examples for each lever. Identifying and drawing the 3 planes of movement and 3 axes of rotation, Applying knowledge of planes & axis to sporting examples. Identifying and labelling key parts of the heart. The pathway of blood through the heart, & identifying the two separate loops. Identifying the main blood vessels in the body & their functions. Identifying key terms such as heart rate, stroke volume and cardiac output. Developing and evaluating exam technique to answer exam 	<ol style="list-style-type: none"> Lever systems <ul style="list-style-type: none"> Identifying, explaining & drawing all 3 lever systems. Identifying and explaining the component parts of a lever (fulcrum, effort, load). Sporting examples of each lever. Planes and Axis <ul style="list-style-type: none"> Identify and draw 3 planes of movement Identify and draw 3 axes of rotation Sporting examples in each plane and lever Cardiovascular System <ul style="list-style-type: none"> Identify and label parts of the heart Identify and explain the main functions of each blood vessel 	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision



Year 10 Curriculum Overview: GCSE PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Sports Psychology Characteristics of skilful movement Classification of skills Goal setting AEP Section 1 Evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness.</p> <p>Section 2 Produce a fully justified analysis of the importance of the different components of fitness for their chosen activity.</p>	<p>1. • know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic</p> <p>2. • know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.</p> <p>3. understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance.</p>	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.</p>	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Spring Term	<p>Section 3 Evaluate the strengths and weaknesses of the performance</p> <p>Section 4 Evaluate the strengths and weaknesses of the performance</p> <p>Section 5 Movement analysis</p>	<p>Section 3 Give an accurate overview of all of the key skills required for their chosen activity.</p> <p>Section 4 Give an accurate and thorough assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.</p> <p>Section 5 Movement analysis and classification of skill is detailed and accurate.</p>	<p>Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.</p>	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Summer Term	<p>Section 6 Produce an action plan which aims to improve the quality and effectiveness of the performance.</p>	<p>Section 6 Produce a detailed and accurate action plan containing:</p> <ul style="list-style-type: none"> clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance an excellent understanding of the principles of training an excellent range of detailed drills and practices with coaching points application of SMART goal setting is detailed and accurate overall understanding of the element chosen to improve is excellent. 	<p>Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.</p>	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision



Year 10 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Toys and games mini project: recap of core content from year 9 2. Toys and games mini project: Depth of field 3. Movement and shutter speed 4. Portrait project introduction	Composition types, viewpoints and framing Basic editing using Affinity Effective annotation, evaluation and presentation in digital sketchbooks Depth of Field key principles and creative effects F numbers ISO settings Shutter speed principles, effects and creative responses Use of tripod Photographing board games Creative arrangement and display Analysis of images by relevant photographers <u>Conventions of portrait photography</u>	Toys and games composition, viewpoint and framing work Depth of field practical response Depth of field analysis of images Depth of field theory test Shutter speed ghost images, painting with light and freezing movement Shutter speed analysis of images Shutter speed theory test	Encouraging students to take photos away from lessons to practise use of view point, composition and framing Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography, YouTube videos on Affinity editing software are depth of field, ISO and Shutter speed. Proofreading written work to help pick up SPAG errors
Spring Term	Portrait project: Lighting Development of personal direction Group images Double exposure Representing people through objects/places	GCSE assessment objectives, completing a full project Hard, soft, reflected and hair lighting Development of creative independence, choice of artists and direction Analysis of images by relevant photographers Research photography responding to the work of other photographers Further development of editing skills pertinent to portraits, double exposure and groups of images Introduction to more involved development and creative responses, re-shooting creating groups of images on Photoshop, double exposure Effective presentation in traditional sketchbooks and of final piece	Portrait project: AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors Talking to students about their ideas
Summer Term	1. Completion of portrait project 2. Mock exam sessions 3. Introduction to year 11 mock exam unit-Thematic project selected by students from range of starting points	Reflecting and refining Realisation of ideas Presentation Preparing for exam sessions and working independently under exam conditions	Portrait project: AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors Talking to students about their ideas



Year 10 Curriculum Overview: **Physics** (Combined Science – Trilogy)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Forces & Motion Newton's Laws of Motion, Inertia, $F = ma$, Acceleration due to gravity, Confirming $F = ma$ by experiment, Forces & Braking, Momentum</p> <p>2) Nuclear Radiation Some nuclei are unstable. Nuclear emissions α, β, γ & neutrons</p>	<p>The nature of forces & named examples of forces Newton's 1st, 2nd & 3rd laws of motion Resultant force. Using $F = ma$ Weight, mass & <u>grav</u>. Field strength including $W = mg$ Explaining "terminal velocity" Explaining how thinking & braking distance are affected</p> <p>The nature of alpha, beta & gamma radiations, their relative ionising power, penetrating power and range in air Activity <u>cf</u> count rate & the unit "becquerel" (Bq)</p>	<p>The Y9 topic "Motion" and the Y10 topic "Forces & Motion"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists) - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy ...".</p>
Spring Term	<p>Nuclear Radiation</p> <p>Y10 Electricity</p>	<p>Half-life & the random nature of decay Calculations using half-life (limited to integer <u>no.s</u> of half-lives) Contamination & irradiation</p> <p>Revision of Y9 Electricity (see Y9 page) Thermistors & LDRs The nature of filament lamps & diodes / LEDs Experiments investigating filament lamps & diodes</p>	<p>The Y9 topics "Motion" & "Waves" and the Y10 topic "Forces & Motion"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists) - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy ...".</p>
Summer Term	<p>Y10 Electricity</p> <p>Energy</p>	<p>The application of LDRs, diodes and thermistors for responding to environmental change.</p> <p>Types of energy stores. Explaining processes/events in terms of energy moving between stores. Conservation of energy Using some energy equations</p>	<p>The Y9 topics "Motion", "Waves" & "Y9 Electricity" and the Y10 topics "Forces & Motion" & "Y10 Electricity"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists) - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy ...".</p>



Year 10 Curriculum Overview: Physics (Separate Science)

NB some sets' studies will differ from this program due to their particular teaching arrangements



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Forces & Motion Newton's Laws of Motion, Inertia, $F = ma$, Acceleration due to gravity. Confirming $F = ma$ by experiment, Forces & Braking, Momentum</p> <p>2) Nuclear Radiation Some nuclei are unstable. Nuclear emissions α, β, γ & neutrons</p> <p>3) Moments < Levers & Gears</p>	<p>The nature of forces & named examples of forces</p> <p>Newton's 1st, 2nd & 3rd laws of motion</p> <p>Resultant force. Using $F = ma$</p> <p>Weight, mass & grav. Field strength including $W = mg$</p> <p>Explaining "terminal velocity"</p> <p>Explaining how thinking & braking distance are affected</p> <p>The nature of alpha, beta & gamma radiations, their relative ionising power, penetrating power and range in air</p> <p>Activity of count rate & the unit "becquerel" (Bq)</p> <p>Moments applied to levers & gears.</p>	<p>The Y9 topic "Motion" and the Y10 topic "Forces & Motion"</p> <p>The most up-to-date listings re. what's on the tests will be on</p> <p>Showbie "Physics ALL Y10 Trilogy ..."</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>
Spring Term	<p>Nuclear Radiation</p> <p>Y10 Electricity</p> <p>IGS topic "Using Waves"</p>	<p>Half-life & the random nature of decay</p> <p>Calculations using half-life (limited to integer <u>no.s</u> of half-lives)</p> <p>Contamination & irradiation</p> <p>Fission Reactors. Background radiation. Medical uses.</p> <p>Revision of Y9 Electricity (see Y9 page)</p> <p>Thermistors & LDRs</p> <p>The nature of filament lamps & diodes / LEDs</p> <p>Experiments investigating filament lamps & diodes</p> <p>Lenses & ray diagrams. Seismic Waves & the Earth's structure. Colour & the Eye. Range finding. Reflection. Black-body radiation.</p>	<p>The Y9 topics "Motion" & "Waves" and the Y10 topics "Forces & Motion", "Using Waves" & "Moments Levers & Gears"</p> <p>The most up-to-date listings re. what's on the tests will be on</p> <p>Showbie "Physics ALL Y10 Trilogy ..."</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>
Summer Term	<p>Y10 Electricity</p> <p>Energy</p> <p>Space Physics</p>	<p>The application of LDRs, diodes and thermistors for responding to environmental change.</p> <p>Types of energy stores. Explaining processes/events in terms of energy moving between stores.</p> <p>Conservation of energy</p> <p>Using some energy equations</p> <p>Orbits. Red shift & the expansion of the universe as evidence for the Big Bang. Dark Matter & Dark Energy. The "life cycle" of stars.</p>	<p>The Y9 topics "Motion", "Waves" & "Y9 Electricity" and the Y10 topics "Forces & Motion", "Y10 Electricity", "Moments, Levers & Gears" and "Using Waves"</p> <p>The most up-to-date listings re. what's on the tests will be on</p> <p>Showbie "Physics ALL Y10 Trilogy ..."</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>



Year 10 PSHE Curriculum Overview

Subject – Personal development

Autumn Term

Living in the wider world

Session Content

1. Managing challenges in adolescence
2. Mental health and misinformation
3. What is a community?
4. The Equality Act and me
5. Managing conflict and challenging discrimination
6. Recognising extremism and radicalisation

Powerful Knowledge

1. Peer pressure is a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them. Thinking about strategies to manage peer pressure is important to manage and reduce personal risk.
2. Misinformation is inaccurate information that is intended to cause distress. Factually correct information about mental health can be accessed from a GP, NHS online sources and charities such as Mind.
3. We all belong to a community and have an important role in contributing to and making our communities better. A community is a group of people living in the same place or having a particular characteristic in common.
4. The Equality Act 2010 was written into law to protect people from discrimination. The Equality Act lays out 9 protected characteristics which are: age, gender, sex, sexuality, gender reassignment, disability, marriage, pregnancy, religion.
5. In life you will always come across views that are different from your own. It is important that you can challenge discrimination in a tolerant and respectful manner. Discrimination is where someone is treating you unfairly because of who you are, you have a role in recognising and challenging discrimination in all its form in all your spaces (school, home, wider community).
6. Extremism is having extreme political or religious views; these views can sometimes be shared in echo chambers online.

How can you help at home?

- Explore your child's use of social media, what are they seeing, which voices are they hearing?
- Explore the news and current affairs together, are there any trends that are emerging?
- Discuss how you can be an ally and a positive bystander

Spring Term

Health and wellbeing

1. Identifying inspiring role models
2. The influence of the media and social media
3. The influence of the media on drug and alcohol abuse
4. How to drugs and alcohol affect our decisions
5. Managing peer influence
6. Exit strategies

1. A role model is a person whose behaviour, example, or success is or can be emulated by others. Bias, opinion, speculation and fake news are all elements that can influence a person's opinions through what they read or see in the media. The purpose of social media is for some people is to make money as their main income, therefore content may be promotional or aspirational. Echo chambers are where one message is repeated and strengthened in person or online. Cookies send you targeted content, and the social media algorithm sends you recommended videos, blogs and posts to view.
2. Social media can glamorize and normalise illegal and risky behaviours. It is important to be able to recognise where the media or social media may be showing an unrealistic viewpoint or perspective of illegal behaviours.
3. Drugs alter the way that our brains send signals and affect our capacity to make rational decisions that can increase personal risk.
4. Peer influence is joining in with something for fear of being rejected by the group. Peer influence can be very strong due to teenage brain changes and development.
5. Having strategies to keep yourself safe in a variety of situations reduces personal risk. Thinking about these strategies in a classroom environment can be helpful as it is lower stakes than in real life.

- Explore your child's use of social media, what are they seeing, which voices are they hearing?
- Explore the news and current affairs together, are there any trends that are emerging?
- Discuss how you can be an ally and a positive bystander

Summer Term

Relationships and sex

1. Domestic abuse and coercion
2. Challenging rape and incel culture
3. Sexual offences and honour-based violence
4. Consent and revenge porn – pressure and victim blaming
5. Body shaming
6. Safe sex (pregnancy)

1. Coercive control in a relationship is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse. Cuckooing is where a criminal gang takes over the home of a vulnerable person for the purposes of drug dealing. Abuse is treating someone or something with cruelty and violence. Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence.
2. Culture is an umbrella term which encompasses the social behaviour, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.
3. Sexual offences come under the sexual offences act 2003. Honour based violence refers to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'. FGM is all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.
4. Consent must be freely given, and the person must have capacity to consent, consent can be withdrawn at any time. Victim blaming means when the victim of a crime or any wrongful act is held entirely or partially at fault for the harm that came to them – this is not acceptable. Revenge porn is revealing sexually explicit images or videos without consent in order to cause distress or embarrassment.
5. Body image is a person's subjective picture or mental image of their own body. Body image can be affected by multiple things including: the media, social media, peers, family, relationships, language used around image.
6. Safe sex has 3 components: consent, prevention of pregnancy and prevention of STIs. Contraception is used to stop the sperm reaching the egg either by stopping the sperm and egg meeting, stopping egg production or stopping a fertilized egg from attaching to the lining of the womb.

- Discuss features and red flags of relationships
- Explore the law around explicit imagery and the impact it can have on a person
- You may want to use the sexual offences legislation to support in conversations: <https://www.legislation.gov.uk/ukpga/2003/42/contents>
- Use the Dove self-esteem project as a prompt to discuss body image



Year 10 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Expressing opinions on different types of holidays Describing a past holiday Describing an ideal holiday 	<ol style="list-style-type: none"> High level justified opinions Comparative structures Complex structures (lo+ adjective / se puede) Preterite & imperfect tenses (regular and irregular verbs) Conditional tense 90-word writing skills Revision skills 	<input type="checkbox"/> 90-word writing task (expressing opinions on different types of holidays, describing a past holiday, talking about an ideal holiday).	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> Opinions on school subjects Description of your school Description of your uniform + opinion School rules 	<ol style="list-style-type: none"> High level justified opinions including a variety of vocab (e.g. adjectives ending in -ísimo) Small but important words (negative structures) Listening & reading skills Introduction to modal verbs: hay que / se debe / tener que Revision skills 	<input type="checkbox"/> Paper 1 (Listening) <input type="checkbox"/> Paper 3 (Reading)	<ul style="list-style-type: none"> ➤ As above
Summer Term	<ol style="list-style-type: none"> Description of primary school Memorable day at school Ideal school Me, my family and friends 	<ol style="list-style-type: none"> Recap of imperfect, preterite and conditional tenses. 150 word- writing skills Speaking – photocard skills Speaking – role play skills Revision skills 	<input type="checkbox"/> Paper 2 (Speaking) <input type="checkbox"/> Paper 4 (Writing)	<ul style="list-style-type: none"> ➤ As above



Year 11 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Coursework 1. Final major project - completion	The 6 Stages of a GCSE project continued. Stage 2 – Taking inspiration from artists (sample and write) Stage 3 – Observations (Research and record ideas through sketching, annotations and photography) Stage 4 – Plan own designs Stage 5 – Create own practise response Stage 6 – Mock exam: Make final response over 2 days (10hrs)	Grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback) Stage 2 – Artists Stage 3 – Observations Stage 4 – Planning Stage 5 – Practise response. Stage 6 – Final response.	<ul style="list-style-type: none"> Provide a large, well-lit space for art homework (this is set weekly). Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines). Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good, but galleries provide access to more renowned artists.
Spring Term	Externally set assignment (exam)	Responding to a given theme (exam paper) The 6 stages of a GCSE project: Stage 1 – Mind mapping initial ideas. Stage 2 – Taking inspiration from artists (sample and write) Stage 3 – Observations (Research and record ideas through sketching, annotations and photography) Stage 4 – Plan own designs Stage 5 – Create own practise response	Coursework deadline: Early January Coursework is assessed in its entirety (60% of final grade). Exam work - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback) Stage 1 – Initial ideas mind map Stage 2 – Artists Stage 3 – Observations Stage 4 – Planning Stage 5 – Practise response.	As above
Summer Term	Externally set assignment (exam)	Stage 6 – Final exam – Make final response over 2 days (10 hours)	The full exam project is assessed in its entirety (40% of final grade).	As above



Year 11 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>2.1 Growing the business</p> <p>2.2 Making marketing decisions</p>	<p>Business growth</p> <p>Changes in business aims and objectives</p> <p>Business and globalisation</p> <p>Ethics, the environment and business</p> <p>Product</p> <p>Price</p> <p>Promotion</p> <p>Place</p> <p>Marketing mix</p>	<p>End of unit test</p> <p>2.1 Growing the business</p> <p>Year 11 mock.</p> <p>All of theme 1 – paper 1</p> <p>2.1 & 2.2 – paper 2</p>	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers
Spring Term	<p>2.3 Making operational decisions</p> <p>2.4 Making financial decisions</p> <p>2.5 Making human resource decisions</p>	<p>Business operations</p> <p>Working with suppliers</p> <p>Managing quality</p> <p>The sales process</p> <p>Business calculations</p> <p>Business performance</p> <p>Organisational structures</p> <p>Effective recruitment</p> <p>Training and development</p>	<p>End of unit test</p> <p>2.3 Making operational decisions</p> <p>2.4 Making financial decisions</p>	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term	<p>2.5 Making human resource decisions</p>	<p>Motivation</p> <p>Exam preparation</p>	<p>End of unit test</p> <p>2.5 Making human resource decisions</p> <p>GCSE exam</p>	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers



Year 11 Curriculum Overview: CHEMISTRY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Organic Chemistry	Crude oil – mixture of hydrocarbons, Fractional distillation and cracking Incomplete and complete combustion Structure of Alkenes, alcohols, carboxylic acid and polymer plus their reactions (Sep only)	Organic Chemistry & Atmosphere Acids and Bases	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
	Atmosphere	Interpret evidence and evaluate different theories about the Earth's early atmosphere ,Development of the gases in the atmosphere Greenhouse effect and climate change		
	Acids & bases	Difference between an alkali and base Production of soluble and insoluble salts Strong and weak acids (HT only) Titrations (Sep only)		
Spring Term	Electrolysis	Electrolysis of molten ionic substances – link to structure and bonding in terms of ions Manufacture of aluminium Electrolysis of aqueous solutions	Acids & Bases Electrolysis Organic Chemistry	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
	Calculations	Half equations (HT only) Use of a mole in chemical measurements and calculations Reacting mass calculations Limiting reagents (HT only) Percentage yield and atom economy (Sep only) Concentration of solutions Volume of gases (Sep only)		
Summer Term	Revision	AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. • AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. • AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures	PAPER 1 :Atomic structure and the periodic table. Structure & Bonding Quantitative chemistry, Chemical changes; and Energy changes PAPER 2 : Rates of reactions Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources	Print some practice questions/past papers to work through and identify areas to work on.



Subject – Personal development

Citizenship Module

Finance Module

Year 11 Citizenship Curriculum Overview

Session Content

Citizenship module

1. Democracy and the free press
2. The commonwealth, UN and relations with the world. Critical consumption of current affairs

Finance module

1. Savings, insurance and pensions.
2. Independent financial planning

Powerful Knowledge

1. A free and independent press has been reported to be a key mechanism of a functioning, healthy democracy. In the absence of censorship, journalism exists as a watchdog of private and government action, providing information to maintain an informed citizenry of voters. The free press provides impartial information to keep citizens informed.
2. The commonwealth is a voluntary association of 56 independent and equal countries. The United Nations (UN) is an international organisation currently made up of 193 member states. The purpose of the UN is to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and serve as a centre for harmonizing the actions of nation.

1. Savings are important as they allow people to work towards and achieve life goals such as buying a house, car or special item. Insurance is taken out to protect people from financial loss. In exchange for a fee, a party agrees to compensate another party in the event of a certain loss, damage, or injury. It is a form of risk management, primarily used to hedge against the risk of a contingent or uncertain loss. A pension is a tax efficient way of saving money for your retirement.
2. When you start to earn your own money or consider moving away from home you need to be able to plan how you would use this money. Choosing the right bank account for you and tracking your income vs expenditure is important as it enables you to pay your core expenses and then save for things that you would like.

How can you help at home?

- Use the resources on Showbie and news outlets to discuss the importance of a free press and what might happen to a democracy if there is not a free press
- Use the resources on Showbie to discuss the purpose of the commonwealth and the UN

- Use the resources on Showbie to discuss what is needed to attain certain life goals and the importance of insurance and pensions
- Use the resources on Showbie to discuss the importance of independent financial planning and the management of income from part-time jobs



Year 11

Curriculum Overview: GCSE Computer Science



Autumn Term

Topics/ content outline:

1. Systems Architecture
2. Von Neumann architecture
3. Common CPU components
4. The FDE Cycle
5. Characteristics of CPUs
6. Embedded systems
7. RAM and ROM
8. Secondary Storage
9. Algorithms
10. Python challenges (1-10)

Powerful Knowledge (key concepts, skills)

Define, explain and give examples of:

MDR (Memory Data Register)
Program Counter
Accumulator
ALU (Arithmetic Logic Unit)
CU (Control Unit)
Cache Memory
Optical, magnetic and solid-state storage
Discuss the characteristic of storage devices

Sequence, selection and iteration.
Bubble, merge and inset sorts
Binary and Linear Search techniques.

What will you be assessed on?

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Topics 1-8 (Autum Term) via homework
Topics 9- 10 (Autum Term) via practical exercises

How can you help at home?

Encourage your child to:
Recall keywords from lessons
Work through practice papers from 2018-2022
Engage with on-line learning material / videos
Practice python programming every week (a minimum of 3 hours per week)
Review and complete the revision Year 10 CS revision plan.

Spring Term

1. Types of Networks
2. Performance factors
3. Network Hardware
4. Client Server v P2P networks
5. Internet Protocols
6. Virtual Networks
7. Python challenges (11-20)
8. Producing Robust Programs
9. Computational Logic

Define, explain and give examples of:

Local (LAN) and wide area networks (WAN)
Wireless Access Points, Routers and Switches
Network Interface Cards
Different types of transmission media
How a Domain Name Server (DNS) works
Cloud technologies
Wi-Fi frequencies
Protocols: TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP
The concept of layers
Packet switching.

Abstraction, decomposition
File actions (open, close, read and write)

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Topics 1-8 (Autum Term) via homework
Topics 1-6 (Spring Term) via homework

Topics 9- 10 (Autum Term) via practical exercises
Topics 7- 10 (Spring Term) via practical exercises

Encourage your child to:
Recall keywords from lessons
Work through practice papers from 2018-2022
Engage with on-line learning material / videos
Practice python programming every week (a minimum of 4 hours per week)
Review and complete the revision Year 10 CS revision plan.

Summer Term

1. System Security
 2. Network Threats
 3. Preventing vulnerabilities
 4. Operating system software
 5. Utility Systems software
 6. Ethical, legal, cultural and environmental concerns
 7. Python challenges (20-30)
- Year 10 Mock exams preparation.

Threats posed to networks:

Malware, phishing, social engineering
brute force attacks, denial of service attacks
data interception and theft, the concept of SQL injection
poor network policy

Identifying and preventing vulnerabilities:

penetration testing
network forensics & network policies
anti-malware software
Firewalls, user access levels, passwords and encryption.

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Topics 1-8 (Autum Term) via homework
Topics 1-6 (Spring Term) via homework
Topics 1- 6 (Summer Term) via homework

Topics 9- 10 (Autum Term) via practical exercises
Topics 7- 10 (Spring Term) via practical exercises
Topics 7 (Summer Term) via practical exercises

All of Component 1 via the Year 10 Mock Exam

Encourage your child to:
Work through practice papers from 2018-2022
Engage with on-line learning material / videos
Practice python programming every week (a minimum of 4 hours per week)
Review and complete the revision Year 10 CS revision plan.



Year 11 Curriculum Overview: Design & Technology; All material specialisms



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	NEA Coursework feedback is provided by the teacher as class feedback, individual feedback or peer review. What will you be assessed on?	How can you help at home?
Autumn Term	<p>B- Brief & Specification</p> <p>C- Generating Design Ideas;</p> <ol style="list-style-type: none"> 1. Idea Sketching 2. Initial development 3. Design experimentation 4. Use of design strategies <p>D- Developing Design Ideas;</p> <ol style="list-style-type: none"> 1. Development of design 2. Modelling 3. Material testing 4. Manufacturing specification 	<ul style="list-style-type: none"> Pupils write their individual design brief and specification based on their research and investigation. This informs their design journey. Pupils explore design ideas using the iterative process of design, test, analyse, redesign, continue. Pupils develop their clients chosen design, preparing it for manufacture. Core exam knowledge covered in recall tasks throughout the NEA coursework. Core exam knowledge is tested in a full D&T mock exam. 	<p>Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.</p> <p>Mock exam is a shortened exam paper designed to test their existing knowledge and question answering techniques. Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p> <p>Both of these are accessible on their iPad or through any web browser.</p>
Spring Term	<p>E- Realising Design Ideas</p> <ol style="list-style-type: none"> 1. Manufacturing the design prototype 2. Evidence of manufacture <p>F- Analysing & Evaluating</p> <ol style="list-style-type: none"> 1. Evidence of design iterations 2. Testing of Prototype 3. Ongoing analysis & evaluation <p>D&T Exam Revision</p>	<ul style="list-style-type: none"> Pupils manufacture their product from their chosen materials, using the skills and knowledge built over the past five years. The project concludes with overall analysis and evaluation of the completed prototype, with feedback from the client and future modifications. Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques. 	<p>Both of these are accessible on their iPad or through any web browser.</p> <p>Pupils will complete small amounts of core recall tasks during the NEA.</p> <p>Once revising, pupils will practise exam questions and teachers will provide feedback on techniques and knowledge, as required.</p>	<p>Support pupils with the final deadline, some may need to attend extra sessions after school to complete tasks.</p> <p>Please support pupils to create a revision plan for all subject areas, including D&T.</p> <p>Those that also attend Engineering will have some cross-over knowledge that will support both subjects.</p>
Summer Term	<p>D&T Exam Revision up until pupils leave for exams.</p>	<ul style="list-style-type: none"> Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques. 	<p>Pupils will continue to work on retaining and recalling D&T knowledge and use this to practise exam questions and teachers will provide feedback on techniques and knowledge, as required.</p>	<p>Support pupils with their exam preparation and revision.</p> <p>Additional design and technology resources can be found on the following websites: www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 11 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.NEA 1 Task Introduced 2.Research task/write up 3.Research Analysis / Hypothesis 4.Investigation 1 / write up 5.Investigation 2 / write up 6.Investigation 3 write up 7.Analysis and Evaluation 8.Hand in 9.START NEA2 / introduction 10.Task Analysis 11. Research/ Research Analysis 12.Selecting dishes 13.Demonstrating Technical skills 14.Practical 1 / write up	<p>NEA 1</p> <p>Understanding the given task from the exam board. Researching the task independently, selecting relevant information. Analyse the task – what have you learnt and how will you use this information to design 3 investigations. Hypothesis, set a Hypothesis for the investigations which you will prove / disprove Conduct independent research Analyse the results and conclude.</p> <p>Key words: Research, Hypothesis, Experiment, Investigation, data, conclusions, the report</p>	<p>NEA1 – 15% of the overall grade – completed by November</p> <p>NEA2 – 35% of the overall grade – start in November and complete by Easter</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p> <p>Both of these are accessible on their iPad or through any web browser</p>
Spring Term	1.Practical 2 / write up 2.Practical 3 / write up 3.Write up 4.Planning for the final practical 5.Writing time plan 6.Writing Time plan 7.3 hour final practical 8.Evaluation/ costings/Nutritional Analysis 9.Hand in NEA2 10.	<p>NEA2</p> <p>Understanding the task from the exam board Researching the task independently, selecting relevant information. Analyse the task – what have you learnt and how will you use it in your NEA task to select dishes. Selection of 10 relevant and skilful dishes Practical work with excellent presentation and skills demonstrated Final practical Evaluation, Nutrition Analysis, Costings.</p> <p>Key words: Research, Task Analysis, skills, presentation Nutrition Analysis, Costings, Time Plan, Evaluation</p>	<p>NEA2 – 35% of the overall grade – completed by Easter</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p> <p>Both of these are accessible on their iPad or through any web browser</p>
Summer Term	1.REVISION 2.REVISION 3.REVISION 4.REVISION 5.REVISION 6.REVISION	<p>Structured revision using revision guide Practice exam questions Practice multiple choice questions</p>	<p>Final Examination 50% of the overall grade</p>	<p>Supporting and encouraging revision for final exam.</p>



Year 11

Curriculum Overview: Digital Information Technology



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> 1. Characteristics of data & information? 2. Text, Numbers, Tables 3. Graphs, charts & infographics 4. Methods of collecting data 5. Quality & reliability of the data 6. Modern Teams 7. Different types of networking 8. Benefits/Drawbacks of networks 9. Cloud storage 10. Cloud Computing 	<p>Manipulation of data (sum, average, matrix/pivot tables)</p> <p>Development of an information dashboard</p> <p>is not biased, misunderstood or used to make inaccurate decisions?</p> <p>Make appropriate recommendations based on data analysis</p> <p>Ad hoc, PAN, Wi-Fi, LAN Tethering and hotspots Network components</p>	<p>Pearson Pre-set assignment</p>	<p>Encourage your child to:</p> <p>Practice the Pearson pre-set assignment</p> <p>Practice Microsoft PowerPoint skills</p> <p>Analyse 2022-23 coursework paper</p>
<ol style="list-style-type: none"> 1. Benefits and drawbacks of working online. 2. Methods of Communication 3. Security 4. Remote working 5. Understand the motivations that lay behind cyberattacks. 6. Motivation to commit crime 7. Type of threats 8. Types of security measures 9. External Threats 10. Internal Threats 	<p>Network availability and access</p> <p>Network threats</p> <p>Benefits v Drawbacks</p> <p>Network Infrastructure</p> <p>Distributed v Dispersed</p> <p>Remote working and Collaboration</p> <p>Accessibility Threats & Ransomware</p> <p>Intellectual Property</p> <p>Denial-of-service, Cyberattack, Malware</p> <p>Different types of Hackers</p> <p>Industrial Espionage</p> <p>Disruption Virus, Phishing, Pharming, Hacking</p> <p>DOS and DDOS</p>	<p>Topics 6-10 (Autum Term)</p> <p>Topics 1-10 (Spring Term)</p> <p>All elements of Powerful knowledge</p> <p>Recall of facts</p> <p>Application of theory within a scenario</p>	<p>Encourage your child to:</p> <p>Recall keywords from lessons</p> <p>Work through practice papers from 2022</p> <p>Engage with on-line learning material / videos</p>
<ol style="list-style-type: none"> 1. Understand how organisations use information and data flow diagrams 2. Presenting information 3. Flowcharts 4. Data Flow Diagrams 5. Information Flow Diagrams 6. Tabular data 7. Written data 7. Impact of decision making 	<p>The main purpose of an information flow diagram visualise the flow and exchange of data between systems.</p> <p>Information Flow Diagrams are also known as "System" diagrams.</p> <p>A flowchart is a diagram that represents an algorithm. We can use flowcharts to plan and demonstrate the flow of data in a solution.</p> <p>The process of creating a Data Flow Diagram</p>	<p>Topics 6-10 (Autum Term)</p> <p>Topics 1-10 (Spring Term)</p> <p>Topics 1-7 (Summer Term)</p> <p>All elements of Powerful knowledge</p> <p>Recall of facts</p> <p>Application of theory within a scenario</p> <p>Mock exam questions</p>	<p>Encourage your child to:</p> <p>Recall keywords from lessons</p> <p>Work through practice papers from 2022</p> <p>Engage with on-line learning material / videos</p>

Spring Term

Summer Term



Year 11 Curriculum Overview: Drama GCSE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Devising Real Exam 2. Live Theatre Review 3. Set Text: Blood Brothers work 	<p><u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting.</p> <p><u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext...</p> <p><u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).</p> <p><u>Applying chosen Practitioner Methodologies</u></p> <p><u>Writing detailed:</u> descriptions, analyses & evaluations of your process, research, ideas and final devised performance and of the use of design and acting skills used on Set Text extracts & in Live Theatre.</p>	<ul style="list-style-type: none"> - Your Group Work Skills - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions, analyses & evaluations. - Drafts of Devising Logs 1, 2 & 3. - Section B Set Text Question responses. - Section C Live Theatre Question responses. - Writing Devised Performance Intentions. 	<ul style="list-style-type: none"> - Read Devising Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. - Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines. - Talking through the concept for the Devised performance. - Discussing live theatre seen.
Spring Term	<ol style="list-style-type: none"> 1. Text in Performance work and Exam 2. Set Text: Blood Brothers work. 	<p><u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting.</p> <p><u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext...</p> <p><u>Working clearly in Style of the script:</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style.</p> <p><u>Applying appropriate Practitioner Methodologies.</u></p> <p><u>Writing detailed:</u> descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.</p>	<ul style="list-style-type: none"> - Your Group Work Skills - Your understanding of how to interpret script as both as performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions, analyses & evaluations. - Written Paper style responses to Section B Q1-4. - Writing Scripted Performance Intentions. 	<ul style="list-style-type: none"> - Read Performance Intentions to check for clear meaning. - Discuss and help to work on Mock Exam responses and targets. - Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines. - Watch and give feedback on performance work. - Read in cues to help them learn lines.
Summer Term	<ol style="list-style-type: none"> 1. Final revision for all elements of the written exam 	<p><u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext...</p> <p><u>Writing detailed:</u> descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.</p>	<ul style="list-style-type: none"> - Your understanding of how to interpret script as both as performer and a designer. - Your ability to write detailed descriptions, analyses & evaluations. - Knowledge and understanding of terminology and roles and responsibilities in the theatre. - Written Paper style responses to Section B Q1-4. - Written Paper responses to Section C Live Theatre. 	<ul style="list-style-type: none"> - Testing knowledge of the whole play and character development through the play. - Reviewing written responses and targets to address. - Quizzing on Theatre Roles & Responsibilities and terminology.



Year 11 Curriculum Overview: English Language and Literature



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ul style="list-style-type: none"> • <u>'The duality of man'</u>: the study of 'Jekyll and Hyde' • Focused teaching of Language Paper 2: 4 reading questions on two non-fiction texts and 1 written task on writing from a point of view. 	<ul style="list-style-type: none"> • Good versus evil • Human nature • Repression • Crime and Punishment <ul style="list-style-type: none"> • Gothic horror • Reputation • Gender • Darwinism and evolution • Scientific development <ul style="list-style-type: none"> • Duality • Deception • Violence 	<ul style="list-style-type: none"> • Two extract-based essay questions on Jekyll and Hyde. Students will be expected to analyse both the extract and the wider play. You will have to be able to plan and write a detailed thesis paragraph, alongside three main body paragraphs. • A Language Paper 2 run through (4 reading questions, 1 writing) • Mock exams: Language Paper 2, Literature Paper 1 (Jekyll and Hyde, Macbeth) 	<ul style="list-style-type: none"> • Completing extra Language Paper 2 past papers – available on the AQA website. • Re-reading Jekyll and Hyde at home. • Using revision guides/ online videos to reinforce key ideas in the novel. • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
Spring Term	<ul style="list-style-type: none"> • <u>'Identity and Experience'</u>: the study of a cluster of poems connected to the idea of identity. • Unseen poetry unit – centred on the theme of identity. • 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations 	<ul style="list-style-type: none"> • Identity • Conflict • Control • Power • Change • Experience • Nationhood • Patriotism • Isolation • The effects of war • The power of the imagination 	<ul style="list-style-type: none"> • A comparative essay on two poems: one will be printed; the second will be written about from memory. You will write a detailed, comparative thesis and a sequence of main body paragraphs comparing the two poems. • A second mock series examining Language Paper 2 and Literature Paper 2 (Modern text, Power and conflict poetry, unseen poetry) 	<ul style="list-style-type: none"> • Completing extra Language Paper 1 and 2 past papers – available on the AQA website. • Re-reading your modern text, Macbeth, the poems and Jekyll and Hyde at home. • Using revision guides/ online videos to reinforce key ideas in your texts. • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
Summer Term	<ul style="list-style-type: none"> • 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations 	All of the above	GCSE examinations	<ul style="list-style-type: none"> • Completing extra Language Paper 1 and 2 past papers – available on the AQA website. • Re-reading Jekyll and Hyde at home. • Using revision guides/ online videos to reinforce key ideas. • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.



Year 11 Curriculum Overview: Engineering Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	R38- Principles of Engineering Design 1. Methods of evaluating designs <ul style="list-style-type: none"> • Production of models • Qualitative evaluation • Ranking Matrices • Quality function deployment R40 Modelling Design ideas 2. Product analysis 3. Product disassembly	R38- Principles of Engineering Design Learn how design ideas can be evaluated and improved as part of the iterative process. R040-Non-Exam Assessment (NEA) Be able to apply their theoretical understanding to carry out effective product analysis & evaluation of products. Be able to analysis existing products through disassembly (reverse engineering).	Regular low stakes tests R40 NEA Task 1- Product Analysis R40 NEA task 2-Product disassembly	Purchase the course revision guide/workbook for your child on parent pay if you did not do so in Y10. Make sure they have a pencil case with correct stationary (pencil, sharpener, eraser, black or blue biro, fine liner pen) Encourage your child to attend Engineering after school intervention sessions. Encourage revision using the resources on Showbie for the low stake tests
Spring Term	R38- Principles of Engineering Design 1. Criteria included in an engineering design specification 2. How manufacturing considerations affect design 3. Wider influences on engineered product design R40 Modelling Design ideas 4. Physical modelling <ul style="list-style-type: none"> • Production planning • Risk assessments 	R38- Principles of Engineering Design To know what drives the development of new products and about all the aspects which need to be considered when developing a specification for a new product. Understand the significant manufacturing processes and how their constraints impact on the design of new products. R040-Non-Exam Assessment (NEA) Be able to apply their theoretical understanding of manufacturing processes in to plan the manufacture of a complex product based on a given working drawing. Be able to identify potential hazards and associated risks and produce risk assessments to manage the risks.	Regular low stakes tests R40 NEA Task 1- Product Analysis R40 NEA task 2-Product disassembly	Encourage your child to attend Engineering After school intervention sessions when requested. Encourage your child to practice using On-shape (3D CAD) on their i-pad to help with the NEA tasks. Encourage revision using the resources on Showbie for the low stake tests
Summer Term	R38- Principles of Engineering Design Recap and revise of: 1. Design Processes 2. Design Requirements 3. Communicating Design outcomes 4. Evaluating Design ideas	R38- Principles of Engineering Design To recap and review all of the four topic areas in preparation for the R038 external exam. To develop effective revision & examination strategies.	Practice R38 Exam Questions R038 External Exam- A 1 hour 10 minute exam which counts for 40% of the overall grade.	Help your child to plan a revision timetable. Encourage revision using the resources on Showbie, their notes and the revision guide to fully prepare for the final R038 exam.



Year 11 Curriculum Overview: Ethics, Philosophy and Religion



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		What will you be assessed on?	How can you help at home?
Autumn Term	1. Buddhist beliefs and teachings 2. Buddhist practices	1. Birth and life of Siddhartha 2. Buddhas ascetic life 3. Enlightenment 4. Dharma 5. Dependent arising 6. Three marks of existence 7. Four noble truths 8. Theravada and Mahayana Buddhism 9. Arhat and Bodhisattva	1. Places of worship 2. How Buddhists worship 3. Meditation 4. Visualisation 5. Death and mourning 6. Wesak and Parinirvana Day 7. Karma, Karuna and Metta 8. Five moral precepts and six perfections	A range of formative and summative assessments follow ing the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.	<ul style="list-style-type: none"> Visit a local Buddhist temple Direct your child to resources on BBC bitesize Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied. If you have a family member/friend of the Buddhist faith, speak to them. <ul style="list-style-type: none"> Complete knowledge organisers. Practice exam style questions. Read 'The Buddha in daily life' by Richard Causton.
	1. Human rights and social justice 2. Revision for GCSE exam	1. Human rights and social justice 2. Prejudice and discrimination 3. Religious freedom 4. Disability and race 5. Christian attitudes about wealth 6. Poverty and its causes 7. Exploitation of the poor 8. Giving money to the poor	<ul style="list-style-type: none"> Exam preparation 	A range of formative and summative assessments follow ing the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.	<ul style="list-style-type: none"> Direct your child to resources on BBC bitesize Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied Help your child develop their revision strategies. They will be given suggestions and advice in school to develop at home. <ul style="list-style-type: none"> Complete knowledge organisers. Practice exam style questions.



Year 11 Curriculum Overview: **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Recap on school pack (set for hwk) 2. The school day 3. School rules 4. School Problems 5. Uniform 6. Primary School 7. Ideal School 8. Photocard / speaking preparation 9. Jobs and future plans pack 	<ul style="list-style-type: none"> ✓ Complex opinions and justifications ✓ Translation both ways ✓ WOW phrases ✓ il faut/il ne faut pas + verbs ✓ Recap on the Imperfect and the conditional tense ✓ Preparing for the writing and speaking exam ✓ DIRT ✓ Speaking with the French assistant 	<ul style="list-style-type: none"> ☐ Grammar test (3 tenses) in September ☐ Weekly vocab tests ☐ Weekly exam skills revision (listening and reading) ☐ November mocks (listening, reading and writing) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and H5ATM folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.
Spring Term	<ol style="list-style-type: none"> 1. Sports 2. Internet 3. Reading 4. TV 5. Cinema 6. Speaking questions (Free time) 7. Revision strategies 8. Healthy living pack 	<ul style="list-style-type: none"> ✓ Complex opinions and justifications ✓ WOW phrases ✓ Translation both ways ✓ Adjectival agreements ✓ Comparing sports/programmes etc ✓ Recap on perfect and future tenses ✓ Direct object pronouns ✓ How to use revision folder H5ATM ✓ DIRT ✓ Speaking with the French assistant 	<ul style="list-style-type: none"> ☐ Speaking mock (Jan) ☐ Weekly vocab tests ☐ Weekly exam skills revision (listening and reading) ☐ 90 words/150 words writing challenge ☐ Speaking mock (March) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and H5ATM folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.
Summer Term	<ol style="list-style-type: none"> 1. Home and local area 2. Photocards 3. Role-plays 4. Customs pack 5. Environment –key vocab 6. Speaking practice 	<ul style="list-style-type: none"> ✓ Developing reading and listening skills ✓ How to revise ✓ DIRT on past papers ✓ Tense revision ✓ Recorded revision sessions for each skill 	<ul style="list-style-type: none"> ☐ Real speaking exam early May ☐ Listening, reading and writing papers (May) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and H5ATM folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.



Year 11 Curriculum Overview: Functional Skills Pathway From September 2024



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Overview of the Functional Skills Assessments 2. Review of presentational features 3. Review of language features 4. Reading Assessment Practise 5. Planning writing to have the appropriate detail, length and purpose. 6. Writing in a structured, logical and accurate way. 7. Writing Assessment Practise 	<p>Reading and understanding a written task is key to formulating a successful response and using key words to identify purpose, audience and form.</p>	<p>December mock examination in Functional Skills Reading and Writing The results will be used to decide next steps.</p>	<p>Use the practice papers and revision materials provided on Showbie</p>
Spring Term	<ol style="list-style-type: none"> 1. Preparing for the speaking and listening exams. 2. Preparation of a short presentation on a topic of your choice. 3. Practise of debating skills in order to take part in a group discussion. 4. Continued practise of exam style tasks for reading and writing 5. Continued spelling, punctuation and grammar practise 6. Planning and revision skills 	<p>Effective communication requires skilled speaking and listening skills that show you have understood the task and tailored your response to the audience.</p> <p>Asking detailed questions demonstrates good listening. Effective revision provides many opportunities to overlearn using different learning styles.</p>	<p>You will be entered for the Functional Skills Reading and Writing Examinations before the Easter break You will be formally assessed for the Speaking and Listening Tasks 1 and 2</p>	<p>Use the revision resources provided on Showbie Practice and time your presentation at home.</p>
Summer Term	<ol style="list-style-type: none"> 1. Preparing for GCSE English Language Paper 1 and 2 2. Review and practise of skills needed for Language Paper 1 and 2 3. Overlearning key terminology . 4. Continued spelling, punctuation and grammar practise. 	<p>Knowing how to time responses in an examination situation. Identifying key words in a question in order to plan an effective response. Knowing key terminology and how to use this in written answers</p>	<p>You will be preparing for your GCSE examinations in English Language</p>	<p>Use the revision resources provided on Showbie by your English teacher</p>



Year 11 Curriculum Overview: **Geography**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Physical Landscapes – Rivers and Coasts	<p>The UK has a range of diverse landscapes. The coast is shaped by several physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>Landscape, Abrasion (or corrosion), Arch, Attrition, Bar, Beach, Beach nourishment, Beach reprofiling, Cave, Chemical weathering, Cliff, Deposition, Dune regeneration, Erosion, Gabbion, Groyne, Hard engineering, Headlands and bays, Hydraulic power, Longshore drift, Managed retreat, Mass movement, Mechanical weathering, Rock armour, Sand dune, Sea wall, Sliding, Slumping, Soft engineering, Spit, Stack, Transportation, Wave cut platform, Waves, Cross profile, Dam and reservoir, Discharge, Embankments, Estuary, Flood, Flood plain, Flood plain zoning, Flood relief channels, Flood risk, Flood warning, Fluvial processes, Gorge, Hard engineering, Hydrograph, Interlocking spurs, Lateral erosion, Levees, Long profile, Meander, Ox-bow lake, Precipitation, Saltation, Soft engineering, (Channel) straightening, Suspension, Traction, Vertical erosion, Waterfall</p>	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> Complete all pages in booklet Complete revision clocks Use checklists for revision Use the revision guides and revision cards that are offered for purchase by the school Visit a coastal environment to identify landforms and types of management. Visit your local river at different times throughout the year to see the impact of flooding, create field sketches/ take photos to identify changes in the rivers course.
Resource Management	<p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.</p>	<p>Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, 'grey' water, groundwater management, over-abstraction, sustainable development, sustainable water supply, waterborne diseases, water conflict, water conservation, water deficit, water insecurity, water quality, water security, water stress, water surplus, water transfer.</p>	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> When shopping for food or eating a meal, talk about where the food has come from and how it might have been produced Talk about utility bills at home and the amount of energy/ water that is used. How are you trying to reduce use in your own homes? Visit the Leeds Recycling and Energy Recovery Facility (RERF) - https://www.leeds.veolia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works
Issues Evaluation and Fieldwork	<p>Section A: Issues evaluation</p> <ul style="list-style-type: none"> pre-release booklet <p>Section B: Fieldwork</p> <ul style="list-style-type: none"> Two enquiries of contrasting environments, showing an understanding of physical and human geography Unfamiliar fieldwork questions 	<p>Hypotheses/ questions, theory/ concepts, risk assessment, human and physical fieldwork, primary and secondary data collection, recording data, sampling strategy, methods and justification, visual, graphical and cartographic methods of data presentation, analysis, statistical techniques, anomalies, conclusions, evaluation</p>	<p>End of Topic assessment</p>	<ul style="list-style-type: none"> Revisit the areas of Ilkley that we used to complete the fieldwork Complete all pages in booklet Use the Knowledge Organisers for the 2 pieces of fieldwork to recap what students did on the fieldwork



Year 11 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Unit 4: Living Under Nazi Rule, 1933-1945</p> <ol style="list-style-type: none"> How were the Nazis able to take control so quickly? What made it so hard to oppose Nazi rule? How did the lives of the German people change, 1933-39? What was the impact of the Second World War on the German people? What did Nazi rule mean for the people of Europe, 1939-45? 	<p>This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.</p> <p>More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</p>	<p>The world depth study forms the second half of Paper 3: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments in response to views expressed in, or quotations from, historical interpretations.</p> <p>Students will practice these questions across the Autumn term of Year 11, completing a mock exam in Year 11.</p>	<p>Study the Viking impact on the local area by visiting the Jorvik Viking Centre.</p> <p>There are also a wide range of documentaries relating to Viking history.</p>
Spring Term	<p>Unit 5: The Viking Expansion, c.750-1050</p> <ol style="list-style-type: none"> What do we know about life in Viking life in Scandinavia? How should we describe the Volga Vikings? Did the Vikings merely rape and pillage? How did the Viking settlements vary? How did Danish kings show their power, 958-1035? 	<p>This period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. Learners will need to understand the nature of Viking expansion with a particular focus on warfare, trade and settlement.</p> <p>More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</p>	<p>The period study forms the first half of Paper 2: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to demonstrate knowledge and understanding and to explain and analyse historical events in the period studied using second-order concepts, including changes and continuities, causes and consequences, and significance.</p> <p>Students will practice these questions across the Spring term of Year 11, completing a mock exam in Year 11.</p>	<p>There are numerous documentaries and podcasts which relate to the Nazi Party in the 1930s and 1940s. These will prove to be useful in reinforcing and developing students' knowledge and understanding.</p>
Summer Term				



Year 11 Curriculum Overview: Hospitality & Catering



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 2: First Half Term: Mock Coursework based on content covered in Year 10 Second Half Term: WJEC Brief Unit 2 Coursework	Unit 2: 2.1 - 2.4 H&C in action The importance of nutrition; how cooking can impact on nutritional value; practical skills needed to prep, cook and present nutritional dishes and evaluation of those dishes. Specific Keywords: batonnet, chiffonade, brunnoise, julienne, bain-marie, aeration, poaching, caramelising, sauteing, blanching; sustainability, ethical, moral, food-miles, organic, free-range, demographics, halal, kosher.	Low stakes Test (LST) on several areas Teacher Assessment of practicals Formative assessment: MOCK COURSEWORK	Resources stored in Showbie Revision Knowledge organisers on showbie to complete Encourage practice cooking of 2 coursework dishes with accompaniments at home within a 3 hr time frame
Spring Term	Unit 2: WJEC Brief Unit 2 Coursework – 60% Unit 1: Revision 1.1.1 H&C providers 1.1.2 Working in the H&C industry 1.1.3 Working conditions 1.1.4 Factors for success	Unit 1: 1.1-1.3 H&C providers, how they operate and health & safety Working in the hospitality industry, the conditions and what contributes to the success of a catering provision. Laws about personal safety in catering and customer safety. Specific keywords: Residential, non-residential; commercial, non-commercial; Risk, hazard, Control measures; A la carte, table d'hote, gueridon, silver service; dress code, stock control, FIFO.; Legislation, COSHH, HASAWA, RIDDOR, MHOR, PPER, Personnel; Employer, Employee; Personal attributes; Michelin, AA Rosette.	Coursework - completed by Feb half term Teacher Assessed 3 hour practical in Jan 2024 Part of coursework worth 60% MOCKS Exam past papers	Resources stored in Showbie Revision Knowledge organisers on showbie to complete Encourage practice cooking of 2 coursework dishes with accompaniments at home within a 3 hr time frame Past exam papers to look through with mark scheme on Showbie
Summer Term	Unit 1: Revision + EXAM 40% 1.2.1 Front & back of house 1.2.2 Customer needs/expectations 1.2.3 H&C meeting those needs 1.3.1 Health & Safety 1.3.2 Food safety 1.4.1 Food related causes ill health 1.4.2 Symptoms 1.4.3 Prevention 1.4.4 EHO – role & responsibilities	Unit 1: 1.4 Food safety in H&C industry Food related causes of ill health and symptoms of food poisoning and how to prevent it. Specific keywords: Environmental health Officer, Magistrate; E-Coli, Salmonella, pathogen, microbes; Food Safety Act 1990, HACCP, premises, provision, Coeliac, Lactose intolerant;	Exam past papers	Past papers with mark sheets should now be completed - can be worked through again at home – all on showbie



Year 11 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p><u>Media Language and Representation</u></p> <p>TV Crime Drama</p> <ul style="list-style-type: none"> Luther The Sweeney <p><u>Industry and Audience</u></p> <p>TV Crime Drama</p> <ul style="list-style-type: none"> Luther The Sweeney <p><u>NEA COURSEWORK 30% COMPLETE</u></p>	<p><u>Media Language & Representation</u></p> <ul style="list-style-type: none"> Todorovian Narratology Propp's Character Types Binary Opposition Intertextuality Feminism Stereotypes <p><u>Industry & Audience</u></p> <ul style="list-style-type: none"> Reception Theory Uses and Gratification Cultural industries 	<p><u>Component 2: Understanding Media Forms and Products</u></p> <p>Exam: 1 hour 30 minutes 30% of qualification</p> <p>Section A: TV</p> <ul style="list-style-type: none"> One question on either media language OR representation, which will be based on an extract from Luther One question on media industries, audiences or media contexts. 	<ul style="list-style-type: none"> You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes You can also use the exam boards resources -- LINK
Spring Term	<p><u>Media Language and Representation</u></p> <p>Music Videos</p> <ul style="list-style-type: none"> Duran Duran - Rio Justin Bieber – Intentions Lizzo – Good as Hell <p><u>Industry and Audience</u></p> <p>Online + Participatory Culture</p> <ul style="list-style-type: none"> Justin Bieber.com Lizzo.com Social Media 	<p><u>Media Language & Representation</u></p> <ul style="list-style-type: none"> Star Power Propp's Character Types Binary Opposition Intertextuality Feminism Stereotypes <p><u>Industry & Audience</u></p> <ul style="list-style-type: none"> Reception Theory Uses and Gratification Cultural industries 	<p><u>Component 2: Understanding Media Forms and Products</u></p> <p>Exam: 1 hour 30 minutes 30% of qualification</p> <p>Section B: Music</p> <ul style="list-style-type: none"> One question on either media language OR representation (reference to relevant contexts may be required) One question on media industries, audiences or media contexts. 	<ul style="list-style-type: none"> You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes You can also use the exam boards resources -- LINK
Summer Term	REVISION	<p>The assessments will determine individual students need for revision.</p> <p>By this point students should have individualised improvement areas to focus on. The work booklets for revision will be used to focus one which are of the framework they will need to be focusing on.</p>		



Year 11 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Set work analysis 2. Brief composition issued and fine-tuning Free composition (year 10) 	<p>Term 1.Studying the Rondo (mvt 3) from Mozart's Clarinet Concerto. Analysis techniques linked to MAD TT SHIRT.</p> <p>Term 1: Exploration of the Brief composition. A look at student examples from previous years and drafting a plan.</p>	<ol style="list-style-type: none"> 1. Short answer knowledge checks – MOZART 2. Exercises and tasks linked to composition techniques. 3. Fine tuning year 10 linked to targets issued. Last opportunity to work on this before final submission to the exam board. 4. Mock exams 5. SOLO PERFORMANCE FINAL EXAM 	<p>MOZART- students will be set regular homework to support retention and understanding. Please encourage your young musician to be organised here as this will pay off!</p> <p>https://www.youtube.com/watch?v=dLoRlwM_vEM</p> <p>SOLO ASSESSMENT– GCSE CONCERT PERFORMANCE (date tbc)</p>
Spring Term	<ol style="list-style-type: none"> 1. Green pen MOCK exam and set targets 2. AoS3 and AoS4 - exploration 	<p>Term 1: Revision of Mozart and Little Shop of Horrors set texts. Dual coding/metacognition techniques as common practice in lessons to help embed powerful knowledge in these final weeks.</p> <p>An exploration of Traditional and Modern Classical Music for the unseen aural components of the listening paper. Continuation of Brief Composition addressing personalised targets.</p>	<p>Knowledge checkpoints on all aspects of the course. Regular timed essays on the set works, which will take place during lessons in timed conditions.</p> <p>BRIEF COMPOSITION FINAL HAND IN EASTER.</p> <p>GROUP PERFORMANCE FINAL EXAM (March)</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p> <p>Encourage active listening at all times- TV themes/ the car radio- ask your young musician to describe musical details.</p> <p>GROUP ASSESSMENT – SPRING CONCERT PERFORMANCE (date tbc)</p>
Summer Term	<ol style="list-style-type: none"> 1. NEA administration and paperwork 2. Revision and practising listening 	<p>Revision and practising listening- bringing it all together in the final few weeks.</p>	<p>Final examination and NEA marks</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>



Year 11 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term School lessons	<ol style="list-style-type: none"> 1. Badminton 2. Netball 3. Basketball 4. Volleyball 	<ol style="list-style-type: none"> 1. To use all previous knowledge to be able to participate at a recreational level 2. To develop their ability to work with others in the group 3. To be able to organise a tournament or competition 4. To learn how to officiate. 	<p>Rewards will be given on Class Charts</p> <ol style="list-style-type: none"> 1. Personal Effort 2. Sportsmanship/working with others 3. Resilience/ perseverance 4. Responsibility 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term School Lesson	<ol style="list-style-type: none"> 1. Circuit Training: Boxercise, Step, Pilates, Yoga 2. Continuous Training 	<ol style="list-style-type: none"> 1. To know and understand the importance of a healthy work/life balance 2. To introduce different types of fitness training 3. To challenge themselves to achieve PRIDE 	<p>Rewards will be given on Class Charts</p> <ol style="list-style-type: none"> 1. Personal Effort 2. Sportsmanship/working with others 3. Resilience/ perseverance 4. Responsibility 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Year 11 Options Programme	<ol style="list-style-type: none"> 1. School Activities 2. Football 3. Squash 4. ILTSC Gym 5. Body Pump (ILTSC) 6. Nuffield gym 7. Ten Pin Bowling 8. Climbing (Clip 'n' climb) 	<ol style="list-style-type: none"> 1. To develop a positive approach to their recreation time 2. To introduce different ways to use their recreation time 3. To introduce the students to opportunities in the community 4. To develop a good understanding of work/life balance 	<p>Rewards will be given on Class Charts</p> <ol style="list-style-type: none"> 1. Personal Effort 2. Sportsmanship/working with others 3. Resilience/ perseverance 4. Responsibility 	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Year 11 Curriculum Overview: GCSE PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ul style="list-style-type: none"> - Recap on Cardiovascular System - HR, SV, CO and Interpreting Data - Cardiovascular Revision and Exam Technique - Respiratory System - Aerobic and Anaerobic Exercise - Effects of Exercise 	<ol style="list-style-type: none"> 1. Identifying key terms relating to the Cardiovascular system 2. Key functions and component parts of the Cardiovascular system. 3. Explaining key processes as part of the cardiovascular and respiratory systems. 4. Identifying aerobic and anaerobic exercises 5. Identifying the short and long term effects of exercise on the body systems 6. Developing and evaluating exam technique. 	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> • Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Spring Term	<ul style="list-style-type: none"> - Prevention of Injury - Components of Fitness (revision) - Principles of Training (revision) - Methods of Training (revision) - Skeletal System (revision) - Muscular System (revision) - Levers, Planes and Axis (revision) - Cardiovascular System (revision) - Respiratory System (revision) 	<ol style="list-style-type: none"> 1. Identifying the 5 methods of reducing the risk of injury and providing examples. 2. Revision strategies and techniques for the components of fitness, principles of training, methods of training, and the main body systems. 3. Exam technique, understanding and developing application in answering exam questions. 4. Application of knowledge to sporting examples. 5. Recall and retention of key terms for each topic area. 	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> • Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Summer Term				



Year 11 Curriculum Overview: GCSE PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Sports Psychology Mental preparation Types of guidance Types of feedback	<ol style="list-style-type: none"> 1. Know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking. 2. Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical. 3. Understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative. 	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> • Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Spring Term	Health, fitness and well-being Diet and nutrition Physical activity and sport in the UK Participation in physical activity and sport	<ol style="list-style-type: none"> 1. know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: know the definition of a balanced diet 2. know the components of a balanced diet • carbohydrates • proteins • fats • minerals • vitamins • fibre • water and hydration • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration. 3. Be familiar with current trends in participation in physical activity and sport: 4. Understand how different factors can affect participation, 	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> • Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Summer Term	Commercialisation of sport Ethics in sport Drugs in sport Violence in sport	<ol style="list-style-type: none"> 1. understand the influence of the media on the commercialisation of physical activity and sport: know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): understand the influence of sponsorship on the commercialisation of physical activity and sport: be able to apply practical examples to the issue of sponsorship. 2. know and understand: • the value of sportsmanship • the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts. 3. know and understand the reasons why sports performers use drugs 	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> • Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision



Year 11 Curriculum Overview: BTEC Performing Arts



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Component 2: Developing Skills and Techniques in the performing arts <u>real performance exam and coursework</u> (30%)	<u>Group Work Skills</u> : listening, communicating, negotiating, discussing & supporting. <u>Script Interpretation Skills</u> : who, what, where, when & why understanding context, subtext... <u>Working clearly in chosen Style(s)</u> : using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). <u>Applying chosen Practitioner Methodologies</u> <u>Writing detailed</u> : targets for Task 1 and Task 3 – ability to set, monitor and evaluate your targets.	<ul style="list-style-type: none"> - Your Group Work Skills. - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed targets, individual to your practice. Your ability to continually reflect upon how you are progressing with these targets, evaluating your rehearsals and final performance work. 	<ul style="list-style-type: none"> - Read in cues to help them learn lines. - Read through the play with them and help them understand the emotional journey of the character. - Read through and discuss how they are meeting their targets.
Spring Term	Component 3: Responding to a brief <u>real performance and exam logs in timed conditions</u> (40%) Creating a final devised performance based on the January exam brief.	<u>Group Work Skills</u> : listening, communicating, negotiating, discussing & supporting. <u>Interpretation skills</u> : considering the target audience, intentions and purpose of the performance. <u>Working clearly in Style of the script</u> : using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style. <u>Applying appropriate Practitioner Methodologies</u> . <u>Writing detailed</u> : descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.	<ul style="list-style-type: none"> - Your Group Work Skills. - Your ability to interpret and achieve the requirements that are on the exam brief. - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s). - The final Ideas, Skills and Evaluation logs (800 words each). Your ability to describe your ideas and skills and how they developed throughout the devising process. Evaluating key acting and design choices you made. 	<ul style="list-style-type: none"> - Talk through the concept for the devised performance. - Read through the ideas, skills and evaluation log feedback and help them address the feedback by writing practice paragraphs/responses. - Watch and give feedback on performance work.

The course will be finished by the end of Term 2



Year 11 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Mock exam project –Thematic project selected by students from range of starting points Mock exam practical sessions	Researching and responding independently to direct own learning within a given framework. Working to the assessment objectives Technical camera and editing skills Annotation, evaluation and presentation Analysis of images Idea development Reflecting and refining Realisation of ideas Presentation Preparing for exam sessions and working independently under exam conditions	AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors
Spring Term	Completion and submission of coursework portfolio (60% of GCSE grade) Begin Externally Set Assignment: Practical project set by the exam board. Students select and respond to one of seven starting points set by AQA (40% of GCSE grade)	Researching and responding independently to direct own learning within a given framework. Working to the assessment objectives Technical camera and editing skills Annotation, evaluation and presentation Analysis of images Idea development Reflecting and refining Realisation of ideas Presentation	Coursework Portfolio AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Proofreading written work to help pick up SPAG errors Encouraging students to research future study and careers options
Summer Term	Completion of Externally Set Assignment: Practical exam sessions (40% of GCSE grade)	Preparing for exam sessions and working independently under exam conditions	Externally Set Assignment AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Proofreading written work to help pick up SPAG errors Supporting emotionally and physically during the run-up to exam sessions



Year 11 Curriculum Overview: Physics (Combined Science – Trilogy)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Energy (continued from Y10)</p> <p>Forces & Elasticity (aka Forces, Bending & Stretching)</p> <p>Y11 Electricity (Mains electricity)</p>	<p>Energy stores, the transfer of energy between stores and the conservation of energy.</p> <p>Work done & power.</p> <p>Efficiency.</p> <p>Energy resources – pros/cons of different resources</p> <p>Elastic & inelastic behaviour. The spring constant. Hooke's law</p> <p>Alternating/direct current/PD.</p> <p>Mains PD, frequency & max current.</p> <p>Safety features – earthing & fuses</p> <p>Transformers used to maximise transmission efficiency</p>	<p>Y9 topics "Motion", "Waves", "Electromagnetic Waves", & "Y9 Electricity"</p> <p>Y10 topics "Forces & Motion", "Atomic Structure & Radioactivity", "Energy", "Forces & Elasticity" & "Y11 Electricity"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>
Spring Term	<p>Electromagnetism</p> <p>Particle model of matter</p>	<p>Induced & permanent magnets</p> <p>Magnetic fields around bar magnets, conducting wires and solenoids</p> <p>The motor effect & $F = BIl$</p> <p>Density. Measuring density.</p> <p>The nature of solids, liquids and gases – a particle model.</p> <p>Specific heat capacity & specific latent heat.</p> <p>Internal energy.</p>	<p>Y10 topics "Forces & Motion", "Energy"</p> <p>Y11 topics "Forces & Elasticity" & "Electromagnetism"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>
Summer Term	<p>Revision including past paper practice.</p>	<p>Everything!</p>	<p>Assessment could cover any topic & will depend on strengths/weaknesses identified in revision work.</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>



Year 11 Curriculum Overview: Physics (Separate Science)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Energy (continued from Y10)</p> <p>Forces & Elasticity (aka Forces, Bending & Stretching)</p> <p>Y11 Electricity (Mains electricity)</p> <p>Forces & Pressure</p> <p>Static Electricity</p>	<p>Energy stores, the transfer of energy between stores and the conservation of energy.</p> <p>Work done & power.</p> <p>Efficiency.</p> <p>Energy resources – pros/cons of different resources</p> <p>Elastic & inelastic behaviour. The spring constant. Hooke's law</p> <p>Alternating/direct current/PD.</p> <p>Mains PD, frequency & max current.</p> <p>Safety features – earthing & fuses</p> <p>Transformers used to maximise transmission efficiency</p> <p>Pressure at depth in a fluid. Atmospheric pressure. Upthrust.</p> <p>Electric fields & charges.</p>	<p>Y9 topics "Motion", "Waves", "Electromagnetic Waves", & "Y9 Electricity"</p> <p>Y10 topics "Forces & Motion", "Atomic Structure & Radioactivity", "Energy", "Forces & Elasticity" & "Y11 Electricity", "Forces & Pressure" & "Static Electricity"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists) - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y11".</p>
Spring Term	<p>Electromagnetism</p> <p>Particle model of matter</p> <p>Generators & Transformers</p> <p>Particles & Pressure</p>	<p>Induced & permanent magnets</p> <p>Magnetic fields around bar magnets, conducting wires and solenoids</p> <p>The motor effect & $F = BIL$</p> <p>Density. Measuring density.</p> <p>The nature of solids, liquids and gases – a particle model.</p> <p>Specific heat capacity & specific latent heat.</p> <p>Internal energy</p> <p>Electromagnetic induction: microphones, transformers and generators</p> <p>Pressure in gasses. $pV = \text{constant}$</p>	<p>Y10 topics "Forces & Motion", "Energy"</p> <p>Y11 topics "Forces & Elasticity", "Electromagnetism", "Generators & Transformers" & "Particles & Pressure".</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists) - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y11".</p>
Summer Term	<p>Revision including past paper practice.</p>	<p>Everything</p>	<p>Assessment could cover any topic & will depend on strengths/weaknesses identified in revision work.</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists) - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y11".</p>



Year 11 PSHE Curriculum Overview

Subject – Personal development

Autumn Term

Relationships and sex

Session Content

1. Legally recognised relationship statuses – parenting styles
2. What are my core relationship values?
3. Managing and communicating my emotions and needs in relationships
4. Challenging harassment
5. Fertility and pregnancy loss
6. Abortion – laws and rights

Powerful Knowledge

1. Marriage is a legal union of two people in a relationship that gives certain legal rights and protections. A civil partnership is a legally recognised arrangement like marriage, created for both same sex and opposite sex couples. Civil unions grant some or all the rights of marriage. Cohabitation is two people living together without being married or in a civil partnership. The four styles of parenting are: permissive, authoritative, authoritarian and neglectful.
2. Values are standards that you hold to and monitor your behaviour against in both your personal life and community life. Knowing what your values and boundaries are in relationships is important so that you can build healthy communication with a partner. Values are also important when relationships break down.
3. Recognising your emotions and situations that make you feel certain ways is important so that you can implement strategies to manage and express your emotions in appropriate ways. Being able to communicate how you are feeling with the other person or people in a relationship is important in order to ensure that each person's boundaries are respected.
4. Challenging harassment can feel difficult, especially if comments and actions occur within friendship groups. It is never alright to pass off harassment or inappropriate comments as being 'banter' or a 'joke'. Being an upstander is important as it challenges and calls out behaviours that are not acceptable.
5. Fertility is a person's ability to conceive children. Factors such as age and lifestyle factors can affect a person's fertility. Biologically female and male people have different patterns of fertility with age. When a biologically female person stops menstruating, this is called menopause.
6. Abortion is the termination of a pregnancy via medical intervention. Abortion is legal up to 24 weeks in the UK unless the health of the mother or baby is at risk.

How can you help at home?

- Use the resources to explore and discuss the legal implications of the different types of legally recognised relationships
- Using the resources on Showbie and current affairs in the news, discuss what constitutes harassment and which behaviours, words or phrases are unacceptable

Spring Term

Health and wellbeing

1. Creating positive content online and managing my time
2. Looking after your personal health
3. Identifying and checking for cancers
4. Recognising and challenging appearance ideals
5. Managing judgement and setting expectations
6. Developing a healthy self-concept and stress
7. Stress management strategies

1. Screen time is a measure of how long you spend on a 'screen' over the course of 24 hours. Managing your screen time is important as excessive use of screens can reduce real life connections and conversations between people, which have been shown to be beneficial to wellbeing. Your online digital footprint is important as it gives others and even potential employers an indication about what you are like as a person.
2. You should be aware of which GP you are registered with so that you can make an appointment if needed. Patients should be 16 to make an appointment with a GP on their own but there are exceptions to this. Being aware of what is 'normal' for your health and your body is important as it means you can see a GP if you need to as quickly as possible.
3. Being aware of what is 'normal' for your body and having a routine for checking for (in particular breast and testicular cancer) is an important part of keeping yourself safe and looking after your health. Accessing your GP is an important step in addressing any concerns that arise following personal cancer checks.
4. The 'appearance ideal' is what our culture tells us is the 'ideal' way to look. This 'ideal' promotes the belief that for individuals to have value, our bodies must look and be a certain weight, shape and size.
5. Judgement means making considered decisions and coming to sensible conclusions. It is important to have high but realistic expectations of yourself to motivate you to succeed.
6. Having confidence in yourself and your abilities is important. Stress is a natural reaction to certain situations, and it is important to recognise for you which situations may cause stress, and then decide which strategies work for you to reduce your stress.
7. There are many ways that you could manage stress, some strategies include taking breaks from watching, reading, or listening to news stories, including those on social media, take care of yourself, take care of your body, make time to unwind, talk to others, connect with your community or faith-based organizations, avoid drugs and alcohol.

- Discuss self-checks for cancer and how to make a GP appointment/ access the GP
- Use the resources from Showbie (Personal development folder) to support with creating a realistic revision timetable that includes breaks
- Use the resources on Showbie to discuss stress management techniques and strategies that will support during the exam period

Summer Term



Year 11 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Intro to jobs 2. Advantages/ disadvantages of jobs 3. Reading skills 4. Future plans (revision of near future / introduction of simple future_ 5. Writing skills 6. Work experience 	<ul style="list-style-type: none"> ✓ Complex opinions and justifications ✓ WOW phrases ✓ Lo bueno/lo malo ✓ Recap on the near future, simple future and preterite. Re-cap of the imperfect for giving opinions ✓ Preparing for the writing and speaking exam ✓ DIRT ✓ Speaking with the Spanish assistant 	<ul style="list-style-type: none"> ❑ Grammar test (3 tenses) in September ❑ Weekly vocab tests ❑ Weekly exam skills revision (listening and reading) ❑ November mocks (listening, reading and writing) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group and G8RYQ folder ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.
Spring Term	<ol style="list-style-type: none"> 1. Free time pack 2. Describing your town 3. Opinion of town 4. Photo-card/role-plays skills 5. What you did in your town recently 6. Recommendations for your town 7. Where you want to live in the future 8. Ideal house/town 	<ul style="list-style-type: none"> ✓ Re-cap of lo bueno/lo malo ✓ Re-cap of desde hace ✓ Translation skills (both ways) ✓ 150-word skills ✓ Re-cap of preterite, near future, conditional, imperfect ✓ Modal verbs ✓ Giving recommendations ✓ How to use revision folder G8RYQ ✓ DIRT ✓ Speaking with the Spanish assistant 	<ul style="list-style-type: none"> ❑ Speaking mock (Jan) ❑ Weekly vocab tests ❑ Weekly exam skills revision (listening and reading) ❑ 90 words/150 words writing challenge ❑ Speaking mock (March) 	<ul style="list-style-type: none"> ➢ As above. Particularly look out for March tracking information and Mock Speaking 2
Summer Term	<ol style="list-style-type: none"> 1. Healthy Living pack 2. Social issues 3. Environment 4. Speaking practice 5. Reading/listening practice 	<ul style="list-style-type: none"> ✓ Developing reading and listening skills ✓ How to revise ✓ DIRT on past papers ✓ Tense revision ✓ Recorded revision sessions for each skill 	<ul style="list-style-type: none"> ❑ Real speaking exam early May ❑ Listening, reading and writing papers (May) 	<ul style="list-style-type: none"> ➢ As above. Particularly look out for revision resource material on Teams/ Revision for GCSE Spanish Showbie G8RYQ



Year 12 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. Introduction to the course. 2. Workshop style technical classes. 3. Further developments of the formal elements, in relation to "Concealed and Revealed" theme. 	<p>Awareness and development of the formal elements. Experimental group and individual responses. How to present ideas and developments in an A Level sketchbook.</p> <p>Introduction to "Concealed and Revealed". Initial ideas explored and researched. Continued technical and experimental workshops in response to given theme including paint, print, observation, photography and sculpture.</p>	<p>Observations Group work Art theory written analyses 3D work</p>	<ul style="list-style-type: none"> • If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists. • Sign your child up for life drawing classes locally. • Watch art related programmes. • Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus. • Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their work.
Spring Term	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. London galleries visit 2. 6 stages of a project towards response 1. 3. Careers week 	<p>Inspirational London Galleries visit – to support ideas for response 1.</p> <p>The focus for response 1 is creative composition arrangement.</p> <p>6 Stages of an A Level project:</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.</p>	<p>Coursework - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p>	<p>As above.</p> <p>Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.</p>
Summer Term	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. 6 stages of a project towards response 2. 2. Year 12 mock exam 3. Visit to Leeds Arts University Degree show. 	<p>The focus for response 2 is surface.</p> <p>6 Stages of an A Level project:</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Year 12 mock exam: 90 minute written analysis 5 hour practical (response 2)</p>	<p>Coursework and mock exam work are assessed against Edexcel assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>As above.</p> <p>Art Colleges and Universities hold their end of year exhibitions and Open Days this half term – offering excellent opportunities to visit and be inspired. This will also help your child to decide what they may wish to apply for in the Autumn term of year 13.</p>



Year 12 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Theme 1 – Marketing & People 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders 1.3 Marketing Mix & Strategy Theme 2 – Managing business activities 2.1 Raising finance 2.2 Financial Planning 2.3 Managing Finance	The market Role of an entrepreneur Entrepreneurial motives & characteristics Moving from entrepreneurial leader Forms of business Business objectives Business choices Market research Market positioning Product/service design Branding and promotion Liability Internal finance External finance Planning Sales forecasting Budgets Sales, revenue and costs Profit Break-even	End of unit tests – Theme 1 Common Assessment 1 – 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders Common Assessment 2 – 1.3 Marketing Mix & Strategy End of unit Tests – Theme 2 Common Assessment 1 – 2.1 Raising finance Common Assessment 2 – 2.2 Financial Planning	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	1.3 Marketing Mix & Strategy 1.2 The market 1.4 Managing people 2.3 Managing finance 2.4 Resource management	Pricing strategies Distribution Marketing strategy Demand Supply Markets PED YED Approaches to staffing Recruitment, selection and training Organisation design Liquidity Business failure Production, productivity and efficiency Capacity utilisation Stock control Quality management	End of unit tests – Theme 1 Common Assessment 3 – 1.3 Marketing Mix & Strategy Common Assessment 4 – 1.2 The market End of unit Tests – Theme 2 Common Assessment 3 – 2.3 Managing Finance Common Assessment 4 – 2.4 Resource Management	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term	1.4 Managing people 2.5 External influences Exam preparation	Motivation Leadership Economic influences Legislation The competitive environment Retrieval of previous learning	End of unit tests – Theme 1 Common Assessment 5 – 1.4 Managing people End of unit Tests – Theme 2 Common Assessment 5 – 2.5 External Influences End of year 12 exam Paper 1 – All of theme 1 Paper 2 – All of theme 2	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers



Year 12 Curriculum Overview: A-Level Computer Science

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Components of a Computer System 2. Input, output and storage 3. Software Development 4. Application Generation 5. System Analysis 6. Algorithms 7. Compression and encryption 8. Hashing 9. Databases 10. Python challenges (1-20) 	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> • Structure and function of different processors • The need for, function and purpose of operating systems, memory management and scheduling • The nature of applications, justifying suitable applications for a specific purpose. • Procedural programming language techniques • How data is exchanged between different systems • Identify the inputs and outputs for a given situation and determine the order of the steps needed to solve a problem. • Identify sub-procedures necessary to solve a problem. • Programming constructs, variables and modularity • How to de-bug a program. 	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via practice exam questions Topic 10 (Autum Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 3 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>
Spring Term	<ol style="list-style-type: none"> 1. Networking 2. Data structures 3. Binary Manipulation 4. Computation thinking 5. Little Man Computer 6. Web Technologies 7. Boolean Algebra 8. Python challenges (21-30) 	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> • The need and nature of abstraction and decomposition • Characteristics of networks, protocols and standards. • Internet structure, including The TCP/IP stack, DNS, Protocol layering, LANs and WANs, Packet and circuit switching. • Client-server and peer to peer • HTML, CSS and JavaScript • Karnaugh maps to simplify Boolean expressions • Primitive data types • Use of sign and magnitude and two's complement • Converting integers between binary, hexadecimal and denary. • The properties of stacks and queues. 	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via practice exam questions Topics 1-7 (Spring Term) via practice exam questions</p> <p>Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>
Summer Term	<ol style="list-style-type: none"> 1. Ethical and moral issues 2. Computing related legislation 3. Python challenges (31-40) 4. Preparation for the Year 12 mock exam. 5. Looking ahead to Year 13 project. 	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> • The Data Protection Act 1998. • The Computer Misuse Act 1990. • The Copyright Design and Patents Act 1988. • The Regulation of Investigatory Powers Act 2000. • Computers in the workforce. • Automated decision making. • Artificial intelligence. • Environmental effects. • Censorship and the Internet. • Monitor behaviour. • Analyse personal information. • Privacy and offensive communications. • Layout, colour paradigms & character sets 	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via exam questions Topics 1-7 (Spring Term) via exam questions Topics 1-2 (Summer Term) via exam questions Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises</p> <p>All of H406 Exam 1 via the Year 12 Mock Exam</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>



Year 12 Curriculum Overview: Design & Technology; Product Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Skills Box & Acrylic Lamp</p> <ol style="list-style-type: none"> 1. Marking up and routing 2. Mitre joint and sanding 3. Corel Draw and laser cutting 4. Scroll saw 5. Drilling- set up and change drill bits 6. Vacuum forming 7. OnShape CAD bracket/ 3D Print 8. Line bend acrylic 9. Assembly & 2D/3D sketching 10. Plug & Yoke process 11. Welding Steel & Standard Components 12. Core Topics- Materials, Finishes & Digital Design Manufacture 	<ul style="list-style-type: none"> • Workshop Health and Safety –overview and induction • Using hand and machine tools • 3D construction methods in wood, metal and plastic • Sketching, drawing and CAD skills • Introduction to Core Knowledge and examination skills 	<ul style="list-style-type: none"> • Practical making skills • Core Examination topic practice questions • Diary of Manufacturing and Planning • 2D and 3D sketching • 2D and 3D Computer Aided Design • ½ termly examination questions 40mins 	<p>Purchase Aqa Textbook – Design & Technology Product Design by Ian Granger</p> <p>Resources for projects and examination Core materials are stored in Showble.</p> <p>Encourage sketching practice Encourage revision for the practice exam questions.</p> <p>If asked, become a client for projects, answer questions and supporting the design process.</p>
Spring Term	<p>One Sheet Challenge w/J Carey Ltd</p> <ol style="list-style-type: none"> 1. Brief and Project Plan 2. Context Analysis & Situation 3. Initial Concepts 4. Ergonomics & Anthropometrics 5. Product Disassembly & Ikea Trip 6. Design Specification 7. Product Models and prototypes 8. Carey's visit & client feedback 9. Computer Aided Design 10. Presentation models & Costing 11. Present to the Client 12. Factory Visit 13. Core topics, Maths, Feasibility Studies 	<ul style="list-style-type: none"> • Live project with a commercial manufacturer • Developing project skills in preparation for the A level NEA • Developing expertise in 3D construction methods & commercial methods of manufacture • Develop higher level skills in sketch and CAD communication • Supporting deeper Core Knowledge and examination skills 	<ul style="list-style-type: none"> • All NEA aspects of the project work • Creativity and originality • Advanced skills in drawing and modelling • Specific more challenging examination questions • ½ termly examination questions 40mins 	<p>Continue support with resources for projects and examination. Core materials are stored in Showble.</p> <p>Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>
Summer Term	<p>NEA and year 12 Mock Examinations</p> <ol style="list-style-type: none"> 1. Develop a unique project rationale 2. Create a series of initial Concepts 3. Complete Client, Situation and associated research investigations 4. Carry out client and user surveys 5. Construct a project plan 6. Work on original drawings, CAD and models 7. Develop the Project Specification 8. Mock examinations and feedback 9. Core topics inc Health and Safety, Design Communication and Evaluation 	<ul style="list-style-type: none"> • Live Non Examination Assessment A Level project • Time Management of final project portfolio • Developing expertise in 3D construction methods & commercial methods of manufacture • Develop higher level skills in sketch and CAD communication • Supporting deeper Core Knowledge and examination skills 	<ul style="list-style-type: none"> • NEA on going monitoring, peer and self-assessment of AO1 • Year 12 Mock examination – 2 1/5 hour paper with 120 marks – Technical Principles 	<p>Live Microsoft Teams Project Folios</p> <p>Continue support with resources for projects and examination. Core materials are stored in Showble.</p> <p>Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>



Year 12 Curriculum Overview: Drama & Theatre Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Component 1: Devising. Exploration of Styles of Theatre Component 3: Theatre Makers in Practice Section B Set Text – Expressionism. 	<p>- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext</p> <p>+ Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</p> <p>Writing detailed: descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> Your Group Work Skills Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. Your understanding of how to interpret script as both as performer and a designer. Component 3 Section B Set Text Question responses. Component 1 Process & Research. 	<ul style="list-style-type: none"> Questioning understanding of different texts, styles & practitioners. Discussing live & digital theatre seen. Reading and discussing meaning communicated in written responses.
Spring Term	<ol style="list-style-type: none"> Component 2: Text in Performance. Component 3: Theatre Makers in Practice Section B Set Text. Component 3: Theatre Makers in Practice Section A Live Theatre. 	<p>- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext</p> <p>+ Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</p> <p>Writing detailed: descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> Your Group Work Skills Your understanding of how to interpret script as both as performer and a designer. Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. Component 3 Section A Live Theatre responses. Component 3 Section B Set Text Question responses. Component 2 Performance Intentions. 	<ul style="list-style-type: none"> Discussing Performance and Design concepts for Set Text. Discussing the purpose of theatre. Watching a range of live and digital performances. Reading in cue lines to help with line learning.
Summer Term	<ol style="list-style-type: none"> Component 2: Text in Performance. Component 3: Theatre Makers in Practice Section B Set Text. Component 3: Theatre Makers in Practice Section A Live Theatre. 	<p>- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext</p> <p>+ Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</p> <p>Writing detailed: descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> Your Group Work Skills Your understanding of how to interpret script as both as performer and a designer. Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. Component 3 Section A Live Theatre responses. Component 3 Section B Set Text Question responses. Component 2 Performance Intentions. 	<ul style="list-style-type: none"> Testing knowledge of the whole play and character development through the play. Reviewing written responses and targets to address.



Year 12 Curriculum Overview: Criminology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Unit 1: Understand how crime reporting affects the public perception of criminality</p> <p>Unit 1: Understand how crime reporting affects the public perception of Criminality.</p> <p>Understand how campaigns are used to elicit change</p> <p>Unit 2: Understand social constructions of criminality</p> <p>Unit 2: Theories of Criminality</p>	<p>AC1: Evaluate the effectiveness of the roles of personnel involved in Criminal, Assess the usefulness of investigative techniques in criminal investigations, Explain how evidence is processed</p> <p>Examine the rights of individuals in criminal investigations, Describe the processes of law making, Describe the organisation of the CJS in England and Wales, Describe models of criminal justice.</p> <p>AC2: Explain the requirements of the CPS for prosecuting suspects, Describe the Trial processes, Understand the rules in relation to the use of evidence in criminal cases, Assess key influences affecting outcomes of criminal cases, Discuss the use of laypeople in criminal cases, Explain forms of social control. Discuss the aims of punishment, Assess how forms of punishment meet the aims of punishment.</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions 	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>
Spring Term	<p>Unit 1: Plan Campaigns for change relating to Criminality</p> <p>Unit 1: Controlled assessment and Preparation</p> <p>Unit 2: Know theories of Criminality, Understand causes of Criminality</p> <p>Unit 2: Understand causes of policy change</p>	<p>AC3.1 Plan a campaign for change relating to crime</p> <p>AC3.2 Design materials for use in campaigning for change</p> <p>AC3.3 Justify a campaign for change</p> <p>AC2.3 Describe sociological theories of Criminality: Functionalist and Subcultural theories, interactionism, labelling theory, Marxist theory, left and right realism, surveillance theory.</p> <p>AC3.1 Analyse situations of criminality</p>	<p>Unit 1 Controlled assessment After Feb half term dates tbc</p> <p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions 	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>
Summer Term	<p>Unit 2: Understand causes of policy change</p> <p>Unit 2 exam prep</p> <p>Unit 3: Understand the process of criminal investigations</p>	<p>AC4.1 Assess the use of criminological theories in informing policy development</p> <p>AC4.3 Discuss how campaigns affect policy making</p> <p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</p> <p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</p>	<p>External unit 2 exam in May – dates tbc</p> <p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions 	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>



Year 12 Curriculum Overview: Economics

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<div> Micro The economic problem The allocation of resources Opportunity Cost Specialisation and trade Demand Supply Elasticity </div> <div> Macro Circular flow Aggregate demand Aggregate Supply Unemployment Economic Growth/ Devt Inflation Balance of Payments </div>	Micro Factors of production Market, planned and mixed systems Movements and shifts along demand and supply curve Elasticity Macro Macroeconomic Objectives Aggregate demand and Supply (Long and short run) The Multiplier Labour force survey and claimant count Inflation, disinflation, deflation and hyperinflation Index numbers Balance of Payments	Micro CA1 Opportunity Cost, demand and supply CA2 Elasticity Macro CA1 Aggregate Demand and Supply CA2 Inflation / Unemployment	*Encourage students to read and stay up-to-date with Economics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum. Encourage students to make connections between theory and practice and recognise Economics in everyday situations *Use showbie to engage with the concepts and concepts we are working on at this time
Spring Term	<div> Micro Elasticity (cont) Consumer and Producer surplus The interaction of markets Macro Trends in Macro indicators Fiscal Monetary and Supply side </div>	Micro PED, YED and XED (Types of Elasticity) Consumer and Producer surplus Ceteris paribus Market Equilibrium and Disequilibrium Macro Macro economic objectives (applied to UK economy) Fiscal Policy Monetary Policy Supply side Policy Crowding out Laffer curve Quantitative Easing	Micro CA3 Elasticity CA4 Equilibrium and Disequilibrium Macro CA3 Balance of Payments and Trade CA4 Fiscal Monetary and supply side policy	*Encourage students to read and stay up-to-date with Economics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum. Encourage students to make connections between theory and practice and recognise Economics in everyday situations *Use showbie to engage with the concepts and concepts we are working on at this time
Summer Term	<div> Micro Market Failure Government intervention Revision and practice assessment </div> <div> Macro International trade Exchange rates Revision and practice assessment </div>	Micro Positive and negative Externalities Market & Government Failure Asymmetric Information Merit and Demerit goods Public Goods Macro International Trade Protectionism Exchange Rates – fixed and Floating	Year 12 Exams Summative Test of Micro and Macro knowledge to date Micro CA4 Market Failures Macro CA4 Exchange Rates	*Encourage students to read and stay up-to-date with Economics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum. Encourage students to make connections between theory and practice and recognise Economics in everyday situations *Use showbie to engage with the concepts and concepts we are working on at this time



Year 12 Curriculum Overview: **ENGLISH LITERATURE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Aspects of Tragedy: <ol style="list-style-type: none"> 1. Induction to essay writing 2. Induction to critical perspectives 3. Introduction to aspects of tragedy 4. Othello by William Shakespeare 5. Death of a Salesman by Arthur Miller 	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	<ul style="list-style-type: none"> • An essay exploring the presentation of aspects of tragedy within the first act of 'Othello', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning • An essay exploring how an aspect of tragedy is presented within 'Death of a Salesman', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning 	<ul style="list-style-type: none"> • Watch different film or theatre versions of Othello • Watch different film or theatre versions of Death of a Salesman • Read widely within the genre of tragedy to develop your understanding of conventions, using the wider reading list as a guide
Spring Term	Aspects of Tragedy: <ol style="list-style-type: none"> 1. Othello by William Shakespeare 2. Poetry of John Keats. 3. Introduction to the N.E.A 	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	<ul style="list-style-type: none"> • Essays exploring the presentation of aspects of tragedy within the middle acts of 'Othello', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning • Essays exploring how an aspect of tragedy is presented within Keats' poetry, testing your ability to structure an argument, and analyse how the writer's craft shapes meaning 	<ul style="list-style-type: none"> • Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes • Watch National Theatre Live clips on YouTube of actors and directors discussing performances of 'Othello' • Listen to University of Oxford's podcast on Othello • Listen to The Play Podcast on Death of a Salesman
Summer Term	Aspects of Tragedy: <ol style="list-style-type: none"> 1. Othello by William Shakespeare 2. Poetry of John Keats. 3. Death of a Salesman by Arthur Miller 4. Planning the N.E.A 	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	<ul style="list-style-type: none"> • Essays responding to a critical view, using your knowledge of 'Othello' to structure an argument in response • Essays exploring an aspect of tragedy within both 'Death of a Salesman' and Keats' poetry. 	<ul style="list-style-type: none"> • Use revision study skills to learn key quotations for all set texts • Use revision study skills and aspects of tragedy to plan out essays exploring how set texts present this theme



Year 12 Curriculum Overview: UNIT 1: Epistemology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1: What is knowledge?	<ol style="list-style-type: none"> 1. The distinction between acquaintance knowledge, ability knowledge and propositional knowledge. 2. The nature of definition The Tripartite view 3. Issues with the tripartite view including: <ul style="list-style-type: none"> • the conditions are not individually necessary • the conditions are not sufficient – Gettier and Gettier style cases 4. Responses: Infallibilism, Realibilism, No False Lemmas, Virtue Epistemology 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 2: Knowledge through perception	<ol style="list-style-type: none"> 1. Direct Realism – Issues and responses 		
Spring Term	Unit 2: Knowledge through perception (continued)	<ol style="list-style-type: none"> 2. Indirect Realism and issues and responses 3. Berkeley's Idealism including issues and responses 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 3: Knowledge through reason	<ol style="list-style-type: none"> 1. Innatism – Arguments from Plato and Leibniz 2. Empiricist responses and issues with these 3. Intuition and Deduction Thesis – Descartes doubt, Cogito and trademark arguments – Issues and responses 		
Summer Term	Unit 3: Knowledge through reason (continued)	<ol style="list-style-type: none"> 4. Proof of the existence of the Physical world with issues and responses 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 4: The limits of knowledge	<ol style="list-style-type: none"> 1. Philosophical scepticism and normal incredulity. <ul style="list-style-type: none"> • The role/function of philosophical scepticism 2. Local v.s. global scepticism 3. Descartes' sceptical arguments (the three 'waves of doubt') 4. Responses to scepticism 		



Year 12 Curriculum Overview: FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Technology in everyday life 2. Dangers of digital technology 3. Digital technology users 4. Future of technology 5. Marriage and partnerships 6. Modern blended families 7. Intergenerational relationships 8. Paper 1 skills (Reading, listening and writing) 7. Introduction to Photocard skills (Paper 3) 	<ul style="list-style-type: none"> ✓ Infinitive constructions ✓ Opinion phrases ✓ Object pronouns ✓ Present tense (reg and irreg) ✓ Perfect tense ✓ Imperfect tense ✓ Recognition of past historic ✓ Revision skills ✓ Summary skills 	<ul style="list-style-type: none"> □ Paper 1 (Listening, reading and writing) □ Ongoing vocabulary and grammar tests 	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.
Spring Term	<ol style="list-style-type: none"> 1. Contemporary French music 2. Popularity of francophone music 3. How to protect French music 4. History of French cinema 5. Importance of French films 6. Future of cinema 7. Study of 'La Haine' cultural topic 8. Essays skills (Paper 2) 	<ul style="list-style-type: none"> ✓ Question forms ✓ Imperative verbs ✓ Subjunctive verbs ✓ Connectives followed by the subjunctive ✓ Conditional tense ✓ Si clauses ✓ Essay phrases 	<ul style="list-style-type: none"> □ Paper 1 (Listening, reading and writing) □ Paper 3 Mock (Speaking cards) □ Ongoing vocabulary and grammar tests 	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.
Summer Term	<ol style="list-style-type: none"> 1. Regional and national heritage 2. Heritage and tourism 3. Impact of heritage on culture 4. Voluntary sector in France 5. Benefits of voluntary work 6. Translation skills (Paper 1) 7. Preparation towards IRP project 	<ul style="list-style-type: none"> ✓ Adjectival agreement ✓ Comparatives and superlatives ✓ Future tense ✓ Translation skills ✓ Independent research skills 	<p>Y12 Mocks:</p> <ul style="list-style-type: none"> □ Paper 1 (Listening, reading and writing) □ Paper 2 Mock – Essay paper □ Paper 3 Mock – Full speaking mock (2 cards) □ Ongoing vocabulary and grammar tests 	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.



Year 12 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Coastal systems and landscapes	<p>Coasts as natural systems</p> <ul style="list-style-type: none"> stores, flows, inputs, outputs and dynamic equilibrium <p>Systems and processes</p> <ul style="list-style-type: none"> Coastal processes – sources of energy, erosion, transportation, and deposition <p>Coastal landscape development</p> <ul style="list-style-type: none"> Landforms of erosion Landforms of deposition Coastlines of emergence and submergence <p>Coastal management</p> <ul style="list-style-type: none"> Hard and soft engineering Sustainable approaches <p>Case studies</p> <ul style="list-style-type: none"> Local scale – Haldemes Contrasting landscape to the UK – Sundarbans 	<p>Systems concepts</p> <p>Dynamic equilibrium</p> <p>High and low energy coastlines</p> <p>Waves</p> <p>Sediment cells and budgets</p> <p>Mass movement and weathering</p> <p>Erosional, transportation, deposition</p> <p>Landforms of erosion – wave cut platforms, caves, arches and stacks.</p> <p>Landforms of deposition – beaches spits, tombolos, offshore bars, barrier beaches, and sand dunes, mudflats/ saltmarshes</p> <p>Eustatic, isostatic and tectonic activity</p> <p>Coastal management - Hard and soft engineering</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	<p>Media</p> <ul style="list-style-type: none"> Follow any news stories about cities, especially Mumbai and London https://www.theguardian.com/cities. Watch Kevin McCloud's 'Slumming It' https://www.youtube.com/watch?v=ywDipk5SMto Watch 'Jay Blades, East End through time' <p>Classwork</p> <ul style="list-style-type: none"> Keep folders and notes organised Recap on classwork to consolidate key concepts and knowledge Use course checklists to monitor your own progress <p>Independent work</p> <ul style="list-style-type: none"> Challenge yourself to read around the subject, using the resources on Showbie Read the RGS subject content overview https://www.rgs.org/schools/teaching-resources/changing-places-changing-places/ Use the practice questions and mark schemes on Showbie Use the intervention strategies available in the A-level revision on Showbie. Explore the governments approach to coastal management https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/ What is happening in the Sundarbans? https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?srirlybrkr=6ce9f385
Changing Places	<p>The Nature and Importance of Places</p> <ul style="list-style-type: none"> Insider/Outsider Perspectives Near/Far & Experienced/Media Places Factors contributing to character of places (endogenous/exogenous) <p>Relationships and connections</p> <ul style="list-style-type: none"> Shifting flows Demographic, socio-economic and cultural characteristics External forces Past and present connections <p>Meaning and representations</p> <ul style="list-style-type: none"> Place attachments – identities, perspectives and experiences External agencies attempt to influence/create place meanings Media representations Past and present representations <p>Place Studies (Local and Distant)</p>	<p>Location, locale and sense of place</p> <p>Insider and Outsider</p> <p>Near and far places</p> <p>Experienced and media places</p> <p>Endogenous and exogenous factors</p> <p>Place identity – localism, regionalism, nationalism</p> <p>Topography, land use, built environment and infrastructure</p> <p>Demographic, socio-economic characteristics</p> <p>Social inequalities</p> <p>Flows of people, resources, money, investment and ideas</p> <p>Globalisation, homogenisation, localisation and glocalisation</p> <p>Remittances and repatriation of profits</p> <p>Gentrification, rebranding, regeneration, re-imaging</p> <p>International and global institutions, corporate bodies and TNCs</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	<p>Visits</p> <ul style="list-style-type: none"> Local areas in Leeds/ Bradford or other towns and cities of relevance to see the urban landscape Leeds Recycling and Energy Recovery Facility (RERF) - https://www.leeds.vocla.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works Coastal environments – Halders to explore the use of coastal management. Visit Hedden Bridge – To investigate how local and community groups have shaped place meaning. <p>Discussions</p> <ul style="list-style-type: none"> Talk to relatives/ friends about how areas have changed in their lifetime. How has coastal management changed since their childhood? Have they noticed a difference in the climate and the impact this is having in coastal areas?
Contemporary Urban Environments	<p>Urbanisation</p> <ul style="list-style-type: none"> Consequences of urbanisation and urban processes Urban change and Urban policy <p>Urban forms</p> <ul style="list-style-type: none"> World and Megacities and Post-modern - Western cities Spatial patterns of land use and land use models Social and economic issues associated with urbanisation Cultural diversity & ethnic segregation Economic inequality <p>Urban Climate</p> <ul style="list-style-type: none"> Urban microclimates and UHI Urban wind and air quality <p>Urban Drainage</p> <ul style="list-style-type: none"> Drainage Systems and SUDS Urban drainage management Urban waste and its disposal Waste <p>Other contemporary Urban Environmental issues</p> <ul style="list-style-type: none"> Other issues and dereliction 	<p>Urbanisation, suburbanisation, counter – urbanisation and urban resurgence</p> <p>Megacity, world/global cities</p> <p>Deindustrialisation</p> <p>Decentralisation</p> <p>UDCs, Enterprise zones, city challenge, partnership schemes</p> <p>CBD, inner city, suburbs and urban-rural fringe</p> <p>Town centre mixed developments, fortress developments, edge cities, cultural and heritage quarters</p> <p>Post-modern western cities</p> <p>Social segregation and economic inequality</p> <p>Poverty cycle</p> <p>Urban Heat Island</p> <p>Albedo effect</p> <p>Evapotranspiration</p> <p>The Canyon effect and Venturi effect/ wind turbulence</p> <p>Thunderstorms</p> <p>Particulate pollution</p> <p>Photochemical smog</p> <p>Hydrographs</p> <p>Catchment management</p> <p>SUDS</p> <p>Restoration and conservation</p> <p>Infiltration</p> <p>Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade</p> <p>Urban dereliction</p> <p>Ecological footprint</p> <p>sustainability</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	



Year 12 Curriculum Overview: History



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

1. Britain 1851-1867 including Parliament and the workings of the system, the mid-Victorian boom, society and social structure, and the development of Irish Nationalism.
2. Britain 1867-1885 including political reform, onset of the economic depression, development of trade unions and Ireland.
3. Britain 1886-1905 including Conservative dominance, division in the Liberal Party, economic readjustment, social change and the Conservative policy in Ireland.
4. Britain 1905-1914 including New Liberalism, social policy and change, and the Ulster Crisis.

Powerful Knowledge (key concepts, skills)

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964>

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

How can you help at home?

Visit the Ripon Workhouse Museum to consider the treatment of the poor in the nineteenth century.

There are a wide variety of books written about this period in British history. Reading anything relating to the second half of the 19th century in Britain will help to develop student's sense of period.

Unit 2: France in Revolution, c.1774-1795

1. Origins of the French Revolution, including the Ancien Regime and the structure of government, the challenges of the Enlightenment, economic problems and the collapse of absolutism.
2. The Experiment in Constitutional Monarchy including, the events of 1789, reforms and change, the flight to Varennes and the September massacres
3. The Emergence and Spread of the Terror including the establishment of a Republic, the execution of the king, progress of the war and the development of the terror.

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815>

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of books written about the French Revolution. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge



Year 12

Curriculum Overview: BTEC Level 3 Information Technology



Autumn Term

Topics/ content outline:

1. Using Social Media in Business
2. Business uses of social media
3. Risks and issues
4. Social media planning
5. Business requirements
6. Content planning / publishing
7. Introduction to Databases
8. Normalisation
9. Building simple database

Powerful Knowledge (key concepts, skills)

- Being able to:
- Explain the different ways in which a business can use social media.
 - Assess the different ways in which a business can use social media to attract a target audience.
 - Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements.
 - Evaluate the business use of social media to interact with customers and promote products or services to a target audience.
 - Examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database

What will you be assessed on?

- Documentation showing the planning, preparation and implementation of the use of social media in a business, which meets identified requirements.
- Your ability to demonstrate knowledge of database development terminology, standards, concepts and processes.

How can you help at home?

- Encourage your child to:
- Recall key concepts from lessons
- Work through the case-study requirements (a minimum of 4 hours a weeks)
- Engage with on-line learning material / videos
- Review and complete the revision Year 12 Unit 2 revision plan.

Spring Term

1. Social media policy
2. Reviewing and refining plans
3. Creating accounts and profiles
4. Content creation and publication
5. Implementation of online community building
6. Data gathering and analysis
7. Building queries & forms
8. Database testing
9. Evaluating databases
10. Preparation for Unit 2 exam.

- Being able to:
- Produce a plan to use social media in a business to meet its business requirements
 - Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements.
 - Produce business-related content using appropriate features of social media which meet the requirements of the plan.
 - Develop an effective design solution to produce a database system
 - Evaluate each stage of the development process and the effectiveness of a database solution.

- Establishing social media pages dedicated to a business, which fulfil the requirements given in the plan, accompanied by supporting documentation.
- Statistical data generated by social media websites, including an analysis of how it was used to optimise the use of social media.
- Your ability to apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief

- Encourage your child to:
- Recall key concepts from lessons
- Work through the case-study requirements (a minimum of 4 hours a weeks)
- Engage with on-line learning material / videos
- Review and complete the revision Year 12 Unit 2 revision plan.

Summer Term

1. Evaluation of a social media plan
2. Evaluation of a social media campaign.
3. Evaluate the plan and use of social media in a business against business requirements.

- Evaluate the plan and use of social media in a business against business requirements.

- A report evaluating the use of social media in a business against the plan, showing how well it meets business requirements.
- Your ability to evaluate evidence to make informed judgements about the success of a database's design and performance

- Encourage your child to:
- Recall key concepts from lessons
- Work through the case-study requirements (a minimum of 4 hours a weeks)
- Engage with on-line learning material / videos



Year 12 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Unit 3 : Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.</p> <p>Unit 1: Media products and audiences Exam: 2 hours 25% of qualification</p>	<p>LO1 Be able to create a proposal with sample materials for an original media product to a client brief</p> <p>LO2 Be able to plan and develop preproduction materials for an original media product to a client brief</p> <p>Unit 1: The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences.</p>	<p>UNIT 3: Pass Tasks Completed by December Completed filming and Editing their Music Video</p> <p>UNIT 1: Media products and audiences 2hr Exam Media Language and Representation of Attack the Block</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 1</p> <p>UNIT 3</p> <p>Student Checklists UNIT 3 Marksheet</p>
Spring Term	<p>Unit 3 : Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.</p> <p>Unit 1: Media products and audiences Exam: 2 hours 25% of qualification</p>	<p>LO3 Be able to create production materials for an original media product to a client brief</p> <p>LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief</p> <p>Unit 1: You will learn about how audiences are categorised, researched and targeted by media producers and how media institutions distribute and advertise their products to audiences.</p>	<p>UNIT 3: Merit Tasks Completed by February Distinction task completed by February</p> <p>UNIT 1: Media products and audiences 2hr Exam Moral Panic (20 marker essay question) Industry and Audience multiple sectors.</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 1</p> <p>UNIT 3</p> <p>Student Checklists UNIT 3 Marksheet</p>
Summer Term	<p>Unit 21: Plan and Deliver a Pitch for a Media Product. Coursework: Plan a pitch for TV drama and sell to an industry expert 9% of Qualification</p>	<p>LO1 Be able to generate ideas for an original media product based on a client brief</p> <p>LO2: Be able to create a proposal and pitch for an original media product based on a given brief</p> <p>LO3 Be able to pitch ideas on proposed media product and respond to questions</p>	<p>UNIT 21: Final Pitch April</p> <p>UNIT 1: Media products and audiences 2hr Exam MAY</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 1</p> <p>UNIT 21</p> <p>Student Checklists UNIT 21 Marksheet</p>



Year 12 Curriculum Overview: UNIT 2: Moral Philosophy



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Normative Ethical Theories. 2. Utilitarianism 3. Deontological Ethics 	<ol style="list-style-type: none"> 1. Utilitarianism (Bentham and Mill) with issues to and responses 2. Kantian deontological ethics with issues and responses 3. Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	<ol style="list-style-type: none"> 4. Virtue Ethics 5. Applied Ethics 	<ol style="list-style-type: none"> 1. Aristotelian virtue ethics 2. Eudaimonia as a final end 3. The function argument 4. Virtue and the soul 5. Doctrine of the mean 6. Actions 7. Virtues, actions and reasons 8. Eudaimonia and pleasure 9. Criticisms and responses 10. Applying virtue theory to simulated killing, eating meat, telling lies and stealing 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Summer Term	Metaethics.	<ol style="list-style-type: none"> 1. Introduction to meta ethics 2. The origins of moral principles 3. Realism and cognitivism 4. Naturalism 5. Non-naturalism and intuitionism 6. Issues with moral realism 7. Error theory 8. Emotivism 9. Prescriptivism 10. Issues with moral anti realism 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Features of the early Classical period (Area of Study A) 2. Composing skills-moving on from GCSE and planning Year 12 composition 3. Musical Theatre (Area of Study C) 4. A look at performance repertoire 	<ol style="list-style-type: none"> 1. Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/Composers under patronage. Stamitz and the Mannheim school. (AoS A) 2. Harmony in composition-types of chords and effective sequences/ role of the dominant chord. 3. Richard Rogers (AoS C) 	<p>Comfort Zone Performance in first half term in front of class.</p> <p>Performance in front of an audience later in the term.</p> <p>Composition tasks and completion of log document.</p> <p>Research tasks on Early Classical Music.</p> <p>Written Tasks on Musical Theatre</p>	<p>Check that students have discussed A Level repertoire with private tutors. Music staff at school can help here with school-based tutors but the onus is on students in private arrangements out of school.</p> <p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>
Spring Term	<ol style="list-style-type: none"> 1. Haydn Symphony 104 movements 1 & 2 2. Mozart, early Beethoven and mature Haydn 3. Composing – year 12 composition task. 4. Musical Theatre (Area of Study C) 5. Performing- selecting and timing repertoire 	<ol style="list-style-type: none"> 1. Score reading/musical literacy/instruments of the Classical orchestra. 2. Comparing and contrasting classical symphonies using MAD IT SHIRT to organise thoughts. 3. Composition-structure and development 4. Leonard Bernstein (AoS C) 5. Preparation for solo performance in Spring Concert 	<p>Spring Concert Solo Performance.</p> <p>Composition tasks and completion of log document.</p> <p>Research/comparison tasks on Mozart/early Beethoven and mature Haydn</p> <p>Written Tasks on Musical Theatre</p>	<p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience.</p> <p>Regular testing of key vocab and features of all Areas of Study and the set works.</p> <p>https://www.youtube.com/watch?v=Q8PLlowJ70&t=1003s</p>
Summer Term	<ol style="list-style-type: none"> 1. Haydn Symphony 104 movements 3 & 4 2. Mature Beethoven and the shift towards Romanticism. 3. Finalising Composition work 4. Finalising performance repertoire and submitting scores/piano parts. 5. Musical Theatre (AoS C) 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104 (mvts 1&2) and the development of the symphony so far to support year 12 Mock exam. 2. Analysis of Haydn 104 movements 3&4. 3. Addressing targets and working towards final deadline (Year 12 composition) 4. Exam performance of Year 13 repertoire as part of the Year 12 mock exam 5. Stephen Sondheim (AoS C) 	<p>Year 12 Mock Exam Solo Performance.</p> <p>Composition final submission.</p> <p>Research/comparison tasks on Beethoven symphonies.</p> <p>Final annotation and homework tasks Haydn 104 (all movements)</p> <p>Written Tasks on Musical Theatre</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>



Year 12 AS PE Paper 2 Curriculum Overview:



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	2.1 – Skill Acquisition 2.2 – Sports Psychology	4.1 – Classification of skills 4.2 – Types and methods of practice 4.3 – Transfer of skills 4.4 – Principles and theories of learning 4.5 – Stages of learning 4.6 – Guidance 4.7 – Feedback 5.1 – Personality 5.2 – Attitude 5.3 – Motivation	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
Spring Term	2.2 – Sports Psychology	1. 5.4 – Anxiety 2. 5.5 – Arousal 3. 5.6 – Aggression 4. 5.7 – Social Facilitation 5. 6.1 – Group and team dynamics 6. 6.2 – Goal setting 7. 7.1 – Pre Industrial Britain	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
Summer Term	2.3 – Sport and society	7.2 – Post Industrial Britain 7.3 – Public Schools 7.4 – 20 th Century Britain 7.5 – 21 st Century 7.6 – Global sporting events	1. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 2. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 3. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.



Year 12 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Mini projects exploring different areas of traditional and digital Photography:- <ul style="list-style-type: none"> Cyanotypes Photograms Film Photography Form Colour and conceptual Product and fashion Documentary and Leeds Market Visit Begin Change and Stability project 	<p>Traditional film and darkroom processes</p> <p>Location based research</p> <p>Idea development</p> <p>Technical camera work – A mode/S mode/M mode, colour</p> <p>Conceptual thinking</p> <p>Recap and development of lighting skills</p> <p>Recap and development creative camera work and researching ideas through the camera</p> <p>Recap and development of editing skills</p> <p>Analysis of images</p> <p>Technical and creative vocabulary</p> <p>Annotation, evaluation and presentation</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers</p> <p>AO2: Edits and experimental work developing ideas</p> <p>AO3: Planning and research photography</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.</p> <p>Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus.</p> <p>Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography</p> <p>Proofreading written work to help pick up SPAG errors</p>
Spring Term	<ol style="list-style-type: none"> Research and development of Change and Stability unit Change and stability essay. 	<p>Developing a response to a problem or brief set by the department</p> <p>Responding effectively to feedback.</p> <p>Analysis and research</p> <p>Technical and creative vocabulary</p> <p>Conceptual thinking</p> <p>Technical camera and editing skills led by chosen area of study</p> <p>Annotation, evaluation and presentation</p> <p>Development of ideas and making skills pertinent to the creation and display of final photographic piece as chosen by the student</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers</p> <p>AO2: Edits and experimental work developing ideas</p> <p>AO3: Planning and research photography</p> <p>AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.</p> <p>Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus.</p> <p>Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography</p> <p>Proofreading written work to help pick up SPAG errors</p>
Summer Term	<ol style="list-style-type: none"> Conclusion of the Change and Stability project. Introduction to Edexcel A level Component 1 practical project: The Personal Investigation Mock exam sessions 	<p>Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student</p> <p>Decision making and bringing a body of work to an effective conclusion</p> <p>Developing a problem or brief set by self</p> <p>Being able to identify own artistic strengths and weaknesses, developing and addressing these</p> <p>Analysis and research</p> <p>Technical and creative vocabulary</p> <p>Conceptual thinking</p> <p>Technical camera and editing skills led by area of study</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers</p> <p>AO2: Edits and experimental work developing ideas</p> <p>AO3: Planning and research photography</p> <p>AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.</p> <p>Proofreading written work to help pick up SPAG errors</p> <p>Encouraging students to research future study and careers options through using the UCAS website</p>



Year 12 Curriculum Overview: **POLITICS**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Unit 2 Parliament – The structure and role of the House of Commons – Role and structure of House of Lords Comparative powers of Commons and Lords</p> <p>Unit 1 – Representative Democracy and direct democracy Pressure Groups Rights Political Parties</p>	<p>Unit 1 Legitimacy Direct Democracy Representative Democracy Pluralist democracy Democratic Deficit Participation Crisis Think Tanks Lobbyists Old Labour/ New Labour One Nation New Right Left wing/Right wing</p> <p>Unit 2 Parliament Confidence and Supply Salisbury Convention Legislative Bills Public Bill Committees Backbenchers Select Committees Opposition</p>	<p>Unit 1 Common Assessment 1 – Democracy and Participation (1.1) Common Assessment 2 – Pressure Groups and Political parties (1.3 and 1.4)</p> <p>Unit 2 Common Assessment 1 – House of Commons (2.1 and 2.2) Common assessment 2 – House of Lords (2.1 and 2.2)</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
Spring Term	<p>Unit 2 – The Prime Minister and Executive The concept of Ministerial responsibility The PM and Cabinet. Relations between branches</p> <p>Unit 1 – Established political parties emerging parties Different electoral systems Referendums Electoral systems analysis Factors influencing voting behaviour</p>	<p>Unit 1 Old Labour New Labour Classic Liberals Modern Liberals Party systems Left wing Right wing FPTP Additional member system Supplementary Vote Safe seat Marginal Seat</p> <p>Unit 2 Executive Cabinet Minister Secondary legislation Individual responsibility Collective responsibility Presidentialism</p>	<p>Unit 1 Common Assessment 3 Electoral Systems Common Assessment 4 Voting Behaviour</p> <p>Unit 2 Common Assessment 3 PM and Cabinet Common Assessment 4 Relations between branches</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
Summer Term	<p>Unit 1 Voting behaviour and the media Core Ideology (Liberalism and Conservatism)</p> <p>Unit 2 The Constitution and Constitutional Reform Non core ideology – Feminism</p>	<p>Unit 2 Constitution Uncodified Parliamentary sovereignty Rule of Law Statute and Common Law Conventions Devolution</p> <p>Feminism Public and private sphere Different types of feminism Otherness Intersectionality</p> <p>Unit 1 Class dealignment Manifesto Mandate Partisan dealignment</p> <p>Conservatism Noblesse oblige Liberalism Nightwatchman and enabling state</p>	<p>Year 12 Exams</p> <p>Unit 1 & 2 Ideology 24 mark question as per examination structure</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>



Year 12 Curriculum Overview: Psychology



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term Origins of Psychology Approaches in Psychology Research Methods Memory	Wundt and Introspection Behaviourism: classical and Operant conditioning Social Learning Theory Cognitive approach: Schema, Inference, Cognitive neuroscience, Soft determinism. Biological approach: Genes, Neurochemistry, Brain structure, Evolution Biopsychology: Nervous system and endocrine system Experimental method Non Experimental methods: Self report, questionnaires, observations Memory - Multistore model, working memory	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Spring Term Memory Social Influence Attachment Psychopathology	Memory: Explanations for forgetting, Eye Witness testimony Attachment: Caregiver-infant interactions, role of the father, Lorenz, Harlow, Learning Theory, Bowlby's Monotropic theory. Attachment: the strange situation, cultural variations Social Influence: Conformity, Obedience, Resistance to social influence, social change Psychopathology: Defining Abnormality, Behavioural approach to explaining and treating phobias	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Summer Term Attachment Psychopathology Mock/AS preparation Independent research investigation	Attachment: Bowlby's Maternal Deprivation Theory, Romanian Orphans, Early attachment and later development Psychopathology: Cognitive approach to explaining and treating depression, Biological approach to explaining and treating OCD Conventions for reporting on psychological investigations	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.



Year 12 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Mechanics (Statics & Dynamics)	Newton's Laws of Motion. "suvat equations" (kinematic equations), vectors – resolving & combining. Projectiles. Momentum & impulse. Work done in dynamics situations. Moments.	Mechanics Bulk Properties of Solids	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
	Bulk Properties of Solids	Density. Hooke's law. The Young modulus, strain & stress. Stiffness & ultimate tensile strength.		
	Electricity	Current as a flow of charge, work done by & on charge. Current-PD characteristics. Practical details/issues.		
Spring Term	Progressive & Stationary Waves	Progressive waves. Stationary waves. Polarisation. Longitudinal & transverse waves. Harmonics on a string. Refractive index. Total internal reflection. Fibre optics, pulse broadening, material & modal dispersion.	Progressive & Stationary Waves Refraction Electricity Interference & Diffraction Quantum Phenomena	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
	Refraction	Resistivity. Superconductors. Potential dividers. Electromotive force & internal resistance.		
	Electricity	Diffraction. Superposition. Interference (single slit, double slit & diffraction gratings). The photoelectric effect. Emission & absorption spectra. Wave particle duality.		
Summer Term	Interference & Diffraction		Particles	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
	Quantum Phenomena	Nuclear model. Isotope notation. The strong nuclear force. Alpha, beta-, beta + (antimatter), and gamma decay. Neutrinos, antimatter, annihilation & pair production. Exchange particle model of forces.		
	Particles	Circular Motion. Centripetal acceleration.		
	Circular Motion (part of "Further Dynamics")	Electrical fields and potential. Orbits of a "classical electrons" in an atom.		
	Electric Fields			



Year 12 Curriculum Overview: A level Sociology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Introduction to Sociology 2. Introduction to Sociological Theories and Research Methods 3. Introduction to Sociological Research Methods 4. Theory of Education – The Role of Education 5. Education Policy 6. Class and Education 7. Theories of the Family 8. Demography 	<ul style="list-style-type: none"> • What is Sociology and how is it applicable to our every day life? • How do Sociologists study society? • Marxist, Feminist, Functionalist, New Right, Post-modernism Theories. • The Practical, Ethical and Theoretical Factors of Questionnaires, Interviews, Observation, Experiments, Documents and Official Statistics. • Theoretical views on the role of education – Marxist, Functionalist, New Right. • Theoretical views on the role of the Family... • What are the patterns and trends in UK – marriage, divorce, birth, death etc. 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Show file. • Use Revise Sociology https://www.revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Spring Term	<ol style="list-style-type: none"> 1. Ethnicity and Education 2. Gender and Education 3. Family Diversity 4. Childhood 5. Couples 6. Changing Family Patterns 7. Methods In Context 	<ul style="list-style-type: none"> • Internal and external factors which lead to educational differences due to ethnicity. • Internal and external factors which lead to educational differences due to gender. • Family diversity modernity vs post-modernity. • The social construction of childhood. • Domestic division of labour. • Changing gender roles within society. • Using the six research methods to investigate areas of education e.g. classrooms, parents, students, teachers, schools. 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Show file. • Use Revise Sociology https://www.revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Summer Term	<ol style="list-style-type: none"> 1. Family and Social Policy 2. Methods In Context continued 3. Consolidation of AS topics 4. Preparation for AS exam/Internal mock exam 5. Revisit Sociological Theory (Year 13 content) 	<ul style="list-style-type: none"> • The role of the Government – family policies and their impact. • Using the six research methods to investigate areas of education e.g. classrooms, parents, students, teachers, schools. • Consolidation of AS topics (Term 1 and Term 2) • Exam practice – how to answer short and long essay Qs. • Year 13 – Theory and Methods. Revisit the Sociological theories and methods. • Marxist, Feminist, Functionalist and Social Action Theories. 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Show file. • Use Revise Sociology https://www.revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

The exam will contain short and long answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Skeletal System Muscular System	<ul style="list-style-type: none"> Names, locations and types of major bones Process of bone growth Functions of the skeleton Types and classification of joints Responses (short term) and adaptations (long term) to exercise Skeletal disease and age Names and locations of major muscles Characteristic and functions of muscles Antagonistic pairs Types of contraction and fibres Responses (short term) and adaptations (long term) to exercise Age and cramp 	<p>You need to demonstrate thorough knowledge and understanding of the body systems in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations.</p> <p>You need to be able to analyse how the body carries out exercise and sporting movements and how the body systems respond to <u>short-term</u> and <u>long-term</u> exercise.</p> <p>You will be able to interpret information on exercise and sports performance and make reasoned judgements on how body systems carry out exercise and sporting movements in a range of different contexts, demonstrating understanding of the interrelationships between the body systems.</p>	<ul style="list-style-type: none"> Read around the skeletal and muscular systems Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Spring Term	Respiratory System Cardiovascular System	<ul style="list-style-type: none"> Structure of the respiratory system Function and mechanism of breathing Lung volumes Control of breathing (neural and chemical) Responses (short term) and adaptations (long term) to exercise Asthma and altitude Structure of the cardiovascular system Function Nervous control of the cardiac cycle Responses (short term) and adaptations (long term) to exercise SADS, blood pressure, hypothermia/hyperthermia 		<ul style="list-style-type: none"> Read around the respiratory and cardiovascular systems Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Summer Term	Energy systems Interrelationships between the body systems	<ul style="list-style-type: none"> Role of ATP in exercise ATP-PC System (chemical source, resynthesis, recovery time, duration and intensity) Lactate System (process of anaerobic glycolysis) Aerobic System (food fuel source, resynthesis, aerobic glycolysis, Krebs Cycle, ETC) Adaptations of the energy systems to exercise Diabetes Children's lack of lactate system Creating links between the body systems in order to answer an 8-mark question explaining how two systems work together 		<ul style="list-style-type: none"> Read around the energy systems Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments



Year 12 BTEC SPORT Unit 2- Fitness Training and Programming for Health, Sport and Well-being. Curriculum Overview:

Unit 2 is a mandatory unit externally assessed in a 150-minute exam, usually at the end of Year 12.
The exam will contain 6 long answer questions that will assess learners' understanding of Fitness Training and Programming for Health, Sport and Well-being of an individual.



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ul style="list-style-type: none"> Positive Lifestyle factors Negative lifestyle factors Lifestyle Modification techniques. Screening Processes Health Monitoring Tests Interpreting the results of Health Monitoring tests Revision Strategies Exam Technique 	<ul style="list-style-type: none"> Exercise and Physical Activity Healthy Balanced diet Positive risk-taking activities Government recommendations/guidelines The impact of smoking on a person's health and well-being The impact of alcohol on a person's health and well-being The impact of stress on a person's health and well-being The impact of sleep on a person's health and well-being Sedentary lifestyle and the health risks Modification techniques Common barriers Interpreting lifestyle and physical activity questionnaires Interpreting health screening information and linking to health 	<p>This unit will be assessed externally using an examination set by Pearson. The examination will contain two parts.</p> <p>Part A: Is supplied two weeks before your examination so that you can carry out independent research about a scenario based on an individual who requires guidance on training, lifestyle and nutrition.</p> <p>Part B: Is a written examination lasting two hours under controlled conditions in which you can use research notes to complete a task that builds on part A.</p>	<ul style="list-style-type: none"> Read around positive and negative lifestyle factors. Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Spring Term	<ul style="list-style-type: none"> Common nutritional terminologies Components of a balanced diet Nutritional Strategies Components of fitness Components of skill related fitness Aerobic endurance training methods Strength methods Training Muscular Endurance training methods 	<ul style="list-style-type: none"> Understand RDA, RNI and energy measures Understand energy balance and BMR Macro and Micronutrients Hydration and the effect on sporting performance Nutritional strategies to gain or lose weight Understand the use of ergogenic aids in sport Understand the use of sports drinks in sport Aerobic Training methods: Continuous, interval and fartlek training Muscular Strength: Pyramid sets, free weights and resistance machines Muscular Endurance: Circuit training, free weights, resistance machines 	<p>You need to demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.</p> <p>Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals.</p> <p>Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests.</p> <p>Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.</p> <p>Be able to develop a fitness training programme with appropriate justification.</p>	<ul style="list-style-type: none"> Read around the topic of nutrition and components of physical and skill related fitness Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Summer Term	<ul style="list-style-type: none"> Core Stability Training methods Flexibility training methods Speed training methods Training methods for skill related fitness Principles of fitness training programme design 	<ul style="list-style-type: none"> Core stability: Yoga, Pilates and abdominal exercises Flexibility training: PNF, static and dynamic stretching, Speed training methods: Hollow sprints, acceleration sprints, interval training and resistance drills. Agility, balance, reaction time, power and coordination training methods. How to devise a training programme for an individual's goals. Smart Targets (Specific, measurable, achievable, recorded, time. Principles of training- FITT principle Additional principles- SPOVAIRR Periodisation 		<ul style="list-style-type: none"> Read around training methods and the principles of training. Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments



Year 12 Curriculum Overview: Sports leaders (Year1)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Understand the basic expectations of IGS leadership, allocated IGS clubs 2. Understand the skills and behaviours needed for effective, inclusive leadership 3. Understand the importance of leadership skills and behaviours in a range of situations 4. Understand how effective, engaging warm ups can be led 	<p>The 5 main leaderships skills:</p> <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving <p>Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: • Participants • Sessions • Themselves as the leader</p>	<p>Peer, self and teacher evaluation of warm up delivery in a practical peer-peer environment</p> <p>Understanding and application of skills and behaviours for successful leadership. Application to assessed 'Learner evidence record' (LER) task</p> <p>LER Formal Assessed tasks:</p> <p>Task 1.1 – Understanding the skills and behaviours a Sports Leader needs Complete task worksheet</p> <p>Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet</p> <p>1.3 Evaluate current leadership skills (Self), evaluate another person's, and plan for future leadership</p>	<p>Assist in guiding attendance at IGS extracurricular clubs and community clubs</p> <p>Engage in conversation about what each of the 5 key leadership skills are and the associated behaviours and how they may affect future leadership and employment</p>
Spring Term	<ol style="list-style-type: none"> 1. Understand how 'duty of care' effects the safeguarding of participants 2. Describe what is meant by 'safeguarding' 3. Be able to maximise safety when leading sport/physical activity 4. Describe the characteristics of progression in a series of sport/physical activity sessions 5. Plan, lead and evaluate a progressive series of inclusive sport/activity sessions at IGS clubs 	<p>Safeguarding: Safeguarding refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child (CPSU).</p> <p>Progression acronym for simple activity manipulations:</p> <p>S - Space T - Time E - Equipment P - People</p>	<p>Task 2.1 – Duty of care and safeguarding . Complete the task worksheet</p> <p>Task 2.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template</p> <p>Task 4.1 – What makes a series of sessions Complete the task worksheet</p> <p>Task 4.2 – Plan, lead and evaluate a series of progressive sport/physical activity sessions Complete three linked series of sport/physical activity sessions</p>	<p>Discuss the key buzzwords 'Safeguarding' and 'duty of care'</p> <p>Show curiosity into what extra-curricular/lesson progression practices the students are leading</p>
Summer Term	<ol style="list-style-type: none"> 1. Know how to plan inclusive sport/physical activity sessions and events 2. Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity 3. Describe the financial, social and health benefits to society, of people taking part in sport/physical activity 4. Describe strategies which could increase the participation levels of sport/physical activity in the community 	<p>Understand community sport/physical activity and the associated barriers and benefits</p> <p>Understand the impacts that sport/physical activity can have on participants</p> <p>Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>Knowing the core types of sporting events and their subtle differences and adv/disadv of different event types</p> <p>Understand how to lead events for primary aged children and children with a variety of learning needs</p>	<p>Task 3.1 – The effects of sport and physical activity on your community and wider society Complete the task worksheet</p> <p>Practice formal assessment of 'event' leadership, leading a swimming gala in the IGS swimming pool</p> <p>Formal assessment for Unit 6 independent practical:</p> <ul style="list-style-type: none"> - Stand 1: Primary (Helping at IGS Y6 transition day) - - Strand 2: Children with a variety of learning needs (IGS SRP sports day) 	<p>Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.</p> <p>Question how instruction delivery, organisation and equipment may change for the two Unit 6 strand groups (Primary aged and children with learning needs)</p>



Year 12 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Influence of internet 2. Mobile phones in our society 3. Benefits and dangers of social media 4. Changes in the family 5. Attitudes towards marriage and divorce 6. Paper 1 skills (Reading, listening and writing) 7. Introduction to Photocard skills (Paper 3) 	<ul style="list-style-type: none"> ✓ Using the present and present continuous <ul style="list-style-type: none"> ✓ Use comparatives and superlatives ✓ Understanding further differences between 'ser' and 'estar' ✓ Use the imperfect and imperfect continuous <ul style="list-style-type: none"> ✓ Using the preterite tense ✓ Learning how to approach a listening summary and a reading summary ✓ Using idiomatic expressions with impersonal verbs 	<ul style="list-style-type: none"> □ Paper 1 (Listening, reading and writing) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films
Spring Term	<ol style="list-style-type: none"> 1. Singers and musicians 2. TV & cinema stars 3. Volver – A film by Pedro Almodóvar 4. Paper 2 skills 5. Women in the workplace 6. Chauvinism and feminism 7. LGBTQ+ rights in the Hispanic world 8. On-going Paper 1 and 3 Skills 9. How to approach Paper 2 (essays) 	<ul style="list-style-type: none"> ✓ Introduction to the subjunctive (Volver) <ul style="list-style-type: none"> ✓ How to approach gap fill tasks ✓ Using indefinite adjectives and pronouns <ul style="list-style-type: none"> ✓ Using the perfect tense ✓ Using the pluperfect tense ✓ Using the future perfect and conditional perfect <ul style="list-style-type: none"> ✓ Using indirect object pronouns ✓ Practise the passive voice ✓ Using direct object pronouns ✓ How to write an essay in Spanish 	<ul style="list-style-type: none"> □ Paper 1 (Listening, reading and writing) □ Paper 3 Mock (Speaking cards) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films
Summer Term	<ol style="list-style-type: none"> 1. Traditions and customs in Spain 2. Gastronomy in Spain 3. Languages in Spain 4. Cultural heritage in Spain 5. Role of architecture and Spanish/Latin American artists 6. Diversity of Spanish music and dance 7. Preparation towards IRP project 	<ul style="list-style-type: none"> ✓ Translation skills (both ways) ✓ Re-visiting the present subjunctive ✓ Using the perfect tense in the subjunctive <ul style="list-style-type: none"> ✓ Using numerals ✓ Understanding and using demonstrative and possessive adjectives <ul style="list-style-type: none"> ✓ Using imperatives 	<p>Y12 Mocks:</p> <ul style="list-style-type: none"> □ Paper 1 (Listening, reading and writing) □ Paper 2 Mock – Essay paper □ Paper 3 Mock – Full speaking mock (2 cards) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films



Year 13 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	COURSEWORK: Personal Investigation (practical portfolio) & Personal Study (art history essay)	Responding to a self-set brief (Personal Investigation). Development and refinement of ideas, skills and outcomes using the structure of "6 stages of a project".	COURSEWORK DEADLINE – End of January (60% of final grade). Coursework is assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<ul style="list-style-type: none"> If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists. Sign your child up for life drawing classes locally. Watch art related programmes. Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus. Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their work. Proofreading written work to help pick up SPAG errors.
Spring Term	EXTERNALLY SET ASSIGNMENT (exam) London Galleries visit	Inspirational London Galleries visit – to support early ideas Responding to a given theme (exam paper) The 6 stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1	Coursework and mock exam work are assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>As above.</p> <ul style="list-style-type: none"> This is the term to now scale back part-time work. Supporting emotionally and physically during the run-up to exam sessions.
Summer Term	EXTERNALLY SET ASSIGNMENT (exam)	Stage 6 – Final exam – Make final response over 3 days (15 hours)	Externally set assignment is assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>As above.</p>



Year 13 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Theme 3 – Business decisions & strategy</p> <p>3.1 Business objectives & strategy</p> <p>3.4 Influences on business decisions</p> <p>3.2 Business growth</p> <p>Theme 4 – Global business</p> <p>4.2 Global markets and business expansion</p> <p>4.4 Global industries and companies</p> <p>4.1 Globalisation</p>	<p>Corporate objectives</p> <p>Corporate influences</p> <p>Shareholders vs stakeholders</p> <p>Corporate culture</p> <p>Business ethics</p> <p>Theories of corporate strategy</p> <p>SWOT analysis</p> <p>Impact of external influences</p> <p>Growth</p> <p>Mergers and takeovers</p> <p>Organic growth</p> <p>Reasons for staying small</p> <p>Quantitative sales forecasting</p> <p>Conditions that prompt trade</p> <p>Assessment of a country as a market</p> <p>Assessment of a country as a production location</p> <p>Global mergers or joint ventures</p> <p>Global competitiveness</p> <p>Cultural and social issues</p> <p>The impact of MNCs</p> <p>Ethics</p> <p>Controlling MNCs</p> <p>Growing economies</p>	<p>End of unit tests – Theme 3</p> <p>Common Assessment 1 – 3.1 Business objectives and strategy</p> <p>3.4 Influences on business decisions</p> <p>Common Assessment 2 – 3.2 Business growth</p> <p>End of unit Tests – Theme 4</p> <p>Common Assessment 1 – 4.2 Global markets & business expansion</p> <p>Common Assessment 2 – 4.4 Global industries and companies</p>	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	<p>3.3 Decision-making techniques</p> <p>3.5 Assessing Competitiveness</p> <p>4.1 Globalisation</p> <p>4.3 Global marketing</p> <p>Mock Preparation</p>	<p>Investment appraisal</p> <p>Decision trees</p> <p>Critical Path Analysis</p> <p>Interpretation of financial statements</p> <p>Ratio Analysis</p> <p>Human Resources</p> <p>International trade and growth</p> <p>Factors contributing to increased globalisation</p> <p>Protectionism</p> <p>Trading blocs</p> <p>Marketing</p> <p>Niche markets</p>	<p>Mock exam – Paper 1 – Theme 1&4</p> <p>Paper 2 – Theme 2&3</p> <p>End of unit tests – Theme 3</p> <p>Common Assessment 3 – 3.3 Decision-making techniques & 3.5 Assessing competitiveness</p> <p>End of unit Tests – Theme 4</p> <p>Common Assessment 3 – 4.1 Globalisation & 4.3 Global marketing</p>	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers
Summer Term	<p>3.6 Managing change</p> <p>Paper 3 preparation (pre-release material)</p> <p>Exam Preparation</p>	<p>Causes and effects of change</p> <p>Key factors in change</p> <p>Scenario planning</p> <p>Pre-release</p>	<p>A-level exams</p> <p>Paper 1 – Theme 1&4</p> <p>Paper 2 – Theme 2&3</p> <p>Paper 3 – All themes based on a pre-released industry</p>	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers



Year 13

Curriculum Overview: A-Level Computer Science



Autumn Term

Topics/ content outline:

1. Computer System Part 2 (CISC and RISC processors)
2. Input, output and storage
3. Software Development
4. Application Generation Part 2 (Stages of compilation)
5. System Analysis
6. Object-oriented languages
7. Modes of addressing memory
8. Encryption

10. Coursework preparation

Powerful Knowledge (key concepts, skills)

Define, explain and give examples of:

- Structure and function of different processors
- Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)
- Modes of addressing memory (immediate, direct, indirect and indexed).
- Object-oriented languages, understanding of classes, objects, methods, attributes, inheritance, encapsulation & polymorphism.
- Run length encoding, dictionary coding, lossless compression

Demonstrate:

- Analysis of coursework scenario
- Develop prototype, iterative development / testing

What will you be assessed on?

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario

Topics 1-9 (Autum Term) via practice exam questions
Topic 10 (Autum Term) via practical exercises

How can you help at home?

Encourage your child to:

- Recall key concepts from lessons
- Work through practice papers from 2018-2022
- Engage with on-line learning material / videos
- Work through the Year 13 project every day (a minimum of 7 hours per week)
- Review and complete the revision Year 12 CS revision plan.

Spring Term

Recap and revision of:

1. Networking Part 2
2. Data structures
3. Binary Manipulation Part 2
4. Computation thinking
5. Little Man Computer
6. Web Technologies Part 2
7. Boolean Algebra Part 2

Coursework preparation:

Define, explain and give examples of:

- Packet and circuit switching.
- Characteristics of networks, protocols and standards.
- PageRank algorithm.
- Server and client side processing.
- Representation and normalisation of floating point numbers in binary.
- Floating point arithmetic, positive and negative numbers, addition and subtraction.
- Bitwise manipulation and masks: shifts, combining with AND, OR, and XOR

- Demonstrate the design of prototype, testing and evolution.

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario

Topics 1-9 (Autum Term) via practice exam questions
Topics 1-7 (Spring Term) via practice exam questions

Topic 10 (Autum Term) via practical exercises
Topic 8 (Spring Term) via practical exercises

Encourage your child to:

- Recall key concepts from lessons
- Work through practice papers from 2018-2022
- Engage with on-line learning material / videos
- Work through the Year 13 project every day (a minimum of 7 hours per week)
- Review and complete the revision Year 12 CS revision plan.

Summer Term

1. Ethical and moral issues
2. Computing related legislation
3. Algorithmic complexity
4. Preparation for the external examination.

Define, explain and give examples of:

- Measures and methods to determine the efficiency of different algorithms, Big O notation (constant, linear, polynomial, exponential and logarithmic complexity).
- Comparison of the complexity of algorithms.
- Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees).
- Standard algorithms (bubble sort, insertion sort, merge sort, quick sort, Dijkstra's shortest path algorithm, A* algorithm, binary search and linear search).

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario

Topics 1-9 (Autum Term) via exam questions
Topics 1-7 (Spring Term) via exam questions
Topics 1-2 (Summer Term) via exam questions
Topics 9- 10 (Autum Term) via practical exercises
Topics 7- 10 (Spring Term) via practical exercises
Topics 7 (Summer Term) via practical exercises

All of H406 Exam 1 via the Year 12 Mock Exam

Encourage your child to:

- Recall key concepts from lessons
- Work through practice papers from 2018-2022
- Engage with on-line learning material / videos
- Work through the Year 13 project every day (a minimum of 7 hours per week)
- Review and complete the revision Year 12 CS revision plan.



Year 13 Curriculum Overview: **Criminology**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 3: Understand the process of criminal investigations	AC 1 Evaluate the effectiveness of the roles of personnel involved in Criminal, Assess the usefulness of investigative techniques in criminal investigations, Explain how evidence is processed, Examine the rights of individuals in criminal investigations, Describe the processes of law making, Describe the organisation of the CJS in England and Wales, Describe models of criminal justice.	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
	Unit 4: Understand the criminal justice system in England and Wales	AC 2 Requirements of the CPS for prosecuting suspects, describe the trial process, understand the rules in relation to use of evidence in criminal cases, assess key influences affecting outcomes of criminal cases, forms of social control, aims of punishment, assess how forms of punishment meet the aims of punishment.		
Spring Term	Unit 3: Be able to review Criminal cases	AC 3.1 Examine Information for Validity AC 3.2 Draw Conclusions from information	Unit 3 Controlled assessment After Feb half term dates tbc At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
	Unit 3: Controlled assessment	AC 3.1 Explain the role of agencies in social control AC 3.2 Describe the contribution of agencies to achieving social control. AC 3.3 Examine the limitations of agencies in achieving social control.		
Summer Term	Unit 4: Understand measures used in Social control		External unit 4 exam in May/June – dates tbc At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
	Unit 4: Understand measures used in Social control	AC 3.2 Describe the contribution of agencies to achieving social control. AC 3.3 Examine the limitations of agencies in achieving social control. AC 3.4 Evaluate the effectiveness of agencies in achieving social control.		



Year 13 Curriculum Overview: Design & Technology; Product Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>NEA and focused examination questions</p> <ol style="list-style-type: none"> 1. Conduct specific project research 2. Research materials performance 3. Product Disassembly 4. Ideation 5. 2nd/ 3rd iteration concepts 6. Client and user feedback 7. Product development 8. Core – Design methods and processes 9. Core- Design Theory 10. Core- Technology and cultural changes 11. Core- Design Processes 	<ul style="list-style-type: none"> • Developing expertise in project management for the A level NEA • Opportunity to demonstrate advanced understanding and insight in 3D construction methods and associated materials technology • Work with nearing commercial standards and practice of sketching, drawing and CAD skills • Extending Core Knowledge and examination skills 	<ul style="list-style-type: none"> • NEA on going monitoring, peer and self assessment AO2 & 3 • Specific more challenging examination questions practicing extended mark questions • ½ termly examination questions 40mins 	<p>Encourage active reading – Design & Technology Product Design by Ian Granger</p> <p>Resources for projects and examination Core materials are stored in Showbie.</p> <p>Monitor and encourage a proactive approach to the NEA schedule</p> <p>If asked, become a client for projects, answer questions and supporting the design process.</p>
Spring Term	<p>NEA and focused examination questions</p> <ol style="list-style-type: none"> 1. Prototype development 2. CAD modelling 3. Planning Manufacture 4. Manufacturing the prototype 5. Manufacturing the prototype 6. Core- Critical analysis and evaluation 7. Core- Selecting tools, equipment and processes 8. Core- Accuracy in design and manufacture 9. Core – National and international standards 10. Maths in Product Design 	<ul style="list-style-type: none"> • Demonstrate the discipline of industry Workshop Health and Safety • Expertly manufacturing with hand and machine tools • Master high level communication skill in completing the NEA digital portfolio • Supporting deeper Core Knowledge and examination skills 	<ul style="list-style-type: none"> • NEA on going monitoring, peer and self assessment AO3 • Exploring and practicing past examination papers • ½ termly examination questions 40mins 	<p>Continue support with resources for projects and examination. Core materials are stored in Showbie.</p> <p>Persist in encouraging reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>
Summer Term	<ol style="list-style-type: none"> 1. Prototype Evaluation 2. Project NEA Evaluation 3. NEA DIRT 4. Finishing and Finalising NEA 5. NEA candidate declaration 6. Core- Responsible Design 7. Core- Maths in Product Design 8. Core- Design for manufacture and project management 9. Break down of past papers and likely topics 10. Final examination preparation and review for success 	<ul style="list-style-type: none"> • Reflection upon Time Management and overall success of final project portfolio • Complete formal documentation for AQA assessment • Master independent revision and recall of Product Design curriculum • Supporting deeper examination strategies and skills in preparation for the final papers 	<ul style="list-style-type: none"> • NEA finalisation for final A level assessment • Rehearsal of examination questions and feedback 	<p>Continue support with resources for the final examinations. Core materials are stored in Showbie.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>



Year 13 Curriculum Overview: Drama & Theatre Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Component 1: Devising. Exploration of Styles of Theatre Component 3: Theatre Makers in Practice Section C Set Text 	<p>- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</p> <p>Writing detailed: descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> - Your Group Work Skills - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies as a deviser and director. - Your understanding of how to interpret script as a performer, designer & director. - Component 3 Section C Set Text Question responses. - Component 1 Process & Research – Portfolios. 	<ul style="list-style-type: none"> - Questioning understanding of different texts, styles & practitioners. - Discussing live theatre seen. - Reading and discussing meaning communicated in written responses.
Spring Term	<ol style="list-style-type: none"> Component 2: Text in Performance. Component 3: Theatre Makers in Practice: Section A Live Theatre Section B Set Text Section C Set Text 	<p>- Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</p> <p>Writing detailed: descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> - Your Group Work Skills - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. - Your understanding of how to interpret script as a performer, designer & director. - Component 3 Section A Live Theatre responses. - Component 3 Section B & C Set Text Questions. - Component 2 Performance Intentions. 	<ul style="list-style-type: none"> - Discussing Performance and Design concepts for Set Text. - Discussing the purpose of theatre. - Watching a range of live and digital performances. - Reading in cue lines to help with line learning.
Summer Term	<ol style="list-style-type: none"> Component 3: Theatre Makers in Practice: Section A Live Theatre Section B Set Text Section C Set Text 	<p>Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</p> <p>Writing detailed: descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> - Your understanding of how to apply your interpretation of script as a performer, designer & director. - Your ability to write about applying a range of acting skills, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. - Component 3 Section A Live Theatre responses. - Component 3 Section B & C Set Text Questions. 	<ul style="list-style-type: none"> - Testing knowledge of the Performer, Designer & Director Concepts for Set Texts. - Testing ability to apply Live Theatre moments to controversial statements. - Reviewing written responses and targets to address.



Year 13 Curriculum Overview: Economics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Micro Concept of margin Business Objectives Market Structures Contestable markets Labour demand and Supply Macro Circular flow and Multiplier (revisited) SR and LR Philips curve Operation of fiscal and monetary policy Trade Policy and Negotiations	Micro Marginal utility Diminishing Returns Business Objectives – sales, revenue and profit max, satisfying Economies and Diseconomies of Scale Monopoly, oligopoly, monopolistic competition and perfect competition Macro Accelerator and Multiplier Phillips Curve Customs Union, Single market Tariffs and Quota (deadweight loss)	Micro CA1 Business Objectives CA2 Market Structures Macro CA1 Multiplier and Phillips curve CA2 Trade Policy and negotiations	
Spring Term	Micro The interaction of Labour markets Recap-Market Failure/Government and information Failure Macro The Financial Sector (5.1,5.2,5.3)	Micro Labour as a derived Demand Wage Elasticity Economic Rent and Transfer Earnings Monopsony and bilateral Monopoly Macro Functions and characteristics of Money Broad and narrow money Fisher Theory Micro finance Financial Regulation and bodies responsible	Micro CA3 Labour markets CA4 Labour Markets and Labour market failure Macro CA3 Globalisation and Trade CA4 Financial Sector	
Summer Term	Micro & Macro Paper 3 themes revision and prep (synoptic) Paper 3 Techniques and Practice	Examination Practice and Revision	Final A level Examination Paper 1 Micro Economics Paper 2 Macro Economics Paper 3 Themes in Economics (synoptic paper)	



Year 13 Curriculum Overview: **ENGLISH LITERATURE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Elements of Political/Social Protest Writing: <ol style="list-style-type: none"> 1. Induction to PSPW genre 2. How to tackle an unseen extract 3. The Handmaid's Tale by Margaret Atwood 4. Harvest by Jim Crace 	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	<ul style="list-style-type: none"> • An essay responding to an unseen extract, testing your interpretation, analysis skills and ability to exploration the presentation of aspects of the genre • Essays responding to a critical viewpoint about aspects of the genre within 'The Handmaid's Tale' • Essays responding to a critical viewpoint about aspects of the genre within 'Harvest' 	<ul style="list-style-type: none"> • Read widely within the genre of political, social protest to develop your understanding of conventions, using the wider reading list as a guide • Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes
Spring Term	Elements of Political/Social Protest Writing: <ol style="list-style-type: none"> 1. The poetry of William Blake 2. Harvest by Jim Crace 3. Revision for Paper 2 Section C questions 4. Revision of Paper 1 texts 	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	<ul style="list-style-type: none"> • Essays responding to a critical viewpoint about aspects of the genre within the poetry of William Blake • Essays exploring an aspect of the genre across two texts of their choice. 	<ul style="list-style-type: none"> • Harvest Lit Chart on Showbie • The Handmaid's Tale Lit Chart on Showbie • Re-read set texts from year 12
Summer Term	Elements of Political/Social Protest Writing: <ol style="list-style-type: none"> 1. Revision of all aspects of the course. 	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	Exams will test you on: <ul style="list-style-type: none"> • An extract response to 'Othello' • A response to a critical viewpoint about 'Othello' • Explore how aspects of tragedy are presented in 'Death of a Salesman' and Keats' poetry • A response to an unseen extract • An essay responding to a critical viewpoint in either 'The Handmaid's Tale', 'Harvest of Blake's poetry' • Explore how aspects of PSPW are presented in two texts of your choice 	<ul style="list-style-type: none"> • Use a range of revision strategies to explore the presentation of key characters and themes, in relation to aspects of the genre, and learn key quotes • Practise exam questions in timed conditions



Year 13 Curriculum Overview: FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ul style="list-style-type: none"> 1. The benefits of living in an ethnically diverse society 2. Tolerance and respect of diversity 3. Promoting diversity 4. The French political system 5. Political engagement amongst young people 6. The future of political engagement 7. Introduction and preparation for the Independent Research Project (IRP) 8. Start novel 'No et Moi' (Delphine de Vigan) 	<ul style="list-style-type: none"> ➤ Revision of present, future and conditional tenses ➤ Pronunciation ➤ Comprehension strategies ➤ The Passive ➤ Revision of the subjunctive ➤ Exampro revision activities ➤ Weekly sessions with the French Assistant (FLA) ➤ Photocard /speaking booklets 	<ul style="list-style-type: none"> <input type="checkbox"/> Exampro revision exercises and past papers questions <input type="checkbox"/> Short writing tasks (translations/comprehensions etc) <input type="checkbox"/> Vocab tests 	<ul style="list-style-type: none"> ➤ Join both teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ul style="list-style-type: none"> 1. Different groups who are socially marginalised 2. Measures to help those who are socially marginalised. 3. Contrasting attitudes to those who are socially marginalised 4. The role of unions 5. Strikes and protests and the different methods of protesting 6. Attitudes to strikes and different methods of protesting. 7. No et Moi 8. IRP 	<ul style="list-style-type: none"> <input type="checkbox"/> Revision of the perfect and imperfect tenses <input type="checkbox"/> The Pluperfect tense <input type="checkbox"/> Using synonyms <input type="checkbox"/> Translation both ways <input type="checkbox"/> Subject and object pronouns <input type="checkbox"/> Relative and demonstrative pronouns <input type="checkbox"/> Weekly sessions with the FLA <input type="checkbox"/> Photocards and speaking booklets <input type="checkbox"/> Writing presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Speaking mock 1 (January) <input type="checkbox"/> Speaking mock 2 (March tbc) <input type="checkbox"/> Paper 1 (listening, reading and writing_ mock <input type="checkbox"/> Paper 3 (writing) mock <input type="checkbox"/> Vocab tests 	<ul style="list-style-type: none"> ➤ Join both teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ul style="list-style-type: none"> 1. Attitudes to crime 2. Prison – merits and problems 3. Alternative forms of punishment 4. History of immigration 5. Immigration issues in the francophone world 6. Political parties and immigration 7. Immigration from the standpoint of immigrants 8. IRP 9. No et Moi 10. Revision techniques 	<ul style="list-style-type: none"> The past historic tense Si clauses Revision of infinitive constructions General tense revision and using combined tenses Exampro revision activities / new revision folder FLA 	<ul style="list-style-type: none"> <input type="checkbox"/> Exampro revision exercises and past papers questions <input type="checkbox"/> Short writing tasks (translations/comprehension etc) <input type="checkbox"/> Real exams May/June 	<ul style="list-style-type: none"> ➤ Join both teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 13 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Water and carbon Cycles	<p>Water and carbon cycles as natural systems</p> <ul style="list-style-type: none"> Inputs, outputs, stores, flows and dynamic equilibrium <p>The water cycle</p> <ul style="list-style-type: none"> Size of stores Processes driving change Basin basins and processes Road hydrographs <p>The carbon cycle</p> <ul style="list-style-type: none"> Size of stores Factors driving change Changes over time Carbon budget <p>Water, carbon climate and life on earth</p> <ul style="list-style-type: none"> Relationship between water and carbon cycles Human intervention 	<p>Global stores and distribution (water and carbon cycles) – lithosphere, hydrosphere, cryosphere and atmosphere.</p> <p>Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes.</p> <p>Drainage basin – stores and flows.</p> <p>Flood hydrographs – seasonal variations</p> <p>Changes over time to the water cycle – farming, land use, water abstraction</p> <p>Factors driving change (carbon cycle) – photosynthesis, respiration, decomposition, combustion, carbon sequestration</p> <p>Changes over time to the carbon cycle – natural variation and human impact</p> <p>Carbon budget</p> <p>Feedback systems (water and carbon cycles)</p> <p>Mitigation of climate change</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	<p>Media</p> <ul style="list-style-type: none"> Follow news stories regarding volcanic eruptions, seismic events, tropical storms and wildfires from around the world Follow news stories about climate change Follow news stories about Antarctica Watch any documentaries about the relevant hazards/ climate change Follow @IGSGeog on twitter Watch 'Before the Flood' documentary to give an insight into the impact that the use of fossil fuels is having on the planet and what future implications this might have. <p>Classwork</p> <ul style="list-style-type: none"> Keep folders and notes organised Recap on classwork to consolidate key concepts and knowledge Use course checklists to monitor your own progress <p>Independent work</p> <ul style="list-style-type: none"> Challenge yourself to read around the subject, using the resources on Showbie Use the practice questions and mark schemes on Showbie Use the intervention strategies available in the A-level revision on Showbie <p>Visits</p> <ul style="list-style-type: none"> Local areas to see the management of water/ changes in river flow throughout the year Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - https://www.visitbradford.com/thedms.aspx?dms=3&venue=2180332 <p>Discussions</p> <ul style="list-style-type: none"> Past natural hazards or ones that happen whilst studying A-Level Geography Have family/ relatives noticed a change in their lifetime regarding the use of fossil fuels and the impact that has had regarding foreign policy and change to more renewable energy sources. Global trade
Hazards	<p>The concept of hazards</p> <ul style="list-style-type: none"> Nature, forms and potential impacts, Hazard perception Characteristic human responses and their relationship to hazard The Park Model and Hazard Management Cycle <p>Plate Tectonics</p> <ul style="list-style-type: none"> Earth structure Plate tectonic theory of crustal evolution Plate margins, process and associated landforms including magma plumes <p>Volcanic/ Seismic/ Storm hazards/ Fires in Nature</p> <ul style="list-style-type: none"> Nature, Forms, Impacts, Responses Impacts and human responses of a recent event <p>Case Studies</p> <ul style="list-style-type: none"> Multi-hazardous environment beyond the UK Hazard on a local scale 	<p>Hazard perception, Characteristic human responses and their relationship to hazard, The Park model, The Hazard Management Cycle, Earth structure, Plate tectonic theory, plate movement, destructive, constructive and conservative plate margins, Characteristic processes: seismicity and volcanicity and associated landforms, Magma plumes, The nature of volcanic and seismicity and its relation to plate tectonics, forms of hazard, The nature of tropical storms and their underlying causes, Nature, conditions favouring and causes of wild fires, For volcanic, seismic, storm hazards and fires in nature</p> <p>Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.</p> <p>Impacts and short and long-term responses</p> <p>A recent example to illustrate impacts and responses</p> <p>Case Study: Multi-hazardous environment beyond the UK to illustrate and analyse nature, risks, responses</p> <p>Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	
Global Systems and Global Governance	<p>Globalisation</p> <ul style="list-style-type: none"> Dimensions and factors of globalisation <p>Global Systems</p> <ul style="list-style-type: none"> Interdependence Unequal flows of people, money, ideas and technology Unequal power relations <p>International trade and access to markets</p> <ul style="list-style-type: none"> Volumes and patterns of trade Trading relationships and trading blocs Differential access to markets <p>The nature and role of TNCs</p> <ul style="list-style-type: none"> World Trade in a food commodity or manufactured product <p>Global Governance</p> <ul style="list-style-type: none"> Agencies (UN) in the post-1945 era Interactions between the local, regional, national and international and global scales <p>The 'global commons'</p> <ul style="list-style-type: none"> Antarctica <p>Globalisation Critique</p>	<p>Economies of scale</p> <p>Interdependence</p> <p>Global financial systems</p> <p>Trade agreements and trading blocs</p> <p>SDT agreements</p> <p>Fair Trade</p> <p>Containerisation</p> <p>Supply chains</p> <p>Specialisation</p> <p>Outsourcing</p> <p>NGOs</p> <p>Remittance and repatriation of profits</p> <p>Brain drain</p> <p>Inequalities, Conflict and injustices</p> <p>Power relations</p> <p>Global institutions – IMF WTO World Bank</p> <p>Growth and stability</p> <p>Antarctic Treaty, IWC and UNBP</p> <p>Imports and exports</p> <p>FDI</p> <p>protectionism</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	



Year 13 Curriculum Overview: History



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

1. Britain 1914-1928 including the impact of the First World War, changing fortunes of the political parties, economic problems and the Irish revolution.
2. Britain 1929-39 including national government and economic crisis.
3. Britain 1939-64 including impact of the Second World War, changing political fortunes, economic prosperity and social change.

Powerful Knowledge (key concepts, skills)

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain.-c18511964>

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

How can you help at home?

There are a wide variety of books written about this period in British history. Reading anything relating to the first half of the 20th century in Britain will help to develop student's sense of period.

Watch the BBC documentary The Making of Modern Britain by Andrew Marr

Unit 2: France in Revolution, c.1774-1795

1. The Directory and Napoleon's rise to power, including the Thermidorian reaction, the Directory, military campaigns abroad and Napoleon's rise to power.
2. Napoleon's impact on France including political, social, economic and social changes.
3. Napoleon's impact on Europe, including expansion and empire, control and challenge, and Napoleon's defeat.

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution.-17741815>

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of books written about the French Revolution and Napoleon. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge.

Watch the BBC documentary Napoleon by Andrew Roberts

Unit 3: Non-Examined Assessment

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing

Students must complete a Historical Investigation. This tests AO1, AO2 and AO3. The Historical Investigation must:

- be independently researched and written by the student
- take the form of a question in the context of approximately 100 years that does not duplicate content within option chosen for Components 1 and 2
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this.

The Historical Investigation carries 40 marks.



Year 13

Curriculum Overview: BTEC Level 3 Information Technology



Autumn Term

Topics/ content outline:

1. Digital devices in IT systems
2. Digital devices, their functions and use
3. Peripheral devices and media
4. Computer software in an IT system
5. Emerging technologies
6. Choosing IT systems
7. Transmitting data
8. Connectivity
9. Networks
10. Issues relating to transmission of data

Powerful Knowledge (key concepts, skills)

- Being able to:
- Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes.
 - Apply knowledge and understanding of information technology terms, standards, concepts and processes
 - Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context

What will you be assessed on?

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Topics 1-10 (Autum Term) via homework

How can you help at home?

Encourage your child to:
Recall key concepts from lessons
Work through the case-study requirements (a minimum of 4 hours a weeks)
Engage with on-line learning material / videos
Review and complete the revision Year 13 Unit 1 revision plan.

Spring Term

1. Operating online
2. Online systems & communities
3. Protecting data and information
4. Impact of IT systems
5. Moral, Legal and ethical issues community building
6. Data gathering and analysis
7. Building queries & forms
8. Database testing
9. Evaluating databases
10. Preparation for Unit 2 exam.

Being able to:

- Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems.
- Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems.
- Describe the stages in the decision making process
- Describe the spreadsheet features used to support data modelling
- Demonstrate using data modelling to consider alternatives

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Topics 1-10 (Autum Term) via homework
Topics 1-5(Spring Term) via homework

A presentation or report evaluating the role of data modelling in the decision-making process.

Encourage your child to:
Recall key concepts from lessons
Work through the case-study requirements (a minimum of 4 hours a weeks)
Engage with on-line learning material / videos
Review and complete the revision Year 13 Unit 1 revision plan.

Summer Term

1. Evaluation of a social media plan
2. Evaluation of a social media campaign.
3. Creating accounts and profiles
4. Implementation of online community building
5. Data gathering and analysis
6. Digital devices in IT systems
7. Digital devices, their functions and use.

Being able to:

- Evaluating models, documenting and justifying your decisions
- Produce a functional specification, spreadsheet model design and be able to review and refine data model designs
- Developed a data model solution, testing the data model Solution, review and refining the data model solution

Your ability to design and develop a data model to fulfil identified client requirements.

Your ability to design a functional specification, design documentation, spreadsheet development and testing logs.

A report that evaluates the effectiveness of the alternatives considered, and suggests ways in which the alternatives could be improved if the task were to be repeated.

Encourage your child to:
Recall key concepts from lessons
Work through the case-study requirements (a minimum of 4 hours a weeks)
Engage with on-line learning material / videos
Review and complete the revision Year 13 Unit 1 revision plan.



Year 13 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Unit 22: Scripting for media Products Coursework: Study scripts and create a script for Unit 21 TV Drama 9% of Qualification</p> <p>Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.) 16% of Qualification</p>	<p>LO1 Understand scripted elements for a range of media products</p> <p>LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief</p> <p>LO3 Be able to produce the script for a media product, in response to a client brief</p>	<p>UNIT 22: Pass, Merit and Distinction Completed by October</p> <p>UNIT 20: Pass Tasks Completed by December</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 22</p> <p>UNIT 20</p> <p>Student Checklists</p> <p>UNIT 22 Marksheet</p> <p>UNIT 20 Marksheet</p>
Spring Term	<p>Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.)</p> <p>Unit 2: Pre-production and Planning Exam: 2 Hours 25% of qualification</p>	<p>LO1 Know how existing advertising campaigns embed advertisements across a range of media products</p> <p>LO2 Be able to plan a cross media advertising campaign to a client brief</p> <p>LO3 Be able to produce the planned media components</p> <p>Unit 2: You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.</p>	<p>UNIT 20: Merit and Distinction Tasks Completed by February</p> <p>UNIT 2: Pre-Production and Planning 2hr Exam MAY</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 20</p> <p>UNIT 2</p> <p>Student Checklists</p> <p>UNIT 20 Marksheet</p>
Summer Term	Updating any Coursework Units for any re-submissions			



Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. The concept and nature of God 2. Arguments relating to the existence of God 	<ol style="list-style-type: none"> 1. God's attributes 2. Arguments for the incoherence of God's attributes 3. Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses 4. Teleological Arguments (Hume, Paley and Swinburne) with issues and responses 5. Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	<ol style="list-style-type: none"> 3. The Problem of Evil 4. Religious Language. 	<ol style="list-style-type: none"> 1. Assess whether God's attributes can be resolved alongside the issue of evil. 2. Assess responses and further issues <ol style="list-style-type: none"> 1. Assess whether religious language is meaningful <ul style="list-style-type: none"> • Cognitivism and non-cognitivism • Logical positivism with issues and responses • The University debate with issues and responses 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. What do we mean by mind? 2. Substance Dualism 3. Property Dualism 4. Issues with Dualism 	<ol style="list-style-type: none"> 1. Indivisibility argument for Substance Dualism with issues and responses 2. Conceivability argument for Substance Dualism with issues and responses 3. Mary/Knowledge argument for Property Dualism with issues and responses 4. Philosophical argument for Property Dualism with issues and responses 5. Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	<ol style="list-style-type: none"> 5. Physicalist Theories 6. Functionalism 	<ol style="list-style-type: none"> 1. Hard and soft behaviourism as an argument for physicalism with issues and responses 2. Mind Brain Identity theory as an argument for physicalism with issues and responses 3. Eliminative Materialism as an argument for physicalism with issues and responses 4. Functionalism as a way of arguing mutiply realisability with issues and responses 	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Features of the Romantic period (Area of Study A) 2. Poulenc Trio (year 13 set work AoSE) - an introduction using MAD IT SHIRT 3. Composing: skills-moving on from Year 12. Western Classical skills and looking at the brief composition 4. Musical Theatre (Area of Study C) 5. Performance: deadlines shared and rehearsals set with accompanist (w here needed) 	<ol style="list-style-type: none"> 1. Revision of Year content. Timeline with key features so far. Revision of Beethoven as transitional composer between Classical and Romantic. Rise of programmatic and Nationalistic writing in the Romantic period. Berlioz, Liszt and Dvorak. 2. Annotation of Poulenc Score using strategies deployed in Year 12 3. Western Classical composition and writing to a brief 4. Claude Michel Schonberg (AoS C) 5. Finalising performances and responding to feedback. 	<p>Performance of at least 5 minutes of repertoire in first half term to the class. Public performance opportunity of recital repertoire.</p> <p>Refining Year 12 Composition, responding to final targets. If taking the composition pathway, students will begin work on year 13 composition.</p> <p>Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre.</p>	<p>https://www.youtube.com/watch?v=akOJdLlFYd4</p> <p>Poulenc Trio- AoSE</p> <p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience. Regular key vocab testing.</p>
Spring Term	<ol style="list-style-type: none"> 1. Romantic Symphonies continued 2. Poulenc Trio analysis 3. Composing – brief composition 4. Musical Theatre (Area of Study C) 5. Performing- final preparation reading for examiner visit. 	<ol style="list-style-type: none"> 1. Rimsky-Korsakov, Tchaikovsky, Richard Strauss, Brahms, Bruckner and Mahler 2. Further analysis of Poulenc (AoSE) set work 3. Composition-responding to bespoke targets 4. Andrew Lloyd-Webber and Stephen Schwartz (AoS C) 5. Performing- preparing for final recital and visiting examiner. 	<p>Performance of full recital repertoire in first half term to the class.</p> <p>Visiting examiner visit (date tbc) as final performance assessment.</p> <p>Composition – submitting working work in line with targets set. FINAL submission.</p> <p>Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre</p>	<p>https://www.youtube.com/watch?v=akOJdLlFYd4</p> <p>Poulenc Trio- AoSE</p> <p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience. Regular key vocab testing.</p>
Summer Term	<ol style="list-style-type: none"> 1. NEA administration and paperwork 2. Revision and final exam preparation 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104/Poulenc Trio and the development of the symphony so far to support the final A Level exam. 2. Revision and consolidation work on Musical Theatre material to support the final A Level exam. 	<p>Visiting examiner visit (date tbc) as final performance assessment – if this did not take place before Easter.</p> <p>COMPONENT 1</p> <p>A Level paper COMPONENT 3</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>



Year 13 Paper 2 Curriculum Overview:



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	2.2 – Sports Psychology 2.1 – Skill Acquisition	8.1 Attribution 8.2 - Confidence and self-efficacy in sports performance 8.3 Leadership in sport 8.4 Stress management to optimise performance 9.1 - Memory models	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
Spring Term	2d – Performance in physical education	1. EAPI Preparation 2. Section 1 - Evaluative of performance 3. Section 2 - Development plan 4. Section 3 – Application 5. Independent time in lessons to make notes and improve knowledge and understanding. 6. Mock Exam preparation 7. Synoptic assessment	1. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 2. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 3. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	PowerPoint presentations, YouTube video links etc Note questions – to consolidate knowledge (see resource file) Recall and retention – Starter activities (see resource file) Exam questions (see resource file) Green pen answers using mark schemes on Showbie.
Summer Term	Revision Assessment	1. REVISION 2. Go through year 13 content 3. Exam technique 4. Past paper questions 5. REVISION 6. Personalised revision based on topic areas highlighted from the student's past exam papers and student self-reflection using revision checklist 7. REVISION 8. Timed practice exams and self-reflection using mark schemes and model answers.	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.



Year 13 Curriculum Overview: A level PE Paper 3



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Ethics and Deviance in Sport	Drugs and doping in sport Violence in Sport Gambling in Sport	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Spring Term	Commercialisation Routes to Excellence in Sport Modern Technology	Factors that influence the commercialisation of sport Impact on Elite level sport, participation, fair outcomes and entertainment Development routes from talent identification through to elite performance • the role of school, clubs, universities in contributing to elite sporting success • the role of UK Sport and National Institutes in developing sporting excellence/high performance sport • strategies to address drop-out/failure rates from elite development programmes	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Summer Term	Revision			



Year 13 Curriculum Overview: Sports leadership (Year 2)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>1. Recap the basic expectations of IGS leadership, allocated IGS clubs and recap the skills and behaviours needed for effective, inclusive leadership</p> <p>2. Know different types of sports/physical activity event and the associated pros/cons</p> <p>3. Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>4. Lead an inclusive sports/physical activity event</p>	<p>Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>Understand how to gather, collate and organise sporting results</p>	<p>Task 3.2 – Making sport/physical activity sessions inclusive. Complete the task worksheet</p> <p>Task 5.2 – Plan, lead and evaluate an inclusive sports and physical activity event</p> <p>Task 5.3 – Event Leadership Log inclusive sports/physical activity</p>	<p>Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.</p> <p>Question students what the pros/cons are for the different types of tournament and event structures.</p>
Spring Term	<p>1. Unit 6 practical leadership: Be able to plan inclusive sport/physical activity sessions for a range of participant groups</p> <p>The six session plans must include examples of how a given session has been made inclusive for the participant group(s).</p>	<p>Possible participant groups</p> <ul style="list-style-type: none"> • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people 	<p>Task 6.1 – Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups. Complete <u>six</u> sessions</p> <p>IGS prescribe 2 strands of activity and give 1 personal choice.</p> <ul style="list-style-type: none"> - Children (IGS feeder primaries): 4 hours Min - Children with a variety of learning needs (Green meadows primary, IGS SRP): 4 hours min - Personal choice (Any other in the community): 4 hours min 	<p>Assist students in gaining placements within the Ilkley and local community for their personal choice strand.</p> <p>Discuss and question how their experiences shaped their leadership style and instruction delivery and why</p>
Summer Term	<p>Any necessary mop-up of LER tasks or theory hours for those behind, to be completed during Y13 study leave with an early may deadline</p>			



Year 13 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Edexcel A level Component 1 practical project: The Personal Investigation Edexcel A level component 1 essay: The Personal Study 	<p>Developing a problem or brief set by self Responding effectively to feedback. Being able to identify own artistic strengths and weaknesses, developing and addressing these</p> <p>Analysis and research Technical and creative vocabulary Conceptual thinking Technical camera and editing skills led by chosen area of study Research, development and writing of formal academic essay</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors</p>
Spring Term	<ol style="list-style-type: none"> Completion of Edexcel A level Component 1 Edexcel A Level Component 2: The externally Set Assignment London Galleries Visit 	<p>Developing a problem or brief set by the exam board Responding effectively to feedback. Analysis and research Technical and creative vocabulary Conceptual thinking Technical camera and editing skills led by chosen area of study Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student Decision making and bringing a body of work to an effective conclusion</p>	<p>Completed Personal Investigation and The Personal Study using the following Assessment Objectives set by Edexcel AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors</p>
Summer Term	<ol style="list-style-type: none"> Edexcel A Level Component 2: The externally Set Assignment Final preparations and exam sessions 	<p>Working under exam conditions to create a final piece in 15 hours. Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student Decision making and bringing a body of work to an effective conclusion</p>		<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Proofreading written work to help pick up SPAG errors Supporting emotionally and physically during the run-up to exam sessions</p>



Year 13 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Electric Fields</p> <p>Circular Motion & Gravity</p> <p>Periodic Motion inc. Simple Harmonic Motion</p> <p>Capacitors</p> <p>Electromagnetism</p> <p>Thermal Physics</p>	<p>Forces between charges. Electric field strength & potential. Uniform & radial fields. Circular motion & centripetal force. Simple harmonic motion. Forced vibrations and resonance.</p> <p>Gravitational fields and potential. Orbits of planets and satellites. Escape velocity.</p> <p>Parallel plate capacitors. Equations re capacitance, area, PD, electric permittivity.</p> <p>Internal energy, specific heat capacity & latent heat capacity. Ideal gases and equations modelling their behaviour. Brownian Motion.</p>	<p>Electric Fields</p> <p>Circular Motion & Gravity</p> <p>Periodic Motion</p> <p>Capacitors</p>	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
Spring Term	<p>Electromagnetism</p> <p>Thermal Physics</p> <p>Nuclear Physics</p> <p>Astrophysics</p>	<p>Magnetic fields. The motor effect. Faraday & Lenz's laws of electromagnetic induction. Alternating currents and transformers.</p> <p>Radioactivity, Rutherford scattering, Nuclear radiations. Exponential decay. N-Z plot & how N:Z ratios determine decay paths. Investigating the nuclear structure. Mass-energy equivalence. Nuclear reactors & induced fission.</p>	<p>Y12 Topics & Electric Fields</p> <p>Circular Motion & Gravity</p> <p>Periodic Motion</p> <p>Capacitors</p> <p>Electromagnetism</p> <p>Thermal Physics</p>	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
Summer Term	<p>Astrophysics</p> <p>Revision of all Y12 & Y13 topics</p>	<p>Telescopes: Optical & radio telescopes. Classification of stars by luminosity. Absolute magnitude. Black-body radiation. The Hertzsprung-Russell diagram. Supernovae, neutron stars & black holes.</p> <p>Cosmology: Doppler effect and red shift. Hubble's law. Quasars. Detection of exoplanets.</p>	<p>All topics.</p>	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>



Year 13 Curriculum Overview: Politics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Comparative Politics – US option</p> <p>1. The US Constitution and federalism</p> <p>4 US Supreme Court and civil rights</p> <p>3. Powers of the president</p> <p>Core ideologies (unit 1) Socialism</p>	<p><u>Comparative Politics</u></p> <p>Bipartisanship</p> <p>Checks and balances</p> <p>Codified/ uncodified</p> <p>Enumerated Powers</p> <p>Federalism</p> <p>Separation of the powers</p> <p>Executive Order</p> <p>Imperial/Imperial</p> <p>Informal powers</p> <p>Unified Government</p> <p>Socialism</p> <p>Fraternity</p> <p>Collectivism</p> <p>Marxism</p> <p>Keynesian economics</p>	<p>Common Assessment 1a – Constitution and Federalism (1.1- 1.4)</p> <p>Common Assessment 2a Supreme Court (4.1-4.6)</p> <p>Common Assessment 1b US presidency (3.1-3.4)</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
Spring Term	<p>2 US Congress Elections ; Primaries, campaign funding strengths and weaknesses of US Electoral system</p> <p>Republican and Democrat parties</p> <p>Interest Groups</p> <p>Comparative Questions</p> <p>Recap of Year 12 work and UK comparisons</p>	<p>Congress</p> <p>Congressional caucuses</p> <p>Divided Government</p> <p>Fillibuster</p> <p>Gridlock</p> <p>Incumbency</p> <p>Mid terms</p> <p>Oversight</p> <p>Partisanship</p> <p>Factions</p> <p>Invisible primary</p> <p>PACS</p> <p>Partysystem</p> <p>Policy Group</p> <p>Religious Right</p> <p>Comparative Theories – structural, cultural and rational</p>	<p>Mock Examination in January</p> <p>Comparative Practice Questions on all Topics</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
Summer Term	<p>1. Recap/ Retrieval/ consolidation of Previous learning</p> <p>2. Examination Practice</p>	<p>Examination Practice and revision</p>	<p>A'Level Final Exam</p> <p>Paper 1 UK Politics and Core Political Ideas</p> <p>Paper 2 UK Government and Non Core Political Ideas</p> <p>Paper 3 Comparative Politics</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to access past papers and revision resources</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>



Year 13 Curriculum Overview: Psychology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Research Methods</p> <p>Approaches</p> <p>Comparison of Approaches</p> <p>Biopsychology</p> <p>Forensic Psychology</p>	<p>Research methods: statistical tests, case studies and content analysis, validity and reliability, Features of Science.</p> <p>Approaches: Humanistic approach, Psychodynamic approach, comparison of approaches</p> <p>Biopsychology: localisation of brain function, plasticity and recovery from trauma, hemispheric specialisation, ways of studying the brain.</p> <p>Forensic Psychology: profiling, Biological explanations, psychological explanations</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions 	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>
Spring Term	<p>Forensic Psychology</p> <p>Cognition and Development</p> <p>Schizophrenia</p>	<p>Forensic Psychology: custodial sentencing, behaviour modification, restorative justice</p> <p>Cognition and development: Piaget, Baillargeon, Vygotsky, levels of perspective taking, theory of mind, the mirror neuron system</p> <p>Schizophrenia: Diagnosis and classification, biological explanations, drug treatments, Psychological explanations</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions 	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>
Summer Term	<p>Schizophrenia</p> <p>Issues and Debates</p> <p>A level Preparation</p>	<p>Schizophrenia: CBT and Family Therapy, the interactionist approach</p> <p>Issues and debates: gender and culture bias, nature/nurture, free will v. determinism, Holism vs. reductionism, idiographic/nomothetic approaches, ethical implications</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions 	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Theory of Religion 2. Religion and Social Change 3. Secularisation debate 4. Religion, Renewal and Choice 5. Theories of Crime and Deviance 6. Gender and Crime 7. Ethnicity and Crime 	<ul style="list-style-type: none"> • Marxist, Functionalist and Feminist views on the role of religion. • Is religion a conservative force or a force for change? • New religious movements – new age movements. • Functionalist, strain and subcultural theories of crime. • Marxist, Labelling Theory and Realist views on crime. • Patterns, trends and explanations for gender differences in crime. • Patterns, trends and explanations for ethnic differences in crime. 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Showbie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Spring Term	<ol style="list-style-type: none"> 1. Religious Organisations, Movements and Members 2. Religion in a Global Context 3. Science and Ideology 4. Crime and media 5. Globalisation and Crime 6. Control Punishment and Victimology 7. Sociological debates 	<ul style="list-style-type: none"> • Church, Denominations, Sects and Cults. • Fundamentalism and religion – the power and significance of religion around the world. • Is Science the new religion? Is science and religion an open or closed belief system? • The influence of the media in creating moral panics – what impact does the media have on crime rates? • International and transnational crime – the impact of globalisation on crime. • How do we control and punish people? • What is victimology? How are criminals and victims asocial construction? • Is Sociology scientific, objective and value free? Or is Sociology subjective and value laden? 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Showbie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Summer Term	<ol style="list-style-type: none"> 1. Quantitative and Qualitative Research Methods 2. Globalisation, modernity and Postmodernity 3. Sociology and Social Policy 4. Paper 1 revision 5. Paper 2 revision 6. Paper 3 revision 7. Exam revision and consolidation 	<ul style="list-style-type: none"> • Practical Ethical and Theoretical factors when conducting sociological research. • Sociology and globalisation. • Postmodernity and risk society. • The impact of sociological research on social policies. • How to answer exam questions. 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Showbie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/



Year 13 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Immigration in the Spanish-speaking world. 2. Racism 3. Integration of different cultures. 4. Volver – feminine solidarity (film) 	<ol style="list-style-type: none"> 1. Positive and negative aspects of immigration 2. Problems for illegal migrants 3. Recap of the present tense 4. Revision of the imperfect and preterite tenses 5. Use of compound tenses 6. Describing racist and xenophobic attitudes 7. Understand legislation and combating racism 8. Recap of the conditional and future tenses 12. Understand cultural integration and issues surrounding it 13. Quotations, themes, essay skills 14. Research skills for IRP 	<ul style="list-style-type: none"> <input type="checkbox"/> Paper 1 (L/ R / W) <input type="checkbox"/> Paper 2 covering essay on film <input type="checkbox"/> Paper 3 (Stimulus card + IRP) 	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/podcasts/radio, watching Spanish TV/films
Spring Term	<ol style="list-style-type: none"> 1. La Casa de Bernarda Alba – literature 2. Young people today, citizens of tomorrow, political movements in the Hispanic world. 3. Monarchies and dictatorships 	<ol style="list-style-type: none"> 1. Quotations, themes, key scenes and essay skills 2. Understanding politics, unemployment and the type of society young people want to live in in the Hispanic world 3. Understanding the impact of the civil war, Franco's dictatorship 4. Understanding changing attitudes towards monarchies, republics and dictatorships 5. Use of present, perfect and imperfect subjunctive 6. Imperative commands 	<ul style="list-style-type: none"> <input type="checkbox"/> Paper 1 (L/ R / W) <input type="checkbox"/> Paper 2 <input type="checkbox"/> Paper 3 (Stimulus card + IRP) 	As above
Summer Term	<ol style="list-style-type: none"> 1. Social protests and campaigns in the Spanish world. 2. Recap of Volver 3. Revision 	<ol style="list-style-type: none"> 1. Passive voice 2. If-clauses + pluperfect / imperfect subj. 3. Analysing the effectiveness of protests and strikes 4. Understanding the power of trade unions 5. Understanding the 15M movement in Spain and the mothers of La Plaza de Mayo in Argentina 6. Essay writing skills 7. Speaking skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Mock speaking with Foreign Language Assistant <input type="checkbox"/> Actual A-level exams 	As above